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Titolo	Spaces of Teaching and Learning : Integrating Perspectives on Research and Practice // edited by Robert A. Ellis, Peter Goodyear
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1 Spaces of Teaching and Learning: An orientation -- 2 Assembling Spaces of Learning 'in' Museums and Schools: A Practice-based Sociomaterial Perspective -- 3 Space, Place and University Society: Insights from Common-Pool Resource Theory -- 4 Design as Learning, Learning as Design -- 5 Towards a Social-semiotic Topography of University Learning Spaces: Tools to connect use, users and meanings -- 6 The Material Correspondence of Learning -- 7 Analysing the Learning Commons in the Digital Age -- 8 Measuring Engagement in the University Student Experience of Learning in Blended Environments -- 9 Collaborative Re-design: Working with school communities to understand and improve their learning environments -- 10 Old Wine in New Bottle? How technologies are being used in an elementary school in Singapore -- 11 The Missing Link: Aligning blended curricula with physical learning spaces in health inter-professional education -- 12 Learning Spaces Research: Framing actionable knowledge.
Sommario/riassunto	This integrated collection of perspectives on the spaces of teaching and learning uses 'learning space' to place educational practice in context.

It considers the complex relationships involved in the design, management and use of contemporary learning spaces. It sheds light on some of the problems of connecting the characteristics of spaces to the practices and outcomes of teaching and learning. The contributions show how research into learning spaces can inform broader educational practices and how the practices of teaching, learning and design can inform research. The selection of chapters demonstrates the value of gathering together multiple sources of evidence, viewed through different epistemological lenses in order to push the field forward in a timely fashion. The book provides both a broad review of current practices as well as a deep-dive into particular educational and epistemological challenges that the various approaches adopted entail. Contrasts and commonalities between the different approaches emphasise the importance of developing a broad, robust evidence-base for practice in context. This is the inaugural book in the series Understanding Teaching-Learning Practice.
