



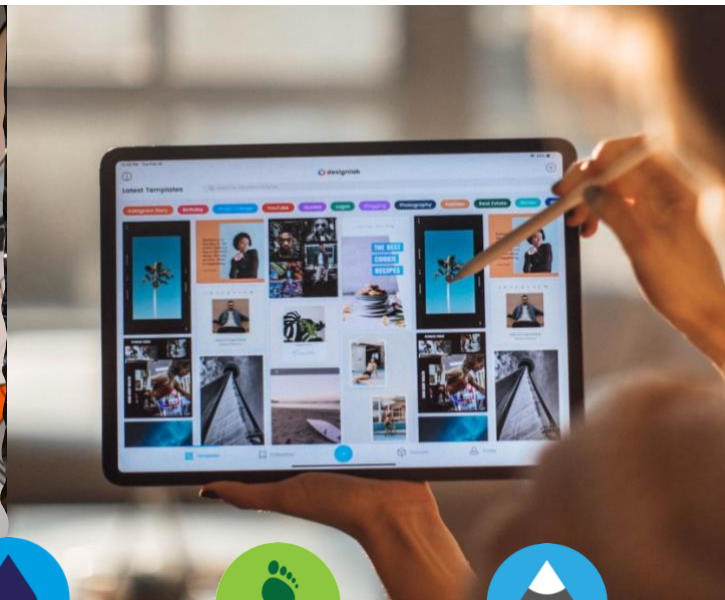
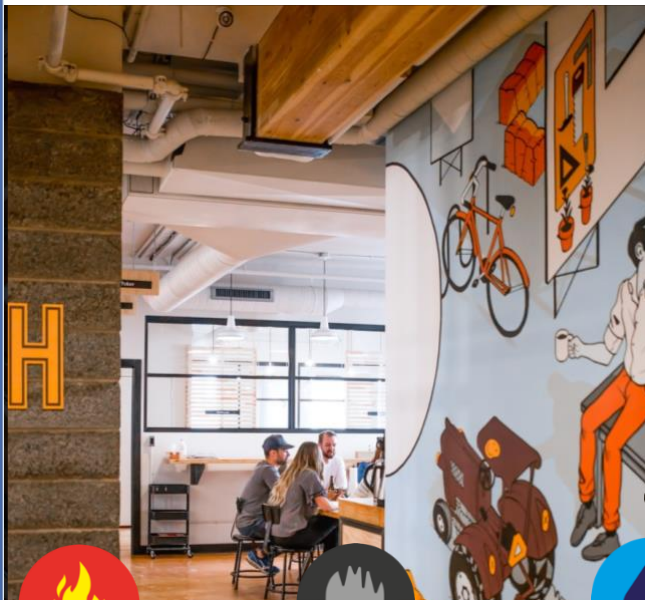
THE UNIVERSITY of EDINBURGH
Moray House School of
Education and Sport



Inspiring Spaces, Inspiring Learning

Regional Skills Shared Learning Spaces Pilot

Project Report



*Exploring the potential of a
research collaborative
involving Fife College, St
Columba's RC High School,
Woodmill High School, and
The University of Edinburgh*

August 2021



Summary

The aims:

- We wanted to create opportunities for young people at different stages of their educational journey to meet each other, work together and share their experiences. Our goal was to **invest in young people as pioneers**, to understand how they themselves can develop the skills and thinking which can improve the design of learning environments.
- The catalyst for the project was the development of a new £180 million community 'Super Campus,' that will bring together the Fife College Campus and two schools, Woodmill High School and St Columba's RC High School on one site. With a projected finish date for the 2024-25 academic year, our project offered an important opportunity for the learners themselves to influence the design of the new campus.
- Our aim was to give young people a platform to design their own learning spaces that are agile, sustainable, and owned by learners; in other words, **spaces that are integral to their own learning**. We were also looking to provide opportunities for young people to develop a range of skills relevant to the dynamic nature of employment and life skills in the 21st Century, such as criticality, resilience, and dealing with uncertainty.
- The project took place in a period of unprecedented change. Of particular significance was the impact of the COVID-19 pandemic on **how we view space** in educational sites and other settings.
- Volunteers from the two schools took on the role of '**Responsible Activists**' developing designs and considering how best to communicate their ideas to a range of audiences. Volunteers from Fife College acted as '**Agile Consultants**,' forming consultancy teams to support and offer advice and expertise to the Activists. They used a Toolkit, with symbols representing the conceptual, physical and agile elements of learning space design, as a guide and reference.
- The Consultants and Activists worked together in a series of online workshops to refine the designs before a final presentation to stakeholders in June, with representatives present from Fife Council, Scottish Futures Trust, Fife College, and the University of Edinburgh.

The Outcomes:

- The Responsible Activists from the two schools, supported by the Agile Consultants, presented their final designs; Woodmill High School presented their design of **a communal learning space**, and St Columba's presented their designs for **a communal 'Quad' area and an Art classroom**.
- Common themes across the designs included **agile, flexible, and adaptable learning spaces**, which could support different types of learning, including areas for: collaboration, independent learning, sharing and discussion, experimentation, and celebrating achievements. The designs also prioritised natural light and nature (bringing the outside in and inside out) and acoustics.
- A key consideration for the Activists and Consultants was that the **learning spaces needed to be inclusive and accessible for all learners**. They drew on and championed the wider experiences of learners at their school and College and considered how the designs would enable everyone to feel equal and included.

- The **Learning Space Design Toolkit** was found to be very useful in driving the discussion between Consultants and Activists, and for developing awareness of the impact of space on learning.

The Impact:

- The Activists felt that it was **crucial that young people be consulted in the design of their learning spaces**. They wanted to use the platform they had been given to help create sustainable learning environments that would benefit future generations, even if they might not directly experience the new campus themselves.
- The Activists from Woodmill High, where the school building had burned down in 2019, also had the experience of learning in several different sites as the school was repaired. As well as drawing on this knowledge for the designs, they communicated **the importance of having learning environments in which pupils feel a sense of ownership and belonging**.
- The Agile Consultants from Fife College valued the opportunity to work with young people in the schools and mentors from the University of Edinburgh and felt the project had benefited their educational progress. The Consultants came from a variety of different subject areas, including Design, Education, Care, and Radio. This helped in facilitating **cross-disciplinary learning and broadening skills**, helping them to identify their own strengths and knowledge.
- All the Consultants involved in the project felt they had developed a variety of skills, including teamwork and collaboration, communication, and criticality, and believed that the experience had increased their future job prospects. It was also noted that the challenges associated with holding the project completely online had helped to develop problem-solving skills, build up resilience, and experience alternative ways of collaborating.
- Some suggestions for how the initiative could be improved included exploring different ways for improving online communication and linking up the Responsible Activists and Agile Consultants at an earlier stage to help build up a relationship prior to the workshops.
- The nature of the **teacher and learner 'power dynamic'** was picked up by several Agile Consultants, as they discussed how this might be deconstructed to create a more equal space for collaboration. They also explored how the Activists might have been encouraged to go further beyond the *physical* considerations of learning space design to investigate how social and cognitive spaces impact on learning.
- The project has been nominated for the Fife College Students Association's **Campaign of the Year award**, which recognises initiatives which have made a difference to students at Fife College. The winners of award will be announced in October 2021.

A section on Future Planning and Recommendations is available at the end of this report.

1. Introduction

1.1 Regional Skills

Regional Skills is a programme that the University of Edinburgh has been developing over the past 18 months in partnership with Fife College, Edinburgh College and other regional organisations. The aim of the programme is to look at new ways of developing skills and supporting local and regional economic needs. At the beginning of 2021 Regional Skills was awarded funding to pilot a range of ideas that would support the longer term aims of the programme. The Shared Learning Spaces project is one of those pilots.

1.2 Shared Learning Spaces

The Shared Learning Spaces (SLS) Team at Moray House School of Education and Sport, University of Edinburgh, seeks to connect with schools, colleges and the university across our partnership for the exploration and development of shared working practices which actively benefit pupils, teachers, student teachers and educators.

Our projects explore the potential of shared learning spaces for deepening learning and how these spaces influence the quality of learning. We also investigate the outcomes of directly involving learners and educators in the design and research of these shared learning spaces, and how an exploration of SLS can enable a reconceptualization of attainment as achievement. We work with partners such as Architecture and Design Scotland and Scottish Futures Trust to facilitate cross-sector, collaborative, and pioneering work that seeks to place the learner at the heart of learning space design.

2. Project Outline

2.1 Key Drivers

A key aim underpinning this initiative was to explore what lies beneath fit-for-purpose, inclusive contemporary and futures learning, and in what ways this might be actioned by young people. We wanted to create opportunities for young people at different stages of their educational journey to meet each other, work together and share their experiences. Our goal was to **invest in young people as pioneers**, to understand how they themselves can develop the skills and thinking which can improve the design of learning environments.

The catalyst for the project was the development of a new £180 million community 'Super Campus,' that will bring together the Fife College Campus in Dunfermline and two schools, Woodmill High School and St Columba's RC High School on one site. With development now underway and a projected finish date for the 2024-25 academic year, our project offered an important opportunity for the learners themselves to influence the design of the new campus.

Research has shown that the way in which learning spaces (physical, social, virtual) are designed has a direct impact on learning ([Coyle et al., 2021](#); Bradbeer et al., 2017; Ellis and Goodyear, 2018; Barrett et al., 2015; Mulcahy, Cleveland & Aberton, 2015). Through this project we wanted to give young people a platform to design their own learning spaces that are agile, sustainable, and owned by learners; in other words, **spaces that are integral to their own learning**. We were also looking to provide opportunities for young people develop a range of skills relevant to the dynamic nature of employment and life skills in the 21st Century: criticality, resilience, global awareness, curiosity, and dealing with uncertainty, to name a few.

It is also important to acknowledge that the project took place in a period of unprecedented change, with the COVID-19 pandemic having a clear and direct impact on education, as with all areas of society. Of particular significance for this project was the impact of COVID on **how we view space** in educational sites and other settings. As a result of the pandemic, people everywhere became aware of the impact of space on our lives, particularly in terms of learning and working. Learning spaces came to be recognised as dynamic, flexible and constantly changing. At the same time, it has become clear that the full potential of learning spaces in meeting the needs of all learners is yet to be fully realised ([Coyle et al., 2021](#)). In response to this, the young people in this project were set the task of exploring alternative ways of designing learning and teaching and adapting their learning spaces to meet the needs of all.

2.2 Project Design

To explore the design of learning spaces for the new Fife ‘Super Campus,’ teams of representatives volunteered at each of the institutions involved in the new campus: Fife College, Woodmill High School and St Columba’s RC High School.

The pupils from Woodmill and St Columba’s were coached into becoming ‘Responsible Activists.’ The aim was to foster a sense of activism and the responsibility that goes along with it. The Activists would not only create their own designs, but also consider how best to communicate their ideas and pioneering work to a range of audiences.

At Fife College, a group of students volunteered to act as ‘Agile Consultants’ to the Responsible Activists. The students were tasked with taking on the role of consultancy teams, offering suggestions, advice and expertise to the Activists as they worked on their designs.

The Responsible Activists and Agile Consultants were asked to:

- **Collaborate on the design of agile learning spaces** based on near futures thinking (values and skills) for contemporary learning.
- **Initially work separately** as Responsible Activists and Agile Consultants in two sessions in the lead up to the workshops, to plan and sketch out their ideas.
- **Link up together through a series of two online workshops**, refining the designs with reference to a Learning Space Design toolkit (see below) and preparing for their final presentation.
- **Present their designs and discuss their experience on the project** at a final event to key stakeholders including Fife Council, The University of Edinburgh, Fife College, and Scottish Futures Trust.

A group of ‘Mentors,’ including teachers, advisers and experts from the schools, College, and University of Edinburgh acted as a support network for the Activists and Consultants.






The COVID-19 pandemic had an impact on the original design of this project, as the workshops and final event had to be held online on Microsoft Teams rather than in-person. It was also not possible for mentors from the University of Edinburgh to visit the sites and meet with the students or pupils in person. This meant that there was a greater role for teachers to lead on in-school tasks with the pupils, and more of an emphasis on the students and pupils working independently in the early stages.

2.3 The Toolkit

The Shared Learning Space Design Toolkit is a dynamic resource for learners and educators to collaborate on the co-design of educational spaces. It promotes innovative and sustainable learning that is accessible for all teachers and pupils.






The toolkit contains sets of symbols which aim to make the principles of learning space design accessible to a wide range of users. The symbols were developed in collaboration with teachers and pupils, educators and designers to promote exploring and testing learning spaces. The toolkit consists of three sets of symbols – Learning Typologies, Learning Design Values, and Learning Design Factors – although the Typologies and Values were used more predominantly this project.

- **Learning Typologies:** referring to the different ‘types’ of learning that are fundamental to schooling. They provide symbols which signify different spaces: input-driven, scaffolded, independent, reflective, collaborative, experiential, celebratory, and so on. The symbols can be used to map out in meaningful ways how learning spaces promote different kinds of learning.

				
Campfire	Cave	Watering Hole	Fields	Mountain Top
(Focused, scaffolded input)	(Independent, reflective learning)	(Collaborative learning)	(Experiential learning)	(Celebratory, shared learning)

Learning Space Typologies, adapted from David M. Thornburg's (2007) [Campfires in Cyberspace: Primordial Metaphors for Learning in the 21st Century](#).

- **Learning Design Values:** the values that underpin design for learning in these spaces, including inclusivity, ownership, and uncertainty.

						
Kindness	Inclusivity	Ownership	Sharing	Sustainability	Uncertainty	Wellbeing

Learning Space Design Values developed by The University of Edinburgh, Architecture and Design Scotland, and City of Edinburgh Council.

The symbols bring together the conceptual, physical and agile nature of learning space design. They provide a ‘common language,’ between teachers, pupils and designers, for discussing, collaborating and co-creating spaces and the learning that takes place within them. The Typologies and Values were used by the Responsible Activists and Agile Consultants to discuss what they viewed to be the most important elements of learning space design, and the learning that takes place within them. The toolkit was used as a reference throughout the process, as the Activists and Consultants created and refined their learning space designs.

A snapshot of the toolkit with further information is [accessible online here](#).

3. Responsible Activists

As Responsible Activists, the school pupils were encouraged to be articulate, creative problem-solvers. As well as developing the learning space designs, they explored ways in which they could communicate their ideas to a range of audiences in a clear and convincing way.

At Woodmill four pupils from Broad General Education (S3), and at St Columba's seven pupils from Broad General Education (S2 and S3) took on the role of Responsible Activists. This meant that the Activists came to the project from different perspectives; some would be able to experience the new campus as senior pupils, while others would have left school by the time the campus is completed. They agreed to act as representatives for the wider school population, discussing their ideas and taking on advice and suggestions from other pupils not directly involved in the project.

As part of the initial set of Design Meetings in schools, the Activists:

- Discussed the principles of the project, their role within it, and what it means to be a 'Responsible Activist.'
- Created a 'diamond 9,' prioritising the elements of learning space design that were most important to them.
- Viewed a bank of images showing a wide range of different learning spaces and discussed their preferences and the reasons behind this.
- Reflected on what makes a good learning space, how space can impact on learning, and researched their own examples of learning spaces.
- Discussed and selected the 'values' that were most important to them in their learning spaces, using the Toolkit Values and their own school's values as references.
- Explored the Learning Space Typologies from the Toolkit, what these different 'types' of learning look like in their current spaces, and how they might be integrated in their designs.
- Began to sketch out initial ideas and designs for a learning space.

At Woodmill, the Activists decided to combine their initial ideas into one design of a **communal space for learners at the new campus**. At St Columba's, the Activists started with four designs. As the project progressed, they decided to focus on two of these designs, **a communal 'Quad' area and an Art classroom space**, which would incorporate elements of their initial ideas. The Activists then prepared to discuss their designs with the Agile Consultants in the online workshops.

4. Agile Consultants

As Agile Consultants, the college students were asked to develop roles in which they could draw on their own experience of learning to offer advice, expertise, and support to the Activists. As well as thinking about learning space design and its impact, they focused on ways to communicate and collaborate with young people.

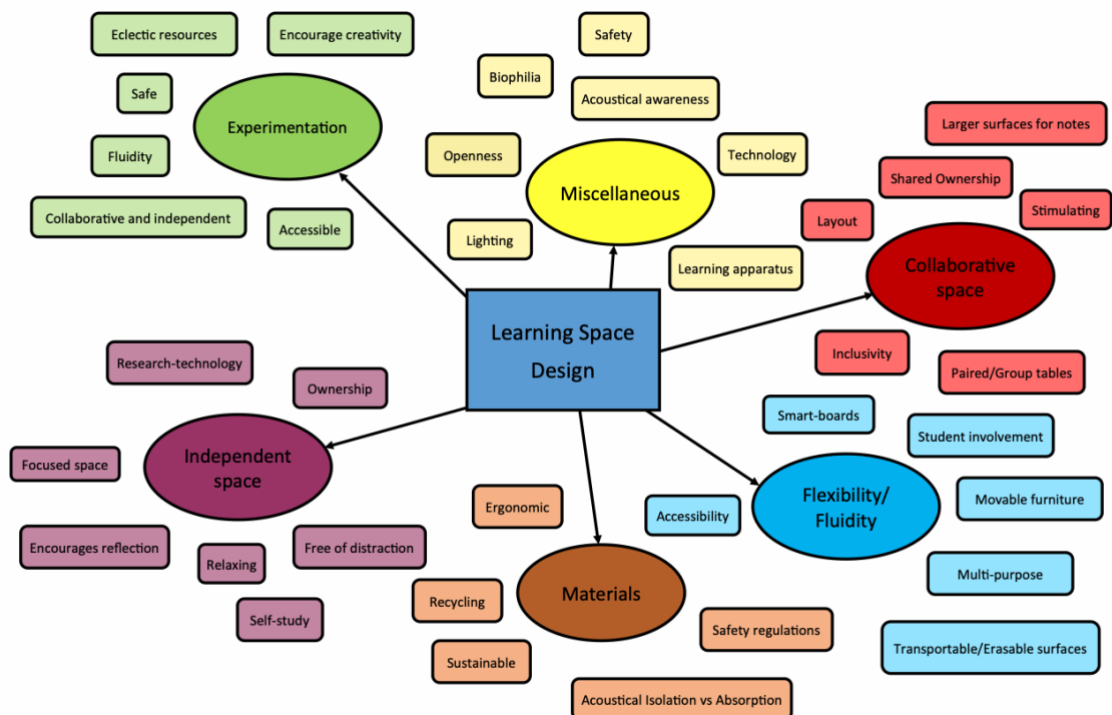
The Fife College Student Association (FCSA) promoted the initiative through their Class Representatives and initially 12 students signed up to take part in the online sessions with University of Edinburgh. Following these sessions, six students formed two teams to take the

project forward. The Consultants came from a variety of subject areas, including Interior Design, Education, Care, and Radio.

During the online training sessions with University of Edinburgh Mentors, the Activists:

- Discussed their role as ‘Agile Consultants’ in a project such as this, and the different ways to communicate, interact and give advice to young people.
- Split into two ‘design agency’ teams and decided on their own team names, DIF Consultancy and Team Cuatro, and individual roles and value statements.
- Created team profiles that would act as an introduction for the Responsible Activists and presented these to the University of Edinburgh Mentors.
- Explored the Learning Space Design Toolkit and how this could be used to facilitate discussion about the different elements of the pupils’ designs.
- Created mind-maps of the important elements of learning space design.
- Prepared for the online workshops with Activists and developed some key questions that they would ask about the initial designs.

The FCSA facilitated private Teams channels that the students used to communicate and collaborate between the online sessions. This allowed the Consultants from DIF Consultancy and Team Cuatro to work across their various courses of studies and interact when they were able to. Below is an example of a mind-map created by the Consultants.

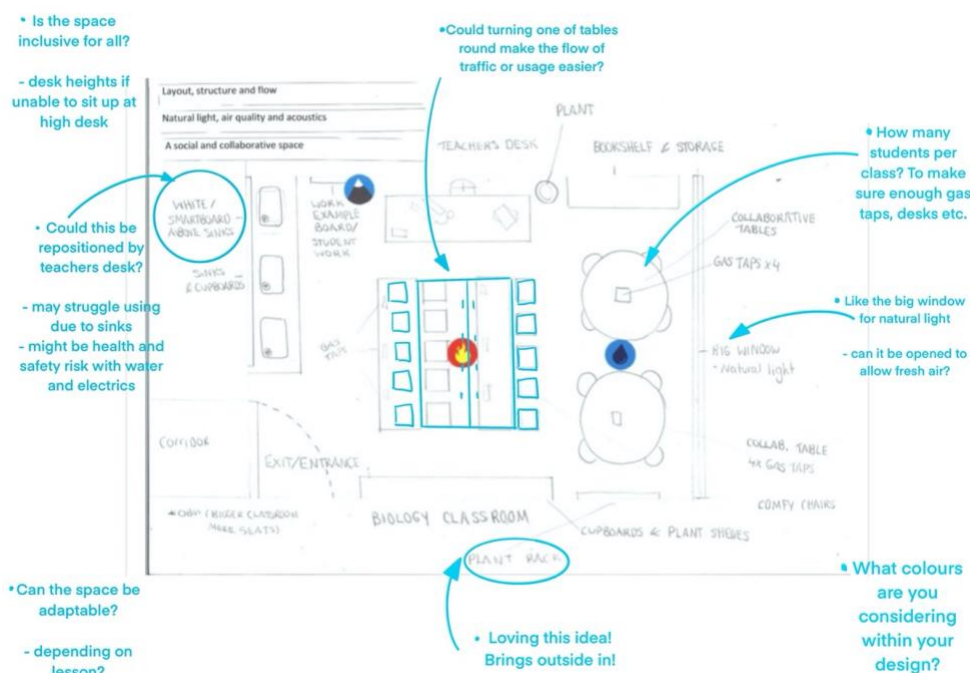


5. Shared Learning Design – Joint Workshops and Final Event

A series of two online workshops were organised on Microsoft Teams for the Responsible Activists and Agile consultants to come together in an online space and discuss the designs. It offered an opportunity for talking through the Activists' initial designs and exploring why certain decisions had been arrived at and what further developments could be made. The workshops were also attended by Mentors from the schools, Fife College and University of Edinburgh, and representatives from the architects who would be working on the design of the new campus.

To focus the discussion, the DIF Consultancy team were paired with Woodmill High School, and Team Cuatro were paired with St Columba's High School, with two breakout rooms set up. The Agile Consultants took the lead on the discussions in the breakout, facilitating and offering their support and guidance to the pupils to assist with the creation of what the pupils wanted their future campus to look like. The Consultants asked questions about the designs around inclusivity and accessibility and explored with the Activists how the design might impact on learning, but also how learning might impact on the design.

In the week-long break between the two workshops, the Consultants also took the initial designs and annotated them with feedback for the Activists. One example, from St Columba's design of a Biology classroom, is featured below.



Following completion of the two workshops, the Activists finalised their designs in school, keeping in touch with the Consultants over email. The Consultants had an 'impact' online meeting with the University of Edinburgh Mentors, to discuss some of their experiences on the project and any questions they had ahead of the final event. Both the Activists and Consultants prepared their presentations.

The final event was held on Microsoft Teams four weeks after the completion of the two workshops. It was attended by the Responsible Activists and Agile Consultants, Mentors from both schools and the University and College, and by external stakeholders from Fife Council, Scottish Futures Trust and Fife College.

Each group of Responsible Activists from the two schools presented their final designs and took questions from the wider audience about their experience of the project and reasons behind the learning spaces they had created. Woodmill High School presented their design of a communal

learning space, and St Columba's presented their designs for a communal 'Quad' area and an Art classroom. Each school was introduced by the Agile Consultants they had worked with. Then DIF Consultancy and Team Cuatro presented on their experience of the project and the impact, taking questions from the stakeholders.

6. Impact

6.1 Responsible Activists

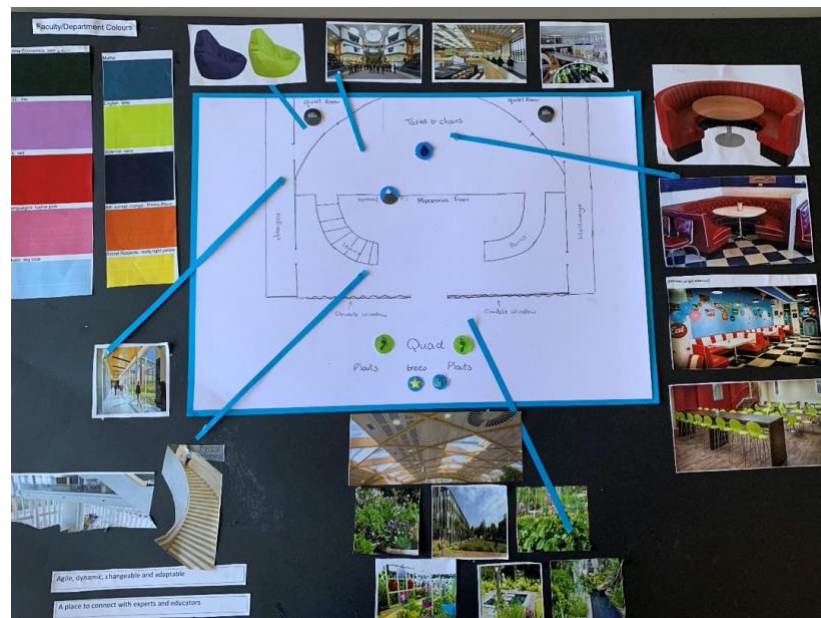
In their designs, the Responsible Activists highlighted what was most important to them in their learning spaces. Although each of the designs were unique, there were common themes that emerged. All the Activists wanted agile spaces that could change and develop in line with the different types of learning that could be taking place.

Activist: *This would be a flexible area, so everybody can use it at any time for any subject at any time of the day and we hope that this will improve the school.*

In the designs there was an emphasis on how the space might impact on the types of learning represented by the Toolkit Typologies, with areas designated for sharing (Campfire), discussion (Watering Hole), experimentation and creativity (Fields), celebrating pupil achievements (Mountaintop) and independent study (Cave).

Activist: *I think it's really important that learning spaces can allow lots of creative thinking and have enough resources and equipment to be able to do that and encourage interactive learning.*

Activist: *We wanted it to be helpful for learning so we thought of things like flexible seating and installed WiFi, to make it easier for use of devices for studying, and for either independent or group study.*



All the Activists mentioned the importance of natural light and nature in their learning spaces; they had considered different ways that they could bring the outside in and the inside out.

Activist: *Nature is a really appealing aspect, because if we've just got really bland rooms, I don't think anyone's going to be very motivated to learn. So, if you get nature aspects into the classroom that might inspire people, it might create a more calming atmosphere.*



There was also a focus on acoustics and several designs incorporated padding to manage noise levels; the activists felt this would have an important impact on concentration, engagement, and health and wellbeing. Also reflected in the designs was the importance of the learning spaces being inclusive and accessible to all. This was a key part of discussions between the activists and consultants in the online workshops and referred to by all activists in their final presentations. They drew on and championed the wider experiences of pupils at their school and considered how the designs would enable everyone to feel equal and included.

Activist: *And we thought about different inclusive spaces which are like, easily accessible and flexible for different types of work as well as dynamic.*

Activist: *I want to make sure that we've got good facilities for people with special needs or that need additional help, because we have quite a big DAS [Department for Additional Support] department at Woodmill. So, I think it's really important to make sure that they get the learning and achievement they need, as well as people that don't need any extra help.*

The impact of the COVID pandemic had also had a clear influence on the activists' thinking. Home learning had prompted them to think about how space and environments can impact on learning, and to consider how their designs could build on this knowledge.

Activist: *For the past year or so we've been quite isolated in the way that we've been at home, working by ourselves. So, the change from coming back to school made it sort of strange being able to socialize with others while we're doing our work. We just wanted to make sure that everyone else in this new building would get to have that inclusive aspect, to make sure everyone got to share their ideas and be equal while doing their learning.*



The Responsible Activists recognised the importance of young people being given a key role and voice in the design of their learning spaces. They wanted to use the platform they had been given to help create sustainable learning environments that would benefit future generations, even if they might not directly experience the new campus themselves.

Activist: *Even though we probably wouldn't be in the school it feels much better to be like a student helping other students get a better learning space with more collaboration and more vibrant learning.*

Activist: *It was most important that we were involved because it's going to impact us directly. It's going to impact on our kids, and future generations of Dunfermline. We think we need to make it as good as possible and withstand time for the next 60 years, just like this school here.*

The Activists from Woodmill High, where the school building had burned down in 2019, also had the experience of learning in several different sites as the school was repaired. As well as drawing on this knowledge for the designs, they communicated the importance of having learning environments in which pupils feel a sense of ownership and belonging.

Activist: *We know what it's like to not have a school which is ours, after the experience of the last couple of years. So, we've used our experience from all the schools and brought it together into what we think is a really nice and valuable space for everyone.*

6.2 Agile Consultants

The Agile Consultants spoke about the positive impact of the project, with all stating that they had not previously had opportunities to take part in initiatives of this kind and link up with schools and the University. They all noted that they felt the project had benefited their educational progress. The fact that the Consultants worked across a variety of different subject areas, including Design, Education, Care, and Radio, helped to facilitate cross-disciplinary learning; the students said that this helped to broaden their skills and helped to identify their own strengths and knowledge.

Consultant: *I thought one of the key aspects of the project for me was working together as a team, bringing the consultancy teams together and building up a profile, and I met people at the college I that never would have met otherwise, and got to know them better. And I really liked that aspect of it, even before we got involved with the student activists, which was really rewarding in another sense.*

The Consultants also valued being a part of the wider community of schools, College and the University.

Consultant: *It's like all three learning spaces, the school, college, and the uni, so you see those education spaces all working together. I don't really get the chance to work with the younger ones but also with university staff either, so that has been a great learning curve.*

All the Consultants involved in the project felt they had developed a variety of skills, including teamwork and collaboration, communication, and criticality, and believed that the experience had increased their future job prospects.

Consultant: *It's been a really good experience for me. I learned a lot from everybody. I'm not used to working in teams, like I used to do everything on my own. And it's been a huge improvement for me because I learned how to work with somebody else.*

Consultant: *I've enjoyed the collaborative aspect of this project. Having guidance from the team and working within our consultancy groups to bring our contributions together. I've also enjoyed learning about the various Typologies and elements that are considered in the design process.*

The Learning Space Design Toolkit was found to be very useful in driving the discussion between Consultants and Activists, and for developing awareness of the impact of space on learning.

Consultant: *I thought the Typologies, the Values and the Factors all helped a lot in preparing for the breakout rooms, and the workshops. I went over them again and it helps drive some of the questions that we asked some of the activists during the breakout rooms. And that opened up a lot more discussion at that point. And we noticed that a lot of the Typologies, and the Values and the Factors were being covered over multiple aspects.*

It was also noted that the challenges associated with holding the project completely online had helped to develop problem-solving skills, build up resilience, and experience alternative ways of collaborating.

Consultant: *I think everyone's done really well to rise to the challenges that have been posed to the project as a whole. And I know I've been quite impressed with how it's actually managed to run quite effectively up to this point, using Teams and some of the difficulties it's faced, and trying to work with those issues as they come up.*

Mentor: *I think partly because of the COVID situation, it showed us a different way to work. I think if it wasn't on Teams we probably wouldn't have got such a broad range of students involved, not just because of the geography, but also just the time.*

There were suggestions for how the initiative could perhaps have been improved, for example by exploring different ways for improving online communication. Some Consultants also felt that splitting into Teams had added an element of competitiveness which perhaps was at odds with the aims of the project. Several Consultants proposed linking up the Responsible Activists and Agile Consultants at an earlier stage, to help build up a relationship prior to the workshops and facilitate further collaboration.

Consultant: *You could spend maybe a little bit more time at the start to get the Activists and the Consultants together just to have that back and forth, just to really inform getting to know each other. Just to let them know that all ideas and suggestions can just flow openly rather than have that normal power dynamic of teacher, student, you know, sort of consultant and client sort of thing.*

The nature of the teacher and learner 'power dynamic' was picked up by several Agile Consultants, as they discussed how this might be deconstructed to create a more equal space for collaboration. They also explored how the Activists might have been encouraged to go further beyond the *physical* considerations of learning space design to investigate how social and cognitive spaces impact on learning.

Consultant: *What I experienced during the workshops, and the meetings with the activists was that the teacher was asking a lot of the right questions as well but again, they were floating back towards the design aspect, the physical and the aesthetic, more than the intellectual or, you know, the psychological. So, it could also be about getting them involved on the same level... including the teacher or whoever's involved with guiding them.*

7. Future Planning

As any pilot seeks to do, the goal of the SLS Team was to provide some clear pathways for investing in good ideas, making them concrete and applicable across all education establishments. The pilot built on a growing awareness of the impact of space on learning from multiple perspectives but especially focussing on the users – the learners, with their teachers and the students as experienced users – and the transferability of their experiences to develop life skills for employability. Uniting these communities to engage in shared learning involved truly collaborative, cross-sector pioneering work. The project:

- **Opened the door to potential:** facilitating genuine co-constructed learning and co-constructed learning space design with pupil designers and users at the core.
- **Provided evidence** to suggest that the experience which foregrounded pupil voice was instrumental in enabling learners to extend, reflect on and celebrate a dynamic skill set.
- **Created spaces** for the Activists to demonstrate maturity, depth of thinking and resourcefulness highlighting the importance of their active involvement in future planning and realisation of the new campus, reminding all stakeholders of importance of pupil involvement.
- **Worked though uncertainty:** due to COVID conditions, school visits were not possible, and finding alternative ways of working together was essential. However, the role of the teachers in this endeavour in partnership with the SLS Team remained ‘hidden.’ The informal planning meetings were essential.
- **Assured continued active work** with students and pupils so that they continue to be consulted on the development of the new Fife College campus.
- **Encouraged futures-thinking:** the FCSA are planning to recruit to student-led design agencies each year using the experience of the pilot to develop further the concept of ‘hack groups’ with a view to more structured and targeted student creation on all projects.
- **Broadened perspectives:** future projects will benefit from being offered to students who aren’t envisaged as the ‘target’ group. For example, this project would seem to suit the Interior Design students due to the nature of the task, however the wider group drawing from other disciplines created stronger groups providing a rich range of viewpoints.
- **Extended skills:** cross disciplinary groups have helped to broaden student skills and helped to identify their own strengths and knowledge.
- **Activated steps to employability:** the design agencies are now part of the groups who are being consulted on what the new Fife College campus will look like.
- **Pioneered spaces for shared experiences to be disseminated:** the team from University of Edinburgh will be able to deliver similar set-ups at other education institutions to enable this learner to learner led collaboration.
- **Provided a clear pathway for further development,** building on the following recommendations.

8. Recommendations

Cross-sector inclusivity is crucial to maximising economic and pedagogic sustainability. The pilot highlights cross-sector partnerships where stakeholder voices involve users (pupils, students) as active designers and researchers.

Use pioneering initiatives, as exemplified in this project, to activate lessons learned, disseminate inclusive thinking and build cross-sectional capacity.

Futures thinking and risk-taking are essential, and drawing on evidence of other initiatives on a global basis is a necessity.

Develop further a **shared language** needed to achieve common goals and workshop briefs for dissemination and skills development.

Define clear pathways connecting designers to educators and learners, to communities and planners, so that design and pedagogic goals targeting health and well-being, employability and citizenship are sustainable and dynamic. Joined-up thinking is fundamental but not straight-forward.

This study is small-scale, yet its potential impact is extensive and ready for further development across more communities. Ecological, holistic and integrated ways forward emerge, which actively involve multiple communities and focus on agile, evidence-based learning space design.

There is an urgent need to continue to gather evidence about the **longer-term impact of spaces** for sustainable, fit-for-purpose, quality learning.

Inclusivity of context is at the core – this is about communities, their neighbourhoods and their learning spaces, existing or new. It is also about recognising what happens in classrooms and why, acknowledging that ‘space matters’ (Soja, 2009).

9. Further Reading

Barrett, P. S., Davies, F., Zhang, Y., and Barrett., L. (2015). The impact of classroom design on pupils' learning: Final results of a holistic, multi-level analysis. *Building and Environment* 89: 118-133.

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