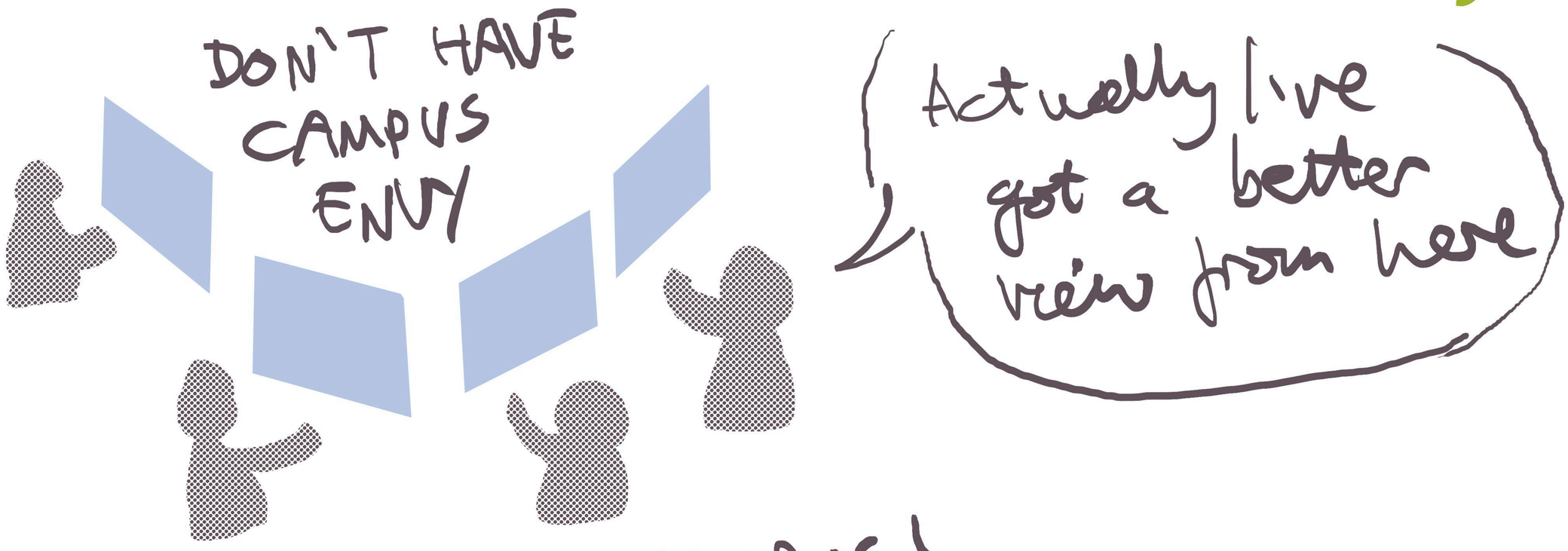
Dr. Jeremy Knox

SUPPLENESS MODIFICATION AND CHANGE: spatial flexibilities for the future of higher education

MANIFESTO FOR ONLINE TEACHING

(IN LATOUR'S SENSE - A PAUSE TO EXAMINE DEFINITIONS)



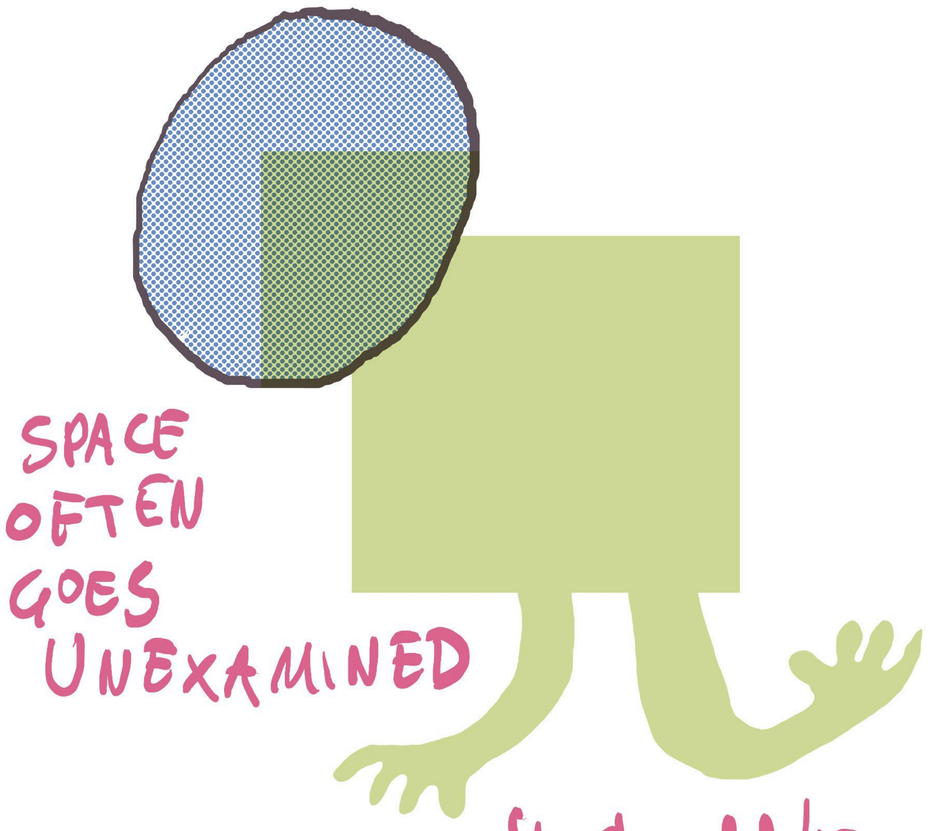
WE ARE THE CAMPUS!

RESIST TECHNO-CAPITALISM

Dr. Jeremy Knox

SUPPLENESS MODIFICATION AND CHANGE: Spatial flexibilities for the future of higher education

What I want to do here is talk about flexibility in a range of different ways



SPACE OFTEN GOES UNEXAMINED

It should be treated as active + complex

MOOCS!

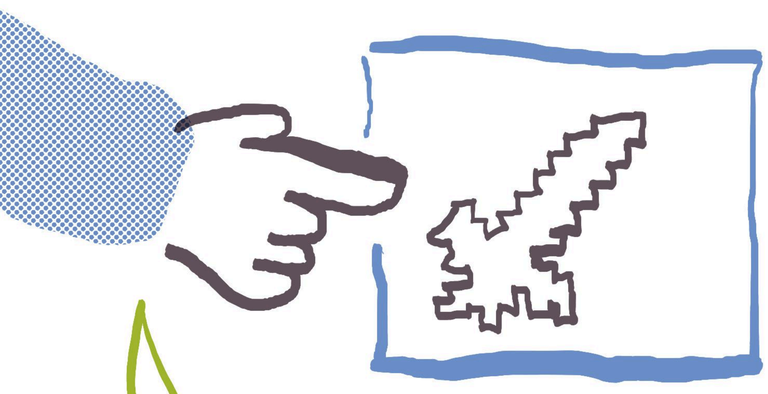
Massive open online courses

After these get established there will only be 10 unis left in the world!

UNIS TRADE ON THE PRESTIGE OF THEIR PHYSICAL SPACE

WE TRIED TO GO BEYOND THIS MODEL →

A RECORDED LECTURE featuring an academic talking from the kind of book-lined office you see on telly



But does generating this online material contribute to

→ SURVEILLANCE CAPITALISM?

FOR EXAMPLE, discuss this Minecraft video in light of the reading material

Dr. Andrew Middleton

SPATIAL FLUENCIES — More than spaces, more than literacies

→ The ability to navigate learning spaces

IS ANYONE BOTH HERE AND AT SOLSTICE?

AGENCY

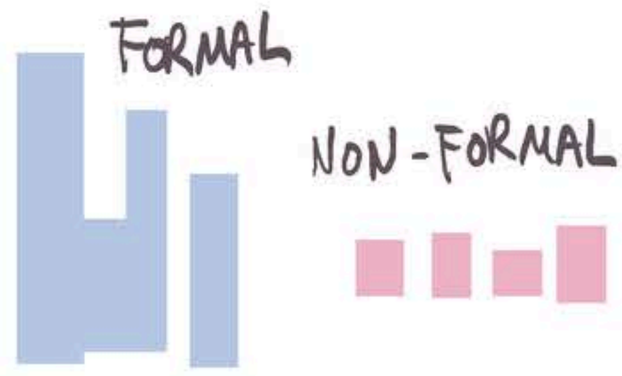
→ To do so CONFIDENTLY and CRITICALLY

AFFINITY SPACES (GEE 2005)

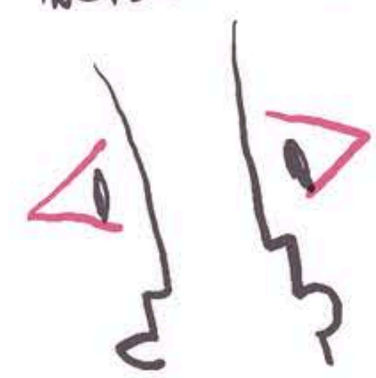
SPACE TO BE EXPERT

What does that mean for you?

SPATIAL ECOSYSTEM



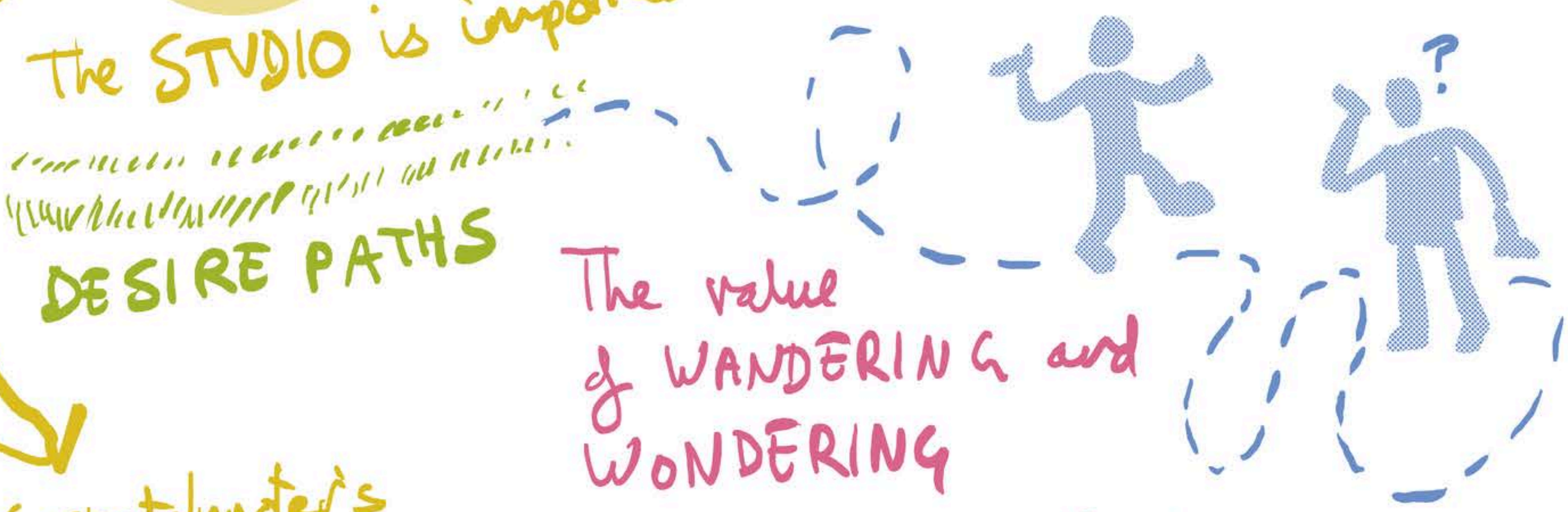
INCIDENTAL



SUCH AS EYE CONTACT!

The STUDIO is important here

DESIRE PATHS



The value of WANDERING and WONDERING

(which can lead to FLOUNDERING)

(Sketchnoter's comment: When Andrew mentioned this I thought of my students in the illustration yesterday, in the studio, sharing and developing expertise - so I was delighted when he emphasised the studio!)

Dr. Kevin Merry

UNIVERSAL DESIGN FOR LEARNING SPACES

DIFFERENCES are not BARRIERS

EG dyslexia is not a barrier, but

HAVING TO WADE THROUGH REAMS OF TEXT IS!

ENGAGEMENT

REPRESENTATION

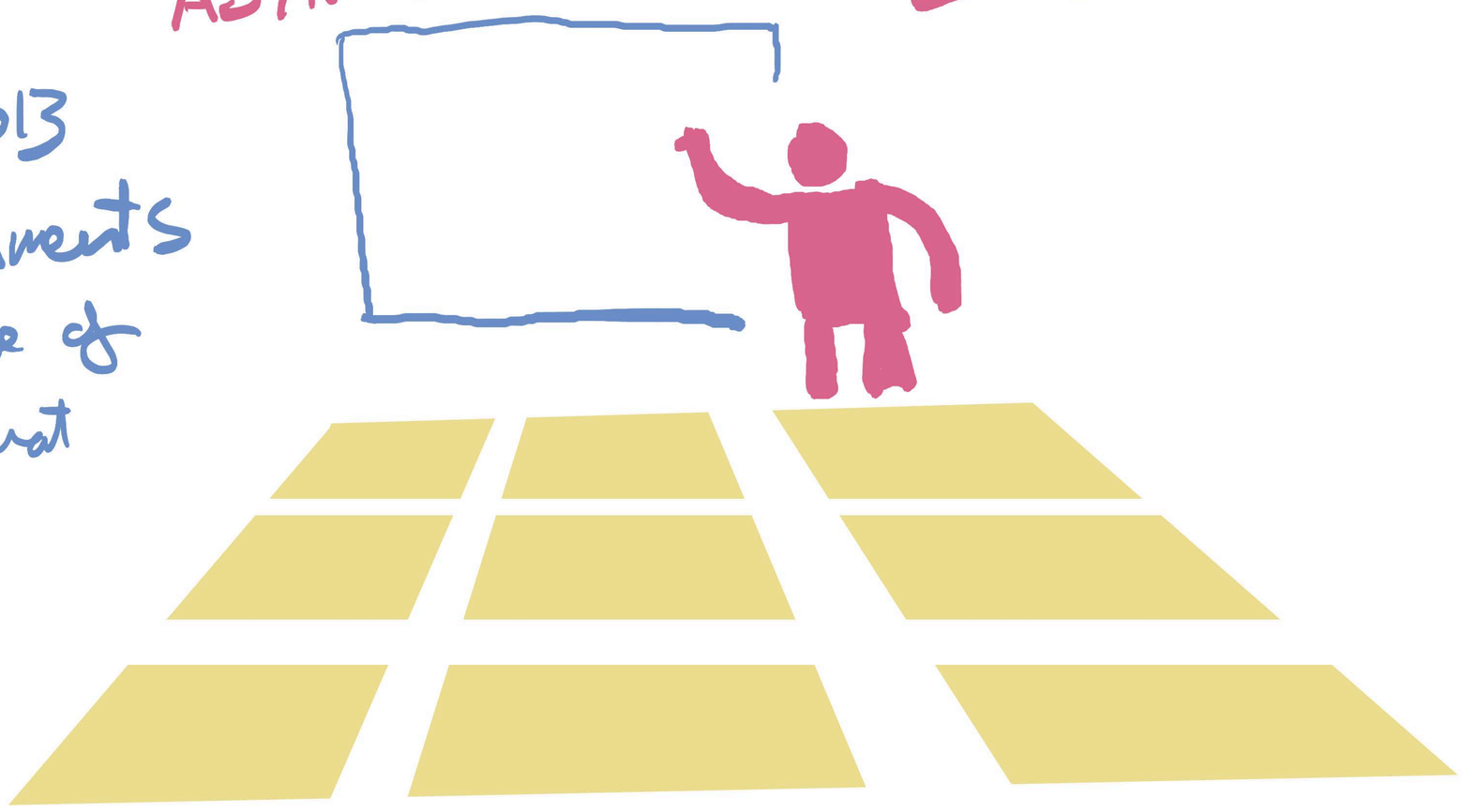
ACTION + ENGAGEMENT

A HYFLEX APPROACH IS NEEDED FOR ACCESSIBILITY

CO-PRESENT
SYNCHRONOUS ONLINE
ASYNCHRONOUS ONLINE

We need all of these for accessibility

We drew on Harvey + Kenyon 2013 on learning environments — this led to our use of trapezoid tables that can be clustered



THIS SORT OF ARRANGEMENT CAN BE THREATENING!

Dr. Namrata Rao AND Dr. Patrick Baugham

BLURRING THE PEDAGOGICAL BOUNDARIES IN THE POSTDIGITAL UNIVERSITY

THERE were actually 4 of us on this research project, and we focused on spaces for staff - How can they make us better teachers?

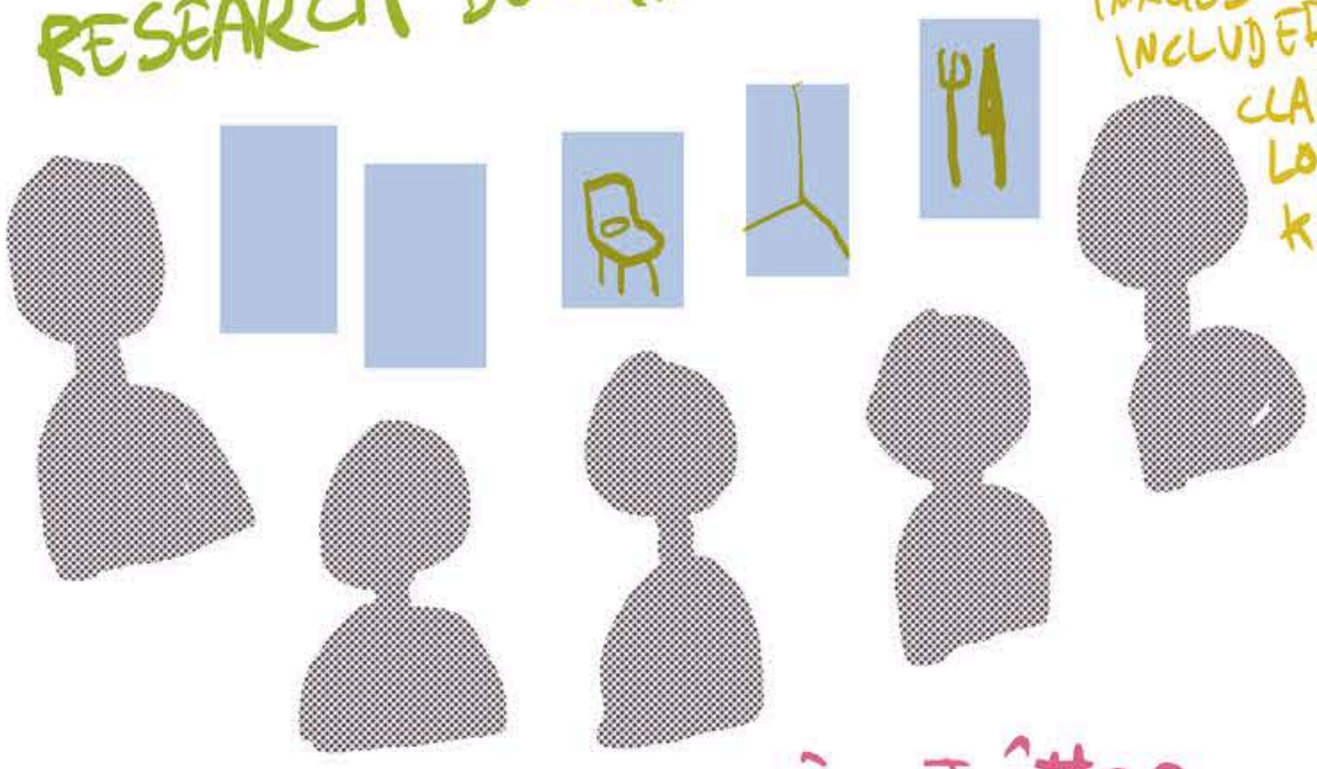
CONVERSATIONS

AND WHERE DO THEY HAPPEN?

THE VALUE OF UNCERTAINTY

and how it prompts us to rethink

RESEARCH DESIGN : PHOTOVOICE



IMAGES INCLUDED CLASSROOMS, LOBBIES, KITCHENS

Teachers recruited via Twitter sent us photos + written testimonies

EMERGENT THEMES

AFFECTIVE CONNECTIONS

LAPTOPS ON THE KITCHEN TABLE

BLURRING OF PERSONAL/ PROFESSIONAL BOUNDARIES

NATURE, THE OUTDOORS, WELLBEING

MATERIAL MATTERS

I MISS MY UNIVERSITY MUG!

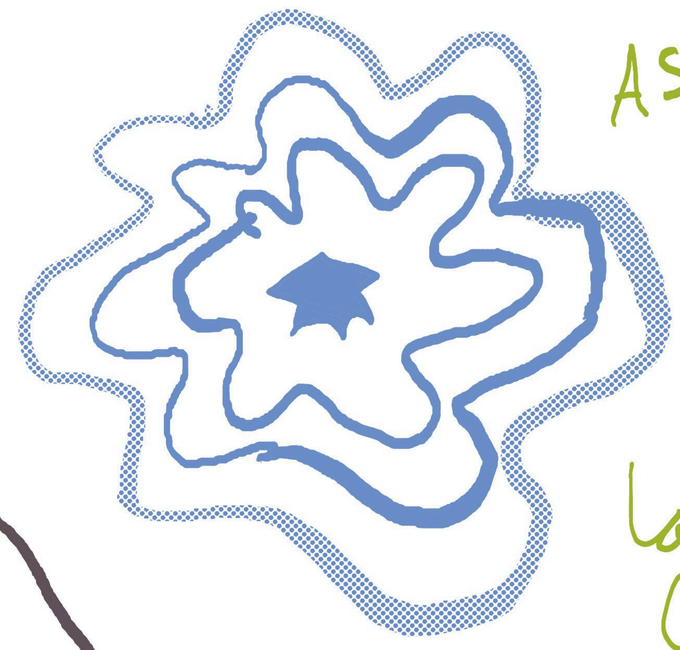
LANDSCAPES OF LEARNING FOR UNKNOWN FUTURES

SYMPOSIUM 2: Flexibilities

= PANEL DISCUSSION =

SPACE

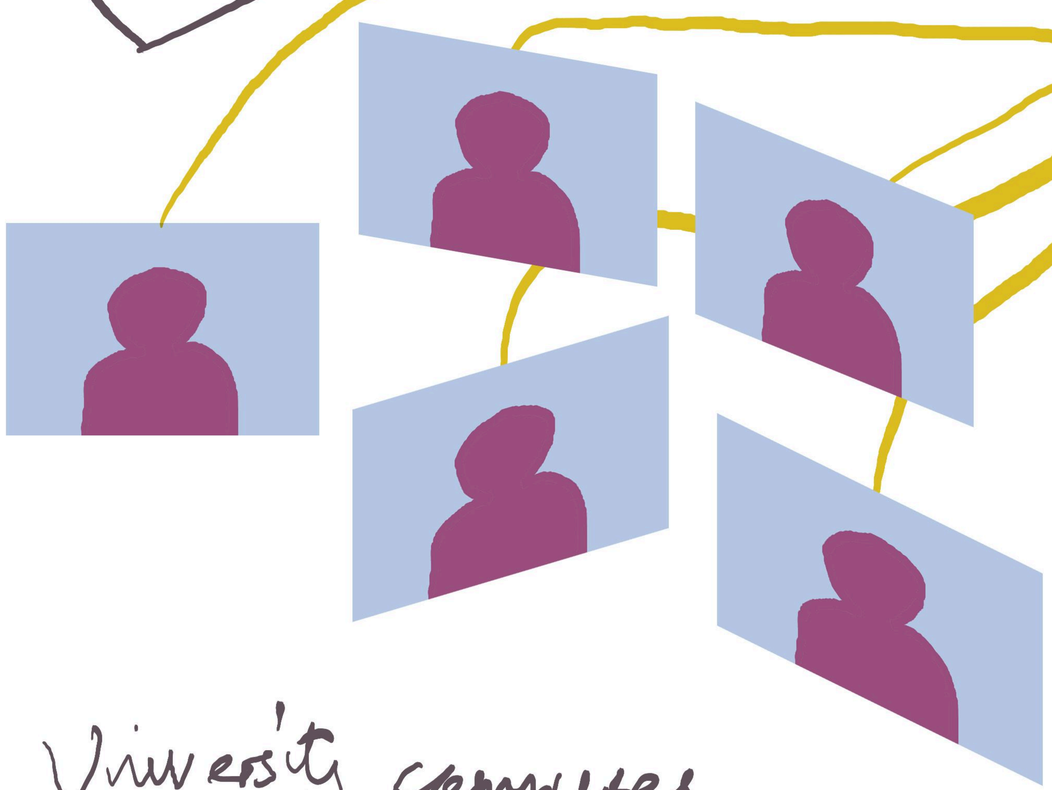
IS NOT JUST LEARNING SPACE



AS UNIVERSITIES BECOME DISTRIBUTED, POROUS SPACES, How do we negotiate the issues of labour + wellbeing (for example) that arise

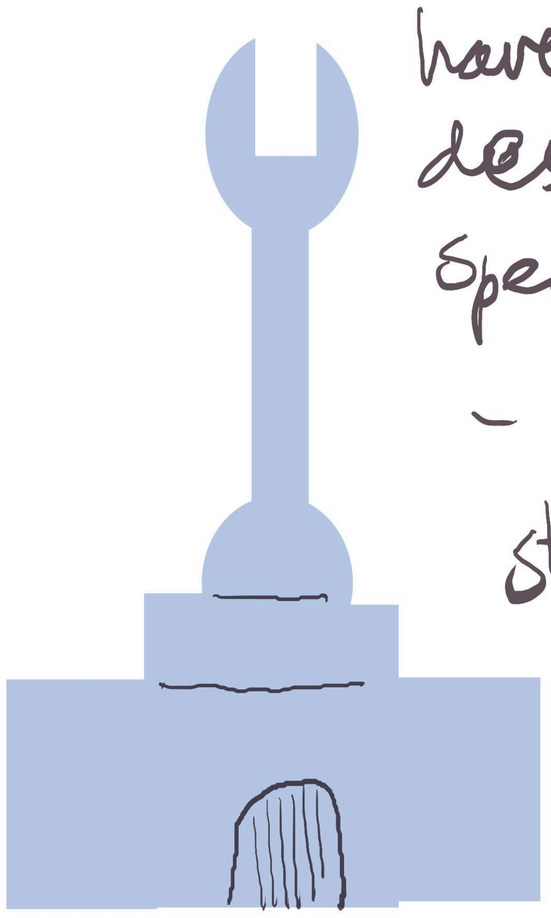
← We tend to fall back on this as academics

But we need to focus more on space making

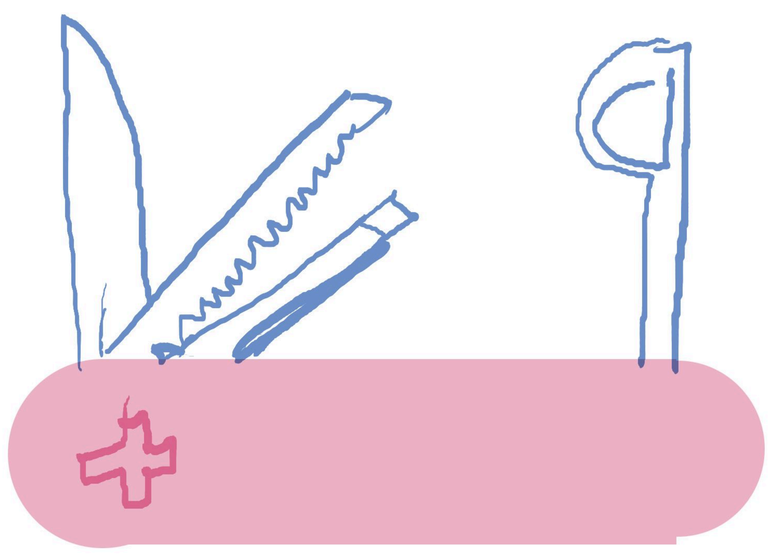


How do we provide spaces that support interaction and inclusivity when students are geographically distributed?

University campuses have been designed for specific purposes – are they still valid?



(How do we make it more like this?)



LANDSCAPES OF LEARNING FOR UNKNOWN FUTURES

SYMPOSIUM 2: Flexibilities

= PANEL DISCUSSION =

DESOCIALISATION POST-PANDEMIC

OH MAN I'M LATE FOR CLASS.. Well I'll just sneak in and quietly eat my nuggets

But does he know it's not cool? How could I challenge it?

Have students forgotten group etiquette? Have learners forgotten basic classroom management?

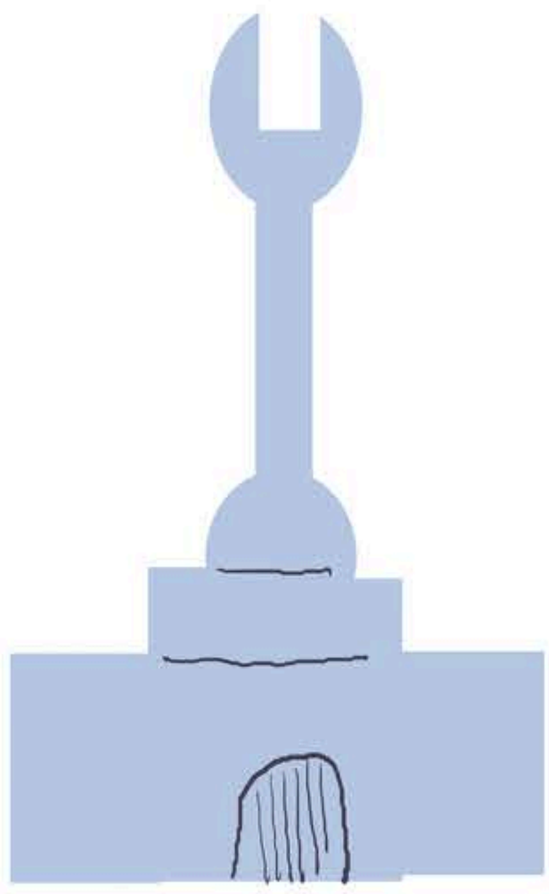
HE IS NOT EVENLY DISTRIBUTED

Even the basic ability to concentrate on learning is not equally available

LANDSCAPES OF LEARNING FOR UNKNOWN FUTURES

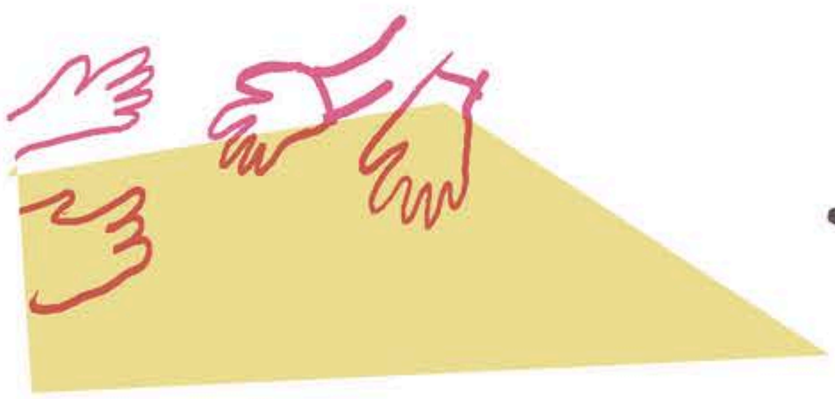
= PANEL DISCUSSION =

SYMPOSIUM 2: Flexibilities

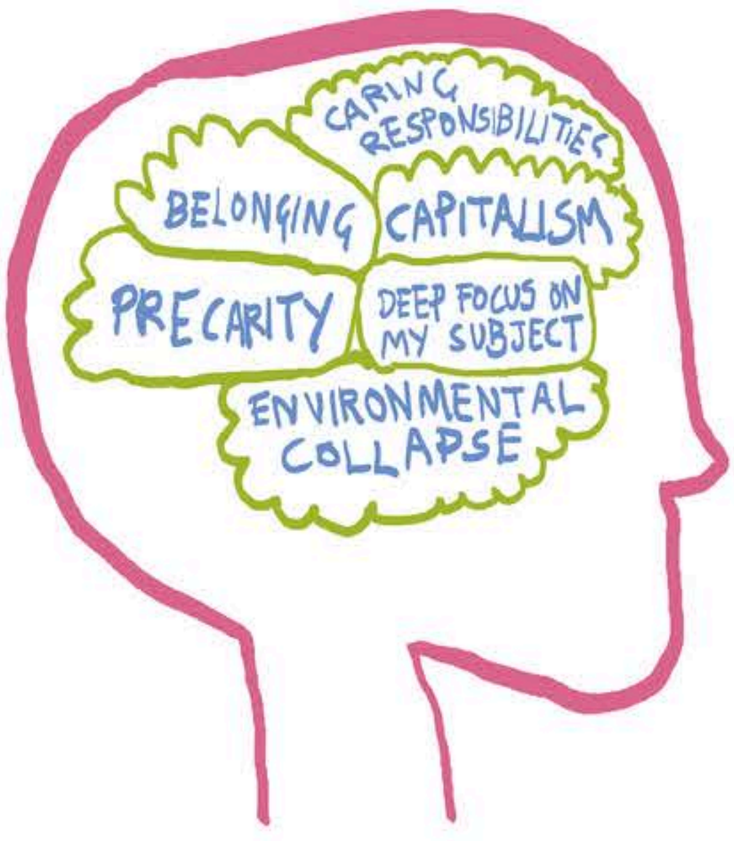


WHAT DOES A UNIVERSITY EDUCATION SIGNIFY?

EMPLOYABILITY?



SOCIALISATION?



METACOGNITION?

It depends on WHO is answering and WHEN