



Creando espacios de aprendizaje con los alumnos para el tercer milenio [

Sociedad Española de Pedagogía,
2016

text (article)

Analítica

INTRODUCTION. Increasing concern for creating the appropriate educational spaces for a variety of learning activities is taking place. Efforts to explain how interacting with built spaces affects our way of thinking, feeling, our actions and well-being started decades ago. This work addresses two fundamental queries. First, can school children, with the help of educators and technicians, allied with the findings of Neuroscience and other behavioural disciplines, design learning spaces without explicit prior knowledge? Second, are Project Based Learning methods adequate for Participative Action Research (PAR) methods? Can design thinking enrich the researchers' actions, processes, and results? **METHOD.** We collected a lot of evidence - photographs, videos, interviews as well as both written and digital sources - and triangulated the data and processes using a structured method based on Participative Action Research processes. The sample comprised three working groups, two in Madrid and one in Barcelona, who worked for two years. Previously, work was done with Lampton School, London (England) and later work followed, as described, in a Public Institute at Thorning, Silkeborg (Denmark). **RESULTS.** The teams were able to design, develop and find effective uses for the spaces based on learning tasks, preferences and needs. Excellent results were obtained during the process. Variables such as entrepreneurship, collaboration and shared knowledge management were also verified. **DISCUSSION.** Students' achievements were analyzed and contrasted with hypotheses from Neuro-architecture and related sciences. Consistent correspondences in results were found. The impact of Project Based Learning on Participatory Action Research with design thinking was also studied

INTRODUCTION. Increasing concern for creating the appropriate educational spaces for a variety of learning activities is taking place. Efforts to explain how interacting with built spaces affects our way of thinking, feeling, our actions and well-being started decades ago. This work addresses two fundamental queries. First, can school children, with the help of educators and technicians, allied with the findings of Neuroscience and other behavioural disciplines, design learning spaces without explicit prior knowledge? Second, are Project Based Learning methods adequate for Participative Action Research (PAR) methods? Can design thinking enrich the researchers' actions, processes, and results? **METHOD.** We collected a lot of evidence - photographs, videos, interviews as well as both written and digital sources - and triangulated the data and processes using a structured method based on Participative Action Research processes. The sample comprised three working groups, two in Madrid and one in Barcelona, who worked for two years. Previously, work was done with Lampton School, London (England) and later work followed, as described, in a Public Institute at Thorning, Silkeborg (Denmark). **RESULTS.** The teams were able to design, develop and find effective uses for the spaces based on learning tasks, preferences and needs. Excellent results were obtained during the process. Variables such as entrepreneurship, collaboration and shared knowledge management were also verified. **DISCUSSION.**

Students' achievements were analyzed and contrasted with hypotheses from Neuro-architecture and related sciences. Consistent correspondences in results were found. The impact of Project Based Learning on Participatory Action Research with design thinking was also studied

INTRODUCTION. Increasing concern for creating the appropriate educational spaces for a variety of learning activities is taking place. Efforts to explain how interacting with built spaces affects our way of thinking, feeling, our actions and well-being started decades ago. This work addresses two fundamental queries. First, can school children, with the help of educators and technicians, allied with the findings of Neuroscience and other behavioural disciplines, design learning spaces without explicit prior knowledge? Second, are Project Based Learning methods adequate for Participative Action Research (PAR) methods? Can design thinking enrich the researchers' actions, processes, and results? **METHOD.** We collected a lot of evidence - photographs, videos, interviews as well as both written and digital sources - and triangulated the data and processes using a structured method based on Participative Action Research processes. The sample comprised three working groups, two in Madrid and one in Barcelona, who worked for two years. Previously, work was done with Lampton School, London (England) and later work followed, as described, in a Public Institute at Thorning, Silkeborg (Denmark). **RESULTS.** The teams were able to design, develop and find effective uses for the spaces based on learning tasks, preferences and needs. Excellent results were obtained during the process. Variables such as entrepreneurship, collaboration and shared knowledge management were also verified. **DISCUSSION.** Students' achievements were analyzed and contrasted with hypotheses from Neuro-architecture and related sciences. Consistent correspondences in results were found. The impact of Project Based Learning on Participatory Action Research with design thinking was also studied

<https://rebiunoda.pro.baratznet.cloud:28443/OpacDiscovery/public/catalog/detail/b2FpOmNlbGVicmF0aW9uOmVzLmJhcmF0ei5yZW4vMzEzMTU2Mzg>

Título: Creando espacios de aprendizaje con los alumnos para el tercer milenio [electronic resource]

Editorial: Sociedad Española de Pedagogía 2016

Tipo Audiovisual: Neurociencia Diseño de entornos educativos Factores ambientales Aprendizaje por proyectos Competencias clave Neuroarquitectura Neurosciences Design d'environnements éducatifs Facteurs Environnementaux Apprentissage par des Projets Compétences Clés Neuroarchitecture Neuroscience Educational Facilities Design Environmental Factors Project Based Learning Basic Skills Neuroscience for Architecture

Documento fuente: Bordón: Revista de pedagogía, ISSN 2340-6577, Vol. 68, Nº 1, 2016 (Ejemplar dedicado a: Educación y arquitectura), pags. 61-82

Nota general: application/pdf

Restricciones de acceso: Open access content. Open access content star

Condiciones de uso y reproducción: LICENCIA DE USO: Los documentos a texto completo incluidos en Dialnet son de acceso libre y propiedad de sus autores y/o editores. Por tanto, cualquier acto de reproducción, distribución, comunicación pública y/o transformación total o parcial requiere el consentimiento expreso y escrito de aquéllos. Cualquier enlace al texto completo de estos documentos deberá hacerse a través de la URL oficial de éstos en Dialnet. Más información: <https://dialnet.unirioja.es/info/derechosOAI> | INTELLECTUAL PROPERTY RIGHTS STATEMENT: Full text documents hosted by Dialnet are protected by copyright and/or related rights. This digital object is accessible without charge, but its use is subject to the licensing conditions set by its authors or editors. Unless expressly stated otherwise in the licensing conditions, you are free to linking, browsing, printing and making a copy for your own personal purposes. All other acts of reproduction and communication to the public are subject to the licensing conditions expressed by editors and authors and require consent from them. Any link to this document should be made using its official URL in Dialnet. More info: <https://dialnet.unirioja.es/info/derechosOAI>

Lengua: Spanish

Enlace a fuente de información: Bordón: Revista de pedagogía, ISSN 2340-6577, Vol. 68, Nº 1, 2016 (Ejemplar dedicado a: Educación y arquitectura), pags. 61-82

Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- informa@baratz.es