

**Place, Pedagogy, and Learning Inventory**  
Calvin College Learning Spaces Learning Community: [A part of CTLN](#)  
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***Place: Taking stock***

- When have I looked carefully in and around my teaching spaces?
- How do I feel when I walk into the teaching-learning space?
- Who else uses my teaching spaces? How does the space look or feel to others who create or participate in learning community in the same places I use?
- What are the moveable objects in the space?
- What do I bring in or take out of the space?
- What do I or others arrange in the space?
- What are the affixed objects in the space?
- What kind of text exists in the space and across what kind of time frame?
- What sounds do I or others hear in the space?
- What individual or collective activity or routines happen in and around the objects in the space?

***Place: Powerful messages through text, action, and objects in learning places***

- What do our places - and the text, visuals, objects and actions within those spaces - say about learning and what we think about assessment of learning?
- How have text, objects, and actions create or obstructed sacred space?
- How can text, objects, and actions act in ways that silence?
- How might we unintentionally create too much visual or auditory “noise” in a learning space?
- How might we unintentionally create too much visual or auditory “silence” in a learning space?
- Given the cultural messages contained in text, object, and action, how inclusive are our learning spaces with regard to gender, class, ethnicity, etc. ?
- Do objects or positioning around objects (desks, podiums, seating) send intended or unintended messages of power and privilege?
- What creates hospitality in a space (e.g. plants, color, fabric, student products, beverage or food)?

***Place: “Simple” variables quickly create complexity in pedagogical decisions***

- What is the role of color in a learning space?
- What is the role of light and ability to adjust lighting quickly?
- What is the role of technology in a learning space? What assumptions are made about how technology is used pedagogically when the equipment is installed?
- What happens to the positioning of objects small and large (from folders to chairs and tables)?
- What are simple, cost-effective tweaks that could significantly impact or change the look, feel, or?

***Place: What happens pedagogically when learning spaces are shared by multiple people with diverse learning goals and practices?***

- Who “owns” the spaces we use for learning?
- What do our students think of the classroom or common spaces?
- Do our arrangements nurture collaborative and/or individual learning?
- What are our assumptions and preferences about proper or effective learning environments regarding the things or arrangement of those things in a space?
- How does a discipline and particular curriculum affect a space? How do interdisciplinary insights affect a space?
- How do the spaces leading up to a classroom (entries, hallways, stairs) or common learning place invite or welcome learners?
- What do our common spaces say about learning?