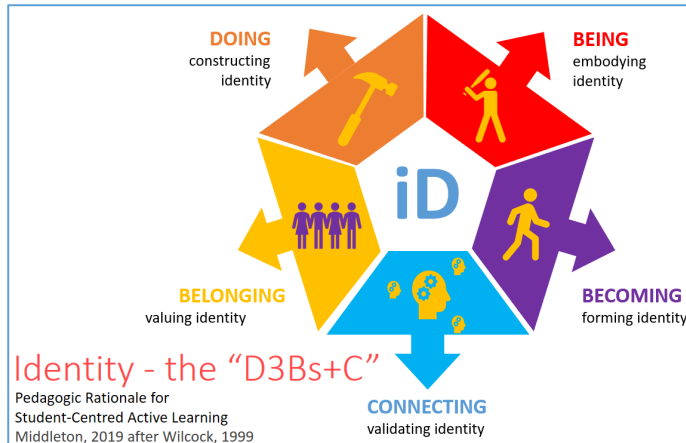


Studio for All

- **Unbounded** - disrupting traditional bounded spaces
- **Agentic** - learning agency in a networked paradigm
- **Pervasive** - smart connected learning
- **Authentic** - active and authentic learning



Stand-Up Pedagogy

Stand Up Pedagogy is an active learning method based on research conducted in Australia that focuses entirely on the use of whiteboards. In a Stand Up Pedagogy session, all other furniture and IT equipment is moved aside to allow groups of students to gather around whiteboards in a way that reduces distractions and concentrates attention on the discussion and output being generated on the whiteboard.

This approach makes use of whiteboarding to assist students in collaboratively developing knowledge in the topic being covered, but also supports the development of learning and graduate capabilities including problem solving, co-operative and team-based learning, self-efficacy and leadership, and creative and critical thinking. By creating a 'distraction-free' space, the Stand Up Classroom makes it clear to staff and student users of the space that they are their own resource during the session. Between them they will draw upon what they know, their previous experience, existing skills, imagination and ingenuity to describe and solve problems and develop ideas. The situation is rich therefore, being,

- active and challenging;
- supportive and full of feedback;
- collaborative and requiring interactivity and peer co-operation;
- diverse in how it values a range of student dispositions, skills and knowledge.

Note: While the method is called Stand Up Pedagogy, this is simply to denote the major difference between this and other methods. It does not preclude involvement from students in wheelchairs or others who are unable to stand for extended periods of time.



Floor-based Pedagogy

The use of the floor creates new perspectives on learning, physically and psychologically. It creates a canvas upon which ideas and information can be displayed in ways that demand a different form of interaction: learners engaged in floor-based pedagogy gain different perspectives to enable different conversations leading to different attitudes and different outcomes.

The floor, as a focus for attention, allows for standing, lying, kneeling, walking and perusing. Maps, schematics and objects can be exhibited for perusal or can be presented as obstacles. They can be viewed as significant assemblages or collections that have a coherence and meaning, or as less related. Diagrams that work in a PowerPoint can take on a new life when mapped out with tape and labels on the floor. Students can interact with objects, for example by applying Post-It Notes to them or photographing them. Objects can be moved like large chess pieces on a board or examined or interrogated like sculpture. 'Crime-scenes' or evidence in the form of artefacts for case-based learning can be set out for investigation. Role plays and scenarios can be enacted as the basis for exploring ideas in depth.

Learning Walks and Twalks

A learning walk is typically a structured conversation in which a topic or theme is addressed by walking partners. The route may hold significance and provide an opportunity to see ideas in action, come across 'evidence', or provide clues or other stimuli, as in an Induction treasure hunt. A structured walk may be used metaphorically to reflect any structure or journey (e.g. an academic or professional process or a project). Photographs and video can be captured. Conversations can be noted. All can inform subsequent activities. A Twalk shares outcomes of walking conversation through social media.

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Walks & Twalks

MELSIG Twalk toolkit. Online at: <https://melsig.shu.ac.uk/melsig/resources/twalk-toolkit/>

