


Campus of the future
Seminar TU Delft
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The Changing Academic Workplace

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www.degww.com




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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



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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



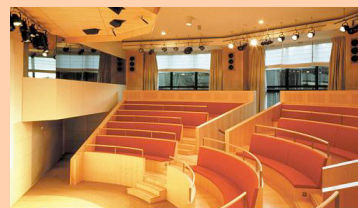
Chalmers University

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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

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Learning in a diversity of settings within new learning landscapes



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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)

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Rethink space use, ownership and governance

SPECIALISED

Tailored to specific functions
formal teaching, generally enclosed

- *owned within departments, subject specific*
- *specialized equipment*
- *high levels of performance specification*
- *higher security concerns*

GENERIC

Range of classroom types
formal teaching, open and enclosed
access by schedule

- *generic teaching settings*
- *Limited in flexibility by furnishings*
- *used when scheduled*

INFORMAL

Wide range of setting types:
informal and formal, social, open and enclosed
Public, visible, distributed, inclusive

- *encompass richer range of settings*
- *allow choice*
- *loose fit, unscheduled*
- *work as a network of spaces rather than singular settings*

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New Property Paradigm – Market Responsive



Core Space: Owned Space

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



36%



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



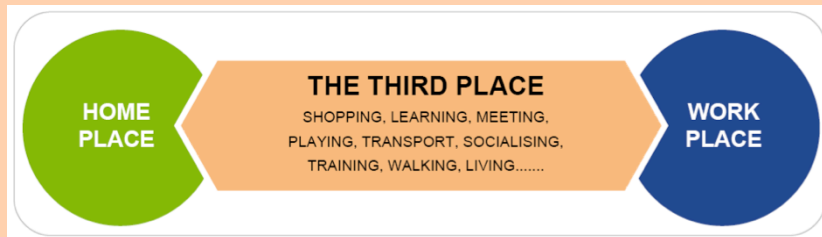
30%

Source: University of Maryland

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



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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

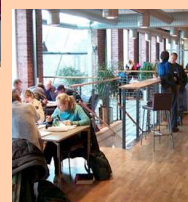
*redefining
'balance' space
circulation as glue*



*circulation as
event space*



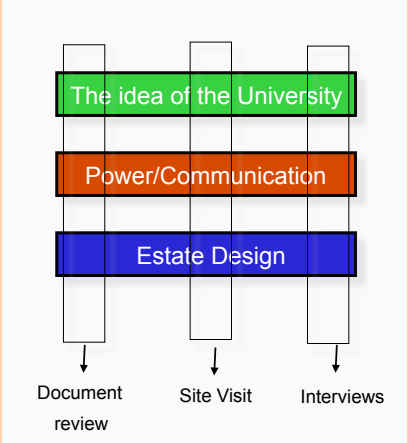
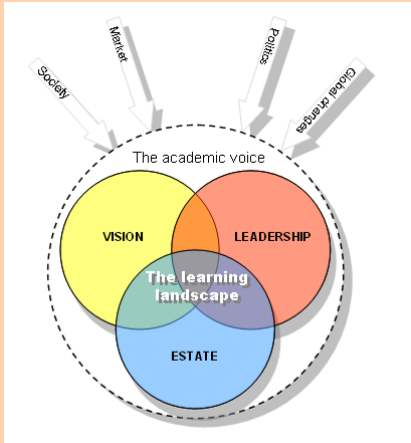
*more freely
available space
group project work,
solo work*



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Learning Landscapes an Approach to Re-Imagining the University



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

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Articulating the Vision



EXPRESSION	Identity and brand
	Condition and maintenance
EFFICIENCY	Circulation and permeability
	Flexibility
EFFECTIVENESS	Way finding and orientation
	Effective use
	Security

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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)



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Support collaborative activity



- Comfortable, inviting settings
- Interactive, shared wall screens

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Ravensbourne College - opportunity to create a new educational model

part college *teaching, learning*

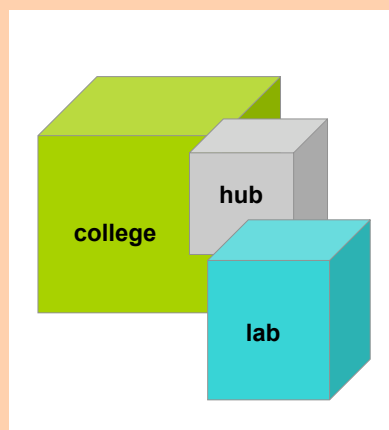
young practitioners (rather than students)
fully professional outcomes
networked college (not doing everything itself)

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



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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

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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

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Kings Cross: The Hub – Place for meeting, working,
learning, innovating &
connecting

"Designed to inspiring and supporting enterprising initiatives for a better world"



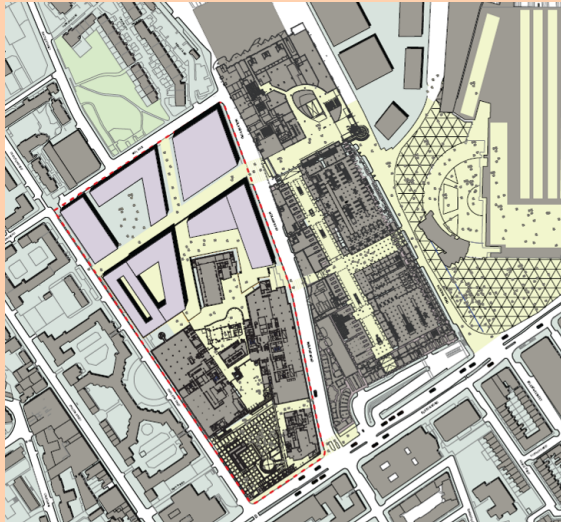
- Tiered membership (from 5 hrs per month to unlimited use); membership fees increase for those with turnover of £150,000+ per annum.*

Concept: 00 Research

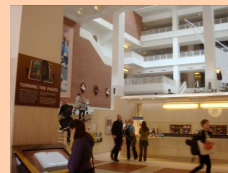
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British Library – An Integral Part of the City for Learning and Exchange



DEGW Strategic Framework



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Spatial solutions to increase innovation

The Challenge

- Create a space that drives innovation
- Bring the customer to the heart of the workplace
- Introduce desk sharing
- Measure business benefits

The Opportunity

- Improve business performance
- Co-locate disciplines
- Promote collaboration
- Stimulate creativity

Impact

- 67% decrease in time lost per day
- 45% faster decision-making
- Double digit growth



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Overlapping the Use of Space and Time

Shell Learning Center - Netherlands



Lean Thinking = Integrated Approach

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Re-envisioning the Site - Diversity of Places



University of Bath

Silicon Graphics/Google HQ
Mountain View California

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Three themes for reflection:

- **Lean Thinking**
 - Sustainable communities using existing resources more effectively
- **Managing Paradox**
 - Accepting conflicting demands
- **Moderating Change**
 - Living in a world of continuous change

