Built Pedagogies:
Learning Space Planning, Design and Implementation

Pre-conference Workshop presented by
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Muhlenberg College
Workshop Outline:

- Introduction & Background
- Needs Assessment
- Project Goals
- Findings from Faculty and Student Surveys
- Space Planning and Design
- Examples of Technology Use
- Hands-on activities
LLC @ Muhlenberg: History

- Muhlenberg College has a FL requirement
- We currently offer eight languages & five major/minor programs
- Our LLC was established in 1985-served for 30 years
- Designed for audio-lingual methodology & individual learners
LLC @ Muhlenberg: Looking Back

What were we doing? How did we attract students and faculty?

• duplicating audio and VHS tapes
• converting materials to CD & DVD formats
• leading faculty development initiatives
• producing faculty-developed MM materials for class
• allowing for student access to international keyboards
• offering editing/proofing tools for multiple languages
• providing access to TB materials, including video & labs
• delivering SCOLA & Dish Network programming
• assigning 10% of the grade for work in the LLC
• organizing tech workshops for faculty & for students
• promoting the uses of social media through student-led workshops
• making flyers for numerous academic & extra-curricular events
• accommodating for individual LLC sessions for faculty & for students
Why should we worry about the ‘existential threat’?
What has changed & Why redesign?
What services is your Language Center currently providing? Please check
Cross out what you no longer do
Other? Please add

- duplicating audio and VHS tapes
- converting materials to CD & DVD formats
- leading faculty development initiatives
- producing faculty-developed MM materials for class
- allowing for student access to international keyboards
- offering editing/proofing tools for multiple languages
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- accommodating for individual LLC sessions for faculty & for students

Other? Please list:

___________________________________________________________
___________________________________________________________
What has changed?? Do we still need the LLC?

Reviewing the List:

- duplicating audio and VHS tapes
- converting to new CD & DVD format - yes, but much less
- leading faculty development initiatives
- producing faculty-developed MM materials for class
- allowing for student access to international keyboards
- offering editing/proofing tools for multiple languages
- providing access to TB materials, including video & labs
- delivering SCOLA & Dish International Network programming
- assigning 10% of the grade for work in the LLC
- organizing tech workshops for faculty & for students
- promoting the uses of social media through student-led workshops
- making flyers for numerous academic & extra curricular events
- arranging individual LLC sessions for faculty & for students
Examine your revised list and decide what is changing or has already changed???

- Technology is transforming daily life
- The world is changing
- The College’s mission is changing
- Campus culture is changing
- Students are changing
- Textbooks are changing
- Approaches to teaching are changing
Broadly defined project goal:
Changing the ‘threat’ to an opportunity
From Language Lab ➔ LLC /LRC ➔ GLC

Goal: Changing the ‘threat’ to an opportunity for ...

- increasingly global learning
- curricular & co-curricular interdisciplinarity
- collaborative learning culture
- serving diverse student population
- service learning experiences
What’s the Plan? What would you like to be able to do in your transformed space?

- Engage international students
- Provide resources for short-term study abroad programs
- Accommodate for students with special needs
- Organize face-to-face conversation partnerships
- Connect students with local communities
- Facilitate digital connections
- Pilot innovative technologies
- Other? Please list:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
What steps might be useful in thinking about the space that would help you reach our goals? Please check:

- Observing/documenting current use of the LLC
- Reviewing the relevant literature
- Attending Webinars
- Engaging students in online research of LC at other schools
- Visiting other institutions
- Inviting guest speakers
- Engaging faculty: Faculty Focus Groups
- Engaging students: Student Focus Groups
- Faculty Survey
- Student Survey
- Working with various departments on campus
- Other? Please list:
  ______________________________________________________
  ______________________________________________________
  ______________________________________________________
  ______________________________________________________
Engaging Stakeholders

Faculty/Students Focus Groups
Faculty/Students Surveys
Vendor Presentations
**Space Design:** What kind of space do we envision? Flexible & adaptable? Please check:

- Multi-purpose
- Uncluttered
- Well-lit
- Flexible
- Visible
- With Potential for spontaneous re-configuration
- Other?

________________________
________________________
________________________
________________________
________________________
________________________
Space Use: More specific objectives

- Collaborative Spaces 2-6 seats? ___________________________
- Small group: 8-10 seats ___________________________
- Quiet spaces/Individual users ___________________________
- BYOD? ___________________________
Faculty Survey

Faculty Survey: New Language Center Use and Design
Name:_____________

1. **Pedagogical Needs**
   I am interested in scheduling in the New Language Center

2. **Design**
   The new Language Center should be designed as a space that

3. **Use**
   I will most likely use in the new Language Center:
Faculty Survey: Pedagogical Needs
Judgments were made on a 5-point scale (5 = strongly agree, 1 = strongly disagree); n = 14

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CUE seminars and meetings</td>
<td>3.56</td>
</tr>
<tr>
<td>2. Small classes</td>
<td>4.00</td>
</tr>
<tr>
<td>3. Language Club meetings</td>
<td>4.72</td>
</tr>
<tr>
<td>4. Language Conversation Table</td>
<td>4.67</td>
</tr>
<tr>
<td>5. Conversation Partnership sessions</td>
<td>4.67</td>
</tr>
<tr>
<td>6. Tutoring sessions</td>
<td>4.17</td>
</tr>
<tr>
<td>7. Collaborative assignments for class</td>
<td>4.61</td>
</tr>
<tr>
<td>8. Group workshops for students</td>
<td>4.44</td>
</tr>
<tr>
<td>9. International TV Programming</td>
<td>3.94</td>
</tr>
<tr>
<td>10. International News</td>
<td>3.89</td>
</tr>
<tr>
<td>11. Group Teleconferencing</td>
<td>4.67</td>
</tr>
<tr>
<td>12. Occasional class meetings</td>
<td>3.78</td>
</tr>
</tbody>
</table>
Faculty Survey: Design
Judgments were made on a 5-point scale (5 = strongly agree, 1 = strongly disagree); n = 22

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Encourages student interaction</td>
<td>4.67</td>
</tr>
<tr>
<td>2. Accommodates for large-groups</td>
<td>3.67</td>
</tr>
<tr>
<td>3. Enables small-group activities</td>
<td>4.83</td>
</tr>
<tr>
<td>4. Provides privacy and quiet spaces for individual learners</td>
<td>4.72</td>
</tr>
<tr>
<td>5. Allows for learning and interaction in a semi-formal setting</td>
<td>4.50</td>
</tr>
<tr>
<td>6. Permits comfortable student gathering or studying w/o technology</td>
<td>4.28</td>
</tr>
<tr>
<td>7. Can be re-purposed/reconfigured relatively easily</td>
<td>4.78</td>
</tr>
<tr>
<td>8. Can be easily upgraded with emerging technologies in the future</td>
<td>4.89</td>
</tr>
<tr>
<td>9. Visible from hallway</td>
<td>4.11</td>
</tr>
</tbody>
</table>
# Faculty Survey: Technology

I will most likely use in the LLC:

<table>
<thead>
<tr>
<th>Device</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Desktop PC</td>
<td>71%</td>
<td>29%</td>
</tr>
<tr>
<td>2. Laptop PC</td>
<td>81%</td>
<td>19%</td>
</tr>
<tr>
<td>3. iPad</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>4. Desktop Mac</td>
<td>23%</td>
<td>77%</td>
</tr>
<tr>
<td>5. Laptop Mac</td>
<td>62%</td>
<td>38%</td>
</tr>
<tr>
<td>6. Bring my own device</td>
<td>47%</td>
<td>53%</td>
</tr>
</tbody>
</table>
**Faculty Survey: Technology**

<table>
<thead>
<tr>
<th>My students will most likely use in the LLC</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Desktop PC</td>
<td>76%</td>
<td>24%</td>
</tr>
<tr>
<td>2. Laptop PC</td>
<td>73%</td>
<td>27%</td>
</tr>
<tr>
<td>3. iPad</td>
<td>73%</td>
<td>27%</td>
</tr>
<tr>
<td>4. Desktop Mac</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>5. Laptop Mac</td>
<td>86%</td>
<td>14%</td>
</tr>
<tr>
<td>6. Bring my own device</td>
<td>88%</td>
<td>12%</td>
</tr>
</tbody>
</table>
Budget Proposal: Hardware

Permanent Stations with Laptops (8 total):
- 6 PC Laptops
- 2 Mac Laptops

Loan Laptops (16 total):
- 10 PC Laptops
- 6 Mac Laptops

Total Laptops  24 (class size)

Loan iPads  10
GLC Layout Legend (3/12/16)

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lab Technician Office</td>
<td>7</td>
<td>Class/Workshop Area</td>
</tr>
<tr>
<td>2</td>
<td>Presidential Assistant Desk</td>
<td>8</td>
<td>Social Space</td>
</tr>
<tr>
<td>3</td>
<td>Student Worker Desk</td>
<td>9</td>
<td>Large LCD/TV Screen</td>
</tr>
<tr>
<td>4</td>
<td>Printing Station</td>
<td>10</td>
<td>Projection Screen</td>
</tr>
<tr>
<td>5</td>
<td>Coffee Table</td>
<td>11</td>
<td>Power/Tech Closet</td>
</tr>
<tr>
<td>6</td>
<td>Individual Study Area</td>
<td>12</td>
<td>Storage Closet</td>
</tr>
</tbody>
</table>
Technology Review- Faculty

- The ways faculty currently teach
- The ways faculty would like to teach
  - Include video conferencing tools- Zoom, Skype
  - Flexible learning space that can be easily reconfigured to meet individual faculty needs
  - Interactive presentation tools- Epson interactive projector
  - Integrated support for blended learning
- Expanded tool set
  - Gaming- Augmented and Virtual reality
The ways students currently learn

- Provide campus standard classroom tool set
- Preloaded workstations for drop-in work

The ways students would like to learn

- BYOD support - Mirroring 360
- Spaces for collaborative group work
- Independent presentation locations
- Whiteboard space

Provide tools that expand what students learn

- Gaming - Virtual reality
- Space for viewing required films outside of the library
List five keywords to describe the most important things in each category:

1. **Pedagogical Needs:**
   - 
   - 
   - 
   - 
   - 

2. **Space Design:**
   - 
   - 
   - 
   - 
   - 

3. **Space Use:**
   - 
   - 
   - 
   - 
   - 
Hands-on with Technology

- Epson Brightlink Interactive Projector
- Smart Kapp Boards
- Samsung Smart TV
- Mirroring 360
- Zoom
- Interactive Digital Map
- Display Cases- QR Codes
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References


Learning Spaces Collaboratory Webinars: Bonnie Sanborn, Dept. of Design & Environmental Analysis, Cornell University; Felix Kronenberg, Rhodes College

Van den Blink, C. Uses of Labs and Learning Spaces. EDUCAUSE, 2009