Acknowledgments

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WHAT IS IT?
The Innovative Learning Environments and Student Learning workshop invites participants to model a learning environment which they practice in. Working individually and in groups, participants describe their conceptions of student deep learning and create a model of a learning environment that enhances a learning characteristic of a 21st century student. With an emphasis on the visual and tacit learning that comes from modelling experiences, this workshop helps participants develop student-improvement focused practices associated with 21st century student learning, and enhance knowledge of the impact, challenges and opportunities related to innovative school learning environments.

HOW DID WE COME UP WITH IT?
The Innovative Learning Environments and Student Learning workshop was developed using design thinking principles that engage stakeholders directly with ambiguous prompts yet tangible materials. These workshops usually move participants between divergent, expansive thinking exercises and convergent, solution-oriented modes of thinking. As a participatory method, design thinking presents a technique for co-creating with the community, ensuring skills and behaviours evolve with the needs of the community by taking into account the ever-changing perspectives of diverse individuals through open collaboration.

The workshop begins with the assumption that innovative learning environments foster the learning approaches of the 21st century student. Using skilfully designed human-centred visual engagements, participants are asked to show (not tell) what they are thinking and playfully experiment with how to prototype ideas. In doing so, the workshop allows participants to interrogate their current beliefs and probe their tacit understandings.

HOW WILL IT BENEFIT YOU?
This design thinking workshop enables participants to demonstrate knowledge of 21st century student learning and leads to the development of innovative teaching and learning practices that improve student learning in innovative learning environments. Specifically, information generated through the workshop can provide teachers with:

- knowledge of the explicit link of how teaching and learning in innovative learning environments leads to improved student learning;
- development of innovative teaching and learning practices in innovative learning spaces; and
- information on how to maximise teachers’ intrinsic motivation to change and scaffold their teaching practices to enhance student learning.

WHAT DOES SUCCESS LOOK LIKE?
Teachers come away from the workshop with a shared language on the learning characteristics of the 21st century student, and knowledge of the opportunities an innovative learning environment presents for enhancing student learning. The workshop is collaborative in nature, consequently innovative teaching and learning practices emerge from teachers’ collective knowledge and from multiple perspectives. Teachers also leave with a sense of agency—that they can transform teaching practices to enhance student learning in innovative learning environments.

WHERE CAN I GET MORE INFORMATION?
For more information about the workshop, please see:
FACILITATOR’S CHECKLIST

TIME
Allow a minimum of two hours for this workshop.

WORKSHOP VENUE
Prepare an area that can accommodate whole group interaction as well as tables and chairs for group collaboration of three to five during the activity.

PARTICIPANTS
Participants are organised into groups of three to five members, preferably where group members are currently not working together, for example across year levels, disciplines etc, or have not met before. It is recommended to have a maximum of four to five groups per facilitator.

MATERIALS TO PURCHASE
- Sticky notes (76x76mm) in 2 colours
- Art and craft materials such as wooden sticks, pipe cleaners, foam pieces etc
- Playmobil, Duplo or Lego figurines
- Pens

PREPARATION

<table>
<thead>
<tr>
<th>Code</th>
<th>Item1</th>
<th>Format/Preparation</th>
<th>Quantity</th>
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</thead>
<tbody>
<tr>
<td>SP01</td>
<td>What is deep learning?</td>
<td>A3 single-sided print</td>
<td>One per person</td>
</tr>
<tr>
<td>SP02</td>
<td>Learning resources</td>
<td>A4 single-sided print</td>
<td>One set per group</td>
</tr>
<tr>
<td>SP03</td>
<td>Action plan</td>
<td>A4 single-sided print</td>
<td>One per person</td>
</tr>
<tr>
<td>SP04</td>
<td>Art and craft materials</td>
<td>To purchase</td>
<td>One set per group</td>
</tr>
<tr>
<td>SP05</td>
<td>Playmobil, Duplo or Lego figurines</td>
<td>To purchase</td>
<td>At least one figurine per group</td>
</tr>
<tr>
<td>SP06</td>
<td>Sticky notes (76x76mm) in 2 colours</td>
<td>To purchase</td>
<td>Two sets of coloured sticky notes per group</td>
</tr>
<tr>
<td>SP07</td>
<td>Coloured pens</td>
<td>To purchase</td>
<td>One set per group</td>
</tr>
<tr>
<td>SP08</td>
<td>Pens</td>
<td>To purchase</td>
<td>One per person</td>
</tr>
<tr>
<td>SP09</td>
<td>Scissors</td>
<td>To purchase</td>
<td>One set per group</td>
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1 The resources (refer to codes on each resource) are supplied at 1:1 scale and should be printed at 100% of the original page size. The ‘Choose paper source by PDF page size’ on PC and ‘Scale to fit paper size’ on OSX in Adobe Acrobat will automatically print multiple page sizes automatically. For more information, please visit https://helpx.adobe.com/acrobat/kb/print-mixed-page-sizes-acrobat.html
**STEP-BY-STEP GUIDE**

As the facilitator, think of what you would like your participants to get out of this. It could be one or a combination of objectives including: strategies for individual teachers already using innovative learning environments, scaling up successful strategies at whole-school level, or as a reflective exercise for teachers to transform and scaffold their transition into new learning contexts.

The following steps provide a ‘script’ that you could follow when running the workshop. It also provides the recommended time as well as the required resources for each step. You can amend to suit the audience and/or objective that you have developed prior to the workshop.

**BEFORE THE WORKSHOP**

| [10 mins] | SP01, SP02, SP03, SP04, SP05, SP06, SP07, SP08, SP09 |

- Decide your overall aims for the workshop – what you would like participants to get out of it.
- Lay out the What is deep learning template (SP01) and pens (SP07, SP08) on the table. Each participant gets one deep learning template (SP01).
- Lay out the workshop materials (SP02, SP04, SP05, SP06, SP07, SP08, SP09) in the middle of each table. One set per group.

**STEP 1: DISCOVER**

| [15 mins] | SP01, SP07, SP08 |

Individually think about ‘student deep learning’. What is it? How is it developed? When is it enacted? Visualise your ideas of deep learning on the template provided. This could be in the form of illustrations, mind maps, storyboards, etc. Annotate your illustrations. Share your ideas and illustrations with others in your group.

**Tip for facilitators:**
- Without pre-empting participants, ask each of them to visualise deep learning of students through illustrations and texts.

**Discussion prompts:**
- Were there any overarching themes or patterns that emerged?
- Are there any similarities and differences in your conceptions?

**STEP 2: REFLECT**

| [30 mins] | SP02, SP04, SP05, SP07, SP08, SP09 |

What does deep learning look like for students? In your groups, choose a learning characteristic reminiscent of a 21st century student. Briefly discuss what this looks like and use the art and craft materials to create a model of a learning environment that would enhance this learning characteristic. Cut out the learning resources to add to the affordances of your learning environment.

**Discussion prompts:**
- What are the characteristics of the learning environment that enhances deep learning of students?
- Are there any emerging themes?
STEP 3: IDEATE

[30 mins]
SP06, SP08

Label the physical elements of the learning environment with pink sticky notes and then use the green sticky notes to describe corresponding experiential opportunities it presents. Think about how this may impact teaching and learning in the space. Share your learning environment and the deep learning characteristic with others.

Discussion prompts:
» How do elements of the learning environment impact on your teaching practices?
» How do elements of the learning environment impact on student learning?

STEP 4: EVOLVE

[30 mins]
SP03, SP08

Name up to three strategies that could be implemented or scaled up. Develop an action plan that includes timelines, resources required and desired outcomes.

Tip for facilitators:
» Distribute the Action Plan (SP03). Depending on the aims you developed prior to the workshop, this could be an individual or group activity.

Discussion prompts:
» What are some of the challenges for implementation?
» What does success look like?
What is Deep Learning?

Use the examples for inspiration to visualise this.
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<td>Evidence of improvements</td>
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