

I'm not a bot



Classrooms at yale

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The highest communication interactions between professors and students typically occurs with students in the first row or along the middle of the classroom. Students in back rows are more likely to be less engaged. Roundtable Many seminar-course room arrangements may consist of an instructor and students sitting around a single large table. This seating arrangement can also be formed using individual desks. Students and instructors all face one another in this setup, which can support whole-class as well as partner dialogue. Horseshoe or Semicircle The horseshoe or semi-circle offers a modified roundtable setup, where all participants face each other while the instructor can move about the room. The horseshoe encourages discussion between students and with the instructor, although this setup tends to encourage more engagement between the instructor and students directly opposite, with slightly lesser amounts for students immediately adjacent to the instructor. A horseshoe setup can be particularly effective when the instructor wishes to project and discuss course-related material in the front of the class. Double Horseshoe This seating arrangement involves an inner and outer horseshoe, and similar to the conventional horseshoe, invites greater discussion than the traditional format. It is more limited by the backs of students within the inner circle facing students in the outer circle. However, students may also more easily interact with those nearest to them or turn around and face students behind them for group work. Pods (Groups, Pairs) The pod or pair arrangement can be designed with rectangular, circular or trapezoidal tables, or individual desks. With regards to stations, instructors can place several tables together to form student groups (e.g. 3 - 4 students), or pairs. This arrangement can be especially advantageous when students will work in groups or pairs with their classmates for a large portion of class time. More generally, this arrangement communicates a learning community where students are expected to work with one another. Recommendations Book a Classroom Instructors can consider booking spaces at Yale where the furniture setup closely aligns with course goals. Specific features and pictures of Yale classrooms can be found at classrooms.yale.edu. Align Arrangement with Activity Instructors are encouraged to map the classroom seating arrangement to the goals of instruction. For instance, classes involving group work might utilize group pods, while whole class discussion might benefit from a horseshoe. Instructors can also strategically change arrangements during class to suit shifting learning goals. Bolster Arrangement With Engagement When dynamic change to seating arrangements proves difficult, instructors can bolster the physical space through intentional engagement. For example, in a typical horseshoe arrangement where students along the sides may experience less attention, an instructor may be more deliberate in their interactions with those particular learners. In a traditional classroom setup where the instructor cannot change the seating arrangements, they can maximize student engagement by implementing Think-Pair-Share or other active learning activities conducive to students working with a neighbor. They can also encourage student groups to work in other spaces of the classroom as needed (e.g. on the steps, front of the room, etc.). Set Up Early To the extent possible, an instructor can designate time for setting up the classroom and/or can ask students to help. If there is no class immediately before, this can be done prior to class, or alternatively during the first few minutes. Similar consideration should be given to resetting the room after class ends. Virtual, Synchronous Learning Spaces Students are engaged in synchronous online learning when effective interaction occurs among students and between the students and instructor (Watts 2016). There are a variety of Zoom features that can enhance student engagement when aligned with the instructor's learning outcomes: Gallery View: With the ability to display up to 49 squares on one screen, this view is optimal when an instructor wants to facilitate a synchronous discussion with all or most of the students. Break-out Rooms: Instructors who want their students to work in small groups on a task, set of discussion questions, problem set, or lab may find break-out rooms particularly effective. Students may be added to breakout rooms manually, automatically from pre-assignment, or by self-selection. Share Screen: This feature is frequently used for a mini-lecture during a synchronous learning session, so that the instructor or a student presenting may share slides while talking through the disciplinary content. Instructors and students might also share and possibly collaborate on documents, programs or visuals, as well as interactive Zoom features, such as the whiteboard. Spotlighting: When an instructor has invited a guest speaker or a group of panelists, the spotlight feature in Zoom enables an instructor to feature up to nine people for student presentations. Display names: Instructor and students can change their display name in Zoom to reflect the name they want to be called as well as their use of pronouns-enabling everyone in the learning space to personalize the experience. To change your display name in a live meeting, right click your video and click "Rename." To change your name in all of your Zoom meetings, edit the name provided in your Zoom profile. Given that many people experience Zoom fatigue, instructors might consider designating specific times for cameras to be on or off during synchronous learning. Some students may need to opt out of camera use altogether for issues related to internet reliability and privacy in relation to the personal space from which they are participating. References Brooks, D. Christopher (2012). Space and Consequences: The Impact of Different Formal Learning Spaces on Instructor and Student Behavior. Journal of Learning Spaces, 1(2). Fernandez, AC, Huang, J, and Rinaldo, V. (2011). Does Where a Student Sits Really Matter?-The Impact on Seating Locations on Student Classroom Learning. International Journal of Applied Educational Studies, 10(1). Francescucci, A and Laila Rohani, L. Exclusively Synchronous Online (VIRI) Learning: The Impact on Student Performance and Engagement Outcomes. Journal of Marketing Education 2019, Vol. 41(1) 60-69. Harvey EJ, Kenyon MC. (2013). Classroom Seating Considerations for 21st Century Students and Faculty. Journal of Learning Spaces, 2(1). McCorskey JC and McVetta RW. (1978). Classroom Seating Arrangements: Instructional Communication Theory Versus Student Preferences. Communication Education, 27, 99-111. Rands ML and Gansemer-Topf AN. (2017). The Room Itself is Active: How Classroom Design Impacts Student Engagement. Journal of Learning Spaces, 6(1). Watts, L. (2016) Synchronous and Asynchronous Communication in Distance Learning: A Review of the Literature. Quarterly Review of Distance Education, 17(1), 23-32. Skip to main content Spaces in the residential colleges are controlled by the Head of College of each respective college in accordance with policies set forth by the Council of the Heads of College. Student organizations must receive written permission from the Residential College Head of College, or his/her designee, in order to use any space within his/her respective residential college. A list of spaces in the residential colleges may be found here. Classrooms Classroom buildings are under the control of the Office of the Registrar (Faculty of Arts & Sciences). To request classrooms, student organizations must use Yale Connect. For instructions on how to request a room using a Yale Connect event request, please visit the Reserving Classrooms Using Yale Connect guide on our website. The earliest that classrooms may be requested during the fall semester is the Friday before classes start. During add/drop period, classrooms may not be reserved more than a day in advance (the first three weeks of every semester). Classroom reservation requests for after add/drop period may also not be approved until after add/drop period has ended. As a result, classroom reservation requests for future semesters will not be confirmed until after add/drop period for that semester. Repeating classroom reservation requests should not extend beyond the current semester (i.e., a repeating event request for a classroom in both fall and spring semesters will not be approved). Additionally, classrooms may not be reserved during finals period, as the Registrar's Office utilizes these spaces for final exams. If you need to use a space during these times, we strongly recommend seeking non-classroom spaces that are not controlled by the Registrar's Office. Visit the Yale academic calendar for the dates of these periods each semester. Classrooms may be used for rehearsals and auditions by registered undergraduate student groups and groups affiliated with Undergraduate Production, but there are limitations on when and where these events can take place. Rehearsals and auditions that DO NOT use music or otherwise include loud noise may use classrooms at any time, subject to availability. Rehearsals and auditions that DO use music or otherwise include loud noise may use classrooms at any time on weekends, after 1:30pm on Fridays, and after 8:00pm Monday-Thursday, subject to availability. PH 207 is an exception to the above policy and may be used Monday-Thursday starting at 5:00pm, subject to availability. In all cases, students using classrooms for rehearsals and auditions are asked to be respectful of other events taking place in surrounding classrooms or within the building and must abide by all other policies related to classroom and building use. If any group is repeatedly disruptive to others, the privilege of using classrooms may be revoked at the discretion of the University Registrar's Office and/or Undergraduate Production. Student organizations should also note there is a custodial charge for classroom reservations beginning at 12 PM on Friday through Sunday night for events including conferences, seminars, concerts, meetings, etc. with outside (non-Yale) attendees. Questions about your classroom reservation request? Email classrooms@yale.edu Performance Spaces Schwarzman Center Venue & Spaces The list of available venues and spaces at Yale Schwarzman Center (YSC) can be found here. All Yale students may submit requests for these spaces using the links provided. There are no fees to book the Annex Meeting Rooms, Dance Studio, and Rotunda. Events in Commons, the Presidents' Room, and The Well will be subject to a fee based on the event details. Yale Hospitality is the exclusive provider of food and beverage at YSC; external food and caterers are not permitted. The spaces in YSC that the Good Life Center manages are the Lounge (Room 205), The Offline Oasis (Room 206), The Green Room (Room 208), and the Nap Room (209). The Lounge and Nap Room are currently the only 'closed' GLC YSC spaces (they have doors), while the Green Room and Offline Oasis are open spaces. The Lounge tends to be the room most organizations and partners reserve for wellness-related functions and events. If students wish to reserve a room in either our YSC or Silliman spaces, they can submit a request by clicking here here. If you have questions about reserving spaces at YSC, please contact ysc.requests@yale.edu. Sterling Memorial Library Lecture Hall and Memorabilia Room Payne Whitney Gymnasium & Other Athletic Facilities Outdoor University Spaces Permission for use of outdoor spaces must be obtained at least twenty-four hours in advance of a weekday event and forty-eight hours in advance of a weekend event. Application for Use of Outdoor University Spaces Includes: Library Walk (between Jonathan Edwards and Branford) Crescent between Morse and Ezra Stiles Colleges Swing Space Court Yard SSS Courtyard Becton Courtyard Old Campus Yale Science Building Courtyard Click on the links below if interested in reserving the following outdoor spaces: During the academic year, the University Registrar's Office schedules classrooms that fall under the jurisdiction of the Faculty of Arts and Sciences (see Classrooms). During the summer months, rooms are booked by Yale Conferences & Events. See Classrooms at Yale for more information. For classroom-related questions email classrooms@yale.edu. Spaces in the residential colleges are controlled by the Head of College of each respective college in accordance with policies set forth by the Council of the Heads of College. 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Simply log in with your YaleNet credentials, and fill out your event form to request a room. If you have any issues, please contact eric.stefano@yale.edu. Our largest space, Dow 100 has the capacity to hold larger events such as workshops, receptions, meetings, and larger classes. Capacity:46 Nicknamed the "Dow Library", this space is a medium sized room with an electronic board and one large table for seating. Great for classes and or small meetings. Capacity: 15 A medium sized classroom with a whiteboard, electronic board, and plenty of seats for students. Capacity: 18 Located on the second floor, this medium sized classroom is a great space to use all year long. Capacity: 20 Located in our basement, B-21 is a larger classroom great for classes or meetings. Capacity: 25 Medium-sized SCI room for virtual instruction located in our basement. Capacity: 8 Small sized SCI room for virtual instruction located in our basement. Capacity: 4 Small sized SCI room for virtual instruction located in our basement. Capacity: 4 Medium sized SCI room for virtual instruction, located on the 4th floor. Capacity: 16