

Enhancing Student Learning through the Interactive Learning Space Initiative

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Presenters

Office of Educational Excellence

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Interactive Learning Space Initiative

Purpose & Classrooms

PURPOSE – to strengthen learning through **pedagogy**, **space**, and **technology**

- PEDAGOGY – move from lecture-based to **active learning**
 - Problem-based
 - Idea-based
 - Inquiry-based
 - Team-based
 - Collaborative
 - Cooperative
- SPACE – **physical and virtual space** to support active learning
- TECHNOLOGY & FURNISHINGS – supports **interaction** and **active engagement with content**
 - Teacher to student
 - Student to student

Learning Spaces

TC 412
Node Classroom



24 node chairs, 3 interactive white boards, document camera, Apple TV, huddle boards, small breakout space

TC 414
Media:scape Classroom

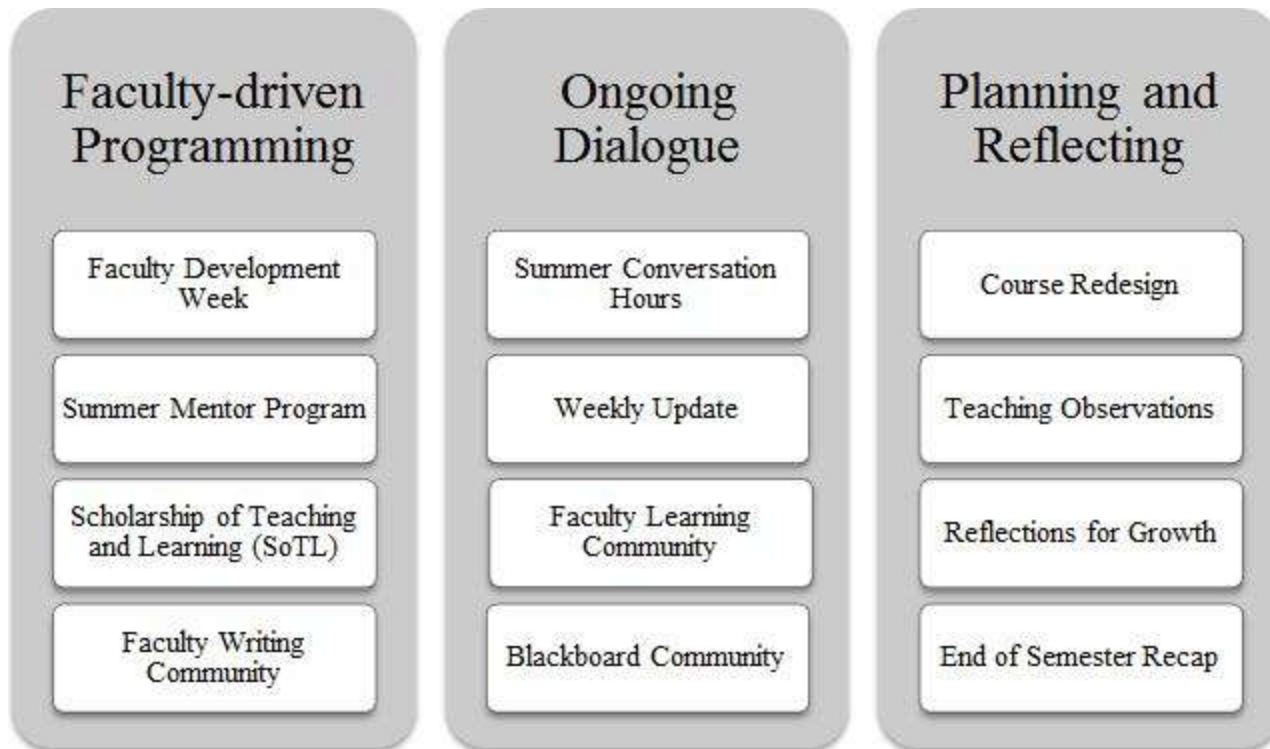


4 media:scape tables, 1 interactive white board, Apple TV, document camera, huddle boards

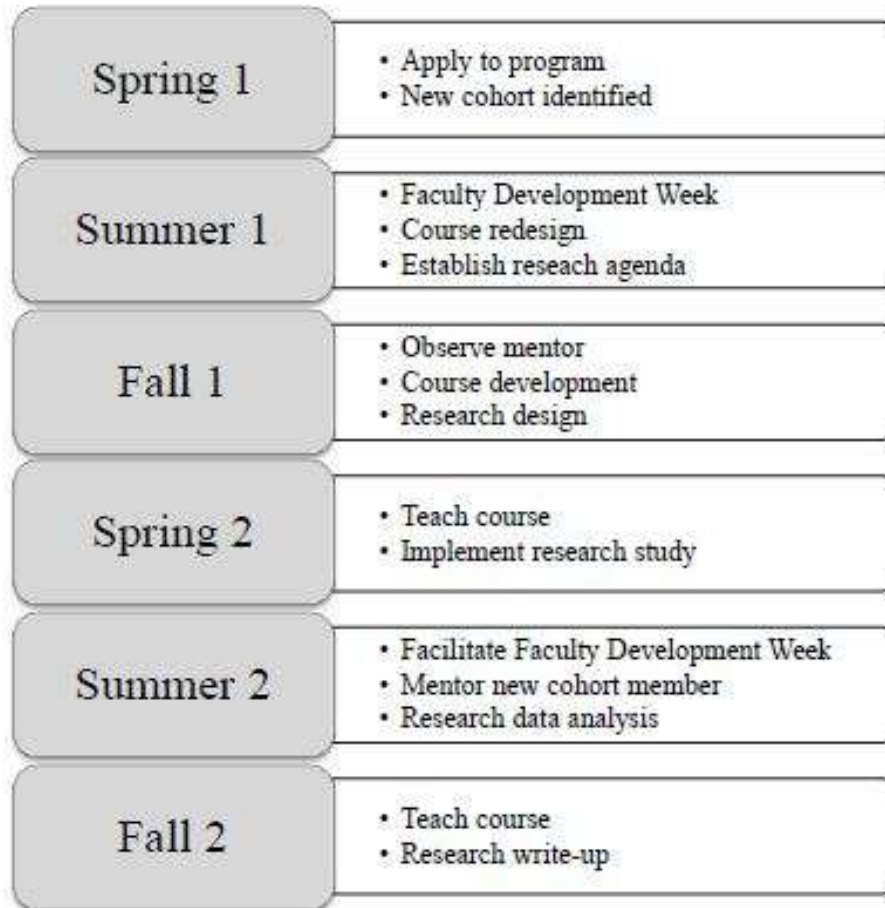
Interactive Learning Space Initiative

Faculty Development Program

Tenets of the ILS Faculty Development Program



Participation Process



Steelcase Active Learning Post Occupancy Evaluation (POE)

Active Learning POE

- Research tool developed by Steelcase Education Solutions researchers to measure the effect of their solutions on student engagement in the classroom
- Student and instructor versions
- Compares ILS with traditional classroom spaces
- Completed online but taken during class time (student version)

Active Learning POE, cont.

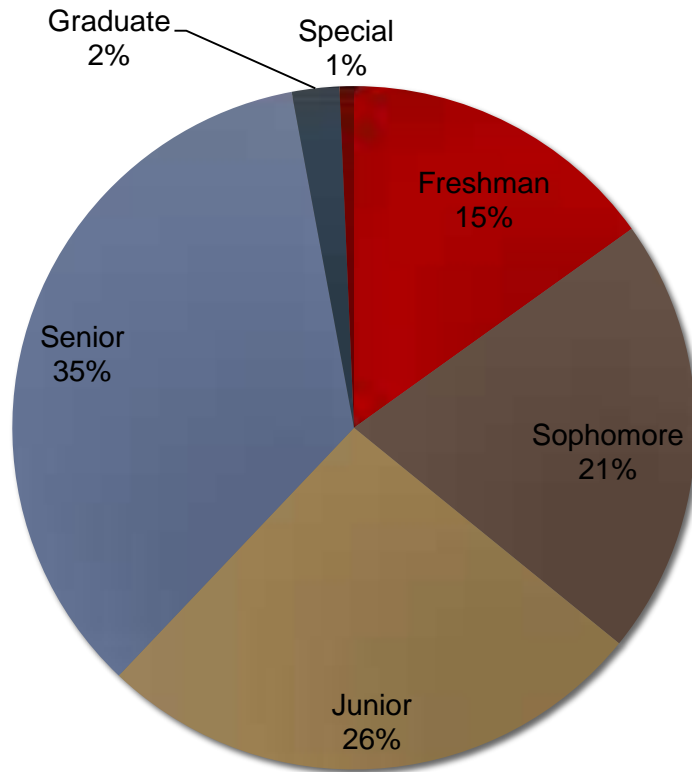
- Concurrently assess the old/pre classroom environments against the new/post classroom environment
- 4 sections
 - Demographics and baseline information
 - Learning practices
 - Solutions
 - Perception of outcomes

Partial Example of Section Two (Learning Practices) and the Two-Step Decision Model

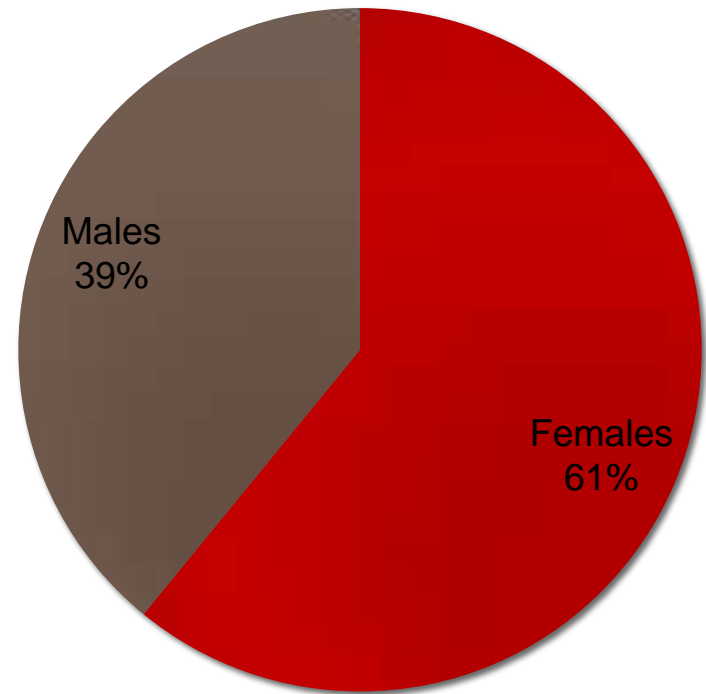
	Standard (OLD)					Current (NEW)				
	Not OK		OK			Not OK		OK		
	0	1	2	3	4	0	1	2	3	4
The degree:										
of emphasis on collaborative work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to which you were/are able to stay focused.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of your active involvement in classroom activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Demographics of ILS Students

Class Rank



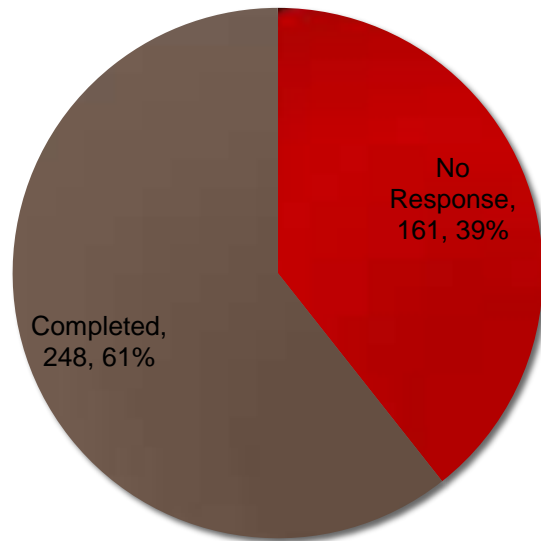
Gender



Response Rates for Participating Classes

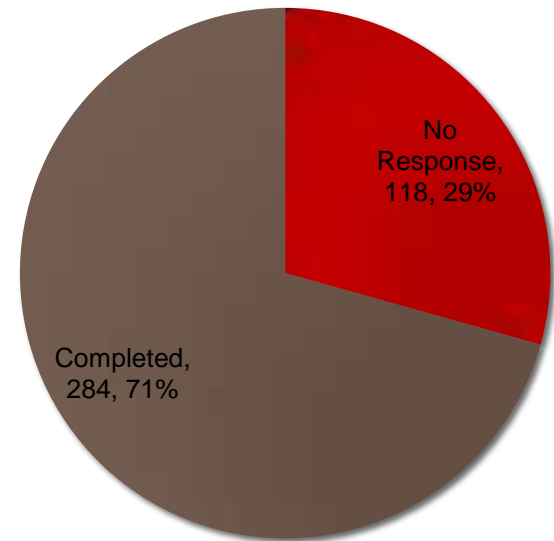
Spring 2013 (19 classes)

**Total Students
Possible 409**



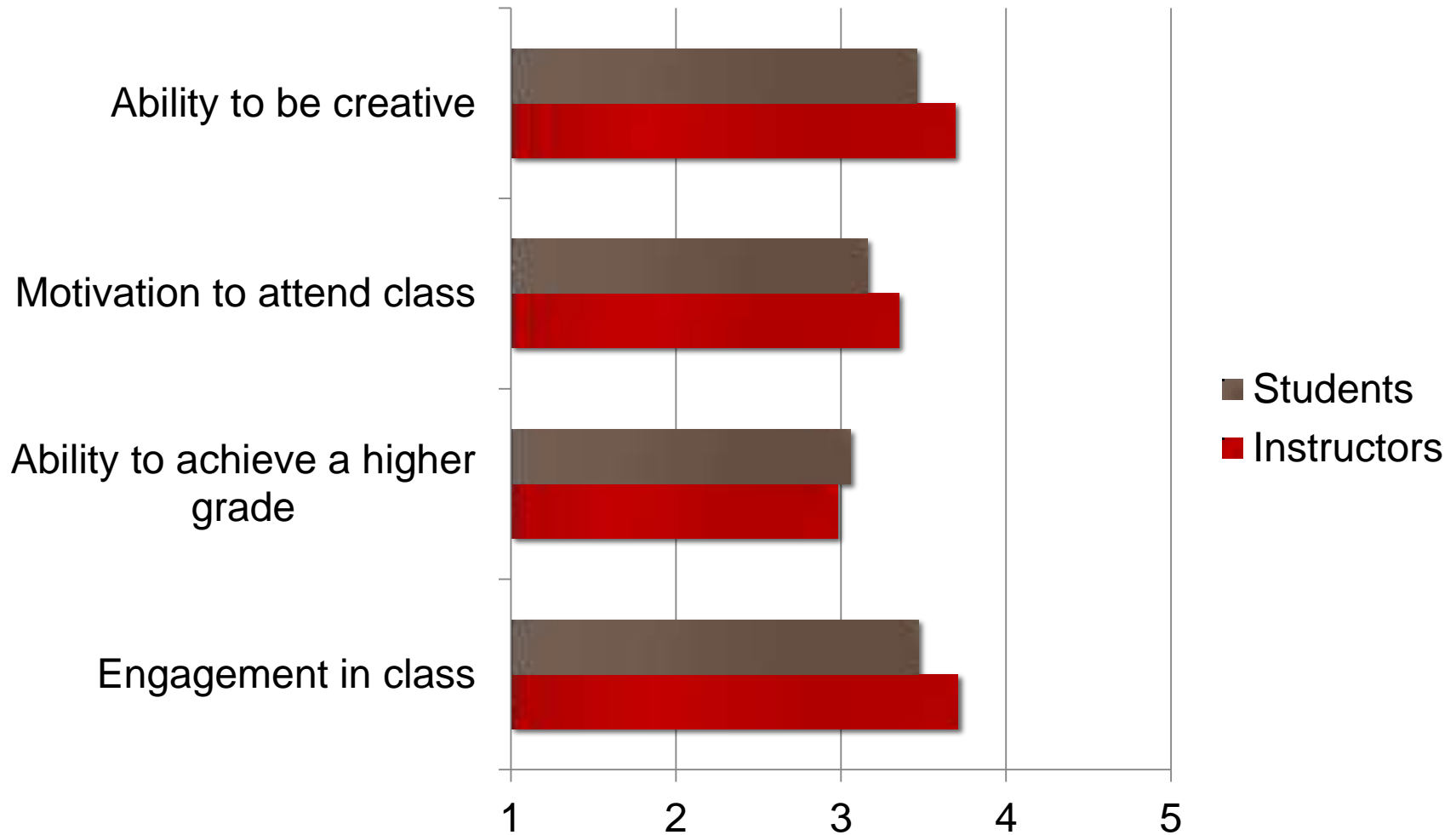
Spring 2014 (15 classes)

**Total Students
Possible 402**



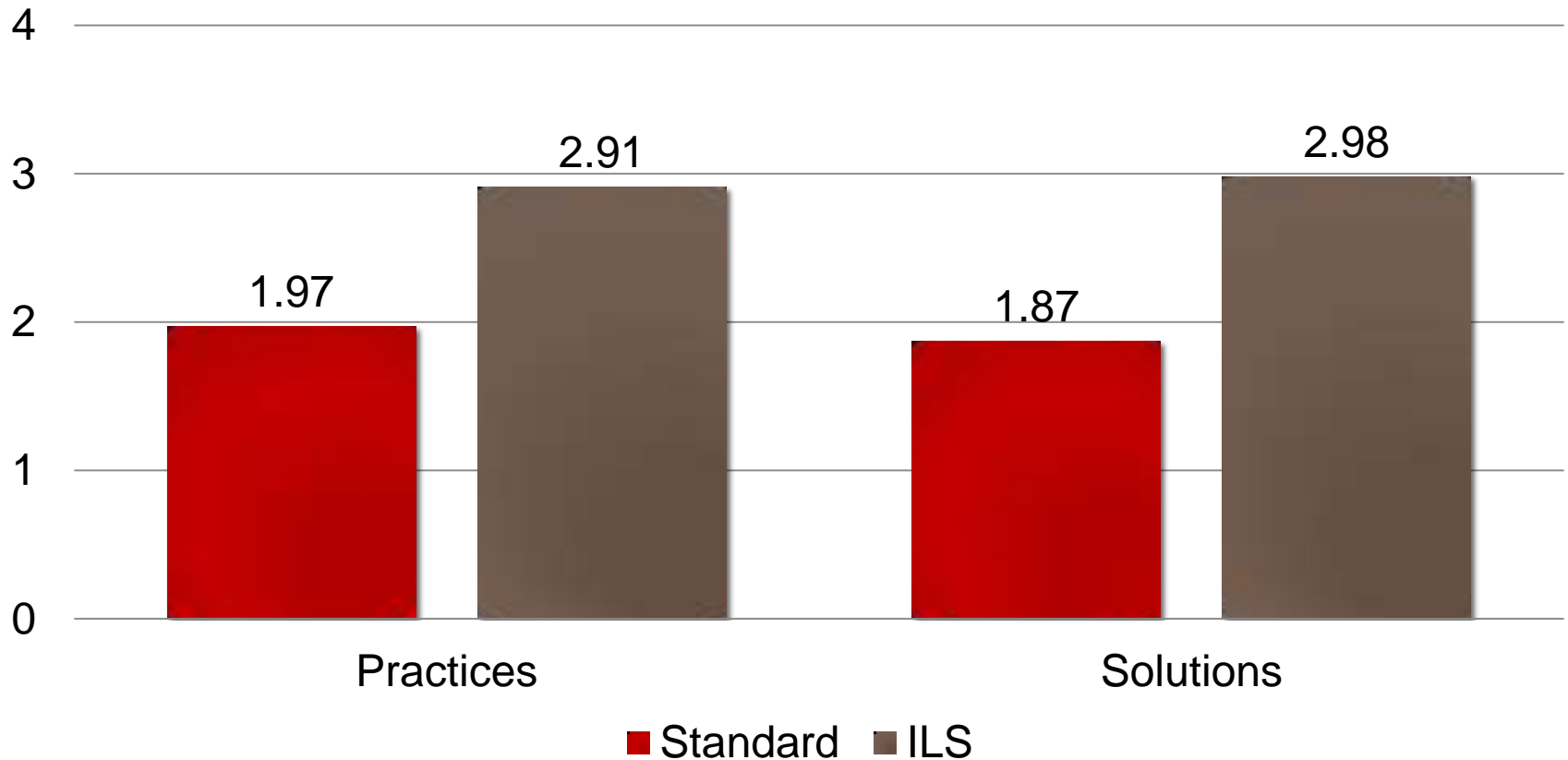
Student and Instructor Attribution to New Classroom Environment

1 = not at all to 5 = exceptional



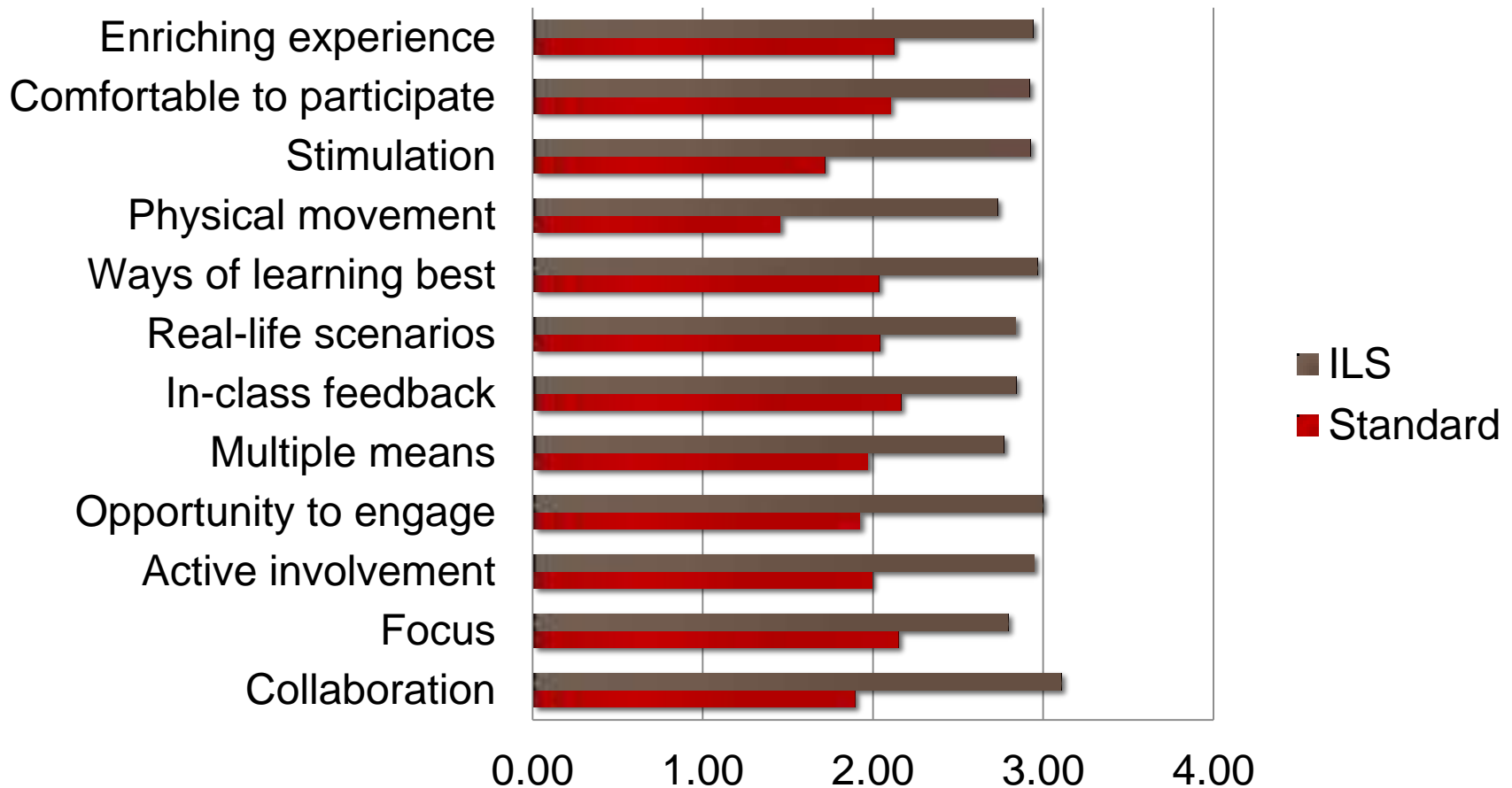
Overall Student Perceptions

0 = Inadequate to 4 = Adequate or Better
N= 505



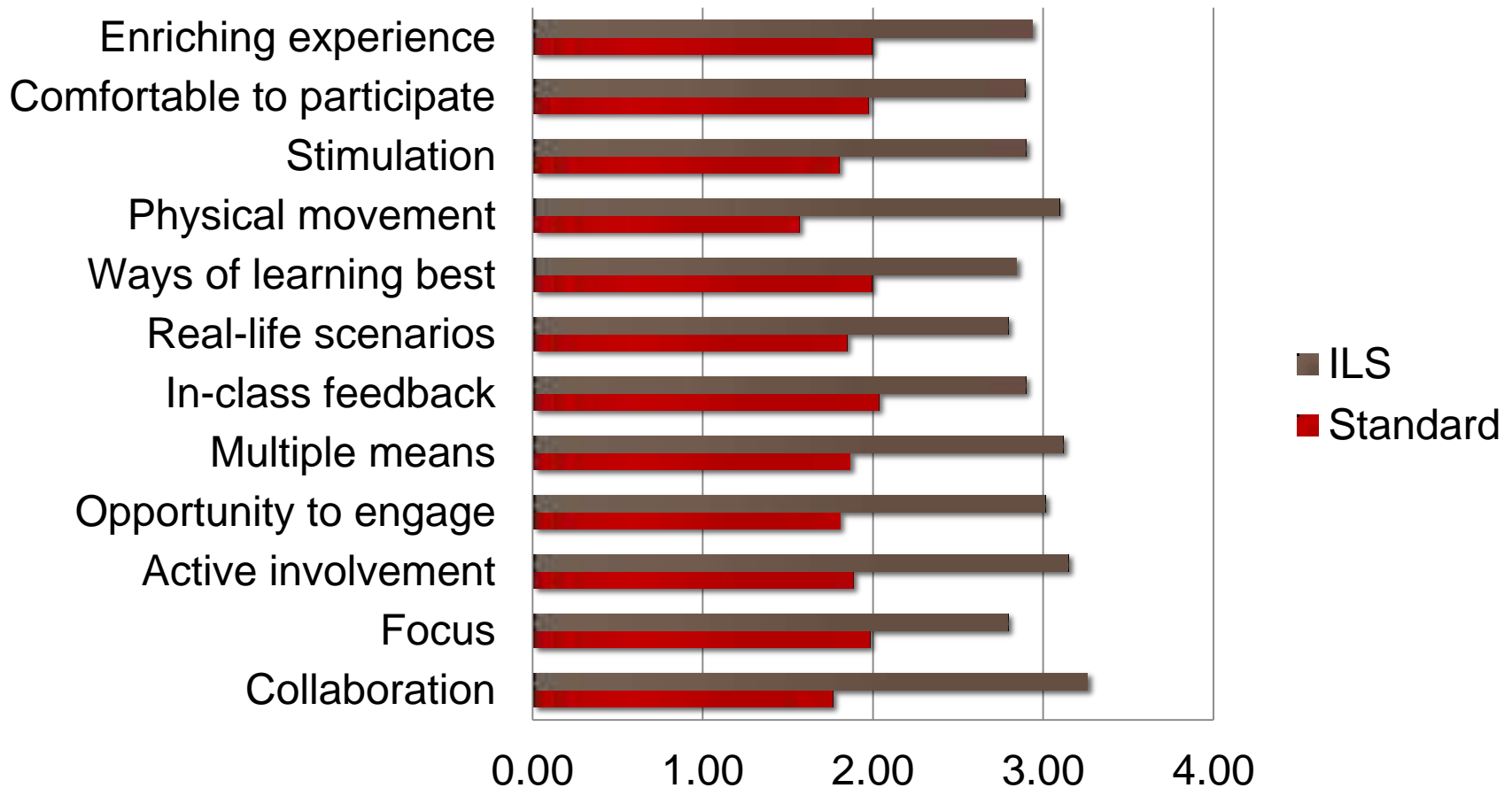
Student Perceptions of Practice

0 = Inadequate to 4 = Adequate or Better



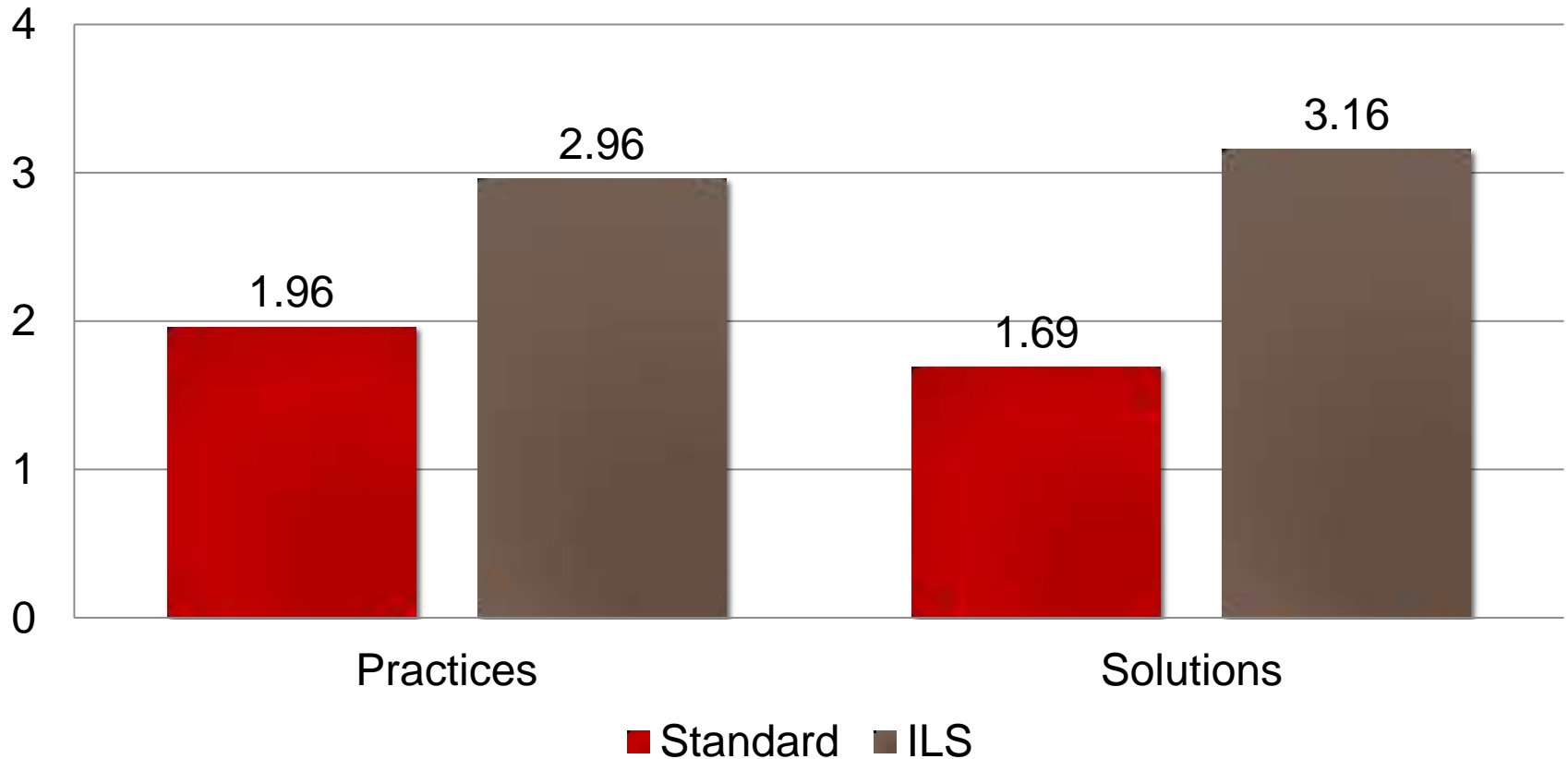
Student Perceptions of Solutions

0 = Inadequate to 4 = Adequate or Better



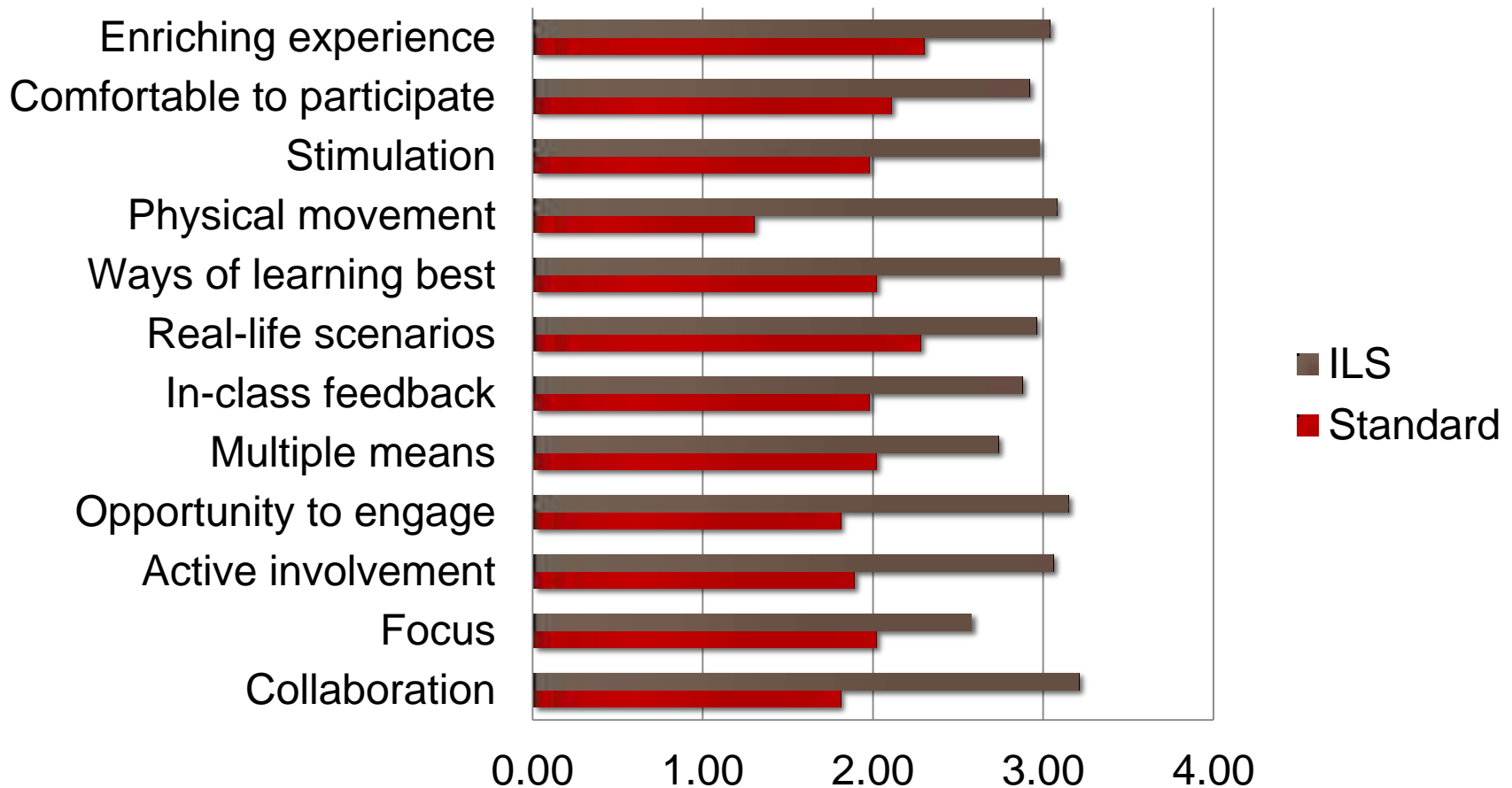
Overall Instructor Perceptions

0 = Inadequate to 4 = Adequate or Better
N= 48



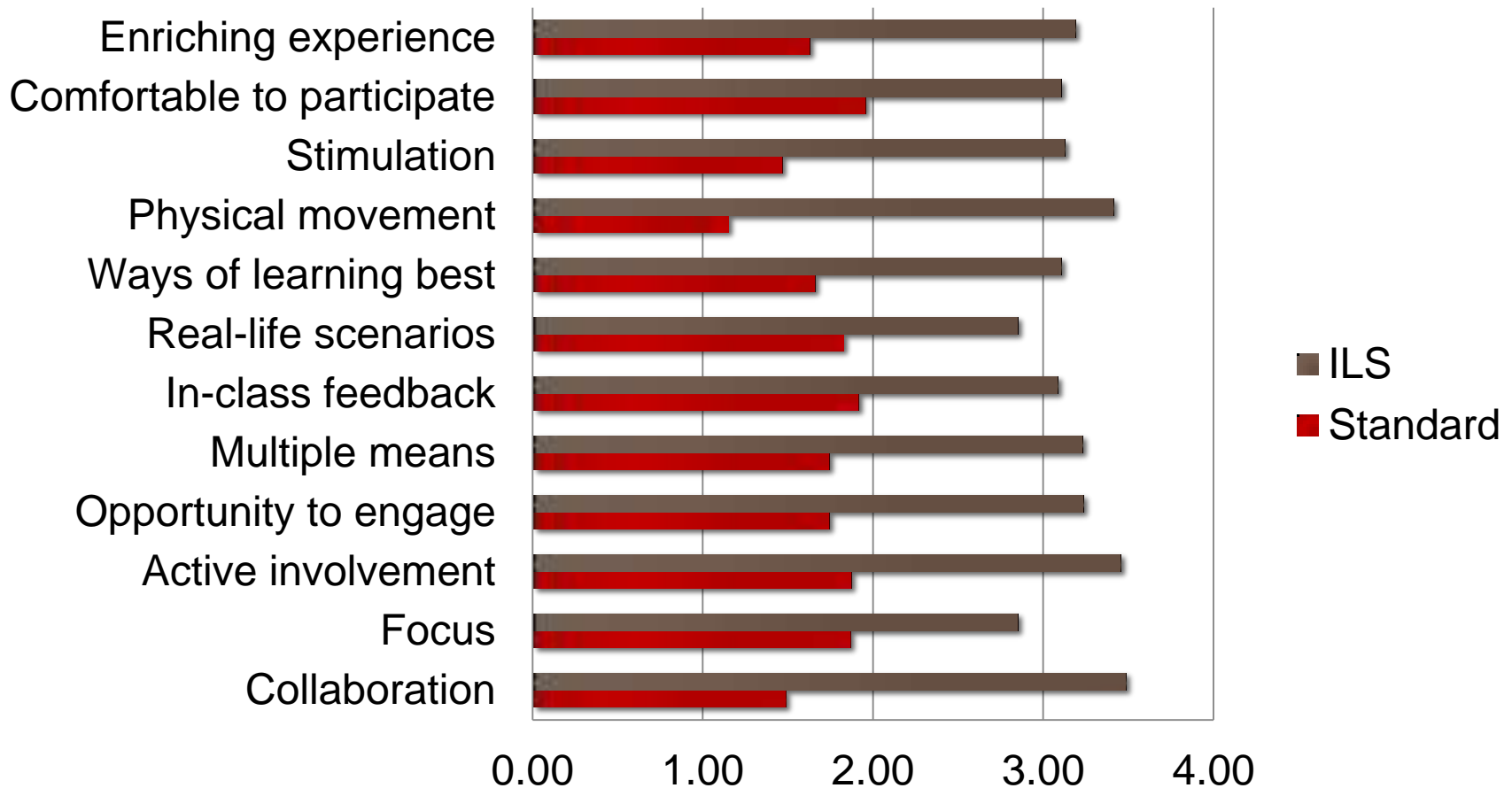
Instructor Perceptions of Practice

0 = Inadequate to 4 = Adequate or Better



Instructor Perceptions of Solutions

0 = Inadequate to 4 = Adequate or Better



CONCLUSIONS

- The overall results from Spring 2013 and Spring 2014 for both students and instructors feel that the Interactive Learning Space classrooms provide an enhancement to practices and solutions in comparison to the traditional classroom.



Office of Educational Excellence
Research and Academic Effectiveness

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