

## Learning Environment Advisory Group

### Agenda

January 23, 2023

3 pm – 4 pm, Hyflex Meeting Option: Microsoft Teams/G113

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Attendees: Lauren Couture, Soowook Kim, Michelle Johnson, Bryan Wilkinson, Brian Wright, Heather McAlpine, Masud Khawaja, Awneet Sivia, Deby Basra, Anu Sharma, Grant Fritzke, Lily Chan, Madison Soriano, Shannon Wilson.

Regrets: Melanie Opmeer

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- 1.0 Welcome and Territorial Acknowledgement
- 2.0 G113 and Hyflex Classroom Designs (Demonstration)- Soowook Kim
- 3.0 Classroom Arrangements Pilot Project- Shannon Wilson
- 4.0 Semester Startup Feedback- Booking process for required classroom technology- Bryan Wilkinson
- 5.0 Learning Environments Design Guidelines- Awneet Sivia
- 6.0 Discussion: “Matching form to function”
  - 6.1 What are the principles of effective learning environment design?
  - 6.2 How can we share these principles enthusiastically with faculty for 2024-25?
- 7.0 Next LEAG Meeting Date: April 9th, 2024, 3pm – 4pm. Hyflex meeting option Microsoft Teams/ G124 (tentative)
- 8.0 Adjournment
- 9.0 *Information Item*: Report to CPAC attached.

# Information Item



## MEMO

**To:** Jackie Hogan, Chief Financial Officer and Vice President Administration, Chair of Campus Planning Advisory Committee

**From:** Awneet Sivia, Associate Vice President, Teaching and Learning

**Date:** November 24, 2023

**Re:** Learning Environments Advisory Group (LEAG) Report to CPAC

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Dear Jackie,

The LEAG meets five times annually, twice in the fall term, twice in the winter term, and once in the summer semester. The members include representatives from faculty, staff, Planning and Facilities, ITS, and Learning Designers and Specialists from the Teaching and Learning Centre. The focus of this committee is to explore innovations and assess the current needs and functionality of UFV's classrooms and external learning spaces.

At the November 21, 2023 meeting of the LEAG, members discussed the design and purpose of specific classroom spaces. The following points summarize a few key outcomes from that meeting and a proposal for consideration:

1. **Furniture:** To support active learning and high-impact teaching, the LEAG members propose that all UFV classrooms have tables on wheels that can flip up for ease of movement and storage. This allows for ease in changing seating arrangements and for open spaces to be created in the classroom. Consideration would be given to specialized programs that require other types of student learning arrangements (i.e., Nursing classrooms, CIS labs, Trades classrooms, etc.)
2. **Groups Pilot Project:** The membership expressed interest in a pilot project in Winter 2024 to set up tables and chairs in groups (to seat four to six students) as the default arrangement. Currently, the default setup is tables and chairs in rows facing the front podium. The pilot project would see two to three classrooms per floor/wing in all buildings on the Abbotsford Campus set up in a group-style arrangement for the start of the Winter Semester.
3. **Indigenous Teaching Space:** The LEAG members propose that a dedicated space be created for Indigenous Studies courses on the Abbotsford Campus. The design of this classroom or learning space would be done in consultation with Indigenous faculty, administrators, and students, and in particular, those individuals who teach IPK courses.

Sincerely,  
Dr. Awneet Sivia  
Associate Vice President, Teaching and Learning  
Chair, LEAG

## Learning Environment Advisory Group

Minutes

November 21, 2023

3pm – 4pm, Hyflex Meeting Option: Microsoft Teams/G124

Attendees: Lauren Couture, Michelle Johnson, Bryan Wilkinson, Brian Wright, Heather McAlpine, Masud Khawaja, Awneet Sivia, Deby Basra, Anu Sharma, Lily Chan, Madison Soriano, Melanie Opmeer, Shannon Wilson.

Regrets: Grant Frizke, Soowook Kim

### 1.0 Welcome and Territorial Acknowledgement – Awneet Sivia

Awneet started with the welcome and territory acknowledgment.

### 2.0 CAS Students and Classroom Accessibility – Madison Soriano (see presentation in Appendix A)

Madison shared presentation topics: CAS accommodations, CAS registration, applied business technology program, accessibility considerations, and accessibility for all.

Madison opened for questions/comments:

- Question: What is the recommended approach for voice amplification options? Options available for purchase, or temporary options through contacting IT. Some classrooms are also equipped with voice amplification options at CEP. (see [Room Bookings Portal](#) for options)
- Link for [Voice Amplification System](#)
- Comment: some instructors aren't aware that they can access the equipment
- [Link shared for Hyflex Fridays](#)
- [Link shared for HOPE<sup>3</sup> Guidelines](#)

### 3.0 Default Classroom setup – Awneet Sivia

Awneet referenced article shared in agenda package: [Study on Active Learning Space](#)

Awneet opened for discussion about the design and purpose of specific classroom spaces:

- Encouraging interactive/ collaborative teaching helps people move away from classroom row set-up.
- Smaller classrooms make it harder to encourage collaboration.
- Some classrooms not having tables on wheels, and flip-top tables, making it harder for students to collaborate.
- Changing the arrangement of the classrooms may not be received well by students and can be confusing.

#### **4.0 Dedicated spaces for Indigenous Studies on the Abbotsford Campus- Michelle Johnson**

Michelle discussed the topic of spaces for Indigenous studies being available at CEP, but not available in Abbotsford.

Michelle opened for comments/ suggestions about creating an available space for Indigenous studies on Abbotsford Campus:

- Suggestions proposed that a dedicated space be created for Indigenous Studies courses on the Abbotsford Campus. The design of this classroom or learning space would be done in consultation with Indigenous faculty, administrators, and students, and in particular, those individuals who teach IPK courses.
  - a) Action item- Report to Chair of Campus Planning Advisory Committee (CPAC)
  - b) Action item- Creating guidelines for designing spaces (Learning Environments Design Guidelines)

#### **5.0 ITS Update – Bryan Wilkinson/Brian Wright**

Updates to G113 will be finishing on Monday Nov 27

- a) Action item- Next LEAG meeting (January 23, 2024) to be held hyflex in G113 at the Abbotsford Campus

#### **6.0 Discussion “Matching form to Function.” (for next meeting)**

Awneet asked committee members to consider following two topics for discussion next LEAG meeting:

**6.1 What are the principals of effective learning environment design?**

**6.2 How can we share these principals enthusiastically with faculty for 2024-25?**

**7.0 Next LEAG meeting date: January 23, 2024, 3pm - 4pm. Hyflex meeting option Microsoft Teams/AG113**

**8.0 Adjournment**

# CAS Students and Accessibility Considerations

*To create an inclusive and accessible educational environment where all students can participate fully and are supported in their post-secondary journey.*

# CAS

## Accommodations

- The Centre for Accessibility Services (CAS) exists to ensure that UFV complies with their **legal duty to provide academic accommodations** to students with disabilities.
- CAS accommodations can be considered a retrofit
- “We must work to decouple the presence of accommodations from the notion of access. Accommodations are accommodations: they cannot promise anything like actual, real access.” (Dolmage, 2017)



# CAS Registration

- Not all students with disabilities will register with the Centre for Accessibility Services.
- Nor do they have to!
- There are a lot of students who may require supports who do not meet “CAS requirements.”
- This means that all other UFV services are expected to be accessible for students with disabilities.



# Applied Business Technology Program

3 WAYS TO  
MAKE COURSES  
MORE ACCESSIBLE



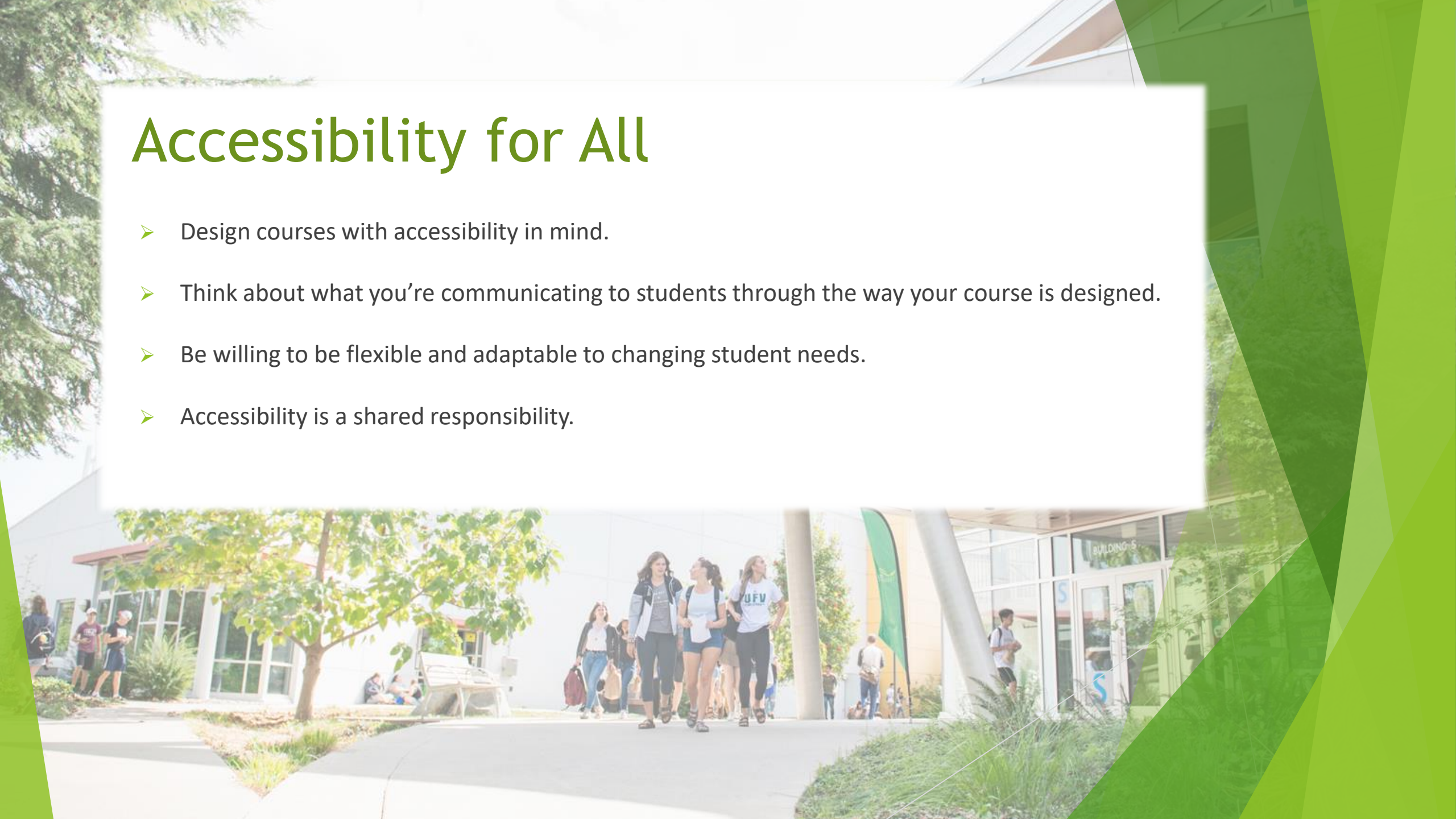
# Accessibility Considerations

- Attendance
- Syllabi
- Blackboard Ally
- Allergy/Scent Aware
- Voice Amplification
- Captioning
- Accessible course materials
- Seating
- Permitted materials in class



# Accessibility for All

- Design courses with accessibility in mind.
- Think about what you're communicating to students through the way your course is designed.
- Be willing to be flexible and adaptable to changing student needs.
- Accessibility is a shared responsibility.

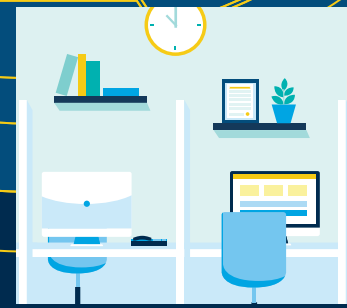


A person wearing a white lab coat is shown from the chest down, sitting at a desk and writing in a spiral-bound notebook. The background is slightly blurred, showing a yellow wall and a chair. On the right side of the image, there is a large, semi-transparent green geometric overlay consisting of several overlapping triangles and polygons. The text "Thank you!" is centered on a white rectangular area that is semi-transparent over the notebook and lab coat.

Thank you!

# CAMPUS 2030

## Envisioning Tomorrow's Multi-Modal Campus



### HYBRID AND FLEXIBLE OFFICE SPACES

An increase in employees working in remote or hybrid arrangements will prompt changes to office structures, including **fewer private offices and less permanent seating**.

**4X** Expected increase in the number of non-instructional staff with some level of a remote work arrangement compared to pre-pandemic levels

When physically present on campus, professional staff will increasingly work in dynamic space arrangements, moving amongst quiet, collaborative, and social spaces that best suit their projects and needs.

**Case Study**  
University of Leicester's "WorkSmart" Model

**89%** Of staff can work remotely

**2:1** Employee-to-desk ratio

**4** Space types needed for agile work (focus, meet, collaborate, social)

**\$222K** Reduced operating costs

**\$1.6M** Eliminated deferred maintenance costs



### HOLISTIC HEALTH AND WELLNESS CENTERS

Institutions will establish one-stop facilities that **co-locate various health and wellness units, services, and spaces under a single roof** to reduce stigma, improve service access and utilization, and promote cross-unit collaborations.

#### Implementation Checklist

- ✓ Select high-traffic campus location
- ✓ Include mix of public and private spaces
- ✓ Incorporate design features that promote health (e.g., natural light)

#### Key Functions to Co-Locate in Health and Wellness Centers



### TECH-ENABLED CLASSROOMS

Institutions will create a **portfolio of classrooms with varying sizes, layouts, and tech integrations** to meet the evolving needs of multi-modal learners.

#### Active Learning

- Monitors at each table
- Wireless sharing capabilities
- Support space outside the classroom (e.g., hallways)

#### Lecture

- Group table seating
- Video/audio integration at each table
- 360-degree seating around podium

#### Hybrid-Enabled

- Ceiling-mounted mics, upgraded cameras
- Multiple monitors, screens on walls to see participants
- Green rooms for preparation, demo spaces for training

**82%** Of institutions plan to upgrade tech in classrooms

**59%** Of institutions plan to add flexible design features

**59%** Of institutions plan to optimize rooms for Hyflex delivery



### DINING HALLS AND FOOD SPACES

Generation Z has more diverse food expectations and needs than previous cohorts of students, which will drive institutions to create **more transparent, interactive, and convenient dining experiences**.

Rising rates of student food intolerances, diagnosed allergies, and food insecurity are also leading institutions to make investments in:

- Allergy-free dining halls
- Food-filtering dining apps
- Choose-what-you-pay shops
- Distributed food pick-up lockers
- Self-service cooking stations

**Case Study**  
George Mason University's Robotic Delivery Program

**32** Robotic delivery vehicles  
**10K** Orders placed during first year of program  
**\$1M+** Estimated organic growth in retail sales



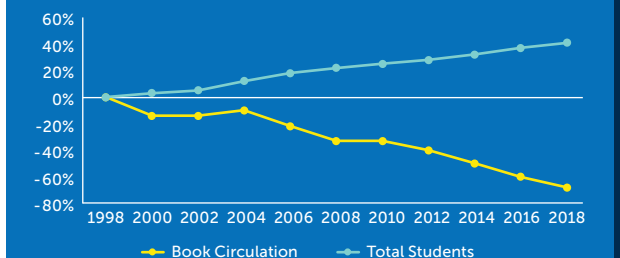
### LIBRARIES AND LEARNING COMMONS

Less space will be dedicated to book shelving and instead will be repurposed for other student needs, **focusing on convenience, collaboration, and connectivity**.

Most universities will renovate the library around the concept of the "learning commons," including:

- Collaborative study spaces
- Cafes and outdoor spaces
- Academic and technology support services
- Classrooms and hands-on learning spaces
- Easy Wi-Fi and outlet access

**Library book circulation has declined over time, even as student enrollment increased**

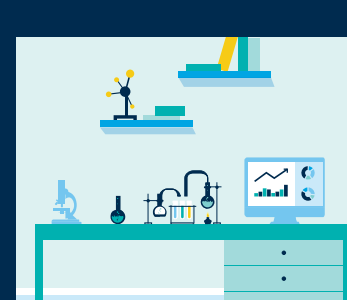


### MODERN STUDENT HOUSING

To meet student demand, on-campus living spaces will reflect modern expectations and preferences for **practical features, living-learning communities, efficient spaces, and inclusive designs and programs**.

#### Four Guiding Principles for Student-Centric Design

- Invest in Modern Necessities**
  - Tech access and integration (e.g., door access via smartphone)
  - Convenience (e.g., in-house dining)
  - Privacy (e.g., private bathrooms)
- Hardwire Community Engagement**
  - In-residence academic program support
  - Classrooms and study spaces throughout
  - Access to food and student services within building
- Enhance Space and Design Efficiencies**
  - Small, private sleeping pods (<250 sf) with ample shared spaces
  - Wall storage, shelving to maximize floor space
  - Thematic, cross-pod communities to promote social integration
- Promote and Support Inclusivity**
  - Gender-inclusive housing
  - Accessible features (e.g., wheelchair access)
  - Options for housing-insecure students



### INTERDISCIPLINARY RESEARCH FACILITIES

Centrally-managed research facilities will house research teams from multiple departments to **increase interdisciplinary collaboration**.

#### Implementation Snapshots

**86%** Occupants in Oregon Health & Science U.'s interdisciplinary research building reporting increased collaboration

**5 yrs** Maximum term for teams in UT El Paso's interdisciplinary research lab to encourage cycling of new ideas

#### Lab-Centric Design Considerations

- Open and shared labs with 5-8 lab modules
- Flexible features (e.g., mobile casework)
- Adjacencies between wet labs, dry labs, and offices
- Specialized spaces (e.g., low vibration)

#### Building-Wide Design Considerations

- Variety of workspaces and meeting areas
- 'In-between' spaces and shared pathways
- Modern amenities (e.g., cafes, lockers)
- Natural light and clear sight lines
- Unfinished shell space

## Principles for Designing Teaching and Learning Spaces

The National Survey for Student Engagement (NSSE) is a respected indicator of student engagement used by over 1450 universities across North America. Their [Engagement Indicator themes and High-Impact Practices](#)<sup>1</sup> (2013) are based upon extensive educational research. The indicators and practices have been adopted at McGill University as five principles to be considered when designing or renovating classroom spaces to support student learning. This permits the university to ground decisions about classroom features in research-based principles. The *Principles for Designing Teaching and Learning Spaces* below consider the classroom environment within the context of what is known about students' learning. These Principles are then translated into specific design features to guide design decisions, such that learning spaces become a physical manifestation of the university's teaching and learning vision.

### 1. Academic challenge

Learning spaces should allow students to actively engage with content and include a range of technologies that support multiple modes of teaching and learning.

### 2. Learning with peers

Learning spaces should provide features that permit students to work both individually and in collaboration with one another.

### 3. Experiences with faculty

Learning spaces should facilitate communication and interaction between students and faculty.

### 4. Campus environment

Learning spaces should be consistent with the university's culture and priorities as reflected in the campus master plan, follow university design standards, and be designed with future flexibility in mind.

### 5. High-Impact Practices (HIPs)

Learning spaces exist within a larger campus context; there should be an ease of transition between spaces so as to better support high-impact practices inside and outside the classroom.

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<sup>1</sup> [http://nsse.iub.edu/2013\\_Institutional\\_Report/pdf/Benchmarks\\_to\\_Indicators.pdf](http://nsse.iub.edu/2013_Institutional_Report/pdf/Benchmarks_to_Indicators.pdf)



## Principles for Designing Teaching and Learning Spaces

	Layout	Furniture	Technologies	Acoustics	Lighting/colour
<b>Academic challenge:</b> Promote individual, active engagement with content	<input type="checkbox"/> Work surfaces for notebooks, laptops, textbooks	<input type="checkbox"/> Comfortable furniture; <input type="checkbox"/> Varied furniture to support different types of tasks and preferences	<input type="checkbox"/> Access to infrastructure (e.g., printing, power for student laptops) <input type="checkbox"/> Access to resources (e.g., LMS, internet, virtual labs, specialized software) <input type="checkbox"/> Multiple sources and screens for simultaneous display of different learning materials	<input type="checkbox"/> Acoustic design to avoid distraction from outside and inside sources	<input type="checkbox"/> Appropriate lighting for individual work <input type="checkbox"/> Intentional use of colour to promote focus
<b>Learning with peers:</b> Promote active engagement with one another	<input type="checkbox"/> Promote face-to-face communication (e.g., two rows of students on a tier, small groups) <input type="checkbox"/> Individuals can move about easily <input type="checkbox"/> Unobstructed sightlines	<input type="checkbox"/> Flexible seating(e.g., fixed chairs that rotate, movable tables and chairs, tablet chairs on wheels) <input type="checkbox"/> Intentional use of furniture of different heights and shapes	<input type="checkbox"/> Shared workspaces (e.g., writable walls, digital workspace)	<input type="checkbox"/> Sound zones support multiple simultaneous conversations <input type="checkbox"/> Appropriate amplification available (e.g., student table microphones)	<input type="checkbox"/> Different lighting patterns to support different activities <input type="checkbox"/> Using colour to define groups' use of space
<b>Experiences with faculty:</b> Promote interaction and communication	<input type="checkbox"/> Easy access to all students (e.g., multiple aisles, unobstructed sightlines)	<input type="checkbox"/> Podium doesn't interfere with sightlines, movement and interaction, while being large enough for instructional materials. <input type="checkbox"/> Flexible furniture to support different teaching strategies (e.g., movable, variable heights)	<input type="checkbox"/> Screen sharing <input type="checkbox"/> Ability to control classroom technologies away from the podium (e.g., remote mouse, wireless projection)	<input type="checkbox"/> Sound zones support multiple simultaneous conversations <input type="checkbox"/> Appropriate amplification available (e.g., wireless audio amplification)	<input type="checkbox"/> Different lighting patterns to support multiple types of teaching tasks <input type="checkbox"/> Colours distinguish purposes (e.g., where chairs go, what groups work on what surfaces/with whom)
<b>Campus environment:</b> Promoting high-quality learning spaces across campus	<p>This category relates to the campus environment as a whole. It provides opportunities for supporting students' learning through consistently high-quality learning spaces through the application of standards and design principles. For example:</p> <input type="checkbox"/> University standards applied, e.g., classroom and IT standards; accessibility guidelines; recognized sustainability practices, materials and technologies; regulated building operations (e.g., temperature and ventilation). For further details and/ context, see <a href="#">McGill University Classroom Guidelines and Standards</a> <input type="checkbox"/> Design classrooms for flexible future use where possible (e.g., raised floors for conduits to permit future classroom reconfiguration). <input type="checkbox"/> Design classrooms, consistent with the principles of Universal Design and Universal Design for Learning, to meet the needs of and be used by all populations using these spaces (e.g., natural light, sufficient storage, standardized room controls to facilitate use of multiple classrooms). <input type="checkbox"/> Design classrooms to integrate with surrounding space (informal spaces, etc.) <input type="checkbox"/> All classrooms are thought of within the campus master plan.				
<b>High-Impact Practices (HIPs)</b>	<p>Multiple types of campus physical environments are needed to support a variety of HIPs. Ensure availability of, and support for, a diverse range of affordances (both physical and virtual) to maximize HIPs for student learning.</p>				



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