



## Designing the Hybrid Campus

Architects Philip Parsons and Deepika Ross

January 30-31, 9:00 AM - 3:00 PM

### Preparation:

If you plan to attend the Hybrid Campus workshop, try to find time to re-read (or read) Ron Bleed's Educause article *A Hybrid Campus for the New Millennium* (<http://www.educause.edu/pub/er/erm01/erm011w.html>) and look at the passages from John Seely Brown and Paul Duguid's "The Social Life of Information" (<http://www.slofi.com/>).

Also (this is important!) bring with you a photograph, a brief text, or a physical object that evokes for you an intense moment of personal learning (e.g. with a friend or child or grandmother, at home or traveling, alone or in a group or a crowd), and/or a picture or object that evokes the learning of a new skill or area of expertise. Second, think of a simple task or achievement (it could be as frivolous as how to wiggle your ears, as physical as a new dance step, or it could be serious and useful!) you could teach to a small group in a minute or two.

### Outline:

The workshops will explore the concept of hybrid learning, in terms of campus design and facilities investment, and will run from 9 a.m. until 3 p.m. We see the workshops as informal and highly participatory. We also hope they will be enjoyable! Our goal is to draw out and re-articulate the collective wisdom of participants, while contributing insights from our own work in campus planning and design.

The central premise we will examine is the notion that technology gives us the opportunity not to do away with the campus and face-to-face learning, but to transform them, making them more rewarding for both student and teacher, as well as more cost-effective. For this to be possible, we must think radically about the campus as a complex learning system, and about the experience it provides for students and teachers.

After a brief opening exercise, the facilitators, Philip Parsons and Deepika Ross, will make an introductory presentation outlining the hybrid campus concept and exploring the ways in which the physical environment, from the classroom to the campus to the city, as distinct from the electronic environment, shapes the nature of learning.

At about 10.15 a.m. attendees, drawing on personal experience, will work in groups to reexamine preconceptions about the settings in which successful learning takes place, and begin to consider the implications of these explorations for campus design. Philip

and Deepika will work informally with the various groups. Before lunch, the findings of each group will be shared by a group scribe.

Lunch will involve an informal exercise in teaching and learning. After lunch, the facilitators will outline the possible implications of the morning's sessions for hybrid campus design, and will assign brainstorming tasks to each group:

- **Curriculum group:** which programs best lend themselves to the hybrid campus concept, and why? Which programs don't?
- **Pedagogy group:** what new pedagogical opportunities does the hybrid campus offer, and what do these new pedagogies need to make them effective?
- **Space planning group:** what are the design implications of a hybrid campus for classrooms and campuses?
- **Administration group:** what are the fiscal and administrative implications of a hybrid campus?

Again, Philip and Deepika will work with the various groups. The work of the groups will overlap, obviously, and all will touch on questions of campus design.

A final session will summarize the work of the groups. Afterward our time together, a summary of findings and questions will be sent to all participants, and there will be opportunities for on-line follow-up discussion.