future spaces
now

planting the seeds of change
A campus that students want to come to and that has such a heart and a soul to it that they want to stay on campus and have these serendipitous encounters with other people from different cultures and different discipline areas.

Professor Shirley Alexander  
DVC Teaching, Learning and Equity  
(2008)

The design of the campus should foster a strong sense of an academic community, with an emphasis on spaces that enable collaboration and communication. A continuous environment that encourages informal learning, that enables students to learn and research together, to socialize, to eat, to relax and to engage in private study.

‘Whereas traditional modes of learning are typically formal and teacher-centred (lectures and tutorials), new modes are learner-centred, collaborative, non-hierarchical and sometimes informal, requiring flexible, flat floor teaching spaces as well as social and even outdoor spaces. They are heavily reliant on access to the internet and audio-visual technology.

Teaching and learning spaces must be easily accessible to students of every faculty, and should be located in close proximity to major horizontal and vertical circulation routes.’

UTS City Campus Masterplan (Bligh Voller Neild, 2008)
"Gehry Partners are interpreters, so we need interaction with faculty, students, administration to arrive at a variety of viable directions."

Frank Gehry (2010)

future spaces are coming, the masterplan is unfolding.

A new and diverse mix of GTS

New General Teaching Spaces (GTS) support contemporary modes of teaching and learning.

New GTS early 2012
Peter Johnson Building 6
New GTS early 2014
Broadway Building 11
Dr Chau Chak Wing Building 12

Collaborative, technology-enabled project work

1. Foldable tables on casters and stackable chairs allow spaces to be easily reconfigured into different activity settings
2. Presenter’s desk integrates AV and is height adjustable
3. Wall sections become writable surfaces, complemented with mobile writable boards
4. Interactive whiteboards or LCDs provide greater opportunities for collaboration
5. Small teaching spaces open up to create large flat-floor spaces

Peter Johnson Building 6, Level 6: Capacity 40
Collaborative Theatres

New collaborative theatres facilitate multiple forms of engagement including lecture presentations, collaborative group work and technology-enabled activities.

New collaborative theatre early 2012

Peter Johnson Building 6, Level 3: Capacity 90

New collaborative theatres early 2014

Broadway Building 11, Level 0: Capacity 232 & 199
Dr Chau Chak Wing Building 12, Level 0: Capacity 120
Collaborative GTS

These spaces provide opportunities for technology-enabled project work and learning that occurs in groups.

New collaborative GTS early 2012
Peter Johnson Building 6, Level 4: Capacity 88 with 12 group pods

New collaborative GTS early 2014
Broadway Building 11, Levels 3, 4 & 5: Capacity 30/60/90 with 5/10/15 group pods

1. Interactive whiteboards or LCDs
2. Built-in resident computer ready to plug and play
3. Mobile, foldable and stackable furniture for multiple layouts
4. Writable surfaces

Peter Johnson Building 6, Level 4: Capacity 88
Room set up for large group and project work
Large seminar / workshop

Mixed Mode

Large technology-integrated workshop / seminar

1. Foldable tables on casters
2. Integrated AV & projection
3. Interactive whiteboard
4. Presenter’s desk with AV/IT
5. Networked IT with individual work points
6. Networked IT with large LCD group work pods
7. Kitchenette
8. Multi-purpose AV monitor displays
9. Operable walls

Short Courses

A new suite of vibrant facilities for professional education designed to encourage interaction and networking.

New professional education suite early 2012
Fairfax Building 10, Level 7: Capacity 16-25, with 46-48 in open mode and 110 total capacity

New executive education suite early 2014
Dr Chau Chak Wing Building 12, Level 8

PLAN VIEW Short Courses
A. Seminar 1  B. Seminar 2  C. Network Lounge  D. Integrated Technology Seminar 3  E. Integrated Technology Seminar 4 with LCD pods  F. Reception  G. Guest computer kiosks  H. Toilet facilities  I. Guest laptop touch down  J. Furniture store room
Hybrids

Hybrid spaces are situated in Learning Commons and are primarily for students’ informal learning.

These spaces can also be booked by academics for occasional use to explore different teaching and learning approaches. Learning and research events involving the wider community also utilise these facilities.

1. Interactive whiteboards or LCD screens for group activities
2. Mobile furniture to enable multiple configurations
3. Ability to control all screens and send images to any screen
4. Spatial subdivision

“...there are no hard and fast rules, you can work with your friends and be productive”

Student

Building 2, Level 4

Haymarket Building 5, Block A
Learning Commons

Students value appropriate places to study - alone and with others - and places to socialise on campus.

There are now a series of these spaces at UTS:

Haymarket Building 5, Blocks A, B & C
Tower Building 1, Levels 3 & 5
Building 2, Level 4

New Learning Commons early 2012
Peter Johnson Building 6, Level 4

Pods

Bookable and open access pods became available on campus from 2008. Students and staff use these pods for group work, presentations and meetings.

Some pod locations include:

Haymarket Building 5, Block A, Level 1 & C, Level 2
Building 2, Level 4

New Pods early 2012
Peter Johnson Building 6, Levels 4 & 6

New Learning Commons early 2014
Broadway Building 11, Levels B1, 0 & 1
Dr Chau Chak Wing Building 12, Levels 4 & 5

New pods early 2014
Broadway Building 11, Levels B1, 0 & 1
Dr Chau Chak Wing Building 12, Levels 4 & 5

"There are always people here, you feel safe, there is a buzz ..."

Student
"The . . . colour is amazing. It creates a comfortable and positive environment for both study and chat - the best part is it actually makes me want to study in there!!!"

Student
My UTS dream campus would boast the highest standards of modern design and technology, and bring UTS into the modern future of learning.

Student

My dream campus would become a permanent structure in my psyche and memory, a place to return to when I wanted to remember the experience of learning and working in a place of investigation, inspiration and transformation.

Student