

## **Learning, not lazing – how students are using informal learning spaces on campus**

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Through observations and surveys of students in informal learning spaces in Australian, UK and Singaporean universities, this research project explores the optimal balance of informal settings for individual study, group work and socialising on campus, and how cultural, demographic and other factors influence this balance.

The growing prevalence of online learning platforms is occurring in tandem with a new (and paradoxical) approach to education that emphasises face-to-face interaction. As a result of both of these forces, higher education spaces are changing to reflect a commitment to student-centred learning and engagement that comes from a feeling of community and shared purpose. In recent years, HASSELL has designed a number of informal learning spaces for higher education clients and through this process has identified four types of informal learning activities - Discussion, Doing and Dedicated and Social. These study methods need a variety of spatial settings. From a centralised model based on the library as the heart of a campus, to the de-centralised model of small areas adjacent to teaching, this study analyses the floor plans and uses of informal learning spaces in Brisbane, Adelaide, Melbourne, Oxford, Exeter and Singapore, and speculates on the next iteration of informal learning on campus.

With a keen interest in research in practice, **Michaela** produces evidence to inform HASSELL project work across a number of sectors, with a focus on Higher Education. This broad spectrum of work enables a holistic outlook to the research, analysis and benchmarking exercises that large and dynamic projects require.