

HIGHER EDUCATION TEACHING & LEARNING SPACE DESIGN GUIDE



BRIAN GRIFFIN

Higher Education Teaching Learning Space Design Guide

Matthew Kim, Russell Carpenter



Higher Education Teaching Learning Space Design Guide:

Higher Education Teaching and Learning Space Design Guide Brian Griffin, 2014-11-29 This book is essential reading for teaching staff and librarians to assist them in briefing the project design teams It should also be a reference book for architects and interior designers Student s need for social learning collaborative and interactive facilities have had the greatest impact on the design of new teaching and learning spaces The author Brian Griffin Architect researched this subject over many years and has included a large number of international Case Studies of successful designs He is also the author of *Laboratory Design Guide* 3rd Ed 2012 Routledge

Handbook of Design in Educational Technology Rosemary Luckin, Sadhana Puntambekar, Peter Goodyear, Barbara L Grabowski, Joshua Underwood, Niall Winters, 2013-06-26 The *Handbook of Design in Educational Technology* provides up to date comprehensive summaries and syntheses of recent research pertinent to the design of information and communication technologies to support learning Readers can turn to this handbook for expert advice about each stage in the process of designing systems for use in educational settings from theoretical foundations to the challenges of implementation the process of evaluating the impact of the design and the manner in which it might be further developed and disseminated The volume is organized into the following four sections Theory Design Implementation and Evaluation The more than forty chapters reflect the international and interdisciplinary nature of the educational technology design research field

Designing Effective Library Learning Spaces in Higher Education Enakshi Sengupta, Patrick Blessinger, Milton D. Cox, 2020-09-16 Traditional roles of higher education are giving way to academic partnership research and open resources Libraries play a key role to serve as a gateway to information and to promote intellectual discovery among students This book explores the relevant issues and strategies library science partnerships initiate with stakeholders in the field

Humanizing Higher Education through Innovative Approaches for Teaching and Learning Enakshi Sengupta, Patrick Blessinger, Mandla Makhanya, 2021-01-18 Innovative pedagogy is the only solution that can bridge both scarcity and quality in education This edited collection showcases how innovative approaches to teaching and learning have become the need of the hour in higher education How might new technologies and a fresh take on curriculum design create a sufficient impact on learners

Metric Handbook Pamela Buxton, 2015-03-05 Significantly updated in reference to the latest construction standards and evolving building types Many chapters revised including housing transport offices libraries and hotels New chapter on flood aware design Sustainable design integrated into chapters throughout Over 100 000 copies sold to successive generations of architects and designers this book belongs in every design studio and architecture school library The *Metric Handbook* is the major handbook of planning and design information for architects and architecture students Covering basic design data for all the major building types it is the ideal starting point for any project For each building type the book gives the basic design requirements and all the principal dimensional data and succinct guidance on how to use the information and what regulations the designer needs to be aware of As well as

building types the Metric Handbook deals with broader aspects of design such as materials acoustics and lighting and general design data on human dimensions and space requirements The Metric Handbook provides an invaluable resource for solving everyday design and planning problems

The Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education Sabine Hoidn, Manja Klemenčič, 2020-07-28 The movement away from teacher centered toward student centered learning and teaching SCLT in higher education has intensified in recent decades Yet in spite of its widespread use in literature and policy documents SCLT remains somewhat poorly defined under researched and often misinterpreted Against this backdrop The Routledge International Handbook of Student Centered Learning and Teaching in Higher Education offers an original comprehensive and up to date overview of the fundamentals of SCLT and its discussion and applications in policy and practice Bringing together 71 scholars from around the world the volume offers a most comprehensive and up to date overview of the fundamentals of SCLT and its applications in policy and practice provides beacons of good practice that display how instructional expertise manifests itself in the quality of classroom learning and teaching and in the institutional environment and critically discusses challenges new directions and developments in pedagogy course and study program design classroom practice assessment and institutional policy An essential resource this book uniquely offers researchers educators and students in higher education new insights into the roots latest thinking practices and evidence surrounding SCLT in higher education

Exploring Informal Learning Space in the University Graham Walton, Graham Matthews, 2017-09-01 Growing student numbers increased student expectations new approaches to learning and fast paced technological advances all contribute to the need for universities to take a more strategic approach to their buildings including formal and informal learning spaces Exploring Informal Learning Space in the University addresses the issue of informal learning space from the perspectives of a comprehensive range of stakeholders including students academics facilities managers university managers IT managers architects interior designers and librarians With contributions from a range of experts practitioners and academics around the world this book uses a combination of case studies and theoretical discussion to explore the rationale and theory of informal learning space alongside the practicalities of its planning development and utilization The volume is at once ambitious and pragmatic combining innovative thinking with a firm awareness of practicalities including the varied constraints faced by universities and the need to work in tandem with broader strategies Advocating broad collaboration at both planning and delivery stage the result is essential reading for anyone involved in the delivery of learning space provision from architects and designers to university managers and strategists It will also be of particular interest to academics researchers and postgraduate students engaged in the study of library information science or higher education policy and strategy

The Translational Design of Universities, 2019-08-12 Whilst schools are transforming their physical and virtual environments at a relatively glacial pace in most countries across the globe universities are under extreme pressure to adapt to the rapid emergence of the virtual

campus Competition for students by online course providers is resulting in a rapidly emerging understanding of what the nature of the traditional campus will look like in the 21st century The blended virtual and physical technology enabled hybrid learning environments now integrate the face to face and online virtual experience synchronously and asynchronously Local branch campuses are emerging in city and town centres and international branch campuses are growing at a rapid rate There is increasing pressure at various levels i e the city the urban and the campus to create formal and informal learning spaces as well as re purposing the library and social or third spaces Many new hybrid campus developments are not based on any form of rigorous scholarly evidence The risk is that many of these projects may fail In taking an evidence based approach this book seeks to align with the model of translational research from medical practice using a modified translational design approach The majority of the chapter material comes from the scholarly work of doctoral graduates and their dissertations This book is the second in a series on the evidence based translational design of educational institutions with the first volume focussing on schools This volume on Higher Education covers the city to the classroom and those elements in between It also explores what the future might look like as judgements are made about what works in campus planning and design in our rapidly changing virtual and physical worlds Contributors are Neda Abbasi Ronald Beckers Flavia Curvelo Magdaniel Mollie Dollinger Robert A Ellis Kenn Fisher Barry J Fraser Kobi Jacov Haina Rifca Hashimshony Leah Irving Marian Mahat Saadia Majeed Jacqueline Pizzuti Ashby Leanne Rose Munro Mahmoud Reza Saghafi Panayiotis Skordi Alejandra Torres Landa Lopez and Ji Yu **Reimagining Spaces for Learning in Higher Education** Andrew Middleton, 2019-10-10 This text challenges binary perceptions of space and explores the possibilities afforded by a hybrid learning space at the intersection of physical virtual formal and informal spaces It examines how new technologies and modes of delivery including media enhanced learning and open education present opportunities as well as challenges Chapters are supported by a wealth of case studies which illustrate academic innovation in diverse learning spaces and demonstrate how it can be used to inspire learners and promote student engagement Packed with practical guidance and questions for reflection and discussion this thought provoking and timely guide is an essential resource for anyone involved in improving the student learning experience

School Space and its Occupation, 2018-09-06 School Space and its Occupation addresses the ongoing and pressing need for justification of education and environmental innovation Further the increasingly important work of evaluating the new learning spaces brings attention to the need for conceptual and methodological clarity The editors have assembled a collection of leading authors to explore the links between education and design progression of ideas in education and architecture as well as making sense of pedagogical trends and spatial and design relevance Post occupancy evaluation is capable of informing both educational and architectural questions to generate sustainable adaptations for educators and designers Part 2 focuses on the occupancy phase and examines the lived experience of schools to draw conclusions and make recommendations focused impacts and methodological progression Contributors Renae Acton Scott Alterator Benjamin

Cleveland Craig Deed Matthew Dwyer Debra Edwards Neil Gislason Wesley Imms Peter Lippman Elizabeth Matthews Marcus Morse Vaughan Prain Matthew Riddle Warren Sellers Rebecca Townsend and Adam Wood Reflective Teaching in Higher Education Paul Ashwin, David Boud, Kelly Coate, Fiona Hallett, Elaine Keane, Kerri-Lee Krause, Brenda Leibowitz, Iain MacLaren, Jan McArthur, Velda McCune, Michelle Tooher, 2015-02-26 Reflective Teaching in Higher Education is the definitive textbook for reflective teachers in higher education Informed by the latest research in this area the book offers extensive support for those at the start of an academic career and career long professionalism for those teaching in higher education Written by an international collaborative author team of higher education experts led by Paul Ashwin Reflective Teaching in Higher Education offers two levels of support practical guidance for day to day teaching covering key issues such as strategies for improving learning teaching and assessment curriculum design relationships communication and inclusion and evidence informed principles to aid understanding of how theories can effectively inform teaching practices offering ways to develop a deeper understanding of teaching and learning in higher education Case studies activities research briefings and annotated key readings are provided throughout The author team Paul Ashwin Lancaster University UK David Boud University of Technology Sydney Australia Kelly Coate King s Learning Institute King s College London UK Fiona Hallett Edge Hill University UK Elaine Keane National University of Ireland Galway Ireland Kerri Lee Krause Victoria University Melbourne Australia Brenda Leibowitz University of Johannesburg South Africa Iain MacLaren National University of Ireland Galway Ireland Jan McArthur Lancaster University UK Velda McCune University of Edinburgh UK Michelle Tooher National University of Ireland Galway Ireland This book forms part of the Reflective Teaching series edited by Andrew Pollard and Amy Pollard offering support for reflective practice in early primary secondary further vocational university and adult sectors of education Reflective Teaching in Higher Education and its website www.reflectiveteaching.co.uk promote the expertise of teaching within higher education Handbook of Research on Technology-Centric Strategies for Higher Education Administration Tripathi, Purnendu, Mukerji, Siran, 2017-06-05 Although the advancement of educational technologies is often discussed in a teaching capacity the administration aspect of this research area is often overlooked Studying the impact technology has on education administration not only allows us to become familiar with the most current trends and techniques in this area but also allows us to discover the best way forward in all aspects of education The Handbook of Research on Technology Centric Strategies for Higher Education Administration is a pivotal resource covering the latest scholarly information on the application of digital media among aspects of tertiary education administration such as policy governance marketing leadership and development Featuring extensive coverage on a broad range of topics and perspectives including virtual training blogging and e learning this book is ideally designed for policy makers researchers and educators seeking current research on administrative based technology applications within higher education Education For Future Practice , 2010-01-01 Education for Future Practice engages with the challenge faced by higher education to envisage

probable possible and desired futures for practice and education and to realise ways of educating practitioners for these futures Future education involves the pursuit of shared visions and purpose in the midst of the turbulence created by a diverse influences on education and practice These influences arise from learners participation in multiple practice and learning communities unpredictable workplaces dynamic education and practice market places the various demands and interests of stakeholders higher education imperatives and unparalleled opportunities and expectations associated with advancing information and communication technologies The book contains four sections Education for practice Contextualising practice Contextualising education for practice Doing education for practice Higher Education Management and Operational Research Gary Bell,Jon Warwick,Peter Galbraith,2013-02-11 Higher Education in the UK operates in a rapidly changing and highly complex environment Universities need to adapt quickly to this environment and managers must begin to explore new angles and approaches in addressing the challenges they are now facing This book offers a tool box of metaphors and associative Operational Research OR approaches Metaphors are a powerful way of seeing but also a way of not seeing Furthermore the OR discipline has significantly evolved over the last 30 years which has led to the emergence of three distinctive intellectual areas namely Hard OR Soft OR and Methodological Pluralism OR Drawing on these intellectual areas and on the experience of educational and OR practitioners the book highlights the use of various OR approaches to a variety of complex and uncertain problems encountered in higher education management The book aims to explore new perspectives in HE management thinking and to describe and illustrate the use of OR methodologies methods and techniques in helping HE managers to make informed management decisions Enhancing Teaching Practice in Higher Education Helen Pokorny,Digby Warren,2016-03-26 This book explores ways in which pedagogical research theory models and frameworks can be used pragmatically to enhance teaching practice in higher education It provides practical strategies ideas techniques and approaches drawn from literature and real life experience using examples from a variety of disciplines Cross cutting themes include developing resilience and care for ourselves our colleagues and our students engaging with diversity in teaching and promoting dialogue and enquiry It also addresses the dimensions of the UK Professional Standards Framework Key coverage includes Models of course and learning design and evaluation Teaching in different contexts including lectures and small groups laboratory studio and practice settings and supervising student research Enhancing assessment and feedback student engagement and academic writing through inclusive practice Promoting participation in blended learning Developing students work relevant skills attributes and practices Approaches to professional development including the role of mindfulness in teaching This is essential reading for lecturers on Higher Education Academy accredited programmes such as PGCTLHE PGCAP PG Cert HE and for staff seeking HEA fellowship through experience based routes or who wish to develop more scholarly approaches to their practice **Writing Studio Pedagogy** Matthew Kim,Russell Carpenter,2017-02-22 Writing Studio Pedagogy WSP breaks from the tradition of teaching and responding to writing in

traditional ways and moves the teaching and learning experience off the page and into engaging spaces in multiple ways which can enhance the composing process Through this collection scholars interested in rethinking approaches to teaching writing pedagogy and innovative learning will find new ways to challenge their own understandings of space place and collaboration WSP involves an attention to space and place in the development of rhetorical acts by focusing on the ways in which they enhance pedagogy This book takes a unique opportunity to return to pedagogy as the foremost priority in any learning space Educators might preference WSP for its emphasis on student centeredness by creating productive interactions intersections and departures that arrive from prioritizing learning WSP acknowledges the centralized role of students and teachers as co facilitators in learning and writing These threads are intentionally broad based as the chapters contained in this book speak to the complexity of WSP across institutions

Handbook of Research on Engaging Digital Natives in Higher Education Settings Pinheiro, Margarida M., Simões, Dora, 2016-03-29 The integration of technology has become so deeply rooted into modern society that the upcoming generation of students has never known a world without such innovations This defining trait calls for an examination of effective methods in which to support and motivate these learners The Handbook of Research on Engaging Digital Natives in Higher Education Settings focuses on the importance of educational institutions implementing technology into the learning and teaching process in order to prepare for students born into a digital world Highlighting relevant issues on teaching strategies and virtual education this book is a pivotal reference source for academicians upper level students practitioners and researchers actively involved in higher education

Collaboration in Higher Education Sandra Abegglen, Tom Burns, Sandra Sinfield, 2023-05-18 Collaboration in Higher Education an open access book focuses on the opportunities and challenges created by engaging in collaboration and partnership in higher education As higher education institutions become ever more competitive to sustain their place in a global neoliberal education market students and staff are confronted with alienating practices Such practices create an individualistic audit and surveillance culture that is exacerbated by the recent COVID 19 pandemic and the wholesale pivot to online teaching In this atomised and competitive climate this volume synthesises theoretical perspectives and current practice to present case study examples that advocate for a more inclusive cooperative collaborative compassionate and empowering education one that sees learning and teaching as a practice that enables personal collective and societal growth The human element of education is at the core of this book focusing on what we can do and achieve together students academic staff higher education institutions and relevant stakeholders The ebook editions of this book are available open access under a CC BY NC ND 4 0 licence on bloomsburycollections com Open access was funded by Knowledge Unlatched

Transcending Boundaries, 2025-06-12 EAIR The European Higher Education Society is an international association connecting scholars practitioners students managers and policymakers in higher education This volume part of the EAIR book series features papers from the EAIR Forum 2024 at University College Cork Ireland It explores the role of higher

education in addressing global challenges like climate change resource depletion and inequality The chapters highlight the importance of integrating Sustainable Development Goals SDGs into curricula research and community programs They focus on areas such as sustainable governance teaching research quality culture digitalization and transnational cooperation for a sustainable future Contributors are Joris Boonen Bruno Broucker Pawe Bry a Jannica Budde Thierry Burger Helmchen Ana Maria Carneiro Fl via Colus B rd Drange Brigitte Ecker Erik Fledderus Jon Furholt Anne Gannon Isabelle Grosch Ankie Hoefnagels Arlette Jappe Jouni Kek le Ben Kokkeler Andrea Kottmann Carrie Kovacs Jean Yves Le Corre Julia Mayr Jessica Nooij Mark O Hara Atul Kr Ojha Neslihan Onder Ozdemir R mulo Pinheiro Katie Power Silke Preymann Verena R gent Anna Santucci Louise Schubotz Margrete S vik Sandra von Sydow Mingfeng Tang Jens Tobor Gerhard Yngve Amundsen and Jin Zhao *Resources in Education* ,2000-10

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