

RESEARCH THEME

XL cycle – a.y. 2024/2025

Title of the doctoral research

New Paradigms for Learning Spaces:
Guidelines For the Design Of Peer-To-Peer, Experimental, And Learning By Doing
Educational Environments

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Abstract

The pandemic emergency has led to an acceleration relating to the experimentation of new teaching approaches, highlighting, among other aspects, the importance of physical space as a tool for improving learning conditions on university campuses.

The students' physical presence within university spaces is now recognised as an indisputable asset not only in terms of the learning level, but also from a social point of view, creating opportunities for peer-to-peer exchange, networking and encouraging interdisciplinary experimentation.

This approach has prompted academic institutions around the world to reconsider their objectives, to improve the functionality and the hospitality of their spaces, and to conceive new challenges and research.

In the current scenario, it is crucial to consider new creative educational models and new spaces where these can best be expressed, not only through places designed for face-to-face learning, but also as spaces where relational, experimental, and learning-by-doing activities can take place.

The research will focus on mapping international experiences, considering laboratories, study spaces and relational spaces, investigating hybrid and interdisciplinary methods to create more functional, liveable, and attractive services and environments. The main goals are to define a paradigm and develop guidelines for the design of permanent and temporary, dedicated and interstitial spaces that can help support an excellent, equal, and inclusive education.

Keywords

University's Campuses, Inclusive Education, Equal Education, Learning Conditions, Laboratories, Study Spaces, Peer-To-Peer Educational Spaces