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### Dynamic Lighting in Classrooms.

A mixed method study of light, behavior and sound.

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Publication date: 2018

Document Version Other version

Link to publication from Aalborg University

Citation for published version (APA):

Hansen, E. K., Nielsen, S. M. L., Georgieva, D. Z., Schledermann, K. M., & Mullins, M. F. (2018). *Dynamic Lighting in Classrooms. A mixed method study of light, behavior and sound.*. Poster presented at Professional Lighting Design Convention 2017, Paris, France.

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# **Dynamic Lighting in Classrooms** A mixed method study of light, behavior and sound.

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A mixed method study of light, behavior and sound

- 1. Lighting Design Research Group Aalborg University, Cph.
- 2. Review of Literature need for mixed methods
- 3. Case-study: combining light, sound and behavior
- 4. Analysing patterns from different parameters, mixing methods
- 5. Case study: Simulations
- 6. Future work





# **Lighting Design Research Group**

A mixed method study of light, behavior and sound



This newly established research group (2015) with its center on the Aalborg University campus in Copenhagen has as its mission to contribute to new and improved ways as to how we use and perceive light in our daily lives.



Light.aau.dk

# **Dynamic Light in Classrooms**

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## Validatating the impact of Dynamic light on the learning environment - A review on methods



Field research on the effects of light on students' performance, behaviour, and on both. Methodologies used in the selected field studies A review of 22 papers studying the impact of lighting on learning environments.

Above half of the papers apply only quantitative data and academic performance.

Only one third use mixed methods.

Hansen, E. K., Nielsen, S. M. L., Georgieva D., Schledermann K. M.: *The Impact of Dynamic Lighting in Classrooms. A Review on Methods* EAI International Conference on Design, Learning & Innovation, Oct 2017, Heraklion, Greece





# The Impact of Dynamic Light on The Learning Environment

A mixed method study of light, behavior and sound



The review of the papers lead to the conclusion:

Lighting in the learning environment should be studied and designed **holistically** through a **transdiciplinary mixed method approach involving the users** 



# Case Study "Light & Learning"

A mixed method study of light, behavior and sound



# How can mixed methods be applied in lighting Design?

An initial case study was conducted in classrooms in a middle-school near Copenhagen.

The aim was to create holistic evidence-based knowledge on what parameters to integrate in the design of new dynamic lighting at the school.





# **Case Study: Combining three parameters**

A mixed method study of light, behavior and sound

To develop design parameters based on users needs, the case-study investigated the activities, behavior of students through sound, the use of space and the lighting.

To investigate behavior, sound was identified as a measurable parameter.



# **Case Study: Methods**

A mixed method study of light, behavior and sound



The data collected, was structured into three categories:

- Light: photos, measurements structured observations, interviews.
- Behavior: structured observations, interviews, sound and photos
- Activities: structured observations, interviews



## Case Study: Development of analysis method

A mixed method study of light, behavior and sound



Rating scale:1 calm behavior and 5 noisy and disruptive behavior

To correlate the parameters **a quantification of observations, brightness and behavior** took place. Interviews were used to support the statistical analysis.

> AALBORG UNIVERSITY DENMARK

Georgieva D., Schledermann K. M 2016

## **Case Study: Analysis**

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**Correlations** were analysed by comparing patterns of brightness, sound and behavior over time.

This demonstrates a methodology that can be used to define holistic design scenarios crossing boundaries between qualitative and quantitative design criteria and research methods.

Rating scale:1 calm behavior and 5 noisy and disruptive behavior

26.10. - Sound & Brightness, whole day





Georgieva D., Schledermann K. M 2016



# Case Study "Light & Learning"

The **users needs** were translated into **design parameters** and used to develop dynamic lighting design solution.



Studying two classrooms facing east and west





# Case Study: From analysis to design criteria

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Criteria groups	Criteria	Methods for measuring
Activities and behavior	Reduced sound levels $\rightarrow$ to a maximum of 60 dB during class - SoundEar recommendations (1)	Sound measurements
	The students are less distracted (especially in the afternoon) → not going above 3 on the scale → the students and teachers express feeling more focused in the afternoon	Observations Interviews
Comfort and Visibility	Reduced discomfort glare and eye strain issues caused by sunlight $\rightarrow$ not being mentioned as a problem in interviews	Interviews with students
	Improved visibility of the smartboard $\rightarrow$ not being mentioned as a problem in the interviews	Interviews with students
	Improved visibility at desk level $\rightarrow$ illuminance levels and uniformity are up to the standard DS/EN 12464	Light measurements
Interaction with light	Conscious use of the lighting as a tool to influence the learning activities $\rightarrow$ the teachers change the scenarios at least 3 times per hour $\rightarrow$ they are aware of how the lighting is influencing the classroom activities	Observations Interviews with teachers

(1) SoundEar (2015) SoundEar®3 UK Manual ver.2 26.05.2015

https://dl.dropboxusercontent.com/u/59214245/Manualer/SoundEar3/SoundEar3\_UK\_manual%2 0ver.2%2026.05.15.pdf



# **Case Study: Simulations of Three Lighting Scenarios**

A mixed method study of light, behavior and sound

Task by tables



1.

High illuminance

3. Neutral CCT

2. Even distributed light

### Visibility on Smartboard

1. Low illuminace

2. Warmer CCT







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- 1. Wallwashers
- 2. Cooler CCT
- 3. High illuminance

Three lighting scenarios based on the design criteria





# Future Work

Currently an evaluation is running investigating how the implemented dynamic lighting scenes effect the learning and teaching environment.

Combining sound, observations of behavior and activates, tracking the teachers use of light scenarios, and focus groups will be used to study the relationship between the light and learning.

Expected publication: Spring 2018





Photos: Classroom before (above) and after renovation (below)









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