

Abstract

Research on modern learning spaces theorizes that space should support interactive learning and the social needs of the current and future student population. Interactive learning is defined as developing new ideas with peers and an expert on the subject matter through face-to-face discussion in groups. As students become increasingly more proficient with electronic devices, ILS also contributes to students' ability to present their own findings using technology available in the space. Therefore, since interactive learning is also expected to lead to higher student achievement, it would follow that ILS classrooms support higher student achievement as the space promotes interactive learning.

However, this data set of students enrolled in a lower-level math or an upper-level English course tells a different story. Two-sample t-tests for equal means were performed to compare averages of the change in pretest and posttest scores, weighted course grade, percentage of class sessions attended, and cumulative GPA between the ILS and traditional classrooms. It was found that the difference in means were insignificant for all the variables except cumulative GPA. A simple regression model was created to predict cumulative GPA, using weighted course grade and an indicator variable for ILS. It was found that the indicator variable for students who enrolled in a class taught in an ILS classroom was significant. But, contrary to the literature on modern learning spaces, this study found that ILS has a negative impact on student achievement. With modifications to the study, further research should be conducted to determine the impact of ILS on student achievement and learning.

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