THE NEW RAVENSBOURNE

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Ravensbourne will be uniquely placed, within its relocation strategy, to develop its role as a London based centre promoting excellence in digital design and media, within specialist higher education.

Ravensbourne ‘s new building on the Greenwich Peninsula

A BUILDING WRAPPED ROUND AN IDEA
“Today’s students are no longer the people our educational system was designed to teach.”

Let’s create a Higher Education College that looks outward, a place that will make a major contribution to the development of the digital age. A place to develop ideas and to bring those ideas to life. The idea of a College comes of age in a building designed for flow and integration. We’re creating a place where skills and talents merge and mingle, where expertise is a bridge not a boundary.
At the new Ravenbourne we will remove the walls between departments - literally. We will create landings and lobbies, wide-open spaces and quiet corners. Social spaces, galleries, workshops and technology hubs. We will install design studios and production suites, resourced with state of the art kit, run as a professional facilities houses, open all day, every day, used by project teams rather than owned by departments. A digital destination for creative thinkers, for craftspeople, for designers, for broadcasters, for researchers, for commentators, for business people. For individuals who want to explore the potential of the digital world, for industry professionals who want to preview the future.

A building that is big, bold and utterly beguiling. A fluid, supple space where new ideas will emerge through meeting and mixing, engaging and connecting. As graphic designers work alongside programme makers, who talk to fashion designers, who collaborate with photographers, who connect with designers, who experiment with sound engineers, who team up with businesses, who build partnerships with industry until - well, you get the idea.

**LEARNING SPACES @ GREENWICH**

While classrooms and studios can still be regarded as our core learning spaces, it is obvious that a host of new factors and opportunities has dramatically changed this landscape. We are forced to use a broader term to describe these new possibilities. One compelling reason that the concept is expanding and evolving is that of new learning and teaching technologies are available. As their functionality expands new learning activities become possible. The traditional face-to-face classroom or studio is diminishing in usefulness with the rapid evolution and adoption of technology. Wireless networking for example makes real-time or synchronous interaction among students and between students and staffs a very real possibility.

More and more learning is taking place outside the traditional classroom than ever before. With an increased emphasis on mobile computing such as the use of laptops and handheld devices, making possible a variety of collaborative and group projects.

Another compelling reason for this shift is because of the new learning technologies, we can think of virtual spaces as well as physical spaces. Unlike real spaces, virtual spaces can come and go. They can be spontaneous as well as deliberate. They can be asynchronous as well as synchronous. Participants and their relationship in virtual space can shift rapidly. Participants can also multitask, inhabiting more than one virtual space at once, unlike physical space. With the increased functionality of technology virtual spaces will play an increasing role in all aspects of Higher Education.

No one ever said that designing exceptional learning environments was going to be easy and that building an appropriate, engaging, challenging, ambitious and effective, world-class digital learning environment is highly complex. That complexity is neither well
understood nor well documented; it is thus not well implemented either. We therefore have few models to work from.

It is clear that in planning our new facility at Greenwich we need to recognise these changes and we must adopt a much broader frame of reference than just our traditional concept of space.