

Teachers: Architects of the Learning Environment

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Why Architects?

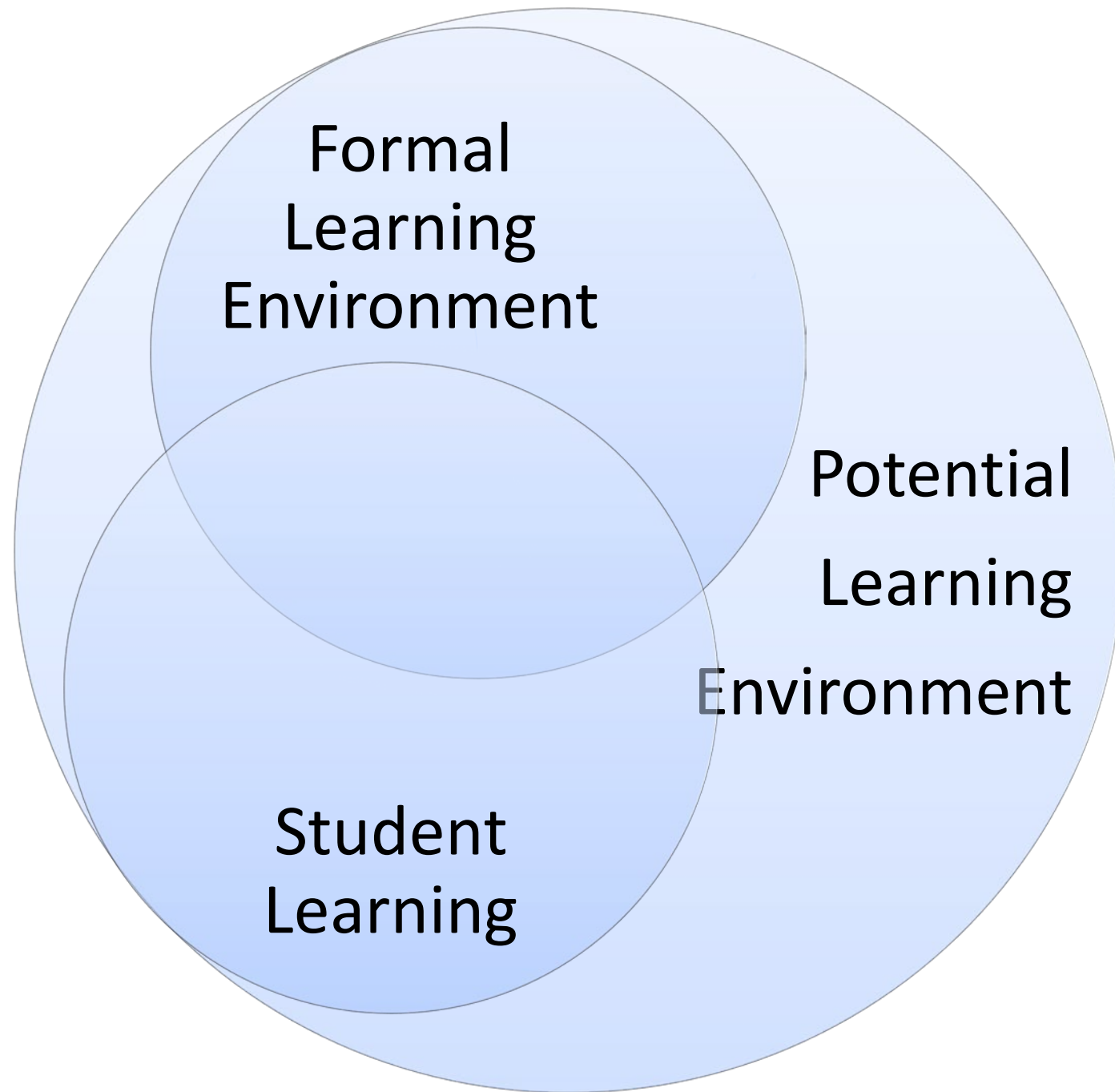
We create the formal learning environment - Everything!

- Time and place
- Face-to-face / virtual
- Learning objectives
- Graduate attributes
- Knowledge content / skills
- Learning experiences
- Attitudes and culture
- Props and learning materials
- Types of formative / summative assessment
- Student determined activities and outcomes



Consider the effect of everything... on student learning... everything!

Why “Learning Environment”?



- We have control over a small part of the whole potential student learning environment.
- Students themselves do not realise how large the potential learning environment is.
- A large part of student learning therefore takes place outside of the formal learning environment.
- What is in the larger learning environment?
- What does this mean for learning and teaching in your discipline?

Formal Learning Environment: Time

How much control do you have over the time and place in which your unit / degree is offered?

- Are traditional face-to-face hours (10am – 3pm) during semester really the best times to engage your students? What about
 - night-school
 - early morning-school
 - weekend-school
 - high intensity 6 week courses
 - low intensity year long courses



Formal Learning Environment: Place

What about place? A traditional on-campus learning space or

- coffee shop / informal learning spaces
- off campus
 - in the city centre
 - regional centre
 - public library



Formal Learning Environment: Outcomes

Who determines these and why?

- Learning objectives / graduate attributes
- Knowledge content
- Skills
 - practical
 - analytical
 - communication

How are they situated / scaffolded within the degree and why?

- What is the culture of your discipline?
- How are your students encultured?



Artefacts of the Formal Learning Environment

- Why do we place these things in the learning environment of our students?
- What is their purpose?
 - Unit websites
 - Textbooks
 - Lectures / seminars
 - Tutorials / workshops
 - Laboratory / field / practical work
 - Assignments
 - Tests
 - Examinations
- Within each of these major artefacts there are sub-components.
- Do they, artefacts and their sub-components actually do the job we think they are doing?
- How can we tell? What is the evidence?
- Why do we need to know?

Assessment

	Inside Formal Learning Environment Assessment		Outside Formal Learning Environment Assessment	
	Formal	Informal	Formal	Informal
Formative	<ul style="list-style-type: none"> • Practice tests • Lab reports • Journal paper • Oral presentation 	<ul style="list-style-type: none"> • Concept mapping • Diagrams • Predict, observe, explain • Oral report • Self-assessment to criteria 		<ul style="list-style-type: none"> • Explanations to friends
Summative	<ul style="list-style-type: none"> • Topic tests • Final exam • Oral exam 		<ul style="list-style-type: none"> • Employment 	<ul style="list-style-type: none"> • Ability to make life choices

Communication for Learning

Inside Formal Learning Environment

- Text / diagrams / formula
- Lectures / media
- Face-to-face guidance in tutorials / workshops / labs
- Feedback on assessment

Outside Formal Learning Environment

- Discussion
- Google
- Face-to-face guidance
- Media / YouTube
- Text / diagrams / formula