

CURTIN UNIVERSITY
PROJECT DELIVERY GUIDELINES

**LEARNING AND TEACHING
SPACES GUIDELINES**

000333



Curtin University

Details of revisions			
Level	Details	Date	Initial
1	<i>Document created and reviewed from existing Curtin information.</i>	<i>Apr-17</i>	<i>RH</i>

CONTENTS

1 INTRODUCTION	4
2 DESIGN OBJECTIVES.....	5
2.1 STUDENT-CENTRED	5
2.2 TECHNOLOGY-RICH (DIGITAL LEARNING)	5
2.3 COLLABORATIVE	5
2.4 FLEXIBLE.....	5
3 TYPOLOGIES	7
3.1 GLOBAL LEARNING ENVIRONMENT	7
3.2 COLLABORATIVE LEARNING ENVIRONMENT	7
3.3 DISTRIBUTED LEARNING SPACES	7
4 CURTIN REQUIREMENTS	8
4.1 DISABILITY ACCESS AND INCLUSION PLAN.....	8
4.2 HEALTH AND SAFETY.....	8
4.3 SUSTAINABILITY AT CURTIN	8
5 REFERENCES	9
5.1 CONTACTS.....	9
5.2 RECENT EXAMPLES.....	9
5.2.1 TRANSFORM LEARNING SPACES @ CURTIN – HASSELL REPORT 2014	9
5.2.2 SOBE - 2017	9
5.2.3 DUBAI PROPOSAL - 2017	10
5.2.4 B901 - MIDLAND HEALTH CAMPUS 2018	10
5.2.5 B410 - MEDICAL SCHOOL AND L&T FACILITIES 2016.....	10
5.3 RELATED DOCUMENTS.....	10

1 INTRODUCTION

This document provides guidance for the planning and design of learning and teaching spaces incorporating current design objectives to create:

- student-centred
- technology-rich
- collaborative
- flexible environments.

The Guideline supports the University's Academic Heart Guidelines in creating a university of innovation with contemporary facilities.

Curtin University's Strategic Plan - Learning and Teaching establishes the following principles to:

- lead in innovative education globally
- provide a richly interactive and personalised learning experience
- provide opportunity for graduates, equipping them with skills for the future.

New technologies are changing the way students learn and access knowledge. We will embrace this changing environment, delivering flexible and personalised educational offerings across on-campus, digital and blended delivery modes. Regardless of location, we will provide our students with seamless, high quality experiences, underpinned by innovative curriculum design and new teaching approaches.

2 DESIGN OBJECTIVES

2.1 STUDENT-CENTRED

Central to the design will be a personalised learning experience in which students from diverse backgrounds will learn in ways that suit them best. Student-centred learning is a core principle of Curtin's current approach to teaching and learning based on the notion that the learner is the central entity who must be actively engaged in seeking and constructing meaning.

2.2 TECHNOLOGY-RICH (DIGITAL LEARNING)

Curtin is committed to ensuring an innovative, richly interactive, personalised learning experience for all students, both on-campus and online.

Digital learning is embedded in the on-campus experience through collaborative learning spaces, distributed learning, flipped elements, active learning strategies and authentic assessment practices.

Innovative thinking with the use of digital technologies will transform the contemporary learner experience, align our graduate outcomes with the changing expectations of employers and enable learners globally to access a high quality education experience through Curtin.

The Digital Learning@Curtin strategy is built upon the Curtin Converged framework and includes the blending or convergence of learning modes and delivery through:

- face-to-face and flipped learning elements
- flexibility with enriched, digitally delivered learning experiences
- scalability with Massive Open Online Courses (MOOCs) and the use of Open Educational Resources (OER) to bring education to the world
- global classrooms with distributed learning.

2.3 COLLABORATIVE

Collaborative learning is an educational approach that involves groups of learners engaging with each other to solve a problem, complete a task, or create a product. It is based on the idea that learning is a naturally social act. Learning occurs through active engagement among peers, either face-to-face or online.

2.4 FLEXIBLE

The flexible design of learning and teaching spaces is crucial in supporting the delivery of the desired learning outcomes. The space itself can be an active participant in learning and can:

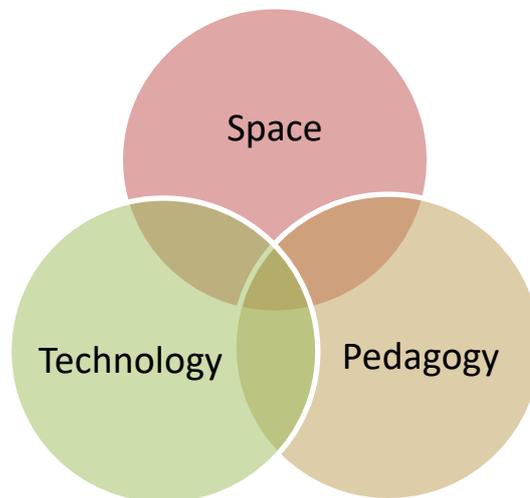
- create a community of learners
 - open space allows movement and interaction

- “erasing the line” between student and teacher allows distributed knowledge
- help students work at their optimal level of challenge
 - tools allow assessing for understanding
 - tools allow visualising thinking
- encourages students to learn holistically
 - design allows integrated learning
 - design allows pedagogical options.

3 TYPOLOGIES

In the future there is a need to develop both physical and virtual places that can adapt as new pedagogical approaches emerge.

Learning spaces at Curtin are to be planned to the following model, integrating physical space planning with technology to enable appropriate pedagogies.



The University's current preferred learning modes are based on the following definitions for learning spaces:

3.1 GLOBAL LEARNING ENVIRONMENT

Global Learning Environment – Learning spaces at Curtin in general.

For Curtin to remain competitive and relevant it must move beyond a geographically defined view of local markets and recognise the opportunities that come with the emergence of global competition.

3.2 COLLABORATIVE LEARNING ENVIRONMENT

Collaborative Learning Spaces are AV- and ICT-enabled spaces that promote active group learning opportunities. Typically rooms have one or more of the following capabilities: interactive display panels, mobile computers, wall\desk PODS, shared presentation capabilities in small grouped or flexible table configurations.

3.3 DISTRIBUTED LEARNING SPACES

Distributed Learning Spaces are AV- and ICT-enabled spaces that provide distributed, bi-directional learning opportunities for students either individually or in groups, external to the primary learning space. This could be between two or more branch campuses, other venues/locations on the same campus or any location that the client is able to connect from e.g. home or office.

4 CURTIN REQUIREMENTS

4.1 DISABILITY ACCESS AND INCLUSION PLAN

Curtin University believes in creating equitable and inclusive access for people with a disability to its facilities, services, events and academic programs on all its Western Australian campuses.

The *Universal Design Guideline* has been developed to reflect a commitment to equity and inclusion for all by embedding Universal Design principles into project planning, design and delivery guidelines. Consultant architects, designers and engineers should make themselves familiar with the particular requirements of the *Universal Design Guideline* before responding to a project brief.

4.2 HEALTH AND SAFETY

Curtin University is committed to providing and maintaining high standards of health and safety in the workplace and will:

- ensure compliance with relevant legislation and the University's Health and Safety Management System
- promote an organisational culture that adopts health and safety as an integral component of its management philosophy
- ensure that health and safety is part of the business planning processes and that it is adequately resourced by all areas
- maintain an effective mechanism for consultation and communication of health and safety matters
- maintain an effective process for resolving health and safety issues and managing health and safety risks
- provide appropriate health and safety training
- regularly review health and safety performance to monitor the effectiveness of health and safety actions and ensure health and safety targets and objectives are met.

A copy of our Health and Safety Management Standards can be found at:

[HManagementStandards.pdf](#)

4.3 SUSTAINABILITY AT CURTIN

It is Curtin University policy that all new or refurbishment projects on site should support its status as Australia's first university to achieve a 5-star Green Star – Communities rating from the Green Building Council of Australia (GBCA). Designers should understand and incorporate the Green Star criteria into designs and specifications in order to maintain and enhance Curtin's Green Star status. Information on the criteria can be found in the *PDG Green Star Communities – Design Guidelines*.

5 REFERENCES

5.1 CONTACTS

The requirements for the design of new and refurbished learning and teaching spaces will be project-specific and will need to accommodate the latest Curtin University learning and teaching objectives. Designers should ensure that they establish early communications with all the relevant project stakeholders and obtain briefings on the desired outcomes.

For learning and teaching spaces, the Responsible Officer will engage the following stakeholders:

- Curtin Learning Institute
- the academic discipline or faculty for which the learning space is being designed
- Properties, Facilities & Development – Portfolio Manager, Learning and Teaching.

5.2 RECENT EXAMPLES

Recent projects to construct new learning spaces or to refurbish and repurpose existing spaces may be illustrative of future designs. Recent projects and outcomes are described in the following documents:

5.2.1 TRANSFORM LEARNING SPACES @ CURTIN – HASSELL REPORT 2014

This report was prepared at the conclusion of the Transform Learning Spaces Stage 2 project and demonstrates the development of technology-rich, collaborative and flexible learning spaces undertaken at the time.

The report can be found in the references on the P F & D website at <https://properties.curtin.edu.au/workingwithus/guidelines.cfm>. The CU contact is Portfolio Manager, Learning and Teaching.

5.2.2 SOBE - 2017

The recent project brief for the Greater Curtin project to build a new School of the Built Environment contains useful information as to current Curtin University ambitions for learning and teaching spaces.

The brief can be found as a reference document in the online version of the Project Delivery Guidelines at <http://properties.curtin.edu.au/workingwithus/guidelines.cfm>. The lead design consultant is John Wardle Architects and The CU contact is Portfolio Manager, Learning and Teaching.

5.2.3 DUBAI PROPOSAL - 2017

The recent brief for the Greater Curtin project to provide contemporary learning spaces at the CU Dubai Campus contains useful information as to current Curtin University ambitions for learning and teaching spaces.

The brief can be found in the references on the P F & D website at <https://properties.curtin.edu.au/workingwithus/guidelines.cfm>. The lead design consultant is John Wardle Architects and the CU contact is Portfolio Manager, Learning and Teaching.

5.2.4 B901 - MIDLAND HEALTH CAMPUS 2018

The B901 project demonstrates how technology-rich, collaborative and flexible learning spaces are planned in a new facility to accommodate the Faculty of Health Sciences.

Schematic design drawings can be found in the references on the P F & D website at <https://properties.curtin.edu.au/workingwithus/guidelines.cfm>. The lead design consultant is Lyons Architects, the CU contact is Portfolio Manager, Learning and Teaching

5.2.5 B410 - MEDICAL SCHOOL AND L&T FACILITIES 2016

The B410 project demonstrates how technology-rich, collaborative and flexible learning spaces are planned in a new facility to accommodate the general learning and teaching facilities, together with a strong inclusion of informal learning facilities.

Schematic design drawings can be found in the references on the P F & D website at <https://properties.curtin.edu.au/workingwithus/guidelines.cfm>. The lead design consultant is GHD Woodhead Architects, the CU contact is Portfolio Manager, Learning and Teaching.

5.3 RELATED DOCUMENTS

Title
Universal Design Guideline – Built Form
PDG Green Star Communities – Design Guidelines