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Abstract

The learning spaces of higher education are changing with collaborative, agile and technology-enabled spaces ever more popular. Despite the massive investment required to create these new spaces, current quality systems are poorly placed to account for the value they create. Such learning spaces are typically popular with students but the impact they have on learning outcomes is difficult to capture. Taking a design-research approach, this paper presents a way of assessing the value of learning spaces in context through systematically mapping the expectations reified in their designs. While presenting a series of specific tools that support this mapping exercise, this paper also contributes to a larger conversation about the sorts of tools and processes the academic community might use in accounting for the quality of its work. (HRK / Abstract übernommen)