

Campus space – a place for interaction and learning

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place and space — social

place and space for learning in higher education

HOW

space and place physical + virtual

What is a space or a place?



Ground rules for place

Geographic location — Place is the distinction between here and there.

Material form — Place has physicality, place is stuff. Social processes happen through the material forms.

Meaning and value — Places are perceived, felt, understood and imagined (see Soja, 1996)

Place is space filled up with people, practices, objects and representations.

(Gieryn, 2000, 464-465)

Social space — some aspects...

What begins as
undifferentiated space
becomes place as we
get to know it better and
endow it with value

(Tuan, 2002, s.6)



Another view...

both place and space are social products (Dourish, 2006)

space affords opportunities for action and can be related to social aspects (de Certeau, 1984)





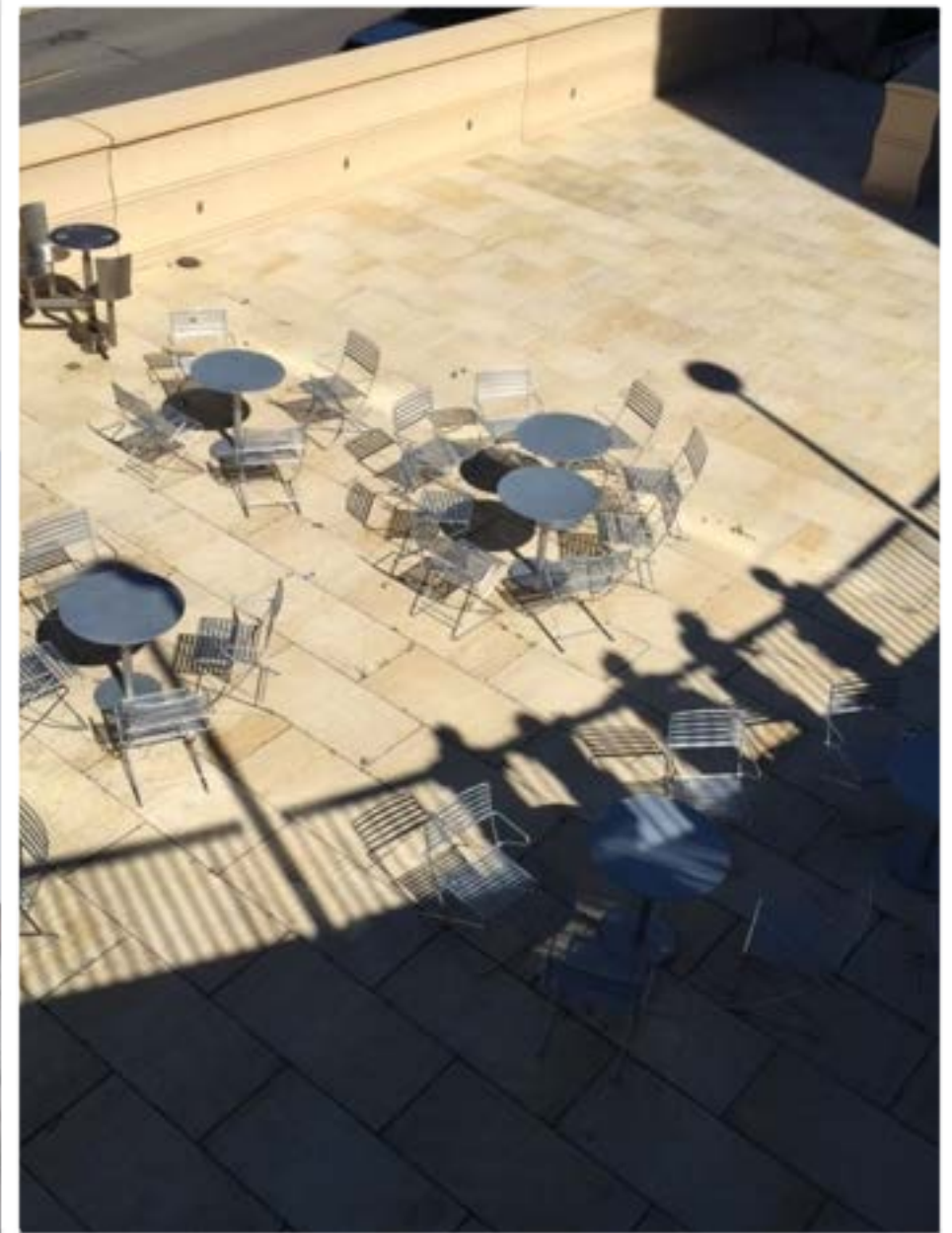
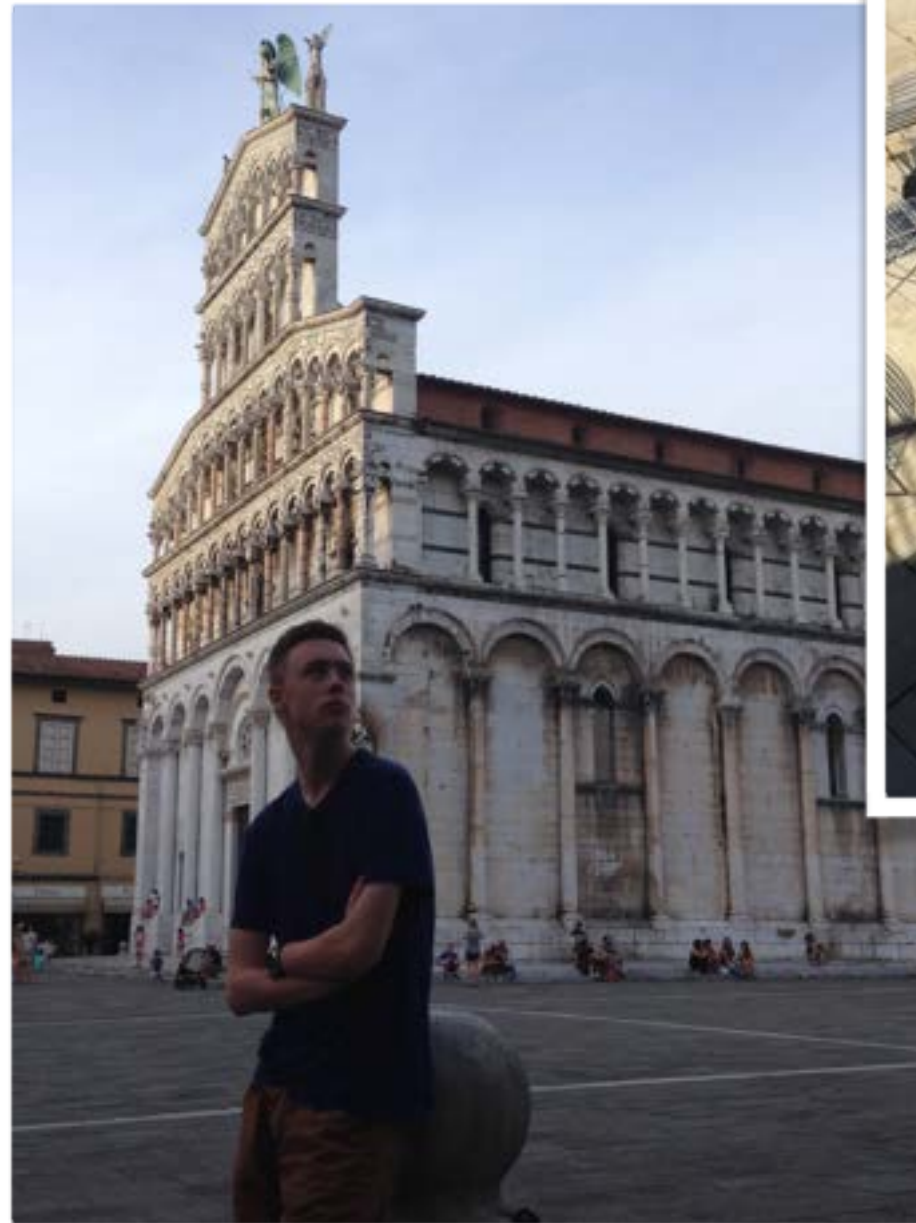
We experience spaces different, and our need for personal space varies.

”What crowds one people does not necessarily crowd another”

Hall (1966 s. 84)

Sociopetal space

Sociofugal space is not necessarily bad, nor is sociopetal space universally good. What is desirable is flexibility and congruence between design and function so that **there is a variety of spaces, and people can be involved or not**, as the occasion and mood demand. (Hall, 1966 s.110)



Osmond (1959)

Sociofugal space



Sense of a place

feeling or perception held by people
(cf. Tuan (2002))

places bring people together in
bodily co-presence — but then
what?

engagement or estrangement can
both be built in (Sennet, 1990)

People act
in spaces
— making
them a
place



**Philip Barnard**

@fantomphilip



Följ

EU-Debatt på Petri. Elever ställer sig upp och vänder ryggen till när det är dags för SD att tala.



Learning spaces *and* places...

Space designed telling
people what to do

(Gitz-Johansen, Kampmann & Kirkeby, 2005; Kirkeby,
2006).

Space is negotiable and
designed in interaction with
the participants in the space

(cf. Jewitt, 2005).

**While teachers usually
have little agency over
spatial arrangements at
the fixed ranks of
building and floor, there
is much potential in the
more dynamic ranks of
room and element.**

**Such work is the stuff of
pedagogic design...**

Jones (2008)

**How did we think about interaction
and learning in higher education...**

When we came up with this?



Did we think like this?



Learning only happens in classrooms.

Learning only happens at fixed times.

Learning is an individual activity.

What happens in classrooms is pretty much the same every day.

A classroom always has a front.

Flexibility can be enhanced by filling rooms with as many chairs as will fit.

(Chism & Bickford, 2003)

and not this?



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Rum för
lärande /Room
for learning
Photo: Umeå
University

Active
Learning
Classroom,
University of
Minnesota





SILK building, Flinders
University, Adelaide



... so, if we put before the mind's eye the ordinary schoolroom, with its **rows of ugly desks** placed in **geometrical order**, crowded together so that there shall be as little moving room as possible, **desks almost all of the same size, with just space enough to hold books, pencils and paper**, and add a table, some chairs, **the bare walls**, and possibly a few pictures, we can **reconstruct the only educational activity that can possibly go on in such a place.**

It is all made "for listening"... (Dewey, 1900, 31-32).

How?

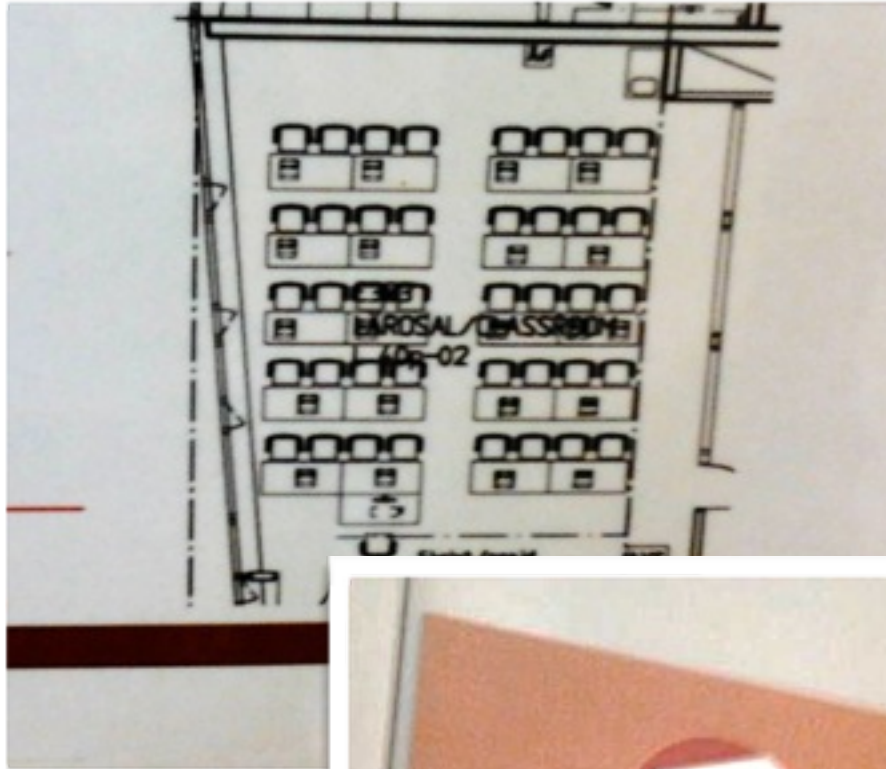
My focus in research is on **how** room and space in higher education can be understood as potential areas and resources for interaction and meaning-making when places are shaped.

How?

**Schedule, booking system,
no possibility to choose
classroom, time, rules,
choices made by others...**

Designs *for* learning
(Selander & Kress, 2010)

How?

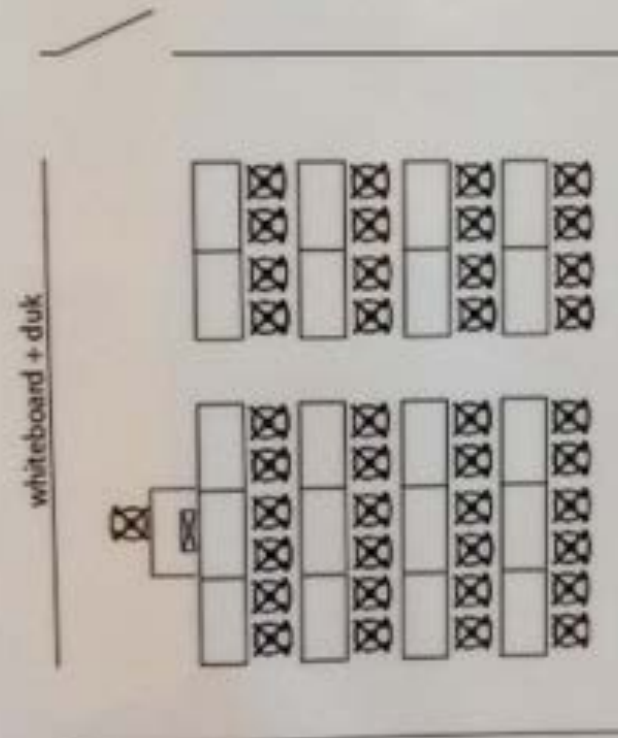


WIDERSTRÖMSKA Lecture halls

TECHNICAL ASSISTANCE

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Sal Marie lämnas enligt nedan punkter efter avslutad föreläsning



- Salen återmöbleras enligt skiss till vänster
- Pappersmuggar kastas i papperskorg
- Tavlan suddas
- Flipchart-papper rivs av
- Papper tillhörande föreläsningen kastas/tas med
- AV-utrustning stängs av
- Överbliven beställd fika/mat tas med

Alltså ska inga stolar och bord stå längs väggar eller liknande. Kommande föreläsare (era kollegor) ska inte behöva inleda med att möblera upp salen igen.

Please refurnish!

In this room we have tried three different types of setting... You could try this one or this one...

Take a picture of your example and spread your ideas to your colleagues...

your classroom

10,000 students
are in this building
each day...what
are you leaving
behind?

Do your part to
keep spaces clean.



The University of Minnesota is an equal opportunity educator and employer.

your classroom

That chair
you're sitting
in? Eight
butts sit in it
each day.

It's your space; take care of it.



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How?

Define the situation, read the room,
understand the framing of the activity



and this reading follows in to the activity in the room...



How?

Designs *in* learning

(Selander & Kress, 2010)



interaction
keying
framing

(Goffman, 1974)



to participate — or not...



negotiation — where is my safe place?



re-designing



the teacher way

to sum up so far...

Space, as designed **for** learning, is something both teachers and students read, transform and re-design in action, designing their way **in** learning

hence — **space should be a part of pedagogic and didactic design**



physical + virtual spaces

The **HyFlex** example

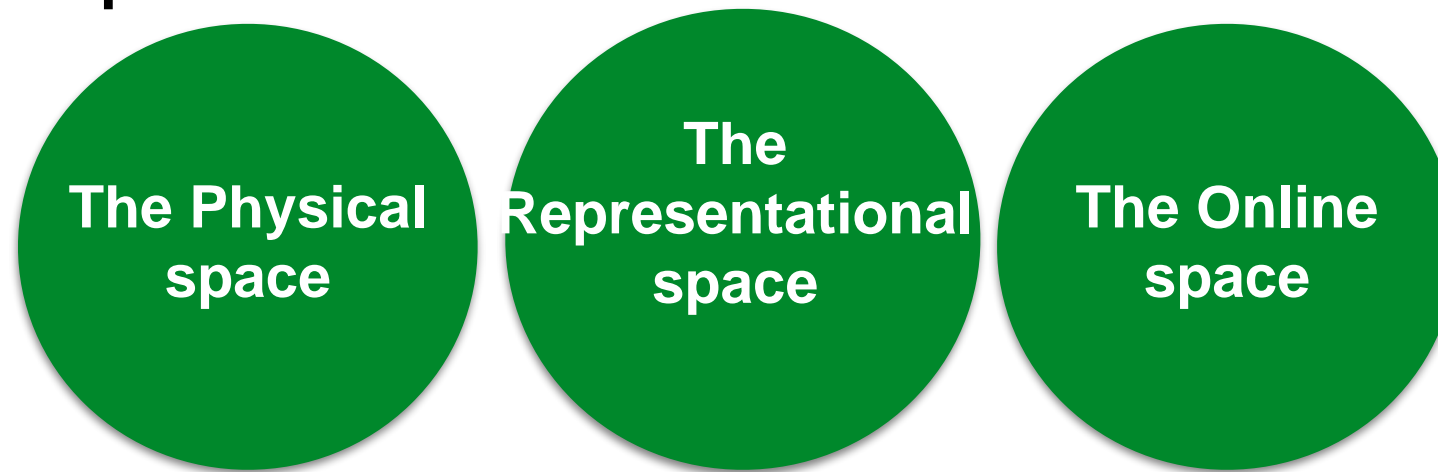
HyFlex is a model where the course design combines physical and virtual spaces and face-to-face with online learning.

Live streaming lectures + chat

Students attend at campus or on line in a synchronous setting.

1 teacher lectures, 1 teacher facilitates the live streaming and the chat with the on-line students.

Learning spaces



Cuthell et al (2011).

+

The Interactional Space

+

The Hybrid Space

Leijon & Lundgren, 2015

The physical spaces



The representational spaces



Anmälningsskyldighet

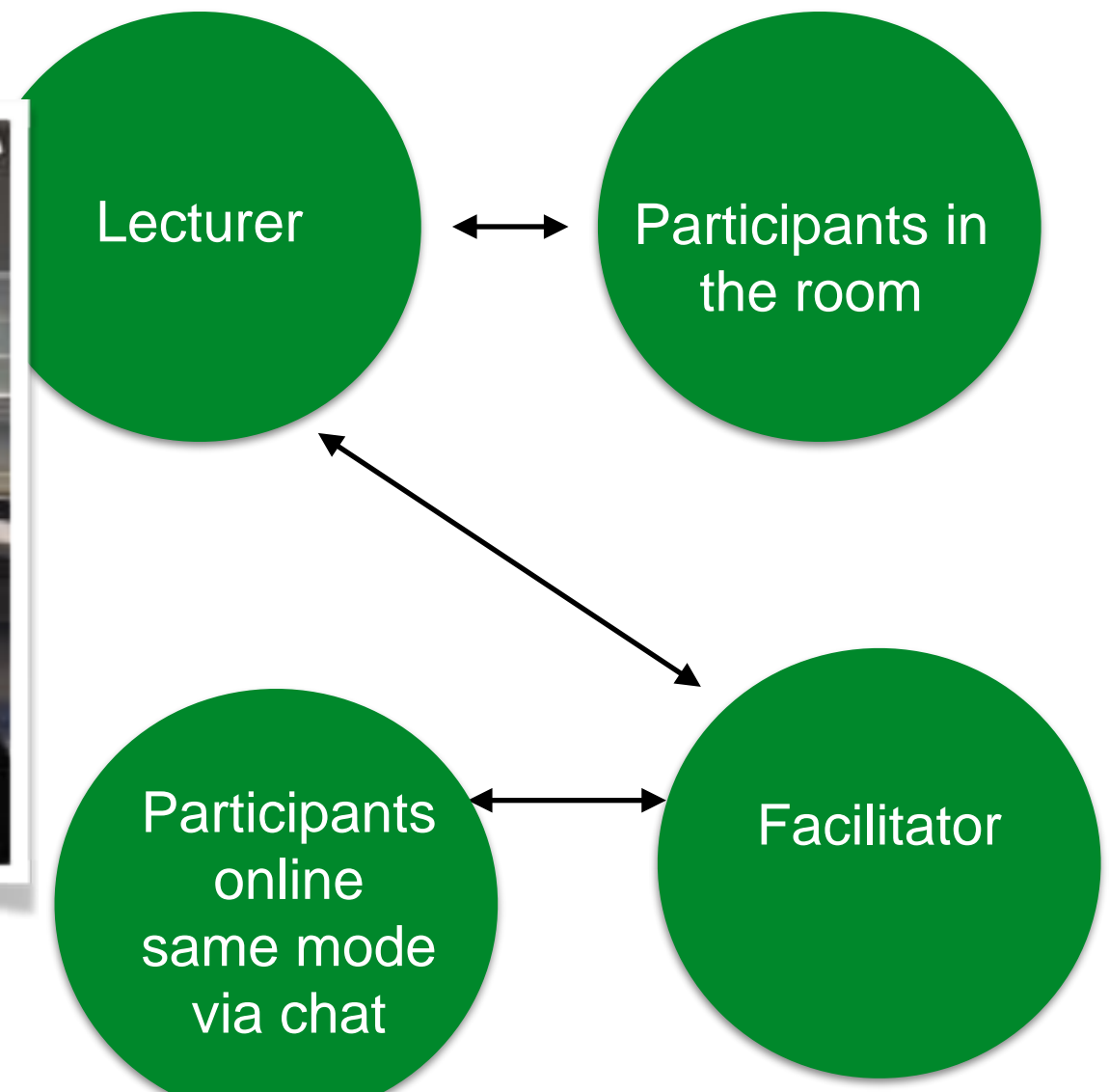


- All personal har skyldighet att anmäla till socialnämnden om man misstänker att någon under 18 år far illa.
- **Viktigt!** Anställda inom det offentliga har ingen anonymitet
- Personal har också trots sekretess rätt att anmäla misstanke om brott mot liv, hälsa, frihet & frid samt sexualbrott



MALMÖ HÖGSKOLA

The interactional spaces



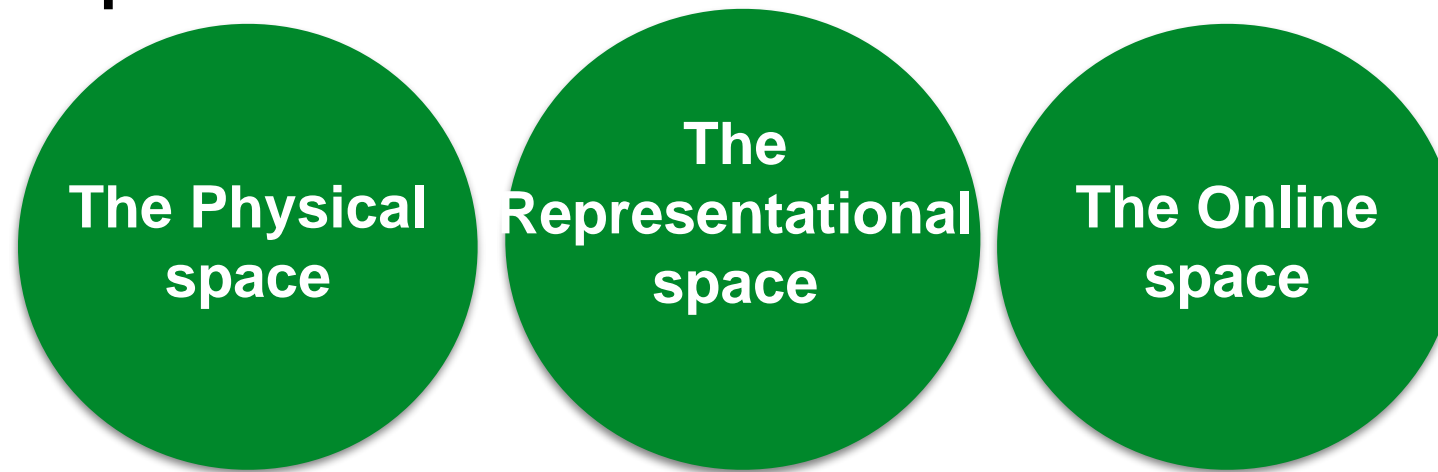
Hybrid Space



Space + Time +
Access
Different modes

A liminal space?
"Between-ness"

Learning spaces



Cuthell et al (2011).

+



+



Leijon & Lundgren, 2015

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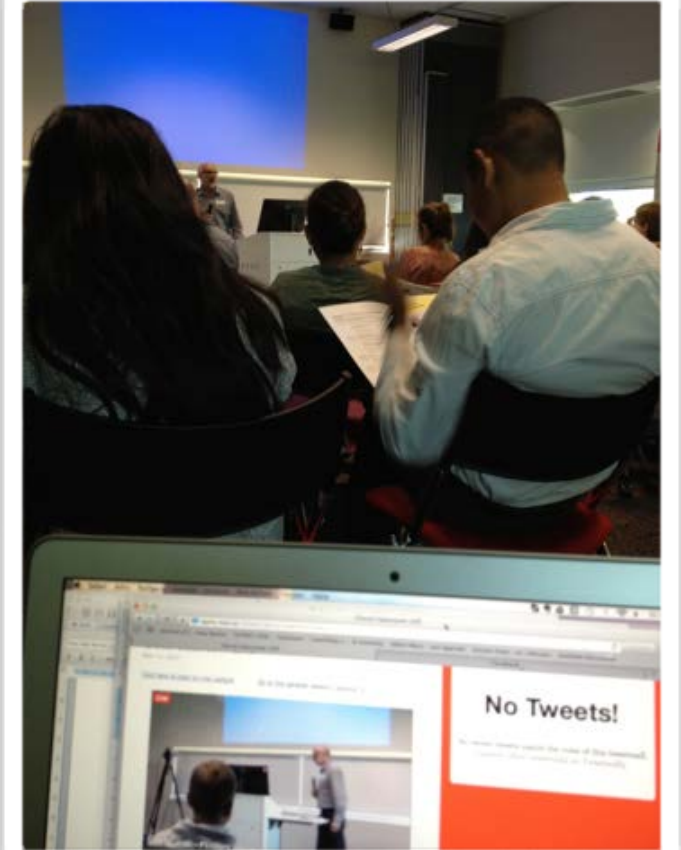
Students and teacher act in, design and re-design different spaces in higher education.



traditional



innovative & flexible



hybrid

**all learning spaces invite,
encourage, permit — but do not
directly cause student learning...**

(Langley, 2015).

**space pedagogy
& interdisciplinary work**

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