

Effective Learning Environments

# TEMPLATE FOR CASE STUDY COLLECTION



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Effective Learning Environments



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## Call for Case Studies

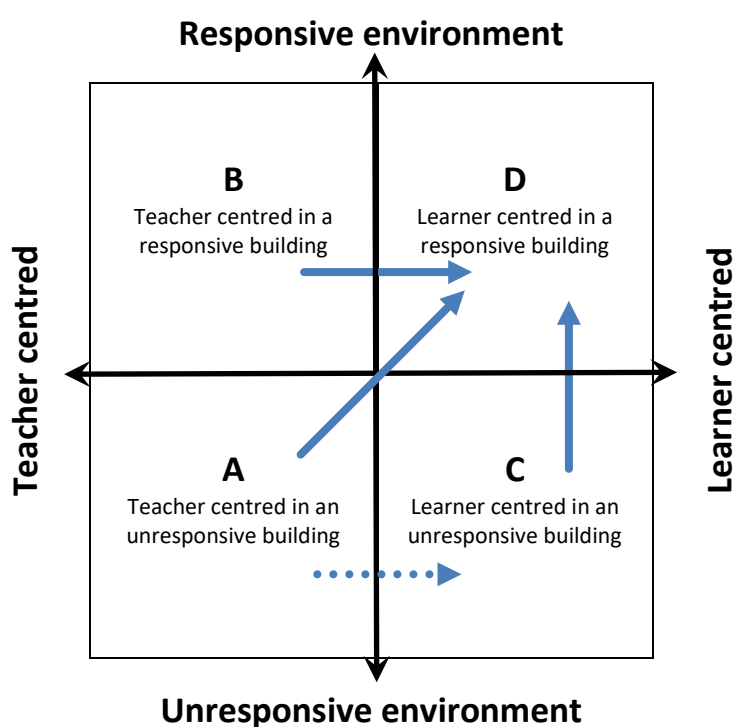
### *Transforming pedagogy and space together*

Education is undergoing a transformation spurred by several major drivers: the need to develop in young adults the skills and ways of thinking, living together and working to thrive in the 21st century society; developments in our understanding about learning and how people learn; and, the ubiquity of technology in society, in the workplace and in education.

The OECD Effective Learning Environments is inviting the submission of case studies that explore how schools all around the world are transforming and aligning their pedagogical approaches and physical learning environments. The intention is to provide ideas and inspiration for school leaders, teachers and policy makers based on concrete practice.

### *Analytical framework*

The OECD Effective Learning Environments project has developed an analytical framework for the collection and curation of a set of case studies. To do this it proposes a simple model that situates schools using two broad parameters characterising: a) the pedagogical environment and b) the spatial environment. This will allow case studies to be “mapped” along a spectrum: from a teacher-centric to a learner-centric pedagogical approach; and, from a responsive to a non-responsive spatial environment.



### ***Case study template***

The case study would seek to describe:

A. Context	<ul style="list-style-type: none"> <li>▪ Type and size of school; location.</li> <li>▪ Project information.</li> </ul>
B. Pedagogy and space before transformation	<ul style="list-style-type: none"> <li>▪ The pedagogical approach before transformation.</li> <li>▪ The physical learning environment before transformation.</li> </ul>
C. Transforming learning – the educational brief	<ul style="list-style-type: none"> <li>▪ The vision and educational brief for the new or renewed learning environment.</li> <li>▪ The process of developing the educational brief and how it was led and by who (school/client).</li> <li>▪ How the users (teachers, students, other staff, community) were engaged in the process.</li> <li>▪ The strategies adopted to manage pedagogical change.</li> </ul>
D. Creating the space – the design brief	<ul style="list-style-type: none"> <li>▪ The building design process and how the school user was engaged in the building design process.</li> <li>▪ The spatial design of the new or renovated spaces and how it meets the pedagogical needs.</li> </ul>
E. Transition to the transformed learning environment	<ul style="list-style-type: none"> <li>▪ How the transition to the new environment was or is being managed.</li> <li>▪ Whether there was training for teachers in how to use the new spaces and whether this training continues during occupancy of the building.</li> </ul>
F. Evaluation	<ul style="list-style-type: none"> <li>▪ Whether the space and teaching is regularly evaluated</li> <li>▪ What changes are prompted and how are they carried out</li> </ul>
G. Additional comments	

### **Template for Case Studies**

#### ***General Instructions***

Please use the following template to describe the learning environment of the school.

Please address all of the questions and where they do not appear to be relevant to your context please put “not applicable” (N/A). There is no word limit for the text. The final section asks for supporting material such as photographs, diagrams, floor plans, evaluation reports etc. Please attach/enclose electronic versions of the information with the template.

Please return the completed template to Ria Sandilands in the OECD Secretariat ([Ria.Sandilands@oecd.org](mailto:Ria.Sandilands@oecd.org)) by **31 March 2019**. You may be contacted by the OECD Consultants Alastair Blyth ([A.Blyth@westminster.ac.uk](mailto:A.Blyth@westminster.ac.uk)) and Julie Velissaratou ([jvel.mba2008@gmail.com](mailto:jvel.mba2008@gmail.com)) for further information and any clarifications needed. The OECD may edit the case study prior to publication online.

## A. Context

### 1 General Information

- a) Name of the school
- b) Country
- c) Which of the following best describes the community in which the facility is located? Please pick only one from:
  - village, hamlet or rural area (>3 000 people)
  - small town (3 000-15 000 people)
  - town (15 000-100 000 people)
  - city (100 000-1 000 000 people)
  - large city (>1 000 000 people)
- d) Which level(s) of education does the facility serve? Please use at least one from:
  - Pre-primary (*please specify day care centre, kindergarten, other*)
  - Primary
  - Lower secondary
  - Higher secondary
- e) Please provide the numbers of:
  - i) full-time (FT) students currently in the school:
  - ii) part-time (PT) students currently in the school:
  - iii) full-time (FT) teachers currently in the school:
  - iv) part-time (PT) teachers currently in the school:
- f) What is the total capacity of the facility (i.e. the number of full-time students that the institution is able to enrol to receive educational instruction within the building)?

### 2 Project Information

- a) What is the type of project? Please pick only one from:
  - New building
  - Extension (the expansion of existing buildings)
  - Renovation
  - Part extension and renovation
- b) In what year was the project (construction, extension or renovation) completed?
- c) Approximately what is the gross surface area\* of the construction, extension or renovation, in m<sup>2</sup>?
- d) Approximately what is the gross surface area\* of the whole school, in m<sup>2</sup>?
- e) Please provide the name of the architectural firm (if relevant):
- f) Please provide the name of the client (was the school the client or the education authority?):

*\*The gross surface area is the total area in square metres (m<sup>2</sup>) of all educational buildings designated for teaching, recreation, technology, storage, and any other purpose. It is usually measured around the exterior walls of buildings. It excludes grounds and covered walkways linking buildings, roof overhangs, eaves or porches.*

## B. Pedagogy and Space Before Transformation

### 1. Please describe the pedagogical approach before transformation

*For example, how was teaching and learning organised in the school. How were the students grouped (e.g. by age? ability? specialism of the teachers?); what size were the groups (e.g. class sizes); approaches to teaching adopted widely or rarely; timetabling (e.g. set periods of time for classes); autonomy of the school and its teachers in deciding the pedagogical approach to use.*

### 2. On a scale from 1 to 5, would you describe the original pedagogical approach as teacher centred or learner centred?

1	2	3	4	5
Very teacher centred				Very learner centred

### 3. Please provide examples of the layout of the physical learning environment before transformation

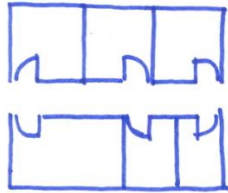
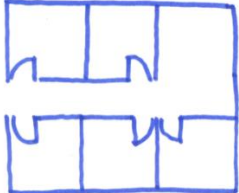
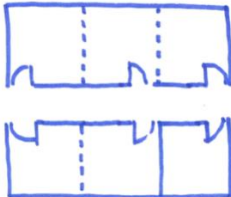
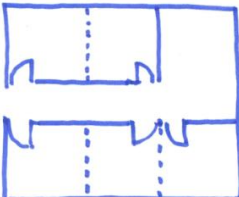
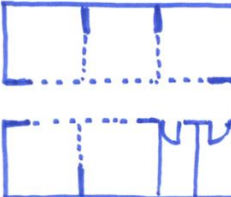
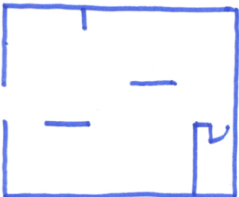
*For example, the organisation of the spaces (e.g. classes entered through a corridor; multi-spaces arranged around assembly areas).*

**4. Before the transformation, approximately\* what proportion of the space in the school was made up of space types (see diagrams a) to f) below):**

- a. Classrooms along corridors: \_\_\_\_\_%
- b. Classrooms with a breakout space: \_\_\_\_\_%
- c. Classrooms with flexible walls: \_\_\_\_\_%
- d. Classrooms with flexible walls and breakout space: \_\_\_\_\_%
- e. Open plan with possibility of creating classrooms: \_\_\_\_\_%
- f. Open plan: \_\_\_\_\_%

Note: These figures are only meant to be approximate and give an indication of how extensive the different space types might be.

The following diagrams describe different combinations of spatial configurations from Closed Classrooms along corridors (a) to Open (f).

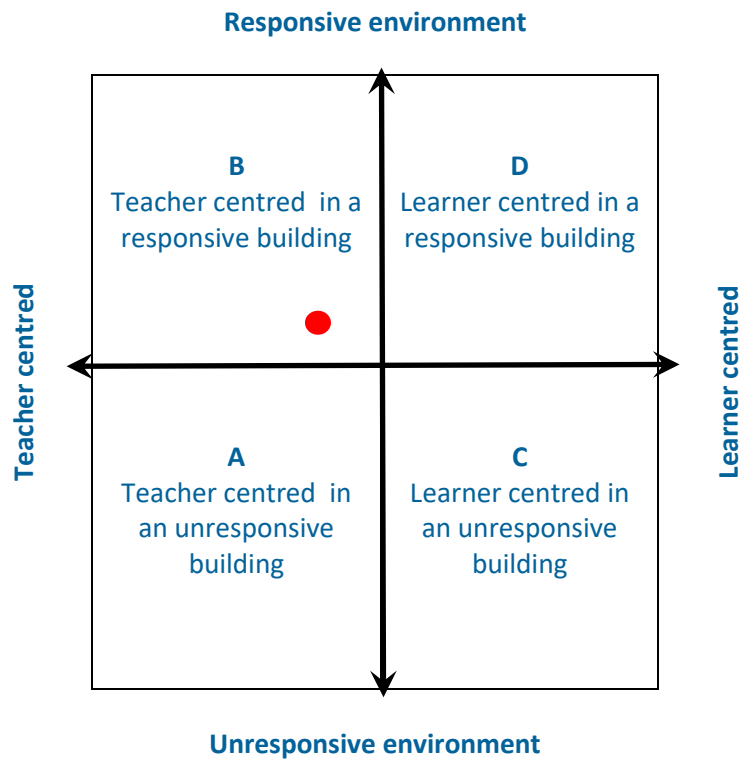
<p>a) Classrooms along corridors</p> 	<p>b) Classrooms with a breakout space</p> 
<p>c) Classrooms with flexible walls</p> 	<p>d) Classrooms with flexible walls and breakout space</p> 
<p>e) Open plan with possibility of creating classrooms</p> 	<p>f) Open plan</p> 



**5. On a scale from 1 to 5, how responsive to teaching needs would you describe the building?**

1	2	3	4	5
Very unresponsive				Very responsive

In the 2X2 matrix, where does the school stand before the transformation? Move the red dot below to position the school accordingly.



## C. Transforming Learning – The Educational Brief

Please describe the:

**1. Vision for the new or renewed learning environment**

*For example, what is the approach to pedagogy in the school?*

**2. Would you describe the new pedagogical approach as teacher centred or learner centred?**

1	2	3	4	5
Very teacher centred	Moderately teacher centred	Neutral	Moderately learner centred	Very learner centred

**3. Process of developing the educational brief**

*For example, who was managing/leading the process (school/client)? Who was involved in the development of the educational brief (teachers, students, other staff, community)? How were the users engaged in the process and what was their input? What strategies were used to manage the pedagogical change? What resources were devoted to accompanying this transformation (e.g. time, funds, professional development for teachers etc)?*

## D. Creating the Space – The Design Brief

Please describe the:

### 1. Development of the design brief

*Briefly describe the building design process and the process of developing the design brief. Who was managing/leading the process (school/client)? Who was involved in the development of the design brief (teachers, students, other staff, community)? How were the users engaged in the process and what was their input?*

### 2. The spatial design of the physical learning environment

*How does the spatial design correspond to the pedagogical needs outlined in the educational brief? Give details about the organisation of the spaces (e.g. classes entered through a corridor; multi-spaces arranged around assembly areas). Does the school have autonomy in deciding how to best use the space?*

### 3. On a scale from 1 to 5, how responsive to teaching needs would you describe the new building?

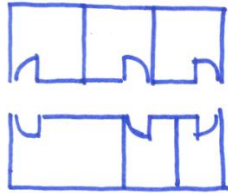
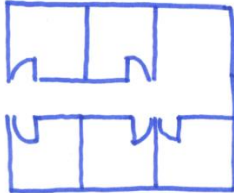
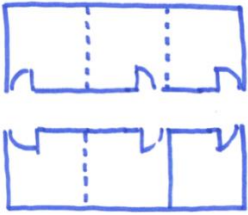
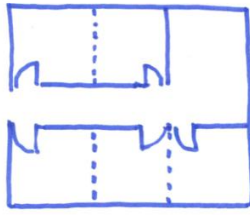
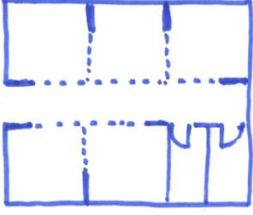

1	2	3	4	5
Very unresponsive	Moderately unresponsive	Neutral	Moderately responsive	Very responsive

**4. After the transformation, approximately\* what proportion of the space in the school was made up of space types (see diagrams a) to f) below):**

- a. Classrooms along corridors: \_\_\_\_\_%
- b. Classrooms with a breakout space: \_\_\_\_\_%
- c. Classrooms with flexible walls: \_\_\_\_\_%
- d. Classrooms with flexible walls and breakout space: \_\_\_\_\_%
- e. Open plan with possibility of creating classrooms: \_\_\_\_\_%
- f. Open plan: \_\_\_\_\_%

Note: These figures are only meant to be approximate and give an indication of how extensive the different space types might be.

The following diagrams describe different combinations of spatial configurations from closed classrooms along corridors (a) to Open (f).

<p>a) Classrooms along corridors</p> 	<p>b) Classrooms with a breakout space</p> 
<p>c) Classrooms with flexible walls</p> 	<p>d) Classrooms with flexible walls and breakout space</p> 
<p>e) Open plan with possibility of creating classrooms</p> 	<p>f) Open plan</p> 

## *E. Transition to the Transformed Environment*

Please describe the:

### **1. Management of the transition to the new spaces**

*Briefly describe the process of the transition to the new environment. For example, who is managing/leading the process? What is expected by the school users? Were all elements of the educational and the design brief implemented? Did teachers receive a briefing or training in how to use the new spaces? Does the training continue during occupancy of the building?*

## F. Evaluation

Please describe the:

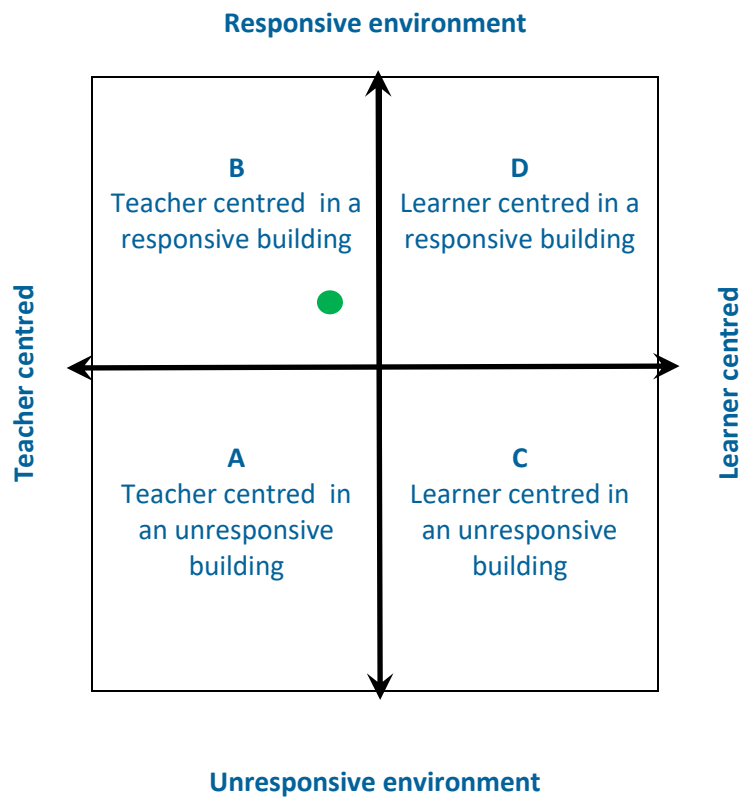
### 1. Evaluation of the new learning environment

*Has the transformation process including the spaces themselves already been evaluated? If not, is it planned for the future? What is the format of the evaluation (e.g. parents' satisfaction review; users' perspectives; students' performance; independent audit) and who is leading the process? What were the key insights from the evaluation? What kind of changes may be initiated after the evaluation?*

### 2. Continuous evaluation of the learning environment

*Is there a plan to periodically re-evaluate the learning environment? If so, at what time intervals?*

In the 2X2 matrix, where does the school stand after the transformation? Move the green dot below to position the school accordingly.



## G. Additional Comments

### 1. Any additional comments

*Please use this space to share any insights or advice you would want to share with other schools who are embarking upon their own transformation of pedagogy and space, based on your own experience*

### Supporting material

Please supply illustrative material to support the case study (for example, photographs, drawings – such as floor plans, 3D drawings, sketches, organisational charts, evaluation reports), and any other information that would illustrate the transformational journey of the school. It would be helpful if you could provide a short caption with each image and diagram.

Also, please include a link to the school's website, as well as any other links you think are relevant to the case study.