



## Campus spaces at SUPSI for informal learning

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## Main research question



“What is the potential  
of the campus spaces at SUPSI  
to promote *informal learning*  
among students?”

## Informal Learning OECD definition



Informal learning  
is never organised,  
has no set objective in terms of learning outcomes and  
is never intentional from the learner's standpoint.  
Often it is referred to as learning by experience or just as  
experience.

<http://www.oecd.org/edu/skills-beyond-school/recognitionofnon-formalandinformallearning-home.htm>

## Campus Spaces at SUPSI



all spaces where informal learning could occur



<http://www2.supsi.ch/cms/campus/sedi-attuali/>

## Architectural Space and Knowledge



Architectural space "... is the physical space, ....  
in which the innovation- and **knowledge processes** are taking place."

"The challenge is to design this space in such a way that

**the flow of knowledge and social interaction**

is supported in the best possible way ....

In most cases today's architecture

leads to "disabling spaces" rather than enabling

or even actively supporting knowledge and innovation processes.

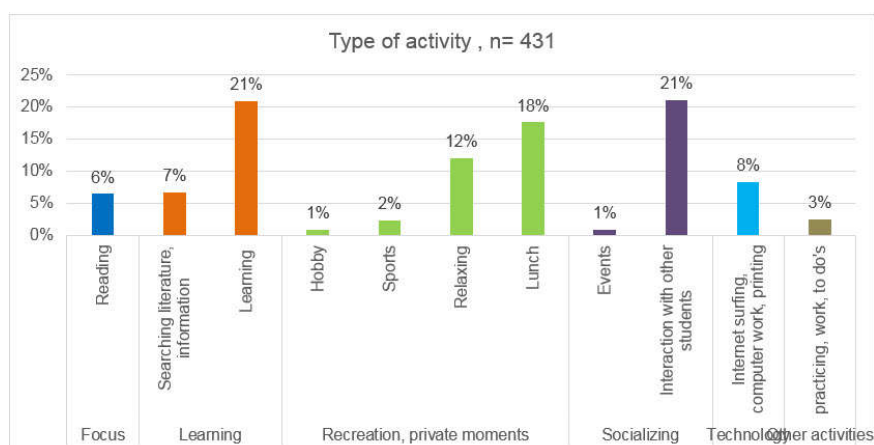
Peschl, M.F. and T. Fundneider (2012): Spaces enabling game-changing and sustaining innovations: Why space matters for knowledge creation and innovation. Journal of Organisational Transformation and Social Change (OTSC) 9 (1), 41–61.

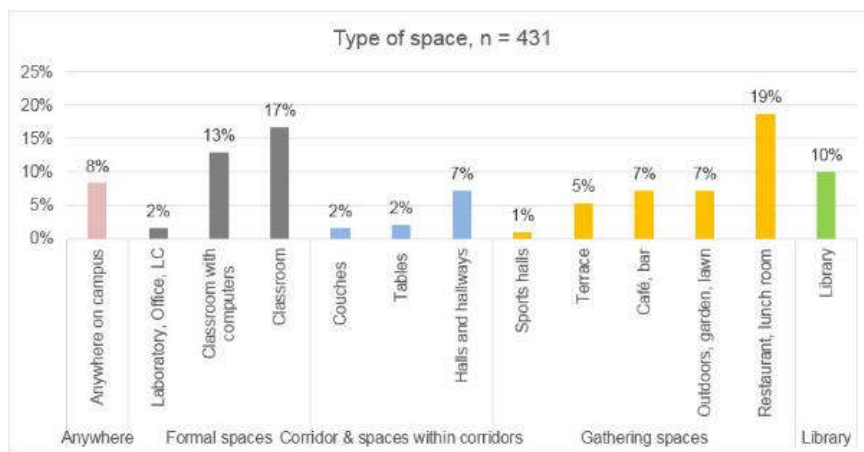
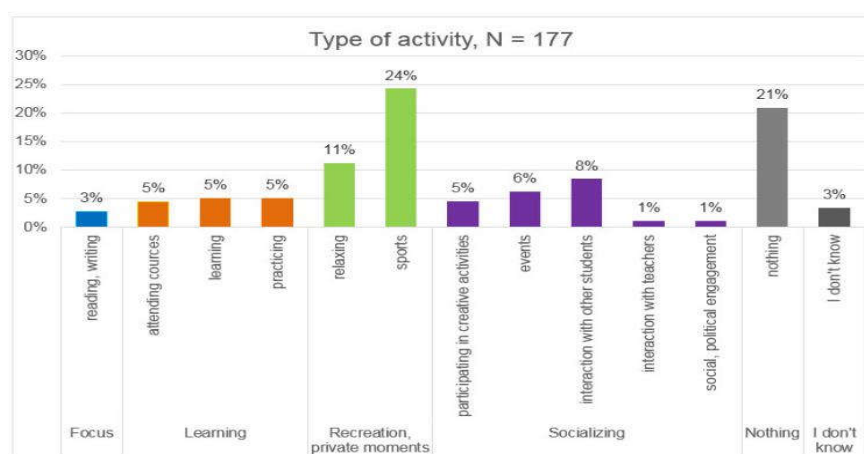
## Methods, Participants, Measures, Limits



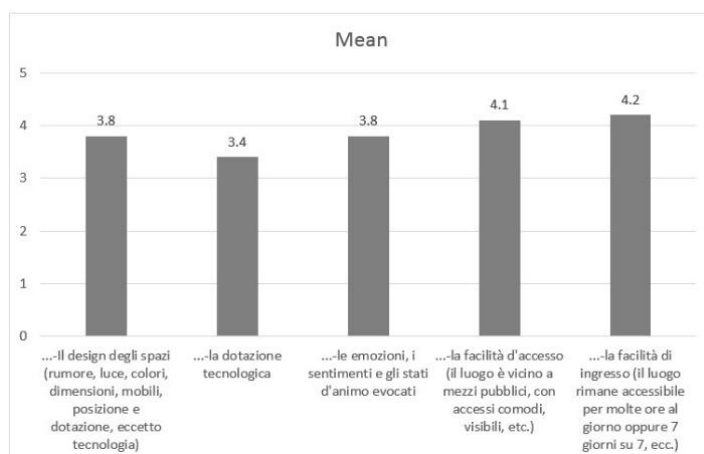
- **Method:** descriptive survey approach; addresses the "what" question (what are the characteristics of the situation)
- **Participants:** SUPSI students of different departments. The dataset comprised data of 285 (n\*) students (360 records).
- **Results:**
  - *Campus activities & Campus spaces*
    - 3 Reading; 4 Literature search; 5 Learning; 6 Relaxing; 7 Lunch;
    - 8 Interaction among students; 9 Technology.
  - 10 Wished activities
  - 11 Awareness of informal learning
  - 12 Comparison of the mean scores of the characteristics of campus spaces
- **Limits:** the instrument still needs to be further developed and validated.

*Fig. 1 Campus activities*



*Fig. 2 Campus spaces**Fig. 10 Wished activities*

**Fig. 12 Important for facilitating informal learning**



## Campus Spaces Examples (1)



University Wageningen, learning environments for students and employees (Kohlert et al. 2015: 30).

## Campus Spaces Examples (2)



Melty Group, Paris, Office 21 Project 2015



University Copenhagen Lyngby.  
Room-in-room solutions (Kohlert et al. 2015: 18)

## Campus Spaces Examples (3)



<https://www.ucb.ac.uk/visit-us/virtual-tours.aspx>

## Design of Campus Spaces at SUPSI Recommandations



### Take Informal Learning seriously

- more than 50 percent of the students are conscious of learning something while pursuing their non-study activities.

### Support “interaction among students” and “interaction with teachers”:

- furnish “spaces in between” (corridors, etc.) with built-up seating and lounge furniture
- create on-campus “breakout” areas and more opportunities for sport activities

### Support “writing”, “reading”, “relaxing”

- Consider e.g. room-in-room solutions

### Support “internet surfing”, “computer work” and “printing”

- provide an easy access to classroom with computers, but also to technology and digital communications in general.

### Support creative activities and practicing activities

- Consider to create so called “makerspaces” equipped with appropriate materials

## Digitalizzazione 4.0 & Apprendimento Informale



Un computer ...



calcola formule...  
elabora dati...  
trova correlazioni...

UNA PERSONA ...

...COSTRUISCE “REALTÀ”  
...IMMAGINA IL FUTURO  
...SCOPRE CAUSE

manca di

È DOTATA DI



Non capisce  
**CHE COSA** fa  
nè **PERCHÉ** lo fa

INTELLIGENZA,  
CREATIVITÀ, EMOZIONI,  
UMORISMO ... E  
“*VORSTELLUNGSKRAFT*”