DOES A ‘GOOD’ LEARNING SPACE, AS DETERMINED BY THE
STUDENT BODY, LEAD TO ENHANCED TEACHING AND
LEARNING AND/OR STUDENT SATISFACTION?

R. Butler, J. Rhodes, N. Karodia

University of Wolverhampton (UNITED KINGDOM)

Abstract

Despite huge investments in new learning spaces across the HE sector very little is understood
about the relationship between learning and the spaces designed for learning. Although many
studies have been carried out with regard to how students feel about the learning spaces they
use, research tools have not been developed (or satisfactorily combined) to enable the relationship
between preferred spaces and enhanced learning outcomes to be fully understood (Cleveland,
2014). Students often feel they learn better in modern, well lit, air conditioned spaces, but this is
not convincingly supported by data or observational evidence (Douglas, 2001; Scott Webber,
2004; Temple, 2007).

This mixed methodology study, which included a student survey, formal space audit and
observational studies sought to discern how students explore and negotiate the formal and
informal spaces the institution provides and how they ‘own’ or transform these to become learning
environments. Understanding how students utilise space and learn within the spaces they inhabit,
will enable the HE sector to actively harness and enhance those spaces for independent and co-
learning opportunities and design better learning spaces in the future. This poster will reveal the
initial findings and highlight the progress made towards unpicking the complicated relationship
between space and learning.

References:
higher education. Refereed Proceedings of 2005 Forum of the Australasian Association for
Institutional Research, pp. 17 – 23.
Education Academy.

Keywords: Learning Spaces, Higher Education.