ASCILITE 2024

Navigating the Terrain:
Emerging Frontiers in Learning Spaces, Pedagogies, and Technologies

Collaborative co-design to reimagine teaching practices in hybrid spaces

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Following the Future Made in Australia Act, which prioritises quality and equitable education (Albanese, 2024), there is a pressing need for regional universities to provide equal educational opportunities for students regardless of their geographical locations. Furthermore, as outlined in the *Australian Universities Accord Final Report*, advances in pedagogy are required to fulfil the potential of high-quality online and hybrid learning modes, as well as deliver teaching which supports more diverse student cohorts (Australian Government, 2024). Hybrid learning spaces have the potential to bridge educational disparities by offering accessibility and flexibility to both regional and metropolitan students, allowing them to pursue their education without compromising their other responsibilities (Lightner & Lightner-Laws, 2016). However, significant adjustments to traditional face to face student engagement activities are crucial to the success of hybrid teaching and learning (Gamage et al., 2022). University teachers often have preconceived ideas about these spaces and lack the time, skills, and knowledge to adapt their teaching practices effectively (Bøjer & Brøns, 2022; Raes et al., 2020). Additionally, students struggle to adapt their learning approaches in these spaces, leading to limited engagement and interaction with teachers and peers (Raes et al., 2020). Effective implementation requires support for both teachers and students to reimagine their routines, practices, and expectations in teaching and learning (Bøjer & Brøns, 2022; Fawns et al., 2022; Gamage et al., 2022).

To address this challenge, a research project was conducted that involved four phases: (1) Co-design workshop, (2) Resource development, (3) Data collection, (4) Analysis and outcomes. The first and second phases will be discussed in this poster presentation. In the first phase, the research team participated in a collaborative co-design workshop to develop a professional development (PD) module and practical guidelines for teachers. Collaborative co-design is a participatory process where designers and users work together using co-design tools, techniques, and scaffolds to provide expert perspectives on a problem (Bøjer & Brøns, 2022; Sanders and Stappers, 2007). In this process, researchers, teachers, and students collaborated to generate ideas and knowledge for the content of a PD module and the practical guidelines. The workshop was theoretically grounded in Moore's (1989) three types of interactions and Radcliffe's (2009) Pedagogy-Space-Technology (PST) framework. The active involvement of teachers and students allowed the research team to explore challenges between learning spaces, technology and teaching practices, focusing on student agency and engagement. Crucial to co-design, the research participants interchanged roles during the workshop, shifting between users, designers, and facilitators depending on individual creativity and expertise in specific areas (Bøjer & Brøns, 2022; Sanders and Stappers, 2007). The design solution of a PD module and practical guidelines was developed and provided teachers with strategies for effective hybrid teaching, addressing both technological challenges and appropriate pedagogies. The future direction of this project is to examine the effectiveness of hybrid learning and teaching by exploring the engagement between teachers and students online and on campus. The findings advance pedagogy by promoting equitable engagement for online and on-campus students, ensuring consistent learning experiences and bridging geographical gaps.

Keywords: Hybrid learning spaces, Hybrid teaching, Co-design, Student engagement

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