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 current Indicator themes and High Impact Practices (2013)[1] 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 principles. The Principles for Designing Teaching and Learning Spaces 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 high-impact pr

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