

LEX YEAR IN REVIEW: 2018-2019

SUMMARY

Pilot I and Pilot II studies are complete, and the early findings are promising! Students in our studies found enjoyment in the classroom, experienced increases in physical comfort and engaged with peers more readily. These studies aimed to discover the impact of flexible furniture and professional development on academic achievement and student engagement. In the next phase, LEx Collaborative will deepen our focus on the impact of professional development. The research is a joint effort between Education Service Center (ESC) Region 12, Huckabee and Baylor University.

PILOT I

- 2 classrooms had flexible furniture for 8 weeks and traditional furniture for 8 weeks
- One semester
- One elementary school: grades 2nd, 3rd & 4th
- No professional learning
- Focused on how the long-term study would be approached

PILOT II

- 8 classrooms had flexible furniture for 8 weeks and traditional furniture for 8 weeks
- 6 classrooms had traditional furniture a full semester
- One elementary school: grades 2nd, 3rd & 4th
- One full day of professional learning
- Focused on how they would measure impact in a long-term study

OUR FINDINGS

FLEXIBLE CLASSROOMS YIELD MORE INSTANCES OF THE 4Cs OF INSTRUCTION

1

COLLABORATION

2

COMMUNICATION

3

CREATIVITY

4

CRITICAL THINKING

STUDENTS IN FLEXIBLE CLASSROOMS:

SCORED SLIGHTLY HIGHER

HAD MORE PHYSICAL COMFORT AND LESS DISTRACTION

ON OUR ENGAGEMENT SCALE THAN STUDENTS IN TRADITIONAL CLASSROOMS.

ENJOYED THE ENVIRONMENT AND FELT THE CLASSROOM WAS FUN



EXPERIENCED MORE STUDENT CHOICE THAN IN TRADITIONAL CLASSROOMS



OUR FINDINGS, CONTINUED

PROFESSIONAL LEARNING

We looked at the relationship between flexible learning environments, professional learning and student engagement and its collective impact on academic achievement.

Through Pilot I and Pilot II, we saw promising data that illustrated **how the addition of professional learning maximized the benefit associated with flexible furniture.**

As the study continues, we will explore how flexible furniture correlates with student engagement and academic outcomes and how we can enable educators to more **holistically design learning environments, develop curriculum, and utilize professional development to enhance the learning experience.**

WE FOUND THAT STUDENTS IN FLEXIBLE CLASSROOMS:

PRODUCTIVELY WORKED IN GROUP SETTINGS

81% of the observed time, meaning students were spending more time focused on the tasks of their working group.

SUSTAINED CONVERSATIONS WITH PEERS

43% of the observed time, meaning students were having more and longer interactions.

SOUGHT CONTACT WITH EACH OTHER

47% versus 33% of the time in a traditional classroom.

These findings indicate that students in flexible learning environments have **more productive interactions** than those in traditional learning spaces.

WHAT'S NEXT?

The follow-up longitudinal study launched in fall 2019. It explores the impact of a **flexible learning environment and increased levels of professional learning** on student engagement and the long-term impact on academic outcomes.