1.	Record Nr.	UNINA9910427730303321
	Autore	Imms Wesley
	Titolo	Teacher Transition into Innovative Learning Environments : A Global Perspective / / edited by Wesley Imms, Thomas Kvan
	Pubbl/distr/stampa	Springer Nature, 2021 Singapore : , : Springer Singapore : , : Imprint : Springer, , 2021
	ISBN	981-15-7497-9
	Edizione	[1st ed. 2021.]
	Descrizione fisica	1 online resource (XV, 334 p. 100 illus., 78 illus. in color.)
	Disciplina	371.3
	Soggetti	Learning Instruction School management and organization School administration Educational policy Education and state Teaching International education Comparative education Learning & Instruction Administration, Organization and Leadership Educational Policy and Politics Teaching and Teacher Education International and Comparative Education
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Nota di contenuto	Preface -- Chapter 1. Spaces are Places in Which we Learn -- Chapter 2. Co-creating Innovative Learning Environments: LEARN's Decade of Discovery -- Part I. Change and Risk -- Chapter 3. Creating a Space for Creative Learning: The Importance of Engaging Management and Teachers in the Design Process -- Chapter 4. The Enactment of Teacher Collaboration in Innovative Learning Environments: A Case Study of Spatial and Pedagogical Structuration -- Chapter 5. School Change: Emerging Findings of How to Achieve the "Buzz" -- Chapter 6.

Increasing Teacher Engagement in Innovative Learning Environments: Understanding the Effects of Perceptions of Risk -- Chapter 7. Pedarchitecture: Which Learning Environments for the Personalisation of Teaching and Learning? An Educational Architecture for the Schools of the Future -- Chapter 8. Using Fällman's Interaction Design Research Triangle as a Methodological Tool for Research About Reading Spaces in Schools -- Part II. Inhabiting -- Chapter 9. The Mobility of People, Not Furniture, Leads to Collaboration -- Chapter 10. The Gadfly: A Collaborative Approach to Doing Data Differently -- Chapter 11. Innovative Learning Environments, are they Inclusive? Why Evaluating the Speaking, and Acoustic Potential of the Space Matters -- Chapter 12. What About Interaction Geography to Evaluate Physical Learning Spaces? Post-Occupancy Evaluation -- Part III. Measurement -- Chapter 13. What does Teaching and Learning Look Like in a Variety of Classroom Spatial Environments? -- Chapter 14. Design with Knowledge – Light in Learning Environments -- Chapter 15. Exploring the Relationships Between Learning Space and Student Learning in Higher Education: A Comparative Case Study in China -- Chapter 16. The Creative Learning Spiral: Designing Environments for Flaring and Focusing -- Part IV. Teacher Practices -- Chapter 17. Envisaging Teacher Spatial Competency Through the Lenses of Situated Cognition and Personal Imagination to Reposition it as a Professional Classroom Practice Skill -- Chapter 18. Addressing the Socio-Spatial Challenges of Innovative Learning Environments for Practicum: Harmonics for Transitional Times -- Chapter 19. Hack the School: A Creative Toolkit to Transform School Spaces -- Part V. Conclusion -- Chapter 20. Where to Now? Fourteen Characteristics of Teachers' Transition into ILEs.

| Sommario/riassunto | This open access book focuses on how the design and use of innovative learning environments can evolve as teaching practices and education policies change. It addresses how these new environments are used, how teachers are adapting their practices, the challenges that these changes pose, and the effective evaluation of these changes. The book reports on emerging research in learning environments, with a particular emphasis on how teachers are transitioning from traditional classrooms to innovative learning environments. It offers a significant evidence-based global assessment of current research in this field by designers, architects, educators and policy makers. It presents twenty-five cutting-edge projects from researchers in fifteen countries. Thanks to the book's comprehensive international perspective, which combines theory and practice in a single publication, readers will gain a wealth of new insights. |