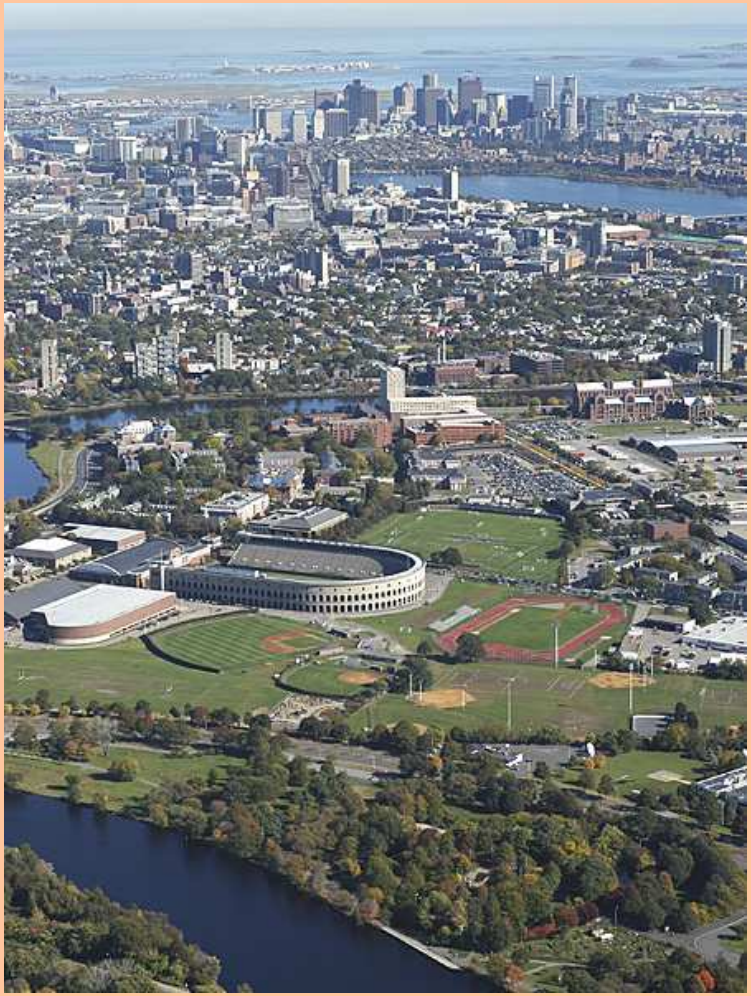
OECD Education Management Infrastructure Division
Higher Education Spaces & Places
For Learning, Education and Knowledge Exchange
University of Latvia, Riga: 6-8 December, 2009

UNIVER-CITIES IN THEIR CITIES

Collaborations and Conflicts

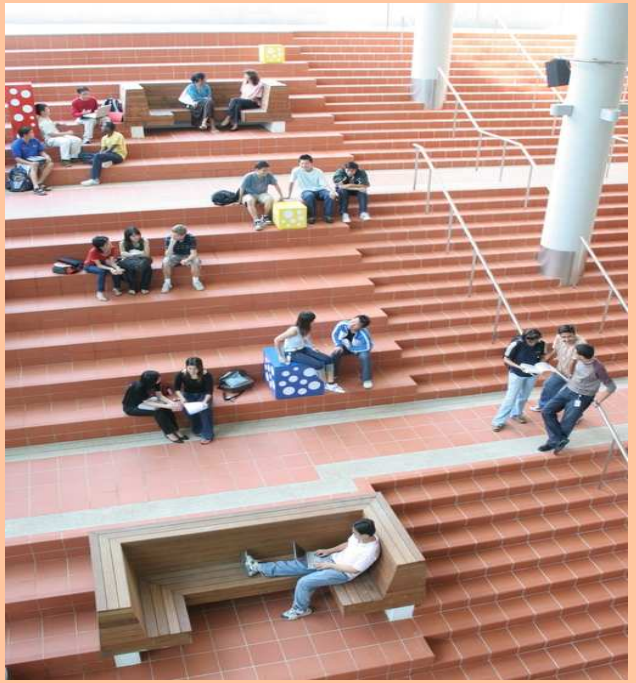


Professor John Worthington
Founder, DEGW
Graham Willis Professor of Architecture, University of Sheffield
Professorial Fellow the University of Melbourne

www.degw.com

People + Places = Learning Places – 4 Themes

1. Sustainable learning and exchange across cities and regions
2. Innovative places for learning
3. New spaces for higher education
4. Managing resources to meet current and future needs



Cities and their UniverCities

University City

Lund, Sweden

- 100,000 People
- 42,00 Students
- 11,000 Graduates/Research
- 6,000 Distance/Online

Knowledge City

Newcastle/Gateshead, UK

- Science City
- One North-East

UniverCity

Boston, USA

- Combined Universities, Business and City

Singapore University – Global Information Hub

Educations contributes 1.9% to GDP

2020 projected 4%

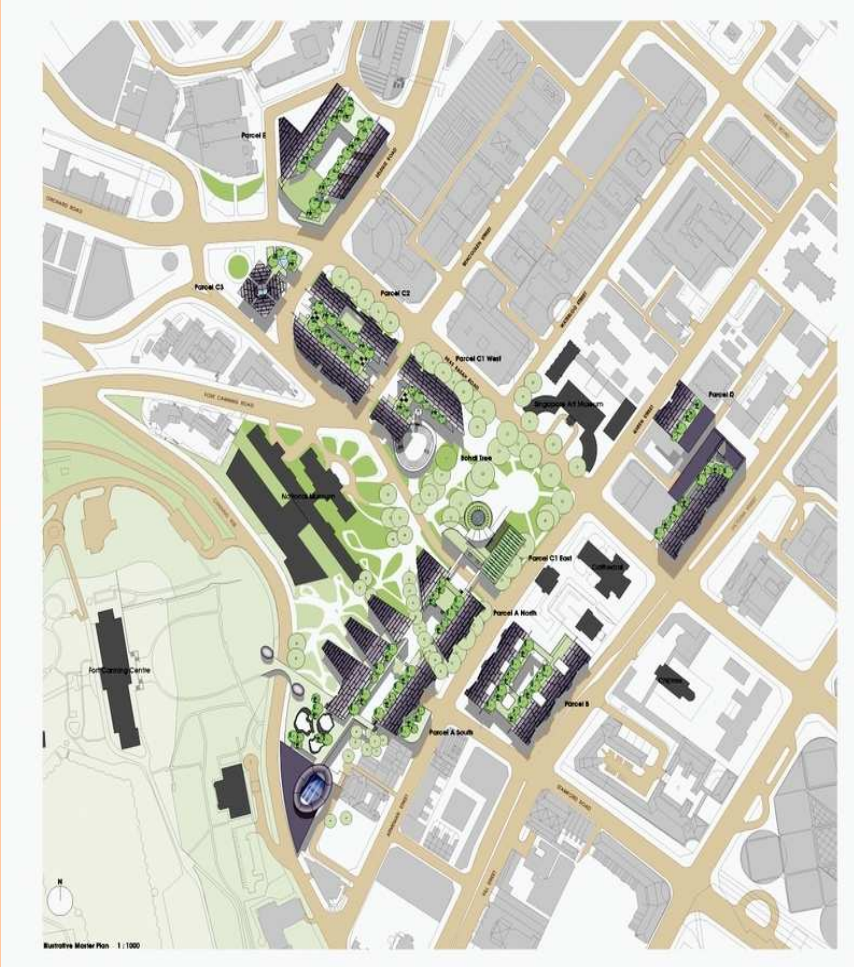
Direct employment: 47,000

Foreign Students: 50,000

Three Levels

1. World Class Universities (R&D)
2. Higher education meeting Singapore's needs
3. Private universities
   - Foreign
   - Commercial and Speciality

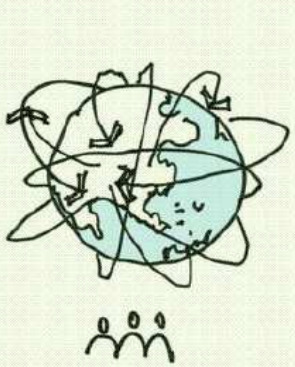
Developing Singapore's Education Industry



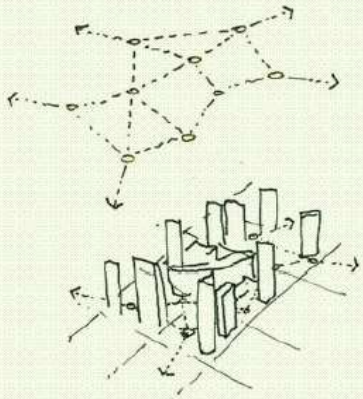
Singapore Management University

Edward Cullinan Architects

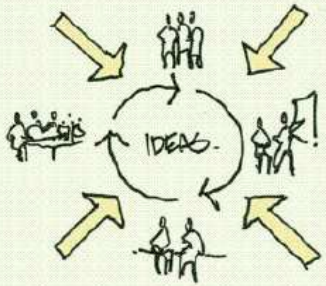
Effective Knowledge Communities



Globally Connected



Regionally Networked



Places for Exchange

Hassell/DEGW Smart Communities

Queensland Dept. of Employment, Economic Development and Innovation, 2009

Universities are networking within cities and across boundaries

University of Oresund

- 14 Universities
- 140,000 Students
- 10,000 Researchers
- 6,500 PhD Students
- 4000 International Students
- 800 International Partner Universities
- 8 Nobel Prizes
- 5th in Europe in Scientific Output

Information technology has changed the focus of the university

The Internet has changed the notion of place, time and space

New methods of learning and teaching

Student demography changing – life-long learning

Changing financial context – mixed economy

Increased competition - on resources

Student focused – increased participation

Blending of living, learning, working and leisure

New Ways of Learning

- **More collaborative**, active learning, hands-on experiences
- **Integrated**, multidisciplinary
- **Blended**, learning takes place anywhere/anytime, mobile technology with social activity
- **Immersive** with simulated or real-world experiences
- **Hybrid** activities, online with face-to-face, mixed reality

Rensselaer Polytechnic Institute

Harvard Simulation Center

Chalmers University

Shift in Space Use from Formal to Informal – Complimentary Spaces

- Thinking / Conceiving
- Designing
- Collaborating
- Debating
- Documenting
- Implementing
- Practising
- Sensing
- Operating

Fixed - Bookable

Flexible – Freely Available

Learning in a diversity of settings within new learning landscapes

Knowledge exchange		Learning spaces		Lifestyle facilities	
City		Study		Catering	
Advice		Teach		Sports/Health	
Transfer Knowledge		Skills		Residential	
Social		Work		Retail	

Broaden the range of settings – Support diverse pedagogies

- **Thinking/conceiving** spaces (spaces for deliberating, brainstorming)
- **Designing** spaces (spaces for putting structure, order, and context to free-ranging ideas)
- **Presenting** spaces (spaces for showing things to a group)
- **Collaborating** spaces (spaces for enabling team activities)
- **Debating** or **negotiating** spaces (spaces for facilitating negotiations)
- **Documenting** spaces (spaces for describing and informing specific activities, objects, or other actions)

- ***Implementing***/associating spaces (spaces for bringing together related things needed to accomplish a task or goal)
- ***Practicing*** spaces (spaces for investigating specific disciplines)
- ***Sensing*** spaces (spaces for pervasively monitoring a location)
- ***Operating*** spaces (spaces for controlling systems, tools, and complex environments)

New Property Paradigm – Market Responsive

Core Space:

Owned Space

- Icon & image space
- Special functions
- Operations HQ/Admin
- Centre for services

30%

Flexi Space:

Leased Space

- Leased UMUC-Branded space
- Auxiliary Operations
- UMUC-managed shared facilities with corporate, consortium or institutional partners

40%

On Demand :

Pay per Use

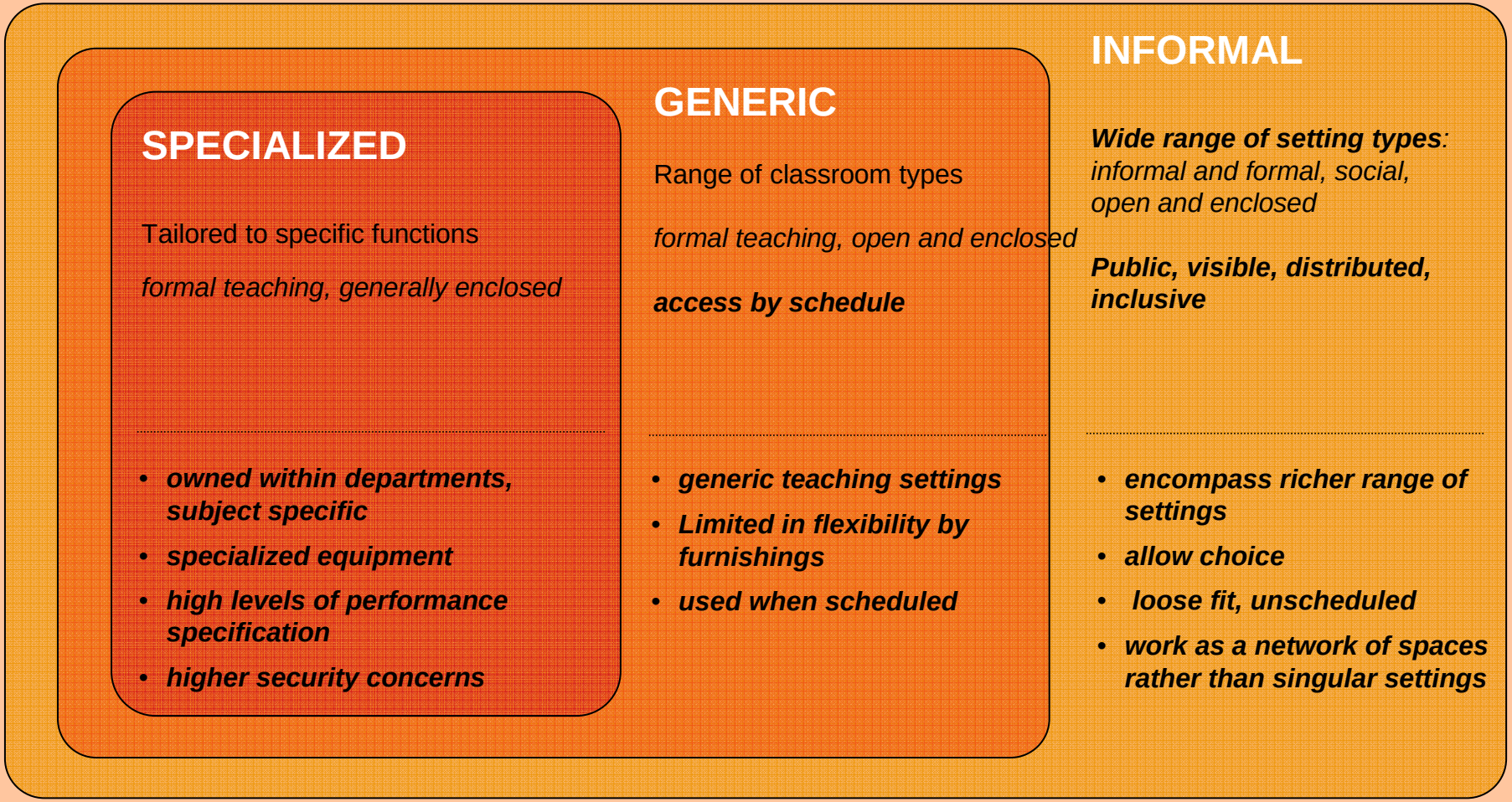
- Short term agreements in response to enrollments
- Leased classrooms at other institutions
- Presence in shared Higher Ed Centres
- Presence in non-UMUC branded facilities

AVIS

30%

Source: University of Maryland

Rethink space use, ownership and governance



Univer-Cities: The City as a Focus for Study and Learning

UniverCities – the city as a laboratory for learning

	Learning	Communities	Practice
FORMAL	UNIVERSITY OF BIRMINGHAM	Birmingham City Council	RIBA
INFORMAL	ARNOLFINI	creative foundation	THE ACADEMY OF URBANISM

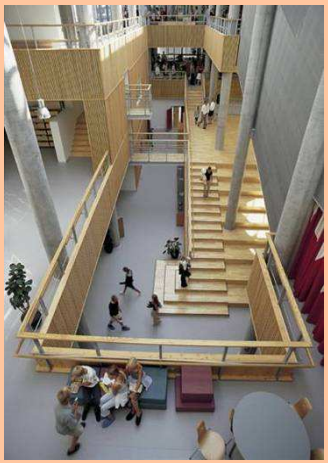
New Space Models

Traditional categories of space are becoming less meaningful as space becomes less specialized, boundaries blur, and operating hours extend toward 24–7

Space types designed primarily around patterns of human interaction rather than specific needs of particular departments, disciplines or technologies

New space models focus on enhancing quality of life as much as on supporting the learning experience

redefining 'balance' space
circulation as glue



circulation as event space

more freely available space
group project work, solo work

Blended spaces to support blurred activities

Work, eat, talk, relax

Social learning, be with others

Support multiple activities with diverse settings

Flexible, allow user control and manipulation

Exploit food as a catalyst

Blending of information-based work and entertainment

"multiplexing of functions"
(Bill Mitchell)

Chalmers University

Create ‘Club’ settings

- **Drop-in use**, intermittent scheduling, with bookable space
- **Highly serviced**, with support and expertise available
- **Choice of settings**, both shared and individual
- **Rich interactive environments** supporting collaboration

“appropriatable space”

(Bill Mitchell)

Univ. of Virginia Law School

Univ. of Chicago, Crerar Library Computer Cluster

Support collaborative activity

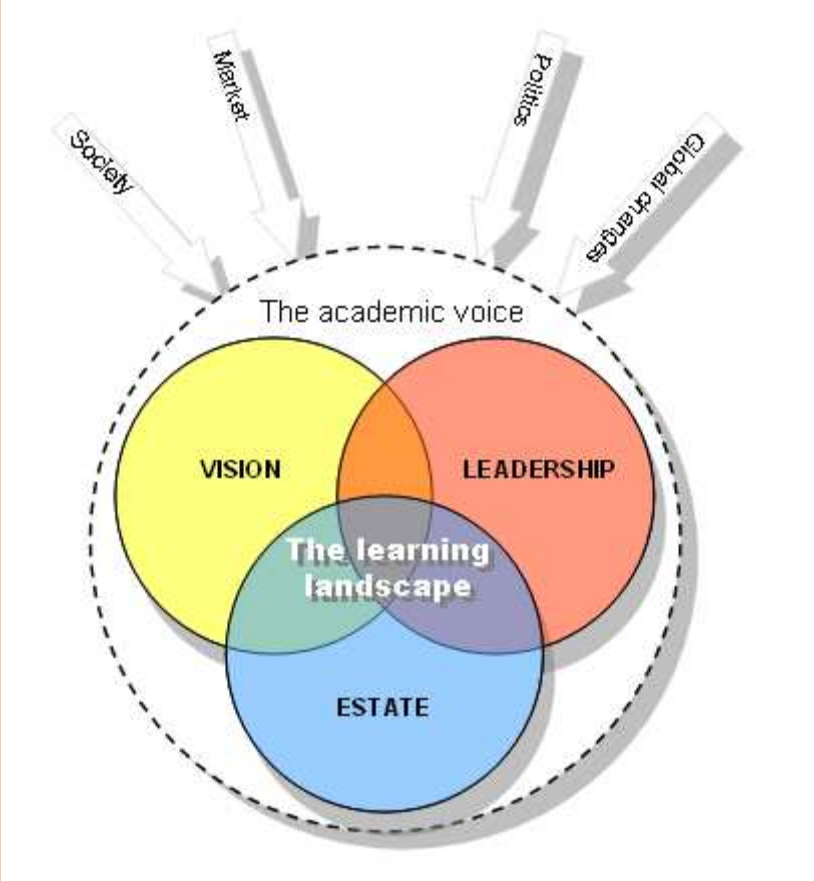

Emory University Cox Computer Center

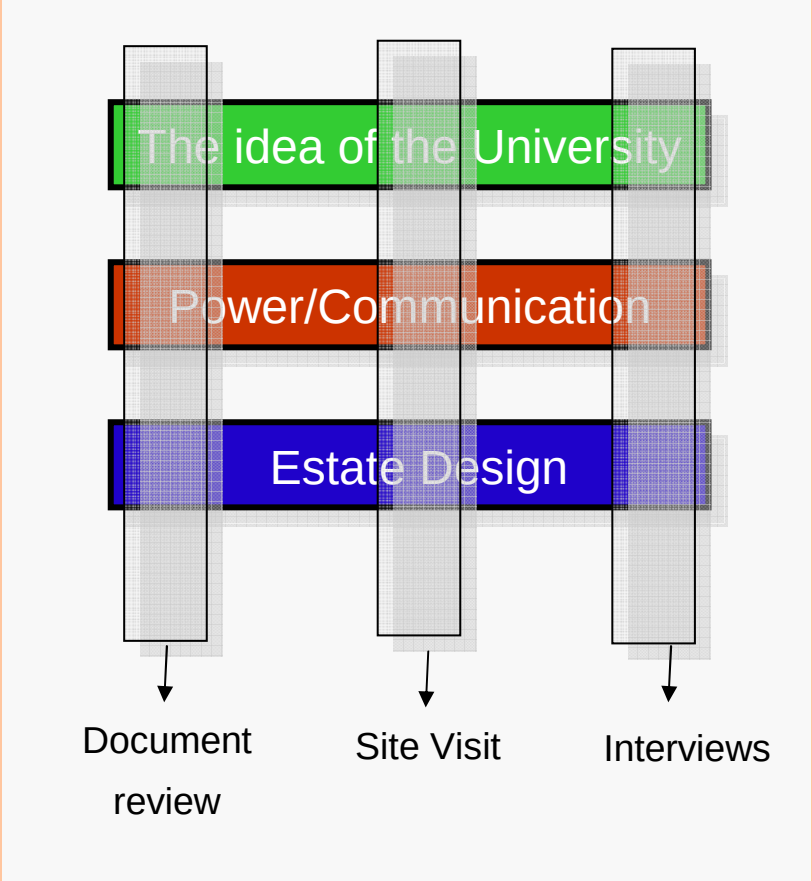

Univ. of Chicago Crerar Library Computer Cluster


Northwestern University Information Commons

- Comfortable, inviting settings
- Interactive, shared wall screens

Learning Landscapes – an Approach to Re-Imagining the University





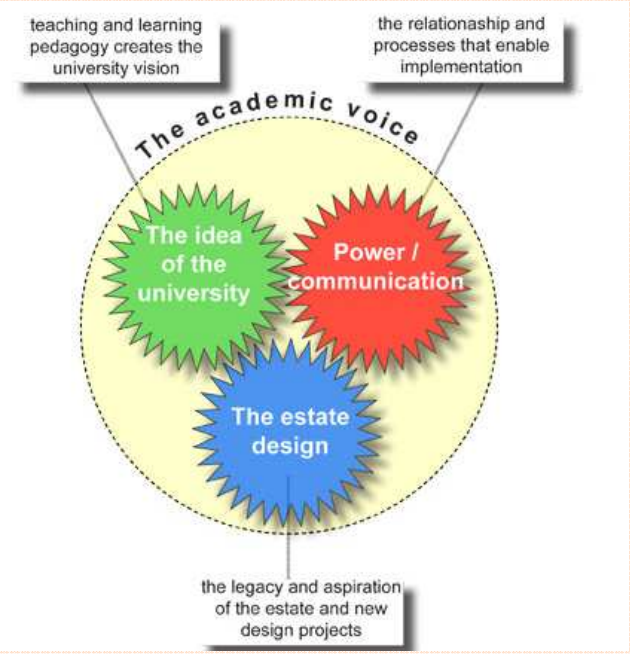
Source: DEGW & CERD University of Lincoln
HEFCE Learning Landscapes in Higher Education 2009

University Dimensions – The Components for Change

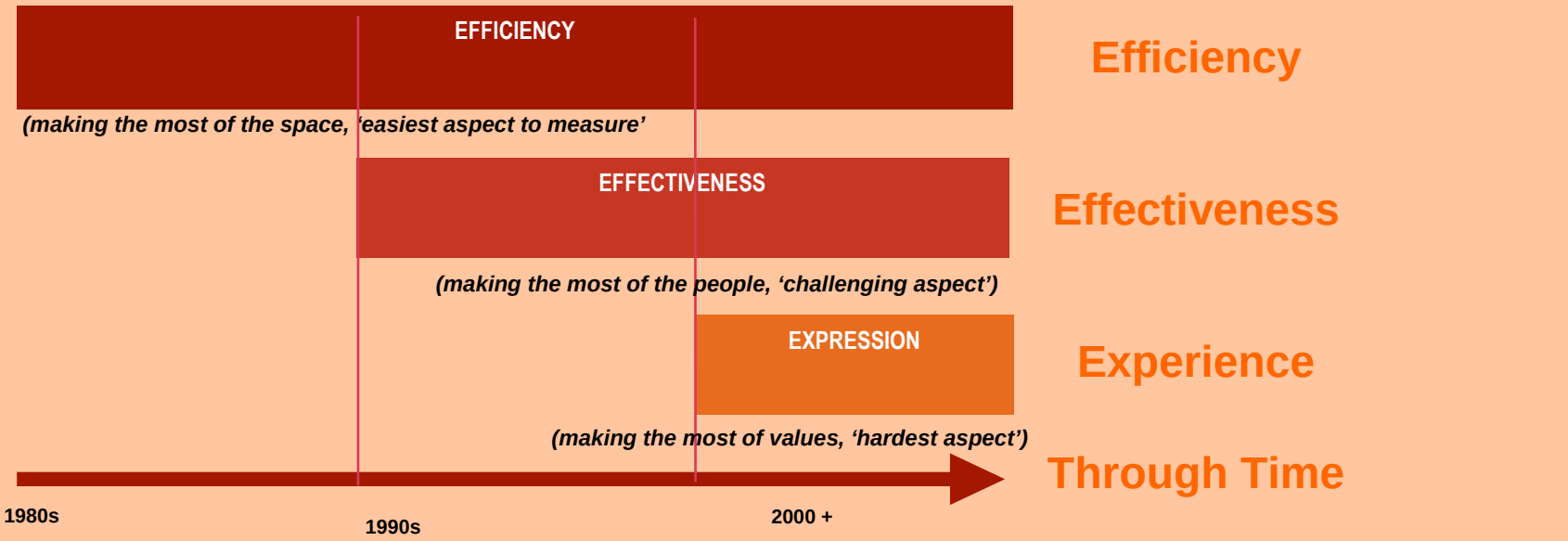
The idea of the University

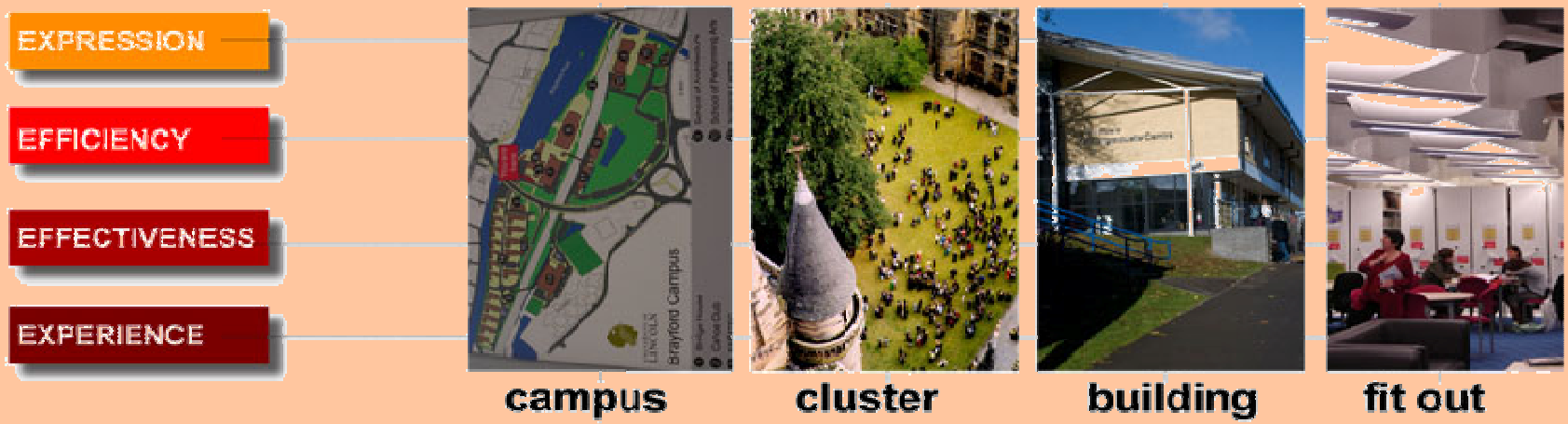
Design of the Estate

Power and Communication



What we look for in the Learning Landscape





Articulating the Vision

EXPRESSION

- Identity and brand
- Condition and maintenance

EFFICIENCY

- Circulation and permeability
- Flexibility

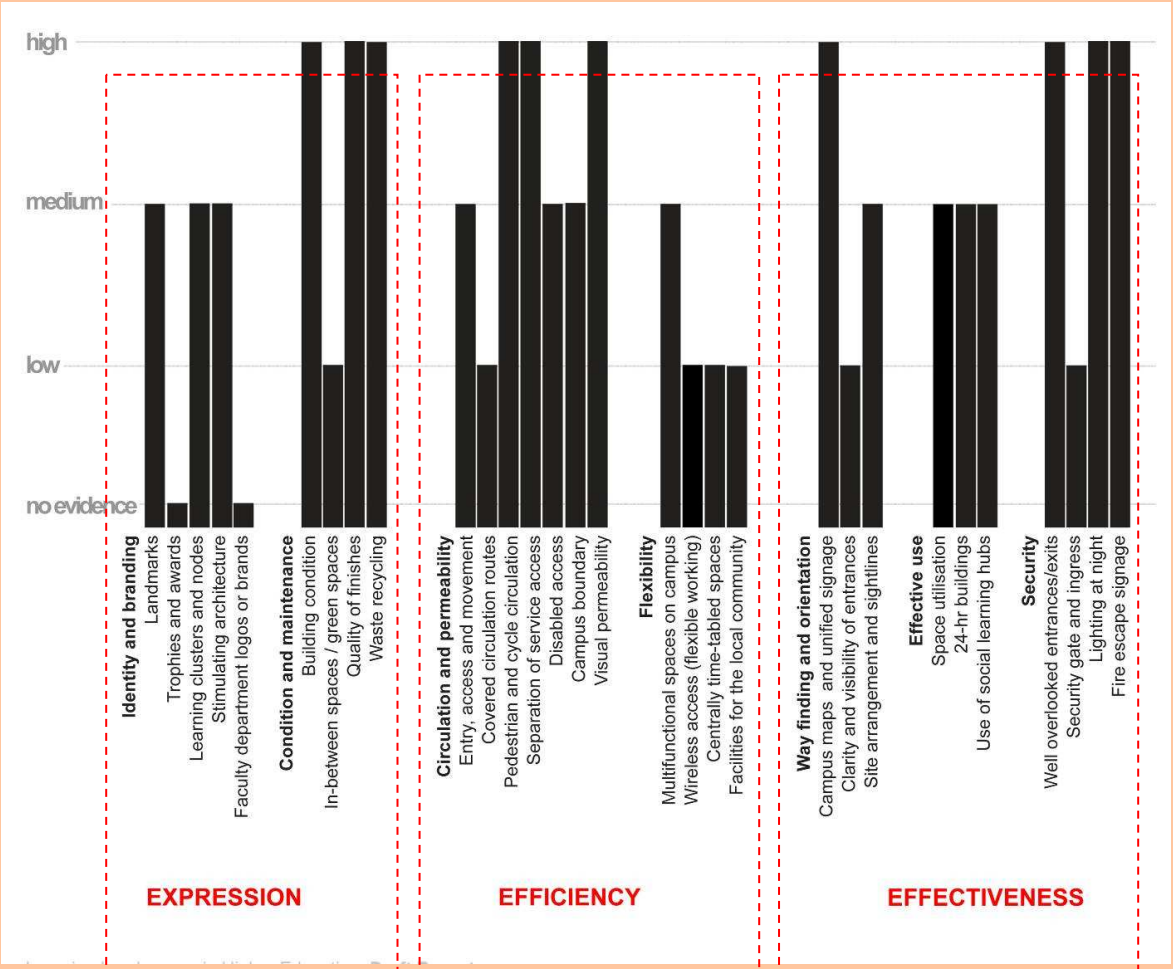
EFFECTIVENESS

- Way finding and orientation
- Effective use
- Security

The Campus Profile

A mapping tool that begins to cover ‘hard’ physical /tangible aspects as well as the important but more challenging ‘soft’ non tangible aspects.

The tool is essentially a matrix that investigates spatial criteria that are encompassed in three fundamental qualities of good design.



Components of the Academic Vision

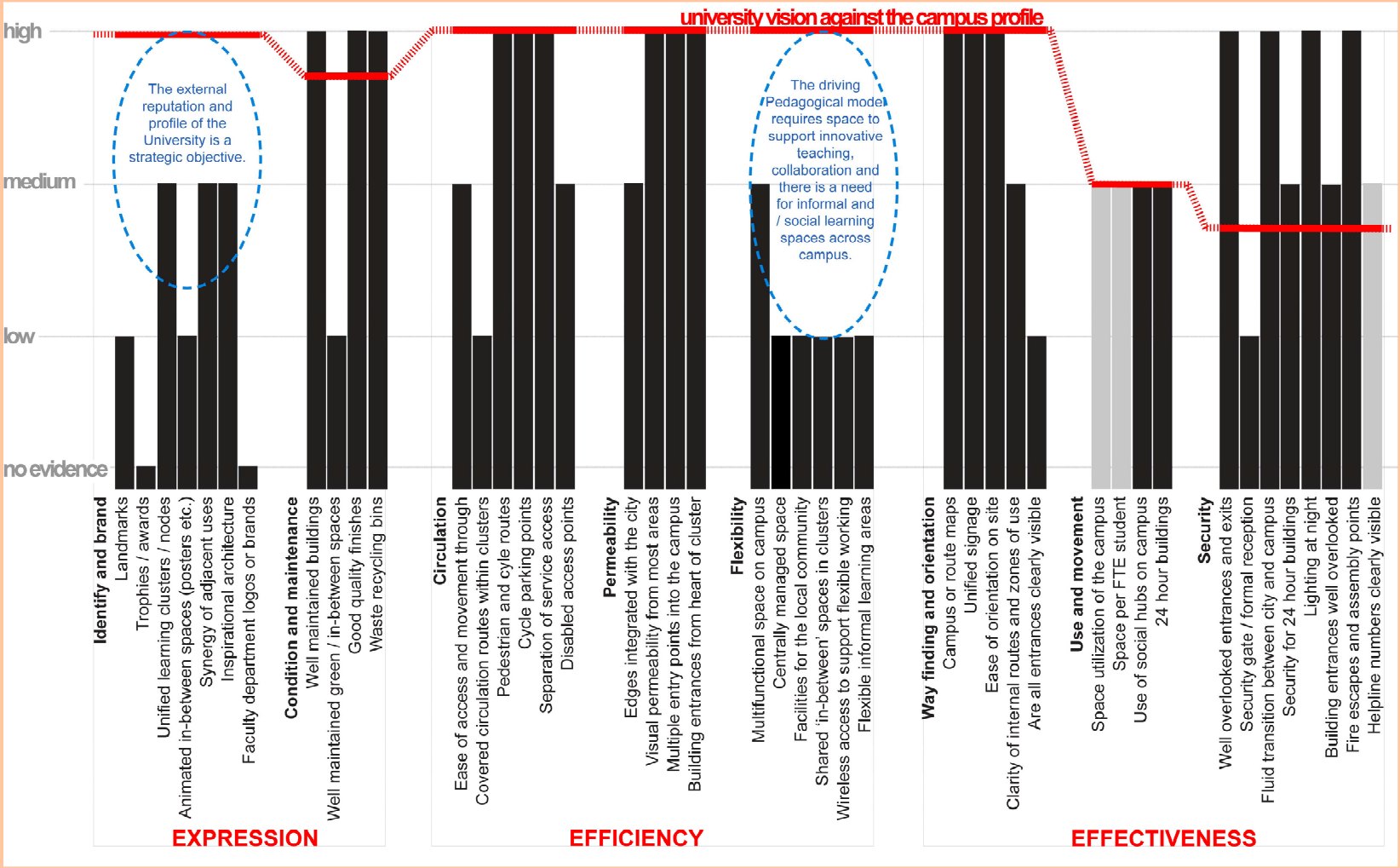
Core Values: The underlying principles and ethos of the institution

Vision statement: A description of how the institution would like to be and how it will work within and towards its core values.

Strategic objectives: The institutes measurable points of achievement and goal setting, normally aligned with the vision statement.

KEEP/TOSS/CREATE
A measure of attitude/opinion of the institute's leadership

Identifying the gaps - Estate vs Vision



Learning Landscapes – comparative studies

UNIVERSITY OF LINCOLN

Location: City

No of students (FTE)**: 15,000** (student numbers '08/09)
Postgraduate 1170
Undergrad 9076

Staff:
Academic: 766 (548 current academic/research staff and 218 hourly paid lecturers, 2008/2009 academic year)
Support: 652

Key faculties:
Art, Architecture & Design
Health, Life & Social Sciences
Media, Humanities & Technology

Total area of campus: 20 ha

NEWCASTLE UNIVERSITY

Location: City

No of students (FTE)**: 18,878**
Postgraduate: 4,723 (as at December '08)
Undergraduate: 14,155 (as at December '08)

Staff: 4,412
Academic: **1,155+873** Research (as at 31 October '08)
Support: **2,384** (as at 31 October '08)

Key faculties:
• SAGE
• HASS
• Medical Sciences

Total campus area: 15.96 ha

Learning Landscapes – comparative studies

UNIVERSITY OF YORK

Location: Rural

No of students (FTE): 11,629 (as at 1 December 2008)
Post graduate: 2,678
Under graduate: 8,951

Staff: 2,863 (as at 1 December 2008)
Academic: 633 (defined as ART)
Support: 2,230

Key departments:
Archaeology, Biology, Chemistry, Computer Science, Economics and Related Studies, Educational Studies, Effective Education, Electronics, English and Related Literature, Environment, Centre for Health Economics, Health Sciences, History, History of Art, Hull York Medical School, Language and Linguistic Science, York Law School, Centre for Lifelong Learning, York Management School, Mathematics, Hull York Medical School, Music, Philosophy, Physics, Politics, Psychology, Centre for Reviews and Dissemination, Social Policy and Social Work, Sociology, Theatre, Film and Television

Total area of campus: 87ha (figure as reported to EMS)

WARWICK UNIVERSITY

Location: City

No of students (FTE)**: 16,733**
Postgraduate: 5,299
Undergraduate: 11,434

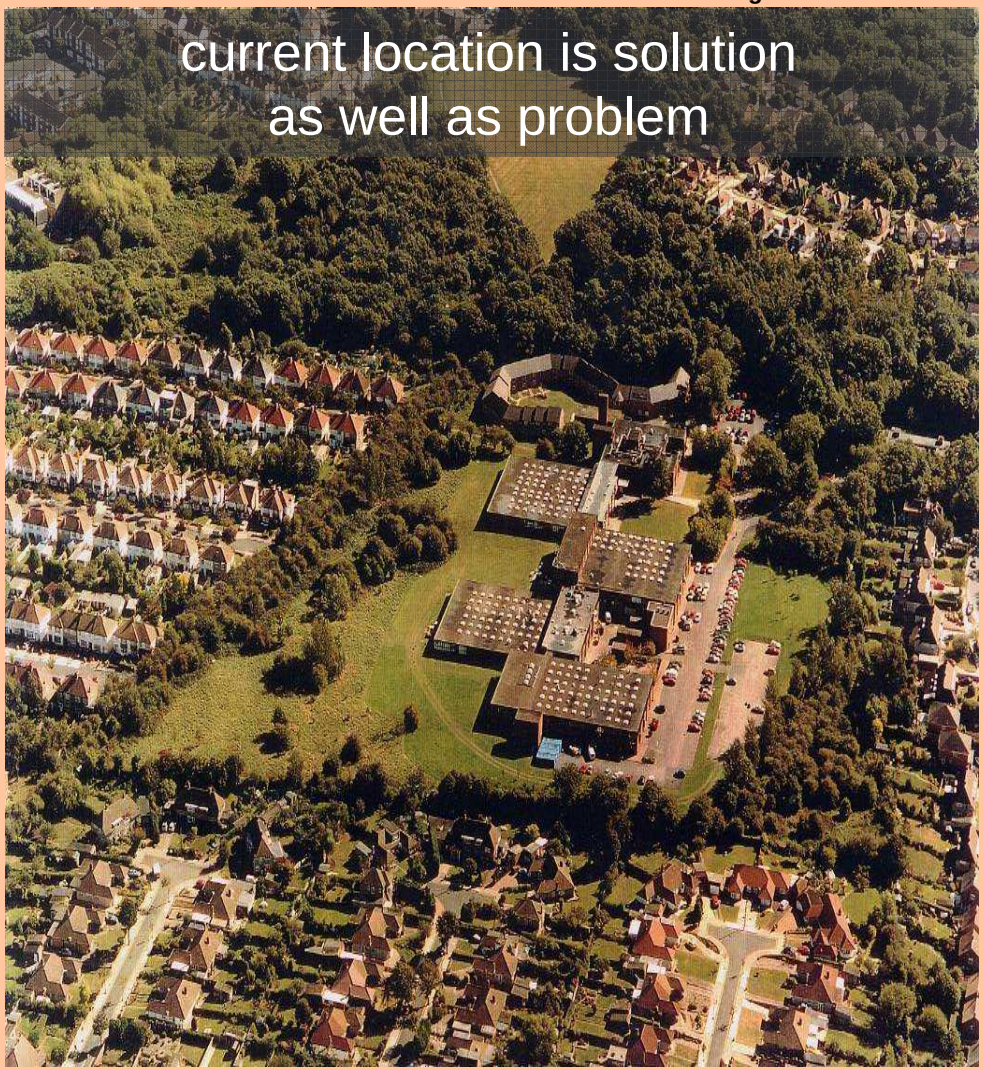
Staff: 5,069
Academic: 1,752
Support: 3,317

Key faculties:
• Arts
• Science
• Social Sciences
• Medicine

Total campus area: 421.56 ha

Ravensbourne College of Design & Communication

- 1,400fte students with distinctiveness based on creative exploitation of digital technologies within design and communications
- mostly aged between 18-24
- wide range of backgrounds
- all full-time (part-time option at MA)
- 75% from local catchment area



Next to London’s Millennium Dome

close to creative industries

excellent public transport

kick-starting major urban regeneration

design competition: foreign office architects

Opportunity to create a new educational model

part college *teaching, learning*

young practitioners (rather than students)

fully professional outcomes

networked college (not doing everything itself)

part lab *experimentation, development*

idea generator, development projects

interdisciplinary, multi-skilled teams

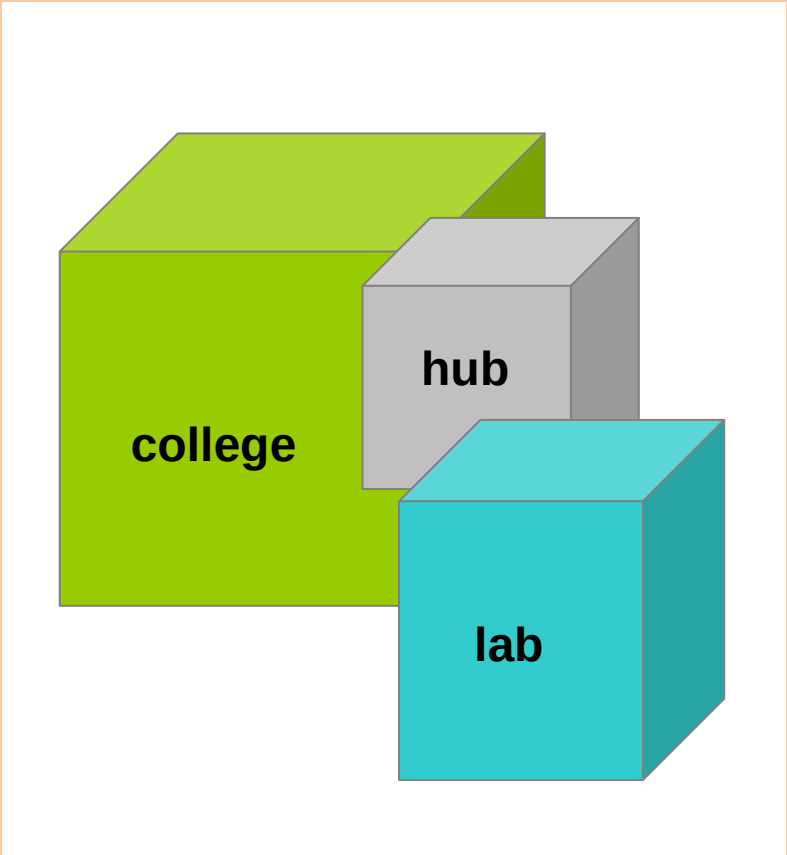
international innovation network and influence

part hub *new ideas/services to market*

commercial evaluation of ideas

copyright & ip services

collaboration with others



An educational model that focuses on the learner

	level one connecting people	**level two** supporting programmes	**level three** matching industry
curriculum	independent learning	structured learning	facilitated learning
settings	open access	programme bookable	college bookable
technology	general provision on personal devices	enhanced provision on personal/fixed devices	advanced provision in fixed locations
teachers	general assistance	timetabled assistance	specialist assistance
services	administrative	academic/technical	specialist services

Combination of settings and accessibility – 50% Open Access

Teaching Facilities

level one
open access
connecting people

level two
programme bookable
supporting programmes

level three
college bookable
matching industry

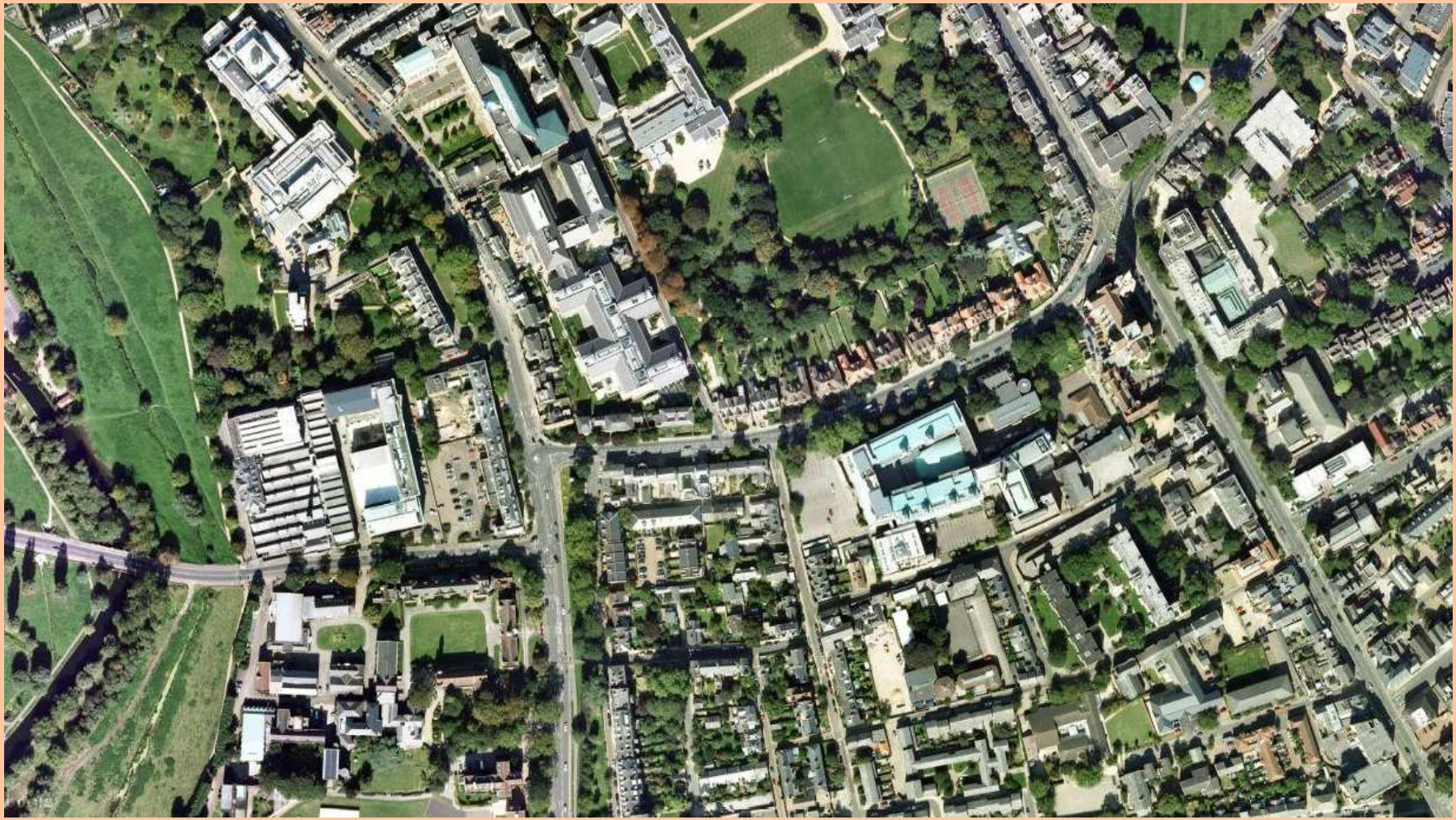
Studio Facilities

level one
open access
connecting people

level two
programme bookable
supporting programmes

level three
college bookable
matching industry

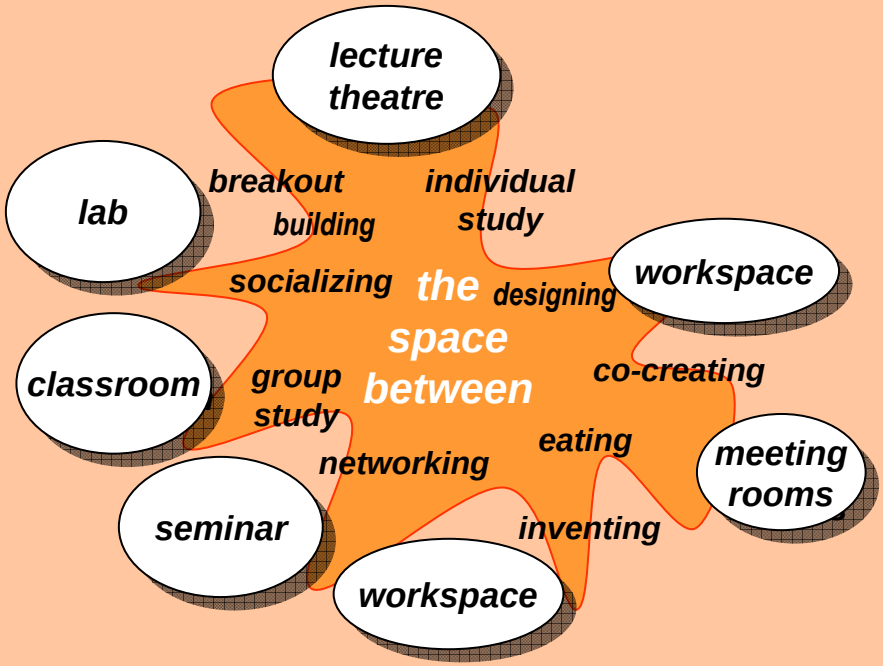
Embracing paradox – collaborations and conflicts



Cambridge – big-scale science in a historic setting

Integrated thinking - linking the vision and the reality

- Improve the quality of the learning experience
- Expand academics expectations of amenity
- Increase the range of learning settings
- Change the paradigm – Intensify the use of space and time
- Blur boundaries – share with partners
- Reconsider the business model
- Maximising the value of the brand



Focus on managing a process for change – **PEOPLE, PLACE, PROCESS**