



Universität St.Gallen



Future Learning design – future learning space ***HSG Learning Center***

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*“From insight
to impact”*

Do we need change in the academic learning and teaching culture?

- ☐ from the students' perspective: based in learning style studies
- ☐ Constructive alignment (study goals – learning opportunities – assessment)
- ☐ Strategic orientations of the universities
- ☐ From learning effectiveness studies
- ☐ From learnings from bench marks



Design Principles used by other universities



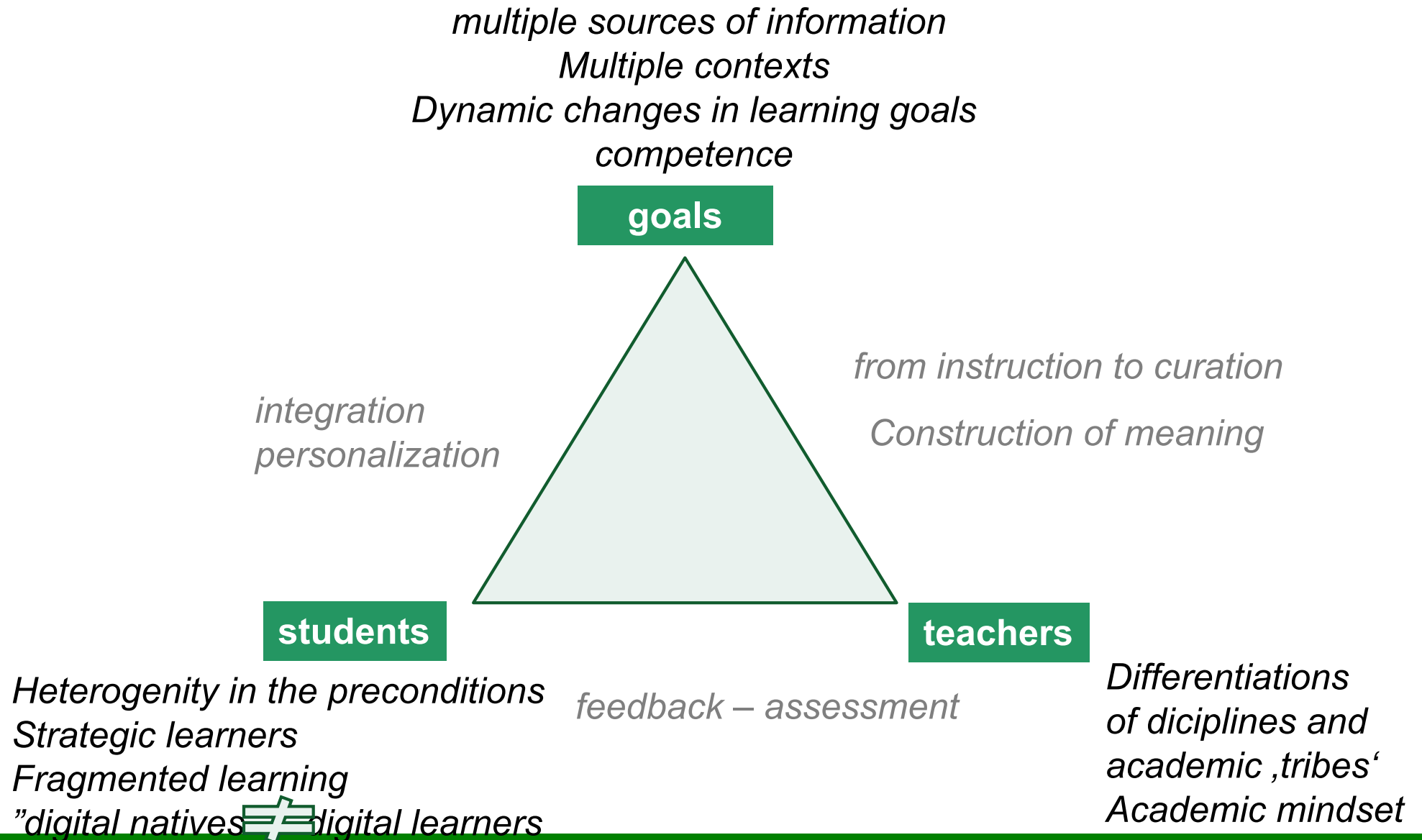
Based on the assessment of future skills need

1. WEF (2016) „The accelerating pace of technological, demographic and socio-economic disruption is transforming industries and business models, changing the skills that employers need and shortening the shelf-life of employees' existing skill sets in the process“
2. «Oxford Studie» Frey & Osborne (2013): The future of employment: 47 % der Berufe auf dem US amerikanischen Arbeitsmarkt werden durch den technologischen Wandel verschwinden
3. McKinsey Global report (2017): About **half of all the activities** people are paid to do in the world's workforce could **potentially be automated** by adapting currently demonstrated technologies.



Preparation for lifelong learning
Dynamic change in educational programs,
new educational programs challenge traditional
educational institutions

Challenges for universities in digital transformation



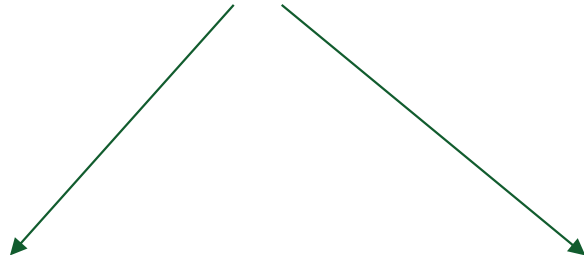


What kind of learning space encourage such developments?

- ☐ Learning space design enables and limits the teaching and learning actions
- ☐ Learning space design symbolizes learning culture
- ☐ Learning space design incentives specific learning processes
- ☐ Future skills need more space design for different kind of interactions

The design of learning space has to be considered as an important element in the teaching and learning design

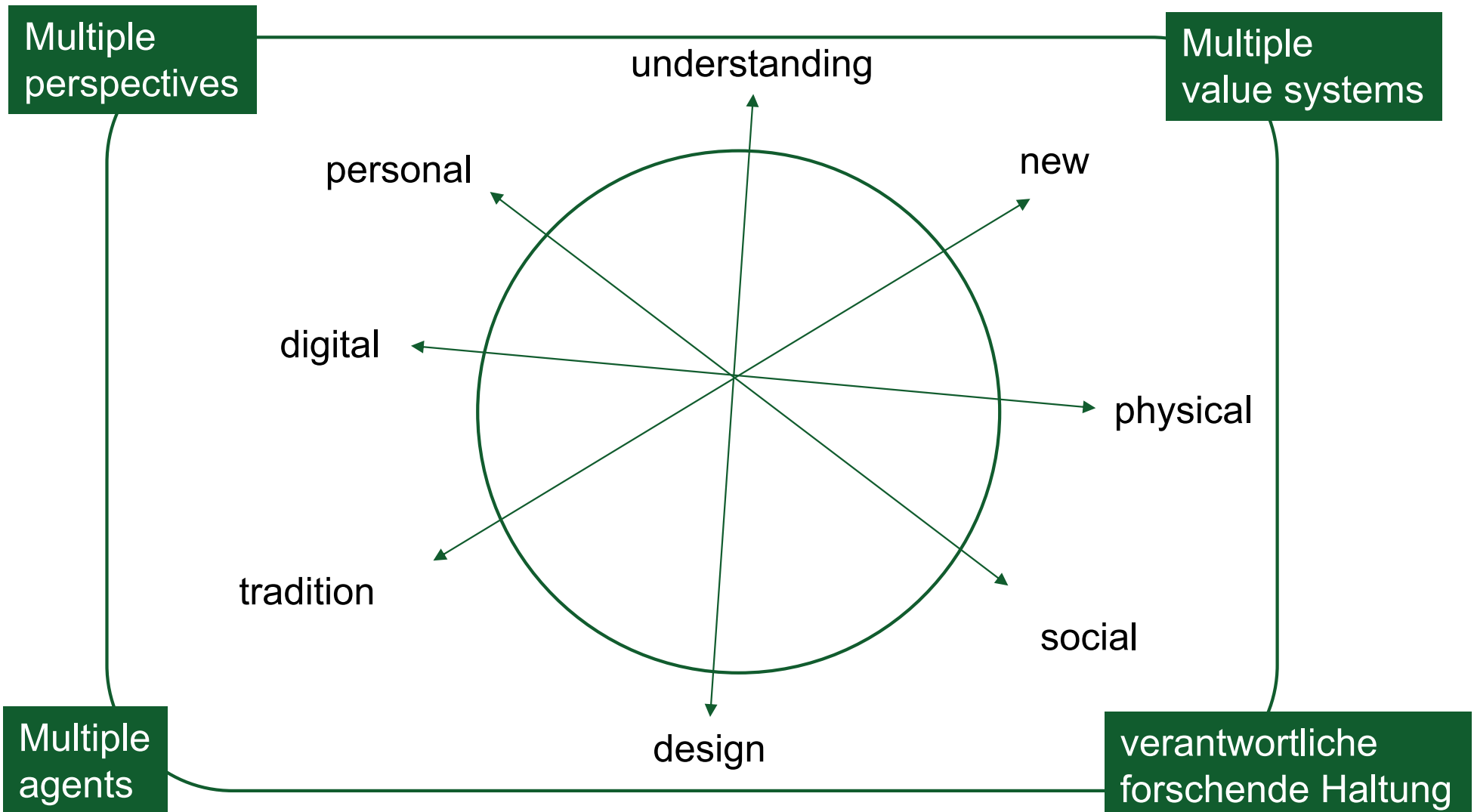
Transformative learning as goal for university education



Preparation to cope with
ambiguity, uncertainty and
continuous change
Fostering competences to
design future not only to adapt to it

Future enabling
competences of
future leaders
Working in
interdisciplinary, project-
oriented teams, with
digital agents as team
members

Future Competence - Integration





How do Swiss / Liechtenstein companies work with these challenges

- increased space flexibility
- dedicated space for communication and collaboration
- Space symbolizing diverging and converging of thoughts
- navigation through space design
- high symbolism



How do technology drivers work with these challenges?

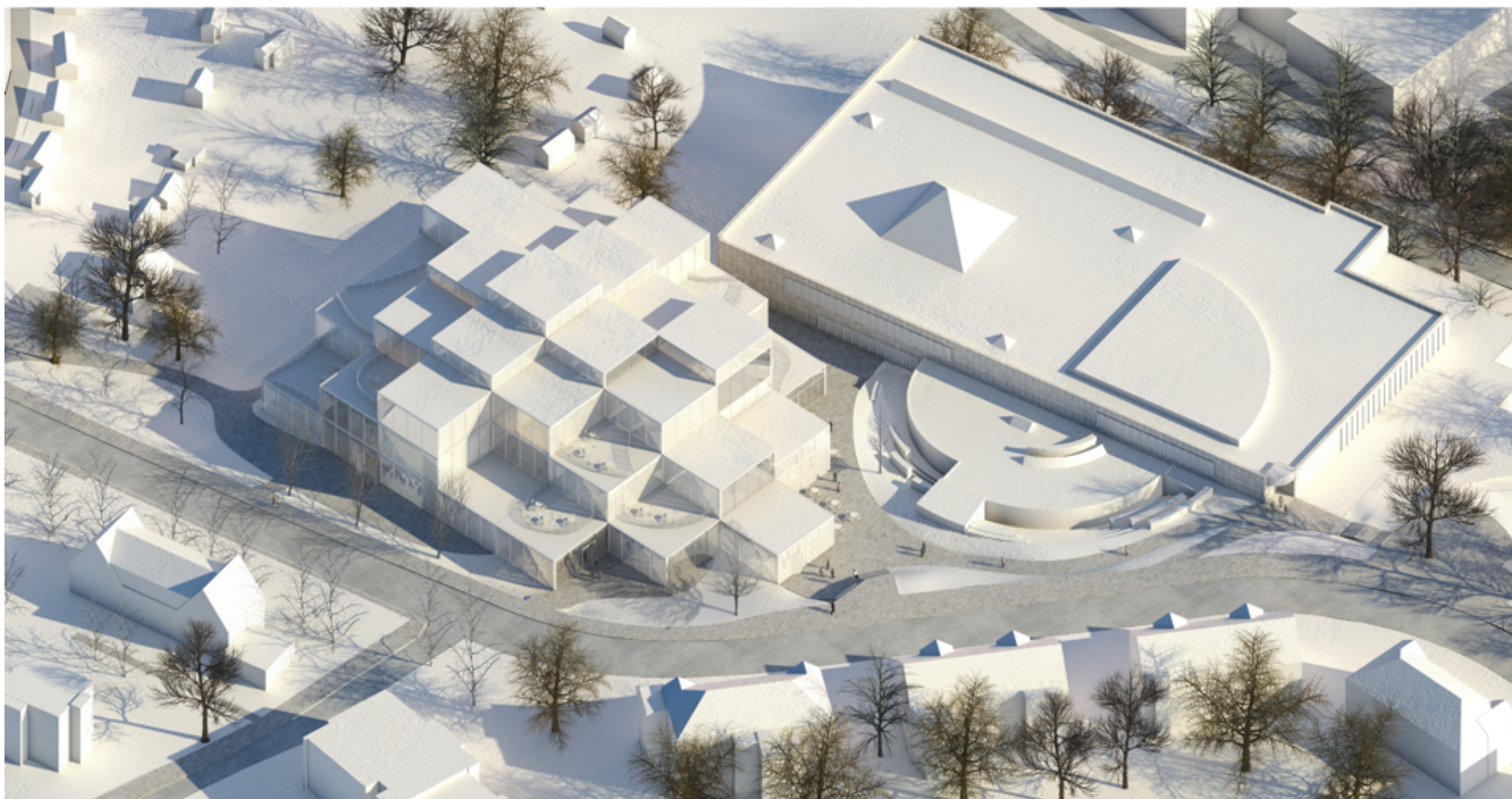


- design of ecosystems
- ambivalence of structure and chaos
- linking technology and nature

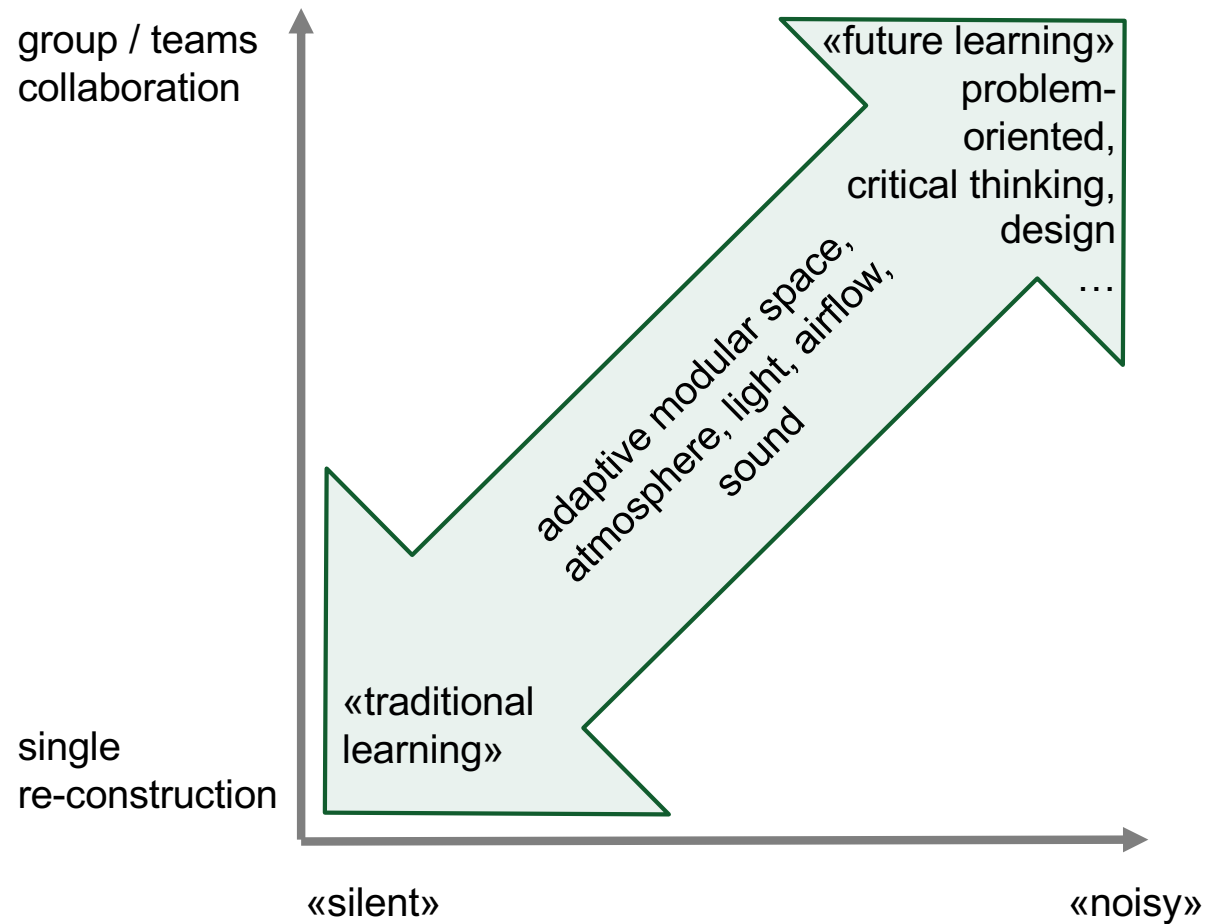
And the danger is

“... the architectural boom that became part of the learning landscape of higher education ...: let's call it campus porn.”

«Over the last two decades, many universities have invested in eye-catching architecture aimed at attracting investors and business, as a way of transforming their institutions into marketing-driven ‘brands’. Students now became ‘customers’, and providing a positive satisfying customer experience is a paramount preoccupation for university managers and a key instruction for architectural briefs.» (Neary 2015)



Force field



Changing academic teaching and learning culture

1. Based on Co-creation
2. Experience based learning
3. Enriched and meaningful interaction
4. Research and design based learning

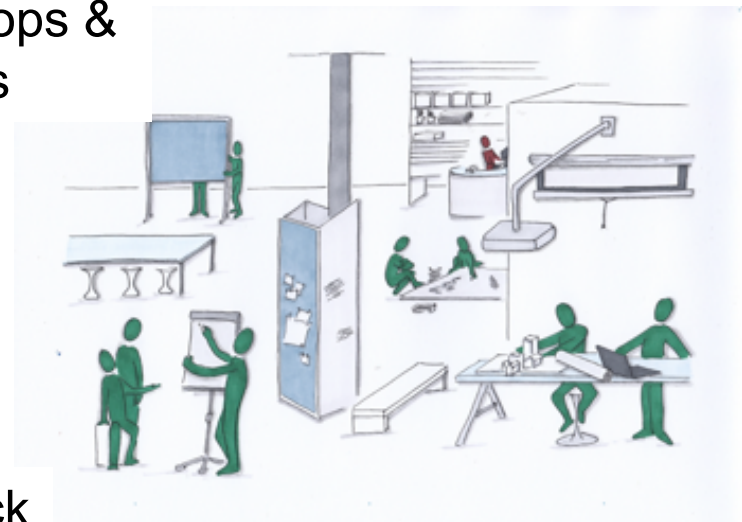
Therefore we need:

- Different learning zones for different learning activities
- Flexible learning space design, that is adaptive for changing demands
- Ubiquitous technology, that does not dominate the learning space design

Verschiedene Lernzonen



train station &
market place



workshops &
garages



cloisters &
atrium



holodeck



Verschiedene Lernhandlungen auf verschiedenen Lernebenen

Erdgeschoss: orientation / navigation, inspiration, interaction

1. Etage: co-laboration, co-construction, transformation

2. Etage: inquiry, reflection, create confidence





3 levels of learning opportunities

1. ***Curriculum level***
→ enriched learning experience within the study programs
2. ***Extra-Curriculum level***
→ new learning opportunities for all student generations (from bachelor, master and continuous education)
3. ***Informal learning***
→ creation of an academic ecosystem

For further inspiration

<https://www.hsg-stiftung.ch/projekte/hsg-learning-center/>

Thank you very much for your attention.

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