RateMyClassroom

How effective is your classroom?

#CAMPUSOFTHEFUTURE

WOODS BAGOT™

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How effective is your classroom?

Does your classroom support good teaching and learning practice?

Does it enable diverse choices of teaching and learning activities?

Learning space evaluation tools frequently ignore key elements such as recognising good teaching and learning practice. They are often overly complex and expensive to employ, resulting in little evaluation of new classroom environments. A classroom may be state-of-the-art in terms of new technology and furniture, but does not guarantee that good teaching practice will take place - ultimately that is up to the teacher and their approach to teaching.

The fundamental question in the evaluation of classroom spaces should be:
how effective is the environment for enabling good teaching and learning practice?

RateMyClassroom is a quick and easy evaluation tool that can:

a) evaluate the pedagogical efficacy of a classroom;
b) establish targets for the design of new classrooms; and
c) prompt teachers to reflect upon their own teaching practice, potentially improving teaching and learning practice.

RateMyClassroom emanates from research undertaken by Jo Dane, following several years investigating educational theory, relational learning behaviour and the consequential spatial characteristics. The tool may be applied in briefing and design, to establish targets for design outcomes of formal learning spaces, or it may be applied post-occupancy to validate the design and demonstrate good teaching and learning.

Who can RateMyClassroom?

Quite simply, anyone can apply this tool. Answering the 25 questions takes approximately 10 minutes, and through a simply algorithm, results in a numerical rating of the evaluated classroom space.

Facility Managers (University or School) can establish a rating of every classroom on campus, and embed the results into their facility tracking software and/or provide vital data to integrate with utilisation statistics.

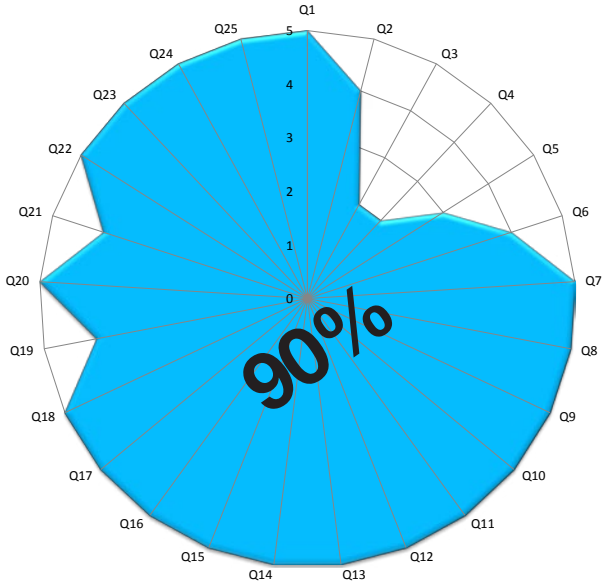
Teachers can apply the tool to prompt reflection of their teaching practice. (How can I use the classroom to facilitate group work, foster a technology-rich experience and a wider variety of activities?)

Designers and Architects can apply the tool as a checklist of spatial characteristics to align with desirable learning behaviours and activities.

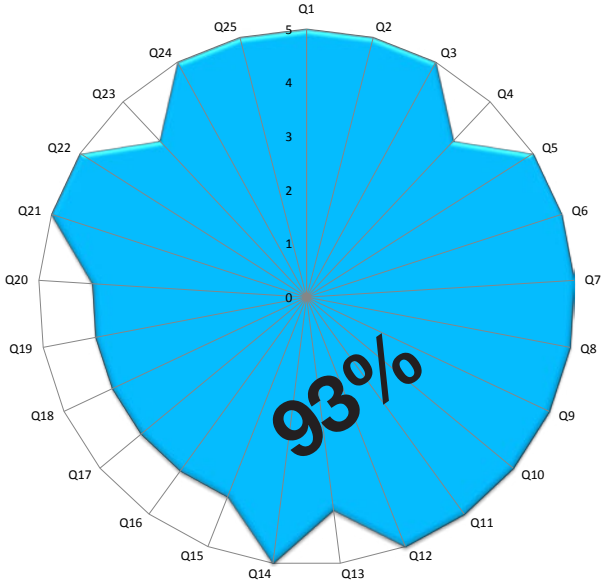
The ultimate goal is to promote the design of effective classrooms, support the shift towards good teaching and learning practice and for every classroom on campus to have an efficacy rating of 80% or above.

RateMyClassroom Evaluation Tool
Case Study examples

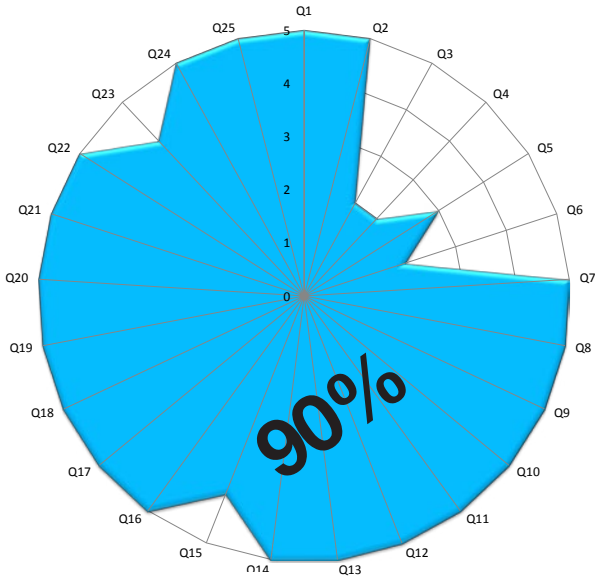
Learning Lab, University of Melbourne



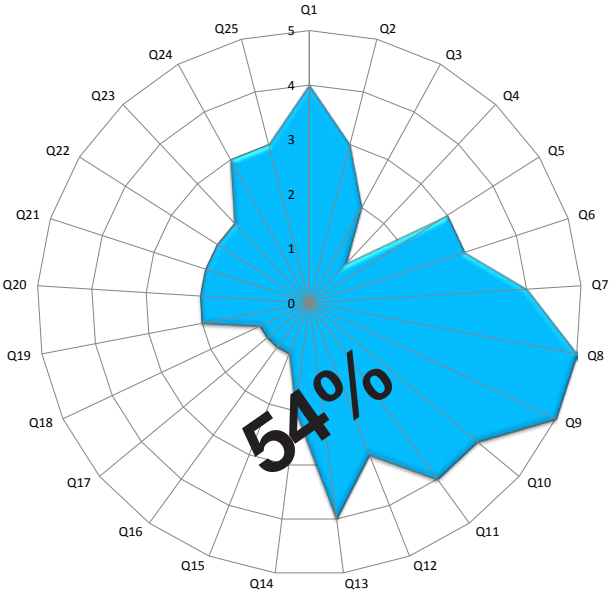
Flipped Classroom, UNSW Australian School of Business



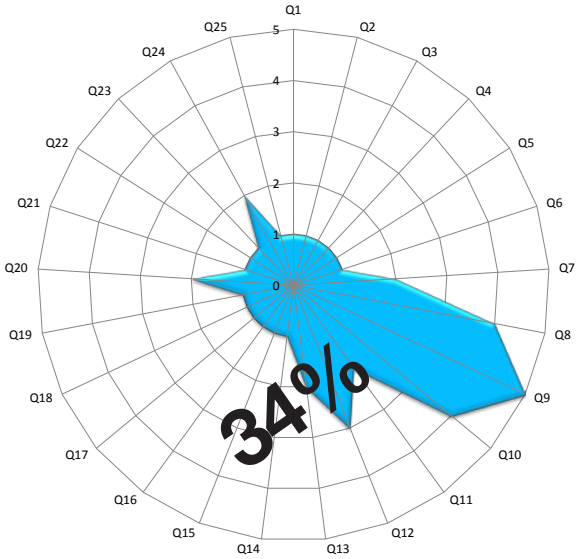
Geoscience G60, Monash University



Typical Tutorial Room



Typical Lecture Theatre



UNIVERSITY:
CAMPUS:
BUILDING:
CLASSROOM I.D.
Classroom Type
Capacity
Date of last refurbishment
Furniture description:

INSERT IMAGE:

Technology description:

#	On a scale of 0 - 5, to what degree do you agree with the following statements (0=completely disagree and 5 = completely agree)	1	2	3	4	5
	FURNITURE					
1	The classroom is spacious. That is, the teacher can move around the room *easily* and access all students *equally*.					
2	Students can move around the room to communicate with other students.					
3	The furniture is mobile and can be easily moved.					
4	There are different types of furniture settings in the classroom (that would enable different types of activities).					
5	It is possible to reconfigure the room for different activities.					
6	It is possible for students to shift furniture around to suit their learning activity.					
	ENGAGEMENT					
7	It is possible for the teacher to engage with students individually.					
8	It is possible for the teacher to engage with small groups of students.					
9	It is possible for the teacher to engage with the whole cohort.					
10	It is possible for students to engage easily with each other, for example through discussion.					
11	It is possible for students to conduct collaborative activities.					
12	It is possible for students to communicate with each other in different ways.					
13	It is possible for students to undertake focused tasks during class.					
	TECHNOLOGY & RESOURCES					
14	There are educational technologies in the room that are accessible by students (such as digital screens or data projectors).					
15	It is possible for students to access a variety of resources in the classroom, e.g. whiteboard, digital screen, document camera, internet, computer/tablet, etc.					
16	Students have choices as to the types of resources they have access to.					
17	It is possible for multiple groups of students to access multiple technologies at the same time.					
18	It is possible for students to write and share content on writeable walls or digital surfaces (active walls).					
19	It is possible for students to share/record/save content discovered or created in class, for future reference.					
	PEDAGOGICAL AGILITY					
20	It is possible for individual students to undertake different activities simultaneously.					
21	It is possible for students to utilise vacant floor space for learning activities (active floor).					
22	It is possible for groups of students to undertake different group activities in the same space at the same time. For example, one group can create content on a digital screen while another group builds a model.					
23	Students have the freedom to instigate their own activities that are relevant to them.					
24	It is possible for students to work at their own pace during class.					
25	It is possible for the teacher to observe and monitor students at a distance (so as not to interrupt them), to evaluate their progress on class activity.					

EFFICACY RATING **0%**

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