

TRANSITIONS

Inhabiting Innovative Learning
Environments

Teaching Space:

Does a teacher's spatial
competency affect their teaching
and effect the different types of
learning that takes place in an ILE?



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“Why should it matter what our environment has to say to us? Why should architects bother to design buildings which communicate specific sentiments and ideas...? Why are we so vulnerable...to what the spaces we inhabit are saying?”

(De Botton, 2006, p. 106).

Space adapted...



Space created...

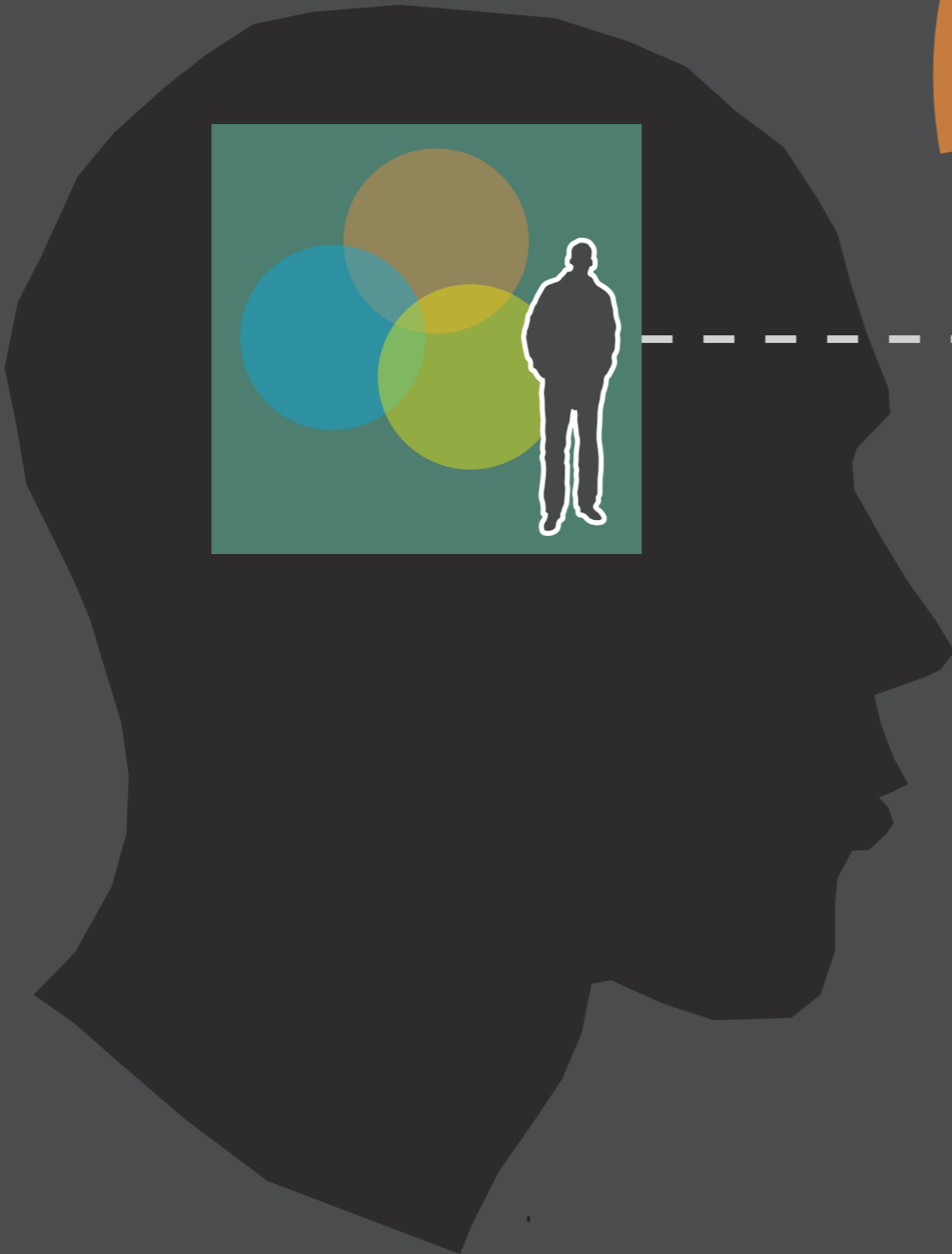


“Why is the physical learning environment in schools largely ignored by teachers within pedagogical practice?”

(Fisher, 2004, p. 36)

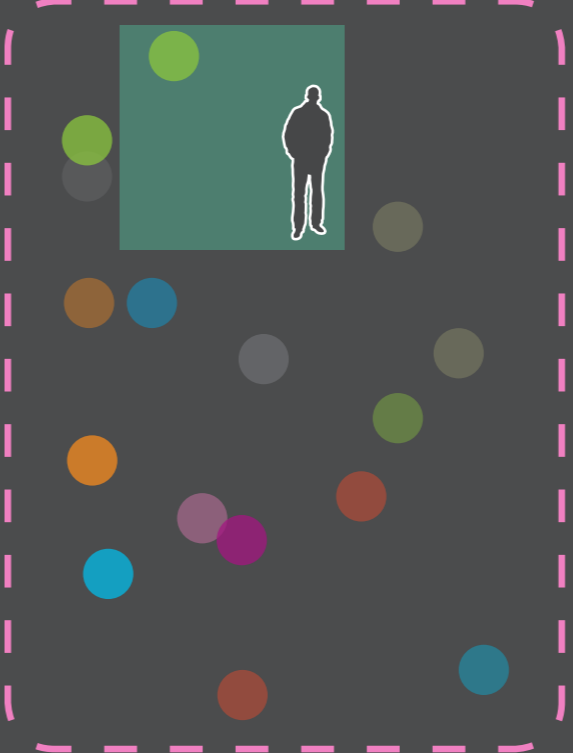
Teacher Mindset

- Belief
- Principles
- Practice

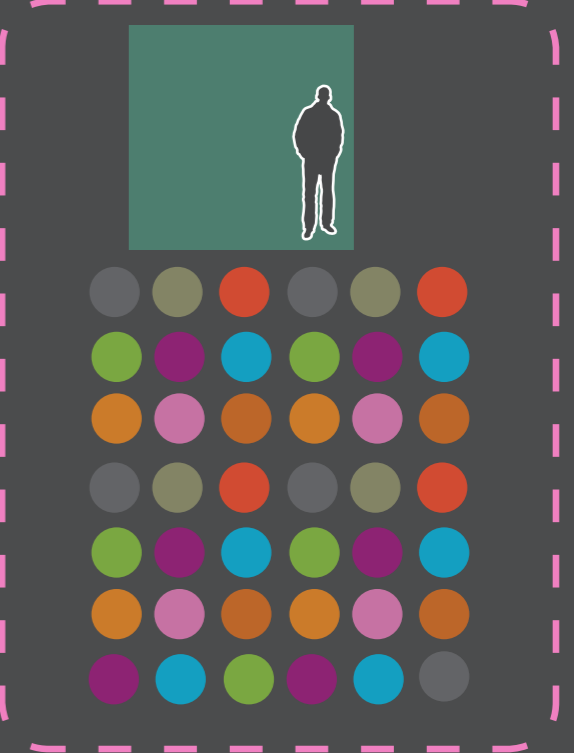


Old and established habits transferred into the ILE

1970s OPEN PLAN MODEL



INDUSTRIAL MODEL



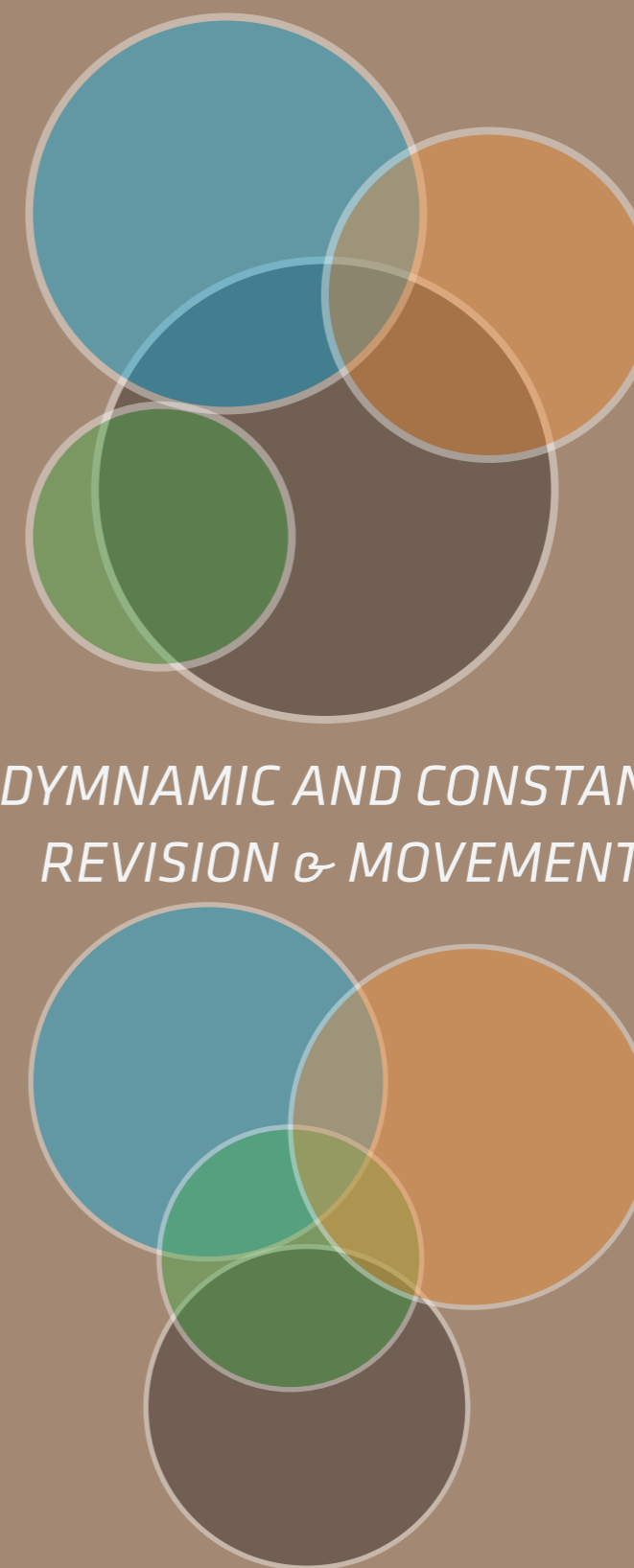
Relationship between key features of the teaching & learning cycle

- School Culture*
- Culture of the Individual*
- School Context*
- Environment*

COMBINED



*DYNAMIC AND CONSTANT
REVISION & MOVEMENT*

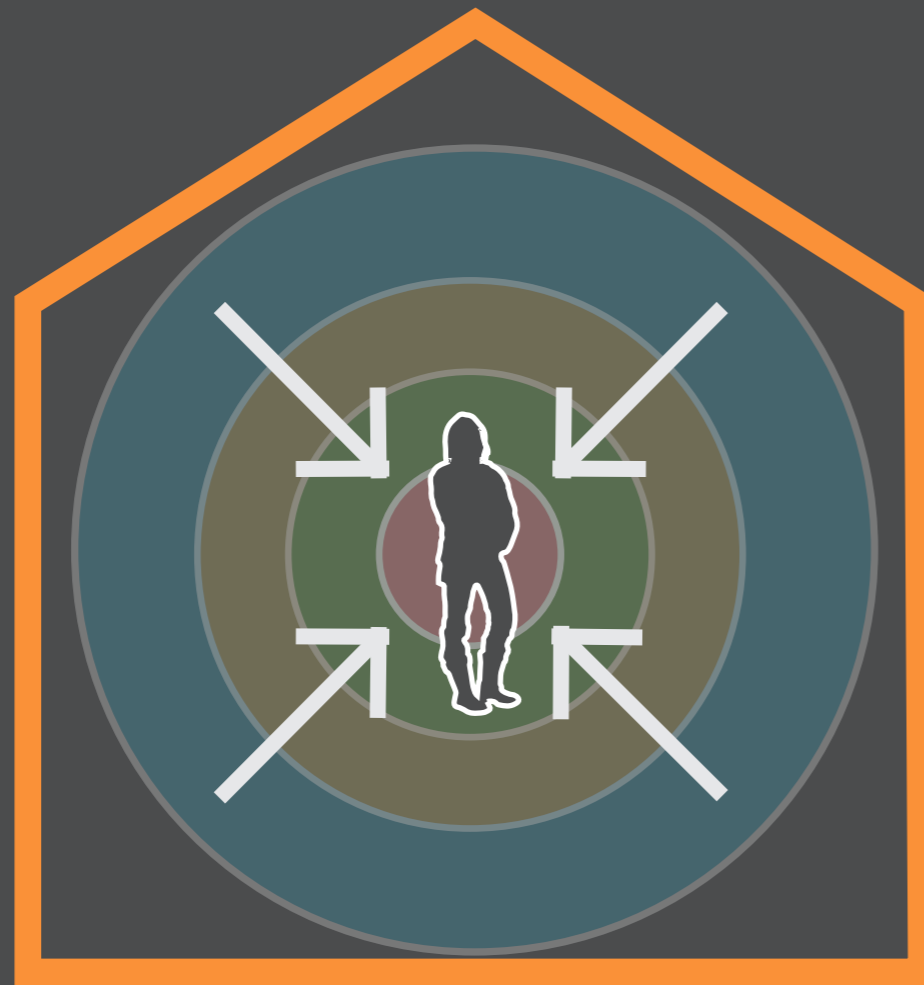


Scaffold

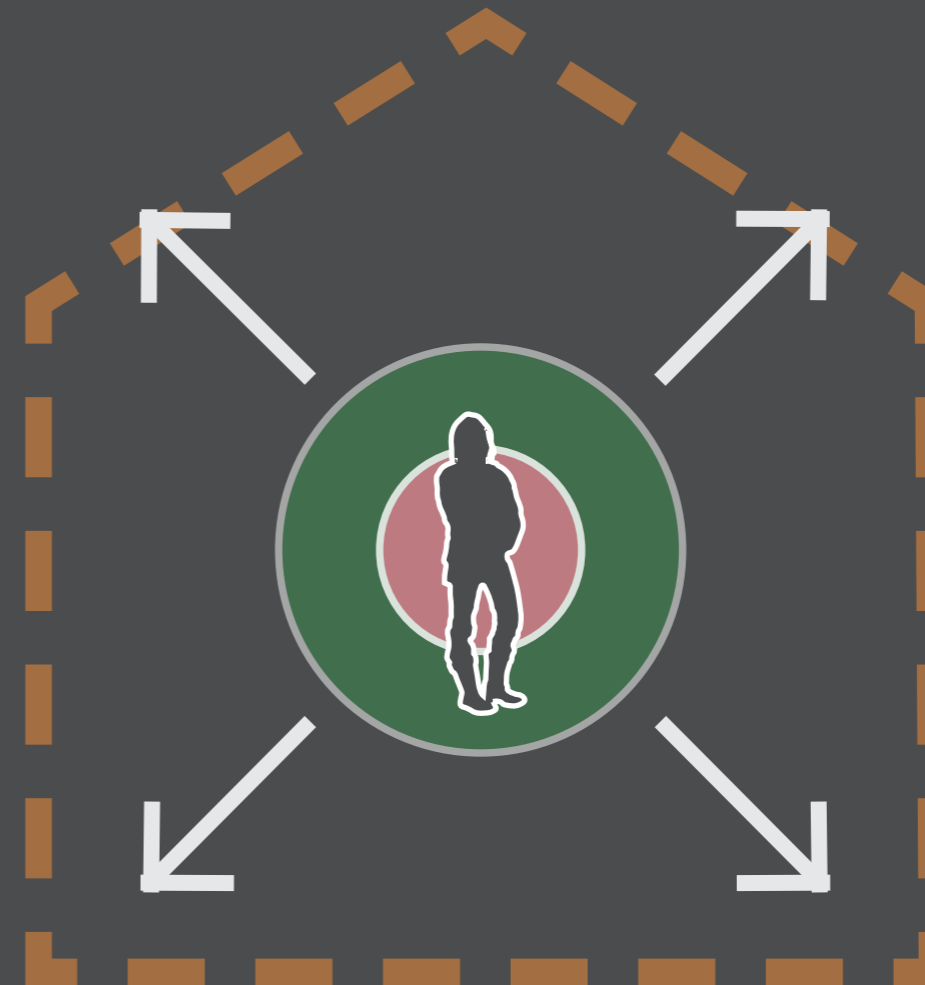
New pedagogies taught in classrooms today, seen in a constructivist context, are typified by student centred, self-directed learning.

'The school environment...can be seen as 'scaffolding': a temporary framework that enables the social construction of knowledge to take place and then be removed as students become autonomous learners.'

(Dovey & Fisher, 2014, p. 45).



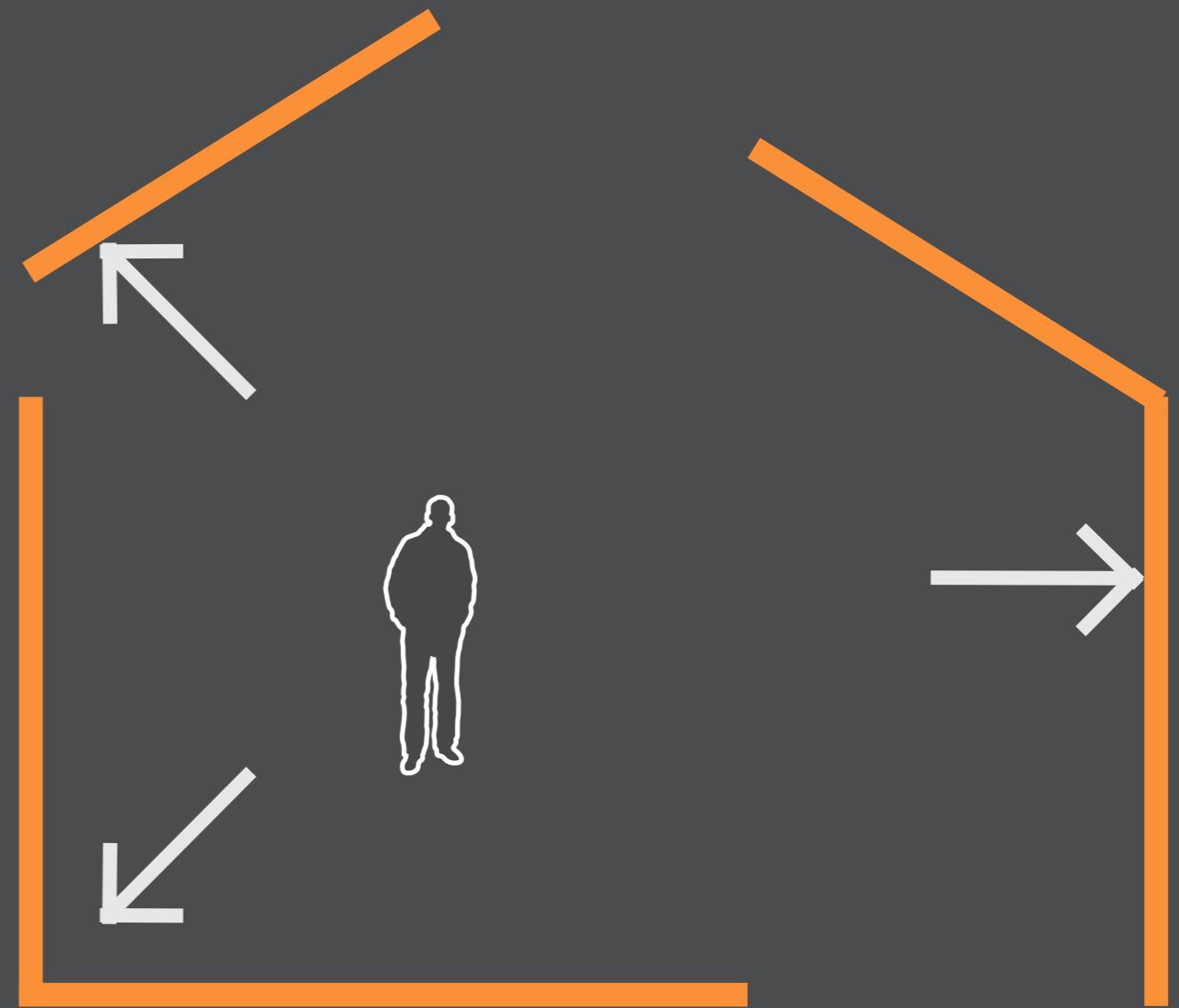
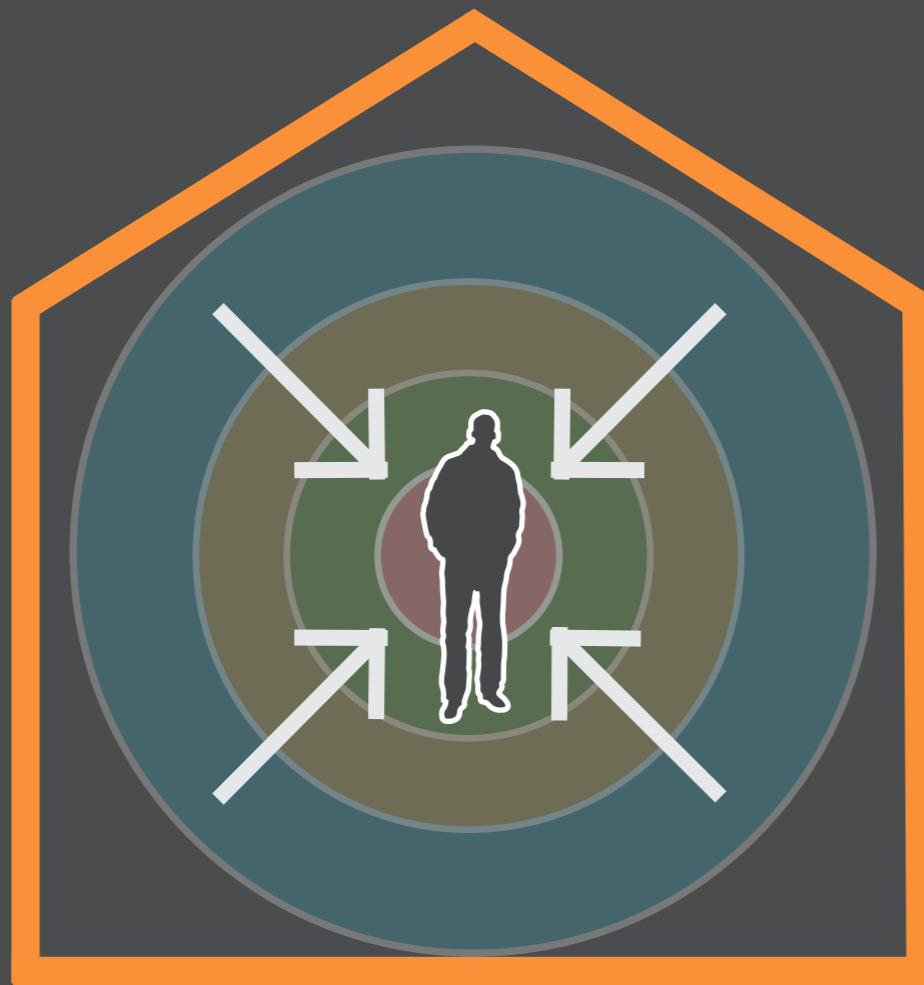
Temporary enabling scaffold



Removed to support autonomous learning

Scaffold

- Do teachers really think of their environment as a scaffold for teaching and learning?
- How is this scaffolding constructed and deconstructed?
- Who are the decision makers in that process?
- How aware are teachers and learners of the potentialities of the framework?



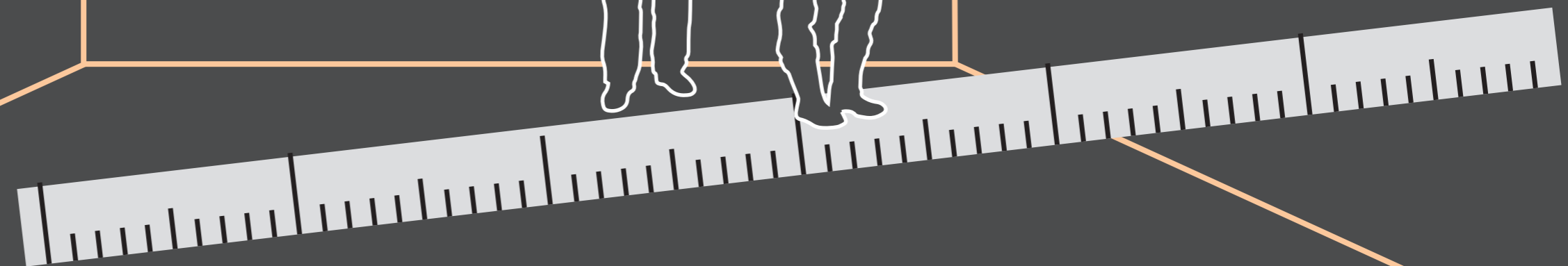
Manipulated to support
autonomous learning?

No recognised way to measure the spatial awareness of a teacher...

Can it be defined?

Where is the evidence?

If it exists, how can we cultivate improvements to environmental competency for better learning outcomes?



'There is no single way to think spatially. Instead, the process of spatial thinking comprises broad sets of interconnected competencies that can be taught and learned'

(National Research Council, 2005, p. 26).

Spatial Literacy



A framework

1. The concept of space (Abstract) UNDERSTANDING
2. Ways to represent space FUNCTION
3. Critical evaluation of space MAKING CHOICES

Spatial Literacy

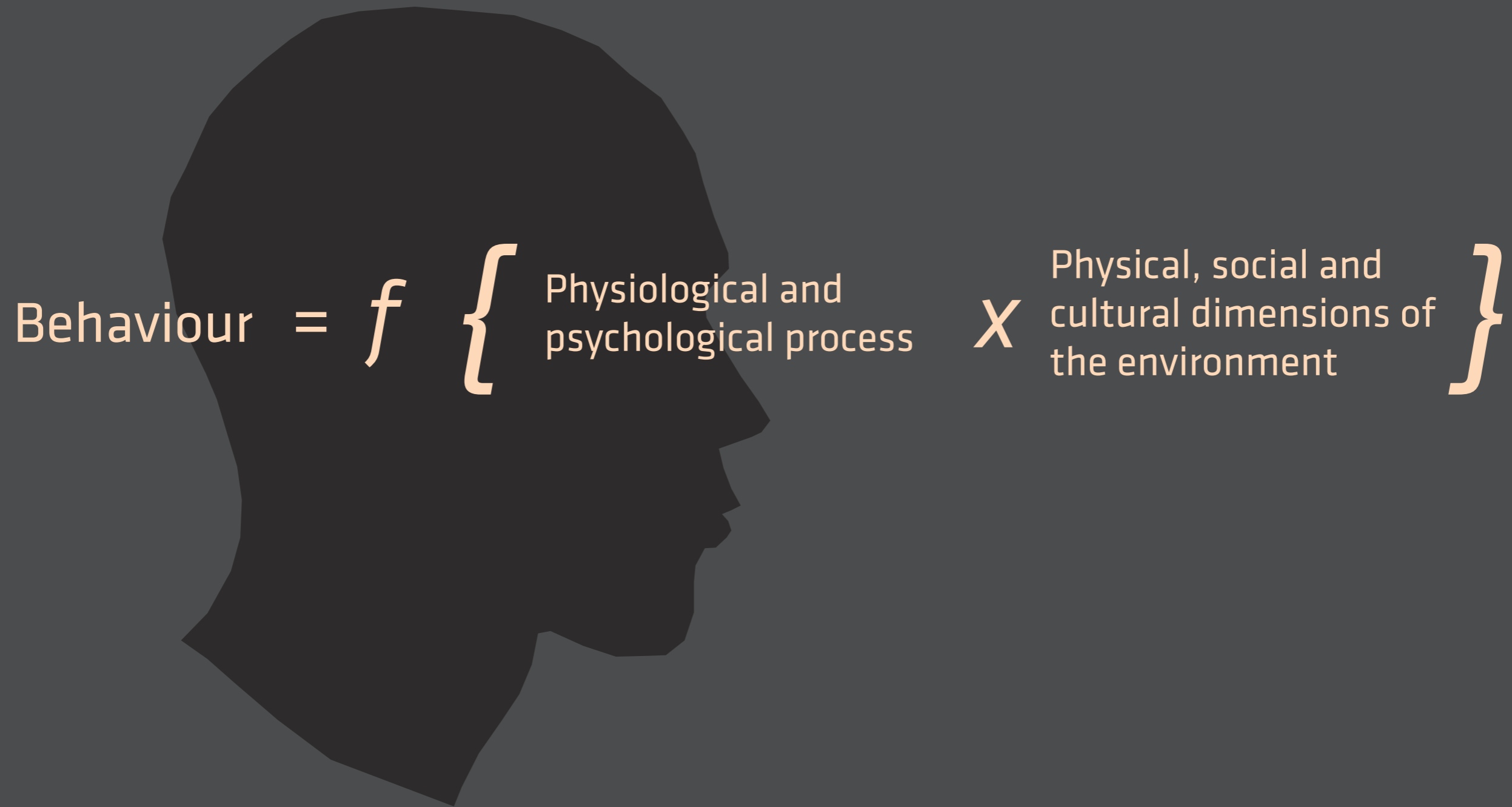
1.

Spatial character of the teaching space, transmitted through the form of the environment

2.

Spatial literacy of the teacher, translated into pedagogy and practice

COMBINED



Formulation of the behaviour with a interactionist perspective (Altinbasak, 2016).

*Environmental
psychology*



A 'good' street



A 'bad' environment

Thank you

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