Future Learning design – future learning space

HSG Learning Center

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Do we need change in the academic learning and teaching culture?

- from the students’ perspective: based in learning style studies
- Constructive alignement (study goals – learning opportunities – assessment)
- Strategic orientations of the universities
- From learning effectiveness studies
- From learnings from bench marks
Design Principles used by other universities
Based on the assessment of future skills need

1. WEF (2016) „The accelerating pace of technological, demographic and socio-economic disruption is transforming industries and business models, changing the skills that employers need and shortening the shelf-life of employees’ existing skill sets in the process“


3. McKinsey Global report (2017): About half of all the activities people are paid to do in the world’s workforce could potentially be automated by adapting currently demonstrated technologies.

Preparation for lifelong learning
Dynamic change in educational programs, new educational programs challenge traditional educational institutions
Challenges for universities in digital transformation

- Multiple sources of information
- Multiple contexts
- Dynamic changes in learning goals
- Competence

Goals

Integration
Personalization

Students

Teachers

Feedback – assessment

Construction of meaning

From instruction to curation

Heterogeneity in the preconditions
- Strategic learners
- Fragmented learning
- "Digital natives" → "Digital learners"

Differentiations of disciplines and academic 'tribes'
- Academic mindset
What kind of learning space encourage such developments?

- Learning space design enables and limits the teaching and learning actions.
- Learning space design symbolizes learning culture.
- Learning space design incentives specific learning processes.
- Future skills need more space design for different kind of interactions.

The design of learning space has to be considered as an important element in the teaching and learning design.
Transformative learning as goal for university education

Preparation to cope with ambiguity, uncertainty and continuous change
Fostering competences to design future not only to adapt to it

Future enabling competences of future leaders
Working in interdisciplinary, project-oriented teams, with digital agents as team members
Future Competence - Integration

- Multiple perspectives
- Personal
- Digital
- Tradition
- Understanding
- Design
- New
- Social
- Physical

- Multiple value systems
- Verantwortliche forschende Haltung
How do Swiss / Liechtenstein companies work with these challenges

- increased space flexibility
- dedicated space for communication and collaboration
- Space symbolizing diverging and converging of thoughts
- navigation through space design
- high symbolism
How do technology drivers work with these challenges?

- design of ecosystems
- ambivalence of structure and chaos
- linking technology and nature
And the danger is ....

“... the architectural boom that became part of the learning landscape of higher education ...: let's call it campus porn.“

«Over the last two decades, many universities have invested in eye-catching architecture aimed at attracting investors and business, as a way of transforming their institutions into marketing-driven ‘brands’. Students now became ‘customers’, and providing a positive satisfying customer experience is a paramount preoccupation for university managers and a key instruction for architectural briefs.» (Neary 2015)
Force field

- group / teams collaboration
- single re-construction
- «silent»
- «traditional learning»
- «future learning»
- problem-oriented, critical thinking, design
- «noisy»
- adaptive modular space, atmosphere, light, airflow, sound
Changing academic teaching and learning culture

1. Based on Co-creation
2. Experience based learning
3. Enriched and meaningful interaction
4. Research and design based learning

Therefore we need:
• Different learning zones for different learning activities
• Flexible learning space design, that is adaptive for changing demands
• Ubiquitous technology, that does not dominate the learning space design
Verschiedene Lernzonen

train station & market place

cloisters & atrium

workshops & garages

holodeck
Verschiedene Lernhandlungen auf verschiedenen Lernebenen

Erdgeschoss: orientation / navigation, inspiration, interaction

1. Etage: co-laboration, co-construction, transformation

2. Etage: inquiry, reflection, create confidence
3 levels of learning opportunities

1. **Curriculum level**
   → enriched learning experience within the study programs

2. **Extra-Curriculum level**
   → new learning opportunities for all student generations (from bachelor, master and continuous education)

3. **Informal learning**
   → creation of an academic ecosystem
For further inspiration

https://www.hsg-stiftung.ch/projekte/hsg-learning-center/

Thank you very much for your attention.

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