This fifth Talking Spaces event will explore the big questions around future learning and future learning spaces at a time of rapid technological change.

Information is ubiquitous, and learners of all ages are finding themselves in powerful learning environments other than and beyond, as well as in the classroom.

When, where and how will future learning occur?

Join guest speakers from America’s top Graduate School of Education, Peabody College, Vanderbilt University, and local experts in education and design.

Don’t miss Talking Spaces 5 if you are a leading educator, designer, project manager or policy planner.

For more information and registration:

Just $350pp for two days (special offer: 5 registrations for the price of 4)

Join the conversation as we explore national and international contexts and trends.

Further information
For further information about the event, please contact:
Sarah Backhouse OR Heather Mitcheltree
E: saraheb@unimelb.edu.au E: mhd@unimelb.edu.au

Generation Z

By loose definition, those born between the mid-1990s and 2013. Also called the “Net Generation.”

These individuals are the most tech-savvy generation yet.

Flipped Futures?

space, people, technology, time - new learning futures

Image courtesy of No 42 Architects
Thursday 18 July 2013
The Woodward Centre,
Level 10, 185 Pelham St, Carlton

---

**Our Speakers**

**Rogers Hall** is Professor and Chair in the Department of Teaching and Learning, Vanderbilt University. His research area spans mathematics education, learning both in and out of school, as well as the design and study of new instructional environments.

**David Owens** is Professor of Practice Management & Innovation at the Graduate School of Management, Vanderbilt University. He specialises in innovation within organisations and corporations, and brings special perspective to the learning context conversation.

**Stefan Popenici** has widely published on the themes of creativity, imagination and innovation in education. Dr Popenici joins The University of Melbourne after roles in teaching and learning design at a number of international Universities.

**Jayne Heath** is Director of Professional Learning Services at the Australian School of Science and Mathematics. She will share lessons from Y10-12 students exploring the content of the HE sector’s MOOCS – massive open online courses.

---

**Our Workshops**

1. **Reworking time** - the temporal issues for future learning contexts, and how the ‘when’ and ‘what’ inform the ‘where’.

2. **The Spaces ‘In-Between’** - exploration of the serendipitous learning that takes place in the ‘in-between’ spaces

3. **The Student Voice** - considering the voice of learners, and exploring their viewpoints on when, where and how they learn best...

4. **The City as a Learning Lab** - exploration of alternative contexts of learning, and the roles that the city and ubiquitous technology can play.
Our visits
This selection of tours has been crafted to further explore the theme of Flipped Futures, sharing some innovative new learning contexts, including learning environments beyond the setting of the school.

Morning site visits
This cluster of visits takes us to some recently completed learning contexts in the heart of Melbourne.

9:30 Depart from the Ground Floor Cafe, Melbourne Graduate School of Education, 234 Queensberry St, Carlton

Ormond College Academic Centre
physical + social
Client: Ormond College, Architect: McGlashan Everist
The Academic Centre is the heart of learning at Ormond. The MacFarland building has recently undergone a $5m transformation to support the learning styles and needs of future generations of Ormond students. The project is the result of close collaboration between architects McGlashan Everist, learning environment expert Associate Professor Peter Jamieson, the Master of Ormond, Associate Professor Rufus Black, and a highly engaged student cohort.

Giblin Eunson Library
virtual + physical
Client: University of Melbourne, Architect: HASSELL
The University has made a significant commitment to on-line library resources in recent years, anticipating a move towards increased remote and virtual collaboration. However students like the Giblin Eunson Library so much that many of them treat it as a living room, as well as a place to study.

Occupants will share with us the opportunities and happy surprises that have come with a series of spaces that are valued so highly by students.

12:10 Arrive back at 234 Queensberry St, Carlton

Afternoon site visits
This cluster of visits takes us to some recently completed learning contexts in the north of Melbourne.

12:40 Depart with boxed lunches

Dallas Brooks Community Primary School
social + temporal
Client: DEECD, Architect: McBride Charles Ryan
The Dallas Brooks Community Primary School is an exploration of how new pedagogies may be reflected in various configurations of age-appropriate learning spaces.
Small unique learning communities have been developed which are knitted together through shared outdoor courtyard spaces in this mini city. In this way, the spatial planning endeavours to construct an atmosphere that facilitates a fluid and rich journey through the early years of academic life.

St Monica’s Primary School, Middle School Project
physical + social
Client: Catholic Education Office, Architect: Baldasso Cortese
A Victorian CEFPI award winner, the Edwardian era school building has been enlarged with a modern addition that accommodates 170 students provides internal spaces that support the school’s ‘Inquiry’ based learning pedagogy. The overall transparency between spaces connects learners and creates a great sense of community with direct access to the three shared activity spaces. Kitchen facilities within the wet construction activity space provide draw on a strong link between home and school.

16:00 Arrive back in Carlton
About LEaRN

LEaRN is a multidisciplinary forum, a portal and an international network bringing together academia and industry to research, imagine and discuss physical learning environments in school, vocational, university, medical and corporate contexts.

LEaRN is based on an understanding that the built environment critically impacts the educational experiences of teachers and learners and that applied research and design of innovative learning environments will bring community benefit. In particular, the impact of digital technologies on how, where and when people learn has spatial implications that need to be better understood.

Instigated by the University of Melbourne, LEaRN is a network which:

• Links national and international expertise in physical learning environments
• Develops multidisciplinary partnerships
• Creates a bridge between industry and academia
• Maximises the impact of individual endeavours
• Respects intellectual ownership of new knowledge
• Informs governments, media and stakeholders as a peak body of expertise
• Communicates cutting-edge research

"None of us is in the position where we can stop to evaluate what we are doing. The pressure to develop and provide learning spaces for the 21st Century is such that we must work out a means of research and evaluation that fits around and emerges from our activities. Only then will we be able to truly discuss the complex interactions of space, learning and pedagogy."

Professor Tom Kvan, Inaugural LEaRN Director