CORRECTION

Correction to: The affordances of innovative learning environments for deep learning: educators' and architects' perceptions

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In the original publication of the article, Table 6 was incorrectly published online. The correct Table 6 is given below.

The original article has been corrected.

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Table 6 Affordances perceived by educators and architects at case study sites

Affordance		Feature/Element
Spatial Qualities	**Action Possibility**	
General		
A range of different settings	Different ways for students to work	Zones, furniture and surfaces
Multi-use spaces that can be changed or used in different ways	Ability to adapt spaces to suit learning activities	Flexible spaces defined by moveable walls, mobile or agile furniture
Spatial openness and vista	Visibility of students and teachers within a space	Higher ceilings, larger spaces, glazed screens
Uncrowdedness/space to move	Ability for teachers to easily move around to different groups of students	Adequate space between furniture
Natural light, ventilation, air temperature	Environmental comfort	Suitable floorplate depths, glazed facades, openable windows
Zones		
Smaller defined area	Small group, individual and independent work	Alcoves, recesses, nooks, booths
Separable smaller space	Quiet individual activities, or small group activity	Breakout room with acoustic separation
Large group area	Gathering large group for explicit teaching	Area to fit large group (either seated or on floor)
Outdoor learning spaces	Ability to extend learning activities to the outdoors	Outdoor decks or terraces adjacent to indoor spaces
Spaces with a sink, durable floor covering	Ability for messy activities (making, doing, experimenting) including art and science	Wet area, Makerspace, Laboratory
Open floor space	Gathering large groups, or smaller group work	Area of open floor space for large or small groups
Space for teachers to work together	Ability for teachers to collaborate and plan lessons	Teacher collaboration workzones
Finishes/Fixtures		
Empty wall space (or pin board)	Display of learning protocols and/or student work	Vertical surface for pinboard and/or magnetic panels
Wall that can be opened or closed	Ability to connect or separate spaces	Sliding, retractable or pivoting wall
Writeable wall surface	A primary focal point to display information	Whiteboard or whiteboard wall surface
More than one vertical writing and/or projecting surface	Ability to change point of focus or for multiple groups to have different points of focus in same space	Multiple whiteboards and/or digital screens located around space
Writeable glazed surface	A writeable surface, definition between zones whilst maintaining visibility throughout the space.	Glazed screen
Large circular floor graphic	Demarcating specific activities or gathering groups of students	Floor markings defined by carpet or paint
Retractable curtain	Making a space darker, and connecting or separating spaces	Curtain or blinds

space

Table 6 (continued)

Affordance		Feature/Element
Spatial Qualities	**Action Possibility**	**Feature/Element**
Furniture		
Horizontal sitting and working surfaces	Working sitting down, on tall stools or standing up	Desks/tables, high tables, benches, seats, bar stools
Table height horizontal surface for 4-6 users	Ability to collaborate	Group table seating four to six people
Table height horizontal, round, flat surface	Facing other students for collaborative activities	Circular table
Table height horizontal writeable surface	Freedom for students to test ideas	Whiteboard table
Table height individual work surface	Independent work	Single desks or bench facing perimeter wall
Standing height horizontal surface	Working standing up	High table or bench top, mobile storage unit
Low table	Working seated on floor	Low table e.g. coffee table height
Low soft/comfortable seating	Working in a comfortable setting	Couch, beanbags, cushions, seating pads
Stepped horizontal surfaces	Explicit teaching to a group, or independent individual or small group work	Tiered seating
Moveable seating and work surfaces	Ability to easily change furniture settings to suit learning activities	Lightweight tables and chairs on castors or glides, ottomans, beanbags, cushions, seating pads
Pivoting standing height horizontal surface	Ability to change between independent or group standing setting	Pivot bench
Open shelves	Ability for students to access learning resources	Open shelves at accessible height for students
Mobile resources storage	Ability to move learning resources where required	Mobile resources trolley
Digital Technology		
Device to project content to large screen	Sharing content	Projector, digital LCD screen
Virtual workspace	Virtual collaboration	Cloud, WIFI
PCs	Use of internet and computer software	Fixed computers and laptops
Mobile large digital screen	Ability to move presentation screen where required	Computer on Wheels (COW)
Retractable green screen	Ability to use as a background for filming	Green screen on retractable roll
Digital touch tables	Collaboratively researching and sharing information	Digital touch tables
3D printers	Ability to print 3D objects	3D printers
Tablet devices	A mobile digital workspace	iPads
Virtual Reality (VR) zone	Ability to explore ideas using VR technology	Zone defined for VR activities
People		
Students	Working together and discussing ideas	Other students
Teachers	Ability to support students in their learning	Teacher facilitators

object

people