Faculty Dreams

The Dream Classroom

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Brief List of Topics

The single most mentioned topic was support group/active learning. 19 people noted that as basic to their dream classroom

It seems clear from this compilation that many faculty are actively interested to support Enduring Goal 2 to "Preserve and enhance our educational process through the application of active learning principles" and couple that goal with Goal 6 to "Provide safe, accessible, effective, efficient and inviting physical facilities."

Next most-mentioned topics:

Strong wireless	8
Extensive av capabilities	7
Comfortable, ergonomic chairs	6
Lots of whiteboards	6
Desks with Ethernet and power	5
Live interaction capabilities	5
Lighting control	4
Turn internet on/off	3
Overhead document camera	2
Clicker system	2

Thanks to all 28 teachers who took the time to add thoughtfully to this critical campus discussion.

Statements of a Dream Classroom

Dan~
Here are some "ideas":
- Natural lighting in every classroom
- Comfortable chairs, loungy types, which allow for people to be comfortable for long periods of time rather than tiny desks that don't fit adult bodies.
- Tables/chairs that are NOT BOLTED DOWN so that they can be formed into big squares, small group squares, and people can pull their chairs around accordingly. This requires the tables to be light enough weight, or on castors, so that they can be moved easily, but also heavy duty enough not to be breaking after minimal use
- ADA accessibility, and desk for use accordingly, for at least 2 disabled students per classroom (is: in wheelchairs)
- STRONG wireless in every room for teaching & learning
- Elmo's (overhead doc cams) for every teaching & learning station in classrooms, along with LED access technology
- Access in each building to Vending~ water, HEALTHY snack choices………
- I think that is it for now…hope this helps~

Best regards,
Jodi :o)

Dan,

Sorry to take so long to get back to you.

The ideal classroom has flexible seating that can be easily moved into small groups of no more than 4, while still allowing chairs to be arranged into a large circle for whole-group discussions (no fixed tables!!). Any piece of furniture that gets in the way of student interactions should be eliminated. I personally like paddle chairs on a flat floor. These offer unlimited flexibility. Boards that students can write on encircle the space, and full media capabilities are provided. Ideally (and the research supports this) the ideal classroom would hold no more than 24 students. The large lecture hall would be used for performances, not learning. Labs would allow work at benches AND include spaces where students can gather to think.

Hope this helps. I'll attend a listening session and give my two bits.

Steve

Dan
…desks that can accommodate the laptops but can move (like we have in HE 148.) Windows that can open and fresh air can come in. Consistent heating and cooling would be great with limited humidity (paper would not curl, printers not jam). …rooms spacious enough but not too much--one's that ideally hold about 30 students. Technology including wireless that can support the number of students and not crash would be wonderful. In the back of the room it would be awesome to have conversation areas that accommodate 6-8 students with comfy chairs and a tea pot (now I really am dreaming!). Maybe I better stop here.

Jeanne

Dan,

Since you asked:

• Incandescent lighting with theatrical dimmer control system

• "Clicker system" (don't know the actual name; it places a small remote on each chair & allows audience to select choice A, B, C, etc.)

• Dual projectors & screens for juxtaposition of info/images

• Dedicated classroom server computer for storing images, streaming presentations

• Multiple mounted (3?) ceiling camera with joystick control for aiming, allowing any desktop to be shown on projector screen & on WWW

• Audio system

• Large glassed control booth in back for observation of class, taping, & housing of expensive equipment

Anyway, it's a start. ;-)

Paul

Hi Dan,

I'm a simple dreamer, and have gotten the opportunity to share this one with the team designing the new Jarvis Hall build out. They really didn't seem to grasp its importance, so I'm glad to share it on a larger scale to improve the chances of implementation campus-wide.

Having chairs that completely swivel at tables in a tiered "lecture" classroom would allow for effective team discussion. Both can even be anchored to help the custodians maintain order. Having the ability to "cluster" 125 students makes meaningful interaction possible. I enjoy having a few large classes with students from 10+ majors, as the richness of ideas really outweighs the time needed in planning ways to communicate effectively.

Anne

Dan,
My dream classroom would have round tables that sit 5 FIVE students only. I want them to be in discussion, in community, from the moment they walk in. Padded chairs so the students are comfortable. A hole in the middle of the table for laptop cords to reach outlets under the table. More than 1 projector. I like to show multiple large images that students can be seen from the back. But I also need the whole board to write on – perhaps projectors than can be rotated to move the image off to a side wall so the front board can be used at the same time. Lights that can be dimmed without throwing the classroom into darkness. (I love the light settings in 210 Applied Arts!) A telephone to call tech services during class if needed and regularly scheduled maintenance by a tech to make sure that everything is functioning – don't wait for it to break down during class! A computer with easy to reach USB slots, a screen, and remote clicker so all I have to carry to class is memory stick.

A table for me with room for my laptop, handouts, notes, etc. UW-Madison classrooms have an excellent design – everything is built in and pulls out so that the top of the desk is clear for the professor's things. The dream classroom would also have a switch or software so that I could turn the internet connection on or off. Plagiarism software – I guess not really related to the classroom itself but I could do a lot

more writing and discussion assignments if students had to submit their work through a plagiarism filter first (see Turnitin.com).

Windows, lots of nice windows with shades to pull down. No smelly, environmentally unsound white-board markers. Low-dust chalk would be best. Filtered water stand so we can all stay hydrated. The back wall lined with books – different topics including good fiction. A place to browse between classes. Professors could bring in their favorites.

Teaching awards should come with a reward – all your courses for a semester in the dream classroom. Throw in an A-level parking pass for the lot of the professor's choice.

Thanks for asking!
Kate

Dan,

The problem that I have with most of our "improved" classrooms is that they are lined up in rows that are ideal for lecturing and nothing else. I find it difficult to walk around the room and look on student computers, and students find it difficult to work in groups because they are unable to face each other. An ideal classroom would be configured in such a way that students and the teacher could move around more—that is supposed to be one of the advantages of our wireless environment after all.

Elaine

Dan,

- Given how this semester has started out for some of us, the dream would be for the technology in our classrooms to just work. Period! What are the odds that I could go to two different classrooms and the hard-drives crash in both places as I began teaching. Ugh!

- Sometimes, I think that a dream classroom would consist of having one standard room to teach in so that I could establish a creative environment and be able to leave it that way. There are lots of fun, inspiring things that could be done with students if

we had the benefit of not having to constantly move from one classroom to the next.

- For me, the ultimate dream teaching situation would be to have courses that are literally taught in a "living classroom." I envision, groups of students who for two or more semesters would take classes that immersed them in solving community issues. For example, construction students would work with architects in the building of housing for lower-income persons while business/finance students would work with bankers and accountants in calculating costs. Interior decorating/design students would work with one or several accredited designers to create the décor of the buildings. Nutrition students might be involved in creating a communal dining program designed to restore good health and teach positive eating habits. Journalism and media students would be involved in creatively documenting the experience for publication, etc. This is a rough sketch of what I think about when I am dreaming. Crazy, huh?

Take care,

Renee Howarton

Dan,

I guess we are kind of doing this right now as we plan the new Science Wing. Unfortunately, we will not get our dream classrooms because the State will not fund that kind of teaching environment.

The following are some ideas that I would like to see in a Chemistry Dream Classroom:

The seating capacity could be up to 50 students. This would allow two 24-student lab sections to be combined in the non-lab part of the course. The room would have comfortable seats and level writing surfaces with ample space for the students to spread out. The level writing surfaces are important because students may end up doing simple in-class experiments. If liquids are involved, it is difficult to do anything on a slanted work surface. Although the room should hold no more than 50, it should be large enough to keep students spread apart when taking tests. Yet the room should be equally capable of allowing students to work in small groups.

I would like to see state-of-the-art AV equipment in the room. I do not think we would need a video camcorder because all laptops will have caught up to Apple in a year or two and will have built-in digital video cameras like the Apple iSight. I have already used the iSight on my MacBook to project closeups to a class. I would like to see wireless technology for video and audio presentations from a laptop. It always takes a few minutes on the front and back ends of classes to hook up the video and audio cables to the laptop. Wireless video/audio should be available with a few keystrokes on a keyboard or a few touches on a touch screen.

In a chemistry dream classroom, there would be a sink with hot, cold, and distilled water. A large amount of bench surface (with air, gas, and electrical outlets) would be located in the room such that all students could easily see what is being demonstrated. There would be a fume hood to exhaust smoke and toxic gasses. The hood might be movable or permanently located in a central location. There should be a desk or shelf unit stocked with glassware, hotplates, buret stands, etc. so that an instructor could bring in a few chemicals and find the appropriate equipment in the room to perform an experiment.
 Ideally, there would be a demonstration prep room adjacent to the classroom. Even more ideally, there would be an assistant in that prep room whose job would be to help the instructor set up and carry out demonstrations.

As part of our new Science Wing planning in the past month or so, we talked about a lecture room hood. That was thrown out due to high cost and other complications. Classrooms will always be smaller than we like with too many students in too small an area. That is a fact of real world cost limitations.

Hope these ideas help. Thanks for all you are doing to improve the teaching environment.

Marty

Dan:
Well isn't this an interesting thought – I don't want a classroom I want a house – not the old management houses but one that is "green" . This house would have lab facilities to accommodate a foods lab, a clothing construction lab, a child development area, rooms that could be redesigned for a housing class and see "green" technology. I would

also need facilities (a mock FCSE classroom) so student could practice teaching in a setting.   This classroom could be used to instruct students.
Perhaps a lab school??!!??

Diane

I think that a dream classroom would be comfortable. The furniture would be soft and inviting—as Dewey might say, for conversation and not dictation. It should be possible for students to talk with one another, and so the desks would have to be such that they were serviceable and yet, not intrusive. Walls would be painted in warm colors (Fall colors), and there would be windows looking out at pleasant vistas. Pf course, floors would be carpeted. Bookshelves would display course and other texts. Art would be on the wall—if not original, then certainly excellent copies. The classroom should have a variety of spaces—for lecture, for conversation, for informal events.

Mediated classrooms are *de rigeur*, but remote controls should allow the teacher to move about in the classroom rather than be tied to the teacher desk. Speakers and display should be of high quality.

Dr. Alan A. Block

Hi Dan,
Dream Classroom: Large tables or table style desk (to accommodate laptops and notes) with utilities i.e. electricity, wireless (enough so the system is not slow or cuts out) projector i.e. proxima, Elmo, video/sound system, adjustable instructor desk with hard wired network so instructor is not wireless, digital library and texts. Laptops where all systems add ons work (not like finger print where students are told not to use it will crash hard drive).
Respectfully, Brian

A dream classroom....   An outdoor kiva , circular to U shaped, gently tiered but flexible seating, wireless access - no better way to learn about the environment than to have class in it....close access to the outdoor areas for plant and animal study

Yes, I am serious

Charles R. Bomar PhD

Concept for Teaching and Learning Spaces

Lecture/Discussion Rooms
Flexibility and appropriate technological support are keystones to taking teaching at Stout into the future. We want to use the same classroom space to facilitate very different activities over the course of a semester. Traditional lectures, small group work, and in-class demonstrations can be effectively used together to create a learning environment supportive of differences in cognitive predispositions.

Flexibility
- Movable student seating/tables to allow viewing teaching area for lecture times and reorganization into small groups for in-class projects and activities
- Ample space for instructor to circulate to small groups during work time
- Ability to connect wired internet and power for laptop applications

Technology
- Ability to use whiteboard space and computer/AV projection simultaneously
- Web camera to zoom in on in-class demonstrations
- Perhaps a built-in version of a keyspan system (remote human interface device)
- Support for online interactive/cooperative simulations or discussions in class
- Additional digital workspace for teachers and students (perhaps LCD monitors in student desks and dual screen projection for instructors
- Video conferencing with remote students in collaborative courses (e.g. technical writing class collaborating with an English class in Paris)

- We should be committed to securing licenses for distribution of vital specialized software for classroom use.
- Some classes might benefit from digital poling equipment.

Laboratory Rooms

Since unique requirements exist for different disciplines, I will just make some general comments pertaining to labs.
- Science laboratories should allow the introduction of multimedia materials into laboratory activities.
- Excellent visibility of student activities is required for safety in many experiments.
- Easy access to (shared) sophisticated instrumentation will be required for advanced courses.
- Computer facilities with high-end computers for specific applications will be required.

Chris Lutz

Dear Dan,

I thought long and hard about the ideal teaching method to generate the ideal learning for the discipline of economics; I came back to one idea and may/may not apply to other classes. The ideal class in economics is to have a "discussion-based teaching" which means that students need to be prepared and have read the required reading material/textbook chapters and ready to engage in active discussions to either agree or disagree. That entail that students engage in "active learning."

Currently students perceive text book as "holly books" where the faith is taught to adhere to the teaching of these books. The way economics is taught all over the U.S. is like a "feeding tube"; teachers give students what they need to pass the class. If the student answered correctly on test/quizzes he/she is a winner of a good grade. With this system we are setting up our students to be "followers and not leaders". What we need to generate is "thinkers" especially that these students are going to compete in the global labor market. Currently students sit in classrooms and if the teacher is not engaging in discussions – which I tend to do a lot – the class is dead silent. I look at my students filled with hopes and dreams unfortunately all what I see is "cubical dwellers".

Knowing how to handle the computer and technology related issues I found my students incompetent in this area despite the claim of this techno generation. They are good with text messaging, faster than light, but when it comes to search for resources on the net they lack the intellect to carry simple search. Their math skills are lacking and waste a lot of precious class time on conveying high school math... I could go on...

Regards, Rula

My dream classroom (I assume that we are just talking about hardware) is (not listed in order of importance):

1. Desks large enough to hold both a laptop and old fashioned paper
2. Movable chairs or desks for group work
3. Comfortable chairs and desks (ergonomically sound)
4. Reliable internet connection – both Ethernet and wifi
5. Ability to turn internet connection on and off for the entire room so that students cannot be working on email, etc.
6. Whiteboards at the front of the room
7. Computer screen off to the side but easily visible from all areas of the room (with this set up you can use the computer screen and jump to the whiteboard and back and forth without having to shut down the computer)
8. Ability to control room lighting with many settings between full on and off
9. Individual climate control (both A/C and heating)
10. Reliable climate control
11. Clean and plentiful windows
12. Computer station, DVD player, speakers, lcd projector, and retractable screen
13. Nice wooden console for housing the computer station etc.
14. User friendly technology
15. Easy to follow instructions for the technology

Jerry

Dan,

Flexibility would be key. Moveable tables and chairs so you can do

either individual or group work. The old tiered classrooms just don't cut it. But wireless capability is key because it allows us to do things we used to be able to do in the early "model" classrooms – like – use software that allows group processing of ideas, brainstorming, collaborative writing, etc. I would like to be able to, at any given time, display what is on my computer – or anyone else's. I also want the capability to have live interaction with experts or classrooms anywhere else in the world. I guess the key here is ubiquitous technology that is also invisible, meaning, it is there when you need it but never gets in the way.

Well, that's my two cents worth of a brain dump.

I guess I can't stop. In the school of education we really need a model teaching lab. It would be a classroom that is set up something like a movie set. We should be able to tape students delivering different types of lessons so they can review them, reflect on their successes and target areas for improvement.

I better stop for now. I hope you have something you can use.

Brian

Hi Dan,

A couple of ideas that come to mind. The first one I know is feasible and is being done on few campuses around the country. The idea is simply to be able to make digital video recordings of classroom lectures and be able to make them available on D2L for students who miss class or anyone who would like to hear the lecture again.

The second idea is in relationship to inviting professional speakers to class to speak with and interact with our students. These are busy professional that sometimes have to travel long distance to make it to our campus on their busy schedules. Is it possible for us to have a phone system in the classroom with a speaker phone that is also connected to the classroom sound system? The idea is that if the guest speaker can not make it to our class, we have the option of calling them in their office and speak to them on the phone with the conversation being heard on the classroom sound system and the students also being able to ask them questions. This will open the door for us to invite many professionals to our classroom and speak

with them that otherwise wouldn't be possible because of that time required to travel to campus, etc. Thanks!

Adel Mekraz

Dan-

Since price is no object, because it is a dream, I actually visualize myself sometimes in the following classroom:

Because we know that knowledge is actively constricted by the learner on the basis of prior knowledge, attitudes and values, the most highly sophisticated technology should be employed to continue construction of this knowledge and therefore learning.

My class would have **active white boards** to use for clarification and emphasis of other multimedia already in use-much like the Apreso, together this would form an interactive modem for student learning. Second, I think every classroom should have the capability to **host video-conferencing.** We already have the basic tools but need the far reaching connections. Lastly, as simple as it may be there are times when I need to have a **printer/laser printer-**right in the middle of class-and we are interrupted because we don't have one. A printer would be such a useful tool right in the room.

Here is my reasoning. As I stated above these students construct knowledge and learn in a highly technological mode, cell phones, MP3 players, text messaging etc. etc. etc. they are beyond the simple laptop and word processing-and mini-interactive exercises we have online or in D2L. BUT having an interactive white board-fluid with the power points or mini-clips adds a dimension to their data input. Likewise, allowing them to actively participate with another class on another continent-or log right on and into the Smithsonian Institute or National Geographic- brings the reality to them. They are the generation who meets through Plasma TV screens while multi-tasking. If I could envision one as dream-like classroom as possible, I would want this classroom because it connects me and my students to the real world and the future.

Thanks for asking!

Holly

Dan, my main concern deals with the arrangement of desks within a room. I would prefer rooms in which desks are arranged in a semi-circle (in a single row) before me to encourage more interaction and eliminate "distance" between me and the students in the back row. As you are probably aware, some students become "disengaged" during class discussions; while this different arrangement would not eliminate the problem, it would encourage more active participation and discussion among students, not just with me.

I know this isn't a very compelling dream, Dan, but there it is! If I think of anything else, I'll let you know.

Mike

Dan,
We just are in the process of setting up a "multi-purpose" room for Student Services in our former Tutor Center. Because our dept. teaching alcohol classes, and some other interdisciplinary courses, along with pre-college instruction, workshops, training sessions, and seminars, we did put some significant thought into a flexible learning space.

Movable tables and chairs that can be configured in a variety ways – small group, lecture, conference, and activity space, etc.

Keep it simple and flexible.

Technology – state of the art and easy to use. Should be suitable for global communication and interaction and be able to address a variety of instructional/learning methods.

Should be designed for long term use in a changing environment

Should NOT be stadium seating –

Those are some immediate thoughts – more to come.
Joan

What is the dream classroom and how is it integrated into teaching/learning in the future?"

Food Technology Classroom: A classroom designed to enhance learning.
Aesthetically, it would have natural light and windows. It would be wireless and accepting of various technologies. It would provide lab space for applied learning around the perimeter and movable seating for learners to work together on group projects. The activities and visuals for the day would be available on a central distribution unit or on-line. Students could pick and choose what they would add to their own mobile learning devices. Each student would design their own learning module off the central source and other related sources. Learning opportunities would be provided to meet all learning types. Off –site tour packages would be beamed in for discussion. Around the world experts on topics would be available on-line for student interviews. Students would be inspired to learn. Each day would provide new innovations and opportunities for questions. The facilitator for the learning experience would ask questions to promote higher learning skills. The lab equipment would be mobile and would be centralized. One would only have in the classroom the lab equipment needed for that day. A technician would calibrate the equipment every day and make sure all learning materials needed for the lab were ready and functioning. Interdisciplinary discussions related to the food technology topic would be available on-line.

This classroom could be a reality tomorrow, if we could invite everyone to work together. In my mind all food industries should have one hour per day (or several hours with different people on line)when they would "give back" to education by having experts on call and on-line. Students would know they would need to have their questions ready and posted out on line. The industries and the government could scan the questions and decide which questions they would answer each day. This same system could have public servants, like FDA and USDA officials on call the same hour. When we have everyone on topic the conversations would be rich! Often we as a people have the answers but we never schedule time to talk to each other and develop the solutions. This assumes several universities would be on the wireless learning highway with UW-Stout students.

I could go on—but I think you have the idea. I would love interactive live learning. Great ideas surface when many minds work together on a single topic. The students could then take the challenges of the food industry back into their lab and work on creating and sharing

solutions they would discover. They would have an ethical obligation to share the high quality results with the industry leaders who trusted in their abilities.

It would be a learning environment built on trust, educational relationships and collaborative, interdisciplinary solutions. It would be inspiring and innovative. It would require engaged minds. The day would end in reflection and planned strategies for the next day.

This is a learning environment I think we would all enjoy . It centers on the process of learning not on the products of learning!

My Monday afternoon thoughts!

Carolyn Barnhart

Can I wish for more time? That'd be helpful:-) Here's a random wish list:

The dream classroom would be small in size, probably no more than about 16 students.

I would love it if there was a way to turn the internet access on and off so that I could have some control over people's extraneous behavior without having to give a lecture about it or police people. Assuming I could get people invested enough to want to pay attention to what's going on of their own accord:-), I'd want a classroom that has a projector set up that allows me to show a PowerPoint or other visual image while simultaneously writing on the board. Not all classrooms are set up this way. I find students do a better job of paying attention and writing good notes if I provide bullet points in the PowerPoint and write more detailed information on the board. Also, in my discipline, I often have equations, models, diagrams, etc. that are easier to freehand draw on the board then to try and create in PowerPoint - also because they are sometimes examples I come up with spontaneously in the middle of class.

Also, and this is a BIG problem, have desks/tables that are conducive to group interaction. In many of my classes I want students to sit in a circle, or to be able to chat with three or four of their colleagues and many of the classrooms have fixed tables or cumbersome desks (or anchored chairs) which make this difficult.

Hope that helps!

Sarah

Dan,

A dream classroom would be set up so that I could lecture, students would sit at some form of table such as what is in MH290, but in row that is quarter circle in shape, I would have the ability to turn off or on Internet access, the room could be tiered or not, class size would be maxed out at 30-35, and there would be isles on both sides and the middle.

In my learning environment, I like to set up the class through lecture to prepare for a team and ultimately a class sized discussion. When working on mini-cases in class, student teams are required to critically think and express their thoughts with their teams and then we discuss the case or what ever the assignments is in the larger class. Often, students are asked to search out additional information via specific www sites in class. Occasionally, they hit on a very good site and I have them send this out to the class either via an e-mail or then send it to me. The dream here is that students would come into my learning environment already understand what it means to think critically. I usually have to go through a process of explaining what this means. Even to my upperclassmen. I am not complaining, but it would save time if everyone know what it means and be able to show this through exceptional writing and verbal skills.

The application to teaching and learning is that this environment supports team AND class collaboration. I love it when a student or several students hit on an exceptional concept via critical thinking or critical discussion. In every instance, students must go beyond the simple textbook definition. The ideal classroom would ensure this ability.

This is something that I do a lot of already, but in a large class, it is considerably more challenging to set up a good critical thinking environment. I am fortunate that in my capstone course, this process has worked out well.

Thanks!
Mark

My "dream" class room would be the "thought-provoking" class room—one that focuses on instructional strategies to promote the greatest achievements in student performance, and also encourages students to be more than passive listeners, but ones that explore the why, how, what, when and where in the context of the material presented. It would be ideal to have every student leave the class room every week with a reflection statement of what they actually processed in their own words, and not just repeating facts given to them. In some situations, in order to provoke them to think, it may be necessary to put together a particular classroom environment/setting that facilitates positive attitudes among the students as well as the professor. (Emotions are often crucial to learning and internalizing information.) Additionally, technology plays a monumental role in the classroom—it can renovate the learning experience if a basic altering in certain methodologies are shifted and reformatted to accommodate the "thought-provoking" ideals.

Cynthia

Hi Dan,

Just a quick thought about your question, an absolutely great question.

How about a virtual classroom that allows us to meet in a classroom with students at a distance and then move to various virtual sites in the community to observe as services are provided. We could then reconvene in the classroom for a short discussion of what was observed and talk about the theoretical concepts and the practical approach that was taken and then move to another virtual site for a similar observation. Or, virtual skill demonstration from the students site where we as faculty could visit and observe the skills "in-vivo" so to speak and the entire class could see the daily activities as a student describes her/his work site. The skills or portions of which could be discussed in class with all the other students. The classroom would enable us to move from student to student, site to site, and everyone would be able to fully participate. Participation would include voice input that would put every spoken word into captioning and have each

would interpreted into sign language or any language a person preferred.

All tools would be available and usable by all participants whether it is a welding torch, video screen or writing tablet, etc. We could break into small groups and also be able to rejoin the class and report on group discussions, or skill demonstrations and have opportunities to ask one another questions in open dialogs.

What would you like to see?

Bob

My dream:
Smaller number of students in class. Right now I have Survey of Art with about 115, which makes active learning extremely difficult to manage. I also teach Art Since 1950, with about 35 per section. Again, active learning and really getting to know each student and marking their progress is difficult. My dream classroom would have about 30 for Survey and closer to 15 for Art Since 1950.
So, is this the point where you tell me to keep dreaming?
Also, the seating for my classes is set up like a theater, or auditorium. This again makes discussions and group work difficult because students aren't able to move their chairs closer together to collaborate.

Cynthia