The Six Learning Spaces

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Assignment Task: 2

Tell me and I forget. Teach me and I remember. Involve me and I learn!

- Benjamin Franklin (Goodreads, 2016).

(Swanbourne Primary School, 2016).

Discussion

What type of learning space is your classroom?

Does this benefit the students learning needs?

Does it create a positive learning environment for the students?

(Borowsky, 2015).

Contents

The Importance of the School Environment

"The interaction between child and environment is at the heart of child development." (DiLalla & Mullineaux, 2008).

In the 21st century education has developed, changed and evolved over time, as we strive to improve the education system (Global Education- 2025, 2016). Setting up a positive classroom environment is the key to student's participation, development and learning. Phillips argues that the classroom is a critical aspect in affecting a student's self-esteem and learning (Phillips, 2014). However it is also a huge aspect of student's involvement in creating an environment that empowers them develops their motivation and creates a community (Phillips, 2014).

Questions to Consider:

* What type of learning environment do you have within your classroom?

* How can you implement these learning spaces within your classroom?

* What are the positives and negatives of each learning space?

* What learning spaces will your students benefit from?

Personal Learning Environment (PLE)

Personal Learning Environment (PLE) is a system that allows the students to take control of the own learning (self-directed learning). Students will shift away from the model in which they will consume information through an independent sources (eg. text book) and moves towards a model where the student draws connections from a range of chosen resources (EDUCAUSE, 2009). Students will start setting their own goals and challenges, managing their content and process and communicate with others throughout their learning (kommun, n.d.).

Personal Learning Spaces are dynamic, they adapt and change to suit the students learning needs, styles, goals and goals (Debbie Morrison, 2013).

(Holy Cross Collage, 2013).

How to implement this Learning Space within the classroom:

Approaches:
* Each student can set up a blog using programs like Wordpress , Blogger and Symbaloo

Planning/ Techniques:
* Introduce and set up guidelines and netiquette
* Teachers need online presences
* Guide and support the students with creating their personal learning environment
* Prepare rich and open-task that allow the students flexibility to develop their own learning (Self-directed)
* Allow time for the students to complete tasks at their own level, however support the lower achievers throughout their self-directed learning
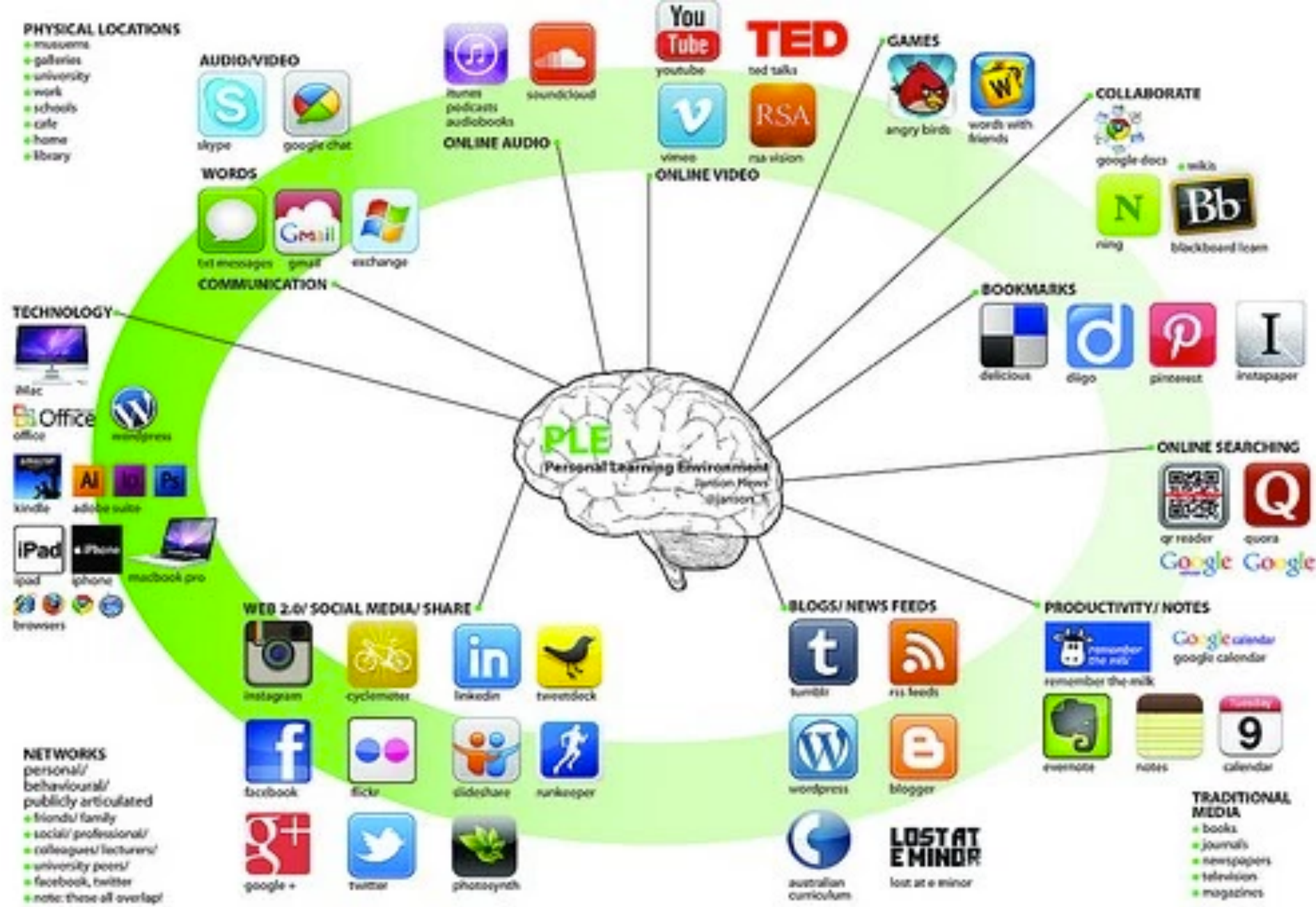* Include surveys, quizzes, internet resource, tours

Environment:
* Create a positive environment that allows the students to self-direct their learning and express their own opinions

Please refer to the website below, as it discusses how to set up a PLE in more detail.
* https://onlinelearninginsights.wordpress.com/2013/01/30/why-students-need-personal-learning-portfolios-more-than-we-do/ (Morrison, 2013).
* https://learn.wordpress.com/ (Wordpress, n.d.).

PHYSICAL LOCATIONS
+ museums
+ galleries
+ university
+ work
+ schools
+ cafe
+ home
+ library

AUDIO/VIDEO
skype
google chat

WORDS
txt messages
gmail
exchange

COMMUNICATION

ONLINE AUDIO
itunes
podcasts
audiobooks

ONLINE VIDEO
youtube
ted talks
vimeo
rsa vision

GAMES
angry birds
words with friends

COLLABORATE
google docs
ning
blackboard learn
wikis

BOOKMARKS
delicious
diigo
pinterest
instapaper

TECHNOLOGY
iMac
office
wordpress
kindle
adobe suite
iPad
iphone
macbook pro
browsers

PLE
Personal Learning Environment

ONLINE SEARCHING
qr reader
quora
Google
Google

NETWORKS
personal/
behavioural/
publicly articulated
+ friends/ family
+ social/ professional/
+ colleagues/ lecturers/
+ university peers/
+ facebook, twitter
+ note: these all overlap!

WEB 2.0/ SOCIAL MEDIA/ SHARE
instagram
cyclemeter
linkedin
tweetdeck
facebook
flickr
slideshare
runkeeper
google +
twitter
photosynth

BLOGS/ NEWS FEEDS
tumblr
rss feeds
wordpress
blogger
australian curriculum
lost at e minor

PRODUCTIVITY/ NOTES
remember the milk
google calendar
evernote
notes
calendar

TRADITIONAL MEDIA
+ books
+ journals
+ newspapers
+ television
+ magazines

(Morrison, 2013).

Positives of Personal Learning Environment

Positives for Teachers:
* Able to gather resources globally
* Able to share ideas with other teachers
* Gather ideas from other teachers globally
* Connect to other teachers globally
* Develop their own technology skills
* Able to connect with the students professionally (Moodle)
* Teachers are more self-reflective
* Teachers achieve goals within the classroom
* Positive attitudes towards learning and teaching
* Commitment
* Notice areas to improve on
* Provides a range of new possibilities for the curriculum
* Teachers can provide feedback for the students

Positives for Students:
* The students create their own personal learning space
* Students develop their own skills with technology
* Students are more engaged
* Students participate more
* Collaborate with peers
* Students feel more comfortable
* Access to a wide range of resources globally
* Creates a support group
* Develops an understanding of technology, in particular the how to use the internet
* Children are able to express themselves
* Students are motivated
* Students are self-directed
* Students are more self-reflective
* Responsible for their own learning
* Students may take initiative for their work
* Understand their own learning abilities
* Set their own goals
* Self-management

Negatives of Personal Learning Environment

Negatives for Teachers:
* May be overwhelmed
* Limited technology skills
* Unable to self-reflect
* Struggles to connect to others globally
* Unable to self-direct their learning and understanding
* Unable to find motivation
* Unable to collaborate
* May disapprove of others ideas and opinions
* May have very strong opinions themselves
* Takes away from teacher directed content
* May be time consuming

Negatives for Students:
* Unable to understand and use technology
* Unable to use the internet to connect to others globally
* May use the internet inappropriately
* May use the internet as a place to 'bully' others
* May not have motivation

An Example of a Students Personal Learning Environment

This YouTube clip illustrates the benefits of setting up a PLE for the students learning development.

YouTube Clip:

https://www.youtube.com/watch?v=YEls3tq5wIY (Drexler, 2009).
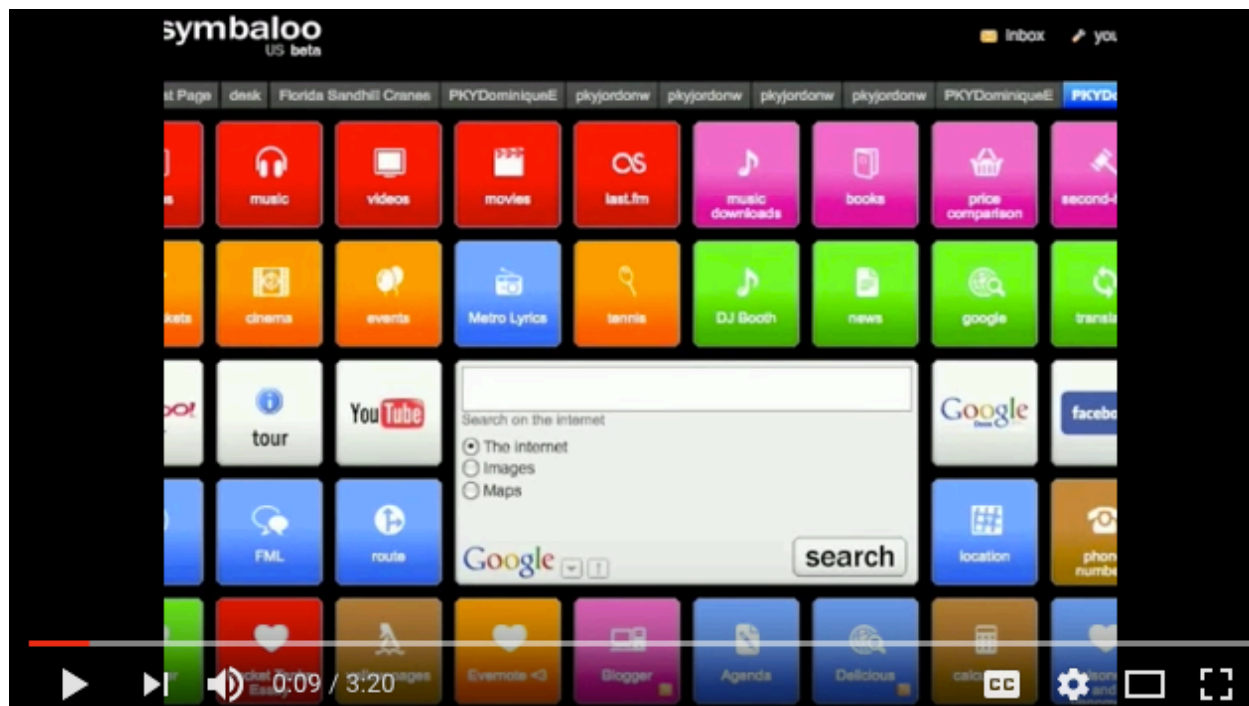
My Personal Learning Environment

I have created my own PLE based on Classroom Inspiration.

Over the last couple of weeks I have engaged and actively participated in my own learning as I created my PLE. I have found myself engaging in a different type of learning space, which has allowed me to self-direct my learning. I have also become self-reflective as I develop an understanding of what works and what didn't.

My PLE: https://classroominspirationblog.wordpress.com/
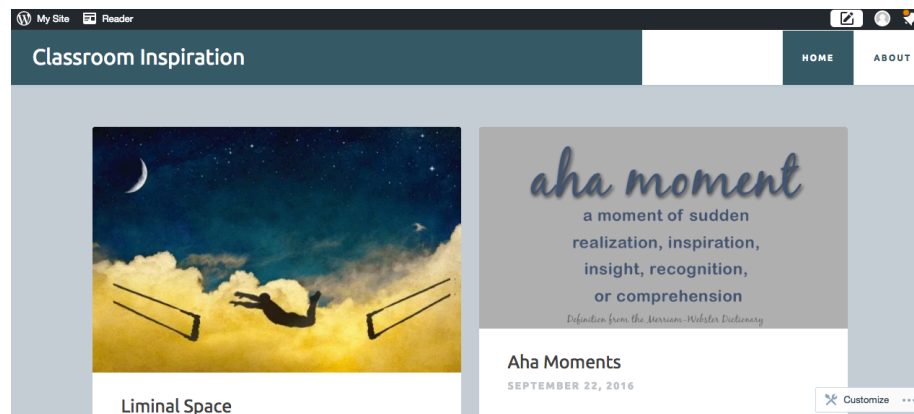
E-space

E-space is learning that is conducted via a electronic space, which is typically on the internet (eLearningNC, 2016). We can incorporate e-learning by setting up a activity/ task that utilizes electronic technologies, however in order to do this it needs to be outside the classroom (eLearningNC, 2016). This learning space is highly important for students that live in rural areas where their only way to learn is through the internet. We can use this idea ourselves and incorporate it within our teaching techniques.

As simple as sending the students homework which needs to be completed electronically.

(Catholic Education Office, 2009).

What the benefits of Technology?

This video illustrates how beneficial technology is for our students in the modern world.

YouTube:
https://youtu.be/y17l-hxFz1M (Sachs, 2016).
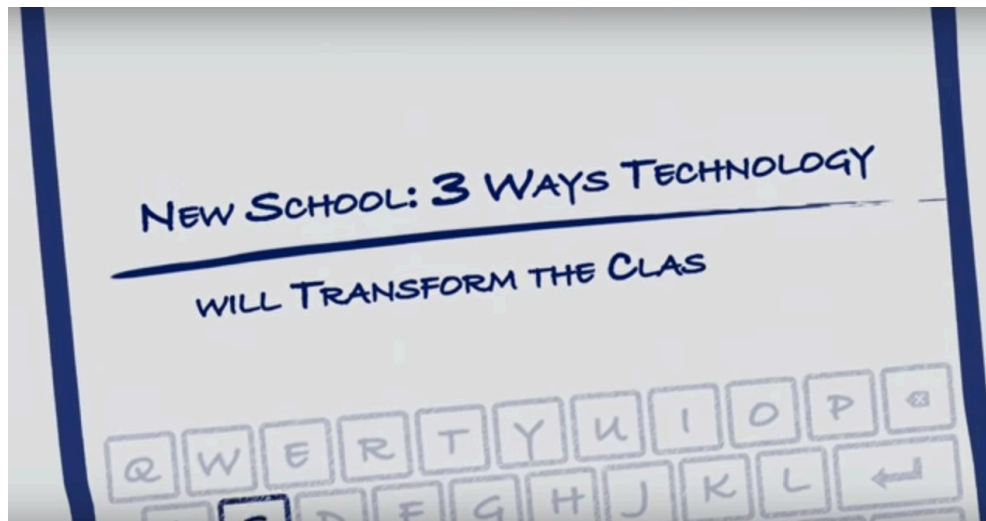
How to implement this Learning Space within the classroom:

Approaches:

* Each student can set up a social media environment, such as Twitter
* As teachers we can create a e-space using websites such as Lynda, Apple Educators, Google Educators and Microsoft Educators

Planning/ Techniques:

* Introduce and set up guidelines and netiquette
* Teachers need to outline the privacy laws
* Outline that this online learning environment is school use
* Teachers need a professional online presences
* Guide and support the students with creating their social media account
* Prepare rich and open-task that allow the students flexibility with what they put on social media
* Allow time for the students to complete tasks at their own level, however support the lower achievers throughout this process
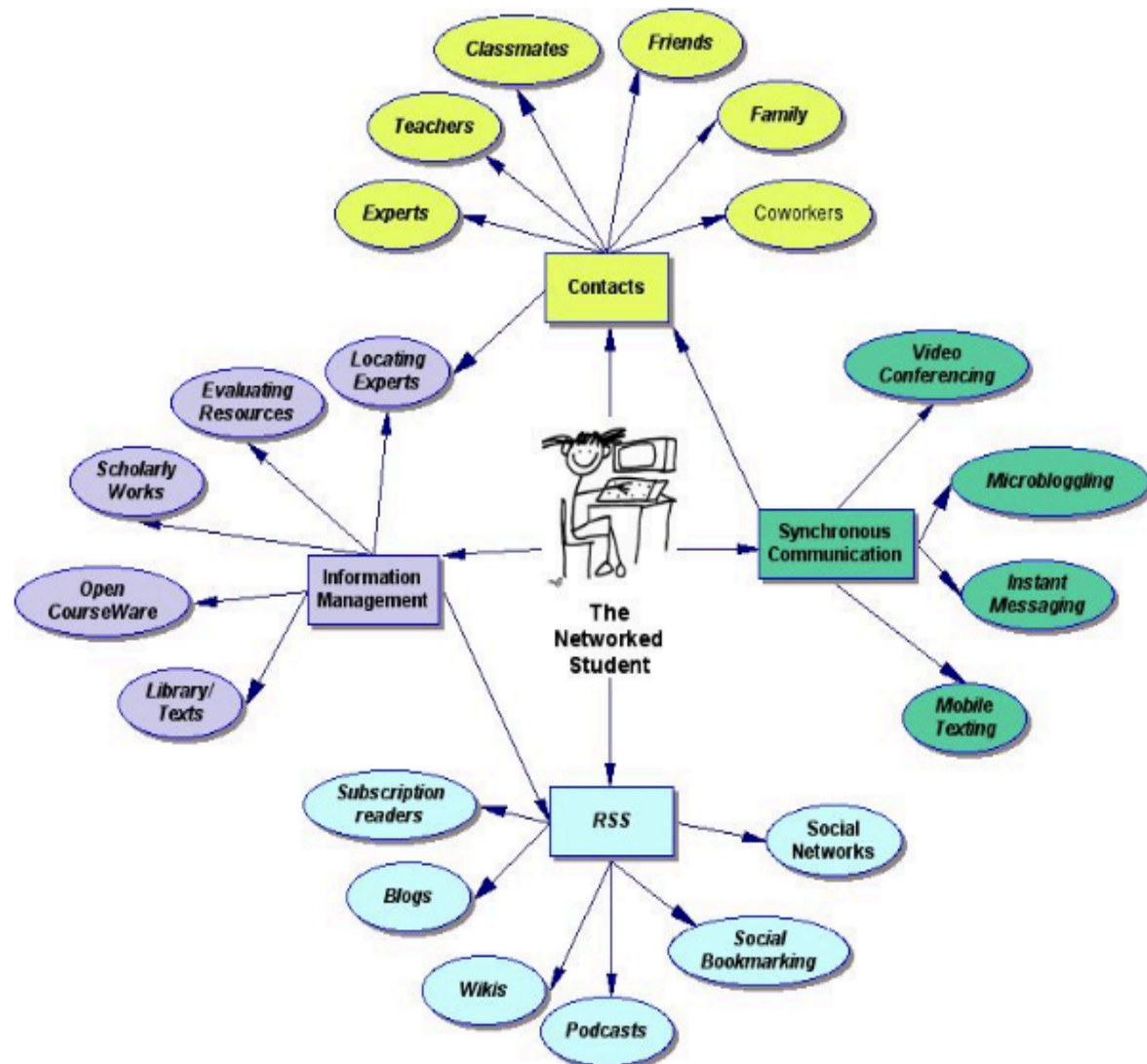* Include, internet resource and tours

Environment:

* Create a positive environment that allows the students to connect to social media for learning purposes

Here is a guide on how to use Twitter:

* http://images.pcmac.org/Uploads/MCPSS/MobileCounty/Departments/Forms/Twitter%20for%20Educators.pdf (Coggin, n.d.).

(Shedd, 2009).

Netiquette and Guidelines

Remember the human: Remember that you are communicating with other humans, not a computer screen. Stand up for yourself, but try not to hurt people's feelings.

Online and offline standards of behaviour: Remember: the same standards of ethics and personal behaviour that you follow offline also apply online.

Know where you are in cyberspace: Netiquette varies according to domain – social conversations in social media applications are very different to academic conversations in an online course. Lurk before you leap – spend time observing the tone of an academic conversation in your online course before 'jumping in'.

Respect other people's time and bandwidth: We are all busy people. It's your responsibility to ensure that the time others spend reading your postings isn't wasted.

Demonstrate good academic writing: You may be assessed on the **quality** of your writing – do check your spelling and grammar before clicking 'Submit'. Also, pay attention to the **content** of your writing. You may want to check your academic references before asserting that "it's my understanding that..." or "I believe it's the case..."

Share expert knowledge: Sharing your own personal knowledge in an online course can be very empowering. When asking questions in an online course, be sure to summarise and share the responses.

Help keep flame wars under control: 'Flaming' is the term used when people use a hostile or aggressive tone to express themselves in an online message. In an online course, discussion should focus on academic issues, not personality issues and conflicts.

Respect other people's privacy: Most of us now have digital profiles on the internet through our use of social media applications, from where it can be easy to obtain personal information about each other. Remember that the focus in an online course is on academic discourse rather than personal lives.

Don't abuse your power: Nobody appreciates a 'know it all' in an online course. Remember to 'seek to understand before being understood' in an online discussion forum.

Be forgiving of other people's mistakes: If you decide to inform an online classmate of a content, spelling or grammar mistake, inform them by private email rather than in the discussion forum. This is known as 'back-channeling' and is a useful strategy for problematic situations in online courses.

(Epigeum, 2014).

Positives of a E-space Learning environment

Positives for Teachers:
* Teachers provide another way to teach students rather then conducting a 'lecture'
* Teachers can become reflective on their teaching techniques
* Teachers can engage students in a variety of ways
* Teachers can support their students online
* Teachers can collaborate with other teachers and share pedagogies
* Teachers can share ideas and thoughts
* Teachers can access a e-space at home or at work
* Teachers can improve their technology skills

Positives for Students:
* Students become reflective
* Students are more engaged
* Students can collaborate with others
* Students develops a support network
* Widens the students technology skills
* Students can ask questions
* Students can access their e-space at home
* Students can share ideas and thoughts
* Gives the students a different learning space
* Facilitates the students learning
* Students take pride in their work
* Can be anonymous and safe

Negatives of a E-space Learning environment

Negatives for Teachers:
* Minimal technology skills
* Lacks understanding and knowledge of the internet
* Security
* Lacks understanding of the Privacy Laws
* Unable to use technology to engaging the students within learning
* May be overwhelmed
* May be time consuming

Negatives for Students:
* Unable to understand and use technology
* May use the internet inappropriately
* May not understand privacy laws
* May not understand the risks of the the internet and the students saftey
* May use the internet as a place to 'bully' others
* May not have motivation
* Students may find unreliable resources or information
* Students may find opinions rather then facts

Group, Collaborative and Cooperative

Group, Collaborative and Cooperative learning spaces are all compliant to make supportive, productive, cooperative, inclusive and engaging group learning environment for the students.

* Collaborative learning space - Collaborative learning is a situation in which two or more people learn or attempt to learn something together.

* Cooperative learning space - Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.

* Group learning space - A group of people who come together to discuss a topic but don't have distinct roles.

Group, Collaborative and Cooperative learning spaces allow students to work together on a task to broaden their experiences, facilitate the students learning, social and personal development (Primary Professional Development service, n.d.). Each students in the group will bring particular knowledge, abilities and skills to the group, which benefits all students learning development and understanding (Primary Professional Development service, n.d.).

(St Mary's Primary School, n.d.)
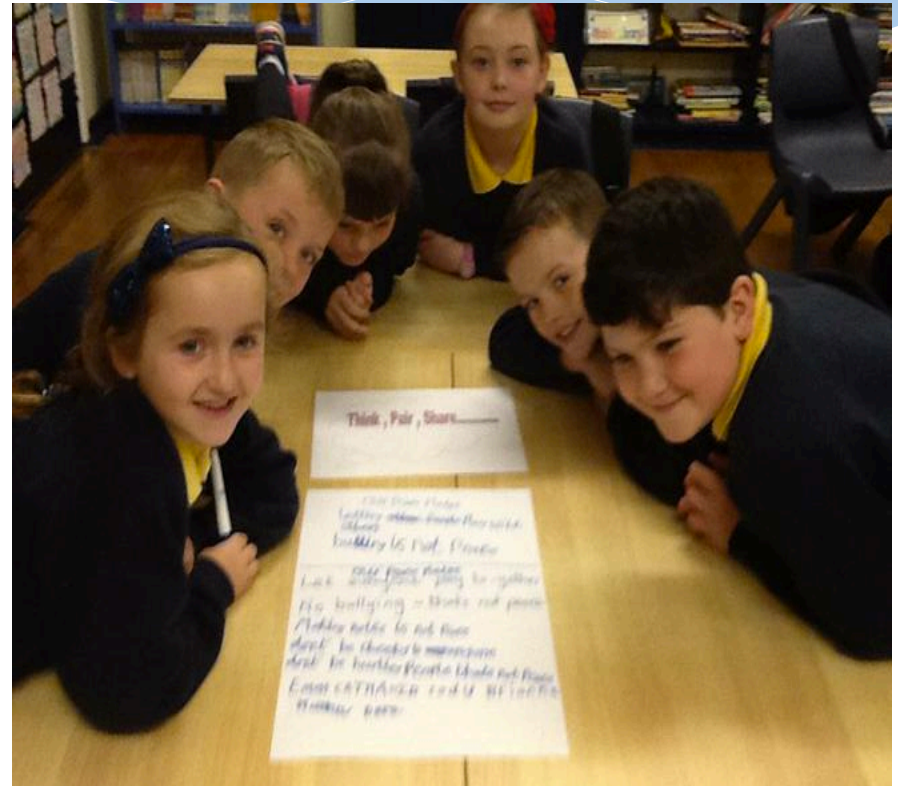
How to implement this Learning Space within the classroom:

Approaches:
* Set up the classroom to allow group work (floor space and table space)
* Create open-ended task to be complete in groups
* Include Inquiry tasks

Planning/ Techniques:
* Introduce and set up guidelines and rules
* Give each students role within the group
* Outline that this is a learning environment rather then a social event
* Create the groups, making sure the lower achieving students are being supported by other students
* Teachers need a presences
* Address all learning needs
* Guide and support each group
* Prepare rich and open-task that allow the students to work as a group
* Create challenging tasks that need to be completed in groups
* Allow time for the students to complete tasks at their own level
* Allow the students to have access to a range of resources such as the internet, books, posters

Environment:
* Create a positive environment that allows the students to work as groups
* Make sure there is room on the floor and tables for the groups to work on
* Set a inclusive, engaging and positive environment

* Here is a guide on Group, Collaborative and Cooperative learning spaces
    * http://www.pdst.ie/sites/default/files/Session%203%20-%20PS%20Co%20-%20Op%20%EF%80%A2%20Group%20Work.pdf
      (Primary Professional Development service, n.d.).

Roles within a Group

Role in co-operative group	Function
Manager	keeps the group on task, ensure contributions from all and guide discussion or activity
Encourager	encourages speakers and to promote tolerance within the group
Record keeper/ Data gatherer	takes notes or summarise ideas, clarifies ideas reads aloud from some materials when appropriate
Spokesperson/Reporter	acts as spokesperson when reporting to the class
Secretary	gathers/distributes resources that the group may need
Evaluator	keeps notes on the group process (how well individuals in the group are working together) to lead any evaluation at the end of the session

(Primary Professional Development service, n.d.).

Positives of a Group, Collaborative and Cooperative Learning Environment

Positives for Teachers:
* Teacher becomes a facilitator within the students learning
* Teachers can participate within the discussion
* Allows you to connect with others
* Allows you to share ideas and thoughts
* Teachers can give the students new and engaging opportunities
* Teachers can choose the groups in order to support the lower achieving students
* Hands on activities
* Teachers can challenge the students

Positives for Students:
* Students develop the communication and social skills
* Students work together
* Students share their ideas and thoughts
* Shared learning
* Students work is usually at a higher standard
* Students can help and support each other
* Students can reflect on their groups work
* Clear structure
* Students should form roles within the group
* Face-to-face
* Challenges their learning
* Empowers the students
* Students are a lot more comfortable with presenting as a group
* Minimal embarrassment
* Supports a range of learning needs

Negatives of a Group, Collaborative and Cooperative Learning environment

Negatives for Teachers:

* May be time consuming
* Teachers need to teach the students strategies and skills in order for the lesson to run smoothly
* Teachers need to help direct the students learning
* Teachers need to be aware of issues within the classroom
* Teachers need to be prepared to help students work together as a group
* May not suit all teaching styles

Negatives for Students:

* May use this time as a time to 'bully' others
* May not have motivation
* Students may not or are unable to participate within the group discussion
* Students may prefer to work individually
* Students may not understand their role within the group
* Students may create conflict within the group
* It may not suit all learning needs

The Classroom and the School

The classroom is one of the most important spaces in the school as it is the foundation of setting a positive learning space. If the room is messy, the students will probably be disorganised. If the room has no reading corner, the students wont gain a appreciation for books and reading. If a teacher displays the children's work everywhere, the students will take pride in their work. If the teacher has a round table instead of a rectangle table, then the students will feel equal to the teacher and not intimidated.

It is important for the teacher to create a classroom that focuses on key aspects and morals they want to promote in order for the students to learn to the best of their abilities.

What are the different types of classroom settings we can set up?

The Classroom and the School

Open-Planed Classroom

Open-plan classrooms are student-cantered classrooms, which are designed to incorporate a large group of students with varying skill levels into one, large classroom. There are several teachers, which will take in turns to teach the students either as a large group or in smaller groups depending on the task and the different skill levels of the students. The teachers act as a facilitator and an instructor.

(Thompson, 2013).

(Henebery, 2015).

How to implement this Learning Space within the classroom:

Approaches:
* Combine classes and build bigger rooms
* Set up the classroom that caters for different learning needs
* Create open-ended task to be complete in groups
* Include a range of different tasks and activities
* Work with other teachers as a team

Planning/ Techniques:
* Introduce and set up guidelines and rules
* Give each students freedom to work as a group or individually depending on the task
* Outline that this is a learning environment rather then a social event
* Support lower achievers
* Teachers need a presences within the classroom
* Address all learning needs with different activities
* Guide and support all students
* Prepare rich and open-task that allow the students to participate
* Allow time for the students to complete tasks at their own level
* Allow the students to have access to a range of resources such as the computers, Ipads and books

Environment:
* Create a positive environment that cater for a range of learning needs
* Change the floor plans to cater for bigger classes and a range of different activities
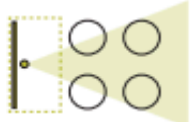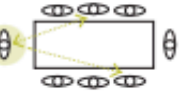* Set a inclusive, engaging and positive environment

 Making the most of Flexible Learning Spaces:
* https://www.eduweb.vic.gov.au/edulibrary/public/govrel/ber/2011/berflexiblespace.pdf (Department of Education and Early Childhood Development, 2011).

This article is illustrates different ways you can set up your classroom to suit a range of task, learning needs and teachers styles:
* http://www.education.vic.gov.au/Documents/school/principals/infrastructure/pedagogyspace.pdf (Fisher, 2005).

Linking Pedagogical activities to Spatial Settings

pedagogical activity	pedagogical attribute	process steps	behavioural premise	spatial icon
delivering	Formal presentations Instructor controls presentation Focus on presentation Passive learning	Prepare & generate presentation Deliver to an audience Assess understanding	Bring information before the public Instructor lead Knowledge is in one source	
applying	Controlled observation One-to –one Master & apprentice alternative control Informal Active learning	Knowledge transferred via demonstration Practice by recipient Understanding achieved	Learner-centered Apprentice model	
creating	Multiple disciplines Leaderless Egalitarian Distributed attention Privacy Casual Active learning	Research Recognise need Divergent thinking Incubate Interpret into product / innovation	Innovation or knowledge moved from abstract to a product	
communicating	Knowledge is dispersed Impromptu delivery Casual Active learning	Organise information Deliver Receive & interpret Confirm	Share information Provide quick exchange	
decision making	Knowledge is dispersed Information is shared Leader sets final direction Situation is protected Semi-formal to Formal Passive / active learning	Review data Generate strategy Plan Implement one course of action	Make decisions	

(Fisher, 2005).

What do you think the benefits and challenges of a open-planed classroom?
Discussion

Positives of the Classroom and the School Learning Environment

Positives for Teachers:
* Multiple areas to teach in
* Teachers can work together as a team
* Teachers can address a range of learning needs
* Teachers can work with smaller groups of students
* Teachers can set up a range of engaging activities for the students
* Teachers can provide an individualized program for some students
* The learning space is fixable

Positives for Students:
* Multiple areas to encourage learning
* Students can move around the room to find a area that suits their learning needs
* There's lots of engaging colors, shapes, which creates a positive environment
* Students can work as one big group, or as a small group, or individually
* Students can participate in a range of tasks
* Students form ownership within their learning space

Negatives of the Classroom and the School Learning Environment

Negatives for Teachers:
* May be time consuming
* The teachers working together may have different views on how to teach the students
* Teachers need to teach the students strategies and skills in order for the lesson to run smoothly
* The room may be difficult to navigate
* Budget
* Teachers need to help direct the students learning
* Teachers need to be aware of issues within the classroom
* May not suit all teaching styles

Negatives for Students:
* The colors and shapes within the room may be a distraction
* If the teachers are not in control of the lesson, then some students may struggle to participate and learn
* Students may not or are unable to participate within the group discussion
* Students may prefer to work individually rather as one big group
* Students may struggle to hear the teacher if the room is too big or loud
* Students may not understand what to do and where to go next
* It may not suit all learning needs
* Some students may get 'lost' in the space, they may get distracted
* The room can be unorganized and untidy
* Students don't find a sense of belonging

Beyond the Classroom

* What learning spaces are beyond the classroom?

* Have you gone on camps? Museums?

* Has someone given a speech to your students?

* Has someone created a whole day full of activities?

(Shepparton East Primary School, 2016).

(Missturner, 2015).

How to implement this Learning Space within the classroom:

Approaches:
* Organize a range of excursions and incursions that will support the students learning
* Set tasks and activities to prepare the students for the excursion/incursion
* Create open-ended task to be complete in groups or individuals

Planning/ Techniques:
* Plan the excursion/incursion
* Arrange transport
* Get permission slips signed by parents
* Introduce and set up guidelines and rules
* Outline that this is a learning experience rather then a social event
* Create groups, making sure the lower achieving students are being supported by other students
* Outline safety rules
* Consider how to support students with disabilities and learning needs
* Guide and support each group before, during and after the event
* Prepare rich and open-task that allow the students to work as a group
* Consider medical needs

Environment:
* Ensure the excursion/ incursion will support the students learning
* Ensure the excursion/ incursion is engaging, interactive and has a positive environment

Here is a guide for Excursions and Incursions
* http://search.informit.com.au.ezproxy2.acu.edu.au/fullText;dn=173863;res=AEIPT (Lorenza, 2009).

List of Excursions and Incursions

Excursions:

* Healesville Sanctuary
* Melbourne Zoo
* Taskworks
* The Shrine of Remembrance
* National Gallery of Victoria
* Melbourne Museum
* IMAX Melbourne
* Burrinja Cultural Centre

Incursions:

* Taskworks
* Supreme Incursions
* Eg Incursions
* Football players
* Australians who participated in the Olympic
* Exploring the Media Incursions

Here is a link to my PLN that discusses Excursions and Incursions:
https://classroominspirationblog.wordpress.com/2016/09/17/excursion-incursion/

Positives of Beyond the Classroom Learning Environment

Positives for Teachers:
* Teachers can work together Teachers can work with smaller groups of students
* Teachers can learn from this experience as well as their students
* Teachers share the same experience with their students
* Teachers can form tasks and activities based on the excursion/incursion
* Teachers do not have to do a huge amount of planning for that day
* Teachers work with the other educator at the excursion/incursion
* Teachers can participate with the activities as well as their students

Positives for Students:
* Multiple learning needs can be addressed
* Stimulating experiences
* Students are been exposed to a range of different experiences outside the classroom
* There's lots of engaging and interactive tasks
* Social awareness
* It is a different way to learn
* Students can work as one big group, or as a small group, or individually
* Students can participate in a range of tasks
* May form a positive learning space for the students
* Opportunities for sensory learning

Negatives of Beyond the Classroom Learning Environment

Negatives for Teachers:
* Time consuming
* Teachers need to teach the students strategies and skills in order for the excursion/incursion to run smoothly
* May be difficult to navigate
* Budget
* Teachers need to help direct the students learning
* Teachers need to be aware of issues among the students
* Teachers need to be aware of the students disabilities
* May not suit all teaching styles
* Teachers may struggle to plan and prepare for the excursion/ incursion
* Teachers need all of the students parents permission otherwise a student will have to miss out on the rich learning experiences
    * The teacher needs to think about other issues if this happens, like future planning
* Teachers need to consider the safety of the students
* Teachers need to organize transport
* Teachers need to do a risk assessment

Negatives for Students:
* Students may struggle to engage and participate within the excursion/incursion
* Students may not or are unable to participate within the group discussion
* Students may prefer to work individually rather then in a group
* The students learning needs may not be addressed
* Students may not understand what to do and where to go next
* Some students may get 'lost' in the space, they may get distracted
* The excursion/ incursion can be unorganized
* The students may have no prior knowledge or experiences so they may struggle to connect and participate within the excursion/incursion

Liminal Space

The liminal space is the 'unknowing'. It's the process we take in between two ideas. It is during this time when you sort your previous knowledge and experiences and make new connections and developments. Everyone moves through their liminal space differently, some go for a run to think things through, some communicate to others, some write it down. Even picking up a paintbrush and communicating your ideas that way helps you sort your understanding and knowledge. These things help you comprehend your knowledge and develop an understanding of 'where to go next'.

(Fox, 2014).

What is Liminal Space within the Classroom?

Liminal space within the classroom can be described as the process between when students build and develop on their previous knowledge and understanding. It is during this time when we, as teachers need to support the students by setting a engaging and inclusive classroom. We need to allow time for the students to build on their previous knowledge, rather then jumping straight into the next topic. We need to include a chance to build on previous knowledge and experiences so the students can relate to the next topic. There needs to be a discussion and activities to allow the students to expand their comprehension and to express their thinking process.

How to implement this Learning Space within the classroom:

Approaches:
* Incorporate activities and time within the lesson to encourage students top think through their knowledge and understanding in order to create new knowledge

Planning/ Techniques:
* Allow thinking time in between two topics
* Set tasks and activities that connect with previous knowledge, like running, drawing, jurnal writing, blogs and communications
* Set prompting questions
* Observe the students thinking process
* Guide students through their thinking process
* Create groups, making sure the lower achieving students are being supported by other students
* Consider how to support students with disabilities and learning needs
* Guide and support the students before, during and after
* Prepare rich and open-task that allow all students to connect to the task at their own level
* Include a range of resources to prompt the students thinking process

Environment:
* Create a positive environment that allows all students to connect to previous knowledge
* Leave time for the students to think
* Give the students the opportunity to go through their thought in their own particular way

Catering for a Liminal Space

Think about what you do to when you are confronted with a challenge?

* Some people go running to think about things
* Some people draw or paint their ideas
* Some write ideas and thoughts down in a journal or blog
* Some people need to communicate their thoughts in order to find a solution

It is these little tasks that we do in order to think, process and find solutions to tasks and challenges. Our students need time to do this thinking process as well. They need thins learning environment to help them link new knowledge to previous knowledge, which will develop their learning and benefit their learning outcomes.

We can support the students through this by allowing time, setting activities, and using prompting questions.

Positives of a Liminal Space

Positives for Teachers:

* Teachers can learn from the students and observe their thinking process
* Teachers can form tasks and activities to support the students during developing their knowledge within the liminal space
* Teachers can support the students learning by allowing time for the students to develop their new knowledge
* Teachers can link the liminal space to a range of learning experiences and previous knowledge
* Liminal learning space can develop the classroom and school learning environment
* The teacher can support the students during this stage in order for the students to make rich connections between their new knowledge and previous knowledge
* Teachers need to incorporate time and a range of activates for the students to develop their understanding, which will lead to better outcomes

Positives for Students:

* Students are been exposed to a range of different experiences
* Social awareness
* Mental awareness
* It is a different way to learn
* Students can build knowledge on pervious experiences and knowledge
* Students can develop new ways to learn
* Students may strive off the 'unknown'
* Students can make connections between their knowledge and understanding
* It connects to different learning spaces
* The students journey/process between two aspects (knowledge/learning)
* Students can participate in a range of activates to allow them to think through their understanding
* Students develop a better understanding of the next topic.
* Students widen their knowledge and understanding leading to better outcomes.
* Self-directed learning
* Self-efficacy
* Helps student work through issues and challenges

Negatives of a Liminal Space

Negatives for Teachers:
* Time consuming
* Teachers need to teach the students strategies and skills in order for the excursion/incursion to run smoothly
* May be difficult to navigate
* Teachers need to help direct the students learning
* Teachers need to be aware of the students disabilities
* Teachers may struggle to plan and prepare for allowing the students to develop their knowledge within the liminal space
* Teachers need to think about other issues if students don't make connections between new and previous knowledge, like future planning
* Teachers need to plan for misconceptions
* Teachers need to plan for the 'unknown'

Negatives for Students:
* Students may struggle to engage and participate within the lesson
* Students may not understand or have the skills to move beyond the liminal space and form new knowledge
* The students learning needs may not be addressed
* Students may not understand what to do and where to go next
* Some students may get 'lost' in the space, they may get distracted
* The students may have no prior knowledge or experiences so they may struggle to connect and participate within the lesson
* Some students may be scared or unsure about the 'unknown'

Referring back to the Questions at the start

* What type of learning environment do you have within your classroom?

* How can you implement these learning spaces within your classroom?

* What are the positives and negatives of each learning space?

* What learning spaces will your students benefit from?

Aha! Moments

Please go to my PLN to see my Aha! Moments:

https://classroominspirationblog.wordpress.com/2016/09/22/aha-moments/

Survey

Please do our survey so we are able to comprehend and understand how our Personal Development day went. We want to make sure you got the most out of today!

Survey:

https://surveyplanet.com/57e77f78492cf306c1b90520

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