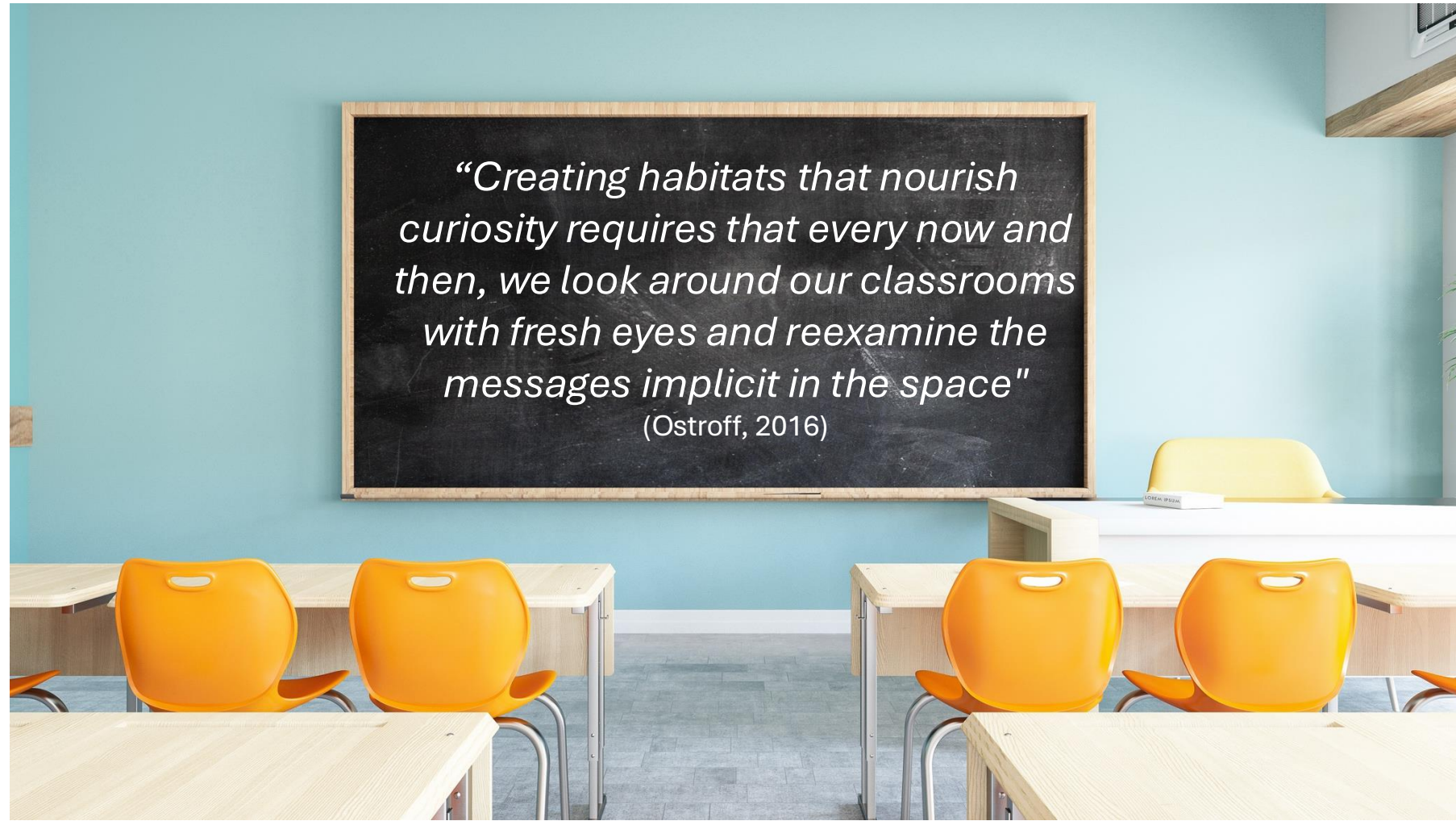


# Curious Classrooms

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## BACKGROUND & CONTEXT

- ❖ Our project began in 2023 exploring whether schools kill curiosity. This has evolved to explore the factors that promote and inhibit curiosity.
- ❖ We have identified that the **learning environment** plays a significant role in the influence over student curiosity.
- ❖ We believe that curiosity can be stimulated through connection and social collaboration, along with a variety of other factors that underpin a classroom environment.
- ❖ Our data showed that **classroom environment** (including the teacher) is the **most important factor** influencing self-reported curiosity.



## METHODS & ANALYSIS



Experience Sampling



Focus Group 1 Example

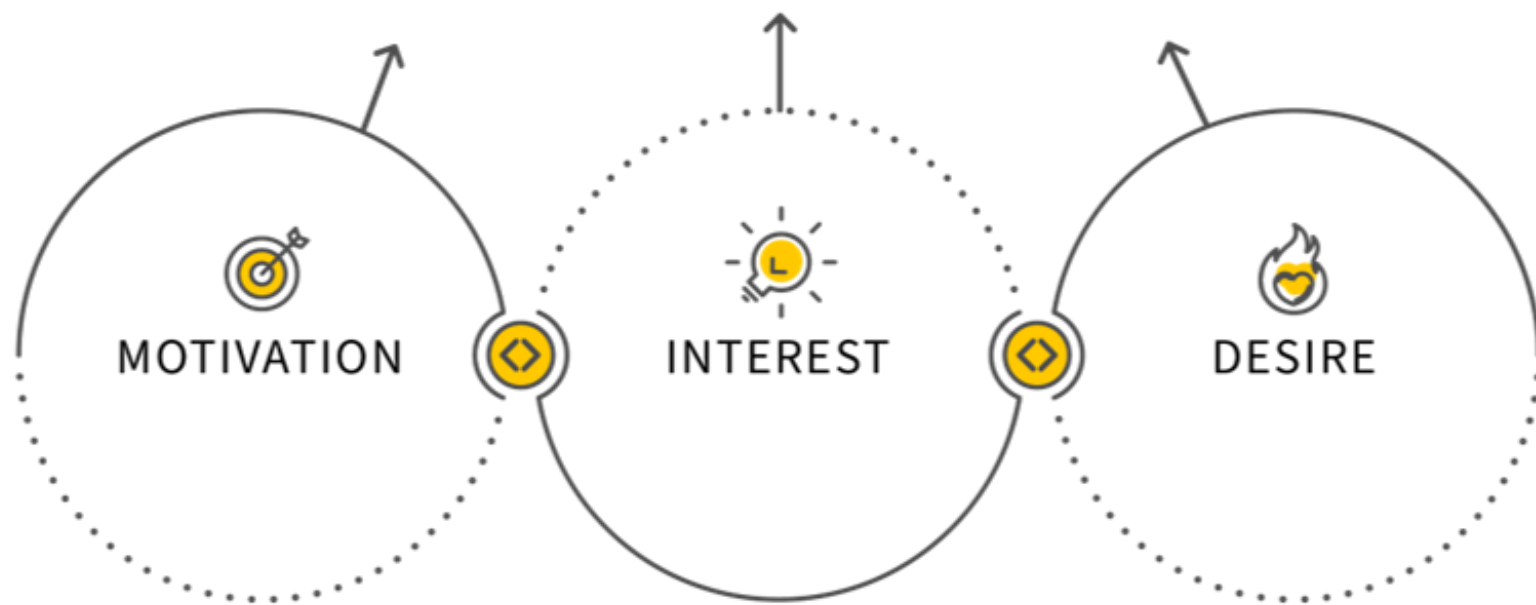


Student Sample Redesign Plan

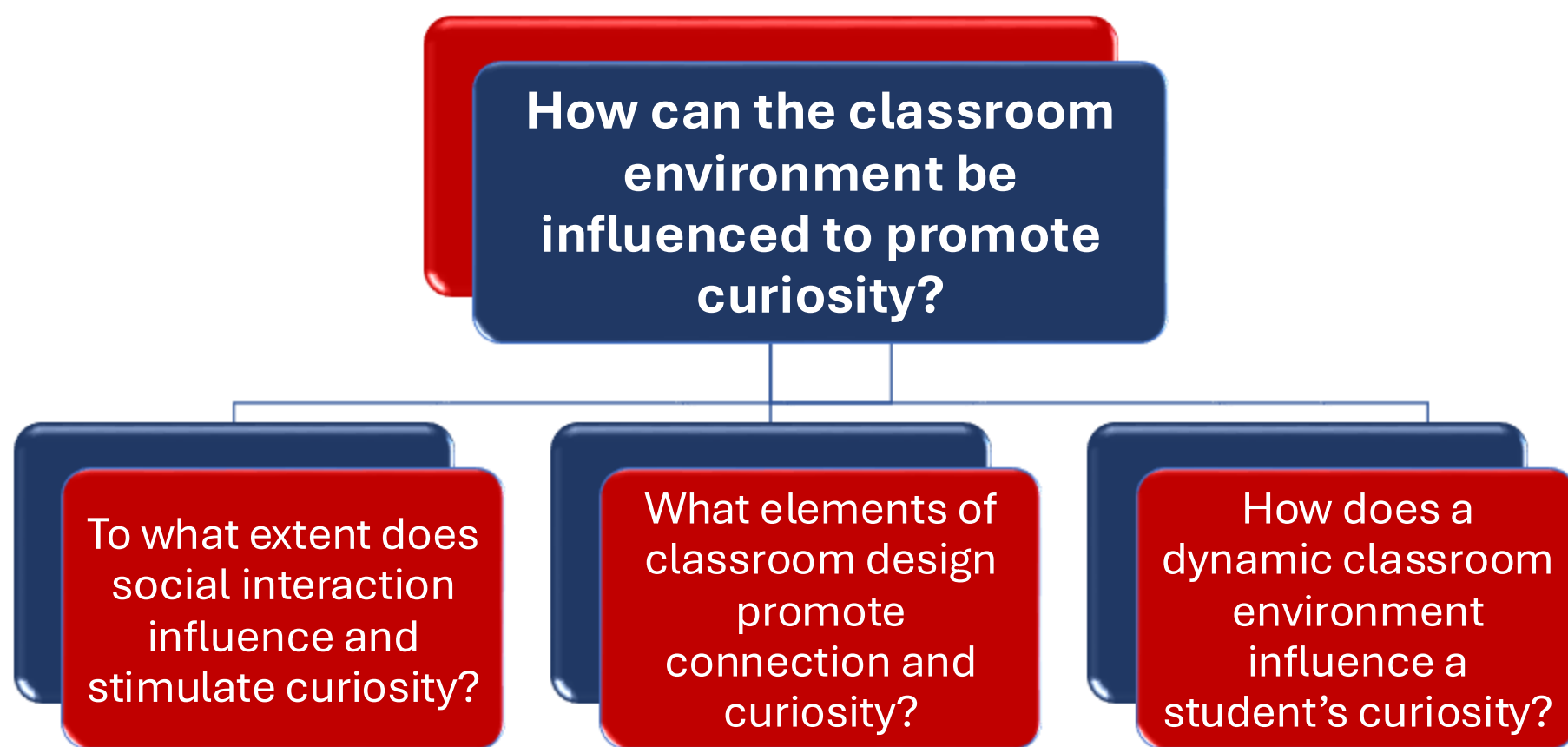


Senior School Precinct

### CURIOSITY IS...



## RESEARCH QUESTIONS



## METHODOLOGY

<b>Participants</b>	Selected students across year levels 7-11
<b>Procedure</b>	Using data from 2023/2024 we engaged students in a co-design process. Students were interviewed about their learning environments and how they engage with them. They were then asked to provide feedback in a range of existing learning spaces.
<b>Experience Sampling</b>	Student point in time feedback was captured to gauge student curiosity levels in real-time.
<b>Focus Group 1</b>	Students were given large images of learning spaces. They were asked to place a range of coloured icons, which were coded on a response sheet
<b>Focus Group 2</b>	Students were asked to plan a redesign of an existing learning space, considering factors such as furniture, intentional use of space, zoning and layout.
<b>Focus Group 3</b>	Student involvement was reviewed taking into consideration how this shaped our focus, and how this impacts the future use of the soon to be completed Senior School Precinct which is currently under construction.

Desk Type & Layout Change	Whiteboard Use
64% increased curiosity	61% increased curiosity
12% decreased curiosity	11% decreased curiosity
19% no change	28% no change

## PRELIMINARY FINDINGS

1. Students can identify factors in their learning environment that have positive or negative impacts on their curiosity levels.
2. Factors identified by students as having significant impacts on curiosity include:
  - Furniture type and style
  - Classroom layout
  - Use and placement of visual aids such as whiteboards
  - Lighting
    - Intensity
    - Natural vs artificial
  - Classroom zoning and flexibility
  - Use of natural materials and sympathetic colour schemes

## IMPLICATIONS FOR TEACHING & LEARNING

- Results indicate that judicious classroom design can have a positive impact on students' self reported curiosity levels.
- Classroom design can be relatively easy methods of providing a learning environment conducive to curiosity.
- Unintentional oversights such as unnecessary clutter, excessive amounts of irrelevant materials such as old posters, and incongruous décor can have an inhibitory impact on curiosity and hence learning
- Classroom design for curiosity should be included as a planning priority alongside traditional lesson planning

## KEY LEARNINGS

- ✓ Students are the end users – they should be consulted when considering learning experiences.
- ✓ Students provide valuable and actionable insights when they are included as valued team members.
- ✓ It is possible to have a positive impact on students' curiosity levels by making basic changes such as classroom zoning, furniture choice and decluttering.
- ✓ Curiosity should be considered as a priority in planning.

## NEXT STEPS

- Incorporate factors such as furniture and zoning into classroom environment design around the college campus.
- Continue to gather and consult data and conversation to inform the design of the new Senior School Precinct.

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