



OECD School User Survey

Improving learning spaces together

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Transitions 18

What are teachers doing (well) when transitioning from traditional classrooms to innovative learning environments?

University College Carlsberg, Copenhagen, 15 – 16 October 2018



Why does the design of learning spaces matter?

INSIDE: A 14-PAGE SPECIAL REPORT ON TECH STARTUPS

The
Economist

JANUARY 18TH-24TH 2014

Economist.com

If the French ran America
China cracks down on microblogs
New opportunities for organised crime
Regulators go soft on Europe's banks
Google and the internet of things

**Coming to an office
near you...**

What today's
technology will do to
tomorrow's jobs

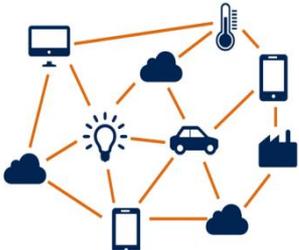
The kind of things
that are easy to teach
are now easy
to automate,
digitise
or outsource.



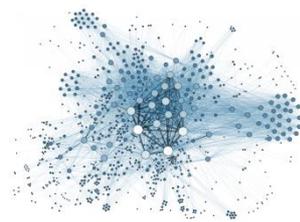
The demand for skills is changing rapidly and will continue in an age of acceleration



Cloud computing



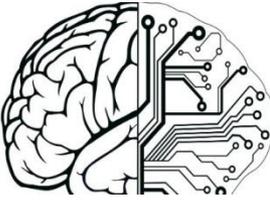
Internet of Things



Big data



3D printing



Artificial intelligence



Synthetic biology



Robotics



Blockchain



Mixed reality

Building the skills needed to thrive in the 21st century...



Creativity

Critical Thinking

Problem Solving

Innovation

Collaboration

Data Gathering

Communication

...and the ability to apply them successfully together

Empathy

Resilience

Mindfulness

Inclusion

Curiosity

Ethics

Courage

Leadership

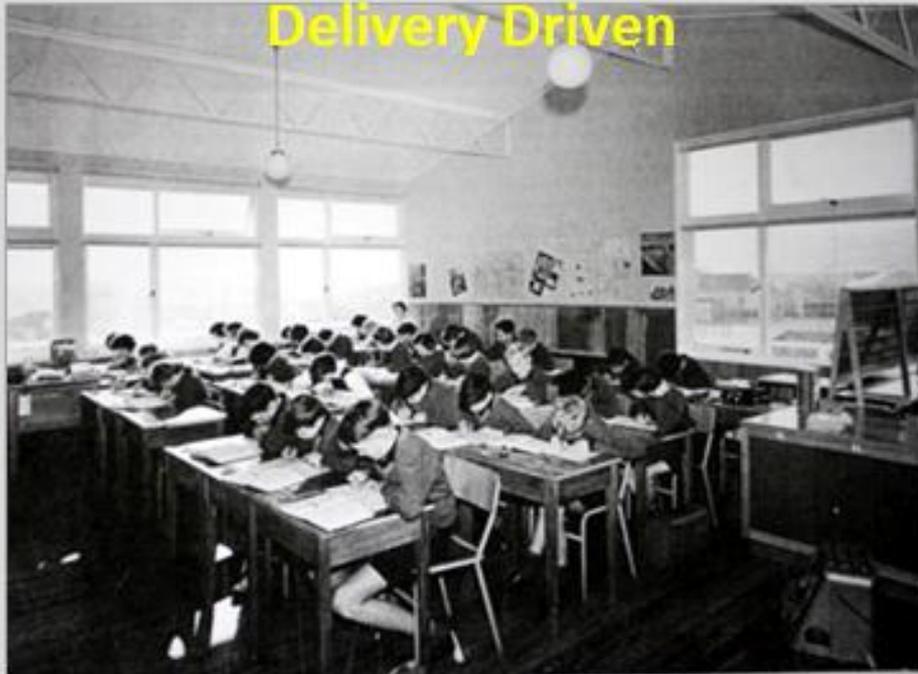




So learning spaces must evolve too

From:

Uniformity; conformity



Separate classroom;
Single spatial layout

To:

Individualised; collaborative



Variety of spaces;
Variety of layouts



Users are also experts on school buildings

By the time they are 15 years old,
the average student in OECD countries will
have spent

7,538 hours

inside school buildings





How do we improve learning spaces?

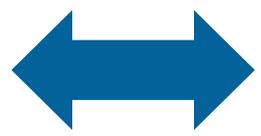


By listening to school users

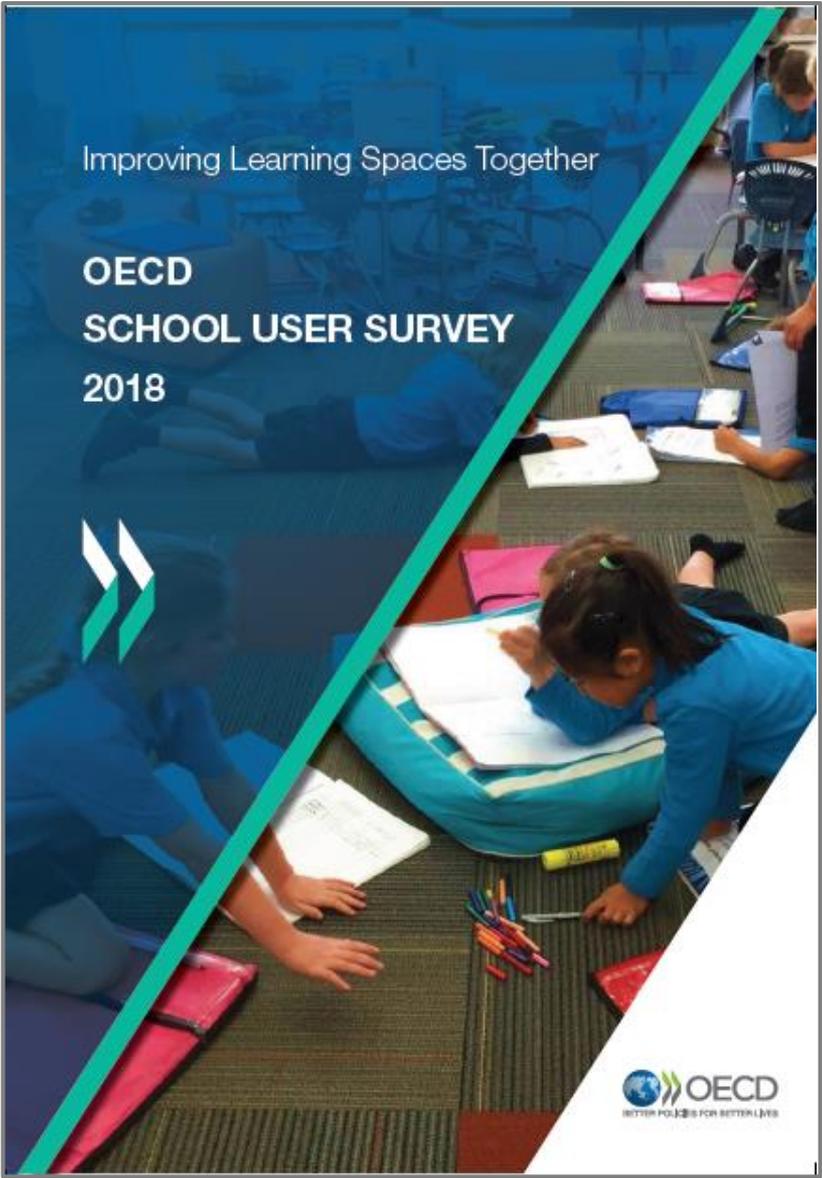
STUDENTS



TEACHERS



SCHOOL LEADERS





Areas of focus



physical environment and its use



use of technology



comfort and safety



perception of learning environments



overall satisfaction with the school facilities



OECD School User Survey: a tool for schools



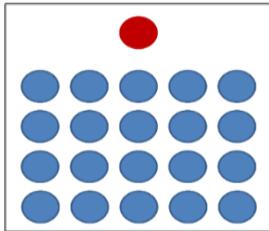
OECD School User Survey

Student questionnaire	Teacher questionnaire	School questionnaire
29 questions	39 questions	18 questions
7 sections	9 sections	4 sections

Common question about overall satisfaction

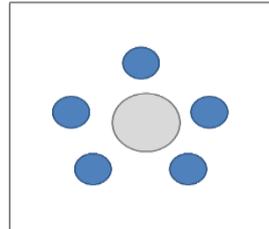


OECD School User Survey: a tool for school leaders to understand how space is used



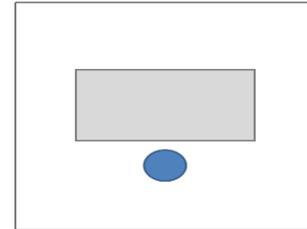
Presentation:

Layouts that support explicit instruction/presentation to the whole group.



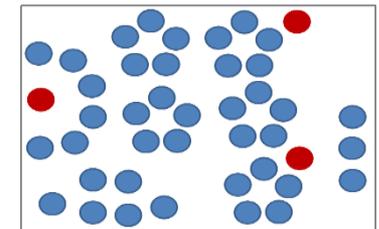
Group:

Layouts that support approaches where students are required to collaborate and work in small groups to share ideas and help each other.



Individual:

Layouts that support approaches where students work independently to write, read, research, think and reflect.



Team teaching:

Layouts that support approaches where two or more teachers work collaboratively with groups of students sharing the same space.



OECD School User Survey: a tool for governments to monitor SDGs

The OECD School User Survey contains 3 questions related to the monitoring of Sustainable Development Goals - SDG 4.a [KPI 4.a.1]:

SDG 4.a "Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all"

KPI 4.a.1: Proportion of schools with access to:

- (a) electricity;
- (b) the Internet for pedagogical purposes;
- (c) computers for pedagogical purposes;
- (d) adapted infrastructure and materials for students with disabilities;
- (e) basic drinking water;
- (f) single-sex basic sanitation facilities; and
- (g) basic handwashing facilities



Pilot field trial in Norway: key facts



	School name	Location [city/town/ small town]	Type of school [High school/ lower secondary school]	Number of students enrolled in 2016
1.	001.NOR.2016	City	High school	676
2.	002.NOR.2016	Town	High school	1,400
3.	003.NOR.2016	Small town	High school	485
4.	004.NOR.2016	Town	High school	940
5.	005.NOR.2016	City	Lower secondary school	347
6.	006.NOR.2016	City	Lower secondary school	441

-  Small town
-  Town
-  City
-  Lower secondary school
-  High school

The *OECD School User Survey* went to 6 schools and was completed by:

- **217 students**
- **24 teachers**
- **9 school principals/leaders**



Pilot field trial: main insights

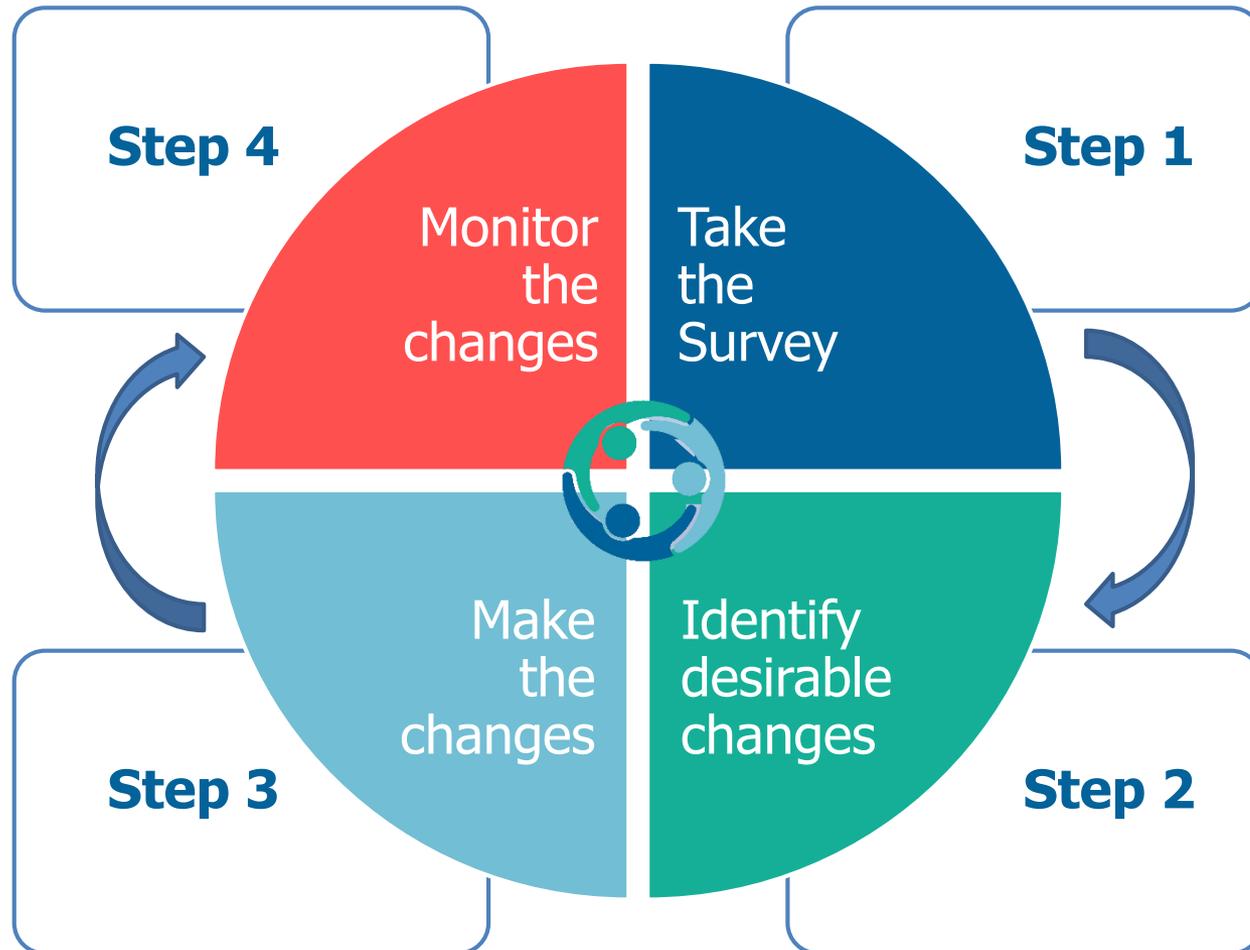
The main insights from this limited sample are that:

- Students are **more satisfied** with the school facilities than their teachers.
- Girls feel **less safe** than the boys by almost 15%.
- Teachers mostly use **more than one classroom**, but very rarely change the layout – citing a lack of time.
- Teachers prefer layouts that support **explicit instruction/presentation and students working in small groups**.
- School principals believe that the buildings and facilities of the school do have **a moderate effect** on teacher retention and recruitment.



OECD School User Survey: a cyclical approach

A repeated four-step process



The cycle of continuous improvement



OECD School User Survey: delivers unique value to schools

The OECD School User survey is designed to:

- Provide evidence for the continuous improvement and intelligent use of learning spaces in schools to support better learning outcomes
- Put the learner at the centre of the cycle of continuous improvement
- Empower students, teachers and school leaders by giving them a voice in how the design of their school building meets their needs

The OECD School User survey is not designed to:

- Assess the learning outcomes of students
- Evaluate teacher performance



Background research

- **Innovative Learning Environments project (OECD, 2010)**
 - Powerful learning: social, collaborative, connected
- **Learning Environments Framework themes (OECD, 2014)**
 - Lack of evidence about how the design of learning environments impacts outcomes
 - Learning spaces need to be flexible pedagogically and physically
 - Impact of design on teacher practice and student outcomes
 - Increase in focus on design process
 - Space, time and connectivity mediates pedagogical relationships
- **OECD Education 2030:** Need for broad set of skills and competencies



How could you use this OECD survey?

How could researchers use the survey?

How could teachers use the survey?



OECD School User Survey: exploring potential applications

OECD School User Survey



Who

- Local authorities
- Policy makers
- Development banks

What for

- Continuous improvement
- Assess school renovations

How

- Download file for free
- Paper-based survey

Digital
version
coming
soon!



OECD School User Survey: digital delivery

- Unique tool for **triangulating teacher, student and school leaders' perspectives** on the physical learning environment
- Developing a **multilingual online platform** to deliver OECD Survey of School Users to schools in countries around the world
- Objectives:
 - Provide an easy to use assessment tool for schools and education authorities which produces standardised data and analysis
 - OECD analysis of anonymised data on use of learning environments
 - Continuous improvement of the OECD School User Survey instruments through user feedback





OECD School User Survey: how can schools/ teachers benefit?

How can the OECD School User Survey be applied in practice?

1. Translation into national language
2. Establish local coordinators to plan and administer the Survey in schools (e.g. before and after refurbishment)
3. Take the test and receive report(s)



- Workshop the recommendations
- Assess renovation/refurbishment/investment
- Commission a detailed review
- Discuss with other schools/systems
- Implement the changes
- Monitor/evaluate the changes





OECD School User Survey: how can you contribute? Partnership opportunities

How can you get involved? **The OECD is looking for partners!**

- Take the test!
- Support efforts to translate the Survey into your national language
- Actively help with dissemination and awareness-raising among relevant audiences (e.g. countries, school principals, teacher unions, local government authorities, universities)
- Provide feedback for continuous improvement of the OECD School User Survey instruments





Next steps of the OECD Effective Learning Environments project

Current/future activities of the OECD Effective Learning Environments:

- Developing the Analytical Framework for the transformation of learning spaces
- Will publish the call for case studies in 2019
- Will publish the 5-year report on countries' progress regarding the OECD Council recommendation on schools earthquake safety

Thank you!
Any questions?

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<http://www.oecd.org/education/effective-learning-environments>

Our team at the OECD Effective Learning Environments project works with school leaders, researchers and policy makers to explore how investments in the learning environment, including the physical learning environment and technologies, translate into improved education, health, social and well-being outcomes.