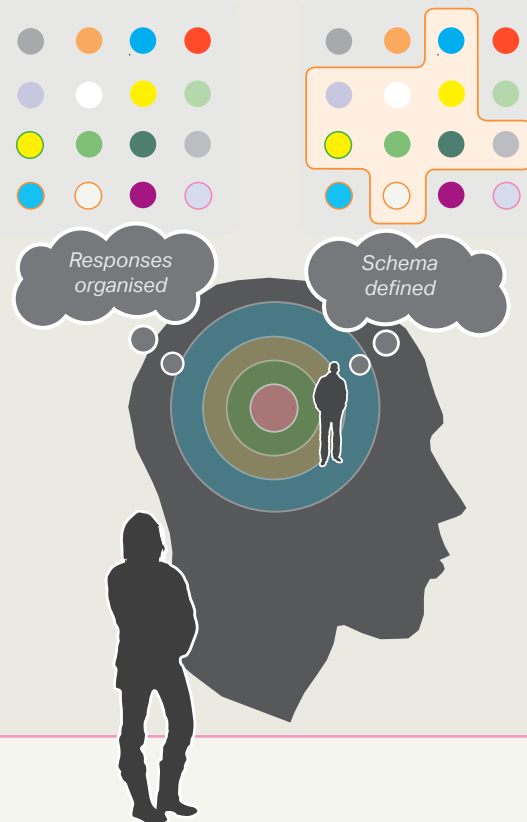


TRANSITIONS 2018



Teaching Space:

The Environmental Imagination
and Spatial Competencies

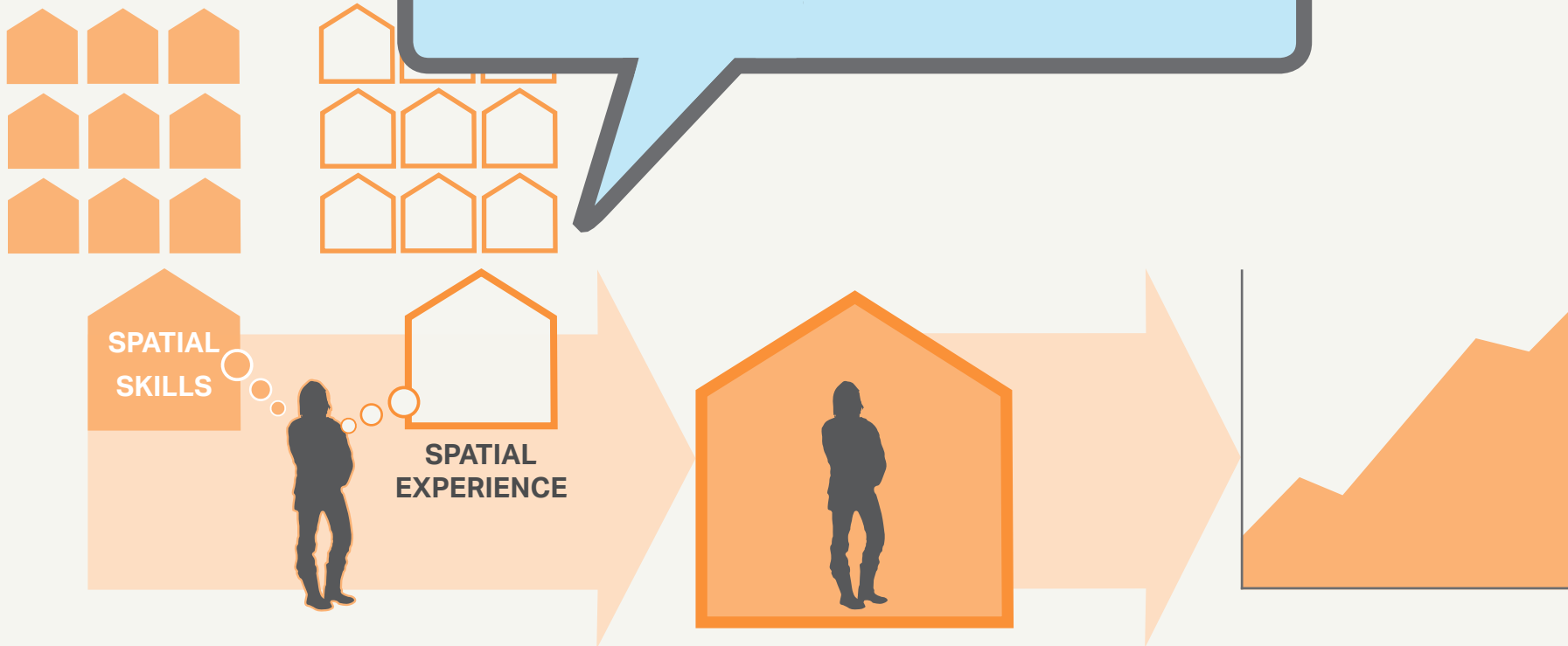
Victoria Leighton

School of Education, University of Melbourne,
Melbourne, Australia

vleighton@student.unimelb.edu.au

RESEARCH QUESTION

“What is the combination of spatial skills and experience that teachers need, to optimise learning outcomes within traditional or innovative learning environments?”



Architecture summons into appearance ways of thinking.

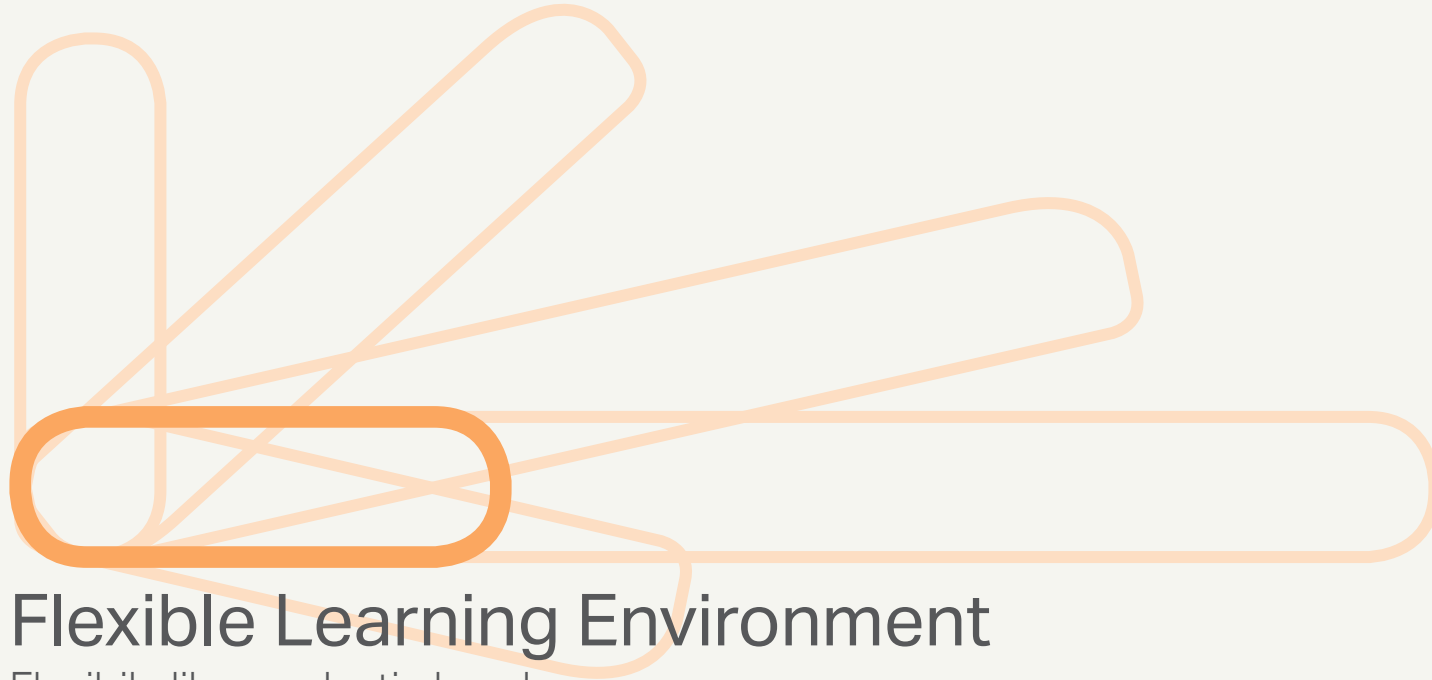
Ways of thinking prompted by architecture

Architecture represents ourselves

We also learn our objectives or purpose from it

Mutually dependant relationship that is constantly re-imagined

FROM FLEXIBLE TO RESPONSIVE



Flexible Learning Environment

Flexible like an elastic band

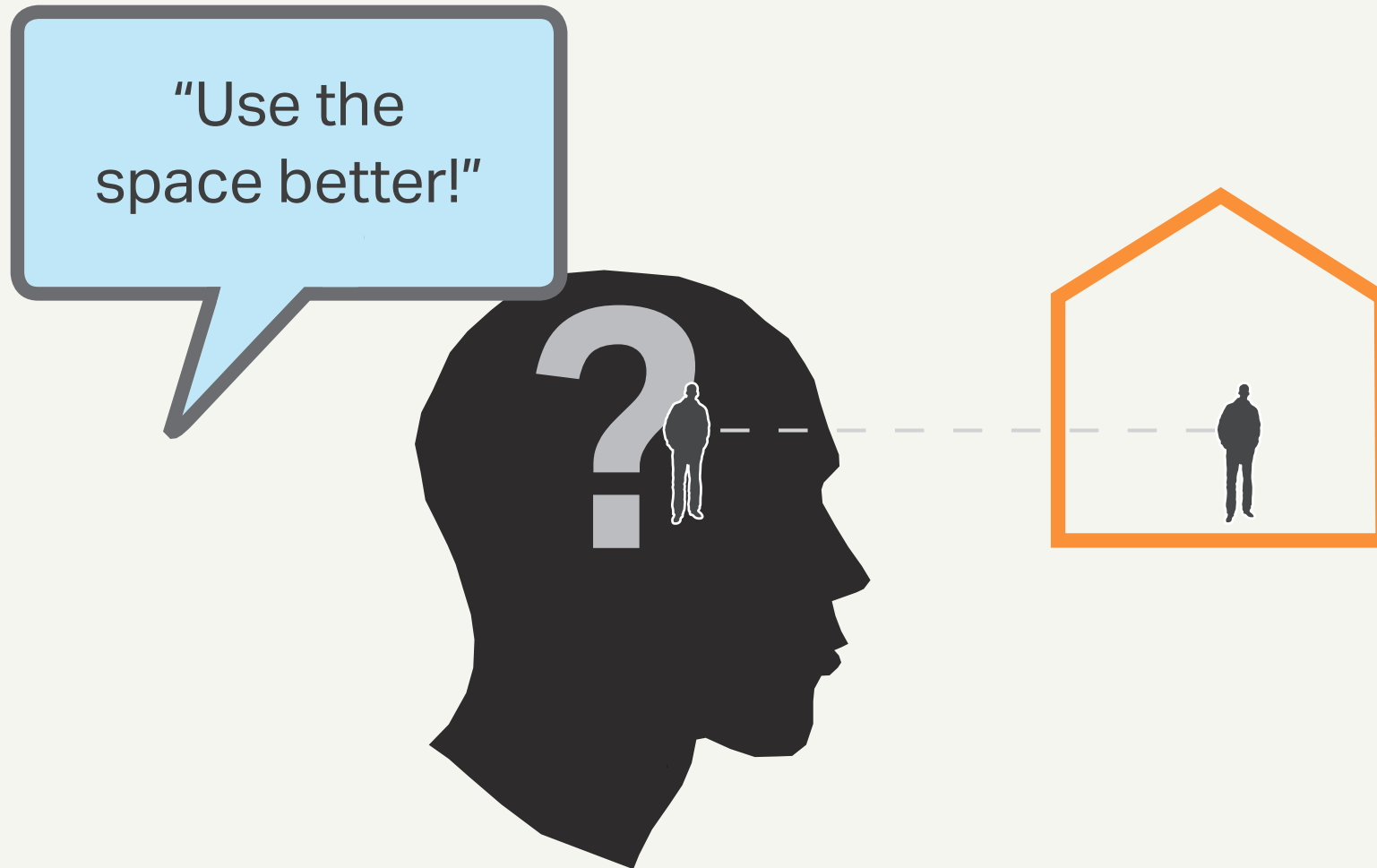
Suggestive of the same point of return



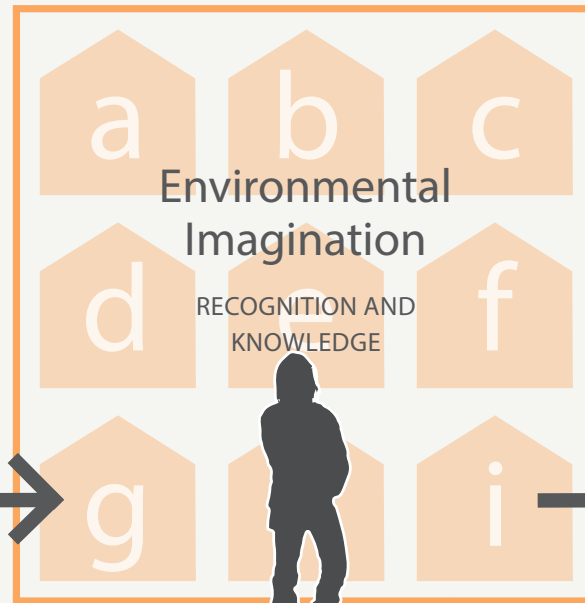
Responsive Learning Environment

Suggestive of change resulting in a different trajectory

DIRECTION AND EXPECTATION



How we think about architectural spaces



1. Perception

My immediate intuitive response
The first sensory experience
The initial response

2. Environmental Imagination

'Imagination' used (from architecture) to encapsulate all of my formalised terms of reference [previously lumped together as my perception], informed by all that I already know
My thinking now organised/unpacked/structured to make sense of the built environment
The application of my perception to a structured set of thematic or structural responses

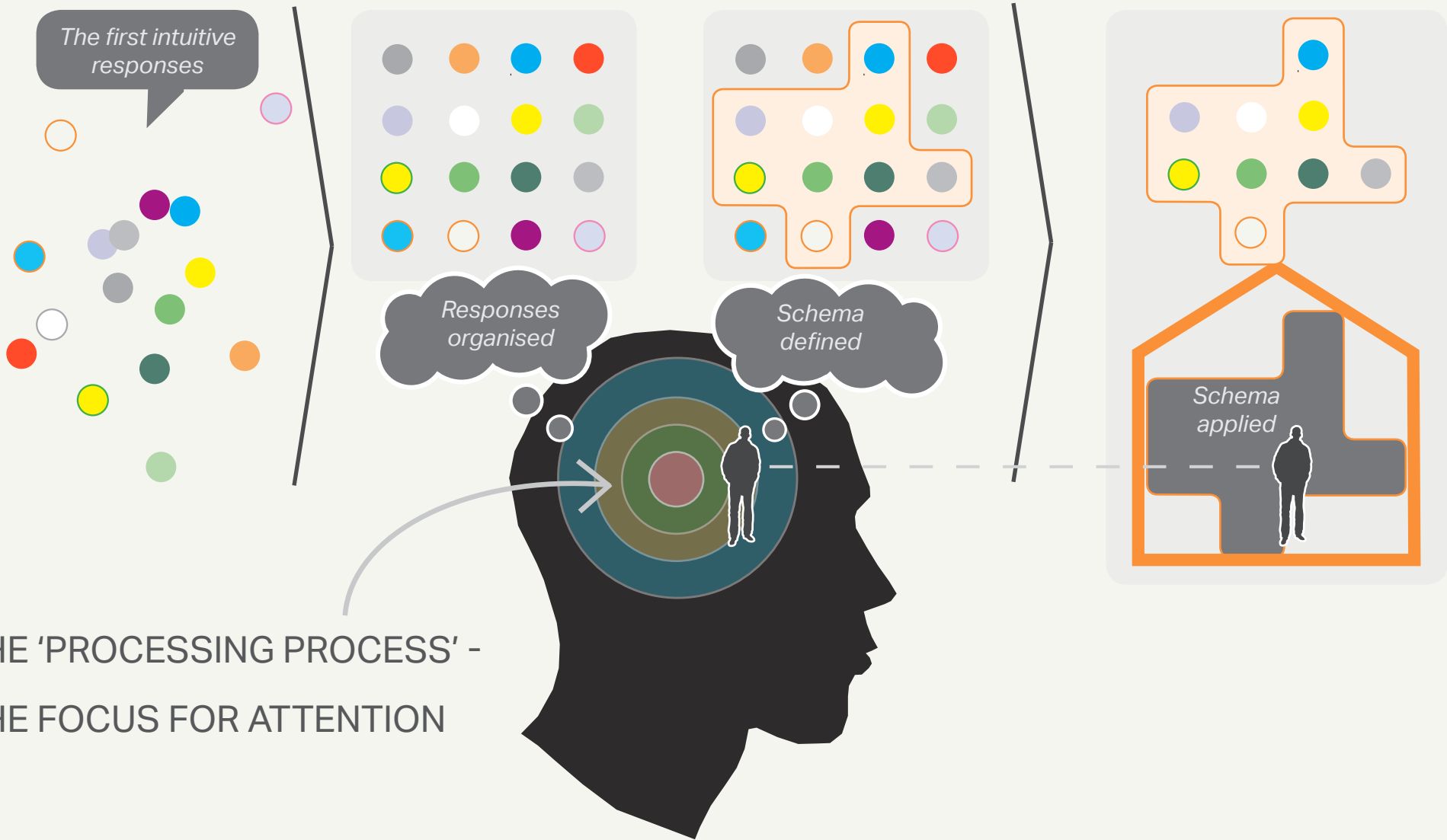
3. Environmental Understanding

Understanding derived from the subconscious or intuitive process of thinking about - and making sense of - the different characteristics of the built environment

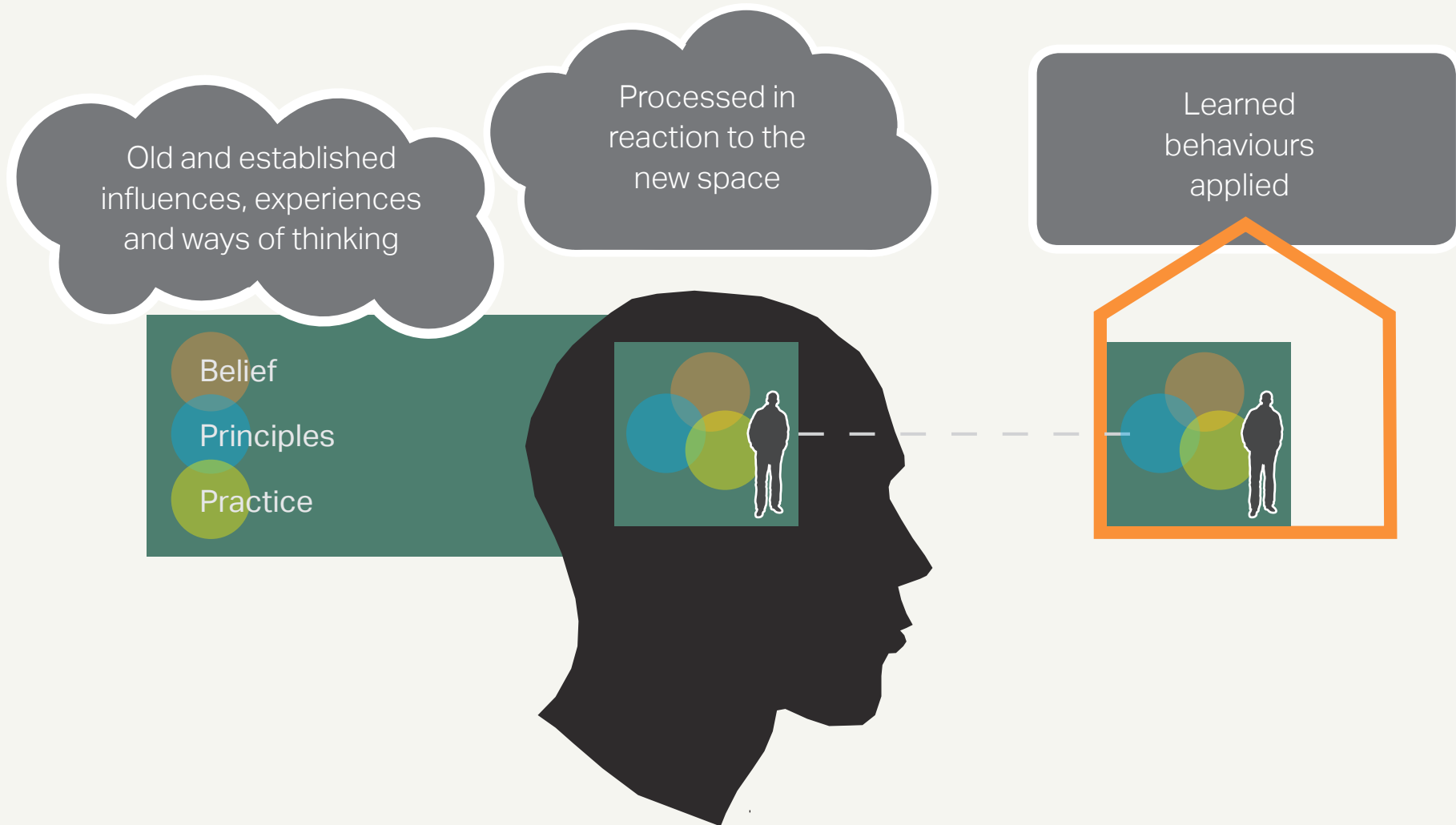
THOUGHT NEEDS A MATERIAL IMAGE

"The classical philosophers said, 'the soul never thinks without phantasm', which is to say that thought needs a material image, something to carry the thought".

[Hays, 2016]

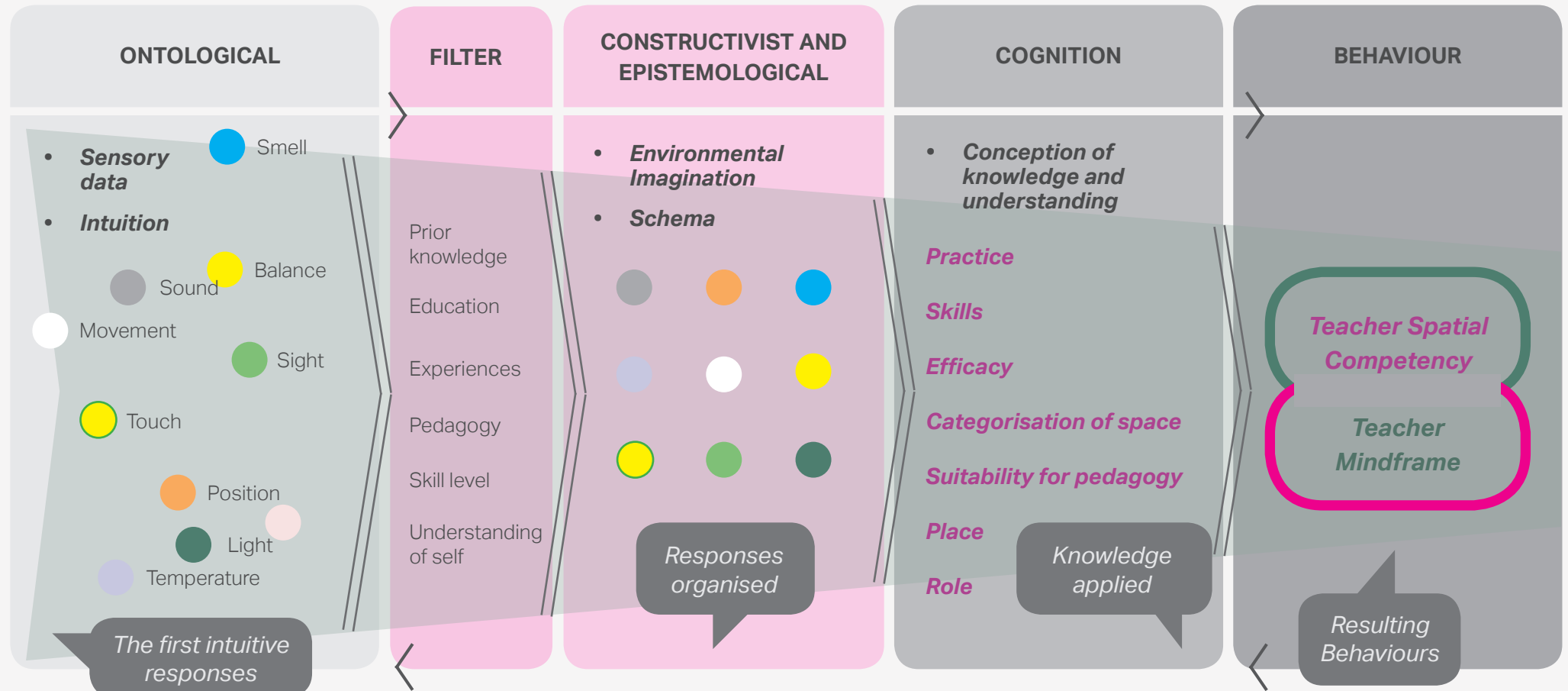


DEFAULT PROCESS - RESPONSIVE TO DIRECTION

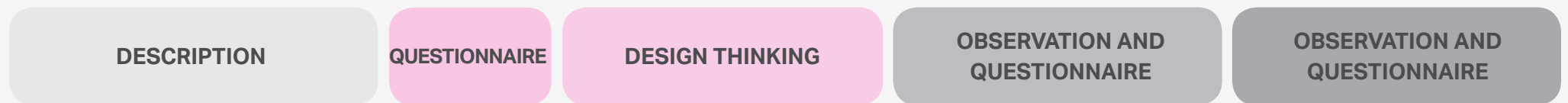


SPATIAL TEACHING PRACTICE

Process Overview



Method



Dependent Variable - DV = Learning Environment

Independent Variable - IV = Teachers

- *How do teachers devise their spatial schema?*
- *What interventions would reprogramme or reorganise the schema to influence knowledge and Teacher Spatial Competency and Mindframe?*

TRANSITIONS 2018

Thank you

Victoria Leighton

School of Education, University of Melbourne,
Melbourne, Australia

vleighton@student.unimelb.edu.au

