

The (re)design of teaching rooms to enable teaching excellence: choices and opportunities.

This session will demonstrate how/why the effective (re)design of teaching rooms is a critical but often neglected factor in the pursuit of learning and teaching excellence, and then analyse what can improve this situation, with a particular focus on cost-effective innovation. Literature about teaching excellence and learning gain (e.g. Arum et al, 2016) seems to assume that lecturers can readily employ the most effective pedagogy, with little or no mention of physical constraints on teaching innovation. The growing literature on the impact of physical space on learning and teaching (e.g. Brooks, 2012; Scott-Webber et al., 2013; Harrison and Hutton, 2014) tends to focus on institutional initiatives such as 'flexible learning centres'. Within these developments, the status of the 'standard teaching room' (seminar/workshop activities for groups of 20-40 students) is often neglected, apart from updating the data projection. A major initiative at University of Westminster aims to provide adaptable teaching rooms which support teaching excellence by enabling effective pedagogies. Work to date has included:

- Surveys of staff and student opinions on existing and redesigned spaces.
- Development of different room types to support innovation in teaching excellence.
- Establishment of standardised core AV/IT
- Incorporation of new features in room design and technological support, such as 'mirroring' and a novel lectern type.

Most recently, the work has focussed on detailed examination of what lectures actually do in both 'traditional' and redesigned teaching rooms. We present our major conclusions (and discuss unresolved issues) on the most effective innovations in room design and facilities which can have a significant impact on staff and student behaviour. We also comment on major initiatives elsewhere, including: new-build developments such as Northampton; teaching room designs for new pedagogies such as Team-Based Learning (e.g. Bradford and Anglia Ruskin) or Scale-Up (e.g. Nottingham Trent); and other detailed room changes (e.g. plectrum tables)

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