

# TILE



## What?

Spaces to  
Transform, Interact, Learn, Engage



Round Tables  
Computers at Tables  
White Boards around Room  
Projectors at each Table  
Instructor Station

## Why?

**Collaborative Learning** - studies have shown that today's students often learn best working with peers to complete decision-based class exercises.

**Higher-Level Learning** - well-designed group activities require that students practice advanced learning behaviors such as the application, analysis, and evaluation of course concepts. This contrasts traditional lecture-style classes where these behaviors are often only practiced when individually working on papers or during exams.

**Increased Engagement** - students are more likely to engage with course concepts if they are shown that with a TILE space it's not just "business as usual". An investment in space is an investment in learning and students often respond in kind.

**Student Retention** - students in TILE spaces are expected to collaboratively practice higher-level learning skills. If undergraduates feel challenged and incorporated into their learning process they are more likely to stay at UI to complete their degree.

## How?

**Instructor** - from *sage on the stage* to **guide on the side**

**Student** - from *passive recipient* of information to **active participant** in the learning process

**Classroom** - from *static* rows of seats to **dynamic** groups of seats at tables  
- from one projection screen for *disseminating* ideas to multiple screens for **constructing** a shared understanding



## What is TILE?

These new student-centered spaces support a variety of models for teaching and learning, including self-paced learning, active learning, increased student engagement, collaborative teamwork, and increased interaction with faculty.

### TILE project goals:

- Create spaces that support teaching and learning models that may lead to increased student recruitment and retention.
- Make the most effective use of learning spaces as student enrollment increases and new classroom construction is limited.

## Who benefits from TILE?

As of Spring 2011, a total of 30 faculty from such departments as Music, Spanish and Portuguese, History, Linguistics, Geography, Sociology, Political Science, English, Geoscience, Biology, and Mathematics were exposed to the TILE classrooms. To date, these faculty have taught over 850 students in the TILE spaces.



In Spring 2011, 15 faculty will teach over 600 students in the TILE spaces. This includes new rooms in Van Allen, Phillips, and MacLean Halls, as well as the space in the Main Library.

## Does it work?

The University of Iowa is currently designing and implementing assessment procedures to measure the effectiveness of teaching and learning in the TILE spaces. Data from the University of Minnesota, North Carolina State University, and MIT suggest increased student satisfaction and knowledge retention. See <http://its.uiowa.edu/instruction/tile/strategies.shtml> for more information.

## The TILE Classrooms

Space	Capacity	Date of availability
<b>Main Library:</b> 1022 LIB	54	June 2010
<b>Van Allen:</b> 350 VAN	81	January 2011
310 VAN-informal learning space	80	January 2011
<b>Phillips:</b> 216 PH	27	January 2011
<b>MacLean:</b> 117 MLH		
Computer Classroom	36	January 2011
Tutorial lab	67	January 2011

## The TILE Institute

In Summer 2010, the first TILE Institute was held. Fifteen faculty began a year-long process co-led by the Center for Teaching, ITS-Instructional Services, and special guest Dr. Robert Beichner of North Carolina State University. The TILE Institute has the goal of supporting faculty in the technical and pedagogical uses of the TILE classrooms. In exchange for their participation, TILE Fellows have preferred access to the TILE spaces and serve as mentors for future TILE classroom users.

The second cohort began in Fall 2010 and involves 13 faculty from diverse disciplines, including Linguistics, Biology, Geography, Management Sciences, Teaching & Learning, and more. In Spring 2011, the third cohort will begin. Dr. Jon Gaffney of the University of Kentucky co-led the Fall 2010 Institute and will return for the Spring 2011 Institute.

