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# Changing the Teaching Landscape on Gilmorehill

Professor Frank Coton

Vice-Principal (Academic and Educational Innovation)





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# A history of innovation



The College of Glasgow, High Street



Francis Hutcheson

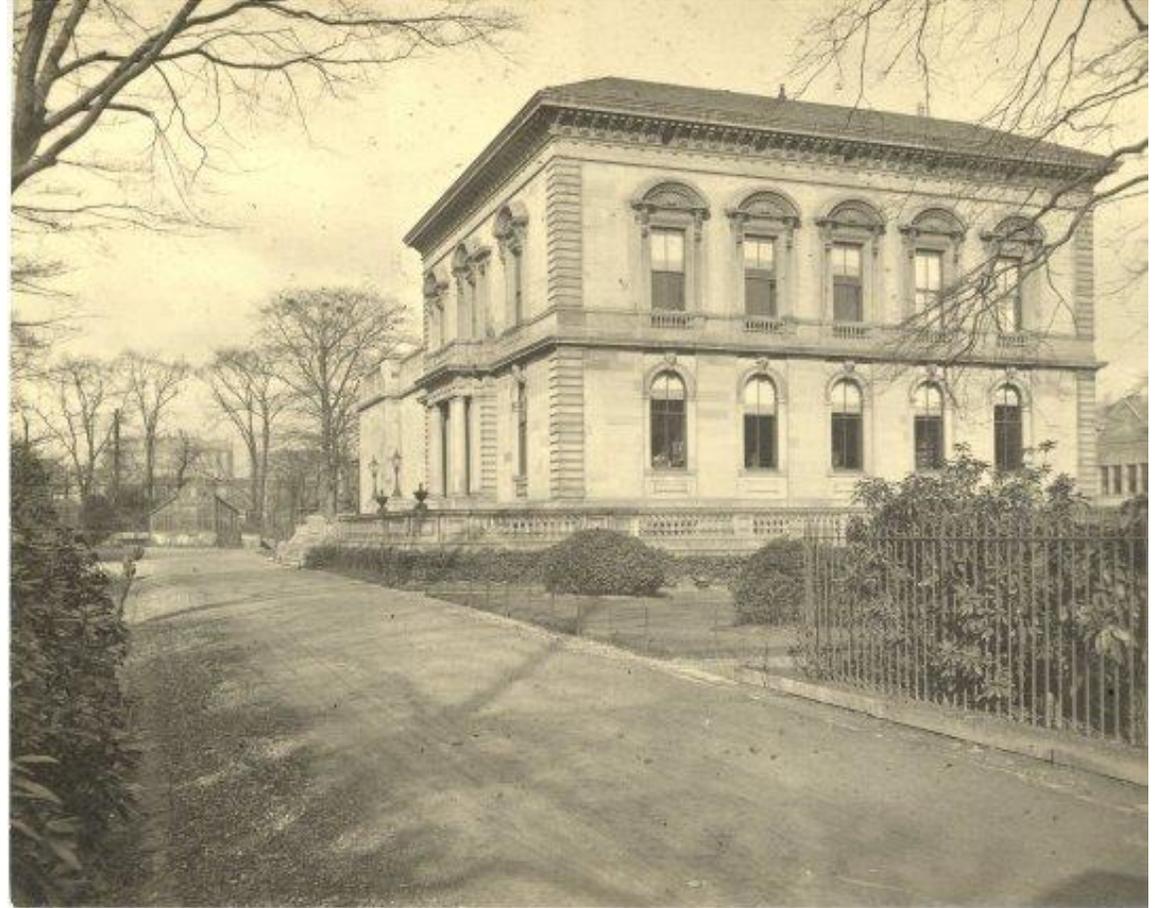


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# Leading equality



Jessie Campbell, Pioneer of  
Women's' education



Queen Margaret College, in North Park House



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# Leading equality



Female Medical Class of 1892-93



Dr Fleming's female class of clinical surgery, 1891-2.  
Including Marion Gilchrist



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# A Professional Education

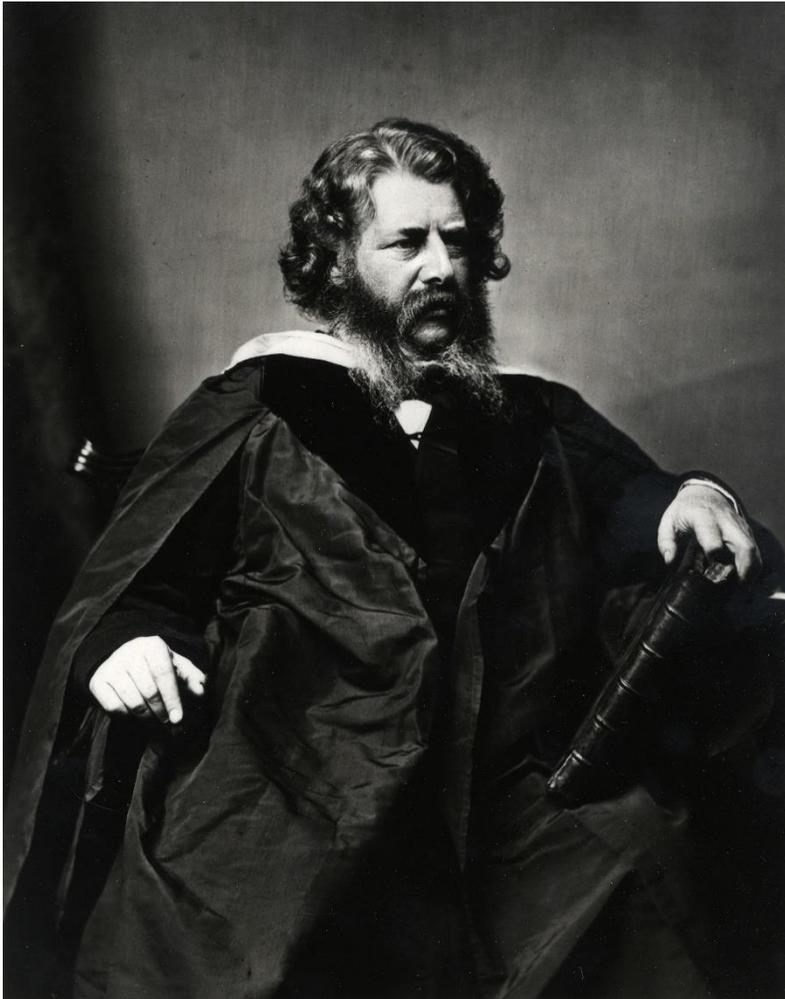


Western Infirmary,

The Queen Elizabeth University Hospital Learning and Teaching Centre

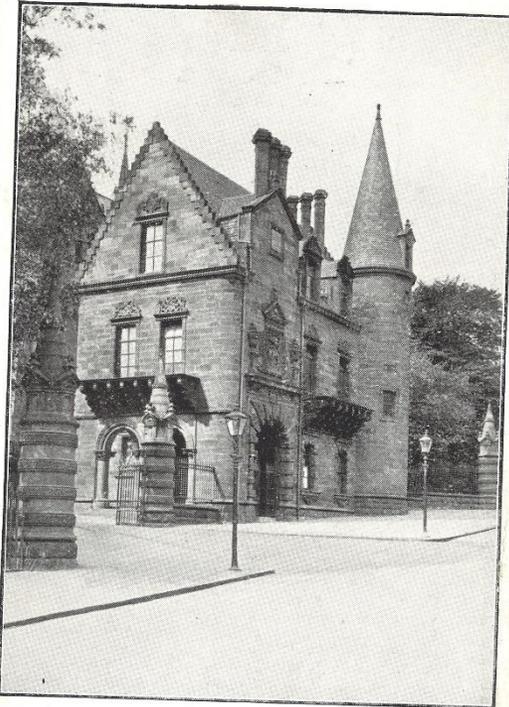


# A Professional Education



(William John) Macquorn Rankine (1820-1872)

Glasgow University Engineering Society  
SESSION 1927-28.



The Society is the centre of the Engineering student's life,  
it is the bond between the graduate and his University.

**Programme 1927-28.**

**MEETINGS.**

1927.  
Nov. 3rd—Presidential Address.  
ENGINEER REAR ADMIRAL WM.  
WHITTINGHAM, C.B.  
Nov. 17th—"Steam Turbines applied to  
Marine Propulsion."  
A. I. NICHOLSON, B.Sc.  
Dec. 8th—Debate.

1928.  
Jan. 19th—"Reduction of Waste."  
SAM MAVOR.  
Feb. 9th—  
Mar. 1st—"Television." J. L. BAIRD.  
Mar. 9th—Annual General Meeting (1.15 p.m.)

Meetings to be held in the James Watt  
Engineering Laboratories at 7.30 p.m.  
Tea will be served after all Meetings.

**SOCIAL FUNCTIONS.**

Freshers' Tea, 20th Oct., 1927, ... Union.  
Smoker, ... 27th Oct., 1927, ... Union.  
Dance, ... 16th Dec., 1927, ... Union.  
Dinner, ... 4th Feb., 1928, ... Grosvenor.  
Bonally Supper, 27th Mar., 1928, ... Union.

**VISITS.**

1927.  
Oct. 28th, at 7.30—Colville's Steelworks,  
Motherwell.  
Nov. 19th—Denny, Shipbuilders, Dumbarton.  
Dec. 10th—Govan Destructor.

1928.  
Jan. 14th—Albion Motor Car Coy., Ltd.,  
Scotstoun.  
Jan. 28th—Templeton's Carpet Factory,  
Bridgeton.  
Feb. 18th—Hydro-Electric Scheme, Lanark.

Programme of  
events of the  
University of  
Glasgow  
Engineering  
Society, 1927-28



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# The Evolution of Gilmorehill





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# The Evolution of Gilmorehill





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■ Existing campus

■ Expansion site

■ Kelvin Hall





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**New site**





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**Future**



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# An opportunity....

...not only to reshape our physical campus.....

....but to rethink the way we support learning, developing new teaching spaces and retro-fitting old rooms to support interactive and technology-enabled teaching.....

...and to re-develop student study spaces to support blended and online learning on campus.



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The classroom of today





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## The classroom of the 1950's





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The classroom of the 14<sup>th</sup>  
century





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# Change Management in Higher Ed

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[www.glasbergen.com](http://www.glasbergen.com)



**“I want you to find a bold and innovative way to do everything exactly the same way it’s been done for 25 years.”**



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# What about the student?

Students of the 1960's





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# What about the student?

Students of the 2000's





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If these are the  
new learning  
environments...  
.....what does  
this mean for  
the lecture?





# The Death of the Lecture?

- Generally students value the personal interaction with the expert
- The power balance between professor and student is massively in favour of the professor – it takes confidence to surrender this power
- Staff know how to lecture but are often less comfortable with other forms of teaching as their knowledge and understanding are more exposed
- Attendance is variable and reduces over time.
- But....lectures can inspire and engage if done well!

**The lecture has a place in the teaching environment but its time as the pre-eminent mode of interaction is nearing an end.**



# So, what now for the classroom

- Until the late 1990's the lecture was the only means of transmitting information to groups of students
- The simple transmission of information by a lecture is a poor use of a very valuable resource – our academic staff
- Transmission through other means creates the opportunity for staff to facilitate and scaffold the development of students as independent learners
- This requires a different level of confidence in academic staff, different skill sets and potentially a different design of the student timetable
- The physical configuration of the classroom and the wider teaching estate will also have to change as we have systematically refined our environments to support the primacy of the lecture



# So, what now for the classroom

- There is a progressive move towards more active learning enabled by technology in classrooms. Active learning
  - helps to maintain student concentration
  - deepens learning towards the higher-level skills like critical thinking
  - helps to engage students who might otherwise struggle
  - brings students into direct contact with the insight of the academic
- But active learning
  - can expose the vulnerability of academic colleagues
  - can be challenging to support when there is a diverse cultural mix
  - requires physical space for students to interact with each other and with staff



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In the past, we tried to fit more students into tightly packed lecture theatres but that limited what we could do



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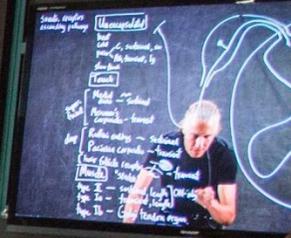
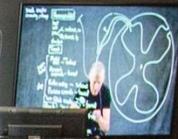
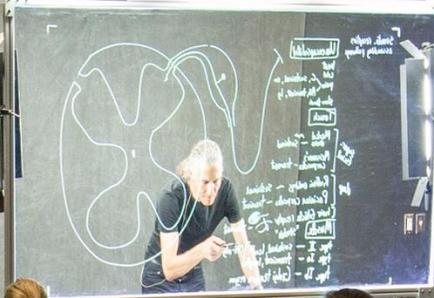
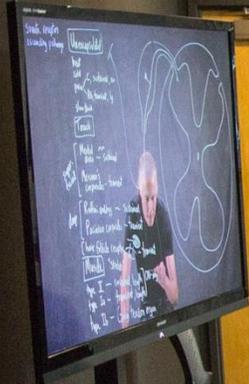
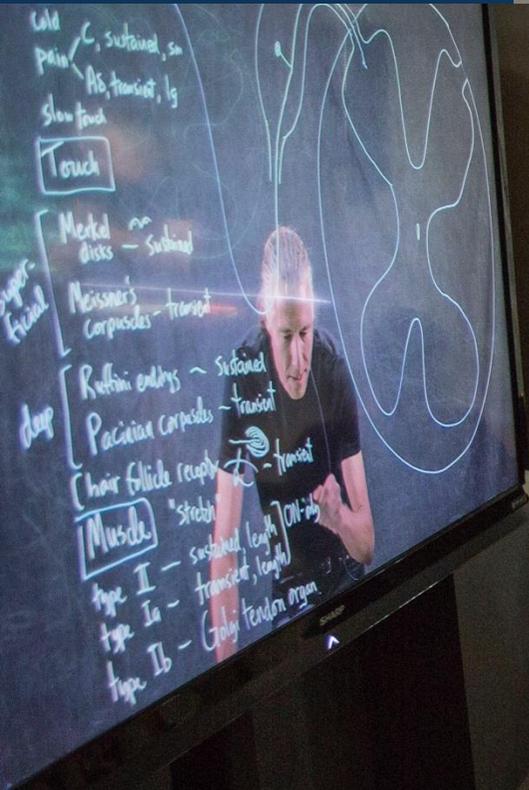
# State University of New York at Buffalo





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# San Diego State University





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# NTU-Imperial College Lee Kong Chian School of Medicine





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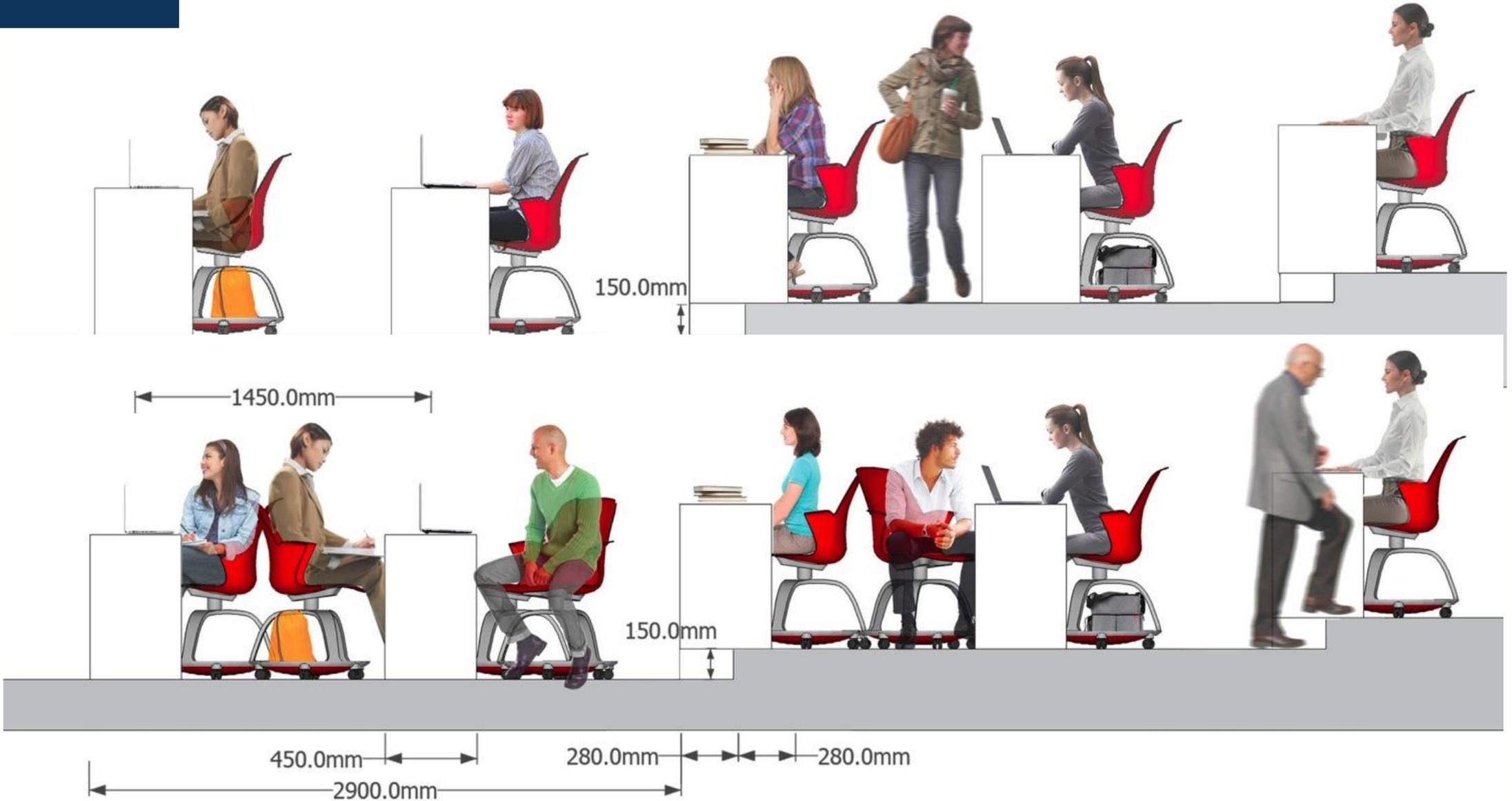
# WORLD CHANGING EDUCATION

James McCune  
Smith Learning  
Hub





# The collaborative “lecture theatre”





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- 1. Evidence for transmission
- 2. Spellings and sounds
- 3. An outline history of English spelling
- 4. Phonemicisation (and its implications)
- 5. On sound-change

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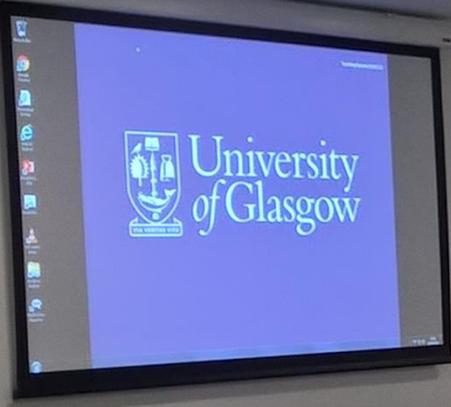
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**Publication and Profanation: Questions**

1. From what we've covered so far, do you think these pictures/poems/artworks could be deemed 'blasphemous'? Or something else? Can you say something about the religio-cultural context that might define these materials as 'blasphemous'?
2. What aims/intentions do you think are at the heart of the pieces?
3. What media do you think produces the most 'effective' 'blasphemy' and why?
4. Do you think a society needs 'blasphemy'?

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Fashion  
& Pastar



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**All helped by technology**



# The future learning campus

- **The focus should be on the student and enhancing their learning**
- **Space design and usage planning will be just as important an enabler as technology**
- **Online and blended learning can work in harmony with face-to-face to deliver more effective, personalised learning at higher efficiency but our physical environments must support this**
- **I have not mentioned laboratories but technology has the potential to aid the development of basic practical skills to enable more effective and of lab space**





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# Thank you!

