

Title: Designing Mixed-use Learning Environments for Millennials in Higher Education Settings

Abstract

The role of interior design in higher education has perhaps never been more important than it is today. In fact, *learning space designs* rose to the fore in the 2017 "[Key Issues in Teaching and Learning](#)" paper reporting survey findings from 900+ affiliates in higher education. New approaches to pedagogy and a generation of students who expect a less didactic and non-hierarchical learning experience have compelled administrators to rethink their facilities. Recent directions include "mixed-use" spaces supporting a wider spectrum of student-based engagement. Yet, to date there has not been an in-depth examination of the efficacy of mixed-used learning zones on campus. This research, sponsored by the American Society of Interior Designers, employed a mixed-methods, multi-case study approach that examined five spaces on the UF campus – Hough Hall, Heavener Hall, Marston Science Library, Aha! Co-lab and the Harrell Medical Education Building. Methods included: 1) surveying a national online community of millennials; 2) conducting on-site intercept surveys with students enrolled in undergraduate, graduate and professional studies; 3) on-site behavior mapping of this range of students in five campus communities; and 4) communicating overarching themes through visual and interview-based narrative inquiry. Insights led to the development of a "Mixed-Use Learning Environments Typology" that captures the impact of the transformation in higher education.

Presented by
Interior Design Faculty