

Learning and teaching in collaborative environments

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Responses to changing demands within education has seen QUT invest \$230m+ to develop state-of-the-art facilities for Science, Technology, Engineering and Mathematics (STEM) as part of the new Science and Engineering Centre. Embedded within the design of the new buildings are significant assumptions about the changing nature of learning and teaching.

This showcase explores themes emerging from the Learning and Teaching in Collaborative Environments (LATICE) project at Queensland University of Technology, during 2010-2013, including insights from staff and students, evidencing the impact on the learning experience. Key components of this work have been the development of strategies to integrate a range of scalable, transformative and sustainable models for learning and teaching in new environments, that strategically align with university initiatives. The landscape of pedagogy, space, and technology (Radcliffe, 2009; Mitchell & White, 2010; JISC, 2006) is changing and new thinking is required. As the design of spaces and learning places evolve, fusing our traditional notions of physical and virtual, the capabilities of staff to design, develop, and implement new pedagogies that utilise more flexible, interactive and collaborative learning environments becomes increasingly important.