

Single Subject Research Design (SSRD)

Phase	Type	Themes
<input checked="" type="checkbox"/> Early <input checked="" type="checkbox"/> Implementation <input checked="" type="checkbox"/> Consolidation	<input checked="" type="checkbox"/> Strategy <input type="checkbox"/> Tool	<input checked="" type="checkbox"/> Collaboration & teamwork <input type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Design affordances <input type="checkbox"/> Design & process <input checked="" type="checkbox"/> Evaluation <input type="checkbox"/> Leadership & change <input checked="" type="checkbox"/> Pedagogy
		<input checked="" type="checkbox"/> Professional development & support <input type="checkbox"/> School structures & organisation <input checked="" type="checkbox"/> Spatial competencies <input checked="" type="checkbox"/> Student experience <input checked="" type="checkbox"/> Teacher experience <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Time

What does this do?

Single Subject Research Design (SSRD) is a research methodology where the subject, an individual or a group (i.e. a class), is followed across a period of time. SSRD has been utilised in psychology, medicine, and education. After collecting baseline data, the individual or group is involved in a series of interventions, which may include prompts designed to change specific aspects of their practice. Interventions may occur across several time periods or various forms of interventions may occur in just one period. Post-intervention evaluations help to identify changes in practice, behaviour, or outcome and establish whether the interventions are effective or not.

How can it help?

SSRD allows individuals within the field to gain a deeper understanding of how interventions affect the teaching and learning environment. By using SSRD, educators will be able to identify how each intervention affects the way ILEs are used for teaching and keep track of interventions that are most effective. Additionally, it will provide educators with a clearer picture of their teaching practice, how it evolves over time, and the factors that influence any changes that occur.

An example in practice

SSRD has been used at the Anglican Church Grammar School (Churchie) through the New Generation Learning Spaces project. They used SSRD to identify how different spatial layouts encountered by teachers and students changed their teaching and learning experiences. They also gained a deeper understanding of how different contextual and structural factors affected (or not) the intervention on different layouts.

Where can I find this?¹

Examples of the application of SSRD and the outcomes of this research methodology can be found in the Churchie Research Centre publication 'The Finished Beginning'. The full report is freely available for download at <https://www.churchie.com.au/academic/churchie-libraries/research-centre/new-generation-learning-spaces> [Correct as at 10 March 2020].

1. AAll Spatial Transition Pathway 'Strategies and Tools' are licensed under a Creative Commons Attribution-Non Commercial 4.0 International License and available from iletc.com.au

The Finished Beginning

Empirical retrospective of the impact of different learning environments on teaching and learning from the 2010 to 2018 New Generation Learning Spaces project.



Anglican Church Grammar School
The University of Melbourne iLeARN group
Evaluating 21st Century Learning Environments
Brand + Slater Architects
Innovative Learning Environments and Teacher Change

