

Chapter 2

Challenge:

4000 Years of Behavioral Conditioning Define the Designs of Face-to- Face Classrooms – Next Generation Learning Environments

Lennie Scott-Webber
INSYNC: Education Research + Design, USA

ABSTRACT

Too many stakeholders are ignoring too much scientific research and the net resulting outcome is too many students are left behind academically. Significant and strategic changes must occur quickly to correct this fundamental outcome. This chapter explores issues relative to the current state of classroom design and why they haven't changed systemically in over 4000 years. Definitions of active learning and behavioral research basics, the nature of the physical learning place, Evidence-Based Designs (EBD) solutions and examples of solution features and capabilities impacting pedagogy (i.e., teaching and learning strategies), technology and spaces are shared. Metrics of 'proof' of engagement impact are cited, and this author argues that space provides behavioral cues. To simplify the complexity of moving from a teacher-centric paradigm and design solutions to a learner-centric one, two important items for consideration are presented: 1) a formula guiding deep learning parameters for all stakeholders and 2) a decision-makers' checklist.

INTRODUCTION

An archeological dig of a 2000 BCE Sumerian site was labeled 'The Classroom' by the archeologist Cole (2005, p. 200 in Teitelebaum 2015, p. 28). Why was this site referenced with this name? The layout, or design, is row-and-column marble slabs as seats with a 'teacher' desk at one end (see Figure 1) mimicking the row-and-column design layouts we see today in a 'traditional classroom' (see Figure 2). Designs for face-to-face learning environments continue to repeat this row-and-column layout (Scott-Webber, 2004) and for centuries have been coupled with a teacher-centered practice of dyadic delivery. Research

DOI: 10.4018/978-1-5225-1689-7.ch002

Challenge

Figure 1. Adaptive sketch of Sumerian dig's 'The Classroom'

Source: Cole, 2005, p. 200; In Teitelebaum, M. (PhD diss., University of Toronto, 2015, p. 38).

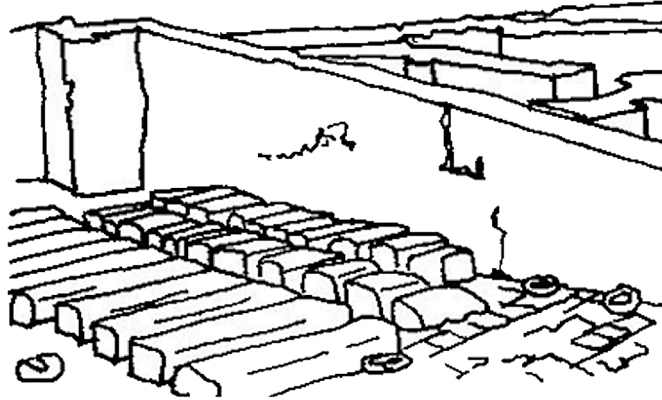
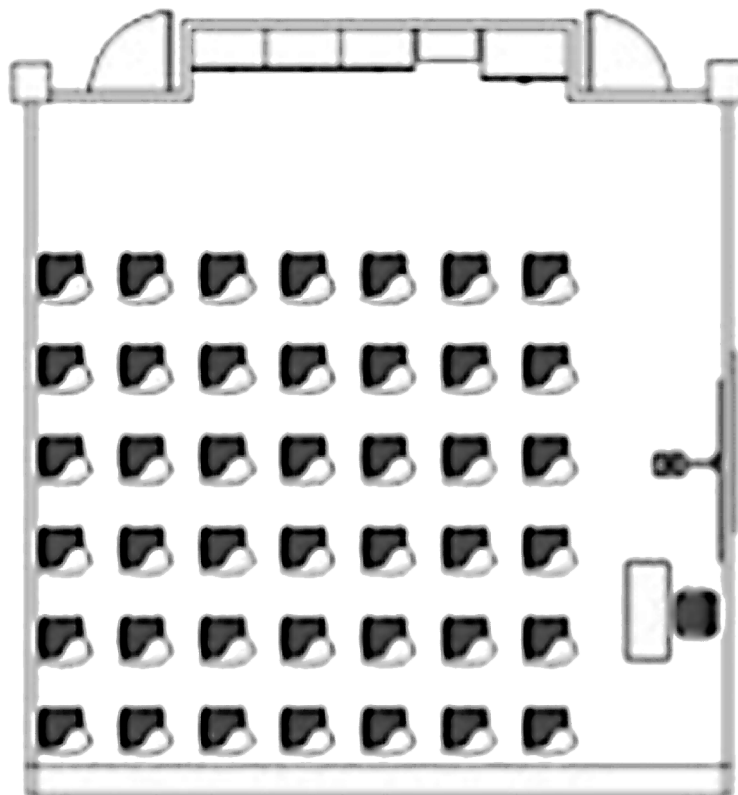


Figure 2. 'Traditional' row-and-column classroom design

© [Steelcase Education]. Reproduced by permission of Steelcase Education.



14 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/challenge/171566

Related Content

Designing a Cloud-Based Assessment Model: A New Zealand Polytechnic Case Study

Tony Rickards and Aaron Steele (2020). *Learning and Performance Assessment: Concepts, Methodologies, Tools, and Applications* (pp. 414-434).

www.irma-international.org/chapter/designing-a-cloud-based-assessment-model/237538

Collaborative Game-Based Learning with Motion-Sensing Technology: Analyzing Students' Motivation, Attention, and Relaxation Levels

Cheng-Yu Hung, Yu-Ren Lin, Kai-Yi Huang, Pao-Ta Yu and Jerry Chih-Yuan Sun (2017). *International Journal of Online Pedagogy and Course Design* (pp. 53-64).

www.irma-international.org/article/collaborative-game-based-learning-with-motion-sensing-technology/187237

Learning Objects, Learning Tasks, and Handhelds

Daniel Churchill and John Gordon Hedberg (2009). *Handbook of Research on Learning Design and Learning Objects: Issues, Applications, and Technologies* (pp. 451-469).

www.irma-international.org/chapter/learning-objects-learning-tasks-handhelds/20896

Effectiveness of GSP-Aided Instruction

Chin-Hsiu Tai, Shian Leou and Jeng-Fung Hung (2015). *International Journal of Online Pedagogy and Course Design* (pp. 43-57).

www.irma-international.org/article/effectiveness-of-gsp-aided-instruction/126978

Developing Practice With Breakout Rooms: A Diffracted Intra-Active Reading for Professional Development

David Michael Barnard (2022). *Cases on Teaching English for Academic Purposes (EAP) During COVID-19: Insights From Around the World* (pp. 177-204).

www.irma-international.org/chapter/developing-practice-with-breakout-rooms/308949