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Nota di contenuto	Introduction -- Part 1: Visioning process -- School designs for personalising and co-constructing the learning journey -- Working in non-western cultures: A framework for functional school design -- Pedagogy matters: Cultivating independent learning in college classrooms -- Part 2: Research in context -- The school security environment and adolescents' feelings of safety and academic performance -- Making the transition from teacher-centred teaching to students' active learning: developing transformative agency -- Out of the box: Lessons from the Covid-19 school lockdowns for future learning environments -- Virtual learning in university settings is not a new modality. Though old and new challenges continue to arise in recent years?- Part 3: Design -- Creating dynamic school buildings that activate the learner and the learning process -- Affordance theory as a

framework for 21st century learning principles -- An ecological approach for creating dynamic learning environments -- Not buying into the hype of contemporary or new school learning spaces: One school's attempt at interrogating their "actual" impact on teaching and learning -- Conclusion.

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Sommario/riassunto

This book showcases how an evidence-based design approach can be utilized in the planning of learning environments, by acknowledging the interconnectedness of research, practice, and theory as core considerations in the design of learning environments. Toward this end, this volume explores a multi-disciplinary perspective that draws upon modern learning theories, and empirical research from the fields of environmental psychology education, and architectural practice. By presenting this information in an accessible manner, it enables researchers, educators and designers to take actionable steps needed to re-imagine their settings and create dynamic places for learning.

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