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Titolo	School space and its occupation : conceptualising and evaluating innovative learning environments // edited by Scott Alterator, Craig Deed
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Nota di contenuto	Front Matter -- Copyright page -- Contents -- List of Figures and Tables -- Conceptualising Innovative Learning Environments -- Framing Innovative Learning Environments / Scott Alterator and Craig Deed -- Teaching and Space / Craig Deed -- Five Propositions / Craig Deed and Matt Dwyer -- Why Innovative Learning Environments? / Benjamin Cleveland -- Re-Imagining the Open Classroom / Peter C. Lippman and Elizabeth Matthews -- The Physical Environment of the Early Learning Center / Elizabeth Matthews and Peter C. Lippman -- Innovative Learning Spaces / Wesley Imms -- Evaluating Innovative Learning Environments -- The Politics of Post Occupancy Evaluation / Adam Wood -- A Senior School Case Study / Scott Alterator -- Advancing Cultural Affordances / Scott Alterator -- Translational Participation / Craig Deed , Debra Edwards , Marcus Morse and Rebecca Townsend -- The Whole School / Neil Gislason -- A Review of Post-Occupancy Evaluation Tools / Renae Acton , Matthew Riddle and Warren Sellers -- Using Quantitative Methods to Evaluate Students' Post-Occupancy Perceptions of Personalised Learning in an Innovative Learning Environment / Vaughan Prain -- Epilogue / Craig Deed and Scott Alterator -- Back Matter -- Index.

Sommario/riassunto

School Space and its Occupation addresses the ongoing and pressing need for justification of education and environmental innovation. Further, the increasingly important work of evaluating the new learning spaces brings attention to the need for conceptual and methodological clarity. The editors have assembled a collection of leading authors to explore the links between education and design, progression of ideas in education and architecture, as well as making sense of pedagogical trends and spatial and design relevance. Post-occupancy evaluation is capable of informing both educational and architectural questions to generate sustainable adaptations for educators and designers. Part 2 focuses on the occupancy phase and examines the lived experience of schools to draw conclusions and make recommendations focused impacts and methodological progression. Contributors: Renae Acton, Scott Alterator, Benjamin Cleveland, Craig Deed, Matthew Dwyer, Debra Edwards, Neil Gislason, Wesley Imms, Peter Lippman, Elizabeth Matthews, Marcus Morse, Vaughan Prain, Matthew Riddle, Warren Sellers, Rebecca Townsend, and Adam Wood.
