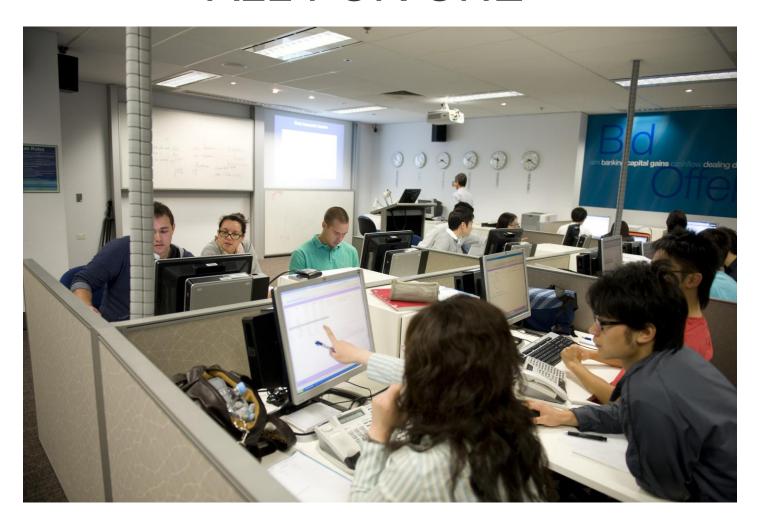# Developing an innovative teaching space - one for all-all for one

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Damian Barry

The original STARLAB – 1990-2006
"ALL FOR ONE"

2009 - Build a second STARLAB – education and business drivers

- Value for money

- Vehicle for industry engagement and support

- Address student demand

- Leverage research possibilities and opportunities

- Drive teaching innovation

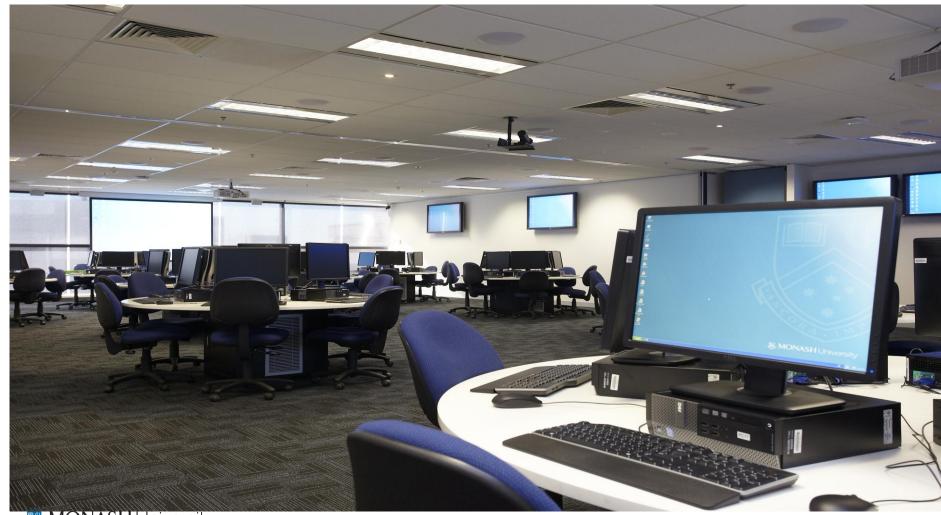- Differentiate the department from competitors

The second STARLAB (2009)

The original STARLAB – 1990-2006 "A

2012: Re build the original STARLAB – "an offer too good to refuse!"

- Increase student intake and we will fund a rebuild and expansion!!

The "original" STARlab (2013) "ONE FOR ALL"

The original STARLAB – 1990-2006 "A

MONASH University

Both projects worked….but why?

- **A reflection/review of the two projects using the seven principles developed by Jameson et al***

* Jameson et al (2000)'Place and Space in the Design of New Learning Environments".(Higher Education Research and Development, vol 19 no 2, 221-237).

1. Design space for multiple uses concurrently and consecutively

- Flexible seating and facilitates group work – flexible size; video connections; divisible rooms: 110 student capacity over two Labs.

- Provides swivel and fixed round tables, multiple wall display screens for synchronous and asynchronous display.

- The rebuilt "Original" lab capable of separate classes or one class with separate scenarios running.

- Both rooms linked for combined classes.

2. Design to maximise the inherent flexibility within each space

- Room layout and furniture arrangements combine to reinforce the notion of a 'front of the room' supporting teacher centred activities.

- Teachers have ready access to an overhead display, a video playback machine and a desktop computer with overhead projection.

- Student centred work is readily supported through the use of small group activities at each of the five tables.

- Students at each table have access to a networked desktop computer if required.

- Teachers can elect to ask students to 'take the floor' and use any of the facilities available to communicate with the remainder of the group.

3. Design to make use of the vertical dimension in facilities

For STARLab #2

- Irregular shape limited utility –compromise $ and technology

- Little use has been made of the flexible desks and the full capability of the audio-visual technology.

- Display screens are used but for mainly synchronous displays.

- Walls are irregular and not easily adapted for display purposes.

- Errors in physical set up made

STARLab #1 - extension

- Original lab a "work in progress" – a challenging teaching space!

4. Design to integrate previously discrete campus functions

- Compared to the original STARLab, the #2 it is much more a part of the campus learning spaces.

5. Design features and functions to maximise teacher student control

- Control over what is displayed

- Manage time spent in peer discussion, working with the software scenarios and other applications or listening.

- Group work facilitated by the use of flexible desks

- Shared control over the management and development of the technology with central support

6. Design to maximise alignment of different curricula activities

- A work in progress but examples of incorporating the technology and design into the curricula

- The Ideal: At undergraduate level develop 3 years of sequenced units that use the STARLab to build upon planned student outcomes in related units. Possible capstone units developed in 3rd year.
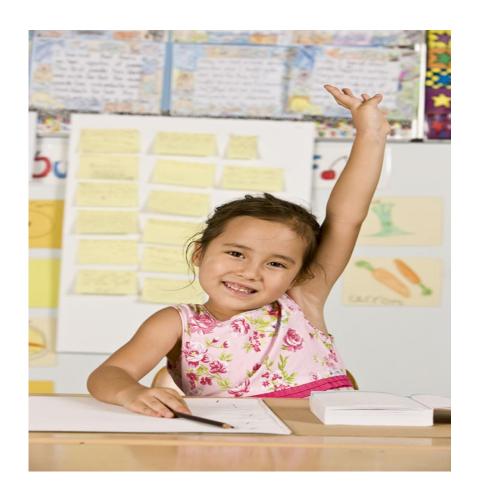
7. Design to maximise student access to, and use and ownership of, the learning environment

- 24 hour access not part of the plan

- The STARLab is designed more for the academic staff to introduce teaching initiatives using ICT to create a simulation environment to enhance student learning.

- The full experience of the Lab is dependent on the academic staff redesigning their teaching to fully integrate the technology into the curriculum AND engaging the students!

Observations

- Need Champions and Visionaries to help BUILD & MAINTAIN enthusiasm – it is "disruptive" form of education

- The pedagogical issues and breadth and depth of the capabilities of the STAR Lab concept take time to appreciate.

- Keep it flexible and agree on who is in charge.

- Bring expertise together from the beginning.

- Partnership – academic and professional staff– is necessary and WORKS!

- Realign the incentives

- Exemplifies a (imperfect) "learning organisation" culture

Thank You