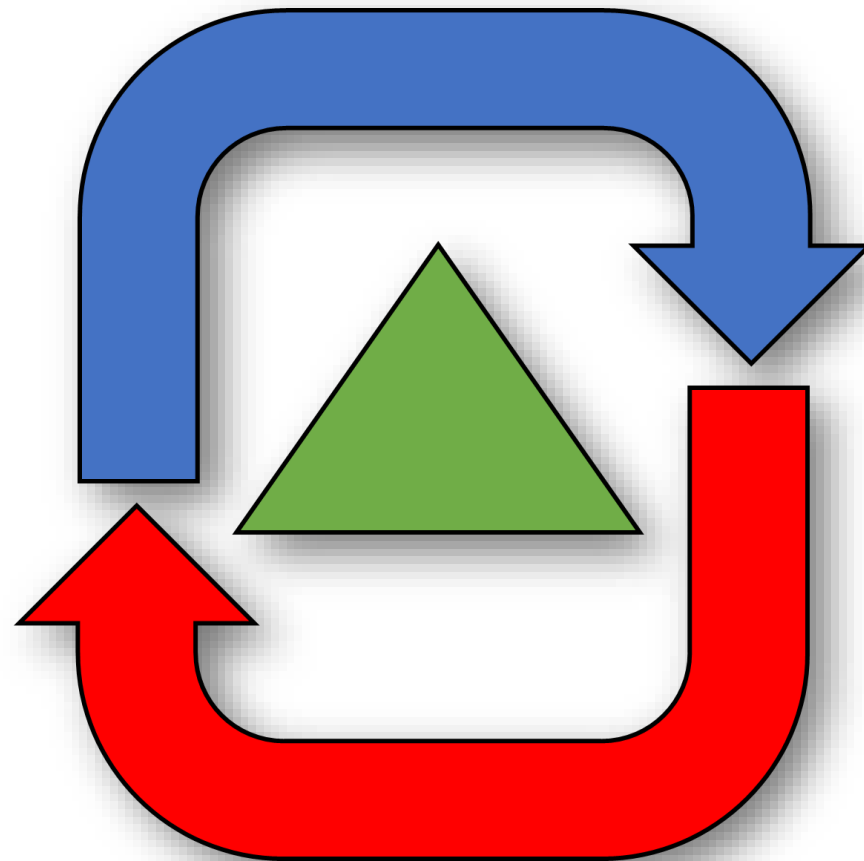


# Rammer for design av hybride arbeidsplasser

Fredrik Haugdal  
Robin Støckert



**SALTO**  
**NTNU**  
**TOPPUNDERVISNING**





ORGANISASJON,  
KULTUR, PROSESSER



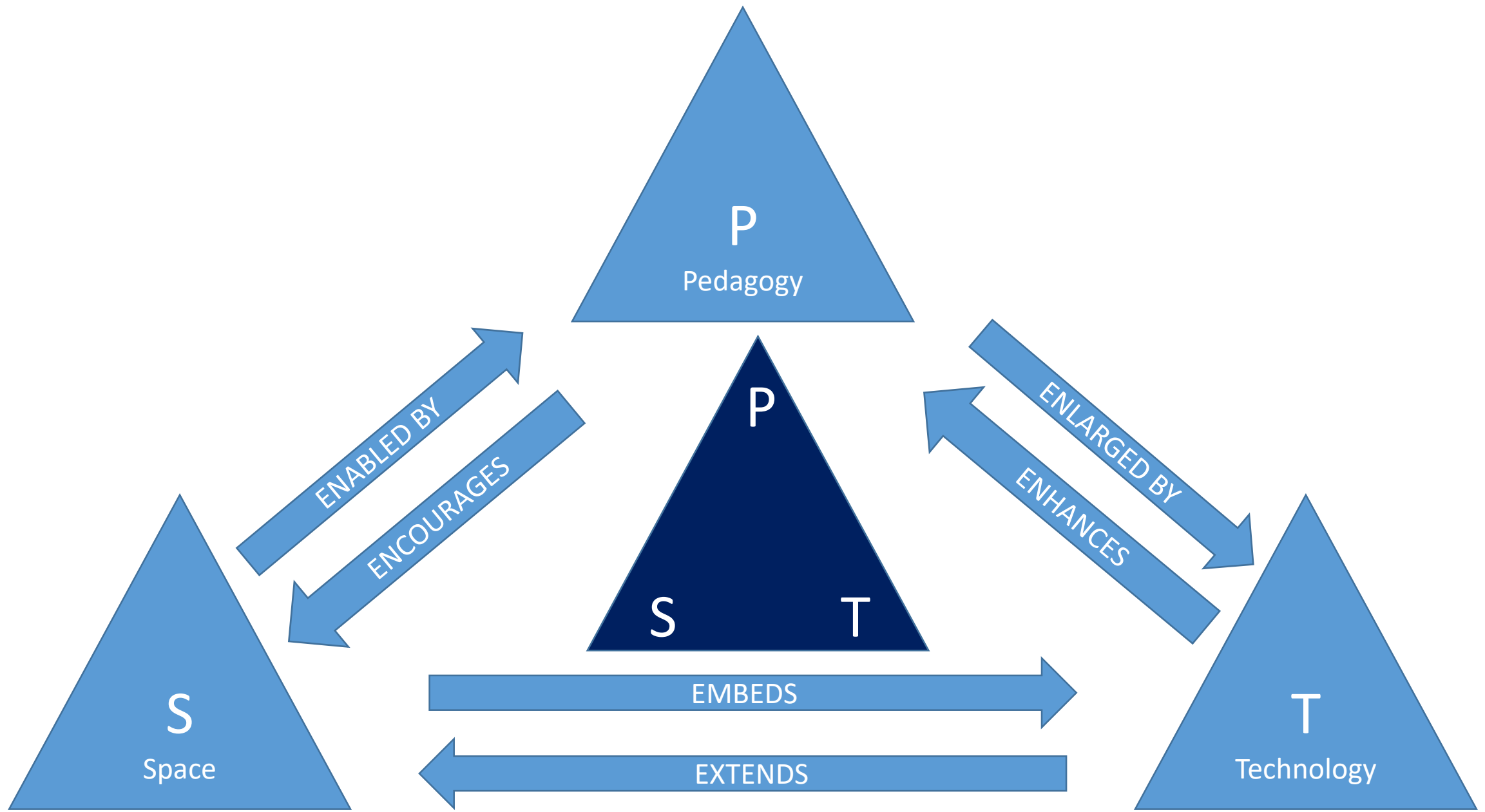
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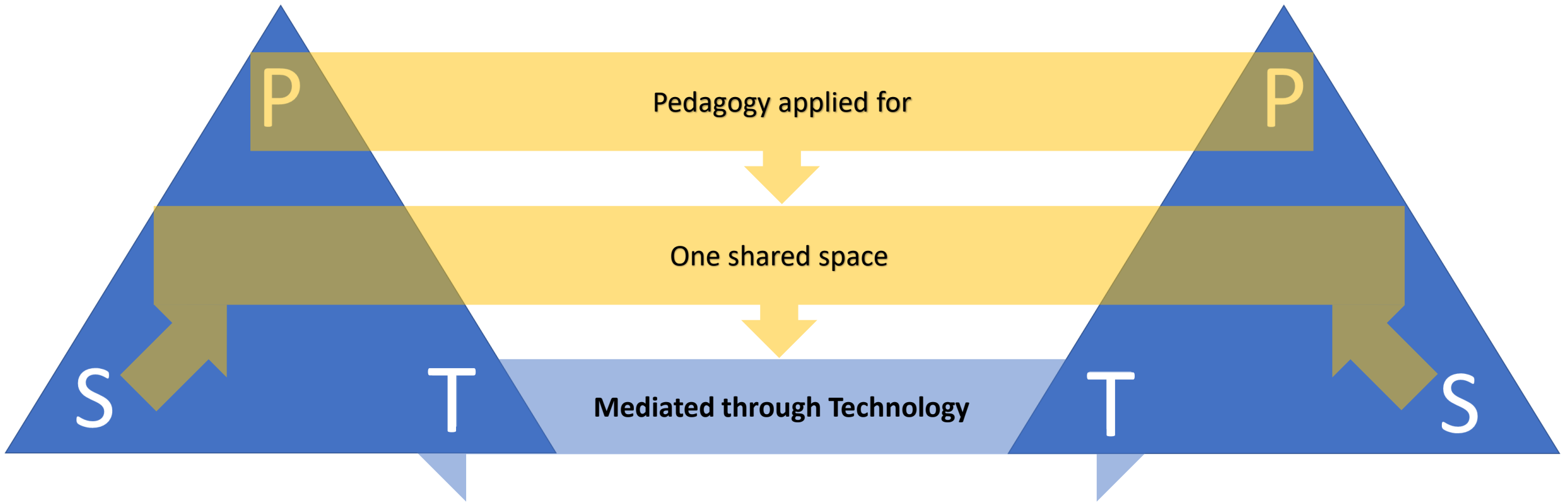


TEKNOLOGI, UTSTYR  
HJELPEMIDLER

ARKITEKTUR/  
FYSISKE OMGIVELSER

Virtuelle  
omgivelser





# Design av Hybride plasser

- Hvordan lager vi grensesnitt mellom fysiske og virtuelle omgivelser
- Hvordan designe fysiske rom som fungerer som virtuelle/hybride rom?
- Sømløse overganger og holistiske løsninger.

**Gartner.**

C-Suite:

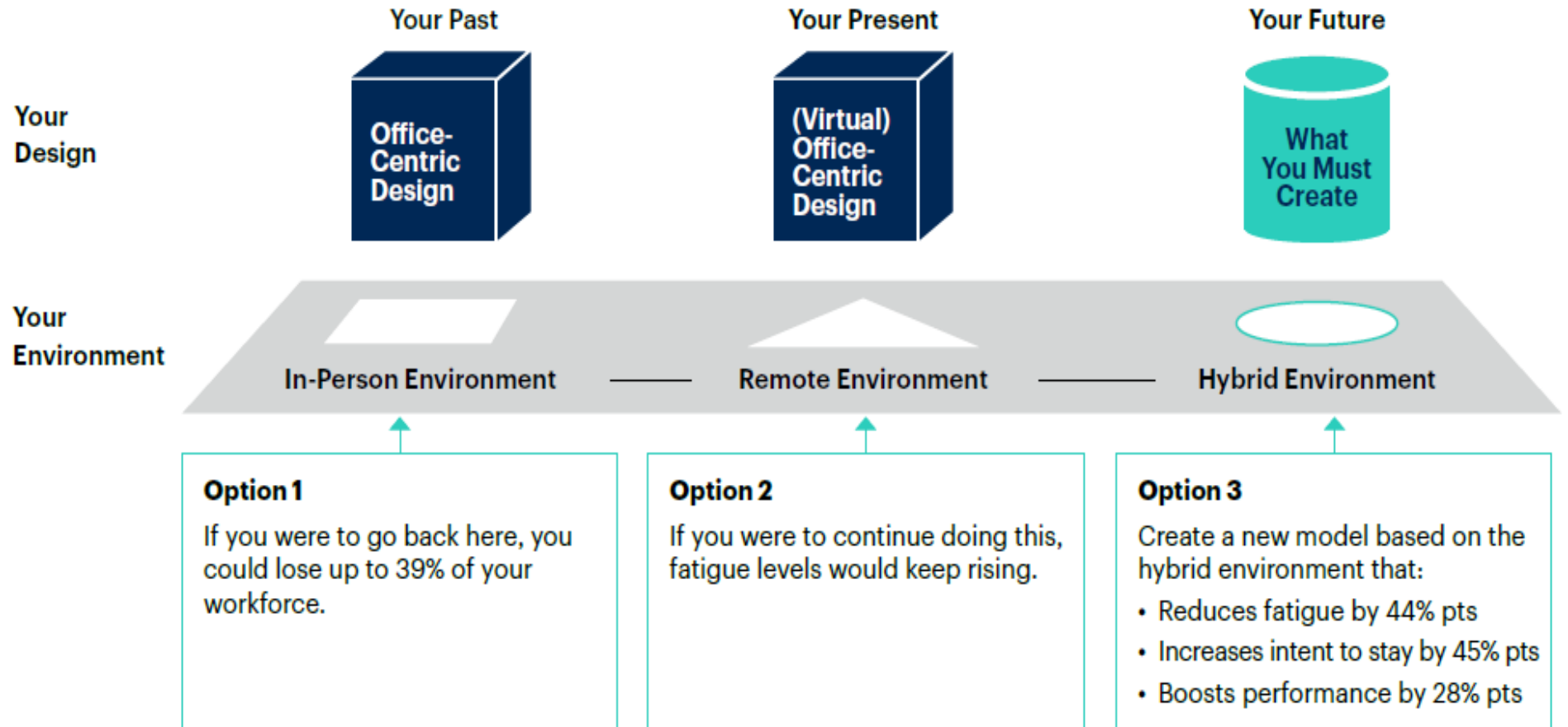
# Redesigning Work for a Hybrid Future

Dispel seven myths about where  
and how work drives results

Updated August 2021



# Hybrid working environment is the future; knowledge workers are especially at risk if you revert to the past





# Shifting to intentional human-centric design is what drives productivity and engagement

## Office-Centric Design

An On-Site Model for an On-Site World  
“Location is the stable pillar we design work around.”



**Provide Consistent Work Experiences**  
Work design principle: Equality of experiences

**Enable Serendipitous Collaboration**  
Work design principle: Innovation by chance

**Drive Visibility-Based Management**  
Work design principle: Performance by inputs

## Human-Centric Design

A Hybrid Model for a Hybrid World  
“The individual is the stable pillar”

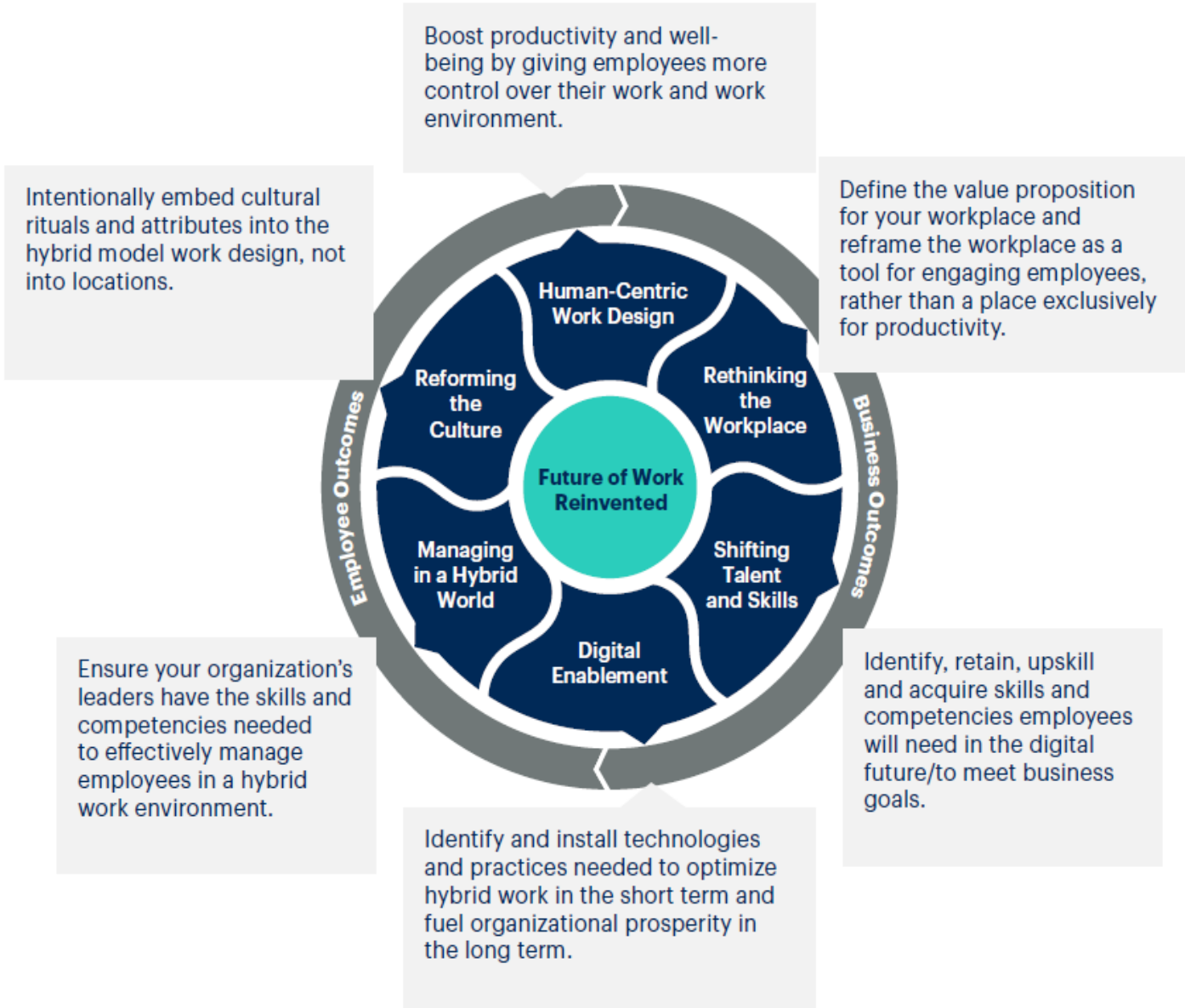


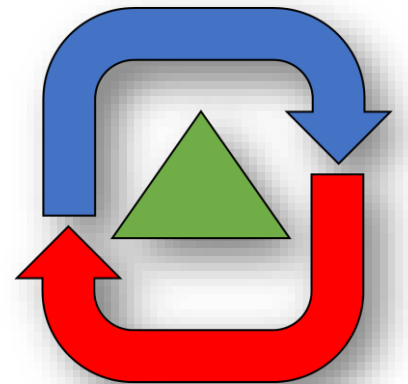
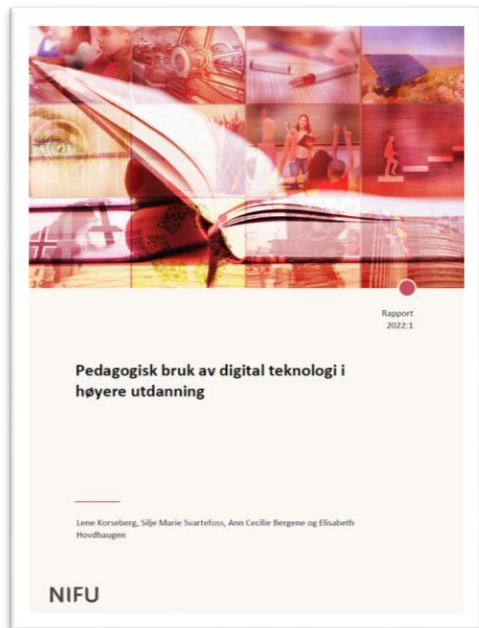
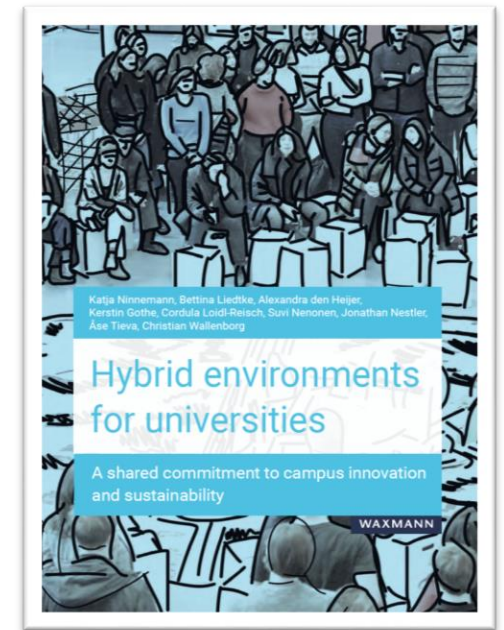
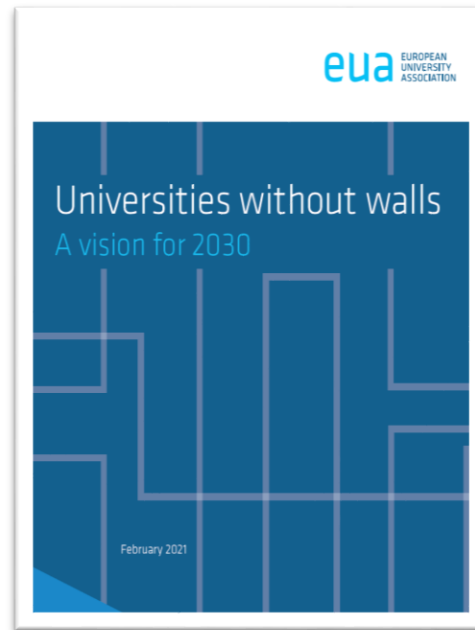
**Provide Flexible Work Experiences**  
Work design principle: Equality of opportunity

**Enable Intentional Collaboration**  
Work design principle: Innovation by design

**Drive Empathy-Based Management**  
Work design principle: Performance by outcome







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# UNIVERSITIES WITHOUT WALLS

## A VISION FOR 2030

the European University Association (EUA)

- The nature and structure of universities will be hybrid.
- They will be open as physical and virtual spaces and will work to cultivate both of these when engaging with society.
- In the future, this will entail that physical and digital learning and research environments must be designed in a holistic way to accommodate the different needs of a diverse university community





- Although creating hybridity starts with technological solutions and set-ups, this is only one of the conditions creating the user experience within a certain setting, as no form of technology has the capacity to change practice (Stahl et al. 2014). In line with Goodyear et al. (2021), learning space is conceptualized as the ecosystem of learners, teachers, pedagogical practices, digital and material resources, buildings and furniture.
- This perspective aims to investigate the interrelations within this ecosystem. In that sense, it is crucial to investigate how people think about hybrid models of learning and teaching and to investigate how hybrid teaching and learning is experienced by both teachers and learners.

# Ny bok

- As we have come to accept the duality of physical and virtual learning spaces as a permanent feature of our educational landscape, we begin to question its validity. Is this really a dichotomy, or is it a continuum? Should this be the primary dimension around which we cluster educational experiences - how does it intersect and interact with other axes, such as formal-informal, vocational-recreational, open-closed, teacher-student? How do we adapt, as teachers, learners, designers, policy makers, to this changing landscape? How do we shape it to offer an optimal learning experience? Such questions led us to conduct a series of academic and professional events on the theme of Hybrid Learning Spaces (HLS)

- We define the term hybrid environment as an approach to merge physical and virtual spaces as well as to integrate formal and informal spaces in order to stress the need to overcome disciplinary and organizational boundaries. Space matters, but not just physical space. This perspective leads to new challenges
- "Following this, a Hybrid Learning Space is a context of learning that not only moves beyond distinctions between online and offline spaces, but also often challenges divisions between teacher/student roles, formal/ informal contexts, analogue/digital communication/ media and other traditionally separable dimensions. Hybrid Learning Spaces and hybrid pedagogy offer new 'complex hybrid breeds' and as such potentially new possibilities for collaboration in higher education" (Hilli, Nørgård & Aaen, 2019, s.67)