

Transition by Design

Cathy Hall

RMIT University, Melbourne, Australia

cathy.hall@rmit.edu.au

Tom Palaskas

RMIT University, Melbourne, Australia

tom.palaskas@rmit.edu.au

This paper describes the background and pedagogical underpinnings of the design and development of a professional development programme supporting the transition of more than 400 academic and teaching staff to a purpose-built campus characterised by new generation learning spaces (NGLS). Distinctive characteristics include the scope scale complexity and timelines which establish new benchmarks in the preparation and support of staff transitioning to NGLS.