

Transforming the Instructional Landscape

May 30 TIL Advisory Presentation

Academic + Campus Events
Innovation Hub

Centre for Teaching Support & Innovation (CTSI)

INTRODUCTIONS

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AGENDA

Project Overview

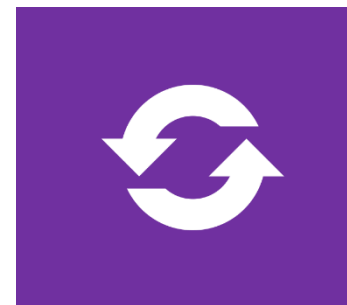
Summary of Feedback

Design Principles

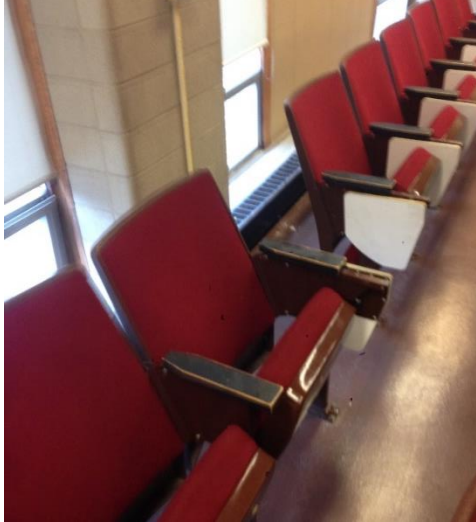
Progress

Next Steps

CTSI Partnership



WHERE WE STARTED



PROJECT OVERVIEW

*With quality teaching as one of the University's core missions, **instructional space plays a crucial role** in fulfilling this aim. As a steward of these important facilities, Academic + Campus Events (ACE) is committed to developing accessible, innovative, and effective purpose-built classrooms that support the needs of all stakeholders.*

***Direct engagement** with students and instructors is a fundamental component of this project, and is driving this initiative's roll out. **Feedback will inform the design process**, and ensure the project directly responds to user needs across Campus. Partnered with the Innovation Hub, employing Design Thinking Principles, we seek to redesign classrooms **with** rather than **for** our user groups. In this way, this project will not only support the needs in the classroom, but the broader Campus community as a whole through intelligent and responsive design practices.*

TIMELINE



2016

TIL initiative launches

Student input through iHub collaboration

2017



2018

- iHub collaboration expands to include instructor + other key stakeholders

- Partnership with Facilities & Services
- Governance approval

- Partnership with CTSI

TIL Advisory Group forms

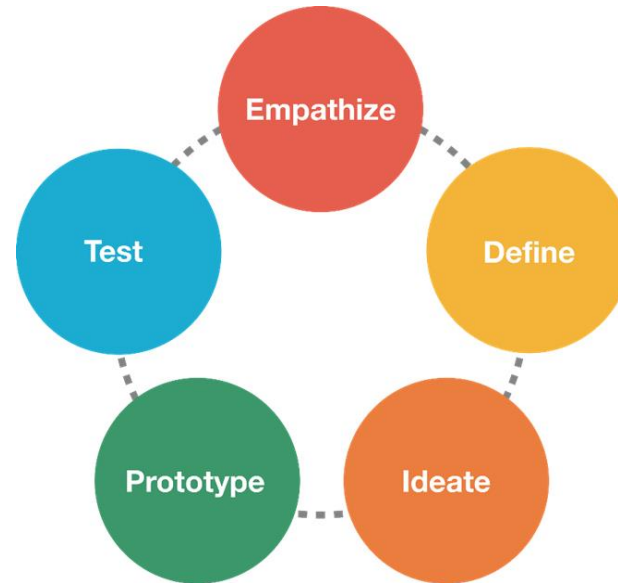
2019



COLLABORATION

ACE Academic and
Campus Events

Transforming the
Instructional
Landscape



innovationhub
deepening collaboration

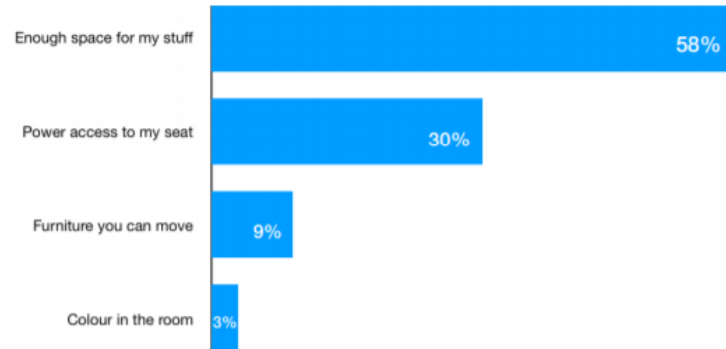
Human-centered
design
methodologies

*Designing **with** rather than **for** students & instructors*

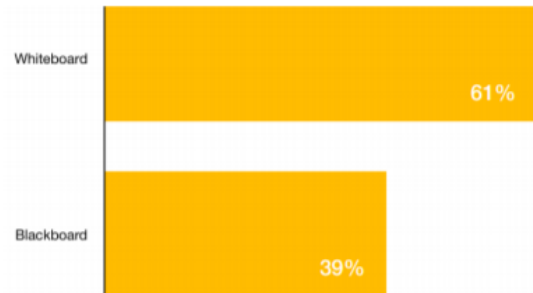
SUMMARY OF FEEDBACK: 2017-2018

Social Media Data Event: February 2018

Which of the following is most important to you in a classroom?



What writing surface do you prefer in a UofT classroom?



Longform Interviews & Observations

Empathetic dialogue
to understand an
individual's lived
experiences



Observation
sessions in lectures
to understand
instructor/ student
interactions



SUMMARY OF FEEDBACK: 2018-2019

Feedback Events



900
Feedback
Cards
Collected



897
Sticky
Notes
Posted

**Individual
Question
Responses**



1968
Pizza Slices
Enjoyed!

November 21st & 22nd : Bahen Centre Lobby

November 23rd: Medical Sciences Lobby

February 5th: Sidney Smith Lobby

February 6th: OISE Library

February 7th: Robarts Library, 2nd Floor

Interviews & Observations

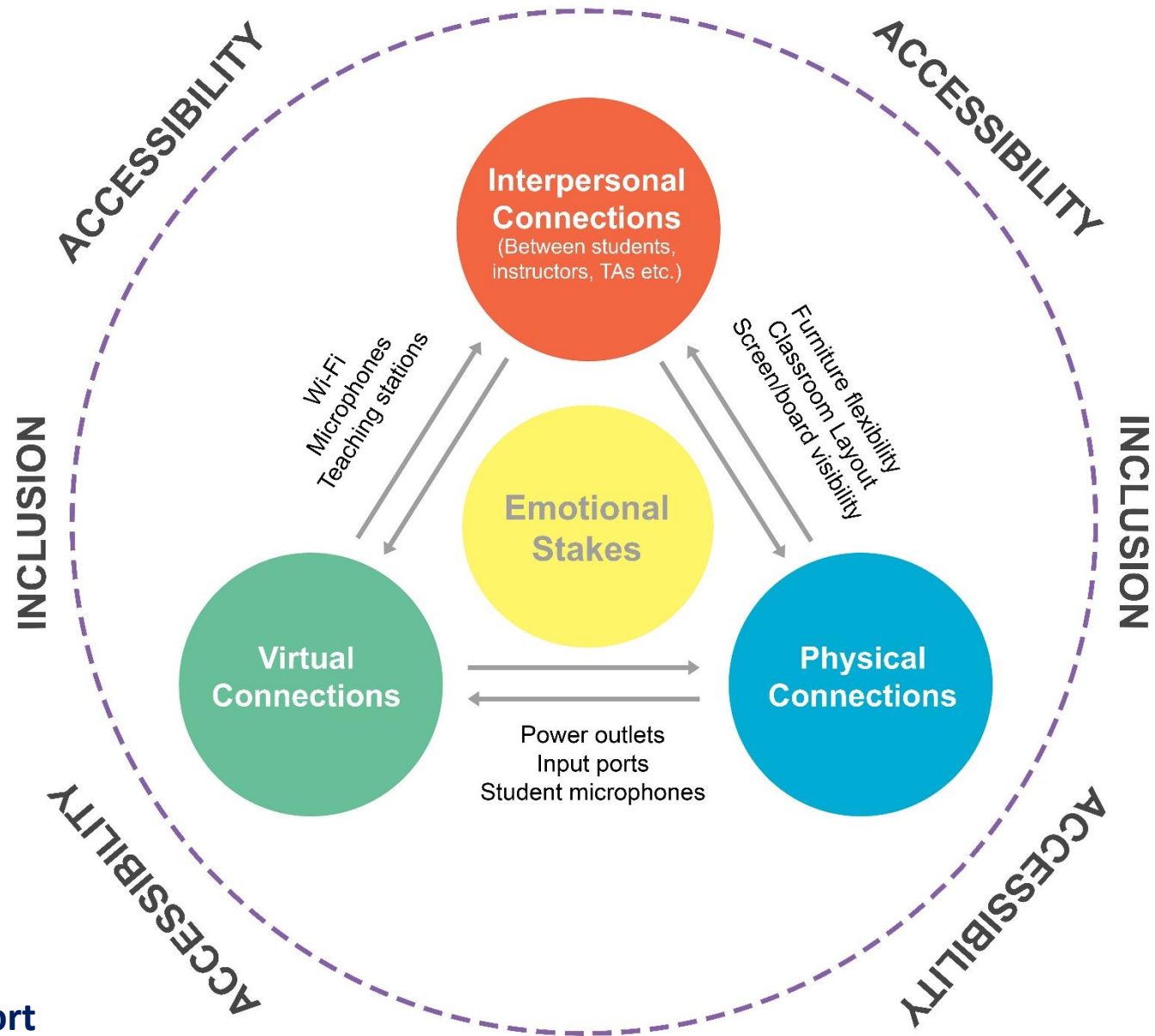
Interviews with students, staff in technical support, and accessibility services



Additional observation sessions in different types of classrooms



KEY THEMES



source: uoft.me/TILReport

INTERPERSONAL CONNECTIONS

- In Harmony with Space
- Space as an Obstacle
- A Reconfigurable Future

“I do really like that – the individual movable seats that afford better, face-to-face interactions among the small student groups”



PHYSICAL CONNECTIONS

- Finding Furniture that Fits
- Freedom of Movement
- Climate Control

"(I like) not feeling trapped with chairs attached to the table- being accessible to people of all body types"



VIRTUAL CONNECTIONS

- The Movement of Ideas
- The Risk Factor
- Powered Connections

“More natural interaction with students. Not limited by technology, but enabled by it”



ACCESSIBILITY & INCLUSION

- Ensuring Access
- New Approaches, New Solutions
- Networking for Accessibility

"Allow a student to bring their own solution into the classroom"



EMOTIONAL STAKES

- Feeling Welcome
- Coordination under Pressure
- Finding Your Place

“(It would be good to have) a sort of community of practice of people who teach in some of these specific newer, more modern rooms...”



DESIGN PRINCIPLES



*Accessibility
Comes First*

*Instructors as
Partners*



*The Right Room
for the Right
Course*

*Purpose-Driven
Design*

*Movability
Supports
Learning*



*Individuals, Not
Averages*

*Consistency
Builds Trust*

*Accessible
Classroom
Information*



*Seamless
Designs
Empower*

*Emotional
Stakes Matter*



DESIGN IN PARTNERSHIP

Woodsworth College



Existing Fabric

Cultural Context

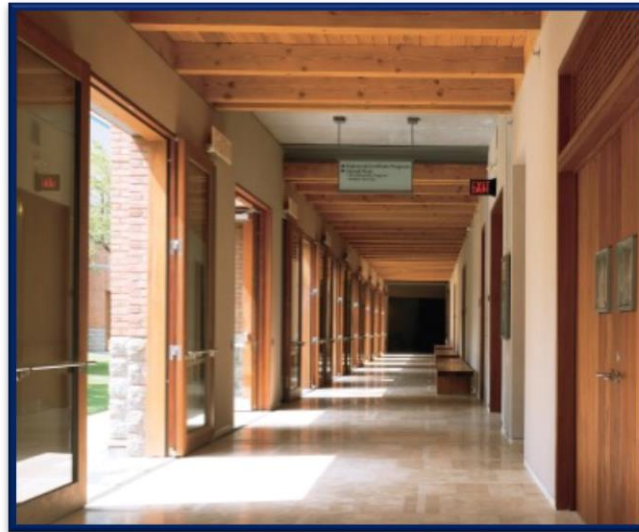
Physical Context

Brazilwood Tabletop

Venetian Plaster



"92 Governor General Metal for Excellence



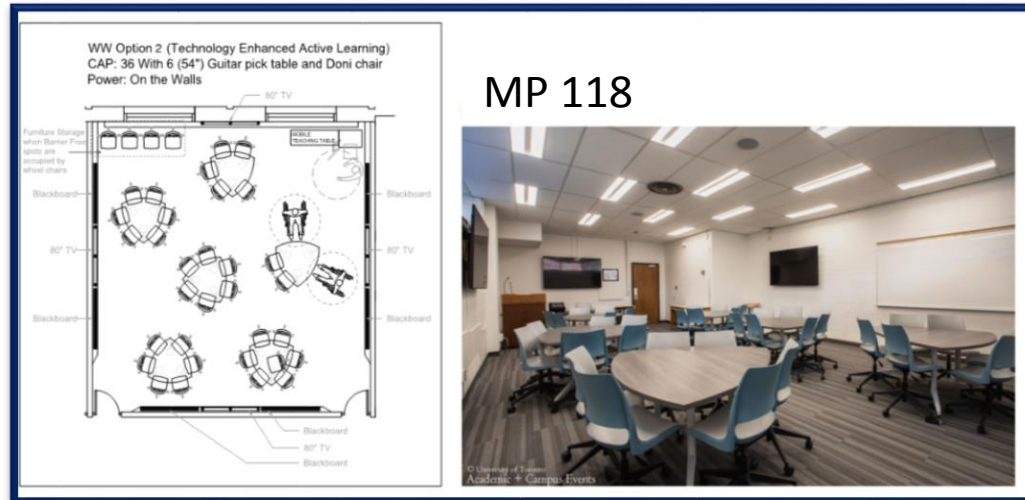
"93 Ontario Association of Architects – Architectural Excellence Award

DESIGN IN PARTNERSHIP

Woodsworth College



Precedent Site Visit



Prototype Teaching Station

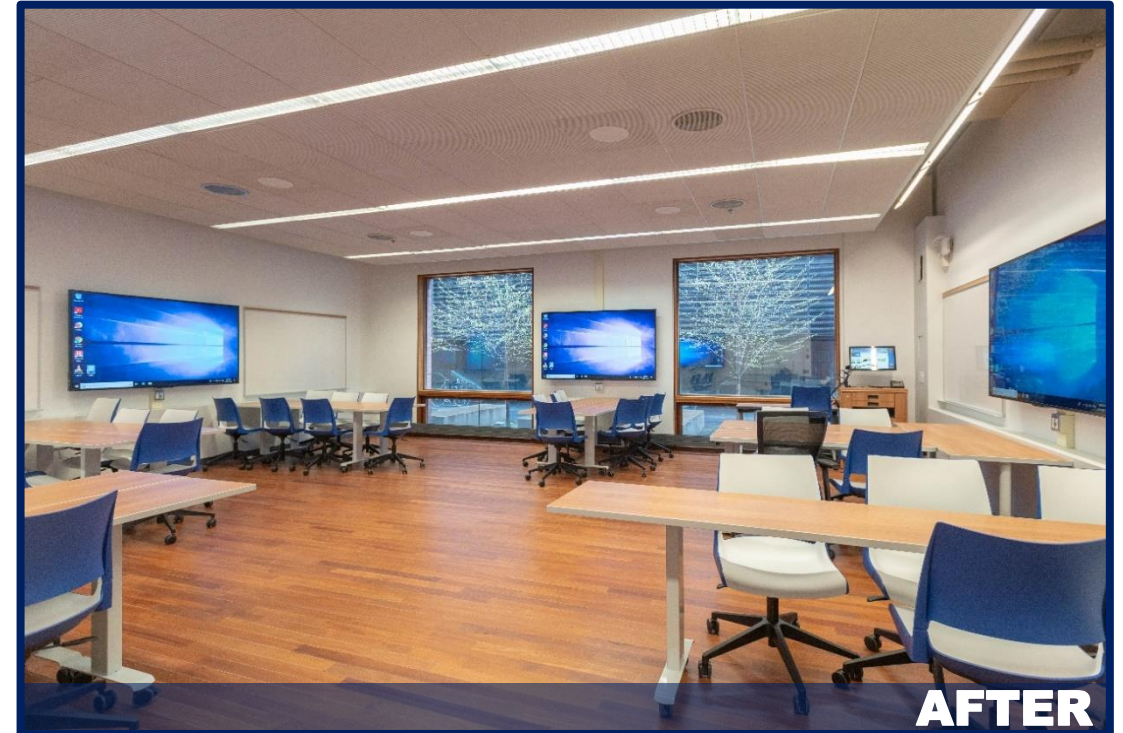


Preference Finish Selection



DESIGN IN PARTNERSHIP

Woodsworth College WW119



DESIGN IN PARTNERSHIP

Woodsworth College WW120



NEXT STEPS



Learning Space Rating System

EDUCAUSE

- Guide planning & design of learning spaces
- Objectively measure a design's strength to support active learning
- Assist in assessing the performance of learning spaces
- Provide guide to adapting existing spaces to institutional need

CENTRE FOR TEACHING SUPPORT & INNOVATION (CTSI)

Design with Purpose: Assessment Initiative of Active Learning Classrooms

Carol Rolheiser, Director, CTSI,
May 30, 2019



GOAL: Supporting Active Learning (AL) and capitalizing on the affordances of Active Learning Classrooms (ALCs).

CTSI'S INQUIRY TO DATE:

Active Learning in Large Classrooms Resource - Environmental Scan

ACE/CTSI/TIL Website Review

Report on the Pedagogical and Technical Support for ALCs

Understanding our Teaching & Learning Context as Foundation

- *What are U of T's leaders' vision/goals for these spaces?*
- *What are faculty members and their teaching teams' experiences teaching in ALCs?*
- *What pedagogical & technological support/resources will maximize active learning in these new spaces?*





This study will inform the development of faculty and team resources and support needed to increase success, and may also inform ideas for future assessments of students' experience learning in ALCs.



**Talk to our
community**



**Analyze
data**



**Create Support &
Resources**

NEXT STEPS

QUESTIONS, COMMENTS, FEEDBACK?

PLEASE VISIT US AT:

uoft.me/TIL

THANK YOU!