

TRANSITIONS

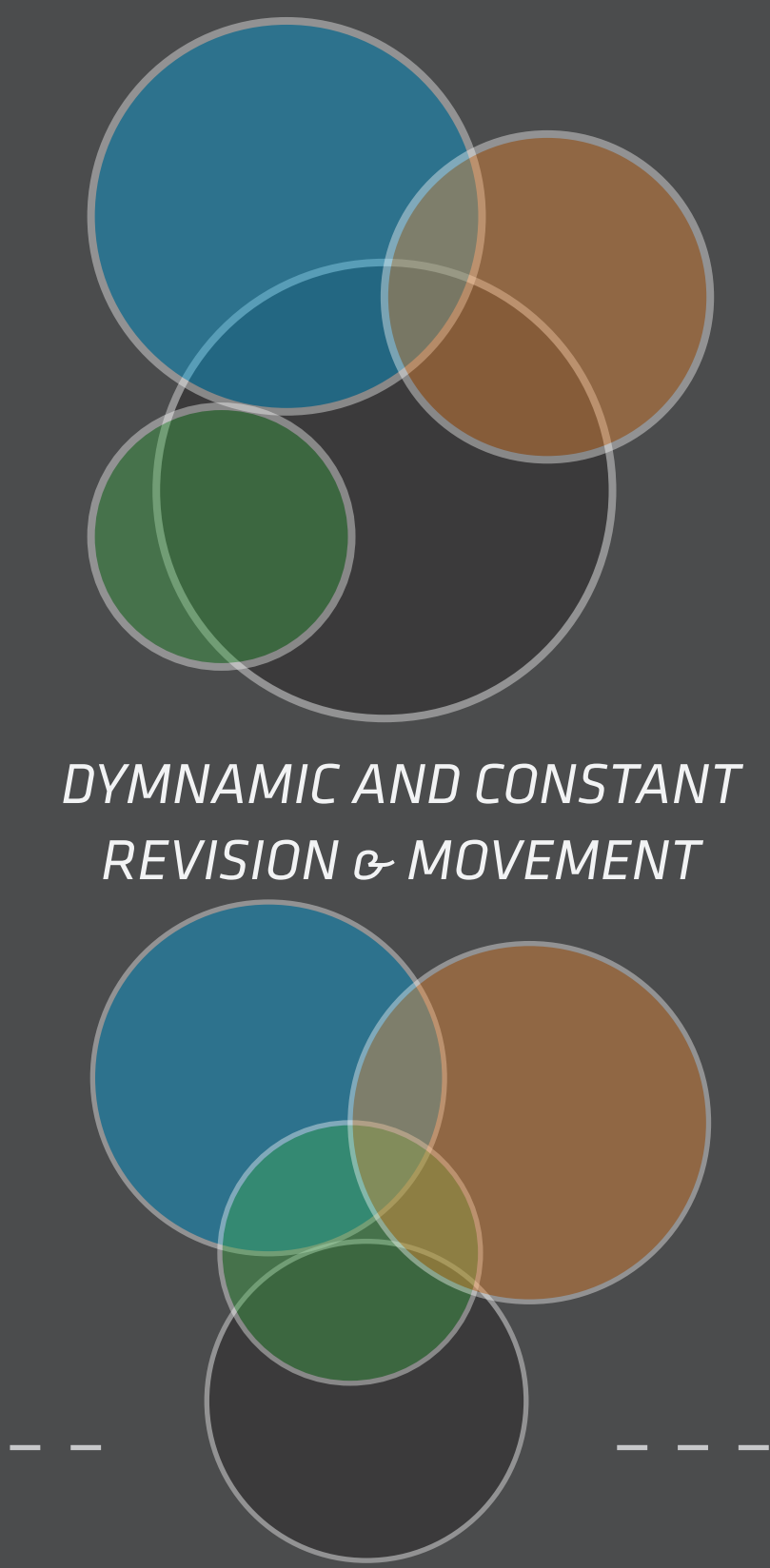
Inhabiting Innovative Learning Environments

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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).

Relationship between key features of the teaching & learning cycle

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



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

"Why is the physical learning environment in schools largely ignored by teachers within pedagogical practice?"
 (Fisher, 2004, p. 36)

Scaffold

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

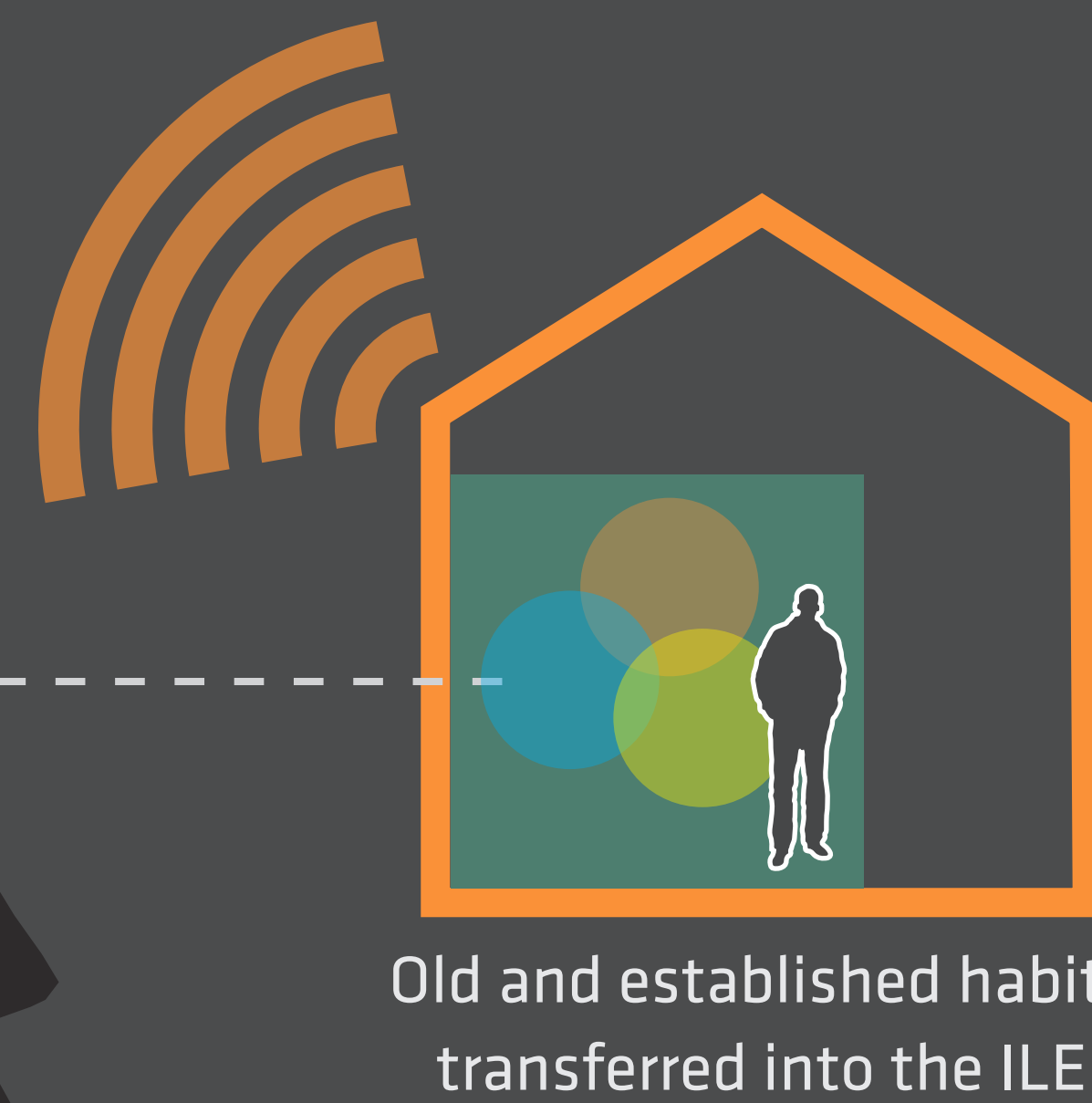
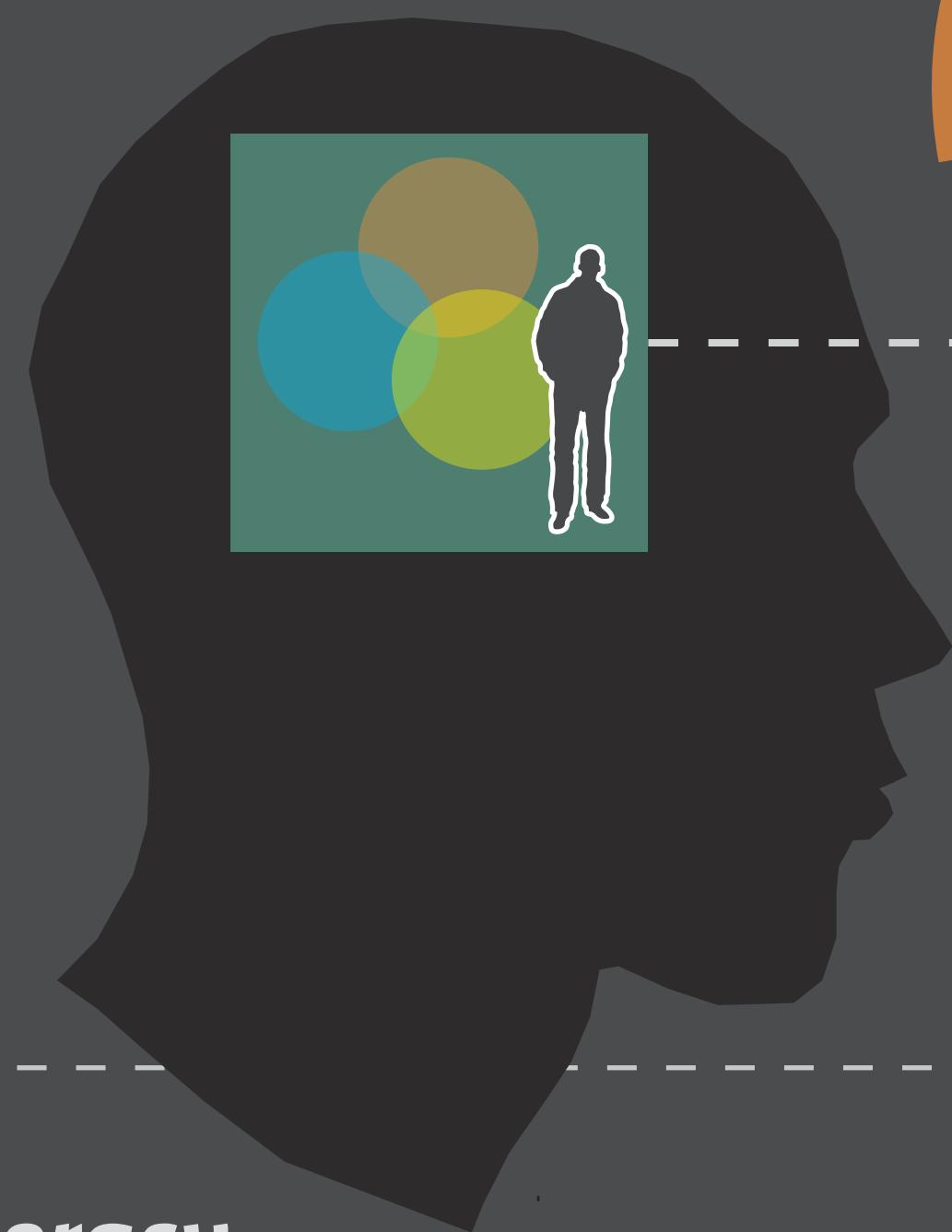
'The school environment...can be seen as 'scaffolding': a temporary framework that enables the social construction of knowledge to take place and then be removed as students become autonomous learners'.

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

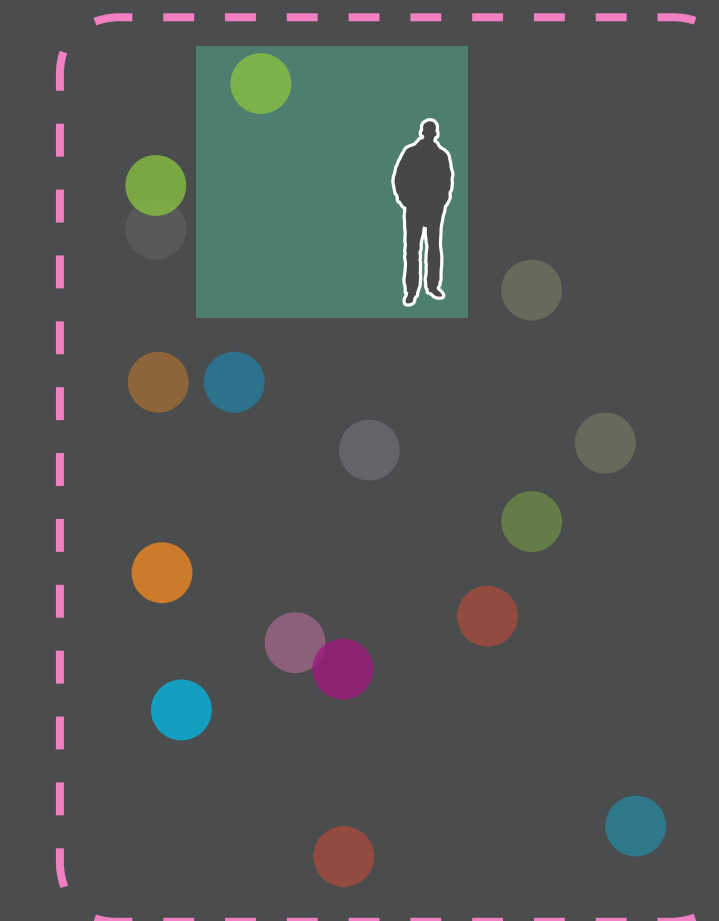
- Do teachers really think of their environment as a scaffold for teaching and learning?
- How is this scaffolding constructed and deconstructed?
- Who are the decision makers in that process?
- How aware are teachers and learners of the potentialities of the framework?

Teacher Mindset

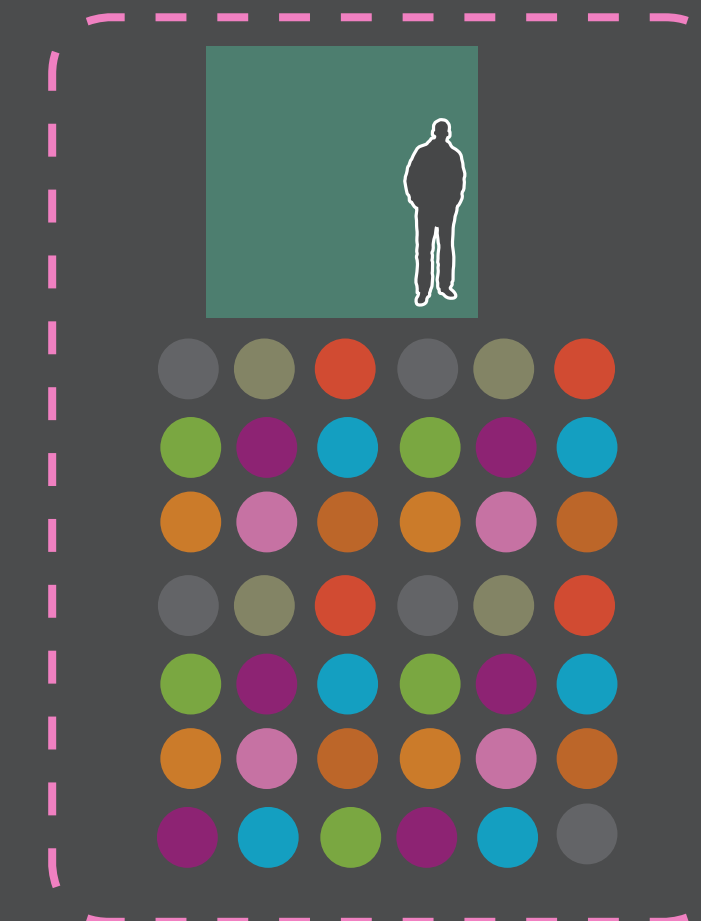
- Belief
- Principles
- Practice



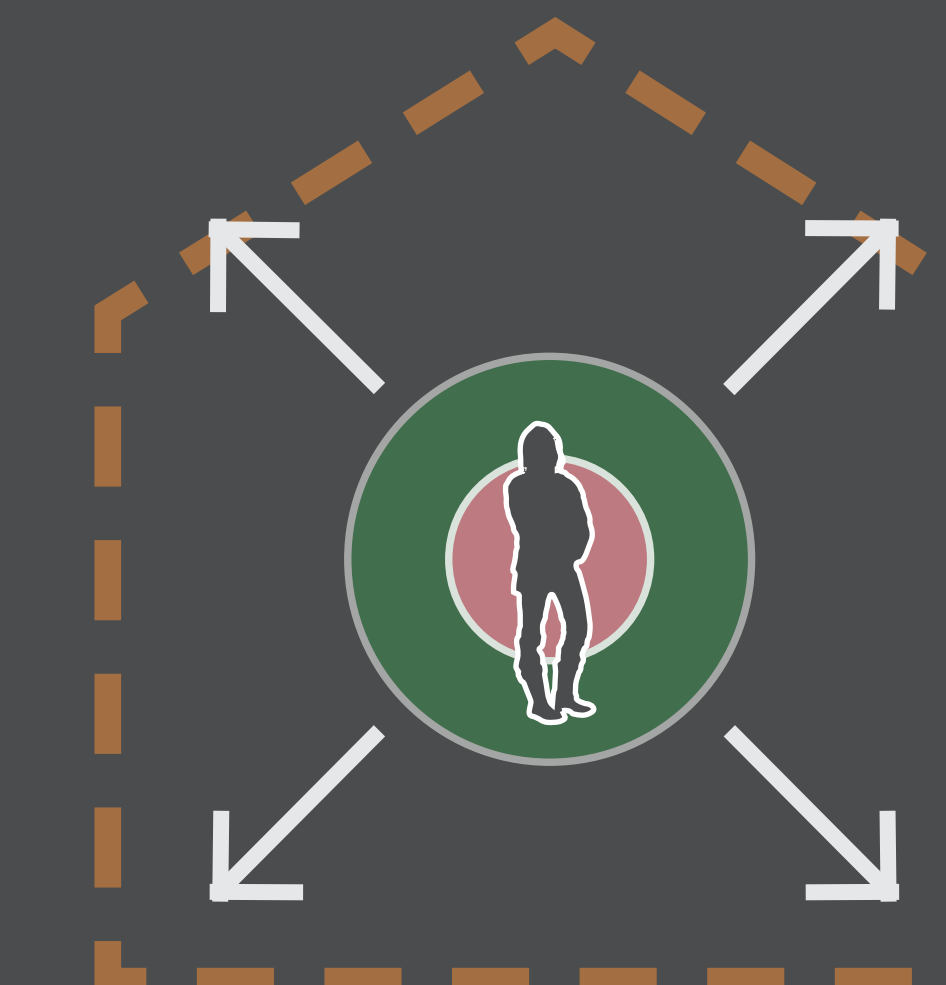
1970s OPEN PLAN MODEL



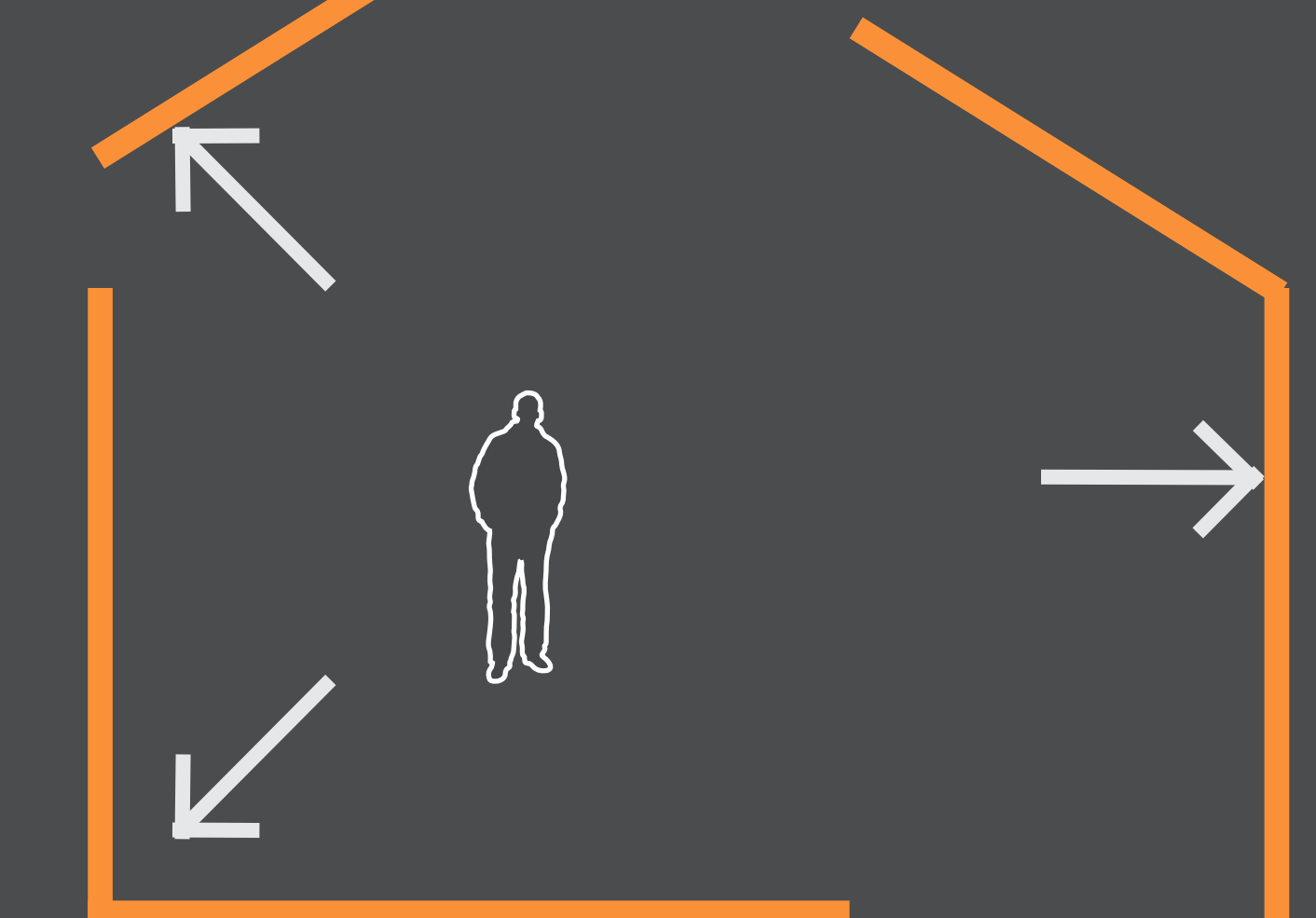
INDUSTRIAL MODEL



Temporary enabling scaffold



Removed to support autonomous learning



Manipulated to support autonomous learning?

Spatial Literacy

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

Can it be defined?

Where is the evidence?

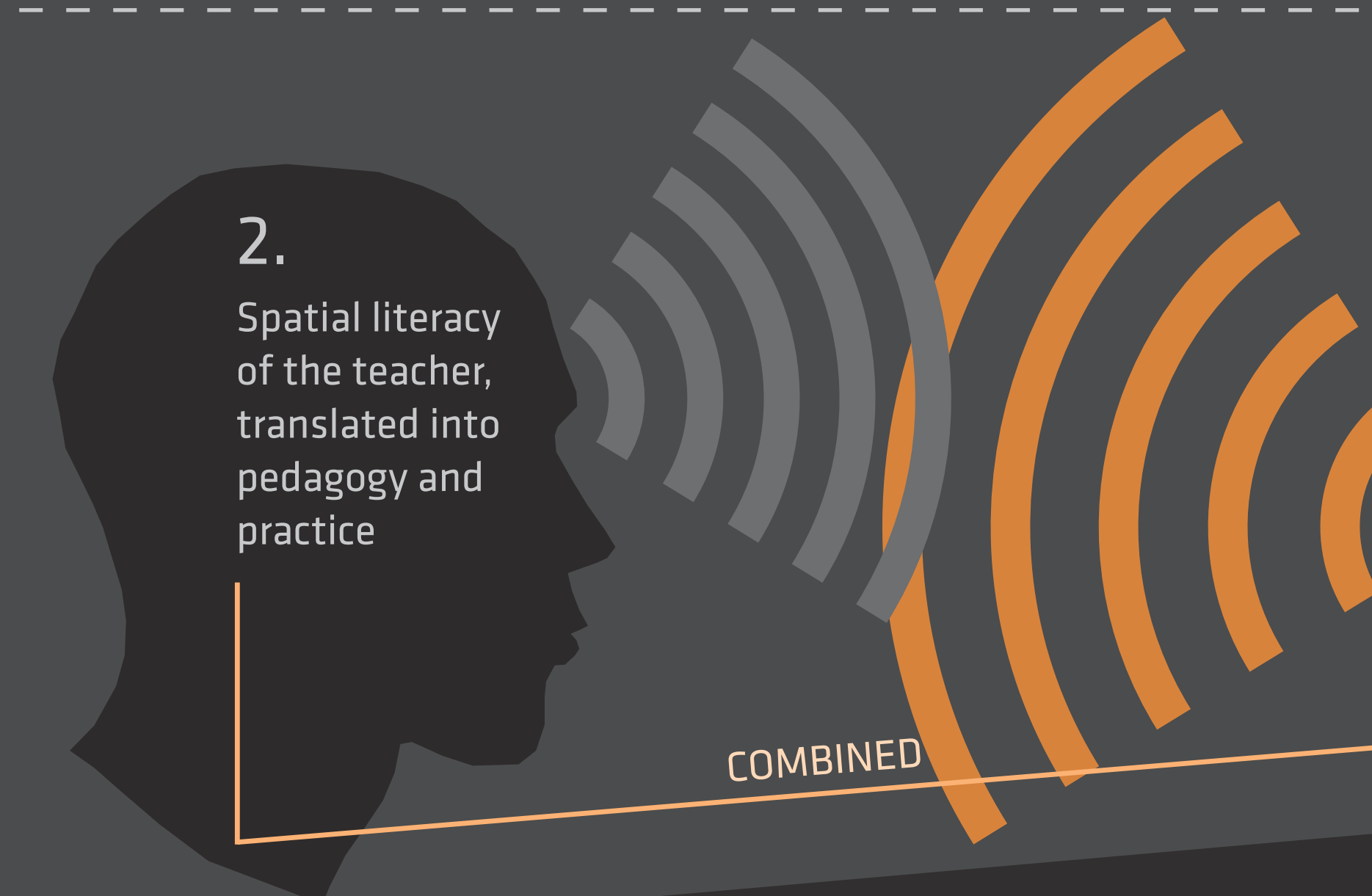
If it exists, how can we cultivate it to improve environmental competency?

'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).

A framework

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



$$\text{Behaviour} = f \left\{ \begin{array}{l} \text{Physiological and psychological process} \\ \times \\ \text{Physical, social and cultural dimensions of the environment} \end{array} \right.$$

Formulation of the behaviour with an interactionist perspective (Altınbasak, 2016).