

## Learning Environment Advisory Group

### Agenda

November 26, 2024

2:30 pm – 4 pm, Microsoft Teams

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**Attendees:** Lauren Couture, Soowook Kim, Michelle Johnson, Bryan Wilkinson, Brian Wright, Heather McAlpine, Awneet Sivia, Megan Kjestrup, Kristi Wood, Grant Fritzke, Ingi El-Hadi, Shannon Wilson, Kirsten Hargreaves, Judy Larsen, Renette AubinBoisclair, Monique Goerzen, Tannaz Zargarian, Homa Rafiei Milajerdi, Mark Thomas, Vanessa Radzimski, Gillian Mimmack

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- 1.0 Welcome and Introduction of New Members
- 2.0 Approve agenda and minutes
  - a) Agenda for Nov 26, 2024
  - b) Minutes for Sept 24, 2024
- 3.0 Terms of Reference (review purpose of the LEAG)
- 4.0 LMS Project Update (Michelle/Soowook)
- 5.0 ITS Update (Bryan Wilkinson)
- 6.0 Roundtable Discussion: (Everyone) See attached Principles of Design Pdf.
  - a) What are the design concerns/issues in your teaching and learning areas?
  - b) What are some important considerations in moving classroom design forward?
- 6.0 Next Meeting: January 28, 2025 (tentatively Mission Campus)



## Learning Environment Advisory Group

Minutes

Sept 24, 2024

3pm – 4pm, Hyflex Meeting Option: Microsoft Teams/G113

**Present:** Heather McAlpine, Awneet Sivia, Soowook Kim, Brian Wright, Ingi El-hadi, Kristi Wood, Shannon Wilson

**Regrets:** Megan Kjestrup, Grant Fritzsche

### 1.0 Welcome and Territorial Acknowledgement

### 2.0 Classroom Arrangement Pilot Project (Awneet Sivia)

The pilot project arranged by Shannon Wilson and Awneet Sivia will continue for Fall 2024 and Winter 2025. This project looks at the default class set up with chairs in rows and instead were set up in small group format. Faculty were informed they didn't have to move the chairs back and that each faculty could use the rooms as they wished, but the default would be in small groups, not rows. These specific rooms all have moveable table and chairs. The whole idea is to find different arrangements and change up how teaching is done. A new message from the Provost and VP Academic on how the rooms will be set up will be posted on each door to these specific classrooms.

Note: Ingi El-Hadi reported that Facilities is collecting data on space utilization. This will highlight the flexibility of what functions can be used in different spaces.

### 3.0 LMS Project (Soowook Kim)

To recap, focus groups formed last year and vendors of Learning Management Systems were invited to showcase their products. 3 Vendors were selected, Canva, Blackboard Ultra, and D2L Brightspace, and demos were presented to the various focus groups. D2L has been selected as the new LMS for UFV.

Going forward, pilot courses will be ready in Winter 2025, and the full launch will happen in Aug 2025. All courses will be ready in May 2024 so faculty can look at the new interface before going on summer break.

TLC will offer workshops, and a website is in production that will offer updates, resources, and links to workshops.

### 4.0 ITS Update (Brian Wright)

#### a. Mission Campus Renovation

##### BYOD User Panels

- D129, 65", HDMI Input, remote control
- D133, 65", HDMI Input, remote control
- D134, 75", remote control (no input currently due to millwork decisions)
- D134b, 55" HDMI Input, remote control

### D129 Video Room

- Only furniture currently. No AV.

### D223 LCAP Classroom

- Sit / Stand powered instructor desk
- Touch Panel Control
- USB-C & HDMI user inputs
- Windows PC
- Document Camera
- Wireless Presentation
- Single Computer Monitor (source select display – user can show laptop, PC, or document camera on this monitor)
- Data Projector
- Manual projection screen
- Voice lift microphones – 1 handheld, 1 clip-on Lavalier (voice amplified in the room)
- Room audio – ceiling speakers (media, or PA)
- **LCAP Microphone** – ceiling mic for LCAP (tied into computer for Teams/Zoom, can capture entire audience, no room amplification)
- **PTZ Camera** (mounted at back of room for audience perspective, not face-to-face. Touch panel control.)

### D231 Classroom

- Sit / Stand powered instructor desk
- Touch Panel Control
- USB-C & HDMI user inputs
- Windows PC
- Document Camera
- Wireless Presentation
- Single Computer Monitor (source select display – user can show laptop, PC, or document camera on this monitor)
- Data Projector
- Manual projection screen
- Voice lift microphones – 1 handheld, 1 clip-on Lavalier (voice amplified in the room)
- Room audio – ceiling speakers (media, or PA)

### D237 Classroom

- Sit / Stand powered instructor desk
- Touch Panel Control
- USB-C & HDMI user inputs

- Windows PC
- Document Camera
- Wireless Presentation
- Single Computer Monitor (source select display – user can show laptop, PC, or document camera on this monitor)
- Data Projector
- Manual projection screen
- Voice lift microphones – 1 handheld, 1 clip-on Lavalier (voice amplified in the room)
- Room audio – ceiling speakers (media, or PA)

#### D242/244 Divisible Room

- Touch Panel Control
- USB-C & HDMI user inputs
- Wireless Presentation
- Data Projector
- Automated Electric Projector Screen
- Voice lift microphones – 1 handheld, 1 clip-on Lavalier (voice amplified in the room) Room audio – ceiling speakers (media, or PA)

#### D242/244 Divisible Room

- Touch Panel Control
- USB-C & HDMI user inputs
- Wireless Presentation (a cell phone or laptop camera can present)
- Data Projector
- Automated Electric Projector Screen
- Voice lift microphones – 1 handheld, 1 clip-on Lavalier (voice amplified in the room) Room audio – ceiling speakers (media, or PA)

#### D242/244 Divisible Room (this functionality is being setup today and tomorrow)

- The AV system knows when **both** walls are open or *securely closed (must be latched for the switch to trigger the AV system)*
- Microphone amplification targets individual rooms, or the entire room, depending on status of the walls.
- Microphones are controlled though the AV Touch Panels
- Window blind control is accessed though the AV Touch Panels
- Projectors can mirror (one laptop can present same content to both projectors)

#### D225 (storage room)

- 65" TV cart
- Video-conferencing bar

- USB-C laptop input

#### Digital Signage

- DH150
- DH250 (not operational yet due to electrical deficiency. Will be functional soon.)

#### b. Gathering Place Update

- 2 x Data Projectors (new replacements)
- 2 x Powered Screens (upgraded from manual screens)
- Microphones – 2 x handhelds, 2 x clip-on Lavaliers (new)
- Room Audio – in ceiling speakers (custom painted to blend in with the wood to replace old cabinet speakers. Target install October)
- 2 x PTZ Cameras (Target install October)
- New control desk (Target install October)
- Touch Panel (upgraded)

#### c. CEP meeting space upgrade A2428

Removal of data projector, screen, and small cabinet speakers

- All tables have been replaced

#### Upgrades

- 98" LCD Panel
- 2 x Ceiling Microphones (for Teams/Zoom only, no in-room amplification)
- 2 x medium size cabinet speakers
- Touch Panel Control
- Room sound treatment (wall mounted acoustic panels)
- Q-SYS Collaboration / Videoconferencing
  - 2 x PTZ Cameras
  - Automatically zoom to person speaking
  - Queue up next person speaking and automatically switch to the second camera for smooth video transition
  - Note – automation works if the tables are in designated conference style. If a different furniture layout is required, the user must select manual camera control.

#### **5.0 Faculty Space/Equipment Needs (Aweeet Sivia)**

This is on hold until the November meeting.

#### **6.0 Learning Environment Guidelines: Educational Technology (Aweeet Sivia)**

Please see the McGill pdf Principles for Designing Teaching and Learning Spaces.

#### **7.0 TLAC Open House on Oct 2, 11:30 am – 1 pm.**

#### **Adjournment**

The meeting adjourned at 4:01 pm.



# UFV Learning Environment Advisory Group (LEAG)

## Terms of Reference

### Mission

The Learning Environment Advisory Group (LEAG) is to provide advice, consultation and support to the UFV community regarding campus learning spaces. The committee is also charged with disseminating funds for use of classroom and/or learning space upgrades and redevelopment. The committee acknowledges that most of our students' learning over several years occurs outside of the classroom. As such, classroom design is an important component of the advising capacity of the committee, but it also recognizes the importance of spaces outside of the classroom where students congregate to learn and the need to consider how those spaces best meet the learning needs of students.

### Guiding Principles

**Accessibility:** Ensure that educational spaces are easily accessible for all students.

**Pedagogy-driven:** Ensure learning spaces support UFV's educational goals.

**Common standards:** Support common standards for developing educational spaces and resources; however specialized spaces that support specific learning requirements are also recognized as important to the learning goals of UFV.

**Learning flexibility:** Encourage space that enables collaboration, knowledge acquisition, research, and flexibility in use including mobile technologies.

**Affordability:** Strive for efficient and cost-effective use of resources that support as many students as possible.

**Environmental Responsibility:** Support the institutional culture of environmental sustainability by encouraging environmentally responsible decision-making and planning.

### Goals

- To examine the need for learning spaces (i.e., classrooms, teaching laboratories, and informal learning spaces) and recommend, in general terms, the number, size, type, and location of the space(s) required.
- To develop a plan for equipping and refurbishing learning spaces.
- To promote and identify opportunities for the development and enhancement of student informal learning spaces.
- To develop and advise on standards as they relate to learning spaces, e.g. furnishings, acoustics, design, equipment, etc.



- To advise on plans, priorities and strategies for addressing the technology requirements of the University's learning spaces.
- To review and advise on policies and practices for the use of learning spaces.
- To review and advise on any other matters that relate to the provision and use of learning spaces.

## **Membership**

Membership should include a broad range from the university community including representation from

- Information Technology Services
- Teaching and Learning Centre
- Facilities
- Finance
- Faculty members
- Advising
- Students
- Office of the Registrar
- Centre for Accessibility Services

LEAG is chaired by the AVP, Teaching and Learning.

## **Meetings, Agendas, Records and Reporting**

- Meetings will be held a minimum of twice per semester during an academic year, or on an as-needed basis.
- Meeting dates and times will be agreed upon by the Committee.
- The Chair will be responsible for ensuring that meeting agendas are sent out to all members at least one week prior to the meeting date.
- Minutes will be recorded during all meetings and will be sent to all the committee members before the next meeting.
- Meetings will be open to the public.

## **Administrative Support**

Office of the AVP, Teaching and Learning

## Principles for Designing Teaching and Learning Spaces

The National Survey for Student Engagement (NSSE) is a respected indicator of student engagement used by over 1450 universities across North America. Their [Engagement Indicator themes and High-Impact Practices](#)<sup>1</sup> (2013) are based upon extensive educational research. The indicators and practices have been adopted at McGill University as five principles to be considered when designing or renovating classroom spaces to support student learning. This permits the university to ground decisions about classroom features in research-based principles. The *Principles for Designing Teaching and Learning Spaces* below consider the classroom environment within the context of what is known about students' learning. These Principles are then translated into specific design features to guide design decisions, such that learning spaces become a physical manifestation of the university's teaching and learning vision.

### 1. Academic challenge

Learning spaces should allow students to actively engage with content and include a range of technologies that support multiple modes of teaching and learning.

### 2. Learning with peers

Learning spaces should provide features that permit students to work both individually and in collaboration with one another.

### 3. Experiences with faculty

Learning spaces should facilitate communication and interaction between students and faculty.

### 4. Campus environment

Learning spaces should be consistent with the university's culture and priorities as reflected in the campus master plan, follow university design standards, and be designed with future flexibility in mind.

### 5. High-Impact Practices (HIPs)

Learning spaces exist within a larger campus context; there should be an ease of transition between spaces so as to better support high-impact practices inside and outside the classroom.

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<sup>1</sup> [http://nsse.iub.edu/2013\\_Institutional\\_Report/pdf/Benchmarks\\_to\\_Indicators.pdf](http://nsse.iub.edu/2013_Institutional_Report/pdf/Benchmarks_to_Indicators.pdf)



## Principles for Designing Teaching and Learning Spaces

	Layout	Furniture	Technologies	Acoustics	Lighting/colour
<b>Academic challenge:</b> Promote individual, active engagement with content	<input type="checkbox"/> Work surfaces for notebooks, laptops, textbooks	<input type="checkbox"/> Comfortable furniture; <input type="checkbox"/> Varied furniture to support different types of tasks and preferences	<input type="checkbox"/> Access to infrastructure (e.g., printing, power for student laptops) <input type="checkbox"/> Access to resources (e.g., LMS, internet, virtual labs, specialized software) <input type="checkbox"/> Multiple sources and screens for simultaneous display of different learning materials	<input type="checkbox"/> Acoustic design to avoid distraction from outside and inside sources	<input type="checkbox"/> Appropriate lighting for individual work <input type="checkbox"/> Intentional use of colour to promote focus
<b>Learning with peers:</b> Promote active engagement with one another	<input type="checkbox"/> Promote face-to-face communication (e.g., two rows of students on a tier, small groups) <input type="checkbox"/> Individuals can move about easily <input type="checkbox"/> Unobstructed sightlines	<input type="checkbox"/> Flexible seating (e.g., fixed chairs that rotate, movable tables and chairs, tablet chairs on wheels) <input type="checkbox"/> Intentional use of furniture of different heights and shapes	<input type="checkbox"/> Shared workspaces (e.g., writable walls, digital workspace)	<input type="checkbox"/> Sound zones support multiple simultaneous conversations <input type="checkbox"/> Appropriate amplification available (e.g., student table microphones)	<input type="checkbox"/> Different lighting patterns to support different activities <input type="checkbox"/> Using colour to define groups' use of space
<b>Experiences with faculty:</b> Promote interaction and communication	<input type="checkbox"/> Easy access to all students (e.g., multiple aisles, unobstructed sightlines)	<input type="checkbox"/> Podium doesn't interfere with sightlines, movement and interaction, while being large enough for instructional materials. <input type="checkbox"/> Flexible furniture to support different teaching strategies (e.g., movable, variable heights)	<input type="checkbox"/> Screen sharing <input type="checkbox"/> Ability to control classroom technologies away from the podium (e.g., remote mouse, wireless projection)	<input type="checkbox"/> Sound zones support multiple simultaneous conversations <input type="checkbox"/> Appropriate amplification available (e.g., wireless audio amplification)	<input type="checkbox"/> Different lighting patterns to support multiple types of teaching tasks <input type="checkbox"/> Colours distinguish purposes (e.g., where chairs go, what groups work on what surfaces/with whom)
<b>Campus environment:</b> Promoting high-quality learning spaces across campus	<p>This category relates to the campus environment as a whole. It provides opportunities for supporting students' learning through consistently high-quality learning spaces through the application of standards and design principles. For example:</p> <input type="checkbox"/> University standards applied, e.g., classroom and IT standards; accessibility guidelines; recognized sustainability practices, materials and technologies; regulated building operations (e.g., temperature and ventilation). For further details and/ context, see <a href="#">McGill University Classroom Guidelines and Standards</a> <input type="checkbox"/> Design classrooms for flexible future use where possible (e.g., raised floors for conduits to permit future classroom reconfiguration). <input type="checkbox"/> Design classrooms, consistent with the principles of Universal Design and Universal Design for Learning, to meet the needs of and be used by all populations using these spaces (e.g., natural light, sufficient storage, standardized room controls to facilitate use of multiple classrooms). <input type="checkbox"/> Design classrooms to integrate with surrounding space (informal spaces, etc.) <input type="checkbox"/> All classrooms are thought of within the campus master plan.				
<b>High-Impact Practices (HIPs)</b>	<p>Multiple types of campus physical environments are needed to support a variety of HIPs. Ensure availability of, and support for, a diverse range of affordances (both physical and virtual) to maximize HIPs for student learning.</p>				



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