

ILETC Partners Meeting, 1st June 2017 - Summary

The second annual partners meeting was attended by 44, consisting of 22 representatives of our partner organisation and 22 from the project team including chief investigators and graduate researchers, as well as guests.

The aim of the annual meeting was to share findings and insights on data collected, research collaboration activities and develop future directions. The project team presented summaries of findings, activities and events, while our team of graduate researchers pitched their research projects and interest in working with partners. The partners provided their perspectives on change management processes and experiences of research collaboration to provide context for further development of project activities.

Key messages from the day:

Professor Tom Kvan outlined the importance of building a collaborative approach to enable our research to have reach and impact.

A/Professor Wes Imms and Dr Marian Mahat provided an overview of the project progress and findings from data collection.

Findings to date: Phase 1 has focused on collecting baseline data and testing the key assumptions.

- The *data from survey of principals* (will be released in a report in coming weeks) provides confirmation of our starting position and has uncovered new knowledge on the links between learning spaces, pedagogy, teacher mind frames and student deep learning
- The *extensive review of current research* identified that use of learning spaces, definitions and evidence of impact vary widely, but there is a lack of empirical evidence on the impact of ILEs on learning.
- The *workshops* revealed that teachers are keen to utilise space more effectively, but that their knowledge and experiences vary widely and challenges can be significant impediments to change.

Professor David Clarke provided his perspective on our research from his experience in conducting classroom research internationally. He emphasised that pedagogy and learning are profoundly situated and that new types of spaces can dislocate teachers' practices.

He identified some key questions to be addressed in our in-depth case studies:

- What are the contingencies that influence the optimum use of a learning space?
- What is it that space makes possible, that was not possible before?
- What can be done to assist teachers to use the spaces they have more effectively?
- What happens when the teachers recognise these new possibilities?

Associate Professor Clare Newton chaired the panel of graduate researchers, who provided a three-minute pitch on their progress and outline their opportunities for working with partners. Participants had the opportunity to ask questions and provide feedback on each research project. There was an overwhelming consensus that the breadth and scope of each of the project was aligned to the overall objectives of the project.

Professor Lisa Grocott led a design thinking activity on articulating the ambitions of partners and team as whole and the desired outcomes. These ambitions and outcomes were transposed onto three dimensional tetrahedrons and laid out along a continuum of the [Cynefin framework](#). The information from the tetrahedron will be collated and distributed shortly to partners.

Joann Cattlin outlined the approaches the project is taking to build engagement with partners and the wider group of stakeholders through reciprocal sharing of information, regular communication via a range of channels and providing opportunities for collaboration and input. Project publications will include technical reports and self-published material for partners to share widely, use internally and inform policy, in addition to academic articles, books/chapters and conference papers. Each stage will be informed by not only the data, but also partner and stakeholder input relating to the context (eg. Regional issues, policies and events), expertise (eg. Acoustics, design, technology or teaching/learning approaches).

Partner organisations provided their perspectives on:

What effective research engagement, translation and impact looks like?

We asked partners to consider this question, and they identified the following as key characteristics:

- Taking advantage of the opportunity for architects and educators to intersect and learn from each other to inform project outcomes.
- Building outcomes that are scalable, sustainable and affordable for schools.
- A solid base of evidence for policy and practice.
- Creating knowledge and outcomes that are co-designed, using skills and initiative of partners.
- Creating resources that are contextualised by region, school type and level.
- Communicating findings and outputs widely in a range of formats, available centrally and accessible which address the needs and interests of teachers, principals and parents.
- Transparency of activities and findings to validate findings and resources.
- Reporting findings using a range of methodologies.

Take home messages

Tom Kvan encouraged all partners to identify their key take home messages to frame their response on return to their organisations. He highlighted the value of such a large project providing a range of perspectives, knowledge and experience and the importance of individual organisations articulating and sharing their particular perspective and context to build understanding.

Wes Imms foreshadowed activities and events in the coming year:

- Begin developing the toolbox and trialling it in schools.
- Develop measures of the critical variables of: teacher mind frames, student deep learning and student learning outcomes, and how we might use them.
- Graduate researchers will progress and in a year be two thirds through their project.
- Collate a book from selected papers presented at the 2017 Transitions symposia.
- Transitions 2018 symposia will be underway.
- Be moving from exploration stage to tangible outcomes.
- Increasing the data loop by providing more to partner organisations in form of reports, fact sheets and website resources.
- Increasing collaboration through presenting papers with partners at European education conferences and PhD students working with partners.

Next partner meeting will be on Thursday 31st May, 2018.