



Developing learning environments – theory and practice 7.5 cr

Att utveckla lärmiljöer – teori och praktik 7,5 hp

Version

Valid from	Valid to
8/31/20	1/16/22
1/17/22	-

Course identifier

UVA312

Course Literature

Alerby, E., Bengtsson, J., Bjurström, P., Hörnqvist, M-L, & Kroksmark, T (2006). *Det fysiska rummets betydelse i lärandet*. Stockholm: I Vetenskapsrådet (red.) Resultatdialog 2006. Forskning inom utbildningsvetenskap. pages: 7

Barrett, P., Zhang, Y., Davies, F., & Barrett, L. (2015). *Clever classrooms. Summary report of the HEAD Project Clever Classrooms (Holistic Evidence and Design)*. Salford: University of Salford, Manchester. pages: 52

Bjurström, P., I Selander, S (Ed.) (2003). *Att avskaffa klassrummet. Om skolans föränderliga arkitektur*. Stockholm: Myndigheten för skolutveckling. pages: 17

Byers, T. & Leighton, V. (2020). All innovative learning environments have one factor in common: A spatially active teacher. *Australian Educational Leader*, 42(1), 1 - 3.

Daniels, H., Tse, H. M., Stables, A. & Cox, S. (2019). Design as a social practice: The experience of new-build schools. *Cambridge Journal of Education*, 49(2), 215 - 233.

de Laval, S., Frelin, A., & Grannäs, J. (2019). *Ifous fokuserar: Skolmiljöer: Utvärdering och erfarenhetsåterföring i fysisk skolmiljö*. Stockholm: Ifous. pages: 67

Dovey, K. & Fisher, K (2014). *Designing for adaptation: the school as socio-spatial assemblage*. The Journal of Architecture. pages: 20

Frelin, A. & Grannäs, J. (2020). Teachers' pre-occupancy evaluation of affordances in a multi-zone flexible learning environment: – introducing an analytical model. *Pedagogy, Culture & Society*. DOI: 10.1080/14681366.2020.1797859

Frelin, A. & Grannäs, J. (2017). Skolans mellanrum. Ett relationellt och rumsligt perspektiv på utbildningsmiljöer. *Pedagogisk forskning i Sverige*, 22(3-4), 198 - 214.

French, R., Imms, W., & Mahat, M. (online). Case studies on the transition from traditional classrooms to innovative learning environments: Emerging strategies for success. *Improving*

Schools. <https://doi.org/10.1177/1365480219894408>

Gislason, N (2010). *Architectural design and the learning environment: A framework for school design research*. Learning Environments Research, 13. pages: 18

Mulcahy, D., Cleveland, B. & Aberton, H. (2015). *Learning spaces and pedagogic change: envisioned, enacted and experienced*. Culture & Society, 23. pages: 21

Ricken, W. (2010). Samspel mellem læringsaktiviteter og fysiske rum. In R. Kural, I. M. Kirkeby, & B. Bruun Jensen (Ed.), *Apropos: - arkitektur, pædagogik og sundhed* (pp. 44 - 53). Köpenhamn: Kunstakademiets Arkitektsskole.

Rönnlund, M. & Tollefsen, A. (2016). *Rum: samhällsvetenskapliga perspektiv*. Stockholm: Liber. pages: 206

Woolner, P., Thomas, U., & Tiplady, L (2018). *Structural change from physical foundations: The role of the environment in enacting school change*. Journal of Educational Change. pages: 20

Reference Literatur

Björklid, P. (2005). *Lärande och fysisk miljö: en kunskapsöversikt om samspelet mellan lärande och fysisk miljö i förskola och skola*. Stockholm: Myndigheten för skolutveckling.

Blundell, D (2016). *Rethinking children's spaces and places*. London: Bloomsbury Academic. pages: 240.

Burke, C., Grosvenor, I., & Norlin, B. (2014). *Engaging with educational space. Visualizing spaces of teaching and learning*. Umeå: Umeå Universitet. pages: 174

de Laval, S. (2014). *Gåtturer: metod för dialog och analys*. Stockholm: Svensk byggtjänst. pages: 145

de Laval, S. & Daram, L. (2017). *Skolans nya rum: en antologi om samspelet mellan pedagogik och arkitektur*. Stockholm: Stiftelsen Arkus. pages: 224

Engdahl, K. (2014). *Förskolegården: En pedagogisk miljö för barns möten, delaktighet och inflytande*. Diss. Umeå: Umeå universitet. pages: 216 <http://umu.divaportal.org/smash/record.jsf?language=sv&pid=diva2%3A703394&dsid=-286>

Eriksson Bergström, S (2013). *Rum, barn och pedagoger: om möjligheter och begränsningar i förskolans fysiska miljö*. Diss. Umeå: Umeå universitet. pages: 238 <https://www.divaportal.org/smash/get/diva2:613213/FULLTEXT01>

Gustafson, K., Ekman Ladru, D. & Joelsson, T. (2020). Säkerhet samt upplevelsebaserat lärande i en variation av lärmiljöer: två centrala policyer i mobila förskolor. *Nordic Studies in Education*, 40(3), 229 - 248.

Lindberg, M., Heikkilä, M., Schaeffer, J. (2018). Socially Innovative Remodelling of Preschool Facilities. *European Public & Social Innovation Review*, 3(2), 1 - 13.

Matthews, E. & Lippman, P.C. (2020). The Design and Evaluation of the Physical Environment of Young Children's Learning Settings. *Early Childhood Education Journal*, 48, 171 - 189.

OECD (2018). *OECD School User Survey: Improving Learning Spaces Together*. Paris: OECD. pages: 51

Saltmarsh, S., Chapman, A., Campbell, M. & Drew, C. (2015). Putting "structure within the space": spatially un/responsive pedagogic practices in open-plan learning environments. *Educational Review*, 67(3), 315 - 327. doi:10.1080/00131911.2014.924482

Sigurðardóttir, A. K., & Hjartarson, T (2016). *The idea and reality of an innovative school: From inventive design to established practice in a new school building*. Improving Schools, 19. pages: 17

Strong-Wilson, T., & Ellis, J. (2009). Children and place: Reggio Emilia's environment as third teacher. *Theory Into Practice*, 46(1), 40 - 47.
<https://doi.org/10.1080/00405840709336547>

Tse, H. M., Harry Daniels, H., Porter, J., Thompson, I. & Cox, S. (2018). *Designing for practice: Pedagogic implications of creating new schools*. University of Oxford.
<http://www.education.ox.ac.uk/wp-content/uploads/2018/09/School-Building-Guidance-12-April-2019.pdf>

Walsh, G. & Gardner, J. Assessing the Quality of Early Years Learning Environments. *Early Childhood Research and Practice*, 7(1). 2005

Young, F., Cleveland, B., & Imms, W. (2020). The affordances of innovative learning environments for deep learning: educators' and architects' perceptions. *The Australian Educational Researcher*, 47, 693 - 720.

Young, F., Tuckwell, D., & Cleveland, B. (online). Actualising the affordances of innovative learning environments through co-creating practice change with teachers. *The Australian Educational Researcher*.