



University of
South Australia

TEACHING INFRASTRUCTURE MASTER PLAN 2016-2020

PREPARED BY MPH ARCHITECTS AND WILSON ARCHITECTS FOR UNISA
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The Teaching Infrastructure Master Plan has been prepared by MPH Architects and Wilson Architects for the University of South Australia.



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CONTENTS

1.0 Executive Summary & Introduction	4
2.0 Methodology & Findings	10
3.0 Teaching Infrastructure Master Plan	16
4.0 Development of the Flexible Tutorial Room	20
5.0 Master Plan Opportunities	36
6.0 Program Costs	46

APPENDICES

Appendix A Physical Survey Data
Appendix B Stakeholder Consultation Data
Appendix C Flexible Tutorial Kit of Parts
Appendix D Pilot Projects
Appendix E Proposed Stage 1 Projects
Appendix F Future Stages Projects
Appendix G Cost Plans

1.0 INTRODUCTION & EXECUTIVE SUMMARY



1.1 EXECUTIVE SUMMARY

The Teaching Infrastructure Master Plan will guide the redesign of UniSA's teaching and learning spaces to enable more collaborative learning modes, encouraging interactions between students and staff. The Master Plan supports the University's *Digital Learning Strategy 2015-2020*, for transforming the digital learning experience at UniSA.

The Teaching Infrastructure Master Plan will allow UniSA to:

- Support a more collaborative learning pedagogy through investment in highly flexible teaching spaces
- Provide digitally enriched teaching and learning spaces
- Enhance the interconnectivity of teaching spaces, for flexibility of delivery across and between metropolitan and regional campuses

On completion of the Teaching Infrastructure Master Plan we will have:

- Refocused our teacher-led spaces to support the shift to a more collaborative learning pedagogy, with an increase in rooms enabling active and discursive learning modalities
- Improved the connectivity of our teaching spaces, enabling synchronous teaching and allowing our remote students to engage in real time with on-campus activities
- Broadened access to all of our teaching spaces
- Enhanced our libraries as spaces for teaching and learning
- Increased the provision of student-directed learning spaces
- Supported the use of a range of digital technologies through our teaching and learning spaces
- Enhanced the creation of digital media with a new generation of video production facilities



1.2 INTRODUCTION

UniSA's *Digital Learning Strategy 2015-2020* (DLS) identified the need to transition to high quality digital learning experiences and interactions between students and staff. The *Teaching Infrastructure Master Plan* (TIMP) coordinates the redesign of UniSA's teaching and learning spaces to achieve the strategic priorities set out in the DLS.

BACKGROUND

UniSA is continually evolving our approach to teaching and learning in a digital environment. With over 400 teaching and learning spaces across our campuses, it is critical that these spaces evolve with innovative digital technologies to ensure a high quality student learning experience.

MPH Architects and Wilson Architects in association, were commissioned to undertake a Gap Analysis of the current state of teaching and learning spaces across all UniSA campuses. Physical audits, stakeholder consultations and looking to best practice case studies formed the basis from which the Teaching Infrastructure Master Plan (TIMP) was developed. The master plan proposes a future state for teaching and learning at UniSA allowing us to evolve into a university with leading digital learning spaces.

CROSSING THE HORIZON

UniSA's Strategic Action Plan 2013-2018

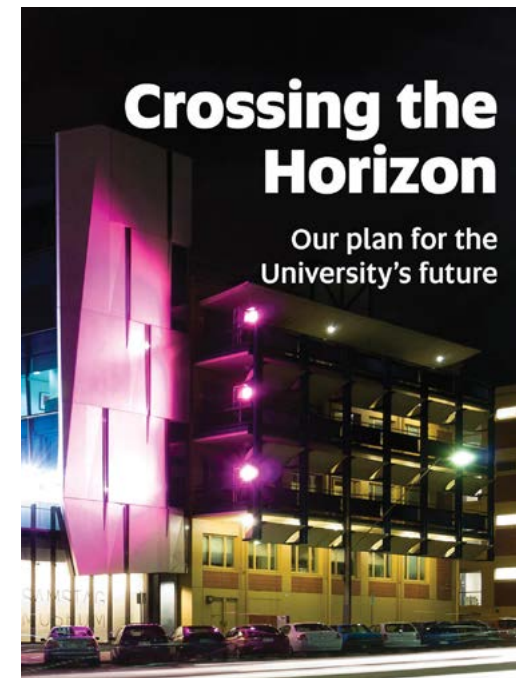
By 2018, UniSA will be a university which engages fully with the professions and industry globally, whose research is informed, leading edge and relevant, and whose graduates are the new professionals driving the national and international economy through their skills, capabilities and innovation potential.

During the lifespan of this action plan, we will commit to deliver:

1. Enhanced educational offerings and an outstanding student experience
2. Industry and end-user informed research, supporting an industry-relevant curriculum

3. Increased staffing in the classroom and increased efficiencies beyond
4. Transformational infrastructure, enriching the fabric of our institution
5. Engagement with society beyond the classroom and campus
6. A globally visible and engaged university with international reach, collaborations, enduring relationships and leverage
7. Move towards a powerful internal and external service culture, supporting and enabling greater success

An outcome of Crossing the Horizon was to develop the Digital Learning Strategy, a strategy which would direct the evolution of digital learning at UniSA.



Crossing the Horizon 2013-2018 document

1.2 INTRODUCTION CONT.

DIGITAL LEARNING STRATEGY

The *Digital Learning Strategy 2015-2020 (DLS)* builds on our values of innovation, scholarship, engagement and openness and outlines the vision, strategic priorities, commitments and key projects that will provide enhanced educational offerings, as articulated in the Crossing the Horizon.

The DLS builds on our long tradition of delivering degrees online and via distance. The flexibility to study on campus and online is something our students value immensely.

This is a whole-of-university strategy, through which we will deliver an engaging curriculum, support students to be productive professionals in a digital age, expand flexible learning arrangements, develop academics to be leaders in the digital learning experience and inspire the entire UniSA community through life-long learning. By 2020, UniSA will be recognised internationally as a leading university for its use of innovative digital technologies as part of the daily student experience.

In order to achieve this, we must ensure our teaching facilities are enabled with the latest in digital technologies, including industry-specific teaching equipment and software. Our students will be provided with digitally enhanced, informal study spaces to support flexible study arrangements and collaboration with other students in person and remotely.

DLS STRATEGIC PRIORITIES

The development of the Teaching Infrastructure Master Plan (TIMP) is a key project which will implement the Strategic Priorities outlined by the DLS.

This master plan will allow engagement and delivery on the following DLS Strategic Priorities :

Strategic Priority 1: An engaging and digitally enriched curriculum

1.3 - We will continue to redesign our teaching and learning infrastructure, incorporating relevant digital technologies across each of our campuses.

Strategic Priority 3: Expanding our flexible learning arrangements

3.3 - Greater choice in where and when students attend classes across our metropolitan and regional campuses.

3.5 - Provide students with access from anywhere and any device, to the specialised software applications to support learning.

Strategic Priority 4: Developing our academics as leaders in the digital learning experience

4.6 - Assist academic staff to create and manage engaging video content and to facilitate a shift in learner behaviour from students as passive consumers of content, to active creators of digital resources.



UniSA Digital Learning Strategy 2015-2020 document

1.2 INTRODUCTION CONT.

DIGITAL LEARNING

Digital learning incorporates the use of technology to support the learning process and is inclusive of both online and blended learning practices.

BLENDED LEARNING

In its simplest form, blending learning combines the most appropriate elements of online and face-to-face teaching. This approach reinforces the importance of student engagement and flexibility when incorporating technologies with more traditional models of instruction.

Blended learning approaches include:

Supplemented

Basic learning materials such as course outlines and policies are provided through an online environment

Flipped Classrooms / Learning

Course materials are provided using online technologies and learning activities that are later discussed in class settings.

Residency

An extended online component that is supported through an intensive on-campus period.

Hybrid

Class time is reduced to allow for extended engagement in the online setting (for instance, replacing on-campus lecture time with an online activity).

KEY DRIVERS

Increasingly, we support a more collaborative learning pedagogy that is continually becoming more digitally integrated. We also have a vast array of specialised laboratories, clinics, workshops and studios that provide unique experiential learning opportunities for students and facilitate staff-student engagement. Most modes of teaching are transforming from an opportunity for a student to receive 'content' from a single academic in a fixed setting, to a more blended form of curriculum delivery, which can be enriched with digital content from multiple sources and remain available for students to engage with where and when they like, at their own pace, and on their own device.

Due to these pedagogical shifts, we will need to:

- Continue to invest in collaborative teaching and learning spaces
- Ensure that all our teaching and learning spaces are equipped with cutting-edge digital technologies
- Enhance connectivity across our metropolitan and regional campuses
- Enable remote access to tutorials, workshops and other activities



1.2 INTRODUCTION CONT.

MASTER PLAN OBJECTIVES

The TIMP will allow UniSA to:

- Move towards a blended and flipped classroom mode of curriculum delivery through continued investment in collaborative teaching and learning spaces
- Provide digitally enriched formal and informal study and social spaces
- Enhance the interconnectivity of teaching spaces, for flexibility of delivery across and between metropolitan and regional campuses

CONSULTATION

In developing the master plan, an iterative consultation process with a wide range of stakeholders was crucial to the development of the TIMP.

Consultation has included the following groups:

- Facilities Management Unit (FMU)
- Information Strategy & Technology Services (ISTS)
- Teaching Innovation Unit (TIU)
- Provost and Chief Academic Officer
- Deans: Teaching & Learning
- Dean: Academic (UniSA Business School)
- Students
- Academic Staff,

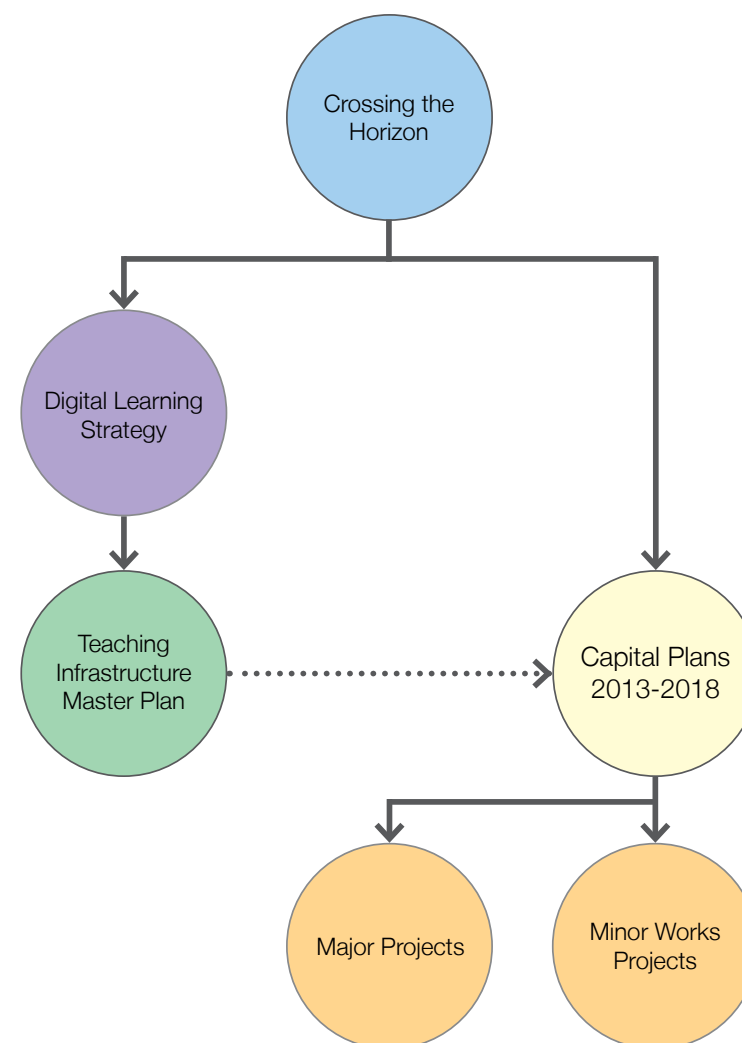
PROJECT SCOPE

The Teaching Infrastructure Master Plan identifies:

- Types, quantities and distribution of our existing teaching and learning spaces
- Principles for redevelopment of our teaching and learning spaces
- Components that support the implementation of the Master Plan
- Opportunities for each campus to make infrastructure improvements in the next 3-5 years

KEY REFERENCE MATERIAL & RELATED PROJECTS

- Crossing the Horizon 2013-2018
- Digital Learning Strategy 2015-2020
- UniSA Library Master Plans
- UniSA Whyalla Tenancy Master Plan
- Continued evaluation and development of Collaborative Teaching Suites (Magill 2015, City East 2016 and Mt. Gambier 2016)



Project relation diagram

2.0 METHODOLOGY & FINDINGS

Image: SIEC, Tonsley TAFE concept by MPH Architects

2.1 METHODOLOGY

The Master Plan was developed by documenting our existing teaching and learning spaces, identifying what kinds of spaces would best support the Digital Learning Strategy, and how to upgrade the existing spaces to achieve the desired outcomes.

Master planning was undertaken in two stages:

- Survey of existing teaching and learning spaces
- Development of the Teaching Infrastructure Master Plan.

DOCUMENTATION OF OUR EXISTING TEACHING & LEARNING SPACES

The project team undertook a physical survey of our existing teaching and learning facilities, documenting their type and level of technology.

The team worked then worked with the Steering Group and a range of stakeholders to develop a system to categorise our spaces within a spectrum of teacher-led to student-directed, with an emphasis on technology provision and whether it was generally available to all students or dedicated to a particular school.

Ongoing consultation with multiple stakeholder groups occurred at key milestones to inform the development and direction of the Master Plan. Separate staff and student focus groups were held at each metropolitan campus for qualitative feedback on the existing facilities. The sessions focused on the three themes of Teaching and Learning, Place and Learning Communities.

All existing spaces at UniSA were then categorised in order to map and quantify the amount of each type for comparison across the metropolitan campuses.

DEVELOPMENT OF THE TEACHING INFRASTRUCTURE MASTER PLAN

The Steering Group met with the Provost and the Deans responsible for teaching and learning across the University, to review the outcomes of the first stage and to identify a desired future state relative to emerging teaching and learning space trends as required to support the Digital learning Strategy.

A set of principles were agreed for the Teaching Infrastructure Master Plan that framed the development of the program.

The master plan evolved out of the following approach:

- Identify the master plan principles
- Develop a Kit of Parts that supports the Master Plan principles
- Propose a broad palette of teaching and learning spaces that can be applied to each campus

A number of opportunities were identified for each campus to guide refurbishment projects and technology enhancements over the next 3-5 years. Potential staging and budgets were identified for all potential projects.

The proposed projects were then mapped to compare how the proposed projects on each campus transition from the current state to the future state.



2.2 CAMPUS CONSULTATION

The staff and student focus groups identified the following desired outcomes as consistent for all our metropolitan campuses. These campuses were the focus due to the larger student population. The findings could then be applied to the regional campuses.



Teaching and Learning

- Provide more highly flexible, flat floor spaces that cater for a range of cohort sizes
- Ensure that the base level of technology in teaching spaces supports a more flexible delivery of content by staff
- Expand the range of teaching and learning settings beyond the typical large lecture theatre and 30 person tutorial room to support a wider range of teaching and learning modes
- Ensure that face-to-face and online delivery are of the same quality but offer different experiences
- Create teaching spaces that are pleasant and inviting
- Cater for students to BYOD, especially by providing sufficient power and data for digital integration
- Improve specialist student-led learning facilities

Place

- Increase clarity of building function externally and legibility of wayfinding both internally and externally through campus and building signage and where possible through room transparency
- Recognise that the quality of a campus's external environment, in particular its green spaces, are as important to students as the quality of its teaching and learning spaces
- Provide more informal spaces where staff and students can interact outside of teaching settings
- Create more spaces like the City West Student Lounge to encourage students to stay on campus outside of their contact hours

Learning Communities

- Provide diverse student directed learning spaces around campus including spaces where students can meet with their peers
- Create nodes of activity for staff, students or both, throughout the campuses by utilising small informal spaces
- Create spaces where students from each discipline can meet, interact and learn
- Create industry spaces that allow industry partners to have a presence on campus

2.3 PHYSICAL SURVEY

Categorisation of the existing teaching and learning spaces at UniSA enabled us to map and quantify the amount of each type and compare across the metropolitan campuses. The spaces are broadly divided into Teacher-led and Student-led learning. This is further categorised by the type of room and whether it is generally booked or dedicated to a specific school. The Specialist Teaching category is the most detailed due to the range of discipline specific spaces available, each with their own space needs. When comparing between campuses this category was excluded as the needs of specialist teaching will always be discipline specific. This categorisation was developed in consultation with a range of stakeholder groups.

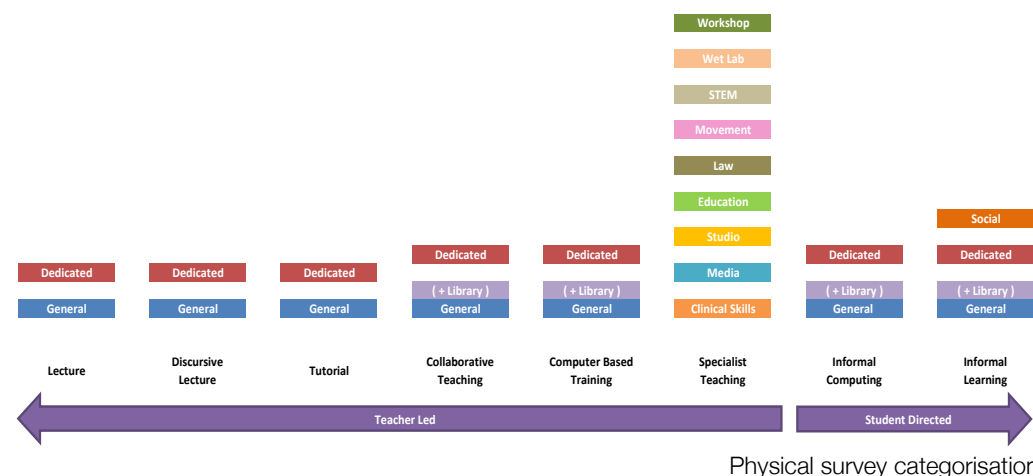
The consultation process and physical survey indicate that the core focus should be around providing a greater range of teaching and learning spaces, which are both highly flexible and digitally enabled. These spaces will introduce a greater variety of class sizes with improved AV capacity that allow staff to adapt teaching pedagogy.

SPACE UTILISATION

UniSA has audited utilisation of our teaching spaces on the metropolitan campuses since 2006. The summary results from the 2016 audit are attached in the appendices. Lecture theatres are now used on average for fewer hours per week, despite an overall reduction in the number of theatres available. Opportunities exist on most campuses to further reduce the number of lecture theatres. In addition, attendance at lectures has significantly reduced over time, despite an overall increase in class enrolments.

Tutorial rooms are now used on average for more hours per week due to a reduction in the number of rooms available. Many smaller tutorial rooms have already been repurposed with further opportunities at Mawson Lakes to reduce the number of rooms. Attendance at tutorials has remained relatively static since 2006, while the average tutorial room capacity has increased.

Collaborative teaching spaces have been introduced at all campuses to provide high-tech spaces for group learning. Use increases as staff become more familiar with their operation. The principles adopted in the development of these spaces will be adapted to ensure collaborative and discursive teaching models are available in more teaching spaces, without over-investing in technology.



2016 Utilisation		City East	City West	Magill	Mawson Lakes
Lecture Theatres	Actual Room Frequency Factor	73%	64%	56%	55%
	Actual Seat Occupancy Factor	31%	27%	16%	26%
Tutorial Rooms	Actual Room Frequency Factor	63%	68%	64%	51%
	Actual Seat Occupancy Factor	48%	47%	47%	36%
Collaborative Teaching Spaces	Actual Room Frequency Factor	67%	78%	58%	80%
	Actual Seat Occupancy Factor	32%	45%	55%	49%
Computer Pools	Actual Room Frequency Factor	97%	77%	85%	90%
	Actual Seat Occupancy Factor	52%	34%	39%	43%
Computer Barns	Actual Room Frequency Factor	98%	94%	98%	93%
	Actual Seat Occupancy Factor	81%	35%	55%	53%

2016 Space Utilisation Data

2.4 FINDINGS

Specialist Teaching spaces are excluded from the campus comparisons as the need for these spaces will always be discipline specific.

CITY EAST CAMPUS

City East has the second highest student population of all campuses. Its confined city site prevents further building expansion, making it difficult to expand learning spaces.

Key issues are:

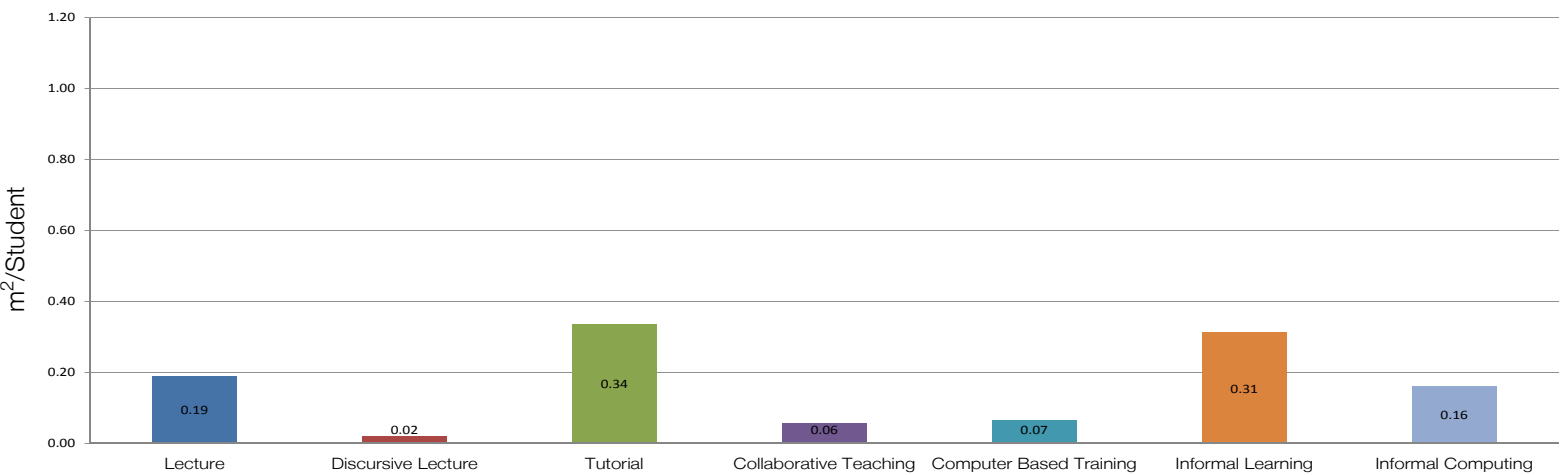
- Least amount of informal learning space per student of any metropolitan campus
- Collaborative teaching spaces are predominately dedicated to a School
- Many small and inflexible standard tutorial spaces

CITY WEST CAMPUS

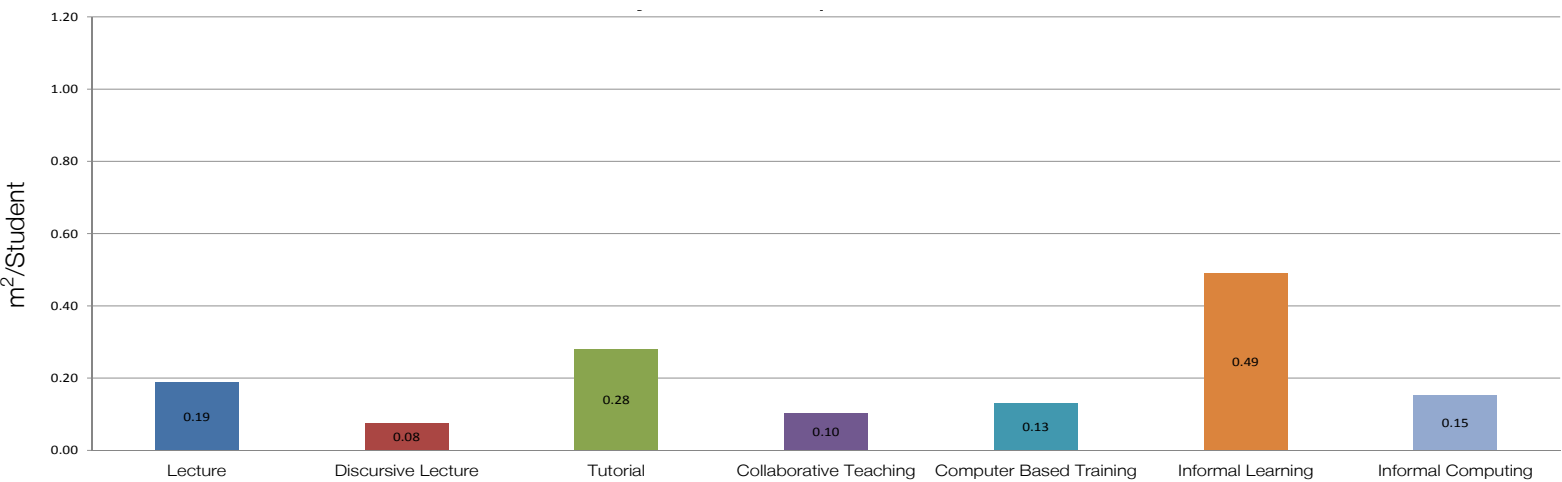
City West has the highest student population. The recent Jeffrey Smart Building introduced more collaborative teaching to the campus, which followed a process of evolution for teaching spaces.

Key issues are:

- Many small and inflexible standard tutorial spaces within older building stock
- All discursive lecture theatres are dedicated to a Division



City East - Area per Student



City West - Area per Student

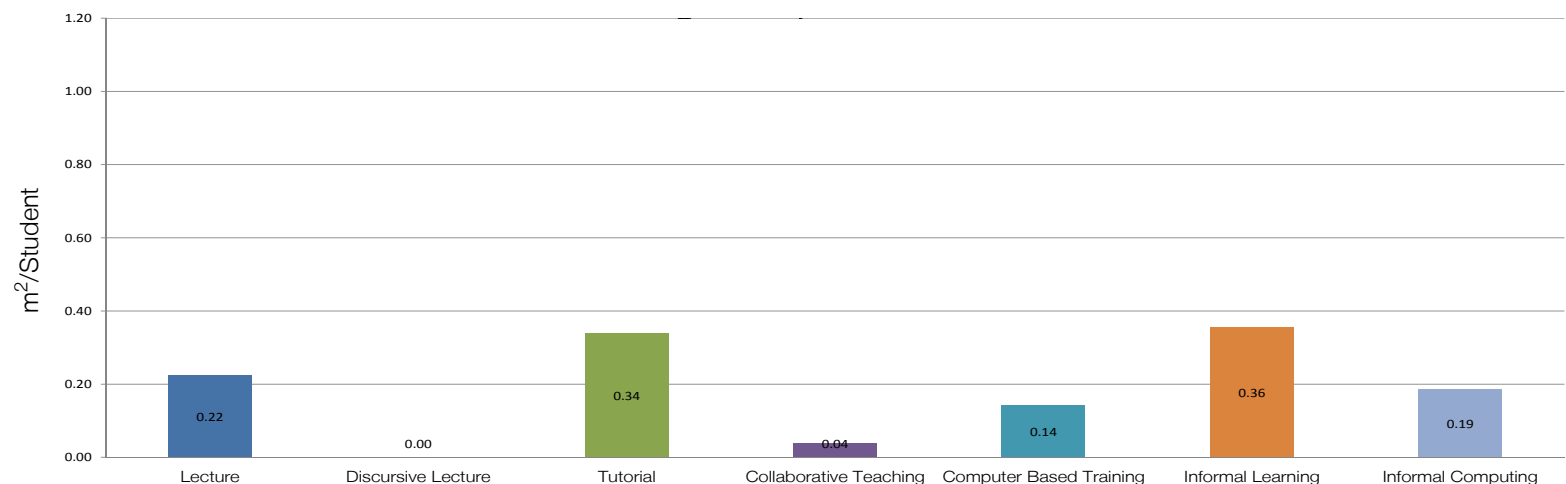
2.4 FINDINGS CONT.

MAGILL CAMPUS

Magill is heavily reliant on tutorial space due to the disciplines taught there. As such, there is great pressure on the campus to provide more of these spaces.

Key issues are:

- No discursive lecture theatres
- Least amount of Collaborative Teaching space per student
- Predominately inflexible and small standard sized tutorial spaces



Magill - Area per Student

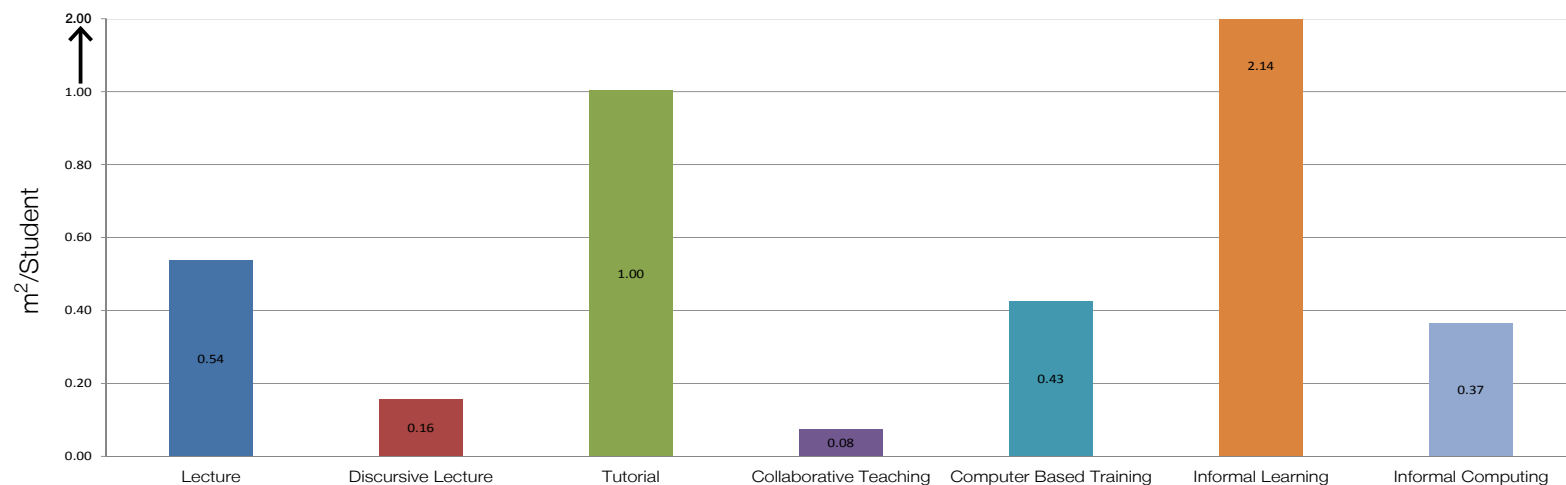
Space Type

MAWSON LAKES CAMPUS

Mawson Lakes has a low student population for the amount of teaching and learning space resulting in an oversupply of space compared to the other campuses.

Key issues are:

- Excess teaching space per student for all types of spaces, except Collaborative Teaching
- All collaborative teaching is dedicated to a Division



Mawson Lakes - Area per Student

Space Type

3.0 TEACHING INFRASTRUCTURE MASTER PLAN PRINCIPLES & COMPONENTS

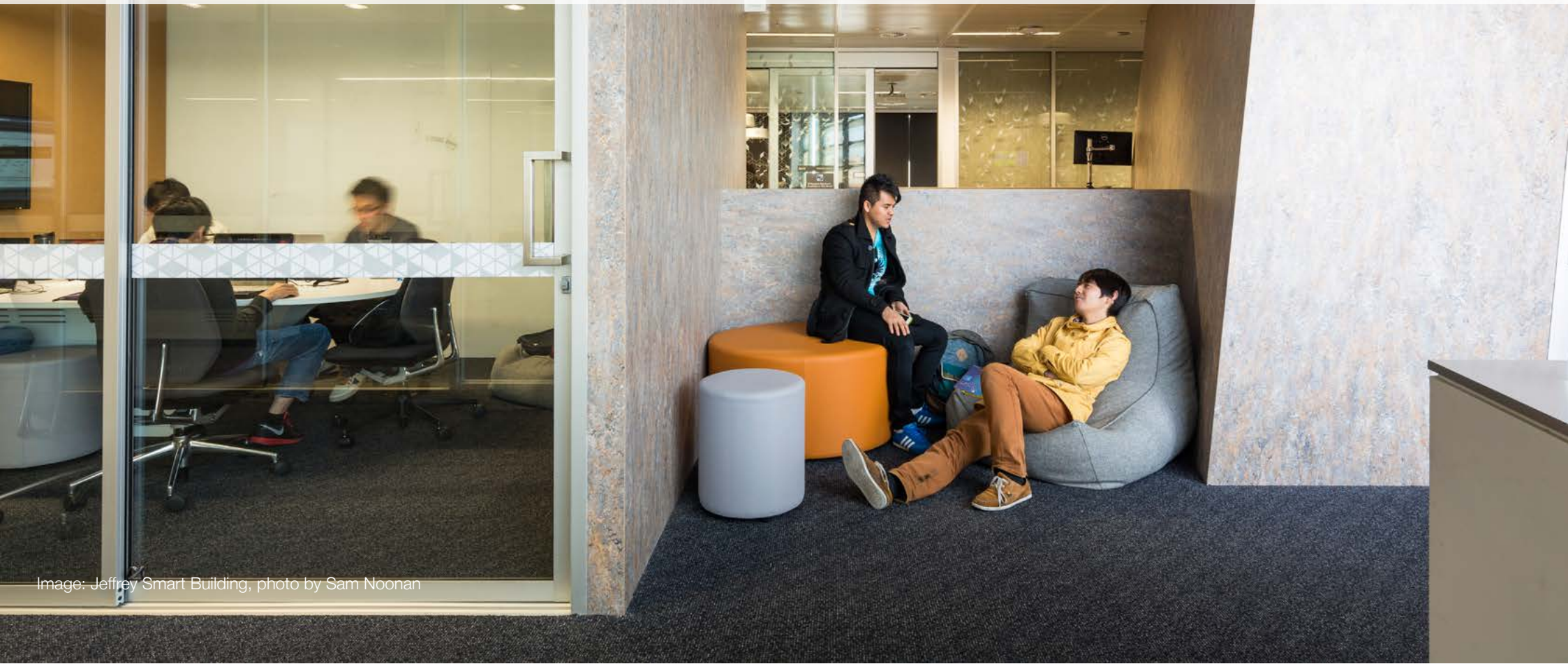


Image: Jeffrey Smart Building, photo by Sam Noonan

3.1 TIMP PRINCIPLES

The nine Master Plan principles define the focus for redevelopment of teaching and learning spaces at UniSA. Each principle has been developed through consultation with the Deans, ISTS, TIU and the Provost & Chief Academic Officer.

Principle 1

Create flexible tutorial rooms that are:

- Larger, more flexible and more aesthetically pleasing
- Equipped with furniture and technology that support a range of teaching modalities
- Available for student study when not in use

Principle 2

Consolidate our lecture theatres to ensure they are fit for purpose, well utilised and support other pedagogies where possible. No new lecture theatres to be provided.

Principle 3

Refurbish or repurpose computer pools and barns to enable other pedagogies.

Principle 4

Provide spaces that support synchronous teaching so that students can collaborate in person and remotely.

Principle 5

Ensure all spaces are BYOD enabled so that students can use their own devices throughout the campus.

Principle 6

Support the creation of digital media by improving the video production facilities available for staff.

Principle 7

Broaden access to dedicated teaching spaces, including collaborative teaching spaces, making them available to all Schools where possible.

Principle 8

Enhance our libraries as spaces for teaching and learning, building upon the success of the Jeffrey Smart Building.

Principle 9

Improve provision of informal learning space throughout a variety of campus settings.



3.2 TIMP COMPONENTS

The Master Plan principles will be implemented through a range of components, established through consultation with key stakeholders. These components result in projects that often incorporate and implement multiple principles.

FLEXIBLE TUTORIAL ROOMS

The flexible tutorial room will become the dominant teaching space throughout UniSA enabling a more collaborative learning pedagogy. Our students will be able to learn in flexible environments that are digitally enabled. Additionally these spaces will function as student directed learning areas when not booked for class activity to encourage student-directed learning.

Each room will include mobile and flexible furniture, which can be changed to support the desired teaching modality. There will be a greater level of digital integration and flexibility. These spaces will have a higher capacity, more transparency and be more aesthetically pleasing than the current tutorial room.

LECTURE THEATRES

The role of the lecture theatre must evolve as teaching shifts from an opportunity for a student to receive 'content' from a single academic staff member, in a fixed setting, to a blended form of curriculum delivery which can be enriched with digital content from multiple sources.

This evolution will include a reduction in the number of lecture theatres available for teaching, as dependence on these space decreases. The focus is on theatres with low utilisation which can be more easily converted for other uses or removed.

The remaining theatres will be upgraded to be fit for purpose with improved digital capabilities, new lighting and aesthetic treatments. Where possible they will be upgraded to enable more discursive modes of content delivery. Opportunities to provide discursive lecture theatres on all campuses in the longer term will be investigated.



3.2 TIMP COMPONENTS CONT.

LEARNING AND COMPUTING SPACES

Learning spaces will build upon UniSA's existing student spaces, including the Catherine Helen Spence Student Lounge and the Jeffrey Smart Building. These spaces will be centred around the active zones of the campus, forming hubs of activity. They should increase the opportunity for peer to peer learning, provide spaces where students can stay on campus to study and when colocated with teaching and staff spaces increase interaction between staff and students.

The increase in learning space will be enabled by a reduction in fixed computers through conversion to student learning spaces supporting BYOD.

VIDEO PRODUCTION FACILITIES

The next generation of video production facilities will allow staff to produce content which will be more accessible to students throughout their study. This will further our students ability to have access to high quality digital content from multiple sources, which remains available for them to engage with where and when they like, at their own pace, and on their own device.

Whilst increasing the number of these facilities, we will also increase the support available to staff to create content.

Ideally these spaces will incorporate a green screen recording space, an individual recording booth, post production space and support staff in close proximity.

The next generation of video production facilities will be achieved by:

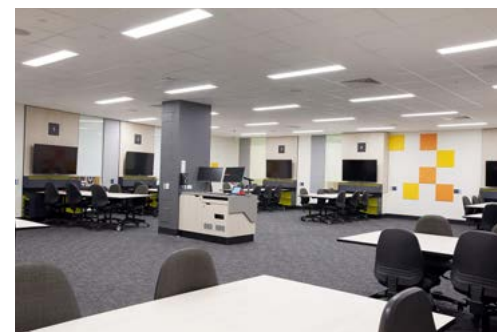
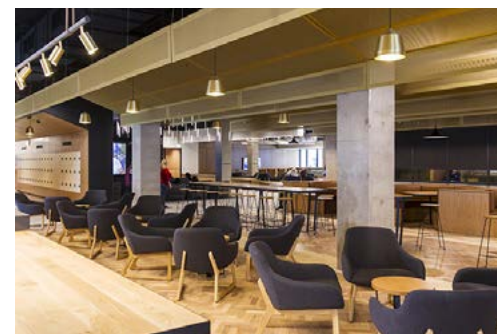
- Expanding or relocating facilities to improve flexibility and accessibility
- Increasing the number of facilities on campus
- Providing adjacent spaces for support staff
- Supplementing with post-production and audio recording facilities
- Providing captioning software to improve accessibility to online content

CONNECTIVITY

Video conferencing (VC) between and within campuses will enable synchronous teaching for remote students to engage in real time with on-campus activities. This will build upon the video conferencing capabilities already established within our Collaborative Teaching Spaces (CTS).

Connectivity between campuses using video conferencing will be achieved by:

- Increasing provision of automated systems to lecture theatres
- Enabling CTS to CTS connections
- Increasing computer based video conferencing to other areas



4.0 DEVELOPMENT OF THE FLEXIBLE TUTORIAL ROOM



4.1 FLEXIBLE TUTORIAL ROOM

WHAT IS A FLEXIBLE TUTORIAL ROOM?

To support the move towards more collaborative learning pedagogies, a new, highly flexible teaching and learning space is required. The Flexible Tutorial Room will become the dominant teaching space across the University, providing an adaptable and interactive environment that is digitally integrated.

A Kit of Parts was developed to establish standards for the design of the Flexible Tutorial Room. To define the requirements of the Kit of Parts a series of consultations with staff and students and the project steering group was undertaken. This consultation included, among other aspects, the proposed class sizes, flexibility of furniture and technology and the look and feel of the spaces.

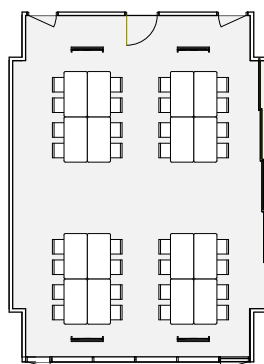
The Kit of Parts looked to best practice facilities locally, nationally and internationally as well as building upon facilities completed by UniSA.

The key elements of the Flexible Tutorial Room Kit of Parts are summarised on the following pages with full details in the appendices.

LEARNING ARRANGEMENTS

The starting point in development of the Flexible Tutorial Room centred around the desired learning modalities that should be fulfilled by the Flexible Tutorial Room in order to move towards a blended learning approach.

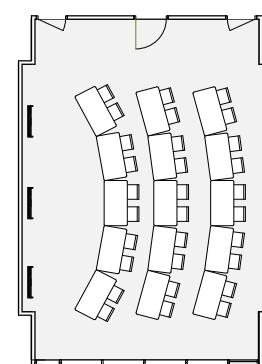
Collaborative Arrangement



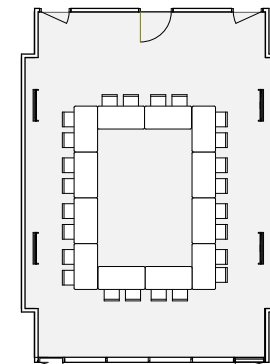
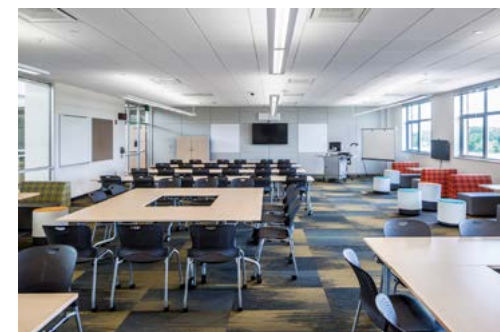
In consultation with the project steering group, the following were identified as the main teaching and learning settings required:

- Discursive
- Didactic
- Collaborative

Didactic Arrangement



Discursive Arrangement



Alexandrina Area High School

4.2 ENVIRONMENTAL SCAN

CLASS SIZE

A significant driver in the development of the Flexible Tutorial Room was closing the gap between the standard class sizes of either a large lecture theatre or a small tutorial room. These rooms will also offer a more generous area per student at 2.5sqm/student.

The preferred class sizes were determined to be:

- 48 students (120sqm)
- 60 students (150sqm)

The development of the Kit of Parts included the research and identification of examples of best practice facilities locally, nationally and internationally in order to define the UniSA standard.

FLEXIBLE FURNITURE

Flexibility of furniture settings is crucial to enabling staff and students to reconfigure the room based on their desired teaching mode. Generally this is enabled through modular furniture on wheels which has the ability to be flexibly configured, stacked and stored when not required.

The following were identified as ideal options:

Tables

1 x 1500x750mm flip top table per 2 people, flexible on wheels
Include a number of DDA height adjustable tables

Chairs

1 x chair per person, with castors (stackable/nestable)

Tables					
Style	Square	Rectangular	Circular	Triangular	Other
Group Size					
1 Person					
2 People					
4 People					
6 People					
8 people					

4.2 ENVIRONMENTAL SCAN CONT.

Tables



Chairs



4.2 ENVIRONMENTAL SCAN CONT.

AESTHETICS

Not only will the flexibility of both the furniture and the digital components set the Flexible Tutorial Room apart from our standard tutorial, but importantly it will raise the aesthetic quality and appeal of these spaces, encouraging use by students outside of booked classes.

In conducting the environmental scan facilities which introduce colour and visual interest through their surfaces (floors, walls and ceilings) were highlighted as key influences on the aesthetic of the Flexible Tutorial Room. This could also include surfaces that can be used for learning, such as writable and pinnable panels. As well as colour, incorporating transparency to surrounding spaces was desirable. This is not only for quality of light within the space but also to help promote and signpost the room for student use.

The adjacent images are key projects identified as suitable benchmark spaces for this study.



James Cook University



SIEC Tonsley TAFE



MUSE, Macquaire University

4.2 ENVIRONMENTAL SCAN CONT.



Loreto College, QLD

Swanston Academic Building

Vistamar School

4.2 ENVIRONMENTAL SCAN CONT.

TECHNOLOGY AND AV

The following were identified as ideal options:

Standard AV03

- Data projector, screen and fixed PC

AV Hub

- 1 x fixed unit incorporating space for PC, keyboard (wheelchair accessible), lecturer's laptop, lecturer's notes, AV rack, power and data

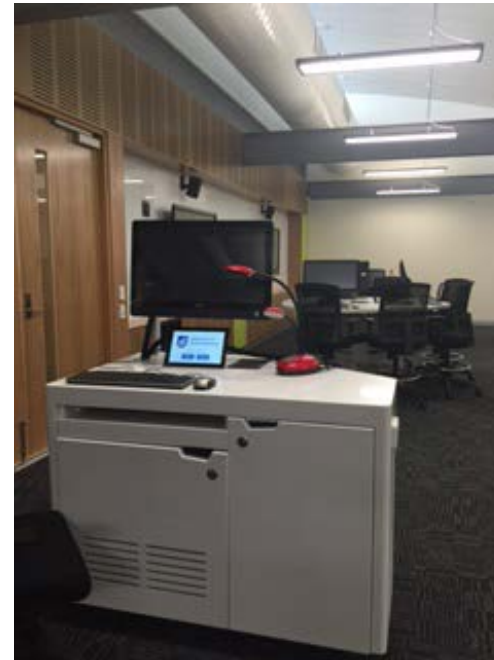
Connectivity

Computers on Wheels

- 1 per 8 students

BYOD Enabled

Power and Data



4.3 KIT OF PARTS

The Kit of Parts is the base model from which UniSA will implement the Flexible Tutorial Room throughout our campuses. The model was developed through identification of ideal components throughout the environmental scan. The following pages detail the components of the Kit of Parts and multiple ways the rooms can be configured to suit different teaching and learning modes.

EXTERNAL FEATURES

Ensuring that the Flexible Tutorial Rooms are aesthetically appealing and have a visible presence in the campus are key to promoting use for our students outside of booked classes. This begins outside of the room in the spaces surrounding it as students approach.

This can be achieved through the following:

- Visibility with full height glazing to corridors
- Extension of feature floor finish from the room into corridors
- Room signage on feature wall panels to corridors
- Feature wall paint to corridors
- Colour inside the room to draw attention



Corridor entry view

4.3 KIT OF PARTS CONT.

INTERNAL FEATURES

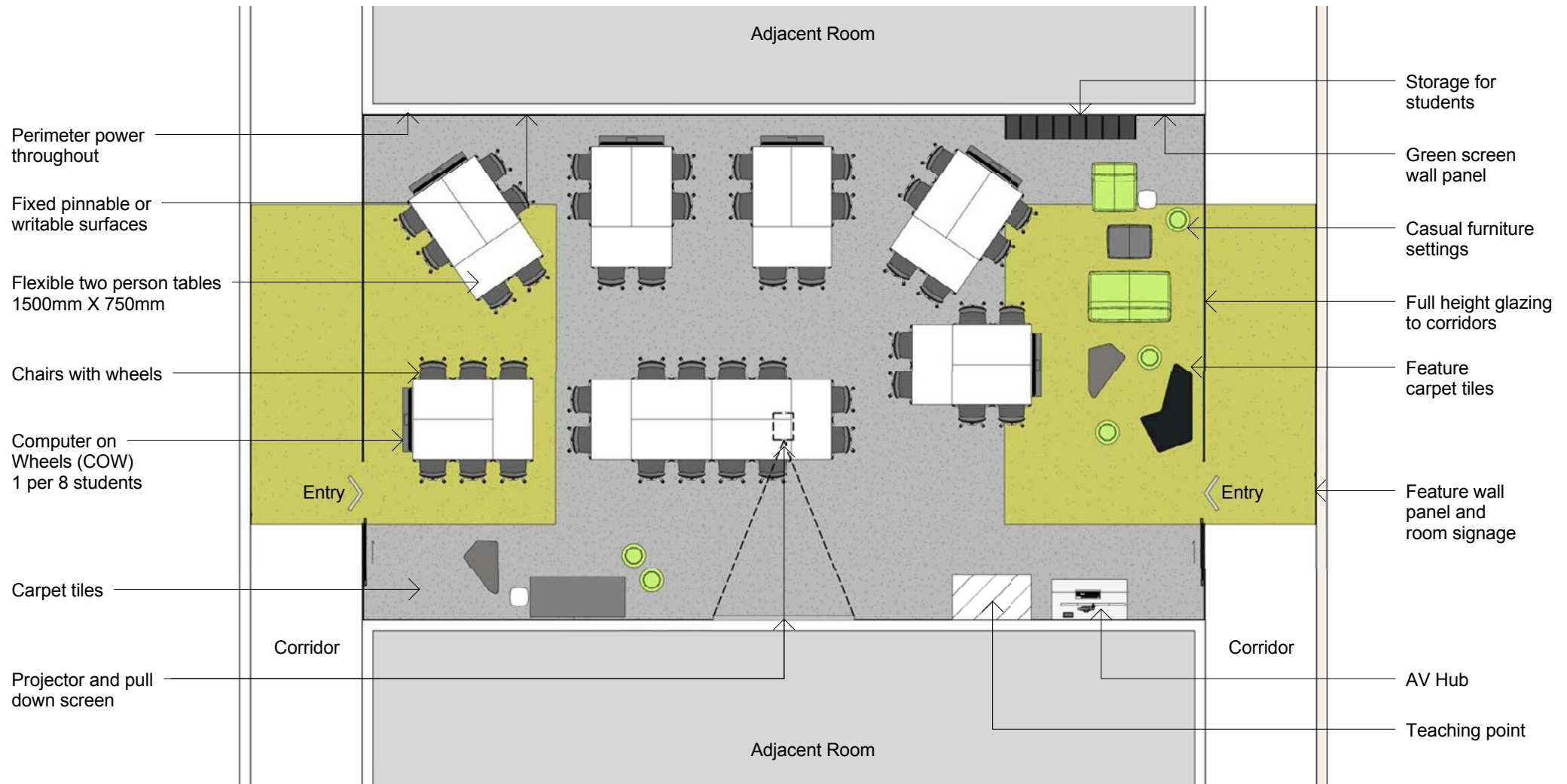
The core principles for the Flexible Tutorial Room are as follows:

- Provide an ideal capacity of 48 students at 3sqm per person
- Position the teaching on the long wall of the room, maximising visibility of content
- Incorporate glass in short walls and to corridors to increase visibility. Where full height, the glass can also become a writable surface
- Include fixed pinnable or writable learning surfaces on the remaining walls. This should also introduce colour to the space and assist in acoustic quality
- Provide feature ceilings and fixtures where possible
- Modify existing services as required
- Provide new lighting
- Upgrade and introduce new AV to support flexible learning arrangements
- Enable BYOD with access to data and perimeter power
- Fit carpet tiles for flexibility
- Provide storage space for students
- Allow for COWs to be pushed towards the perimeter for access to power



Collaborative Mode view

4.3 KIT OF PARTS CONT.



Collaborative Mode Plan

4.3 KIT OF PARTS CONT.

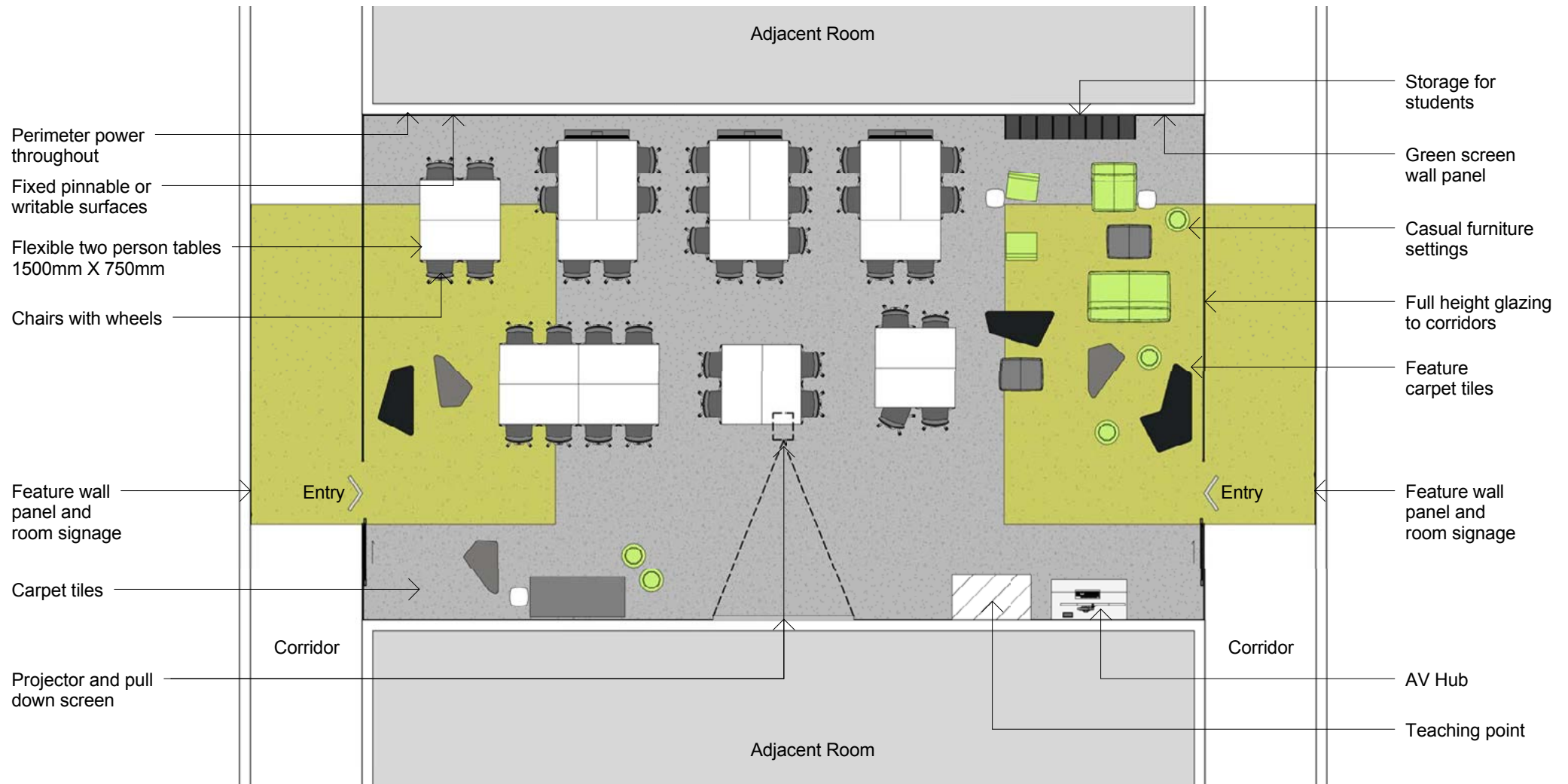
STUDENT-LED LEARNING

The new rooms will be available for use outside of booked classes for student-led learning. The introduction of casual lounge settings will aid in promoting these rooms as spaces with an atmosphere that promotes a more casual mode of study for both individuals and groups.



Casual learning view

4.3 KIT OF PARTS CONT.



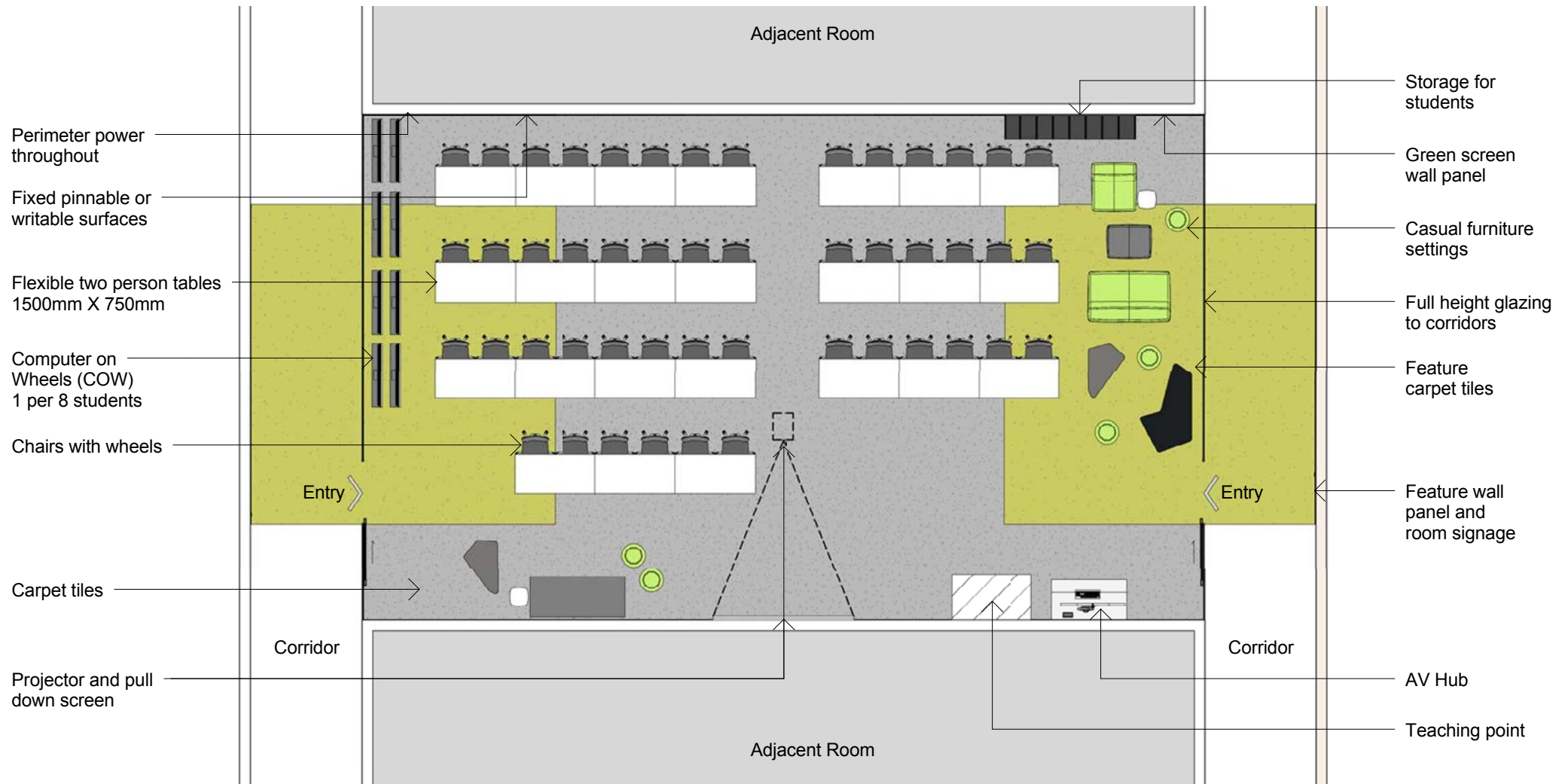
Casual learning plan

4.3 KIT OF PARTS CONT.



Didactic Mode view

4.3 KIT OF PARTS CONT.



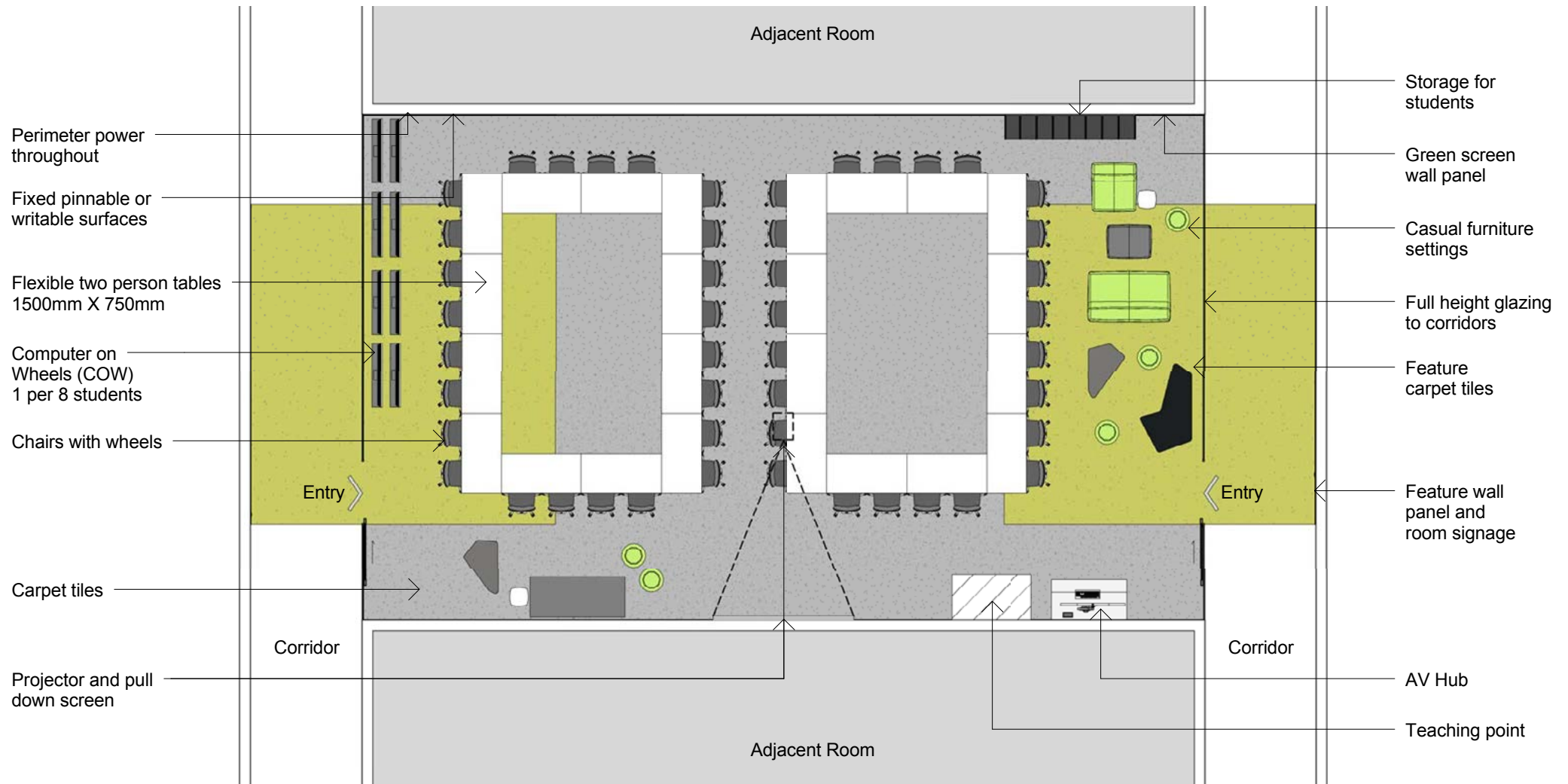
Didactic Mode plan

4.3 KIT OF PARTS CONT.



Discursive Mode view

4.3 KIT OF PARTS CONT.



Discursive Mode plan

5.0 MASTER PLAN OPPORTUNITIES



5.0 MASTER PLAN OPPORTUNITIES

The opportunities identified for each campus allow us to progressively upgrade our facilities to support more flexible and digitally enabled modes of teaching and learning, as prioritised in the *Digital Learning Strategy*, over a number of stages.

In order to transition from our existing state to our desired future state, opportunities were identified on each campus through the physical survey. The focus on each campus was the upgrade of tutorial rooms providing the greatest impact on the daily student experience.

Existing teaching spaces were selected based on the following criteria:

- Ease of adaption of the TIMP Principles
- Spaces located in areas with high student traffic
- Rooms with currently low utilisation
- Rooms that can be easily upgraded or converted to maximise value

This transition from existing to desired will be achieved through:

- Reducing the number of lecture theatres
- Converting existing large tutorial rooms to flexible tutorial rooms
- Consolidating smaller tutorials to create larger flexible tutorial rooms
- Reducing and repurposing computer pools

These opportunities are to be delivered in stages from 2016 to 2020. Refer to the appendices for details of the Stage 1 projects.



5.1 CITY EAST

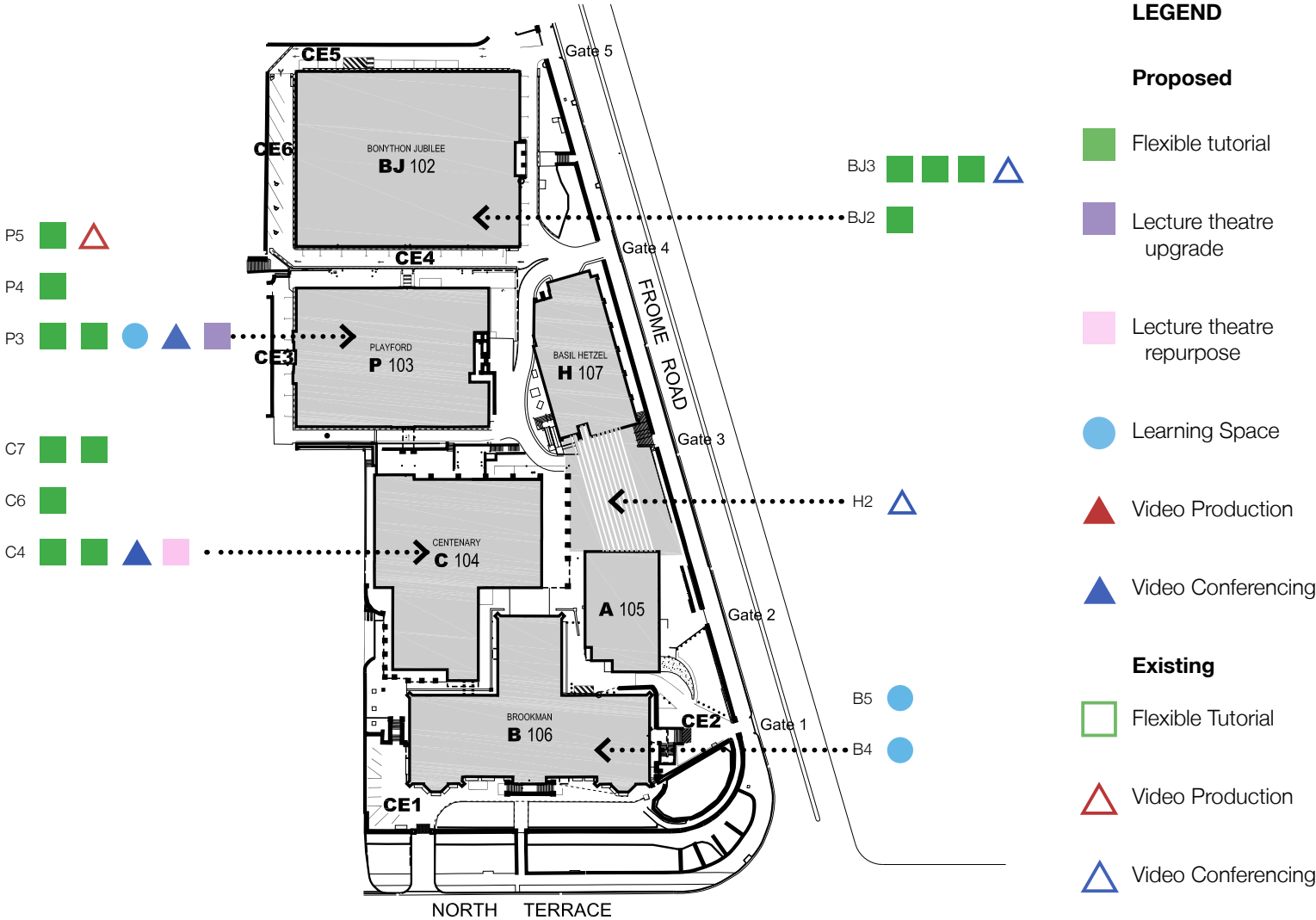
Master plan strategies for City East include:

- Concentrate upgrades to Level 3 of all buildings, as the effective ground plane of the campus
- Create informal learning spaces in the centrally located Level 3 of the Playford Building
- Create an active zone across the campus through levels 2-4

Refer to adjacent diagram for locations of opportunities at City East.

As a result of implementing the Master Plan:

- Informal learning space will increase
- Flexible Tutorial Rooms will become the dominant teaching space type
- Access to Collaborative Teaching Spaces will be broadened



5.2 CITY WEST

Master plan strategies for City West include:

- Concentrate upgrades along the spine between the George Kingston and Barbara Hanrahan buildings
- Focus on the older buildings, which are need upgrades and are easily adaptable

Refer to adjacent diagram for locations of opportunities at City West.

As a result of implementing the Master Plan:

- Flexible Tutorial Rooms will become the dominant teaching space type
- Access to spaces that support other pedagogies, such as discursive lectures, will be broadened



5.3 MAGILL

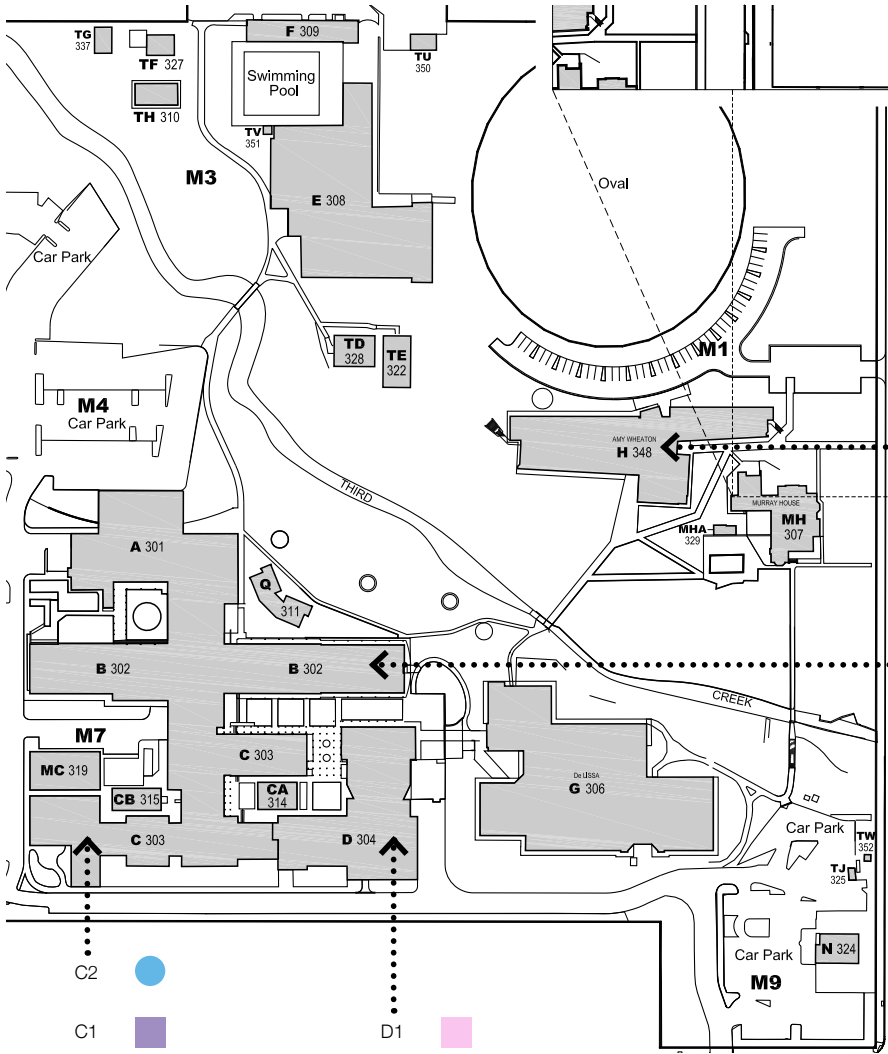
Master plan strategies for Magill:

- Introduce new teaching spaces in the library to increase the amount of tutorial rooms on campus and to activate the library.
- Focus development in the Amy Wheaton building which is easily adapted to suit the new flexible tutorial model
- Stage development to cause least impact on tutorial rooms whilst being upgraded.

Refer to adjacent diagram for locations of opportunities at Magill.

As a result of implementing the Master Plan:

- Improved access to spaces that support discursive and collaborative modes
- Flexible Tutorial Rooms will replace tutorial rooms as the dominant teaching space



LEGEND

Proposed

Flexible tutorial

Lecture theatre upgrade

Lecture theatre repurpose

Learning Space

Video Production

Video Conferencing

Existing

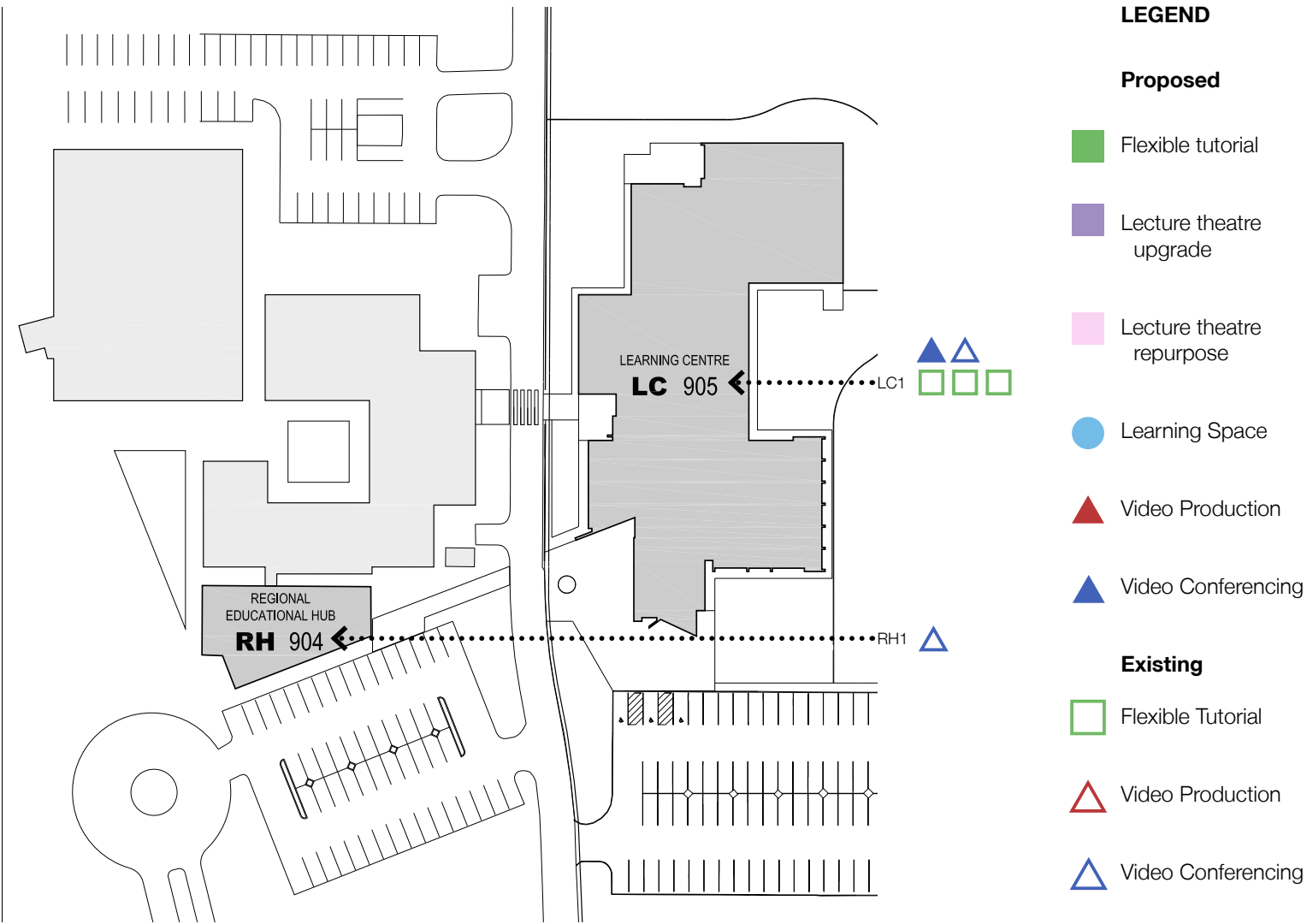
Flexible Tutorial

Video Production

Video Conferencing

5.5 MOUNT GAMBIER

Due to the recent completion of the Learning Centre at Mount Gambier campus the facilities are consistent with the principles of this master plan. Accordingly minimal upgrades are required.

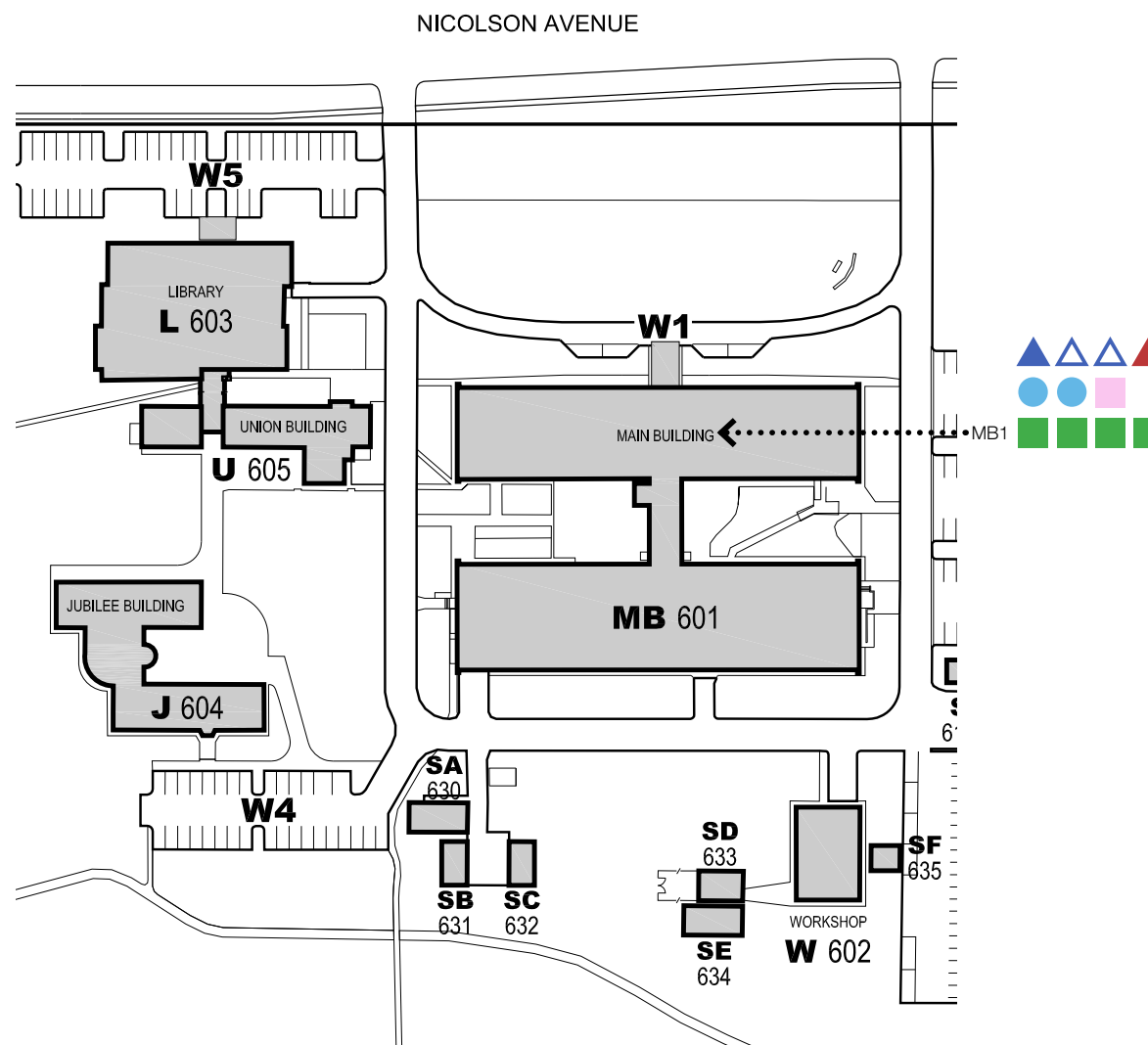


5.6 WHYALLA

The following opportunities have been identified at Whyalla in conjunction with a broader tenancy master plan.

The tenancy master plan consolidates all teaching and learning spaces on campus within the ground floor of the Main Building. This concentrates student activity with the addition of Flexible Tutorial Rooms, a collaborative teaching space and social learning spaces.

Refer to the Whyalla Tenancy Master Plan for further details



LEGEND

Proposed

■ Flexible tutorial

■ Lecture theatre upgrade

■ Lecture theatre repurpose

● Learning Space

▲ Video Production

▲ Video Conferencing

Existing

□ Flexible Tutorial

△ Video Production

△ Video Conferencing

5.7 SUMMARY

On completion of the Teaching Infrastructure Master Plan we will have:

- Refocused our teacher-led spaces to support the shift to a more collaborative learning pedagogy, with an increase in rooms enabling active and discursive learning modalities
- Improved the connectivity of our teaching spaces, enabling synchronous teaching and allowing our remote students to engage in real time with on-campus activities
- Broadened access to all of our teaching spaces
- Enhanced our libraries as spaces for teaching and learning
- Increased the provision of student-directed learning spaces
- Supported the use of a range of digital technologies through our teaching and learning spaces
- Enhanced the creation of digital media with a new generation of video production facilities



5.7 SUMMARY CONT.

These changes will be seen across the campuses in the following ways:

- Flexible Tutorial Rooms will become the dominant teaching space type
- Informal learning space at City East will be increased through a targeted refurbishment project.
- Dedicated Collaborative Teaching Spaces at City East and Mawson Lakes will be available for use by all Schools
- Teaching and learning spaces at Mawson Lakes and Whyalla will be consolidated in accordance with their respective Tenancy Master Plans
- Teaching and learning spaces within the City East, Magill and Mawson Lakes Libraries will be enhanced in accordance with their respective Library Master Plans



6.0 PROGRAM COSTS



6.1 PILOT PROJECTS

Pilot projects have been identified for each campus to enable us to develop and test the models for the Flexible Tutorial Room and the next generation of Video Production Facilities. Detailed cost plans can be found in the appendices.

A Flexible Tutorial Room will be created on each campus. Computer based video conferencing in each new room will provide connectivity within and between campuses.

A new Green Screen room will be created in the Jeffrey Smart Building at City West, with expanded facilities for video production and staff support. A new Green Screen room will also be created at Whyalla to house approved new equipment.

Campus	Flexible Tutorial Rooms		Video Production Facilities		Total
City East	C6-26 (48 seats)	\$414,000			\$414,000
City West	BH2-12 (42 seats)	\$363,000	JS6-16	\$300,000	\$663,000
Magill	H2-08 (48 seats)	\$346,000			\$346,000
Mawson Lakes	P1-10 (48 seats)	\$399,000			\$399,000
Whyalla	MB1 (30 seats)	\$426,000	MB1	\$112,000	\$538,000
Total Cost		\$1,948,000		\$412,000	\$2,360,000



6.2 STAGE 1 PROJECTS

Following on from the Pilot Projects, Stage 1 will focus on delivering a number of Flexible Tutorial Rooms for each campus to engage with the greatest number of students. Lecture theatre upgrades, additional video production facilities and enhanced connectivity through video conferencing are also proposed. Detailed cost plans can be found in the appendices.

Campus	Flexible Tutorial Rooms		Lecture Theatre		Video Production	Connectivity	Total
City East	BJ2-31/34, BJ3-30, BJ3-34, BJ3-56 C4-16, C4-17, C7-08, C7-70/71 P4-16/28, P5-15/34	\$4,456,000	P3-20	\$461,000	\$207,000	P3-20 automated VC Flexible tutorial room VC	\$5,124,000
City West	BH3-09, BH3-11/12, BH4-29/30, BH4-32/33, BH4-21/22/23/24 GK2-10/12, GK2-15, GK4-30	\$3,864,000	HH3-08 HH3-09	\$833,000	-	HH3-08 automated VC HH3-09 automated VC Flexible tutorial room VC	\$4,697,000
Magill	B2 Library (2 new)H1-07/08, H1-09/10, H2-03/03A, H2-04/04A, H2-09/10, H2-11/12	\$3,348,000	H1-44	\$437,000	\$207,000	Flexible tutorial room VC	\$3,992,000
Mawson Lakes	GP2-31/33/38 MC1-03, MC1-05, MC1-21 P2-04, P2-41, P2-51	\$2,707,000	GP1-09	\$602,000	\$207,000	GP1-09 automated VC Flexible tutorial room VC	\$3,516,000
Whyalla	MB1-15	\$359,000	N/A	N/A	N/A	Flexible tutorial room VC	\$359,000
Total Cost		\$14,734,000		\$2,333,000	\$621,000		\$17,688,000

6.3 FUTURE STAGES

Future stages of the master plan will include the expansion of the Flexible Tutorial Room provision, creation of student learning spaces in high-use student areas and upgrading of selected lecture theatres. Additional video conferencing connections will also be provided, including the links between the collaborative teaching spaces. Details of selected future stage projects can be found in the appendices.

Campus	Flexible Tutorial Rooms	Lecture Theatre	Learning & Computing	Video Production	Connectivity
City East	Playford Building - Level 3 (2 new)	N/A	Playford - Level 3 Brookman Building - Library	Update existing studio	Flexible tutorial room VC Remaining lecture theatre VC CTS to CTS connections
City West	Identify other opportunities for flexible tutorial projects	Review BH2-16 and H6-12 for repurpose	Barbara Hanrahan - Level 3	Update existing studio	Flexible tutorial room VC Remaining lecture theatre VC CTS to CTS connections
Magill	Identify other opportunities for flexible tutorial projects	Review C1-79 for discursive or upgrade Review B1-52 and D1-20 for repurpose	Buildings A & B - Library	Update existing studio	Flexible tutorial room VC Remaining lecture theatre VC
Mawson Lakes	Building F - Level 1 (4 new)	Review H1-35 for discursive Review SCT2-37, SCT3-49, Q1-01 and W1-06 for repurpose	Building F - Level 1 Building C - Library	Update existing studio	Flexible tutorial room VC Remaining lecture theatre VC CTS to CTS connections
Mt Gambier	Review tutorial rooms for update to flexible tutorial			Identify options for facilities for this campus	Flexible tutorial room VC
Whyalla	Main Building - Level 1 (2 new)	Review JB1-115 and MB1-05 for repurpose	Main Building, Level 1	N/A	Flexible tutorial room VC