

Learning Hubs: Are they spaces that enhance academic outcomes for students from low uncertainty avoidance cultures?

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Abstract

Hub Central is an area of 10,500 square metres that has built its own unique community that embraces diverse interaction and supports the first year experience. Student input was used in the co-creation of a space and continue to access and evaluate the facility which is designed to promote academic achievement by enhancing the student experience. By reflecting on their own needs, roles and contributions, a space has been delivered that is multifunctional (or could be described as somewhat unstructured), allows repurposing and fosters students developing their own approaches to interaction.

But does this type of space work for everyone? Hofstede (1986) states that uncertainty avoidance as a characteristic of a culture refers to the extent to which people within such a culture feel nervous about situations which they perceive as unstructured, unclear or unpredictable. This paper aims to explore if uncertainty avoidance is a positive or negative influence in flexible learning spaces such as Hub Central. The outcome of the paper is to provoke thought and to challenge the application of theoretical models (using uncertainty avoidance as an example) and the application in student learning spaces.

Keywords

Theory, Models, Hub Central, Uncertainty Avoidance, Learning Space