Linking Pedagogy, Technology and Space (LPTS) Observational Metric

Phase

- [x] Early
- [x] Implementation
- [x] Consolidation

Type

- [ ] Strategy
- [x] Tool

Themes

- [x] Collaboration & teamwork
- [ ] Curriculum
- [x] Design affordances
- [ ] Design & process
- [x] Evaluation
- [ ] Leadership & change
- [x] Pedagogy
- [x] Professional development & support
- [ ] School structures & organisation
- [x] Spatial competencies
- [ ] Student experience
- [x] Teacher experience
- [x] Technology
- [ ] Time

What does this do?

The Linking Pedagogy, Technology and Space (LPTS) observational metric is a pre-programmed Excel spreadsheet that can be used to track and analyse the behaviour of educators and students in any learning space. Using a simple checkbox system, an observer will be able to record how much time an educator and their students spend on activities and behaviours associated with five domains (pedagogy; learning experiences; communities of learning; educator use of technology; and student use of technology). Whenever the observer sees a particular activity and/or behaviour, they simply click on the relevant checkbox, which then triggers a timer. When that activity and/or behaviour ends, the observer clicks on the box again to stop the timer. At the end of the observation, the observer can click on three buttons to calculate various activities and behaviours in each of the domains, and create bar graphs to visualise data collected. When used repeatedly over a period of time, it can help track changes in educator and student experiences in different learning spaces.

How can it help?

Educators can work with a colleague, observing each other's classes while using LPTS. They can use LPTS to monitor their and their students' use of the learning space in relation to the five domains. It can also help educators understand their teaching practice and behaviours in different learning spaces. Using LPTS successively over a period of time, educators will be able to track changes on their and their students' experiences within various learning spaces and identify gaps where additional support may be required. Using LPTS before and after an intervention will also help gauge the impact of the intervention on the educator's practice.

An example in practice

LPTS has been used to evaluate impact of different learning environments in schools and universities. The most notable is the evaluation of the Haywire Midson Creative Precinct at the Anglican Church Grammar School (Churchie) in Australia. LPTS was used to evaluate and support teachers in how they navigated the transition process from traditional to innovative learning environments. The real-time visual data representations allowed educators to appreciate how various pedagogical changes materialised through their practice and how these subsequently influenced their students' activities and behaviours. Further information on how Churchie used LPTS to evaluate impact of different learning spaces, including the Haywire Midson Creative Precinct, on teaching and learning through its New Generation Learning Spaces project is available through this website https://www.churchie.com.au/academic/new-generation-learning-spaces [Correct as at 10 March 2020].

Where can I find this?[1]

The LPTS is freely available to teachers, schools and universities (under Creative Commons). You can contact LPTS creator, Dr. Terry Byers, through Churchie (https://www.churchie.com.au/contact-us). You can also see his contact details on this website: https://hundred.org/en/innovations/linking-pedagogy-technology-and-space-observational-metric
[Links correct as at 10 March 2020].

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