

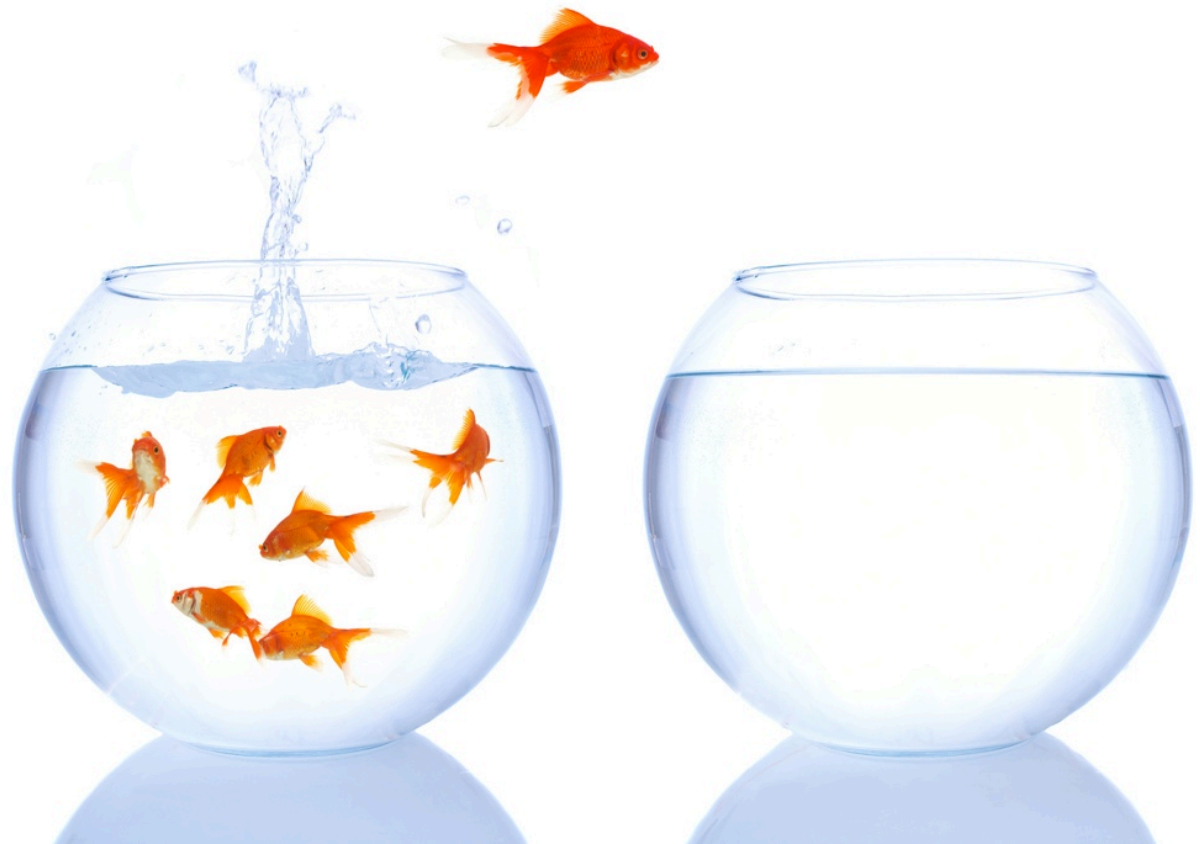
when learning space is a scarce resource ...



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**... how we spend our space budget reveals
much about what's important to us ...**



... as does how we measure value ...

user experience
fit-for-purpose facilities
recruitment + retention
reputation + expertise

$$\text{value} = \frac{\text{benefits - sacrifices}}{\text{resources}} = \frac{\text{effectiveness}}{\text{efficiency}}$$

£/sqm, £/student
space utilisation
operating costs
long-term flexibility

... and how we balance different needs

user focus

how will this project support the learning, working and social experiences we want to provide and receive?

estate focus

how will the space provided by this project support ongoing requirements in a way we can afford?

institution focus

how will this project contribute to the strategic objectives of our institution?



developing new space models

model 1 identity and belonging

model 2 negotiated boundaries

model 3 bonding and bridging



seeking moves that keep more options open

understanding flexibility

'we want flexibility' sometimes means ...

- we don't know what we want yet
- we're afraid to make a decision
- we need to keep our options open

questions for clarification might include ...

- what aspects in particular need to be flexible?
- what kinds of learning experiences should flexibility enable?
- have you got some examples of good flexibility in mind?



establishing flexibility criteria

agile

facilitates more than one use on a day-to-day basis

adjustable

supports reconfiguration of settings throughout year

adaptable

allows remodeling in response to changing needs

efficient

provides convenience, operational ease, economy of means

effective

creates quality practice-focused learning environment

expressive

demonstrates 'this is who we are and this is what we believe in'



model 1 identity and belonging

an integrated approach

	level one	level two	level three
	connecting people	delivering courses	creating community
learners	general community	learning groups	institution community
curriculum	peer learning	directed learning	shared learning
teachers	general assistance	timetabled assistance	wider collaboration
settings	<i>open access</i>	<i>programme focus</i>	<i>institution focus</i>
technology	general	enhanced	advanced

identity and belonging - student view

'when we wear our uniform, we feel more professional and people take us more seriously'



role of college - students' view



college isn't ...
*learning for
learning's sake*
having to be here
just hanging out
learning in isolation

college is ...
working for real
*pride in our
profession*
our choice
focused time
having role models



platforms to working life

private
realm

**prepare
and
serve**



**rehearse
and
perform**



**make
and
display**



**theory
and
practice**



**create
and
exhibit**



**learning
platforms**

*let's cook days
kitchen management
everyday dining
events catering
website bookings/recipes*

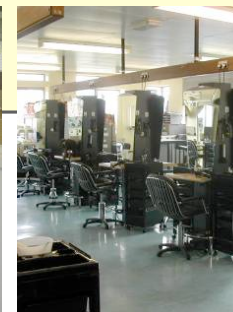
*let's make music days
events programme
impro opportunities
community participation
partnership performances*

*diy days
site management
site-office reception
showcase opportunities
furniture sales week*

*holistic health days
salon reception
partnership initiatives
multicultural events
dispelling beauty myths*

*let's create days
studio management
art gallery
exhibitions and sales
community collaboration*

public
realm



model 2 negotiated boundaries

responding to changing environment

think reflect share make present perform exhibit store 2d 3d 4d

◀ all happening anywhere along full spectrum of practice settings ▶ ... and beyond



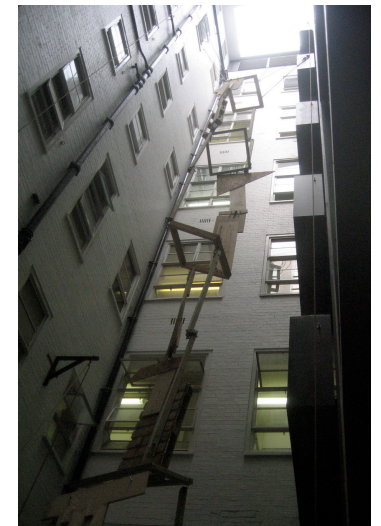
generic



subject heartland



specialist

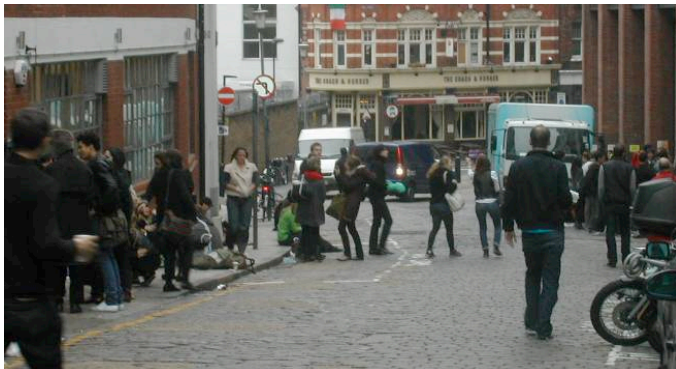


zoning space

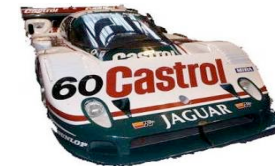
group space types by base-build requirements, where possible



in-between space
anytime use



functional space
general use



specialist space
dedicated use



managing space

redefine 'ownership' criteria

shared

freely available



borrowed

bookable and/or open-access



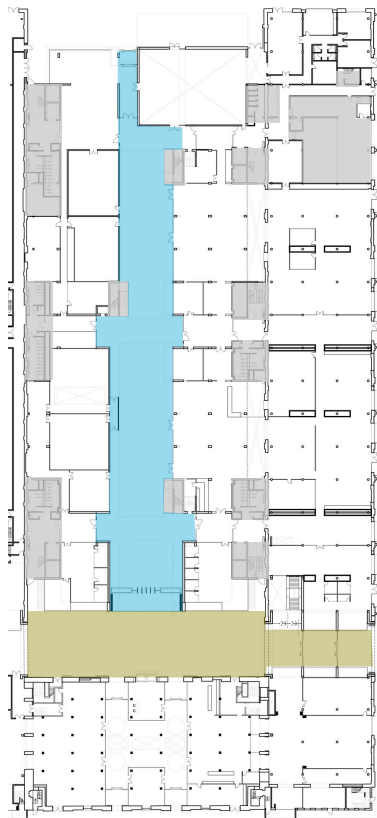
allocated

annual rent required



using space

introduce flexible boundaries



everyday use



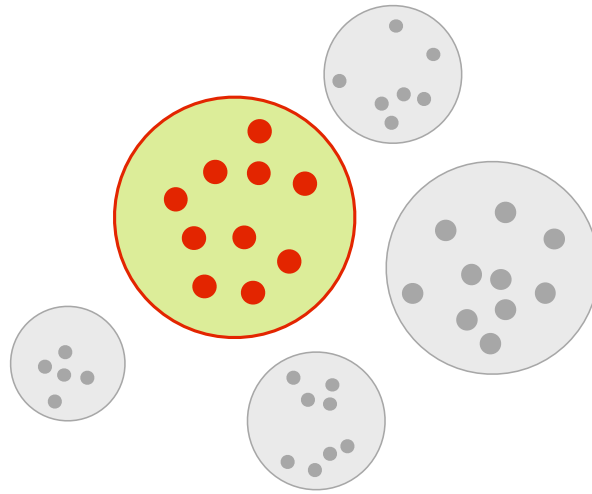
occasional use



special use

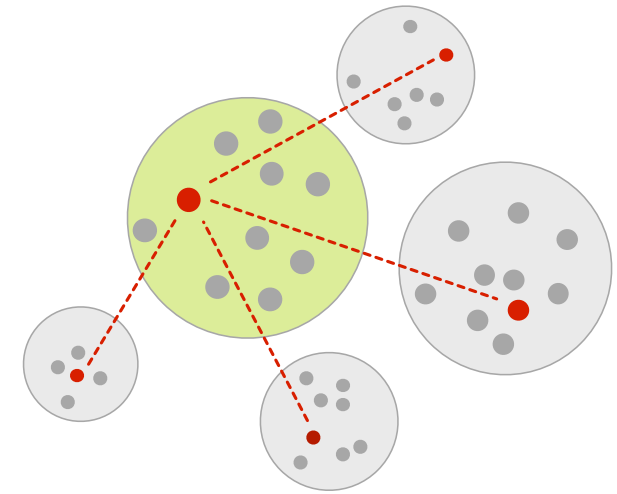
model 3 bonding and bridging

learning relationships



bonding relationships

- defines who we are
- nurtures immediate community
- focuses on everyday activities
- makes connections within space
- creates strong spatial boundaries
- favours face-2-face communication
- prefers to have its own space



bridging relationships

- extends who we are
- builds extended community
- focuses on special events
- makes connections across space
- creates weak spatial boundaries
- exploits virtual communication
- happy to borrow space

the learning experience

bonding skills

first year

learning to explore

undergraduate


finding our way

postgraduate

creating new futures

research

leading the way




discovering our world

developing our skills

sharing our differences

creating excellent centres

bridging skills



glimpsing bigger worlds

being inspired by others

seeking similar interests

creating excellent networks

the learning landscape

bonding places

we want our space to provide greater visibility, break down boundaries and support more flexibility for our teaching, learning, research and commercial activities



homelands

places with strong boundaries that allow communities of practice to form and develop distinct identities

bridging places



commons

places with permeable boundaries that allow different communities of practice to interact and overlap

homelands



studio

live-in
student allocated space

drop-in
student shared space

bookable
for teaching and group work

workshop/lab

core-hours
fully supervised use

extended-hours
lightly supervised use

bookable
for teaching and group work

research base

live-in
staff/student allocated space

drop-in
staff/student shared space

staff base

live-in
full-time staff office

drop-in
part-time staff office

commons



welcome

meet + greet
deli-counter
gallery
shop
support staff

learning

library
open-access
seminar rooms
repro centre
support staff

practice

project space
loans depot
workshops
media-labs
support staff

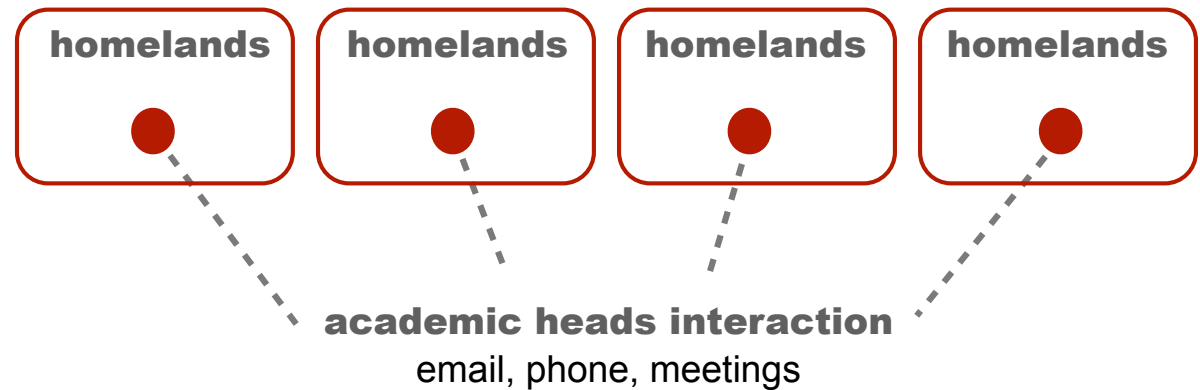
research

meet + display
coffee bar
project space
workspace
support staff

identifying bonding and bridging priorities

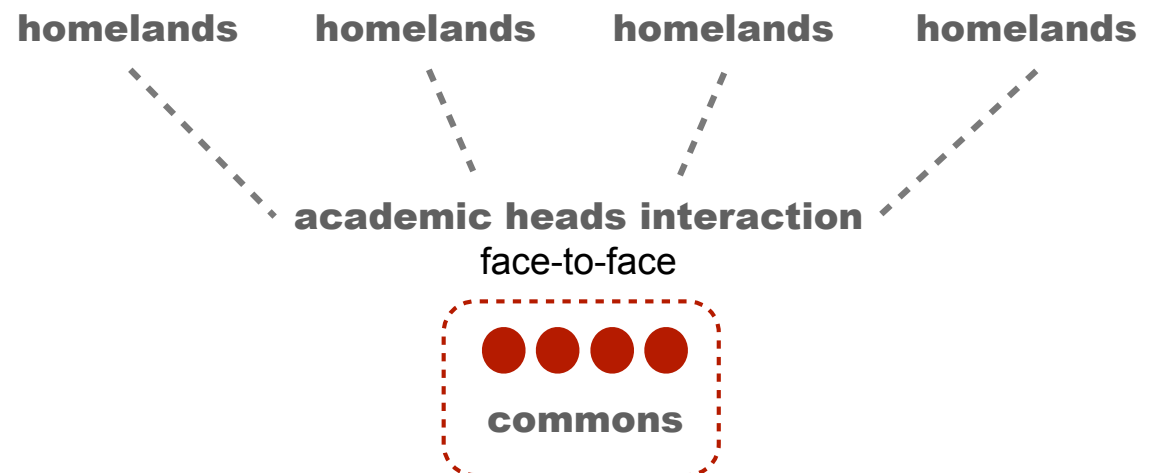
● academic heads in homelands location

opportunity to build bonding relationships within homelands



● academic heads in commons location

opportunity to build bridging relationships between homelands



space models are not just about space....

curriculum



space



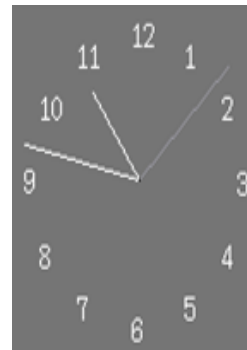
technology



equipment



time



... and people



a cautionary note

new space models tend to generate new costs ...

additional job roles	space management (floor services + booking systems)
better technology	infrastructure, kit, people
new equipment	smaller, quieter, faster
higher operating costs	longer hours, high utilities costs, higher maintenance
impact on people	integrating best of new with most useful of old

implementing new space models

learning by doing

**educational research suggests
that new content becomes
more meaningful if we can ...**

relate it to familiar information

learn it in context

engage with it actively

reflect on it



learning by doing

educational research ^{also} suggests
that prior knowledge [^] is ...

personal

complex

highly resistant to change



learning by doing

**... needs to engage and
protect all stakeholders**

users

estates

institution



thank you