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Table 4.1 contains some ideas to hack a classroom or remote learning space. In the case of a remote learning space, we must work collaboratively with our learners to help them set up the best physical environment for their own learning. This will also allow us to build on a positive teacher–student relationship, encouraging students to self-reflect, self-monitor, and self-evaluate their own learning environments. A great way to build warmth, trust, and empathy is to talk to learners about how to set up their remote learning environment.

Table 4.1 Hack your space

Purpose	Hack
Improve movement.	Face-to-face: Retrofit wheels on old tables. Remote: Encourage learners to find a space where they can stand in front of the computer and move around; we should model this by incorporating movement in our learning experiences.
Reduce noise.	Face-to-face: Add tennis balls to chair legs. Remote: Brainstorm with learners about locations in their learning space that will be as noise free as possible; when teaching, eliminate as much noise as possible on your end and use a high-quality microphone.
Improve lighting.	Face-to-face: Add a dimmer switch and small lamps to warm up the environment. Remote: Suggest that learners adjust the shades or add lighting if possible; for the teacher, we should make sure our lighting allows learners to see us and what we are sharing on our screens.
Improve visual interest.	Face-to-face: Add positive messages and reduce clutter by organizing materials. Remote: For the teacher, ensure the use of high-quality visuals and reduce the amount of text on the screen.
Bring nature into the classroom.	Face-to-face: Add a plant, a water feature, pictures of beautiful vistas, and images of nature (e.g., animals, weather, flowers). Remote: For teachers, use concrete examples or objects from around the house that represent who we are (e.g., picture of our family, our pets, or objects related to the days lesson).
Develop a sheltered place.	Face-to-face: Use an upholstered chair or bean bag chair and fill the space with objects for students to hold, such as a pillow or other soft object. Remote: Provide learners with ways to communicate that they need to step away from the computer; explicitly teach strategies and develop a plan for going to a space other than in front of the computer.