INDIANA UNIVERSITY

65 – Learning Spaces Innovation

Action Item Template Response

General Action Item Information

Lead Division/Office: LT
Action Item Number: 65
Action Item Short Name: Learning Spaces Innovation
Dependencies with other EP Action Items:
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I. DESCRIBE YOUR PLANS FOR IMPLEMENTING THIS ACTION.

The history of the Student Technology Centers (STCs) parallels the development of interactive computing at Indiana University, starting in the early 1980s with dumb terminals, moving to intelligent terminals, and then to personal computers. By 1999, there were around 45 STC labs and classrooms in academic buildings at IUB and IUPUI. In 1999, Action 54 of the UITS IT strategic plan called for expansion of student technology support, including basic technology infrastructure for all students, and advanced support addressing discipline-specific needs of undergraduates and graduate students alike. The first major effort of STC staff in support of Action 54 was taking responsibility for computer labs operated by Residential Programs and Services, providing hardware and software identical to that in the academic locations.

As the STC software configuration matured, schools and departments realized there was value to having a common suite of applications available for their students, and we established partnerships to extend the STC software to these schools and departments. We now distribute to over 900 workstations in 19 schools and departments, including all Classroom Technology Services (CTS) stations in classrooms across both campuses. The total number of seats serving students now stands at well over 3,000. Instructors and students can go to nearly every computer lab or classroom on the IUB campus and be confident that whatever they need to do can be done there.

At IUB, STCs in Music and Fine Arts have long supported high-end needs of student composers, performers, graphic designers, and fine artists with such applications as Variations, Macromedia Director, and Maya. In 2003, the opening of the ICTC building at IUPUI and the Information Commons at IUB gave opportunity to provide the same high-end hardware and software in locations more easily accessible than heavily booked classrooms.

Last year, a project to upgrade all instructor stations in the STC classrooms to more closely match their CTS counterparts (further simplifying classroom technology for instructors) was completed, including provision for easy attachment of an instructor's laptop to the Internet and the classroom projector. In fall 2007, the 28 STC classrooms hosted nearly 1,000 reservations, comprising full-semester and eight-week courses, and labs, along with special sessions of shorter duration.

Currently, the typical STC hardware configuration consists of a Dell desktop with 19" monitor or an Apple Intel iMac, along with a black and white laser printer in each location. Color printers and more specialized equipment are located in select staffed locations, and include scanners, media readers, video editing decks with playback monitors, and extra support for student-provided devices such as external hard drives for large video projects. Within the STC unit, the Adaptive Technology Center offers brailing, tactile graphics conversion, high-speed scanning to create digital versions of texts, and other services to enable students with special learning needs to succeed in the classroom.

To fully meet the expectations of *Empowering People,* Action 65 (Learning Spaces Innovation), the deliverables should address a range of teaching and learning innovations, both in and outside the traditional classroom. To that end, we propose to refine the nature of STCs and IT-equipped informal learning spaces to ensure that students continue to have access to the hardware, software, and printing capabilities that they need to complete their academic work, while also providing increased access to spaces for collaborative work that make use of new furniture designs and access to rich media capabilities. To that end, the following projects have already been completed.

At IUB, the STC in the Indiana Memorial Union was renovated this summer resulting in more than double the space of the existing STC. The new space makes use of new collaborative furniture arrangements that encourage student collaboration, in addition to 40 existing workstations that provide the STC build applications. The space also provides laptop charging locker system, printers, and a plotter.

At IUPUI, the following actions have already been completed:

- A new printer and five new STC stations with more than 150 applications added to the Theatre Level of the Campus Center
- A new UITS Printer Locator application for PC and Mac laptop users
- 36 New InfoStations and 30 upgraded InfoStations added for student use in campus common spaces
- 185 computers upgraded through standard lifecycle replacement schedules
- A new collaborative area for students to work on rich media projects is completed for the 4th floor of the University Library. This space includes four new rich media development suites.

ACCOMPLISHMENTS

Business/SPEA Information Commons (IUB). The 2010 Commons renovation resulted from a collaborative project, driven by students who used the library in a case study competition for a Kelley School of Business course. The case study showed that students wanted a library that offered more choices, namely areas suited to meet a variety of study needs. The competition's best ideas, which included comfortable furnishings, presentation rooms, and quiet and group space, were incorporated into the facility's new design.

Indiana Memorial Union Student Technology Center (IUB). In response to student feedback from the Board of Aeons and the Union Board, UITS and the Indiana Memorial Union worked together to renovate the west end of the IMU, expanding the existing Student Technology Center (STC) to meet increasing demand for individual workstations, soft seating for study and laptop use, and furniture supportive of collaboration. Planning was an iterative process, starting in March 2009, going through several options for space before settling on the area formerly occupied by the pottery studio and wet darkroom. While a small amount of the original STC was closed off to create space for another department in the IMU, a similar amount of space was walled off at the end of the existing billiards room to create a new entryway from the hall, also allowing us to open up the limestone arches that had been sealed off years ago, now emphasizing the design known as "collegiate gothic" that characterizes many IU buildings. Opening up the pottery studio and wet darkroom space added

about 2,500 square feet.

IT131 Student Technology Center (IUPUI). IT131 serves as the only 24x7 on the IUPUI campus. Since the opening of the ICTC building in 2004, the design and layout of this space had become dated and the furnishings were showing premature signs of age. In response to student feedback, the space was redesigned in 2010 to provide increased group collaborative space and additional support for mobile users.

BS3000 Student Technology Center/Testing Center (IUPUI). In early 2009 a decision was made to demolish the building where the IUPUI Testing Center was located. The area on the edge of campus where these testing facilities were located had been problematic for students in terms of its accessibility and parking options. UITS, IUPUI Campus Administration and the IUPUI Testing Center formed a partnership to relocate the Testing Center operations in a more central location and with access to convenient student and visitor parking. This was accomplished by utilizing and renovating an existing STC location and repurposing a portion of the facility for computer-based testing. The resulting redesign created a set of spaces that can be utilized for a variety of uses and consists of:

Classroom space
Open study space
Computer-based testing spaces
101 workstations (PC and Mac)
Black-and-white and color printing options
Flatbed scanning and multimedia workstations.

UC101 Multicultural Student Technology Center (IUPUI). Opening in the summer of 2011, this new facility grew out of a partnership with the Multicultural Success Center and UITS. The first floor of the Taylor Hall building underwent and dramatic redesign and remodel with a focus on diversity and multiculturalism. A new Student Technology Center was conceived and built in the space, applying a collaborative themed approach to integrating technology into the building, thereby refining the nature of the STCs and IT-equipped informal learning spaces to meet the full spectrum of academic needs and increase access to collaborative space.

ET Lower Level Informal Learning Space (IUPUI). The lower level of the Engineering Technology building on the IUPUI campus hosts a cluster of classrooms and open study computer labs. Through a partnership with the Engineering school, technology and collaboration areas were added to augment the learning environment and provide locations where students could gather and collaborate before or after classes. Large flat screen displays attached to a fixed PC allow Engineering students to access high end Engineering application in a group environment.

Milestones achieved to date include:

August 2009: IMU STC redesign completed
June 2010: Business/SPEA Information Commons redesign completed
August 2010: IT131 24 hour STC redesign completed
June 2011: UC101 Multicultural STC opened
August 2011: BS3000 STC/Testing Center redesign completed

II. WHAT ARE THE POLICY AND PRACTICE IMPLICATIONS OF YOUR PLANS?

As we redefine the nature of STCs and IT-equipped informal learning spaces, it will be important to review the use of student technology fees to support these new models. This review should be done in consultation with all IU campuses and should also draw on the advice of the new Learning Technologies Steering Committee.

A transformation of STCs to "Learning Technology Centers" (LTCs) can meet these goals. Just as the teaching centers provide consulting for faculty in the integration of technology with teaching, the new LTCs will provide an environment that facilitates and supplements learning across the broadest spectrum of methods and approaches. In addition, an important conceptual focus will be to further remove the barriers to learning that often result from the physical space. Instead of providing an environment that isolates the learning process (e.g.: rows of workstations, with little to no flexibility for repositioning), the LTCs will – through their design and technology – encourage and allow for more participatory learning styles and practices through the following possible deliverables: *

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  - Staffing of LTCs with consultants who are knowledgeable not just about technology, but how to most effectively apply that technology in a student learning context.

  - Instruction and presentation of short (fifteen-to thirty-minute) technology infosessions that are specifically targeted at applications of technology that are of most interest to students.

  - Support of a consultant helpline, whereby those who staff the LTCs can have synchronous, live access to other consultants across the entire LTC network; moreover, such a network might also be occasionally staffed by (for example) a teaching center consultant, or a staff member from a specific area of UITS in order to provide further expertise and opportunities for LTC consultant professional development.

  - Delivery of special "Emerging Technology" presentations with content again specifically targeted for students. By taking advantage of the technology infrastructure of the LTC (multiple workstations, digital projection capabilities, collaborative learning space), students could learn about "hot" technologies that have career development application (e.g.: computer gaming, iPhone/mobile device application development). Such presentations would be offered at non-traditional times — in other words, at times more convenient and appealing to students, for example, after 8pm or on the weekend.

  - Close coordination between UITS and various academic units to help foster additional development concepts/ideas, and to help better align the integration of student technology use with both specialized and general pedagogical initiatives.

  - Communication/coordination with various student organizations and offices that target student professional/career development, to help gauge interest in various services/programs offered through the LTCs.

III. IDENTIFY STAKEHOLDERS.

Faculty, students, staff, and academic administrators at IU.