Aligning learning spaces with the curriculum: does it matter?

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Geographical spread
Healthcare needs of the 21st Century

SOFTWARE

CURRICULUM VALUES

HARDWARE

BUILDINGS AND SPACES FROM THE MID-1900'S
The Traditional Classroom
Mental images / underlying assumptions
The Educational Fundament

- Dialogue
- Visualization
- Peer-to-Peer Learning
Learning landscape: different scales
Re-development
Formal Learning Spaces
Clinical Learning Spaces
Informal Learning Spaces
No Identity, No Relation, No History

“Signature spaces”
Spaces with a “twist”
Functional spaces
Sticky Spaces
<table>
<thead>
<tr>
<th>Redevelopment</th>
<th>New Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>+150 Classrooms</td>
<td>Biomedicum Laboratory, 3(^{rd}) Floor</td>
</tr>
<tr>
<td>+ 15 Informal learning spaces</td>
<td>Neo Laboratory, 5(^{th}) Floor</td>
</tr>
<tr>
<td></td>
<td>New Karolinska University Hospital, all formal learning spaces, clinical and non-clinical</td>
</tr>
</tbody>
</table>
SOFTWARE

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HARDWARE

PHYSICAL LEARNING SPACES

Buildings and spaces from the Mid-1900’s
Conclusion

• Nordquist J, Sundberg K & Laing A. Aligning Physical Learning Spaces with the Curriculum. AMEE Guide 107 in Medical Education Management Series. Published in Medical Teacher 2016;38:8.

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• Nordquist J, Laing A. Spaces for learning – A neglected area in curriculum change and strategic educational leadership. Medical Teacher2014;36(7):555-556.


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