

# Future School 2030

 Beijing Advanced Innovation Center for Future Education

Social Context as a Mechanism in New Learning Spaces: A Cross-Cultural Research Project

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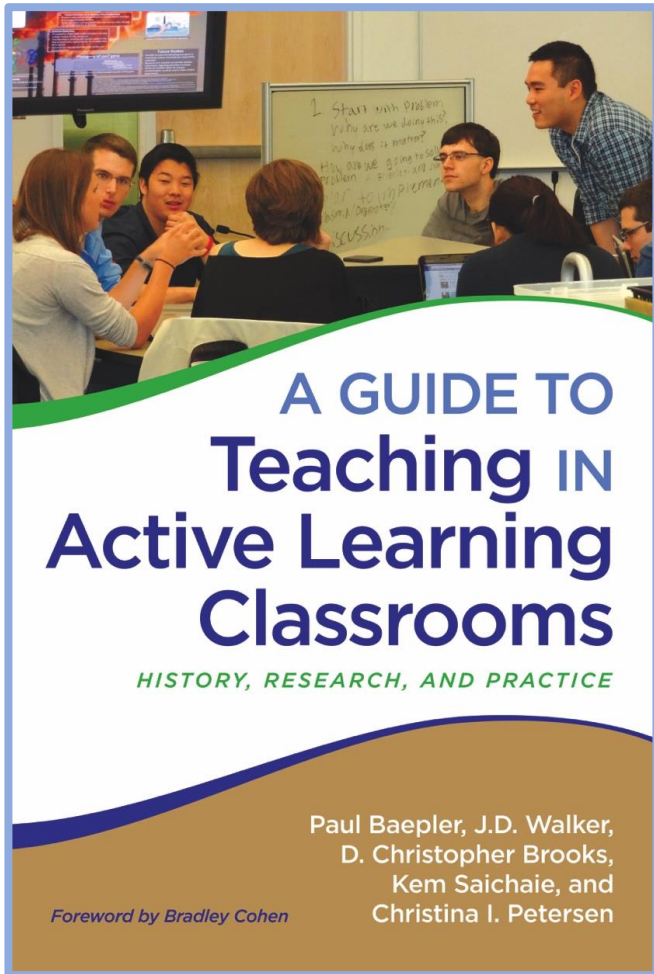


## **Introduction**

# Overview: Active Learning Classrooms (ALCs)



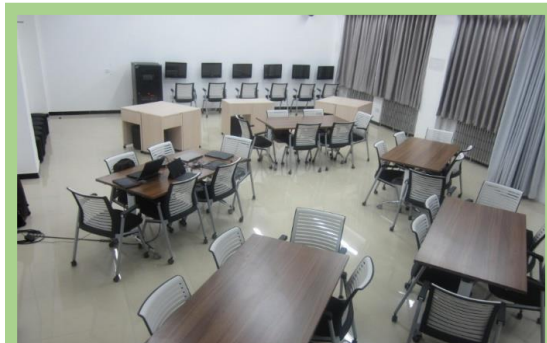
- Round tables
- LCD display screens
- Laptop plug-ins
- Projector(s)
- Marker-boards
- Microphones



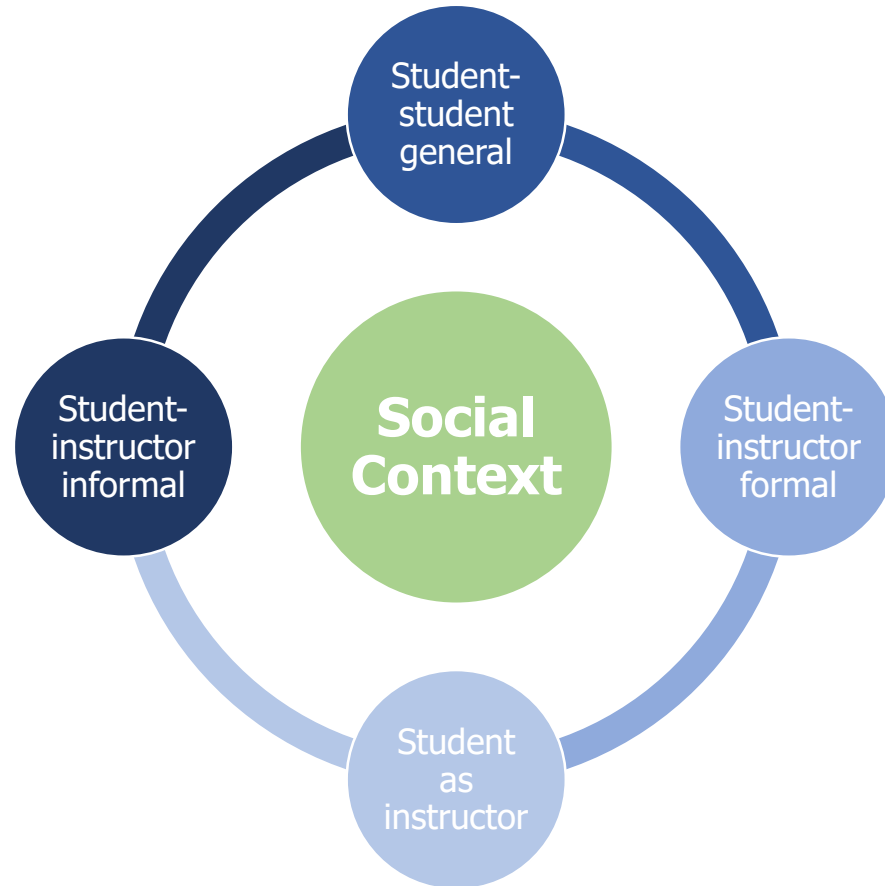
Book site: Stylus Publishing



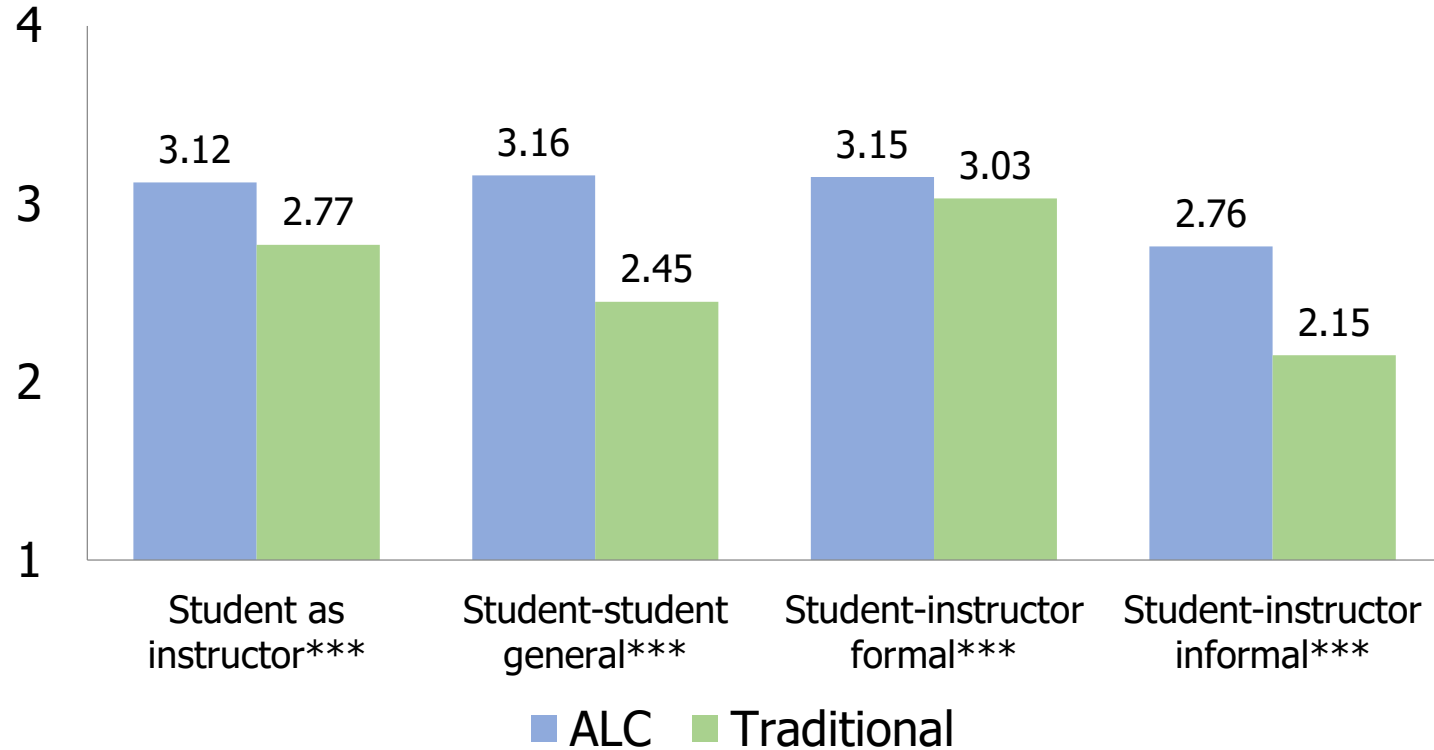
# Beijing Normal University: Future Learning Spaces



# Social Context and Learning Environments (SCALE)

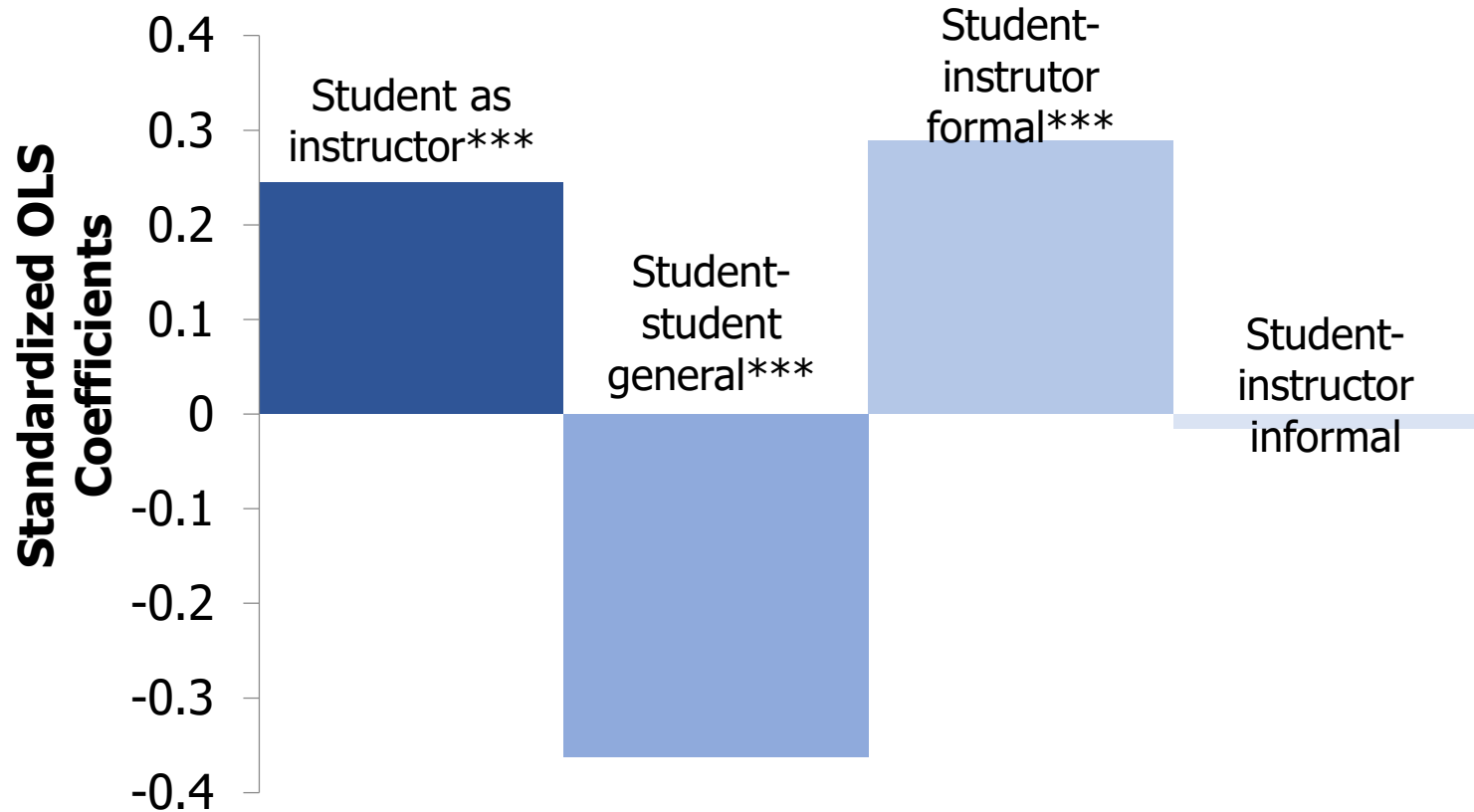


# Comparing Social Contexts: ALCs versus Traditional Classrooms



(ALC classes only. N = 300;  $R^2 = .402$ )

# Predicting Learning with Social Context Data







## **Research Progress**

# Research Progress

- Spring 2016
  - Pilot data collection
- Summer 2016
  - Data analysis
- Fall 2016
  - Troubleshoot and revise instrument
  - Data collection – Round 1
- Spring 2017
  - Data analysis – Round 1
  - Data collection – Round 2
- Summer 2017
  - Data analysis – Round 2
  - Draft final report; disseminate findings



## **Report**

# Social Context as a Mechanism in New Learning Spaces: A Cross-Cultural Research Project

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## 1. Introduction/overview

The spaces in which teachers teach and students learn are experiencing a revolution. At least since the 1990s, colleges and universities in many different countries have begun to reexamine the physical learning spaces on their campuses. Driven in part by a contemporary understanding of how students learn that emphasizes student-centered active learning pedagogy (Ambrose, 2010; Bernard *et al.*, 2009; Cuseo, 1992; Pascarella, 2005; Prince, 2004), administrators, designers, and faculty are thinking creatively about how to redesign learning spaces to improve the student learning experience. Because early efforts with these active learning classrooms (ALCs) showed promise (Beichner *et al.*, 1999; Beichner *et al.*, 2007; Dori *et al.*, 2003; Dori and Belcher, 2005), many more institutions of higher education – including Beijing Normal University – are now reshaping their learning spaces, considering carefully how best to use those spaces, and studying the effects of their efforts. This cross-cultural research project is designed to identify what, if any, parallels persist in how American and Chinese students relate to active learning classroom spaces.



## **Case Analysis**

| Question | Question stem                   | UMN Factor | BNU Factor |
|----------|---------------------------------|------------|------------|
| Q1       | Learned from classmates         | SS         | 3          |
| Q2       | I can explain my ideas          | SAI        | 3          |
| Q3       | Material was presented          | SI-F       | 3          |
| Q4       | Learned from me                 | SAI        | 3          |
| Q5       | Instr knows my name             | SI-I       | 2          |
| Q6       | Instr makes enjoyable           | SI-F       | 2          |
| Q7       | I can explain concepts          | SAI        | 3          |
| Q8       | Students rely on each other     | SS         | 3          |
| Q9       | Work well together              | SS         | 3          |
| Q10      | Instr cares about me            | SI-I       | 2          |
| Q11      | Instruc wants me to do well     | SI-F       | 2          |
| Q12      | Instruc acquainted w me         | SI-I       | 2          |
| Q13      | I can persuade classm           | SAI        |            |
| Q14      | I know sthg personal            | SS         |            |
| Q15      | Comfortable asking for help     | SS         | 3          |
| Q16      | I can use terminology           | SAI        | 3          |
| Q17      | Opposite teams                  | SI-F       |            |
| Q18      | I am acquainted w instr         | SI-I       | 2          |
| Q19      | I can explain thought proc      | SAI        |            |
| Q20      | Spoken informally w instr       | SI-I       | 2          |
| Q21      | I am acquainted w stds          | SS         | 1          |
| Q22      | Instruc encourages Qs           | SI-F       | 1          |
| Q23      | I can help others               | SAI        | 1          |
| Q24      | I have chance to discuss w stds | SS         | 1          |
| Q25      | Stds respect my opinions        | SS         | 1          |
| Q26      | Stds point out resource         | SS         | 1          |
| Q27      | Stds explained concept          | SS         | 1          |



THANKS!

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