Understanding the Feedback Loop: From Audits to Assessments in Shaping and Reshaping Technology-rich Learning Spaces

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A Question for You:

- When you complete your building or renovation project, will you have accomplished what you set out to do?
- How do you know what is needed?
- How can you assess what you have accomplished?

Have you improved lighting, HVAC, technology, ambience?

The Link at Duke U.
Have you improved learning?

The Feedback Loop

- Plan assessment from the beginning of your project
  - *Include audits and/or needs assessment as part of the assessment plan*
- Align assessment with project goals
- Operationalize your goals
- Collect the baseline data you may need

The Feedback Loop

- Institute changes in support of goals
- Implement the building project
- Assess your success in meeting goals
- Implement needed changes
Focus on assessment of goals linked to institution's learning priorities

- Undergraduate research
- Student engagement
- Critical thinking skills
- New literacies
- Learning communities
- Community involvement
- Retention
  - Support for under-prepared students
  - Development of sense of community

Assessment is Resource-Intensive

- Put resources into assessment that will matter
  - Identify the purpose and audience(s) for assessment activities
  - Consider the types of information (data) and reports that might have the most meaning and impact
  - Work with assessment experts

Collect Baseline Data - Audit

- Audit of spaces
  - What is current size, configuration & utilization of teaching and learning spaces
  - What types of spaces do faculty and students need for teaching and learning
  - Can we develop classroom design guidelines for buildings or departments

Effectively Assess "The Visual Story"
http://www.buildingbasics/visualstory.htm
Collect Baseline Data - Needs Assessment

- Understand community needs
  - Faculty, staff, students, neighbors
  - Encourage genuine engagement with community to understand needs
- Look at behavior, not just numbers

http://www.nco.org/ncqccd/sccm.html

Institute changes that will inform your ability to enable faculty and students to get the most out of new spaces

- An assessment program at NCSU
- Goal: Improve student learning
- Investigate technology-based innovation
- Develop appropriate policies
- Improve the physical learning environment

http://litre.ncsu.edu/

Assist faculty in understanding the role of technology and the role of user space: Workshop at OPenn-Wings Info Commons

http://www.library.upenn.edu/wwts/pennCHANT2010.html
How Do You Create a Measurable Goal for Your Project?

- Critically examine the goals you have developed for your project
- Articulate a use case that would demonstrate what you are trying to accomplish in your project
- Restate the goal incorporating outcomes

Refining Goals

- Stated goal: Develop spaces for interactive, collaborative learning.
- Restated goal: Develop technology-rich spaces for collaborative learning to provide an environment that encourages the social aspects of learning and enhances engagement in the learning process.

Assessing the Implementation

- Study of Intro Astronomy classes
  - Nationwide: 4000 students; 31 instructors
- How does instructional style in Intro Astronomy affect student learning?
- Single most important variable in explaining gain in learning was interactivity
  - Clickers: think/pair/share
  - Group work
- Implications for space: availability of clickers; capability of forming small groups for part of class time
Are You Accomplishing Your Goals?  
Some Questions to Consider

Stata Center - MIT

Does an active learning classroom help retain majors in Biology?

http://omc.umn.edu/sodo-light/active-classrooms.shtml

Are students able to effectively collaborate on projects in the space?

Learning Commons - Georgia Tech
Are you accomplishing your goal?

- Are marketing or education or communications students doing better presentations now?
- Aligning spaces and services

[Image: Vleagle Info Commons]

Are you accomplishing your goal?

- Are International Relations and/or foreign language students able to do more in depth, current, engaging work here?

[Image: Nims Center - Oatesouth College Library]

Are you accomplishing your goal?

- Do commuter students feel a stronger sense of belonging because of the availability of these spaces?
- Café - U. Colorado, Boulder Info Commons
- Gaming station - NC State Learning Commons

[Image: U. Colorado, Boulder Info Commons]
Does artwork by a famous alum enhance student pride in the institution?

How to assess learning spaces
- Data collection
- Analysis of student work
- User surveys
- Observation/Photos
- Focus groups
- Case studies
- Interviews

Assessment - An Ongoing Process
- Faculty and student needs change
- Turnover in faculty could result in vastly difference pedagogical styles
- Technology changes
- Ongoing refinements should be based on data
Assessment Resources

- Use available outside resources
  - Project Kaleidoscope (PKAL)
  - www.pkal.org
  - EDUCAUSE Learning Space Design Website: http://www.educause.edu/learningspace502
  - ARL iLibQUAL+™ program
  - www.libraries.org
  - TLT Flashlight Project http://www.libraries.org
  - Lippincott, Joan K. "Learning Spaces: Involving Faculty to Improve Pedagogy," EDUCAUSE Review
  - Vol. 44, 2009 http://www.educause.edu

Thank you!

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The link - Duke University