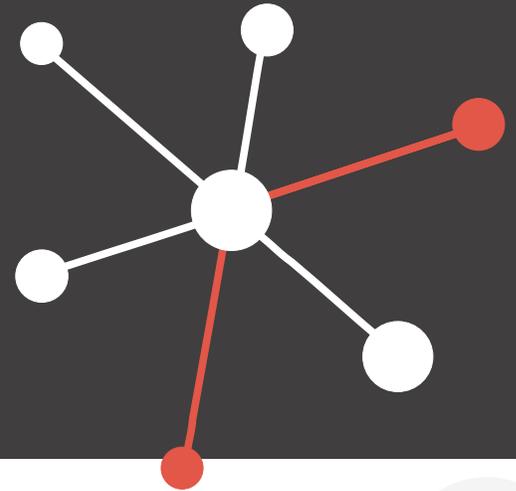


welcome to the
activelearninglab.
welcome to the future.



In January 2014, the Kennedy Library opened a new 31-seat Active Learning Lab (ALL). This innovative space has been made possible by a partnership between Kennedy Library, Classroom Technologies, and the generous support of private donors.

At the heart of the library's vibrant second floor commons, ALL transforms the student learning experience by encouraging collaboration, active learning, and open experimentation.

Its design features include:

- Blended support for plug-and-play installed technology, for "Bring Your Own Device" (BYOD), and for mobile technology.
- Technology design that showcases learning, not technology. Technology is not intrusive, but assistive, and can be literally moved out of the way.
- Roomy, generous digital and physical spaces that support open expression, sharing ideas, and visual concepts.
- Intuitive technology and spaces that support multiple uses, including open access when not scheduled, testing and evaluation of parallel technologies.

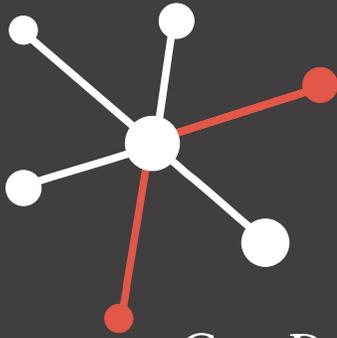
ALL removes barriers to learning, and inspires both students and instructors to innovate.

Active Learning Lab Goals

The Active Learning Lab builds on the best ideas for active, technology-enabled learning spaces pioneered by leading universities, including Technology Enhanced Active Learning (TEAL) at MIT, Instruction Matters Purdue Academic Course Transformation (IMPACT), and Student-Centered Active Learning Environment with Upside-down Pedagogies (SCALE-UP) at NCSU.

And then it goes further. Not just another classroom, ALL is an incubator — a continuously changing space, outside the University Scheduling pool, giving Cal Poly a place to explore how space designed for interaction can activate and enhance student learning. ALL is a testing ground — and its best features will be used as a model for redesigning other library labs. Over time, not only library labs, but more and more classroom spaces across the campus can reflect what we learn here about supporting engaged learning experiences.

activelearninglab at Robert E. Kennedy Library



CAL POLY
SAN LUIS OBISPO

How Do Spaces Enable 21st Century Learning?

The Learning Spaces Collaboratory (LSC) has assembled compelling evidence that new learning spaces can help 21st century students become “creative risk takers, skilled as communicators, integrative learners, and resilient experimenters.”

Funded by the NSF and the Sloan Foundation, the LSC has published research and case studies that tell the story: new collaborative spaces can profoundly impact learning. They can also increase the number and quality of STEM majors, improve retention in STEM programs, dramatically increase undergraduate research, and feed student and faculty interest in interdisciplinary work.

“At their best, spaces can be transformational, enabling something interesting, important, and often unexpected to happen.”

(2013: A Guide: Planning for Assessing 21st Century Spaces for 21st Century Learners)

Polytechnic Technology

ALL features technology reflecting Cal Poly’s polytechnic excellence: five custom-built group tables cleverly designed to conceal installed technology. Each table seats six to seven students and features installed computers that can be “put away” via flip-top lids incorporated into the table surface, and the ability to plug in and display a full array of mobile devices — both wired and wirelessly — on two shared 50” collaborative displays at each table. Instructors have the ability to take control over the collaborative displays at each table, and then cede control back to the students for local group work. The room is also equipped with a sound system, adaptive technologies, and magnetic glass boards (fixed and mobile) throughout.

Currently we are modeling both wired and wireless control and display systems. Both instructors and students have the ability to test all of the parallel technologies installed in the room, including the connection and display of mobile devices such as iPads, tablets, iPhones, and Android smart-phones.

The Active Learning Challenge

Active learning broadly refers to instruction models that place responsibility for learning on the learners, by deemphasizing lectures and passive roles for students, instead promoting active student participation and engagement.

Traditional classrooms and computer labs have been designed for space efficiency and maximum seat count, packed with rows of chairs and view-blocking computer monitors facing one direction. In such environments it is hard for faculty to effectively integrate project work, discussion, or group collaboration. Yet retrofitting classrooms outside the library is also a challenge, since they’re required to maintain current seat counts. As a result, active learning spaces are in short supply and high demand.

Library Opportunities

Unlike other campus classrooms, the library’s five computer labs have been open to any academic department through University Scheduling, while doubling as open student computing labs whenever not in use for classes — reducing redundant expenses for the colleges, while increasing campus efficiency in use of high-demand space and technology.

In 2013, library leadership tackled a new challenge: one of the five library labs — a seventeen-seat computer lab — was of little use for campus classes (averaging thirty students) thus was rarely scheduled. Library instruction was competing for space with university classes in the other four library computer labs. University classes are scheduled six months or more in advance and demand high for the four larger classrooms was increasing.

With library instruction requests from faculty often arriving with only weeks, days, or hours of advance notice, librarians found themselves in the ironic position of having no place to teach in the library. The Executive Team in the library began exploring solutions, and, with generous private support, we realized we could meet all our needs by expanding our smallest classroom, while creating a sandbox for academic instruction and student-centered collaborative learning.

In Spring 2013, the library partnered with Classroom Technologies and campus Facilities to develop our vision — and the adventure began.