Critical Thinking Learning Spaces

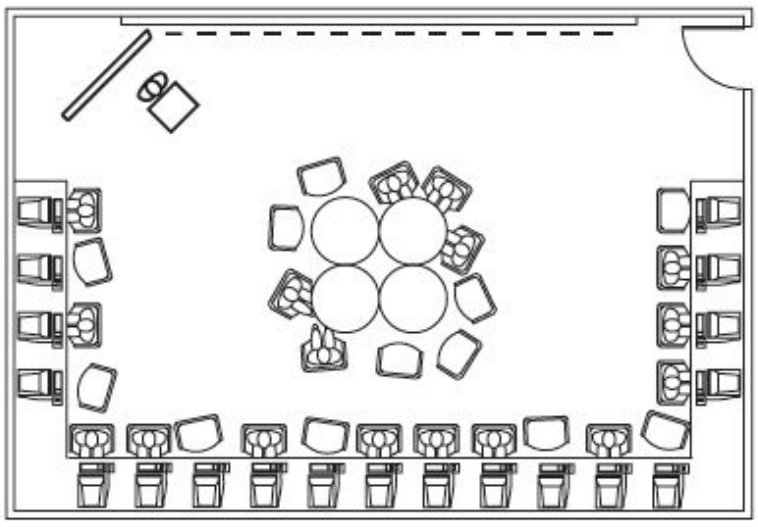
Flexibility, agility, access to technology, and lighting are important when designing critical thinking spaces. Students needs opportunities to practice a variety of skills such as collaboration, communication and exploring creativity. Spaces where learning can quickly shift from instructor to small group, where the space encourages different shared user experiences, to ultimately learner centered independent space, are essential.

Applications for Applying Knowledge—(Landscape)

Example: Training Room
- Spaces encourage different shared-learning experiences

Behavioral Attributes:
- Sociofugal and sociopetal arrangement
- Changing leader patterns
- Intimate zone protected

Setting Attributes:
- Multiple patterns for use
- "Landscape" layout
- Zoned light levels
- High technology
- Flexible and fluid furnishings



Webber, Lennie Scott. *In Sync: Environmental Behavior Research and the Design of Learning Spaces.* Ann Arbor: Society for College and U Planning, 2004. 2009. Web. Oct. 2015.

What is critical thinking?

> *Students are thinking critically when they systematically go beyond knowledge reproduction to analyze, synthesize, evaluate, or organize information in ways that generate understandings that are new to them.*

Critical thinking is at the core of most intellectual activity that involves students in learning to recognize or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems. Examples of thinking skills are interpreting, analyzing, evaluating, explaining, sequencing, reasoning, comparing, questioning, inferring, hypothesizing, appraising, testing and generalizing.

The imparting of knowledge (content) and the development of thinking skills are accepted today as one of the primary purposes of education. The explicit teaching and embedding of critical thinking throughout the learning areas encourages students to engage in higher order thinking. By using logic and imagination, and by reflecting on how they best tackle issues, tasks and challenges, students are increasingly able to select from a range of thinking strategies and employ them selectively and spontaneously in an increasing range of learning contexts.