Real-world laboratory for evidence-based pilot schemes on hybrid and student-centred teaching and learning formats

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Research findings on innovation processes in the design of learning spaces at universities indicate that the digitalisation of teaching and study is leading to fundamental changes in the university learning environment. As part of the funding programme “Strengthening University Teaching through Digitalisation” run by the Foundation for Innovation in University Teaching, four evidence-based model spaces for hybrid and student-centred teaching/learning scenarios were modelled, implemented and evaluated at HTW Berlin. In line with the concept of transformative research, which views real-world experiments as a scientific method for understanding complex transformation processes, the project was designed as a real-world laboratory with the following research question: Which strategies, processes and structures in learning space design ensure the sustainable and innovative implementation of hybrid teaching and learning settings within student-centred teaching and learning formats?

Through participatory processes of co-design, co-production and co-evaluation, real-world challenges relating to the development, implementation and use of innovative learning environments were examined in collaboration with internal and external stakeholders. Based on the DORT perspective, which brings together didactics, organisation, space and technology, development methods and processes were systematically analysed across the project phases 1) Research, 2) Experiment, 3) Evaluation and 4) Scaling, in order to derive action strategies for scaling hybrid and student-centred teaching and learning environments at universities. This paper discusses key findings and contextualises them from an international perspective.