

Community Conversation on Learning Spaces What We Heard Report

**Co-hosted by: Teaching & Learning, Registrar's Office &
Campus Planning and Architecture**

Facilitated by: Jolene Ondrik, Eye on Culture

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Report prepared by: Leslie Reid, Amy Dambrowitz, Kim McLeod, Stacy Christensen, Kim McIntyre and Ed Stafford & Jolene Ondrik

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Session Overview and Summary

On January 27, 2023, 63 people from units across the University of Calgary gathered for a three-hour community conversation on the physical learning spaces on campus. This hybrid session was held from 9:00 am to 12:00 pm at the Taylor Institute for Teaching and Learning (Rooms 140 & 148) and on Zoom. Invitations to the event were extended to all academic units, all portfolios within the Provost Team, IT and student leaders from the Students' Union and Graduate Students' Association. Units were invited to send up to four members from their unit to attend (see Appendix 1 for the email invitation).

This session was co-hosted by Teaching and Learning (Leslie Reid), the Registrar's Office (Amy Dambrowitz and Kim McLeod) and Campus Planning and Architecture/Facilities (Ed Stafford, Stacy Christensen, Kim McIntyre) and facilitated by Jolene Ondrik. What we heard and learned from this session has been collated in this report.

The intention of the session was to bring together staff and students from units across campus to share learnings, successes and challenges with our physical learning spaces. Through this conversation we also wanted to create an action plan and a network across campus that can support our learning spaces. We focused the conversation on centrally scheduled classrooms that are scheduled by the Registrar's Office (RO) team. Currently there are 178 classrooms that are scheduled by the RO.

Our goals for this session:

- Share learnings and build connections between people who use, plan for, and make decisions around our physical (classroom) learning spaces.
- Identify and capture the needs for physical learning spaces (what's working, what's missing).
- Incorporate learnings from COVID and hybrid learning models.
- Strengthen connections between units across campus
- Identify actions (both immediate and long-term), priorities and responsibilities to enhance and improve our learning spaces

Participants took part in a variety of facilitated activities to share and discuss ideas. The session activities and agenda can be found in Appendix 1. As we summarized the feedback and learnings from the session there were four themes that emerged from the discussion:

- Classroom Technology
- Classroom Spaces, Resources and Support
- Inclusive and Accessible Spaces
- The Spaces In-Between

In the next section of this report, we summarize what we heard from participants around these themes, as well as suggested actions that could be taken.

The transcribed notes from the online and in-person discussions can be found in Appendix 2.

Acknowledgements

We are grateful for the time participants gave us and for their willingness to share their stories and perspectives. Participants emphasized throughout the morning how much they appreciated the complexity of scheduling, managing and maintaining our classroom spaces, and expressed their appreciation for us holding this conversation. Participants impressed upon us how much our classroom spaces matter for creating high-quality teaching and learning experiences, and how important it is to ensure our spaces are designed with users in mind.

Learning by Experience

We experienced first-hand the stress of having issues with the classroom spaces in the Taylor Institute. On the morning of January 27, we could not get the sound system in the room to connect with the participants on Zoom, despite having arrived one hour before the session began, we could not resolve the issue by the start time of 9:00 am. The classroom spaces in the Taylor Institute have some of the most advanced and user-friendly technology available on campus for hybrid learning, and have staff dedicated to supporting and maintaining the classroom technology. Over the course of the three-hour session the issue was not resolved, even with a full-time staff member trouble-shooting the issue throughout the entire session. We had to modify our facilitation plan for participants who were joining online. Our staff and students experience these kinds of challenges with our classroom spaces daily, and it served as a reminder to all how important it is to have reliable technology and support when needed.

What We Heard & Recommended Actions

Classroom Technology

Participants emphasized that technology needs vary based on the instructor, course content and pedagogical choices. There is no 'one-size-fits-all' technology package, nor do all classes need high-flex technology options. All classroom users want to know what technology is available in their assigned classroom, how to use the technology, and how to access technical support when needed.

Acknowledging that technology change takes time and investment, there was support for moving to a base level of technology in all centrally scheduled classrooms, increased levels of technology in selected classrooms to meet more technologically advanced needs (such as hybrid teaching) and ensuring that the technology installed is easy to use. Participants provided meaningful recommendations for immediate and long-term items to improve experiences with technology in teaching and learning spaces.

Participants mentioned that having consistent technology platforms across campus would be preferred and ensuring a 'base-level' of technology and functionality of that technology is imperative for supporting high-quality teaching and learning. Participants also expressed wanting to know what technology they can ask for or expect in classrooms, and what technology they are responsible for securing on their own and shared receiving mixed-messages from different units across campus.

Suggested Actions

- Ensure there is sufficient technical support provided for classrooms during teaching hours
- Make information on classroom technology more easily available and accessible
- Provide easy-to-use and accessible instructions about how to use classroom technology (both online and right in the classroom spaces)
- Provide information on who to call if there are issues with classroom technology
- Update and adhere to Design Standards for classroom technology that are based on user needs
- Ensure a base standard of technology functionality for each room
- Provide reliable technology that is up-to-date, consistent, and easy to use including "plug and play" options
- Provide some classrooms rooms with advanced technology to support diverse needs
- Ensure stable and reliable technology support for our classrooms for all modalities of teaching (fully face-to-face and hybrid).

Classroom Spaces, Resources and Support

In addition to resources and support for classroom technology, having information and support on the other aspects of the physical classroom space are imperative. From setting the lighting, to knowing the layout and using the furniture, having the appropriate information about classroom spaces leads to better teaching and learning experiences. Participants expressed they did not know how to find out what furniture was available in classroom spaces they were assigned to teach in and that knowing this information would be helpful. Participants suggested several ways to provide information about our

spaces, including the development and maintenance of an online inventory to share information on classroom spaces, and developing a community of practice where course instructors could share experiences and successes teaching in spaces. While some information resources already exist, updating and promoting them would help to support this community.

Participants also described challenges encountered in their assigned classrooms, including finding the classroom in disarray where they need to spend time cleaning up before they can start their class. A common concern was furniture going missing or being left in a configuration that is not appropriate for their class or piled up in a corner of the classroom. Participants described having to spend time adjusting the furniture in a classroom to 'reset' the configuration, spending precious teaching time to do so (or in some cases students spend time having to move furniture).

Suggested Actions

- Update, maintain and promote the classroom information inventory first developed in 2010
- Provide course instructors with a way to share how they use a classroom, understand how others use classrooms, what "work arounds" they have found useful, and how they can have more open communication (e.g., a platform, network, community of practice, etc.).
- Provide a way for people to understand what a space provides (e.g., tags in the system) so they can request a space that aligns with what they have designed.
- Review and update the classroom design standards
- Post instructions on how to use everything in the room (e.g., lights, technology, etc.).
- Bring in natural light where possible or light that can change (dimmable) and offer brighter, lighter room colours.
- Provide instructions about room set up and reset if people move furniture
- Develop and implement a communications strategy for the resetting of furniture in classroom spaces and a community call to action on keeping our classroom spaces clean and organized
- Post information about who to call if the room needs attention (e.g., garbage removal, broken lighting, furniture)
- Ensure furniture in the room is flexible and easy to use and access.

Inclusive & Accessible Spaces

Participants shared that accessible and inclusive classroom spaces is of high importance. This includes making sure spaces are physically accessible, easy to configure, and take into consideration the sensory needs of diverse learners. Having an inclusive class space means creating an environment where all students feel welcome, valued, and supported, regardless of their background, identity, or abilities.

Physical spaces play a crucial role in promoting inclusivity because they can either facilitate or hinder the full participation of individuals with different abilities, identities, and backgrounds. Participants shared that creating inclusive and accessible physical classroom spaces is crucial for promoting equity, diversity, inclusion and accessibility and ensuring course instructors and students can fully participate in classroom experiences. Participants shared that some spaces they teach in are accessible, while others are not, and there lacking consistency across campus.

Suggested Actions

- Prioritize accessibility in design and re-design of spaces: When designing or re-designing classrooms, prioritize accessibility features such as easy access into all areas of the classroom, accessibility with furniture, podiums, white boards, and technology.
- Incorporate universal design principles to ensure that spaces are usable by as many people as possible and include features such as adjustable desks and chairs, varied lighting, and clear signage that can be easily read and understood by individuals with diverse abilities.
- Advance inclusivity and representation by displaying diverse images and artwork and featuring signs and materials that use inclusive language and imagery. Ensuring our physical spaces communicate a sense of belonging to all our students and staff.
- Create sensory-friendly spaces: Consider the sensory needs of individuals with disabilities or neurodivergent conditions. Provide quiet spaces, soft lighting, and comfortable seating for individuals who may be easily overwhelmed by sensory stimulation.

The Spaces In-Between

Throughout the session we heard from participants about the importance of the spaces outside of our classrooms, as well as the timing between classes. We have put this feedback into the theme called *the spaces in-between*. Participants shared the challenges of having a tight turn-around time between classes (typically people have 10-15 minutes between classes), which does not allow for time to informally connect with students either before or after class. Participants shared how valuable the time between classes is to build relationships and rapport, answer questions and build a sense of community.

Participants said they valued when there is a comfortable and inviting space outside of their classrooms where they can meet and connect with students before and after class, and that the quality of these 'in-between' spaces really matters for student experience.

Suggested Actions

- Consider the timing between classes, it's tight to set up for a class (getting technology ready, setting up class activities, moving furniture) and can impact the timing of a class depending on how much set up is needed
- Consider having a 'standard-configuration' for classroom furniture in classrooms where furniture arrangement is flexible – communicate to staff and students the importance of leaving spaces clean and back to 'baseline' configuration
- Consider the spaces outside of classrooms where class conversations can continue, with places where people can sit and connect.

Appendix 1: Session Agenda, Activities and Invitations

Session Invitation

To: Academic Units (Deans, Vice Deans and Associate Deans teaching and learning), Provost Team, CIO IT, Students' Union and Graduate Students' Association Executives
From: Leslie Reid, Amy Dambrowitz, Kim McLeod, Stacy Christensen, Kim McIntyre, Ed Stafford, Jolene Ondrick

Re: Community Conversation on Learning Spaces

Hi <Insert Name>,

Happy 2023 to you, we hope this email finds you well.

We are connecting with this invitation for you and your unit to a **Community Conversation on Learning Spaces** session scheduled on Friday January 27, 2023, from 9:00 am to 12:00 pm.

The intention of this hybrid session is to bring together people from units across campus to share learnings and challenges with our physical learning spaces. We want to capture what we have learned about our spaces over the last few years as well as network units across campus involved with using and supporting our learning spaces. In this conversation we will focus on our centrally scheduled classrooms.

Our goals for this session:

- Share learnings and build connections between people who use, plan for, and make decisions around our physical (classroom) learning spaces
- Identify and capture the needs for physical learning spaces (what's working, what's missing)
- Identify strategies to address current and upcoming challenges with space
- Incorporate learnings from COVID and hybrid learning models

This session will be co-hosted by Teaching and Learning, the Registrar's Office and Facilities (Campus Planning and Architecture), and facilitated by Jolene Ondrik. What we learn in this session will be collated and shared with leaders across campus and will be used to inform decisions and future planning for our classroom spaces.

We ask that you email Leslie (lfreid@ucalgary.ca) by Friday January 20, to let us know who will be attending this event from your area. Participants will receive a calendar invite with the event details. You may choose up to four people from your unit, including people who teach and learn in our classroom spaces, and those who help support them (students are welcome members of your team).

We have attached the participant agenda for the session, which may help you recruit attendees as well as provide a backgrounder for people attending. Pre-work for this session is not expected.

Let us know if you have any questions about this session, and we look forward to learning from the team that attends from your unit.

Cheers,

Leslie Reid (Vice Provost teaching & learning), **Amy Dambrowitz** (Registrar), **Kim McLeod** (Assistant Registrar), **Stacy Christensen** (University Architect), **Kim McIntyre** (Interior Designer, Facilities), **Ed Stafford** (Director, Campus Planning), **Jolene Ondrik** (Eye on Culture)

Session Agenda & Activities

Welcome and Overview

Activity 1 – Spaces Experiences - World Café (~ 60 min)

In the first activity, participants discussed space experience in three rounds of a world café.

- What experience do we want our learning spaces to create for faculty, staff, and students?
- How can we think differently about the experiences we want to create? What's working? What are our options? What's missing?
- What did we learn from COVID/ hybrid learning that we can leverage? The following are themes from the world café.

Activity 2 – Optimizing and Repurposing Spaces - Small Group Exercise (~60 min)

The second activity focused on optimizing spaces. In small table groups, participants discussed and came up with a definition of optimizing spaces. They used this definition to answer the following questions:

- How can we optimize the spaces we currently have?
- How can we better share spaces across campus?

Activity 2A – Individual Brainstorm

Participants also brainstormed their ideas about what supports, and resources may be helpful and what are some considerations for spaces that aren't ideal.

Activity 3 – Space Resources, Maintenance, and Planning (~ 60 min)

In the third activity, participants worked in small groups to discuss how to better plan and maintain spaces, and what support they needed to ensure great teaching and learning experiences in our spaces.

Wrap up and Next Steps

Appendix 2: Transcribed Notes

Notes for Activity 1: Space Experiences

Participants answered questions in three rounds of a world café to discuss the experience they want to create for faculty, staff, and students in UCalgary spaces and provided the following ideas.

Round 1 – Experiences We Want to Create

- Orientation for new faculty (Comm Media)
- Reliable, consistent → Classroom standards (level 1=x,y,z) (Tech/set up).
- Supportable, seamless integration of tech.
- Accessible spaces, barrier free.
- Intuitive, user-friendly
- Teaching ready.
- Welcoming and inclusive.
- Creative and unique elements, interesting.
- Communication (training, sources) around tech, using rooms.
- Transparency re: how to use space.
- Positive student experience (keep up with student expectation).
- Plug and play, sustainable tech.
- Bring your own device? (Staff and instructors) More efficient.
- Support model.
- Comfortable teaching and learning.
- Flexible accessible, fluid (flow easily).
- Need support.
- Hybrid working/teaching (not awkward).
- Able to smoothly transition between modalities.
- Interactive with each other.
- Able to record (not replace learning in the class).
- Able to understand each other.
- Student-led.
- Easy for students (Don't need dual modality).
- Easy set-up.
- Charis on wheels to easily re-arrange.
- Updated technology.
- No sage on stage.
- Multiple viewpoints for visibility.
- Enough space no sardines.
- Updated furniture, not broken.
- Ability to support innovative or teaching and learning approaches.
- Long flat table/surfaces.
- Flexibility (sensory, lighting).

- Simple.
- Accessible.
- Belonging.
- Excellence and “Best in class”.
- Relational and Facilitating connections.
- Interaction.
- Welcoming and warmth and natural light.
- Safety (psychological and physical).
- Sensory support and sound dampening and amp.
- Inclusivity→including the infrastructure around learning spaces→Washrooms, observation (spiritual smudging).
 - →Furniture that fits/adapts for all.
 - Sizes, types, support, comfort, table height, mobility.
- Universal design for learning.
- Wayfinding:
 - How do I find and get to my spaces?
 - Seeing what my classes look like and what is in them.
 - “Street view” inside all buildings.
- Tech that is consistent and fits the diverse needs.
- Welcoming/inviting.
- Accessible/inclusive.
- Belongingness to which group.
- Safety (physical and emotional).
- Needs to work.
- Updated.
- Maintained.
- Consistent.
- Innovative.
- Current.
- Engagement.
- Supported.
- Flexible, diverse.
- Portfolio of classes.
- Everyone in the room can use their tech.
- Trust.
- Confidence.
- Adaptable.
- Make the work meaningful and purposeful.
- Spaces in between (space to talk after, connect.
- Privacy vs. security.
- Sensory lighting, sounds, Wi-Fi.
- Proactive spaces.
- Laptops supported.

- Wellness spaces access campus.
- Schedule for pedagogy not convenience (more flexibility).
More rooms that can adapt to active and innovative approaches to teaching (Scheduling and physical).
- Usable, seamless technology no stress for instructors or learners.
- More Competence and confidence.
- More rooms that are flexible and mobile (e.g., Stuff on wheels)
 - We need a lot more of these.
- Support for using classroom spaces effectively.
- Maintaining existing spaces-continuity of support.
- Continuing to adapt existing spaces *Sustainability → Maintenance, support.
*Not too much focus on constant innovation.
- Support for remote learners e.g., For students and instructors.
- Multiple supports for instructors (e.g., Look thru the eyes of a sessional).
- Accessibility and including – look beyond legislation!
- Creating “Spaces of belonging”.
- Opportunities to explore spaces.
- More mental health spaces.
 - e.g., Wellness spaces.
 - Spaces to support neurodiversity.
 - Creation of community.

More connection.

- Tech and access to equipment that is stress-free (seamless, consistency, responsive support).
- Don't neglect furniture.
 - Flexible and adaptable.
 - Support active learning.

All of this applies to hybrid too

- (admin) more booking and scheduling flexibility.
- Increased access to the learning (e.g., recording).
- Physical accessibility.
- Acoustics, sightliness (students and instructors).
- Storage space for lab equipment.

Faculty/ Staff

- Gathering spaces and meeting spaces.

Students

- Students being able to hear each other and the instructor.
- A safe zone/distraction-reduced zone, creating an environment students can use for their studies. This is especially crucial for students who may not have such spaces available at home.

- Creating a community where students are happy to be a part of. This sense of community fosters student interaction and engagement.
- Be able to accommodate the population of students.
- A modernized experience in a modern/ environment (for example, plugins in table)
- Furniture which accommodates different positions during lectures. (They can stand/sit)

Everyone

- Collaboration spaces.
- Comfortable/ welcoming space. (For example, the fireplace in the Haskayne building provides a comfortable/ welcoming/ safe space)
- Thinking about the five senses when creating the spaces and the experience.
- Access to outdoor spaces.
- Good air quality/ ventilation/ sound quality.
- Reduced sounds.

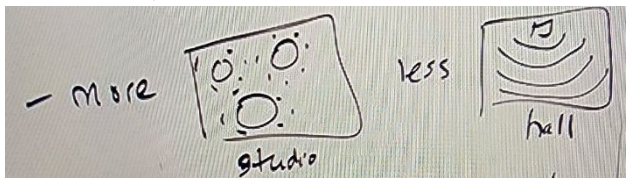
Round 2 – Thinking Differently

- Work, options, missing.
- Space to support students in online classes (e.g., Between class, informal drop-down, labs etc.)
- Creating “homes” for students.
- Spaces that support well being (esp. light, could be artificial to adapt existing spaces).
- Supporting indigenous ways of knowing and land-based learning (meaningfully).
- Supporting multiple ways of knowing and being for multiple groups.
- Flexibility.
- How do we think differently about community building.
- More resources.
- Break out space.
 - Instructor/ by class.
- “Special” Space
- More points of connectivity
 - Online
 - Hybrid
 - Onsite
- Bookable assessment spaces with computers: plug and play.
- How can we think differently about the experiences we want?
- What’s working? Options?
- What are our assumptions?
- UDL:
 - Planning to make designs work for everyone.
 - Start with UDL as a core principle and THEN design→Courses, spaces, etc.
- Ability to connect before/during/after class.
- Student work/thinking spaces – quiet spaces to thing→Alone or together.
- Balance community vs. solo spaces.

- Places to work together.
- Transdisciplinary space.
- Blend of quiet and active spaces.
- Purposeful design/ use of informal spaces.
- Both serendipity and collision and intentional projects/work.
- “HUB”.
- Retrofitting older spaces based on what we learn from newer spaces.
- Places for students.
- What are our options? → Collaborative efforts to standardize signage.
- Improved hybrid options
- Scheduling software
- Unit controlled spaces vs central registrar scheduled.
- Look at research about hybrid options and what’s best/not working.
- Intentional design for hybrid and space to support.
- Signage, digital maps (Accessibility)
- Physical accessibility → podiums, classroom spaces
- No more chalk/blackboards.
- Hybrid options currently “not fantastic”
- Evergreening (older buildings).

What’s working/missing what are our options?

- Is hybrid actually working?
 - (And should it be a priority).
 - (Actually needs extra people to make it work).
- More Studio, less



- Improve lecture halls to make them better (two tables per tier to give flex).
- Enrolment outpacing campus growth.
- Higher expectation of students.
 - Reputation.
- Charing for laptops.

What is working?

- For recorded classes - Designed online lectures so that the video would pause after covering one topic, so students answer questions on the material covered before watching the rest of the video
- Student engagement and participation increased when students could forward their questions to the instructor on Zoom, instead of worrying about what their peers would think about their questions.

What are our options?

- Normalize allowing students to choose how they wish to interact in a classroom. (Can we let students be in the classroom the way they need to be. Ex. Do they need noise-cancelling headphones? One student may want dim or bright light. Do they need to stand halfway through the class?) [this provides some flexibility for both the faculty and the students]
- Push engagement pieces to 3rd and 4th-year courses to reduce the stress/ workload of having that assessment for 1100+ students (which is not feasible).
- Would it be a better option to move larger classes to hybrid?
- Tutorial sections to be used for collaborative learning.

What is not working?

- Accommodations are not based on universal design. It's designed to address accommodations to one type of student.
- Large class sizes (ex. bio w/ 1100+ students)->hurt engagement->makes relational teaching impossible->individual assessment falls off the board->hurts the engagement pieces.

What is missing?

- The big lecture halls to accommodate the students.

Round 3 – Learning from Covid/ Hybrid

- Ability to interact with and between groups easily.
- If hybrid additional monitors to facilitate meaningful interaction.
- Reasonable capacities.
- Updated and flexible technology →Familiar, usable supported.
- Viewpoints for instructor so they don't need to turn their back.
- Fully accessible for all.
 - Hearing/visibility.
 - Mobility.
- Windows, access to light.
 - Physiological well-being (with shading as needed).
- Access to "recharge"/Charge devices.
- Efficient space usage (Just in case).
- How do we use outdoor space.
- Hybrid needs resources support.
- Online/hybrid is not what we did on March 15, 2020.
- Indigenous ways of knowing.
- Hybrid gives options.
- How does this match with our teaching.

- Collaboration, connection, community.
- Have to teach how to interact.
- Work in the paradigm.
- We can do the impossible + redefining what is possible.
- But we can't do everything.
- Discord + Student-owned spaces are important. → Authentic + Human spaces. → How to support student moderation of online spaces.
- Importance of connection for learning and wellbeing.
- Role of clubs and student leadership.
- Learning to use various online teaching tools.
- "Quick and easy" things online.
- Home "Teaching" vs. generic classrooms.
- Time to troubleshoot.
- Students time is important → Don't just read PPT.
- Ability to adapt to changing needs and emergencies.
- Diverse (new) ways of doing things.
- Institutional constraints feel artificial and imposed.
- Why do things to "appear like a university".
- Goodwill of people enabled resiliency → But people hit a wall + fatigue.
- We've had to break down beliefs + assumptions.
- Students teach each other – cultural norms.
- Bimodal preferences → support choice and modality.
- Social connection/support.
- Accessibility.
- Intentionality (more resources).
- Working / learning from anywhere, any time → Increase health (stay home when sick).
- Thinking differently about workspaces → hotel models, sharing offices.
- Importance of community, networking + collaboration (collision, in-person interactions).
- Teams vs. land lines → Increased accessibility to instructors and colleagues.
- Accommodations → illness, mental health, compassion.
- Tech has become part of skillset.
- To do well need more personnel.
- Resources to do it purposefully.
- On-campus socialization was lost/missing.
- Schedule 'large' lectures online?
- Accessibility.
- Recording was/is useful for 'later' learning.
- Different ways of testing and examining electronically.
- Don't assume everyone knows how to use tech (students + instructors).
- Hybrid learning has a lot of limits for learning based on "practice".
- Hybrid?? (Were we every truly?).
- Opportunities for contribution and anonymous collaboration.
- Google docs, JamBoards, Menti, etc.

- Access to recorded lectures after class.
- Opportunity for community-based learning “Zooming in” from various places.
- Flexibility to join zoom rooms remotely.
- In person is good too!
- Alternative assessment.
- More time for assessments.
- Shared leadership, learning and discussion making re: to teach and learn.
- Big challenges need ideas from multiple perspectives.
- Greater sense of community.
- More support and community for all instructors and leaders.
- Re-imagining exam rooms spaces. (+processes to less stress + anxiety).
- Human-centered interactions
 - Children, pets, etc.
 - Getting to know each other.
 - Being “whole” people and compassion
 - Pedagogies of kindness and care.
- Value and need ongoing systemic change to address inequities (policies, structures, practices, etc.)
 - Need to challenge.
 - Ensure access to learning for all.
 - Creating welcoming, including, and belonging spaces.
- students could participate in courses while they were outside of Calgary. (More flexible scope for offering our services as it could expand beyond the limitations. (Even allowed students to do a coop and take the course in the evening.)
- pushed institutions to be open to online courses. It forced them to move online, making them realize that it is possible to deliver courses online.
- Gave us the skills to leverage student accommodations.
- Hybrid approach – inferior experiences to both parties, both in person and remote. (Throwing a camera in the room is not online learning, so we can see what we can deliver online.)
- It can be the option that a section can be online while the others are in person.
- Students may choose an online experience as they are familiar with, but they may have a lower level of education.
- Students can replay lecture recordings to understand concepts better. For example, on Yuja it showed that students watched lectures two times on average.
- Taught instructors and students how to create content.
- Allows instructors to reuse videos.

Notes for Activity 2: Optimize and Repurpose Spaces

Participants defined what optimize meant within each of their groups and then discussion how to optimize current spaces and share space across campus.

Defining Optimize

- Capacity vs experience.
- How do we use the spaces to best deliver learning.
- Fit for purpose changes – day to day.
- Minimum standard that every room can meet → meeting as many needs as possible → Purpose built spaces for specific uses.
- Solution space → localized peak/valley. *Lots of potential minimums based on what your goals are.
- Functionality informs design → Need to experience space → iterative process → change and adapt.
- Wet lab, student experience, classroom.
- Flexibility vs utility → capacity 70% vs 100%?
- Meaningful student experience.
- “Best” spaces?
- Maximal time spent by
- Students engaged in meaningful learning activities.
- No ‘best’ → Match teaching style to room style.
- But all rooms of style x are equally reliable, equally supplied.
- Flexibility
- Rejection of static
- Broad consulting
- PPL bring more of themselves more of the time.
- Space where PPL belong.
- Moving away from accommodation to access.
- Universal design.
- Best exp. For most PPL
- Comfort + Safety.
- Deliberate intended necessary.
- Future focussed.
- Intentionality.
- Optimum learning for all students -> optimal
- Local decision making
- It is not just an institutional decision making
- Centered around student experience.
- Take into consideration students having to navigate from one lecture to another.
- (Especially when they are back-to-back)
- Set student/ instructor experience as the main priority and see how we can make the spaces work around it.
- Link the lectures/ method of teaching to rooms. (Having discussion-based courses in high tech room.)
- Flexibility (classroom changes/ relocation)
- Definition: Student experience centred; local coordinated/ backward design

Ideas to Optimize Spaces

- Optimize? Learning + Student needs.
- Learning first, then space.
- Best pedagogies + discipline specific approaches-cases.
- Scheduling constraints can't restrict pedagogy. → Limitations of standardized scheduling patterns.
- Modularizing: Blocks of scheduling as a puzzle
- Pilots of what works withing faculties.
- What other forms of data can be collected and used to inform "optimizing"?
 - Space utilization
 - Engagement
 - Experience
 - Pedagogical uses?
 - Student/instructor satisfaction
- Innovation means doing non-standard things.
- Flexibility in schedule + modality.
- To meet needs of students: work and family.
- Blended + online async leaves empty rooms!!
- Collab with faculties.
- Learning
- Pedagogy
- Access: Scheduling, modalities}Flexibility
- Portfolio of diverse spaces
- Design course to meet the space.
- Core courses schedule first
- Then electives-with more flexibility
- Alignment of classroom tech, furniture, resources.
- Journey→sustainability of spaces over time (regular cycle).
- Simplify, standardize some aspects (tech).
- Shared responsibility.
- Sustained funding to support regular cycle.
- Create opportunity for TA's to try out new tech or ways of using spaces→ as part of the TA orientation.
- Identify specific spaces to optimize for certain purposes.
- Centralize more spaces for shared scheduling.
- Flexibility in scheduling→one course that runs in 3 different spaces to meet various needs.
- Establish capability of each room (AI)
- Centralize funding to
- Identify types of teaching needs (styles)
- Inventory of what classrooms are capable of
- To match teaching style to room
- May need different processes for teaching assignment + scheduling.

- More accessible course outlines.
- Design changes to ensure access.
- Course tagging software to help: Active learning, lecture based.
- More consultation to make informed decisions about space.
- Focus on what works for particular needs. Appropriate allocation of space for pedagogy.
- Focus on universal design for flexibility.
- Have better + more flexible, accessible, usable spaces access campus.
- Review how many bodies we can realistically fit in a space and how the mobility is.
- Categorize learning spaces required for the courses and set rooms based on that. (This makes room requests easier.)
- The spaces available limit the teaching techniques and must redesign to accommodate students.

How can we better share spaces across campus?

- Talk to one another - Consult with one another, meet the institutional need, and discuss amongst instructors.
- More accommodating spaces/ modern/renovated to today's needs. Example. Larger tables for students to use when taking notes on their laptops/ not having a lefty corner.
- Shared responsibility for maintaining "health" of classrooms.
- Centralize more rooms + still maintain unit/ faculty control/scheduling (Some of the time).
- Common support model.

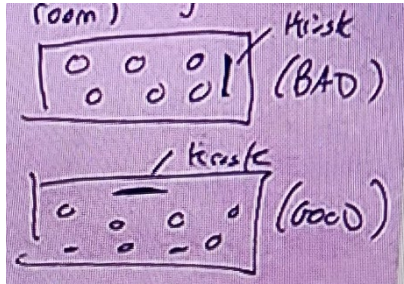
Individual Brainstorming Session

Participants were asked to brainstorm, what supports, resources, and tools maybe helpful? What should we consider in spaces that aren't idea? Name the space and the idea for that space. The responses have been grouped into theme areas.

Room Specific Suggestions

- KNB 132 – Replace "individual" seating & long tables, marble chairs.
- Science Theaters: More outlets, larger spaces for laptops.
- Create parallel collaborative learning spaces (social learning).
- Move lecture theater courses to online and remodel.
- Helpful: A space that is specifically for individual learning.
- KNB 132: Lighting needs to change and less students.
- Use TI to continue to support skills for hybrid space management.
- Moveable presentation ability, KNA 160 Have to lecture from the front in a "flexible room".
- KNB 133/131: Tables need to become more accessible.
- SH 272: end of hall: ensure room cap is accurate (# seats).
- SH 157: Make active learning, SH 290 (tennis court room) To wide and shallow, flatten as active classroom.
- SS 12something?: Projector upgrade so you can see when room is lit.
- Portable microphones for hybrid.ST 140/148: functioning lights, no carpet, seats that don't suck.
- More involvement in design focuses for academics and IT.

- Clear signs (Hallways, rooms).
- Place for preference and feedback, comfort/feel, EDC 2nd floor.
- Better signs to find rooms.
- Studio spaces should be oriented laterally, not longitudinally, like this:



Accessible and Inclusive

- Spaces that invite faculty to mix with (rather than avoid) students.
- Accessibility: physical, visual, auditory.
- Widespread space place that directs use than considers EDI.
- Wall art to make space welcoming to all.
- Physical accessibility: Chairs, stairs.
- Accessible podiums in all learning spaces.
- Science theatres: more space between rows of seats for accessibility.
- Flexible and accessible seating.
- Any Space where heavy doors make access difficult.
- Flexible booking courses (multi room).
- Governance: Open and transparent governance process for planning and operation of spaces including facilitator units.
- Add accessibility staff to space planning initiatives.
- Shared decision making and governance for leaning spaces.
- Need earlier workload in faculty to optimize rooms.
- Let's survey students about their needs in connection to.
- Encourage those who teach online only to use different campus spaces.
- Visibility access, transparency with space scheduling platforms.
- Helpful: Appropriate to the type of learning to be experienced by students.
- Strategic assessment of needs (various POV) and assessment of constraints.
- Empty classrooms should be made available as study space.

Book Spaces and Information

- Have better categories of spaces so needs and booking line up better.
- Tool for booking with info about space/tech.
- Revisit capacity amounts.
- Centralized portal to direct alerts and complaints about facilities.

- Clearer database of spaces – noting ideal use, set up, etc. Include photos of space.
- More information about what this room already provides.
- Information easily accessible to instructors about room capabilities, (e.g., Reliable Wi-Fi, dual screens, HDMI, connections, active learning etc.).
- Space checklist 1,2,32, Go, what to do if problems.
- More information about classrooms to support class selection/ requests for instructors.
- Visibility into every space's capability.
- Clear & accurate & current info about every learning space. Photos, video of space in use, map.
- Identify not ideal spaces (Basement / no windows etc.) and don't assign if other spaces are available.
- All study space more, more information more trust
- Fast feedback on room status.
- Map support spaces washrooms/observance spaces etc., considering student population, traffic.
- A campus "bat signal" for days that should be online (emergencies, snow commutes).
- Technology (FAQ How-To) manuals for every room, onsite and visible.
- Wayfinding into classroom mapping tools.
- Knowing that something will be done when instructors report problems in classroom.
- Disclose to faculty what the room is not doing.
- An inventory of rooms and features that the rooms have. Zoom camera, movable tables, etc.

Gathering Feedback About the Room

- In-class tech support people to enable advanced teaching modalities (bookable).
- Establish teams to identify spaces that aren't ideal and have them participate in upgrade plans.
- Ways for students to do when they see problems in spaces (QR Code).
- Less anxiety including exam spaces.
- Flexibility to change leaning spaces.
- Mostly T-Shirt sized capabilities.
- **Spaces for Students and Faculty (outside of class)**
- Change: kinesiology upstairs pool study area: more sound absorbing and better light.
- Non-ideal spaces. TI Gallery. Transform to innovation lab/brainstorm space... non-bookable.
- Appropriate study space.
- More/better study space.
- Inviting spaces that enable experiential learning: warm, inviting spaces.
- Create space for co-teaching.
- Change: or better. Space for teacher/students out of class.
- Private spaces for units who provide learning to students.

Technology and IT Support

- More/better/fairly compensated IT support.
- Technology support that is familiar with the technology.
- Commedia personnel need to increase in size dramatically to be able to respond.

- More people/ staff to support learning space (Tech coaches, com media).
- Qualified Tech help.
- Better technical training and support.
- Training and time to develop for the space.
- Clear delineation of work done by IT support and Com/Media.
- Easy set up and video tutorial of how to record lecture while teaching live at podium.
- Clear guidance on who to contact/who is responsible. EG, cleaning, technology, repairs.
- Dedicated supports for hybrid/remote learning spaces.

Hybrid Learning

- Tech to offer hybrid MTGS in GFC, Board, ELT MTG rooms.
- Meet at least minimum healthy school standards for physical and social environments. Make sure that all rooms have defines set of minimal requirements like projectors cords, etc.
- Remove clack boards.
- Tech friendly: Plug ins, projection, desk space.
- Adding additional furniture to large lecture spaces. Standing desks, etc.
- More dedicated screens or ways to bring online or back-channel communication into physical space.
- Upgrade/check tech regularly.
- Large table surfaces and mobile chairs in all new learning spaces.
- Tech: ability to do hiflex.
- Good lighting, natural light for all learning space.
- Reliable Wi-Fi.
- Think of all our senses to design spaces to improve positive safe welcoming environments.
- Standard tools for new faculty (adapters, clickers, webcams, microphone).
- Remodel windowless rooms.
- Plugs: give people power.
- Basement of science theaters: non-dingy lighting, the flooring is flat and classrooms are small therefore it may be an easy (enough) fix to remodel and make better use of that space to make it functional (and physically working, ex. Projectors and lights).
- For all spaces: Modernize to fit students taking notes on devices i.e., Power outlets for students to plug in and take notes.
- While working on getting reliable Wi-Fi in all rooms, identify the rooms with good Wi-Fi and unreliable Wi-Fi.

Room Resources

- Ongoing support for classrooms in addition to design/renovation.
- Repurposing rooms (Some where in ICT), video studio, smaller classes?
- Renovate to convertible lecture halls – rows of tables with electrical outlets, so students can talk to each other and listen to lecture at times.
- Incorporating on-going update and evaluation to regular classroom.

- Funding: sustained and long term \$ for classroom renovation and tech upgrades.
- Resources to support lecture recording.
- Consistent funding for classroom technology
- Consistent funding.
- Commitment to upgrade older rooms to standards of brand-new facilities.
- Resources – annual pool of \$ to upgrades and maintain space.
- Natural light in windowless learning spaces.

Notes for Activity 3: Space Resources, Maintenance, and Planning

Participants discuss ideas for how to better plan and maintain spaces and the supports needed to ensure a great teaching and learning experience.

Supports Needed

- Every faculty should have a class recording process (built into D2L template?).
- Lecture capture + streaming automated. Include presentation, video, audio.
- “Big Red Button” to record/stream classes.
- Not just DIY + best effort, webcams + duct tape.
- Enable low-tech instructors with the “easy” way.
- High tech instructors need more flexibility and power.
- Let’s maintain our learning spaces.
- One place to submit issues/problems and feedback/data/response to know status.
- Role clarity + shared responsibility.
- Consistent support and training for instructors and staff.
- Customer service orientation.
- Visibility-Need to see issues in my classroom before I discover them→see status of any issues reported for a space.
- Communication and notification of status of my classrooms.
- Resetting classrooms→move furniture after active learning, whiteboards + markers.
 - Default configuration?
- Coordination and connection with all instructors teaching in a class.
- How are people using the space? Idea sharing.
- Focus on principles of universal design.
- Appropriate hands-on support for tech.
- More cleaning in spaces.
- Incorporate F/B about spaces in student course F/B and for instructors or QR code?
- Updated room finders for all.
- Basic and functional tech in all spaces.
- Develop principles and standards for Spaces to guide decisions.
- Go above building code.
- More spaces with flexibility and interaction

- Ensure more access to learning spaces in units that support student learning e.g., Student success.
- More time between classes.
- Central + shared decisions with multiple perspectives + units.
 - Planning, maintenance, use.
 - Ongoing access to funds to maintain.
- Re-think course scheduling 90 mins preferred.
- Access to res. Outside between class (e.g., Water, washrooms).
- How can we think differently about planning and maintaining spaces? Provide content – technology, configuration/ reconfiguration, accessible, plan.
- Review of spaces to make sure they meet health/ wellness standard.
- More transparent about the decision-making of channels of communications
- Program innovation – learning space needs. Students taking courses where we do not have the space/ facilities/ funding for the spaces required for the course.
- Lack of communication in the spaces required for courses.
- Encouraging donors to donate to the architecture around the main building that they have funded (holistic approach). Equity as a guiding principle, where the funding doesn't all go into one building but as a foundational pillar/ strategic priority where 5% of the funding goes into other buildings on campus. (How do we share our wealth?)
- Understanding well-being and having healthy (welcoming, respectful, safe) space as the guiding principle
- Integrated planning (student voices, schedulers, faculty, space planning, and campus planning should come together) (student, faculty, and instructor voices should be prioritized.)