

# E21LE

EVALUATING 21<sup>ST</sup> CENTURY  
LEARNING ENVIRONMENTS

2013–2016  
ARC Linkage  
Project



## Newsletter 2: October 2015

Dear E21LE colleagues,

It's been a busy year! We thought it timely to send out a newsletter to update you on research activity, publications, events (past and future) and progress in general. Please find below a summary of 'what's been going on' over recent months in the E21LE project.

### Key Dates

For the remainder of 2015 (and early 2016). Please put these in your diary:

- PhD Workshop – Wednesday 18<sup>th</sup> November
- LEaRN Partners Meeting – Tuesday 8<sup>th</sup> of December (10am-4pm)
- E21LE Partners Meeting – Wednesday 9<sup>th</sup> of December (10am-3:30pm)\*
- Talking Spaces 7 (February – exact date TBC)

\* Please note that the date for our annual E21LE partner's meeting has changed to the 9<sup>th</sup> of December. We have shifted the date back a week to coincide with the LEaRN partners' meeting, and also to enable the research team to present at several key conferences in early December.



*Caulfield Grammar School site visit. (L to R) Lisa Horton (Hayball), Ben Cleveland, Wes Imms, Graeme Oliver (University of Melbourne)*

## PhD Progress & Confirmations

Our PhD students have been making good progress on their individual studies.

Terry Byers is nearing the completion of the data collection phase for his project and has recently submitted several articles for peer review by some top ranked journals, including Review of Educational Research.

Congratulations go out to Graeme Oliver who successfully completed confirmation in March. Graeme is now in the process of completing his ethics application and commencing the data collection phase of his research.

Ana Sala-Oviedo will be undertaking confirmation in November. She has put a lot of hard work into developing and refining her research project and we wish her the best for confirmation.

## PhD Workshops

PhD workshops were held on March 4<sup>th</sup> and the August 27<sup>th</sup>. These workshops aim to provide a collaborative environment in which to present, discuss and work through research design, methodology, data collection and analysis. As our researchers are spread across multiple states, these days also provide invaluable time for the research team to discuss research questions, present research-in-progress, align different components of the project and to develop collaborative frameworks to advance the E21LE research project as a whole. Whilst these days are held primarily for the PhD candidates, partner investigators are welcome to attend.

The PhD workshop held on August 27<sup>th</sup> included the E21LE team visiting one of our case study sites at Caulfield Grammar School's (CGS) Wheelers Hill campus. On site, Andrea Nelson and Paul Runting from CGS and Lisa Horton from Hayball joined the team for a tour of the new modular learning pod and some older learning spaces – both of which are being tracked as part of the data collection process being conducted at the campus. It was a wonderful opportunity to observe the learning spaces in use, discuss the data collection process and related issues around the design, roll-out, occupation and use of the new learning spaces. Our special thanks to Caulfield Grammar School and Hayball for enabling and facilitating this research visit.

## Partner Organisation Participation

It's been encouraging to see the active participation of a number of the partner organisations in field research over the past few months.

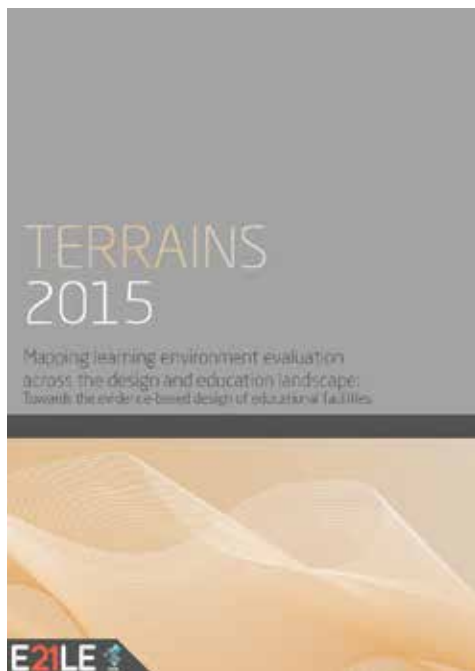
Terry Byers has done a fantastic job collecting data at Churchie and is now in the final stages of analyzing the impact of a range of learning environment variables on student learning and teacher practice.

Andrea Nelson has skillfully managed a similar data collection process at Caulfield Grammar School's Wheelers Hill Campus. Working closely with Terry, she has guided students and teachers through a process of fortnightly repeated measures surveys. The data collected will enable comparison of students learning outcomes in 'existing' and 'new' spaces at the school.

Susan Hyde and Jayne Heath have been working with Kenn Fisher on a range of evaluation approaches at the Australian Science and Mathematics School. This work has involved critiquing some current evaluation tools and developing some new tools that take into consideration the influence of space on school leadership structures.

At the annual partners' meeting last year we asked each Partner Investigator to think about publications that they would like to see arise from the research project in 2015 and 2016. We would like to hear from you regarding these ideas and support the collaborative writing of papers with you over the coming 18 months.

The 'research roadmap', which was developed in conjunction with Partner Organisations, can be downloaded from the E21LE website (see link). Ahead of this year's annual meeting, we ask that you review this document with a view to identifying further opportunities for collaborative activity in 2016.



## Events

Terrains - Mapping learning environment evaluation across the design and education landscape: Towards the evidence-based design of educational facilities. On the 5th of June, E21LE hosted, Terrains, an international RHD symposium. Terrains explored the varied disciplinary perspectives from which learning environments research is being conducted, and set out to map the 'terrain' being covered by current and emerging Graduate Researchers with respect to learning environment evaluation. This is the second year that E21LE have hosted the international RHD symposium. We were pleased by the breath and quality of presentations, and the debate that was fostered around the research presented on the day. The [proceedings publication](#) and [video footage of the presentations](#) are available on the E21LE website.

Talking Spaces 7 (February 2016 – exact date TBC)

With such a packed 2015, we have decided to shift our annual conference, Talking Spaces, to late February 2016 (exact date TBC). As for past editions, this will involve a range of keynote speakers, reports on current LEARN research activity and findings, and discussions about future research needs and directions.



## Publications

We are pleased to announce the publication of the proceedings from the Terrains Symposium has been finalised. This is available on-line via the E21LE website. Hard copies have also been sent to partners. If for some reason you have yet to receive a copy, please let us know and we will send one to you.

Five articles written by LEARN academics and associated graduate researchers were published in the August issue of Professional Educator, the journal of the Australian College of Educators (ACE). This series of articles for a special issue on learning environments was guest edited by Ben Cleveland. These articles feature some of the wonderful work being done by the E21LE team, and others.

The Translational Design of Schools: An Evidence-Based Approach to Aligning Pedagogy and Learning Environments, edited by Kenn Fisher, is due for release shortly through Sense Publishers. This book summarises the deep level of research carried out within the emergence of the evidence-based translational design (EBD) of learning environments through the Learning Environments Applied Research Network at the University of Melbourne and its partners and colleagues since 2008.

The 'What works? Snapshots of emerging research in learning environment evaluation' book, edited by Wes Imms, Ben Cleveland and Kenn Fisher, is in the process of final editing and review. We are looking forward to seeing the release of this first book arising directly from the E21LE project. We will keep you posted about the official launch.

## Closing

Once again, thank you all for your contributions to the E21LE ARC Linkage project. We look forward seeing you on December 8 and 9 for the LEARN and E21LE partners meetings.

Regards,

Heather Mitcheltree  
Project Manager  
Evaluating 21st Century Learning Environments