

# TRANSITIONS

ONE JOURNEY  
MANY PATHWAYS



2-4 OCTOBER 2019

STUDIO 5,  
MELBOURNE GRADUATE  
SCHOOL OF EDUCATION,  
THE UNIVERSITY  
OF MELBOURNE





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Cover image: Camberwell High School, Hayball Architects. Photograph: Dianna Shape. Image above: PTID, Painting by Felmen Tse Tow.



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# INTRODUCTION

## WHAT IS INVOLVED IN MAKING THE JOURNEY FROM TRADITIONAL TO INNOVATIVE LEARNING ENVIRONMENTS?

## WHAT IS THE LATEST RESEARCH TELLING US ABOUT HOW TEACHERS CAN BE SUPPORTED ON THIS JOURNEY?

**Transitions 19 brings together researchers, educators and architects from 7 countries to showcase** research that explores the theoretical and practical issues involved in creating successful learning environments.

**Transitions 19** is a conference for teachers, designers, researchers, architects, policy makers and professionals involved in developing, designing, funding and using learning spaces in schools and universities.

**Transitions 19** is more than just a conference,

- It provides participants the opportunity to experience learning in a variety of spaces, explore the contemplate new possibilities.
- It is hosted by the ILETC project team and supported by the most recent findings from their research and that of their partners from around the world.
- It will include interactive exhibitions of learning space typologies that span design, technology, acoustics, pedagogy, furniture and the critical elements of knowledge that teachers need.
- It will be a working conference, where brand new ideas are discussed and tested by participants.

**Transitions 19 begins with a proposition.** Research is showing innovative learning environments (ILEs) are not a magic cure, but evidence is mounting that they constitute a powerful tool that – if used well – improves student educational experiences. The Innovative Learning Environments and Teacher Change project (ILETC) has found that schools (and teachers) navigate a transformative journey as they reimagine their learning spaces.

This work is emphasising that successful spaces *host a unique diversity of teaching, learning and environmental qualities* that can assist teachers navigate their pathways. These can be viewed as a *framework of typologies* which categorise the considerations/elements in developing effective learning spaces. We currently identify five: spatial designs, teaching approaches, furniture, acoustics, and technology. Importantly, they constitute the mechanism for making tangible to teachers what needs to be known about good use of learning spaces. The typologies are, in essence, a teacher-friendly, practice-focused summary of the mass of theoretical knowledge we have collectively built about ILEs.

**Transitions** is a series of research symposia organised by the Innovative Learning Environments and Teacher Change (ILETC) project since 2017. The project is based at The University of Melbourne and funded by Australian Research Council Linkage program and 17 industry, government and school partners. In 2017 and 2018 the project held events in Australia, North America and Europe drawing researchers, teachers, school leaders, architects and policy makers from across the world. These events formed a key element of data collection and validation for the ILETC project, through trialing concepts and tools with a wide range of professionals and researchers. We have also created a growing international network of researchers and professionals who bring multi-disciplinary perspectives to the significant challenges of creating successful learning spaces. This network reaches across 20 countries and is sustained through regular newsletters, blog posts, our partners, events and peer to peer information sharing.

# PROGRAM

## Day 1 | Wednesday 2 October

|             |   |
|-------------|---|
| 9.00–9.30   | <b>Chair Dr Marian Mahat</b><br><b>Welcome</b> Official Welcome to Country<br>Welcome to The University of Melbourne, Vice-Chancellor Professor Duncan Maskell  |
| 9.30–10.15  | <b>Opening address Associate Professor Wesley Imms, ILETC Lead Chief Investigator</b><br>A conference with a difference – <i>Transitions 19</i> will involve participants in exploring and testing a new way of thinking about learning spaces – the <i>Spatial Typologies</i> – through interactive exhibitions, activities, presentations and discussion.   |
| 10.15–10.45 | <b>Morning break</b>  |
| 10.45–12.15 | <b>SESSION 1 POLICY AND DESIGN</b><br><b>Presentations + workshops</b> <ul style="list-style-type: none"> <li>• <b>Caroline Morrison</b>, The University of Melbourne, New Generation Learning Environment policy enactment: Processes of translation in leader practices, Australia.</li> <li>• <b>Qusai Anteet</b>, The University of Melbourne, The Resistance to Transformational Changes by Built Public Primary Schools, Australia.</li> <li>• <b>John R. Dale</b>, HED Architects and Engineers, USA. Planning for Changing Pedagogies – Flexible Facility Design.</li> </ul>  |
| 12.15–13.15 | <b>Lunch</b>  |
| 13.15–14.45 | <b>SESSION 2 SCHOOL CULTURE</b><br><b>Presentations + workshops</b> <ul style="list-style-type: none"> <li>• <b>Emily Nelson</b> and Leigh Johnson, Eastern Institute of Technology, ILEs as social assemblages: implications for initial teacher education, New Zealand.</li> <li>• <b>Marian Mahat</b>, Joanne Blannin &amp; Wesley Imms, The University of Melbourne, Plans to Pedagogy: Engaging Teachers in Innovative Learning Environments, Australia.</li> <li>• <b>Maxine Galante</b>, Melissa Chadwick and Kate Woods, ACT Education Directorate, Margaret Hendry School, Unlearning: Being comfortable with being uncomfortable at Margaret Hendry School, Australia.</li> <li>• <b>Kym Thomas</b>, University of the Sunshine Coast, Re-designing the classroom and the impact on classroom milieu, Australia.</li> </ul> |
| 14.45–15.15 | <b>Afternoon break</b>  |
| 15.15–17.00 | <b>SESSION 3 TEACHER CHANGE</b><br><b>Presentations + workshops</b> <ul style="list-style-type: none"> <li>• <b>Aileen Strickland-McGee &amp; Ambroise D’Hauteville</b>, Steelcase, <i>Step by Step: An Educator’s Expedition of Evolution, USA &amp; China.</i></li> <li>• <b>Åse Tieva</b>, Maria Rönnlund, Peter Bergström and, Umeå University, Sweden. <i>The Implementation and Practice of ALC. A Swedish case study.</i></li> <li>• <b>Marie Leijon</b>, Malmo University, Ase Tieva, Umea university, Andreas Nilsson and Elisabet Malvebo, Swedish Naval Warfare Center in Karlskrona, Sweden. <i>Teachers designing teaching in flexible higher education learning spaces.</i></li> </ul>  |
| 18.30–21.30 | <b>Conference dinner University House, Professors Walk, The University of Melbourne. (Prior registration required)</b>  |

## Day 2 | Thursday 3 October

|             |  |
|-------------|--|
| 9.00–9.15   | Welcome to Day 2   |
| 9.15–10.45  | <b>SESSION 4 STUDENT VOICE</b><br><b>Presentations + workshops</b> <ul style="list-style-type: none"> <li>• <b>Nadine Slingsby &amp; Dr Lisa Jacka</b>, Catholic Schools Office Lismore, <i>Listen Up! How student voice encourages pedagogical changes in ILE's, Australia.</i></li> <li>• <b>Lisiane Closs</b> &amp; Sidimar Sagaz, UFRGS, <i>Learning Environments in Schools of Creative Activities in Brazil, Brazil.</i></li> <li>• <b>Nicholas Little</b>, The Scots College, <i>Enhancing adaptability in grade 9 boys through task-based learning, Australia.</i></li> <li>• <b>Mariagrazia Marcarini</b> University of Bergamo, Chiara Filios and Arnaldo Arnaldi, Normalearchitettura, <i>Students' self-organised design of educational environments through work-related learning, Italy.</i></li> </ul>  |
| 10.45–11.15 | Morning break  |
| 11.15–12.45 | <b>SESSION 5 STUDENT LEARNING AND EXPERIENCE</b><br><b>Presentations + workshops</b> <ul style="list-style-type: none"> <li>• <b>Mario Chiasson</b>, Université de Moncton, <i>Space, competency, process education, flexible classroom, classroom, Canada.</i></li> <li>• <b>Lisiane Closs</b>, Federal University of Rio Grande do Sul, Marian Mahat &amp; Wesley Imms, The University of Melbourne. <i>Learning Environments and Students Experience in Higher Education, Brazil.</i></li> <li>• <b>Carly Thornton</b>, Christ Church Grammar School, <i>We Shape Our Buildings; Thereafter, They Shape Us, Australia.</i></li> <li>• <b>Angela Page</b>, University of Newcastle &amp; <b>Jennifer Charteris</b>, University of New England. <i>Potential opportunities for inclusive education in ILEs – a chance too good to miss, Australia.</i></li> </ul> |
| 12.45–12.55 | School tours briefing <b>Dr Ben Cleveland</b>  |
| 12.55–13.30 | Lunch  |
| 13.30–13.40 | Board coaches on Leicester Street  |
| 13.40–18.00 | <b>School tours</b><br><b>Visit Camberwell High School and Mt Scopus College innovative learning spaces and take part in a guided tour which provides the perspectives of the architect and the educators.</b><br><i>Coaches will return to Melbourne Graduate School of Education about 6pm (traffic permitting).</i>   |

## Day 3 | Friday 4 October

|             |   |
|-------------|---|
| 9.00–9.10   | <b>Welcome to Day 3</b>   |
| 9.10–10.10  | <b>How can teachers be supported to use innovative learning environments?</b><br>The ILETC project team report on the key findings, resources developed, PhD projects and partner contributions.  |
| 10.10–10.40 | <b>Morning break</b>  |
| 10.40–12.00 | <b>THEORY AND FRAMEWORKS: ILETC GRADUATE RESEARCHERS</b><br><b>Presentations + Q&amp;A</b><br>Presentations by the ILETC graduate researchers. The 7 PhD researchers embedded within the ILETC project have developed the essential theory and tools that underpin the project findings.  |
| 12.00–13.00 | <b>Lunch</b>  |
| 13.00–14.30 | <b>PUTTING RESEARCH TO WORK: ILETC PARTNERS</b><br><b>Presentations + Q&amp;A</b><br>The ILETC project's partners have played an integral role in supporting and contributing to the research. How has the research informed their work?  |
| 14.30–15.00 | <b>Afternoon break</b>  |
| 15.00–15.45 | <b>KEYNOTE: BRUCE ARMSTRONG, EDUCATION LEADER</b><br>A former principal, founding Director of Bastow Institute and experienced leader in educational change, Bruce Armstrong has over 30 years' experience in the Victorian education system. Bruce will provide his perspective as a school leader, policy maker and innovator on the challenges of transitions to new learning spaces and teaching practices. |
| 15.45–16.00 | <b>Closing remarks, A/Prof. Wesley Imms</b>   |

# KEYNOTE



## **Bruce Armstrong**

Bruce is a professional executive with unique experience gained over 33 years in roles across all levels of the Victorian public education system. He brings deep expertise that enables him to offer invaluable insights into contemporary educational theory and practice.

A respected, internationally recognised leader renown for delivering innovative, high impact and sustainable outcomes Bruce led the leadership teams that transformed three secondary schools, established the Bastow Institute of Educational Leadership as the inaugural Director and continued to lead the school workforce reform strategy as Executive Director and Deputy Secretary. He has driven improvement in 1540 government schools as Deputy Secretary – Regional Services Group, leading a regional workforce of 2500 and managing a \$240 million-dollar budget and delivered Victorian Education State reforms including the range of high impact learning improvement resources that are proving to be legacy pieces.



# PRESENTERS

## SESSION 1 POLICY AND DESIGN

### **Caroline Morrison**

The University of Melbourne, Australia.  
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*New Generation Learning Environment policy enactment: Processes of translation in leader practices.*

My PhD thesis inquires into how New Generation Learning Environments (NGLEs) as policy artefacts are enacted in everyday school practices. I argue that policy and politics are everywhere in NGLE infrastructural and pedagogic changes but mostly missing in action in the 'learning environments' literature. Yet, NGLE policy's focus on 'learning environments' does political work – it seeks to replace the classroom as the space of teaching. Further, policy does this work surreptitiously, presenting itself as neutral without making visible the political decisions and practices of its production. In promoting the learning environment, policy narratives create a series of dualisms, opposing 'learning environment' to 'classroom' and open flexible (new, innovative) spaces in which learners learn to closed container (old, outdated) spaces in which teachers teach. This presentation uses school leader interviews to give an account of the work of school leaders in negotiating tensions between the 'new' and the 'old', and implications for their ongoing practice are expressly drawn out.

### **Qusai Anteet**

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*The Resistance to Transformational Changes by Built Public Primary Schools.*

How are the emerging built public primary school and their regimes resisting/coping with transformational changes? This research reasons that educational policy may affect architectural programming (briefing) – both as a decision-making process and as documented – and subsequently shape the design of school buildings. As such, architectural programming can be a medium through which to translate the educational vision into the design of built environments in schools. Hence, this research aims to investigate the links between school design, architectural programming and the changing educational aspirations in primary schools – towards fostering evidence-based school design. This study adopts an ethnographic approach to develop insights into the values, beliefs and behaviours of the many stakeholders who participate in planning, designing and using school buildings in the context of Riyadh, Saudi Arabia. Data are being collected from multiple sources, including semi-structured interviews, documents, observation notes and questionnaire responses. The data are being analysed collectively using thematic analysis and space syntax (Hillier & Hanson, 1984) analysis.

### **John R. Dale**

HED Architects and Engineers, USA.  
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*Planning for Changing Pedagogies – Flexible Facility Design*

To understand how buildings designed for change can enhance the effectiveness of the learning environment to support pedagogies in transition. To gain insight into the educator and facility management perspective on planning for flexibility in educational environments. To reveal examples of effective building design that supports innovative learning. Open Building is a 40-year old international movement with well-established principles that drive the design of flexible facilities. Current research is focused on gathering case studies and assessing the completeness and success of flexible strategies. The focus of the research paper will be on innovative examples of educational facilities and a qualitative post occupancy evaluation of how completed facilities have facilitated ongoing physical adjustments in support of innovative learning environments. The paper will draw on recently completed school projects in the USA. Arlington Elementary School in Tacoma, Washington; the Missouri Innovation Campus outside Kansas City, Missouri, the Geffen Academy at UCLA in Los Angeles, CA and the Discovery Building at Santa Monica High School, Santa Monica, CA will be the prime examples of this study.



## SESSION 2

### SCHOOL CULTURE

**Emily Nelson** & Leigh Johnson  
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New Zealand.  
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*Project ILEs as social assemblages: implications for initial teacher education.*

Making the journey from traditional to innovative learning environments (ILEs) involves a journey also for initial teacher education (ITE). In an education context where both ILEs and conventional classroom environments co-exist teacher educators are challenged to prepare preservice teachers to teach across a complex array of spatial and pedagogical arrangements. Even as teacher educators grapple with what this means for our programmes, preservice teachers increasingly are placed in ILEs for practicum. This means they decipher, translate and adapt their practice to navigate spaces new to them. The objective of our exploratory qualitative research conducted initially in 2016 and again in 2018 is to explore how preservice teachers enrolled in our practice-based teaching degree learn to teach in ILEs on practicum. We take the experiences of preservice teachers on ILE practicums as a starting point to inform programme and practicum design. Our research contributes an essential preservice teacher vantage point to the challenge of designing ITE programmes to prepare student teachers for ILEs.

**Marian Mahat**  
Joanne Blannin & Wesley Imms,  
The University of Melbourne, Australia.  
joanne.blannin@unimelb.edu.au

*Project Plans to Pedagogy: Engaging Teachers in Innovative Learning Environments.*

This research seeks to understand how teachers effectively engage in the design, development and use of innovative learning environments (ILEs) within one primary school in Australia. Innovative learning spaces are defined here as open, flexible and creatively-used spaces within which teachers and students collaborate to learn. Data was generated through teacher and student questionnaires, classroom observations and strategic learning workshops. These strategies were designed to make sense of the ways that teachers and students perceive their use of ILEs. Specifically, this paper will report on results of in one school with a 'spatial learning' team of six highly motivated teachers within a public school in New South Wales. The school-based spatial learning team has worked under the direct supervision of an academic expert. This case-study research included classroom observations, surveys and targeted workshops for staff. This ongoing research project provides initial evidence of the impact of learning spaces and teaching practices in those spaces on student learning in one school.

**Maxine Galante, Melissa Chadwick**  
& Kate Woods  
ACT Education Directorate,  
Margaret Hendry School, Australia.  
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*Project Unlearning: Being comfortable with being uncomfortable at Margaret Hendry School.*

Margret Hendry School is a newly established Innovative Learning Environment in the ACT. The learning community provides a personalised approach to learning through an inquiry pedagogy that prioritises authentic, real world learning opportunities through play and passions. Research was undertaken to ascertain the key challenges faced by teachers when transitioning from a traditional single cell classroom structure to a highly collaborative innovative learning environment. The study focuses on the perceptions of staff vs reality, the changes in pedagogy required, how to effectively build a collaborative culture and the importance of engaging with community.

# PRESENTERS

## SESSION 3 TEACHER CHANGE

### **Kym Thomas**

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*Re-designing the classroom and the impact on classroom milieu.*

This research aims to describe how the physical elements of a newly re-designed classroom may shape the classroom milieu. Classroom milieu can be characterised by things such as pedagogical practice, student and teacher identity, feelings of inclusivity or exclusivity and other aspects of the affective domain such as well-being, sense of agency and feelings of dominance or autonomy. This phenomenological study will describe the experience of teachers who have transitioned from a traditional to an innovative learning environment and how the built environment has impacted on their pedagogy and the social relationships within the classroom from a variety of Brisbane Catholic Education primary schools. This research seeks to bring to the surface the unconscious relationships that exist between the built environment, pedagogy and social relationships. The project is in the early stages of data collection and this presentation will report on early findings.

**Aileen Strickland McGee  
& Ambroise D’Hauteville,**  
Steelcase, USA & Hong Kong.  
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*Project Step by Step: An Educator’s Expedition of Evolution, USA & Hong Kong.*

We sought to understand the change process from the educators’ lived experience as schools shift from passive to more active teaching and learning, specifically highlighting the role of the physical space as a part of this journey. This was a US-based mixed methods research study conducted with over 200 educators, from both tertiary and secondary education. Methods included interviews, focus groups, school visits, surveys, and a digital ethnography tool. The findings share an educator-centered, step by step change process framework with concrete best-practices, highlighting both how this process is interconnected with transformation at the institutional level and how the design of the space can be an active agent. To further emphasize the process framework, real life stories and examples from schools will be featured.

### **Åse Tieva<sup>1</sup>**

Marie Leijon<sup>2</sup>, Andreas Nilsson  
& Elisabet Malvebo<sup>3</sup>

1. Umea University, Sweden  
2. Malmö University, Sweden  
3. Swedish Naval Warfare Center  
in Karlskrona.  
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*Teachers designing teaching in flexible higher education learning spaces.*

Recently, the interest in spaces for learning in higher education (HE) has grown considerably in Sweden and several universities have invested in flexible learning spaces. Much inspiration comes from Australian ideas on innovative learning environments (ILEs) (Imms, 2018). There is a growing body of research that shows how teachers develop their pedagogy in innovative and flexible environments (see for example Byers & Imms, 2016). However, there is still a lack of studies with focus on learning spaces and teaching in higher education. This paper presents an ongoing research project on teacher didactic design in flexible higher education learning spaces. The aim is to describe teacher conceptions of teaching in flexible learning spaces. How do teachers design teaching? Do they experience changes on their beliefs about teaching and learning? Tentative results from interviews with twenty teachers, new to teaching in flexible spaces at six Swedish Universities, will be presented.

## SESSION 4

### STUDENT VOICE

PRESENTATIONS + WORKSHOP

#### **Maria Rönnlund**

Peter Bergström, & Åse Tieva,  
Umeå University, Sweden.  
maria.ronnlund@umu.se

*The Implementation and Practice  
of ALC. A Swedish case study.*

This paper concerns the transition from teaching in the regular classroom to teaching in the Active Learning Classroom (ALC), aiming to contribute knowledge on the implementation of ALC in an upper secondary context. The study object is a teacher team who constructed an ALC classroom in order to transform teacher-student and student-student communication and interaction, and increase students' active learning. The paper is part of a project carried out as a participatory design-based case study, and the analysis presented here draws on data from a selected sequence of three months when the teachers started to teach in the ALC in cycles. Early findings indicate that a stronger framing of pace and sequencing opened up for a type of communication and interaction that is likely to be beneficial for students' active learning. They also indicate that the teachers lacked tools to communicate their teaching in the 'evaluation-and-initiation-change-to-next-cycle-phase'.

#### **Nadine Slingsby & Lisa Jacka,**

Catholic Schools Office Lismore,  
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*Listen Up! How student voice  
encourages pedagogical changes  
in ILE's.*

Student voice has the power to shift pedagogy when it is integral to the design and implementation of an ILE. The aim of our research is to enact a process of student voice and gather data that evaluates the effectiveness of these strategies. Our teachers are in transition from traditional to innovative learning environments and as such are seeking ways to best utilise the spaces, the resources and the relationships. We will explore how student voice can assist teachers in their journey towards innovative learning environments and adaptive pedagogy, working in a co-teaching and co-learning environment alongside their students. A case study approach has been utilised to discuss two primary schools in the Lismore Catholic Diocese. This project is currently in place in two of our Diocesan primary schools. The findings will reveal the processes undertaken in implementing and the effects of this on teacher pedagogy.

#### **Sidimar Sagaz & Lisiane Closs,**

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do Sul (UFRGS), Brazil.  
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*Learning Environments in Schools  
of Creative Activities in Brazil.*

This study aimed to describe and analyze the physical, psychological, social, and pedagogical dimensions of the learning environments of schools of creative activities in Brazil, and their influence on the students' approaches to learning. A cross-sectional exploratory and descriptive study was carried out in two schools of Brazilian creative activities, located in the city of Rio de Janeiro. Interviews were conducted with nine 9 teachers and 11 students. This research suggests that the physical, psychological, social, and pedagogical dimensions of learning environments intersect, and influence on the students' adoption of a deep approach to learning in schools of creative activities. The creative economy is increasing in Brazil, and recently represents one of the few growing sectors in the country. Schools of creative activities have emerged as an alternative for the need of human resources training in this area.

# PRESENTERS

## SESSION 5 STUDENT LEARNING AND EXPERIENCE

### **Nicholas Little**

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*Enhancing adaptability in grade 9 boys through task-based learning.*

An Innovative Learning Environment (ILE) is an exciting but foreign space for many teachers and students. Personal experience suggests that some boys had great success in an ILE while others had negative learning experiences. This Action Research Project investigates task-based learning (TBL), a teaching strategy used to help students adapt to an ILE. The localised nature of this project gives critical insight into behavioural, cognitive, and affective adjustment of boys in an ILE. TBL was adopted for a whole term of regular science class where data were then collected in the form of surveys, photographs, exit tickets and focus groups. TBL was successful in helping Grade 9 boys to adapt to a NGLS and is a technique that may be adopted by other teachers using a NGLS in an attempt to help students adapt to a new learning environment.

### **Mariagrazia Marcarini,**

Chiara Filios & Arnaldo Arnaldi<sup>2</sup>.  
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mariagrazia.marcarini@comune.milano.it

*Students' self-organised design of educational environments through work-related learning.*

The research investigates the learning environments re-design (school's common areas) by students (aged 14-19), in order to experiment a model of self-organised design and to connect learning to the educational vision at Giulio Verne High school, in Rome. The action-research method with the ideographic purpose has been used: a critical approach induces the participants to reach the objectives through hermeneutic and reflexive modalities. The action-research has two phases: theoretical-design and laboratory-practice (i.e. building furniture through the fab-lab). The research is significant to identify positive aspects and critical issues to develop a self-organised design process model made by a remotely mediation to re-design school's environments. After the reform of Professional Institutes in Italy, the learning personalisation and the self-awareness of the students as protagonists of their own learning path have become relevant. Teachers as mediators must review their role and promote the active and autonomous student' learning.

### **Mario Chiasson,**

Université de Moncton,  
New Brunswick, Canada.  
chiasmaj@gmail.com

*Space, competency, process education, flexible classroom, classroom.*

Based on the theoretical concepts and approaches of computational thinking, we pursued the investigation analysing how students apply the process of computational thinking when creating robotics challenges in a real-life learning space and how the particular characteristics of the learning space can contribute to the process of computational thinking. This ground breaking research will shed some light on learning spaces and the computational thinking skill, not yet clarified, but needed by modern society. This study used two groups of students (24 in Grade 6 and 20 in Grade 7, for a total of 44 students from a middle school in South-East of New Brunswick. Our findings indicate that learning spaces can potentially contribute to the computational thinking process in a complex problem-solving context.



**Lisiane Closs<sup>1</sup>****Marian Mahat & Wesley Imms<sup>2</sup>.**

1. Federal University of Rio Grand do Sul, Brazil.

2. The University of Melbourne, Australia.

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*Learning Environments and Students Experience in Higher Education.*

This study aims to investigate what are the physical, pedagogical, and psychosocial aspects of flexible classroom learning environments that foster or mitigate the students learning experience in higher education. The research questions are: How can flexible classroom spaces be used to improve the students learning experience? How can pedagogical approaches facilitate it? How can the psychosocial environment positively enhance it? This study will be carried out through a qualitative and quantitative approach involving Education and Business undergraduate, or graduate subjects in flexible learning spaces (that offer the most adaptable furniture configurations and enable one shared group discussion and or small group activities in tutorials and seminars) at the University of Melbourne. This research will provide an understanding that helps to support interventions to improve flexible classroom learning environments and student's experience in other similar learning contexts.

**Carly Thornton**

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*We Shape Our Buildings; Thereafter, They Shape Us.*

Winston Churchill once said, 'we shape our buildings; thereafter, they shape us.' Over the past several years, Christ Church Grammar School has undergone significant changes, to the Preparatory learning environments and teaching pedagogy. The present research seeks to address the steps that are instrumental in the journey towards designing effective innovative learning environments and ultimately shaping the way in which the all-boy student group learn best. This study focuses on qualitative research with ethnographic interviews conducted with students of Christ Church Grammar School, Perth, Western Australia. The interviews are conducted individually, with students from Year 1 through to Year 6 at the all-boys, Anglican school. Early findings demonstrate that allowing students to have choice in relation to their learning environment will assist in the growth of 21st century skills like problem solving and critical thinking, (Envision, 2018). The results identified from this study will help educators to design their learning environments based on the needs of boys in particular and the 21st century skills that they will need in the future.

**Angela Page**

University of Newcastle &

**Jennifer Charteris**

University of New England.

apage1@newcastle.edu.au

*Potential opportunities for inclusive education in ILEs – a chance too good to miss, Australia.*

There is currently a lack of research in the field of inclusive education and new generation learning environments. There is interest in the problematics of incorporating satellite buildings within the new builds. The presentation shares findings from qualitative interviews with teaching staff in Aotearoa /New Zealand. The project focuses on addressing the needs of children with disabilities and/or challenging behaviours in ILE. On the basis of our field work, we mobilise an argument that there are possibilities for teachers to embrace the ethos of the pedagogical shifts that are associated with spatial pedagogy. The findings provide suggestions for the spatiality of inclusion that supports a greater movement of children across spaces that can inform future ILE designs to best meet the needs of students with disabilities.

# SCHOOL TOURS



## CAMBERWELL HIGH SCHOOL

Established in 1941 with 350 students, Camberwell High School is a government co-educational secondary school now educating 1,200 students across Years 7-12. Over this time new buildings have been constructed and redeveloped. The tour will include visits to the:

- Enterprise Centre, a new building; home base and learning environment for Year 9 students, opened in 2013,
- Year 11 home base and learning environment for senior students, a redevelopment of the third floor of a 1960's building and
- Renovated double level 1990's building which is home base and learning environment for Years 7 and Year 8.

Each of these settings has been the product of extensive planning with a design and development team of staff, students and architects (Hayball). The focus of the design team starts with the learning needs of the students and inquires deeply into the type of environment required to support the learning with attention to the particular stage of adolescent development. The school has a focus on self-managed learners as a foundation for the development of 21st century learners and citizens and consequently the environments reflect this and the roles of the teachers, technology and sustainability.

Principal Jill Laughlin and architect Richard Leonard will host the tour and provide insights into the development of one new and two redeveloped contemporary learning environments.



## MOUNT SCOPUS MEMORIAL COLLEGE

Mount Scopus is a Co-educational Jewish Day School, established in 1949 and now with over 1,500 students from Kindergarten to Year 12, is located across three campuses in Melbourne, Australia. This tour will visit the Gandel Besen House Campus in East St Kilda which caters to students from 3 year old kinder to the end of year 3. The tour will visit facilities that have undergone two design phases. The first looking at flexible open plan spaces, and the second looking at meaningful purposeful spaces. The design thinking, on-going work with teachers and challenges will be discussed alongside the impact on student learning and agency.

Early Learning Centre Coordinator Shana Upiter and Dr Ben Cleveland (The University of Melbourne) will host the tour and provide background on the stages of development.

# ILETC PROJECT

## ILETC.COM.AU

The Innovative Learning Environments and Teacher Change project (ILETC) commenced officially in June 2016 and is due to finish in mid-2020. The aim of this four year project is to build understanding of how physical spaces in schools impacts on learning and how best to support teachers in making the most of the spaces they have.

The project will develop resources and strategies to support educators, school leaders, policy makers and architects in developing and inhabiting new learning spaces. These resources will include strategies and tools to support the journey from conceptualising new learning spaces through to the use and evaluation of the finished spaces.

The ILETC project is funded by the Australian Research Council Linkage program (LP150100022) and 17 industry partners. The project presents a unique opportunity for a team of experts in education and architecture from across governments, schools, business and academia to co-design new solutions to the challenges of delivering 21st century learning to students in Australia and New Zealand.

### To date the project has:

- Published free, plain language technical reports and fact sheets
- Delivered multiple workshops to teachers in Australia and NZ
- Organised seven international research conferences in three continents
- Connected with researchers and experts in learning environments in over 20 countries
- Published and presented in education journals and conferences to advance scholarly knowledge
- Conducted two surveys with almost 2,000 respondents internationally
- Established a network of over 1,500 individuals receiving project updates and publications
- Supported eight PhD candidates in developing theoretical frameworks and case studies
- Contributed to regular media commentary on prominent issues relating to learning spaces.

# PROJECT TEAM



**A/Prof. Wesley Imms**  
Lead Chief Investigator



**Prof. David Clarke**  
Chief Investigator



**Prof. John Hattie**  
Chief Investigator



**Prof. Lisa Grocott**  
Chief Investigator



**A/Prof. Kenn Fisherm**  
Chief Investigator



**Prof. Tom Kvan**  
Chief Investigator



**A/Prof. Clare Newton**  
Chief Investigator



**Dr. Ben Cleveland**  
Chief Investigator



**Joann Cattlin**  
Project Manager



**Dr. Marian Mahat**  
Research Manager



**Dr. Terry Byers (QLD)**  
Research Fellow



**Chris Bradbeer (NZ)**  
Research Fellow



**Lachlan Stewart**  
Research Assistant



**Roz Mountain**  
Research Assistant



**Aamna Shah**  
Research Assistant



**Dan Murphy**  
PhD Candidate  
*Developing measures that impact of spaces on teachers and students.*



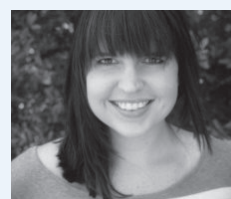
**Dion Tuckwell**  
PhD Candidate  
*Using design thinking in effecting change in education.*



**Ethel Villafranca**  
PhD Candidate  
*What we can learn from museum educators use of learning spaces?*



**Fiona Young**  
PhD Candidate  
*What are the design affordances that support teaching and learning?*



**Raechel French**  
PhD Candidate  
*Characteristics of 'good transition'.*



**Mark Osborne**  
PhD Candidate  
*Leadership practices that lead to the successful implementation of an innovative learning environment.*



**Vicky Leighton**  
PhD Candidate  
*Teacher spatial competencies, and ways to measure these.*

ONE JOURNEY  
MANY PATHWAYS



## PARTNERS

The ILETC project is a partnership between researchers at The University of Melbourne and Monash Art Design and Architecture funded by the Australian Research Council and 17 industry, government and education partners.



### PARTNERS



AUSTRALIAN  
**SCIENCE &  
MATHEMATICS**  
SCHOOL



**Churchie.**



New Zealand Government

Te Kāwanatanga o Aotearoa



**Education**



**Queensland  
Government**



**WOODLEIGH**school  
A SCHOOL of INDEPENDENT THOUGHT

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## TRANSITIONS<sup>19</sup>

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