Transforming the Instructional Landscape

Empowering Learning through Design

Academic + Campus Events

https://ace.utoronto.ca/til/
INTRODUCTIONS

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AGENDA

Project Overview
Summary of Feedback
Design Principles
Progress
Next Steps

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WHERE WE STARTED
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.
COLLABORATION

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

Human-centered design methodologies
SUMMARY OF FEEDBACK: 2017-2018

Social Media Data Event: February 2018

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

- Enough space for my stuff: 58%
- Power access to my seat: 30%
- Furniture you can move: 9%
- Colour in the room: 3%

What writing surface do you prefer in a UofT classroom?

- Whiteboard: 61%
- Blackboard: 39%

Longform Interviews & Observations

Empathetic dialogue to understand an individual's lived experiences

Observation sessions in lectures to understand instructor/student interactions

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**SUMMARY OF FEEDBACK: 2018-2019**

**Feedback Events**

- WHAT MAKES A CLASSROOM GREAT?
  - You tell us.
- EXPLORE
  - different learning environments.
- IMAGINE
  - new classroom possibilities.
- PLAY
  - with classroom furniture options.

- 900 Feedback Cards Collected
- Sticky Notes Posted
- 897 Individual Question Responses
- 1968 Pizza Slices Enjoyed!

- November 21\textsuperscript{st} & 22\textsuperscript{nd}: Bahen Centre Lobby
- November 23\textsuperscript{rd}: Medical Sciences Lobby
- February 5\textsuperscript{th}: Sidney Smith Lobby
- February 6\textsuperscript{th}: OISE Library
- February 7\textsuperscript{th}: Robarts Library, 2\textsuperscript{nd} Floor

**Interviews & Observations**

- Interviews with students, staff in technical support, and accessibility services
- Additional observation sessions in different types of classrooms

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KEY THEMES

- Interpersonal Connections (between students, instructors, TAs, etc.)
- Emotional Stakes
- Virtual Connections
- Physical Connections

source: uof.me/TILReport

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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”

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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

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BF 316

**PROGRESS**

**Before**

**After**

**Accessibility Comes First**

**Individuals, Not Averages**

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PROGRESS

BF 215

Emotional Stakes Matter

The Right Room for the Right Course

AFTER

BEFORE

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WB 130

BEFORE

Purpose-Driven Design

Movability Supports Learning
PROGRESS

WB 130

Purpose-Driven Design
Movability Supports Learning
DESIGN IN PARTNERSHIP
Woodsworth College

WW 119

BEFORE

WW 120

BEFORE

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DESIGN IN PARTNERSHIP
Woodsworth College

Precedent
Site Visit

Prototype
Teaching Station

Preference
Finish Selection

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DESIGN IN PARTNERSHIP
Woodsworth College

WW 119

WW 120

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NEXT STEPS

Centre for Teaching Support & Innovation Partnership

Learning Space Rating System

TIL Advisory Committee
QUESTIONS, COMMENTS, FEEDBACK?

PLEASE VISIT US AT:

uoft.me/TIL

THANK YOU!