

WHAT'S WORKING?

Informing education theory, design and practice through learning environment evaluation

2016 LEaRN International Graduate Research Symposium

June 3rd, 2016

Co-hosted by the Melbourne School of Design and the Melbourne Graduate School of Education, the University of Melbourne, Victoria, Australia

Abstracts due date:	6th May, 2016
Audience registration due date:	27th May, 2016

Now into its third year, the International LEaRN Graduate Research Symposium was established to showcase the best of contemporary graduate research in learning environment evaluation.

Hosted by the Evaluating 21st Century Learning Environments research project (E21LE), in conjunction with the University of Melbourne's *Learning Environments Applied Research Network (LEaRN), the forum is breaking new ground in conceptualising how new generation learning environments can be evaluated for their effectiveness. This year, the Symposium explores the theme of 'What's working? Informing education theory, design and practice through learning environment evaluation'.

Current or recently completed RHD students are now invited to submit papers for this event. In June 2016, 'What's Working?', will present those instances where innovative school designs are proving to be effective, and will critique or explore the evaluation strategies that provide translational evidence of that success. Contributors to this symposium will address the simple question; 'What is working in learning environment design and occupation, and how does this success inform future best practices?'

Symposium topics

Abstracts are invited from all research higher degree students (Masters or Doctorates) working in this or closely related fields.

Topics may include, but are not limited to:

- The nature of learning environment evaluation, its approaches and purposes.
- How spaces are conceptualised and designed to address the needs of future learners;
- How space can inform pedagogy, and vice versa;
- How spaces 'work' in terms of their technical or physical performance;
- Evidence-based facility design;
- Data collection - informing how new learning spaces are occupied and inhabited over the long term;
- How evaluation informs function, and vice versa;

Accepted papers will address how well considered evaluation extends, beyond the particular school or education site, the learning environments knowledge embedded in topics listed above.

Submission of abstracts

Post graduate researchers are invited to submit abstracts for blind peer review. Papers will be selected based on academic merit, and their capacity to inform learning environment research and evaluation issues. Abstracts should be of no more than 250 words and should be submitted to Heather Mitcheltree via email (mhd@unimelb.edu.au) by the 6th of May, 2016.

Further information

For further information about the symposium, including contacts, abstract submission and registration details, please visit www.e21le.com