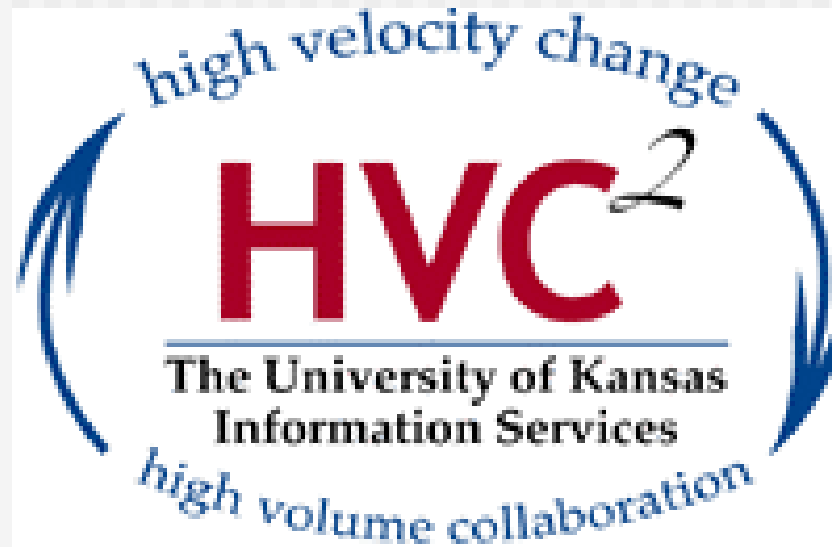


Collaborative Planning for Collaborative Learning: Designing and Promoting New Learning Spaces on Campus

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The Planning Model at KU



HVC² – The Context for Collaborative Planning

- Campus-wide approach to planning for services
 - Information Services (IT + Libraries + NTS)
 - Student Success
 - Faculty, Staff, & Students
- Five working groups established in October 2003
 - Collaborative Learning Spaces
 - Digital Preservation
 - Quality Services for Scholars
 - Quality Services for Decision-Makers
 - Quality Services for Students

Collaborative Learning Spaces Working Group - Charge

To evaluate the needs of faculty and students for learning spaces that bring together print and electronic resources with learning tools that assist in collaborative learning

Collaborative Learning Spaces Working Group - Membership

- Assistant Dean of Libraries for Facilities & Public Services
- Assistant Dean, School of Architecture
- Director, Center for Teaching Excellence (CTE)
- Director, Instructional Development & Support (IDS)
- Student Technology Coordinator
- Associate Director, Thematic Learning Communities (TLC)
- Campus Architect
- Librarians, Classroom Faculty, Students

Collaborative Solutions for Common Concerns

- Libraries + IT
 - Move beyond the existing model of computer labs and group study areas
 - Build on “information commons” model
 - Provide new environment for information literacy instruction and IT training
- CTE + IDS
 - Provide a laboratory for exploring and fostering collaborative learning on campus
- TLC
 - Establish a location where group work on inquiry-based projects and out-of-class interaction could be fostered

Establishing the Baseline

- Inquiry into Collaborative Learning
 - Positive interdependence
 - Individual & group accountability
 - Effective grouping
 - Opportunities for group processing
 - Intentional design

Source: Barkley, E. F., Cross, K. P., & Major, C. H. (2005). Collaborative learning techniques: A handbook for college faculty. San Francisco: Jossey-Bass.

Establishing the Baseline

- Inquiry into Design of Learning Spaces
 - Dartmouth “Collaborative Facilities” site
<<http://www.dartmouth.edu/~collab/>>
- E-mail survey of early adopters
 - What would you do differently?
 - What kind of feedback do you get from users?
- Site Visits
 - Emory, Arizona, Oregon, Georgia
 - Guiding questions:
 - What physical attributes encourage collaborative learning?
 - In what ways would a CLS differ from a computer lab or information commons?

Forming Recommendations

- Layout
 - Includes areas for formal instruction (using a variety of methods), informal study, independent inquiry, and group work
- Furnishings
 - Easily reconfigured
- Equipment
 - Wired and wireless workstations, whiteboard, software for collaborative work and shared access to information
- Support Structure
 - One-stop

Building the Prototype - Overview

- Main Lab (“standard” lab configuration with 50 Dell Optiplex GX260s)
- Media Lab (13 Macintosh G5s equipped to support desktop publishing, multimedia Web design, & image/video editing)
- Instruction Lab (“standard” classroom configuration with 25 Dell Optiplex GX260s, overhead projector, & Promethion Interactive Whiteboard)
- Collaborative Learning Environment

Building the Prototype – Collaborative Learning Environment

- Teaching Environment
 - 30 wheeled/stackable chairs
 - 3 wheeled tables
 - 10 laptop tables (“scooters”)
 - 1 Dell Optiplex GX260
 - 10 Dell Latitude D505s (wireless)
 - 1 SMARTBoard
 - Movable walls made of dry erase board
- Group Work Environment
 - 10 Dell Optiplex GX260s
- Informal Study Environment
 - 10 leather chairs w/swing-arm desktop
 - 2 mobile dry erase boards

Budig Computer Lab (Before)



Budig Collaborative Learning Environment (After)



Timeline

- October 2003 – CLS Working Group Formed
- October 2003 – May 2004 – WG Inquiry and Site Visits
- June 2004 – WG Report & Recommendations
- July – August 2004 – Design/Build
- August 2004 – Budig CLE Opens
- AY 2004-05 – Faculty Development & Marketing

Early Use Patterns

- Academic Coursework
 - COMS 620 (Communication & New Technology)
 - Journalism 676 (Strategic Campaigns)
 - Psych 500 (Statistics in Psychological Research)
- Student Organizations
 - University Daily Kansan
- IT Training
 - Project Management (MS Project)
 - Digital Tuesdays <<http://kudiglib.ku.edu/>>

Promoting Use Through Collaborative Faculty Development

- CTE + IDS + Libraries
 - Introduction of Budig CLE at annual Teaching Summit (August 2004)
 - Half-Day “Open House” program (Fall 2004)
- TLC
 - Workshops for Faculty Facilitators (Spring 2005)
- IDS + Libraries
 - Course Redesign Colloquium (Summer 2005)
- CTE
 - Workshops on using technology to facilitate student collaboration (Fall 2005)

Collaborative Faculty Development - Course Redesign Colloquium

- Planned by Director, IDS, and Assistant Dean of Libraries
- 3 days during Summer 2005, with planned follow-up prior to start of Fall semester
- Focus on:
 - Implementation of online course environment (Blackboard)
 - Integration of information literacy instruction
 - Introduction to scholarly communication issues related to use of online course environment
 - Integration of collaborative learning strategies

Fostering Information Literacy Through Collaborative Learning – Sample Suggestion from Colloquium

■ **Think-Pair-Share**

- Following instruction in how to critically evaluate Web sites for their suitability for use in academic research, have students independently apply the “Guidelines for Evaluating Web Sites” to sample resources in your field or relevant to the assignment at hand.
- *Alternative:* Following instruction in how to search the Web using scholarly portals (e.g., Google Scholar, Voice of the Shuttle), have student pairs search for information relevant to their research topic using portals vs. open search engines (e.g., Yahoo) and compare the quality of the results.

Modeling Integration

- Model TLC Seminar on Internet Studies
 - Living Online: The Internet in American Society (Fall 2005)
 - Includes information & technology literacy instruction, collaborative learning strategies, and undergraduate research
 - For more information, see <http://people.ku.edu/~slwalter/syllabi/tlc/fall05.htm>

Lessons Learned

- Involve all campus stakeholders from the beginning of the planning process (and be prepared to allow the group to expand when key constituents are discovered)
- Build the case for change as part of broader discussions, e.g.:
 - Effective teaching
 - Learner-centered instruction
 - Characteristics of “Net Generation” students
- Build structures that support ongoing collaboration and communication
- Commit to faculty development

For Additional Information

- HVC2 Web site
<<http://www.ku.edu/~hvc2/>>
- Zvacek, S. M., & Walter, S. (2005). *High velocity change: Creating collaborative learning environments* [ECAR Research Bulletin, vol 2005, no. 15]. Boulder, CO: EDUCAUSE Center for Applied Research.

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