

## EDUC90728 Innovative Spaces and Pedagogy

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2015, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 24 hours Total Time Commitment: 170 hours
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison website: <a href="http://www.services.unimelb.edu.au/disability">http://www.services.unimelb.edu.au/disability</a>
<b>Coordinator:</b>	Assoc Prof Wesley Imms
<b>Contact:</b>	<b>Contact Us (<a href="https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE">https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE</a>)</b> Call: 13 MELB (13 6352)
<b>Subject Overview:</b>	<p>An exciting collaboration between Architecture and Arts Education, this subject examines how we should design, inhabit and maximise the use of student-centred learning spaces in schools and other educational institutions. The recent injection of significant funding for new or refurbished spaces and ICT by both state and federal governments is creating the need for a transformation of professional knowledge around pedagogies and spatial use. What should 'innovative' schools and classrooms look like and how should they operate? How can designers and users of these spaces collaborate on their conceptualisation? How can we evaluate the effectiveness of these spaces, and develop an ongoing dialogue between designers and teachers that builds a broad understanding of the educational and design professions' languages and epistemologies? In finding ways of maximising use of flexible learning spaces, this interdisciplinary subject introduces students to the links that should exist between new pedagogies and space.</p> <p>Some organisations have expressed interest in the development of this subject, including DEECD, the Council of Educational Facilities Planners International (CEFPI), London Institute of Education, and Rubida, the Smart Green Schools Project, and LEARN – the latter three being already linked to, or working within, the University of Melbourne</p> <p>Learning will include the review of literature, case studies, and interdisciplinary workshops such as use of the new Learning Environment Spatial Laboratory (LESL).</p>
<b>Learning Outcomes:</b>	<p>On completion of this subject, students will achieve an understanding of:</p> <ul style="list-style-type: none"> <li># How 'smart school' design is enabling changing pedagogical practices;</li> <li># How learning spaces impact differing learning modalities;</li> <li># How ICT is used within 'smart school' design;</li> <li># The impact of these factors on place, space and furnishings.</li> </ul> <p>Students will explore the role of change management and professional development. Students will evaluate existing and propose further professional development for the understanding of links between space and pedagogy.</p>

<b>Assessment:</b>	There are three pieces of assessment: Literature review 20% 1000 words, due mid semester; Project – collaborative with individual assessment components 40% equivalent to 2000 words, due late semester; Reflective essay 40% 2000 words, due end of semester. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs/online classes) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
<b>Prescribed Texts:</b>	C. Newton and K. Fisher, TAKE 8: Learning Spaces, RAIA, ACT, 2009.Scottish Executive Learning EnvironmentsJISC Learning EnvironmentsLinking Pedagogy and Space
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	On completion of this subject participants will have the knowledge, skills and understanding to enable them to: <ul style="list-style-type: none"> <li># Develop an interdisciplinary vocabulary regarding space and pedagogy;</li> <li># Improve spatial and visual awareness including associated vocabulary;</li> <li># Train others via immersion in thinking about and operating in new spaces.</li> </ul>
<b>Related Course(s):</b>	Master of Architecture Master of Architecture Master of Education Master of Education
<b>Related Majors/Minors/Specialisations:</b>	200 point Master of Architecture 300 point Master of Architecture