

$$F = G \frac{m_1 m_2}{d^2}$$

Design Learning Spaces for the 21st  
Century Classroom-Europass  
Teacher Academy  
Barcelona 1-6 /08/2022

Partecipanti

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$$F - E + V = 2$$

$$i\hbar \frac{\partial}{\partial t} \psi = \hat{H} \psi$$

$$E = mc^2$$

$$\frac{\partial^2 u}{\partial t^2} = c^2 \frac{\partial^2 u}{\partial x^2}$$

$$\frac{df}{dt} = \lim_{h \rightarrow 0} \frac{f(t+h) - f(t)}{h}$$

## Sfide

1. Paesi di montagna abbastanza isolati,
2. alto numero di plessi, elevate distanze
3. gruppi multietà,
4. numero crescente di studenti con bisogni educativi speciali



## Punti di forza

1. Basso numero di alunni per classe,
2. forte coinvolgimento della comunità territoriale,
3. docenti formati sulla didattica per competenze,
4. esperienze consolidate di personalizzazione degli apprendimenti

# Mettere alla prova le proprie competenze linguistiche



# Uscire dalla propria comfort zone





Confrontarsi con altre culture ed esperienze

# Cosa è emerso dal corso

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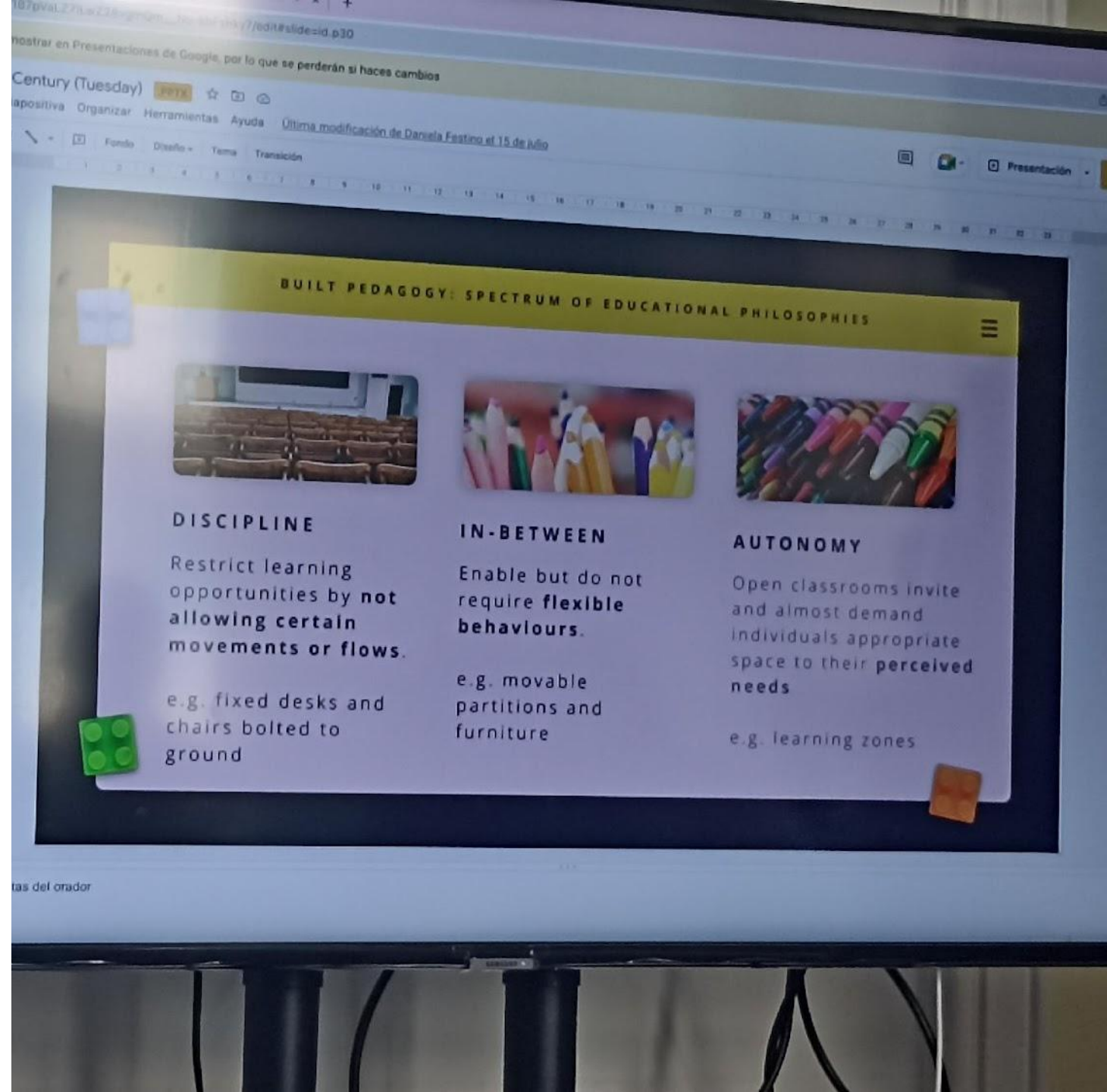
- Le emozioni giocano un ruolo fondamentale nel processo di apprendimento
- Metacognizione: non solo apprendimento ma anche emozioni



# Cosa è emerso dal corso

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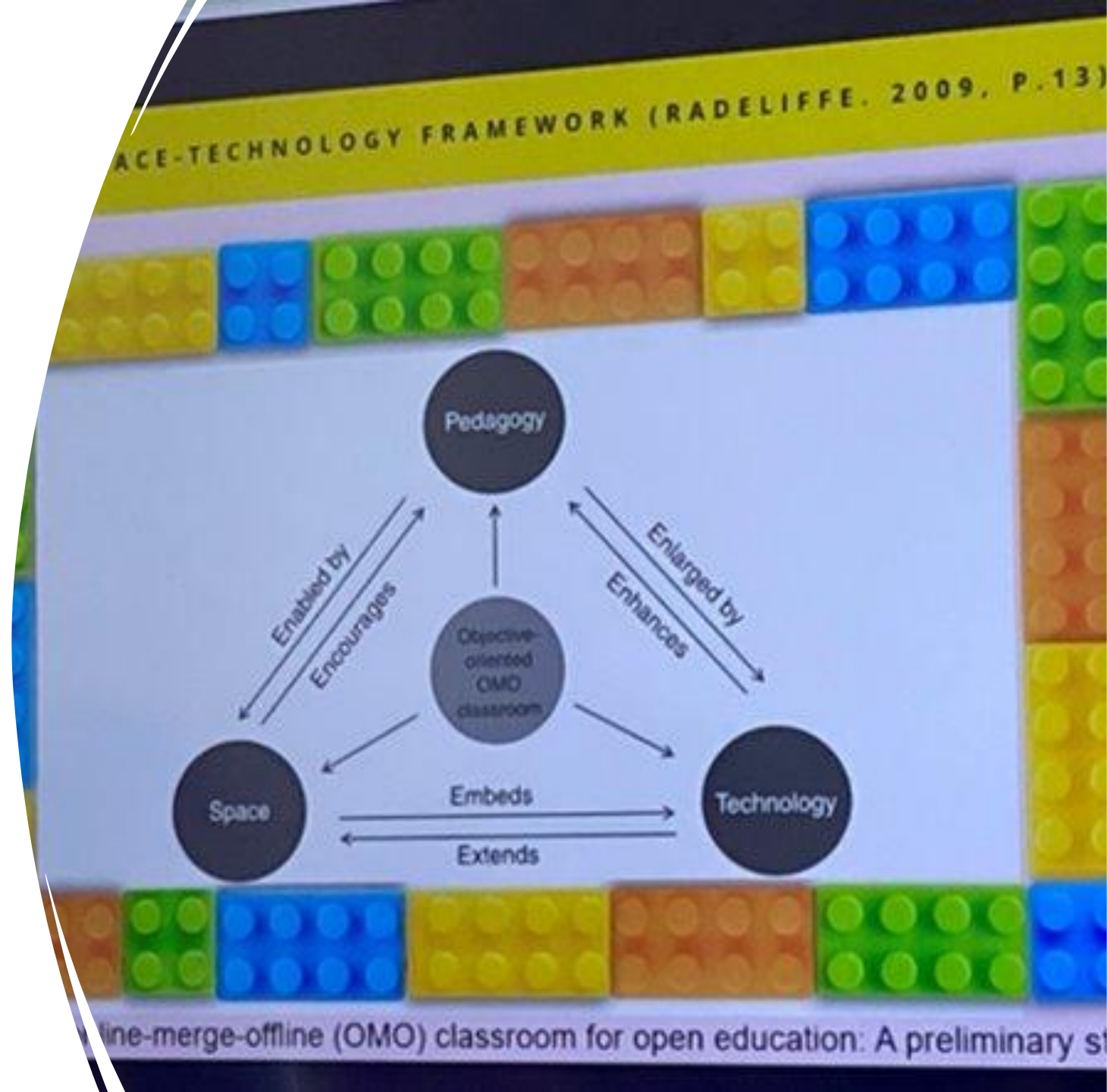
- Chi apprende è al centro del processo
- Confronto tra pari e con il docente
- Autonomia e responsabilità di tutti gli attori del processo d'apprendimento



# Cosa è emerso dal corso

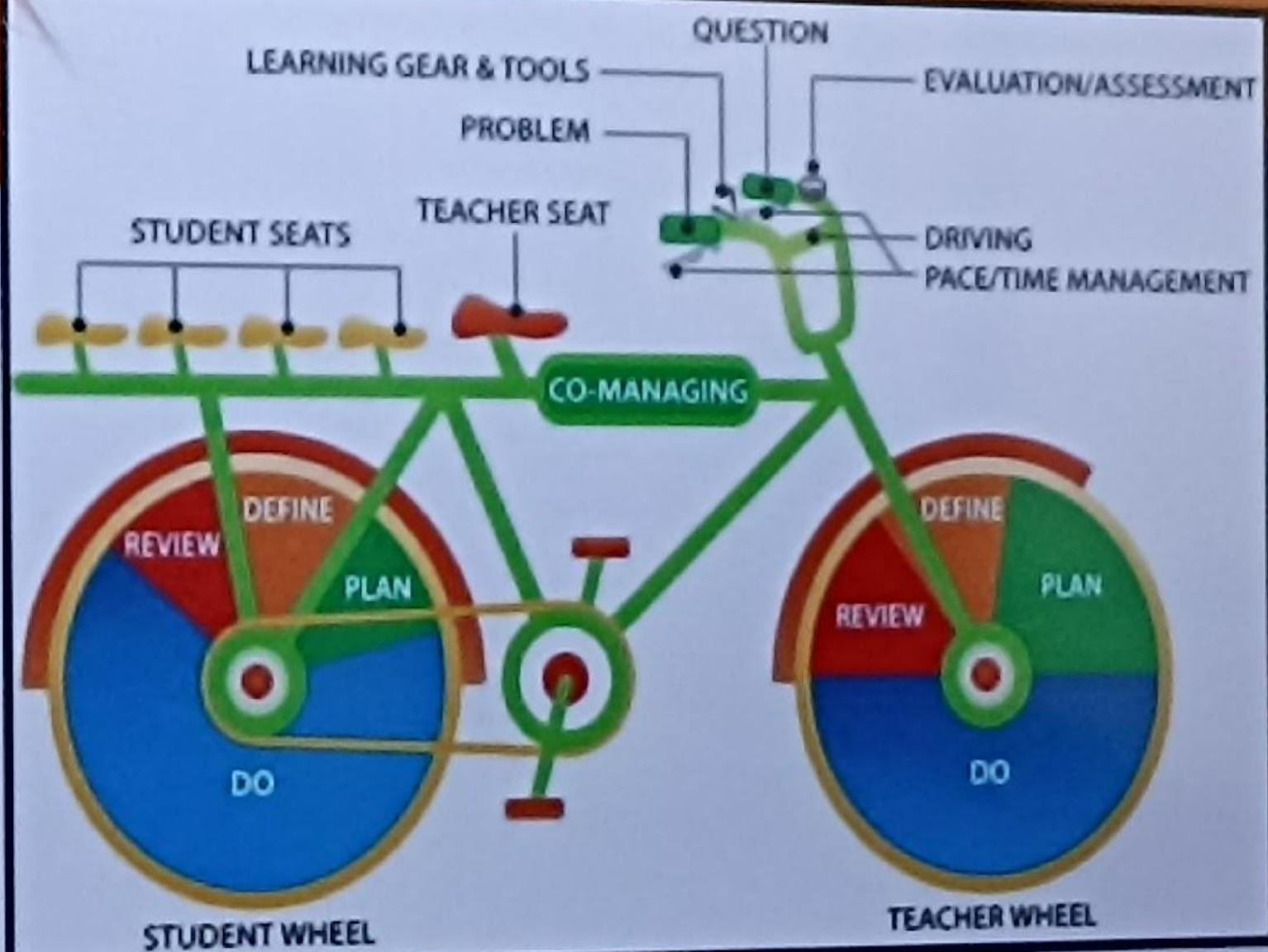
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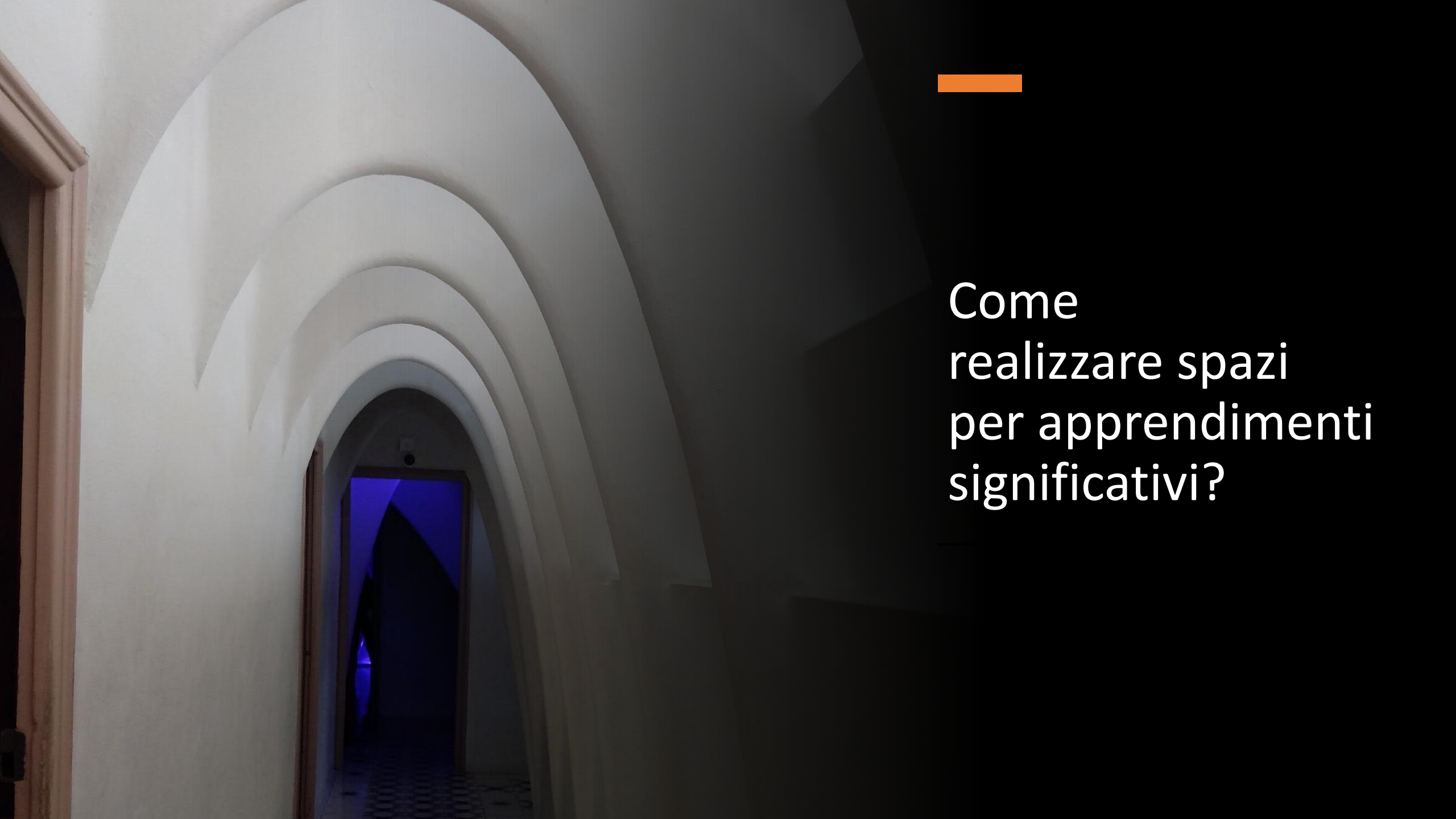
- Lo spazio di apprendimento allargato offre una molteplicità di input
- Attenzione ad evitare la dispersione ed il sovraccarico





# THE BICYCLE APPROACH

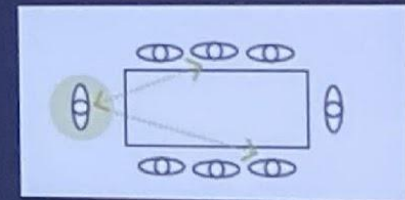
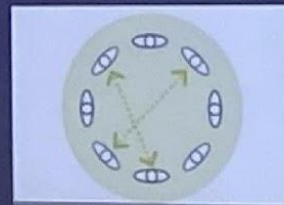
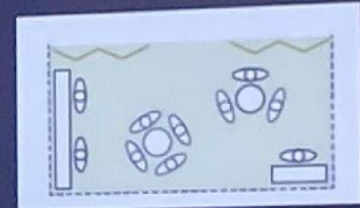
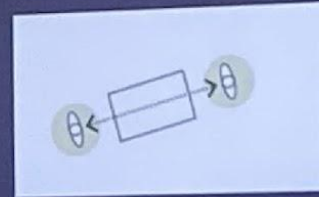
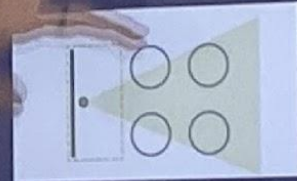


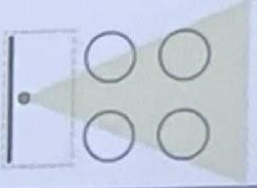
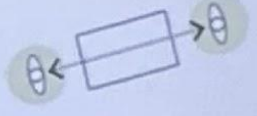
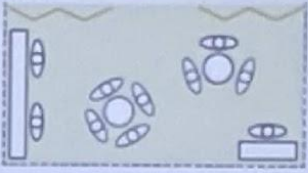
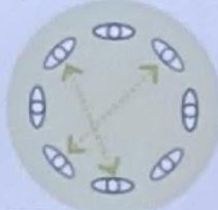
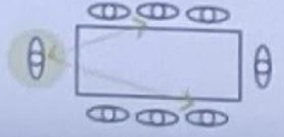


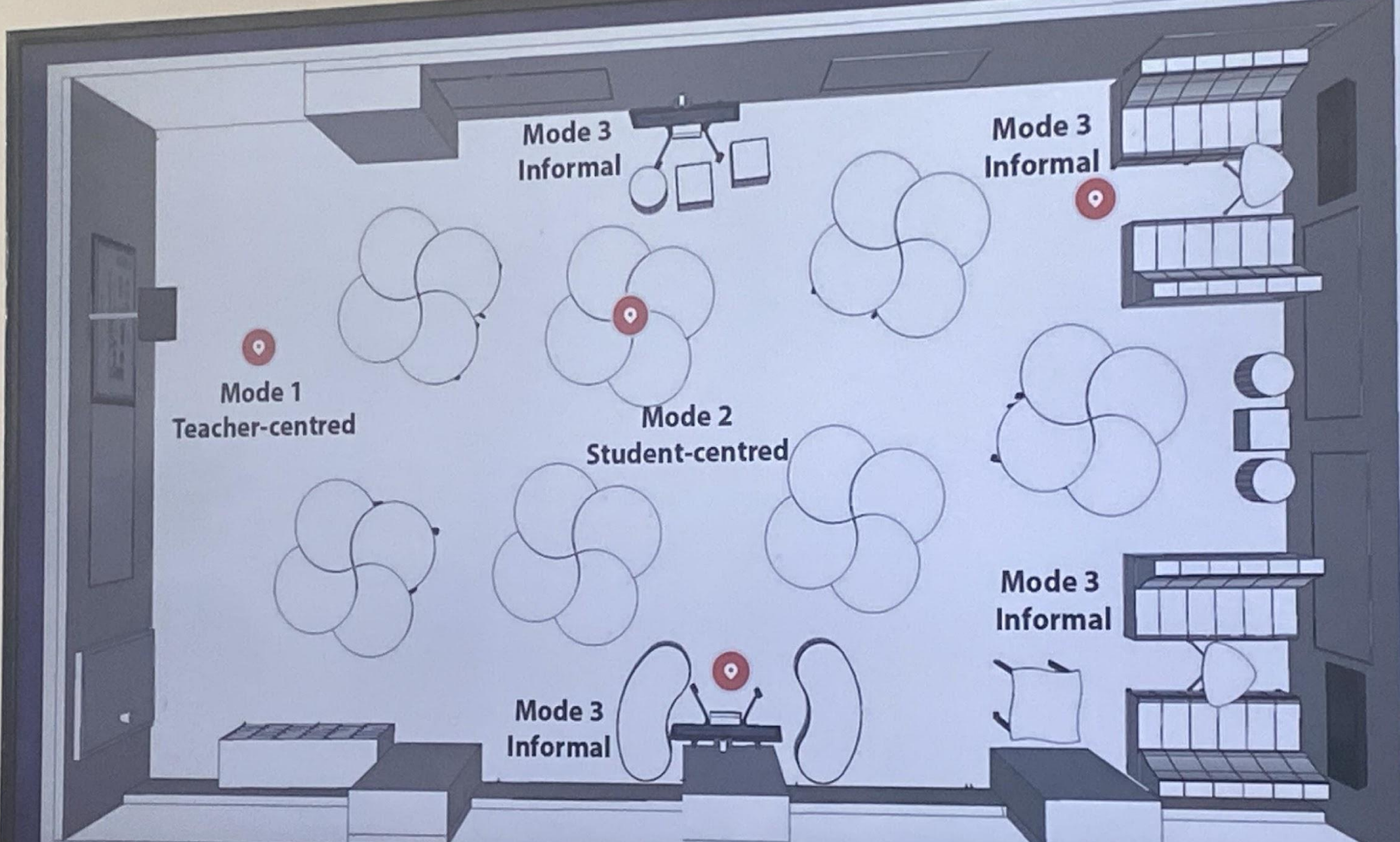
Come  
realizzare spazi  
per apprendimenti  
significativi?

Match them with the given pedagogical activities.

COMMUNICATING – CREATING – DELIVERING – DECISION MAKING – APPLYING



pedagogical activity	pedagogical attribute	process steps	behavioural premise	spatial icon
<b>delivering</b>	Formal presentations Instructor controls presentation Focus on presentation Passive learning	Prepare & generate presentation Deliver to an audience Assess understanding	Bring information before the public Instructor lead Knowledge is in one source	
<b>applying</b>	Controlled observation One-to-one Master & apprentice alternative control Informal Active learning	Knowledge transferred via demonstration Practice by recipient Understanding achieved	Learner-centered Apprentice model	
<b>creating</b>	Multiple disciplines Leaderless Egalitarian Distributed attention Privacy Casual Active learning	Research Recognise need Divergent thinking Incubate Interpret into product / innovation	Innovation or knowledge moved from abstract to a product	
<b>communicating</b>	Knowledge is dispersed Impromptu delivery Casual Active learning	Organise information Deliver Receive & interpret Confirm	Share information Provide quick exchange	
<b>decision making</b>	Knowledge is dispersed Information is shared Leader sets final direction Situation is protected Semi-formal to Formal Passive / active learning	Review data Generate strategy Plan Implement one course of action	Make decisions	



**Mode 1**  
Teacher-centred

**Mode 3**  
Informal

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Informal

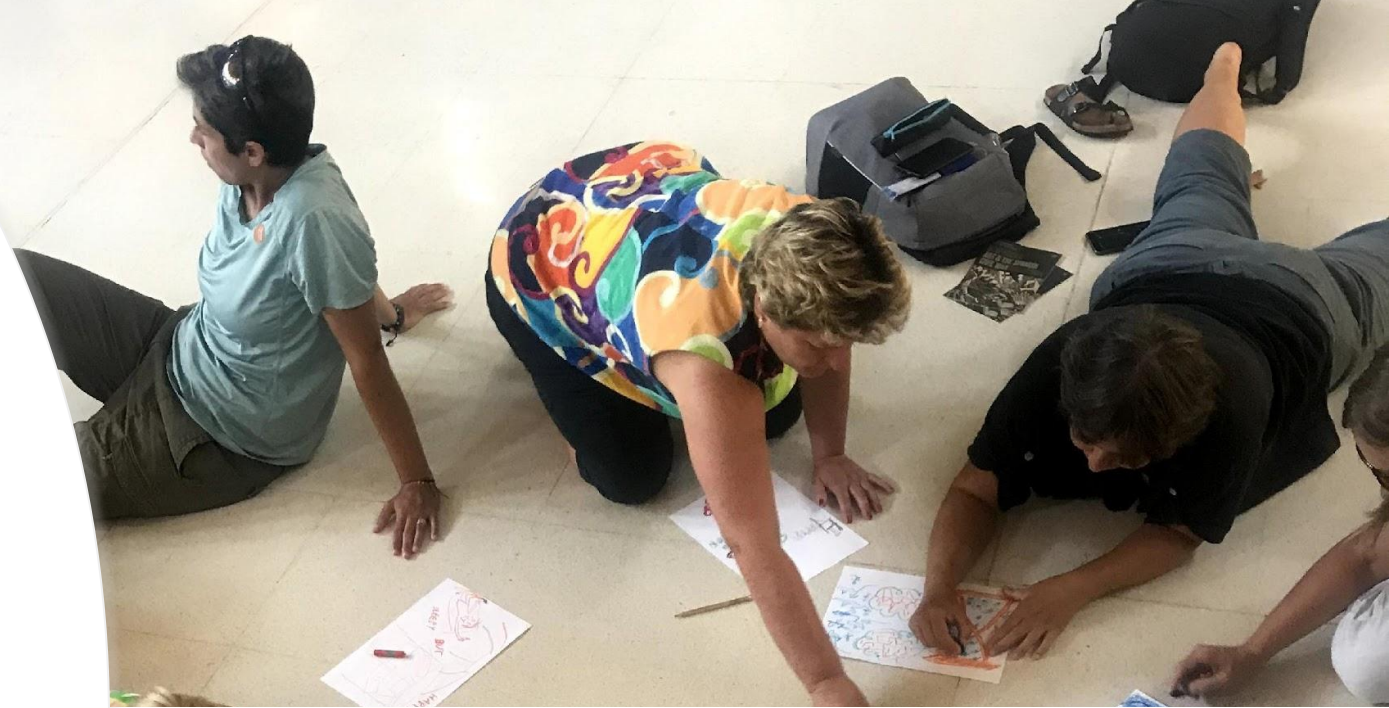
**Mode 2**  
Student-centred

**Mode 3**  
Informal

**Mode 3**  
Informal

# Spazi e tempi flessibili

- Outdoor education
- Scuola territorio comunità



# ambienti di apprendimento flessibili

01

## Fluidità

represents the design of space for flows of individuals, sight, sound, and air.

+

02

## Versatilità

indicates the property of space that allows for multiple uses

+

03

## Convertibilità

designates the ease of adapting educational space for new uses

+

04

## Scalabilità

describes a property of space for expansion or contraction

+

05

## Modificabilità

the spatial property that invites active manipulation and appropriation

+



# Spazi di apprendimento allargati

- Sale studio, molto luminose, con arredamento flessibile e spazio per lavori di gruppo;
- Aree aperte, come atrio e "learning streets" (corridoi) per incoraggiare l'interazione sociale;
- Laboratori con tavoli da lavoro e materiale specifico per inventare, creare, costruire;
- Classi miste dove gli studenti possono mescolarsi e lavorare in base agli interessi;
- Territorio dove svolgere attività di Service Learning, dove usare spazi pubblici come musei, biblioteche, parchi dove svolgere attività con una certa continuità (non solo la gita)





# 1 Bean Bag Chairs

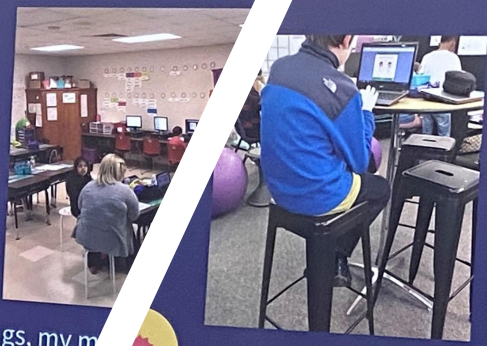


Welcoming and comfortable

# Exercise balls



"When my body swings, my mind is clear. When my body is still, my mind is blank."



Healthy posture

# Adjustable desks



Healthy standing posture

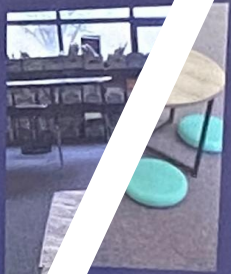


# Working on the floor



You don't always need flexible seating. The key is to have a variety of options.

# Low Mats & low tables

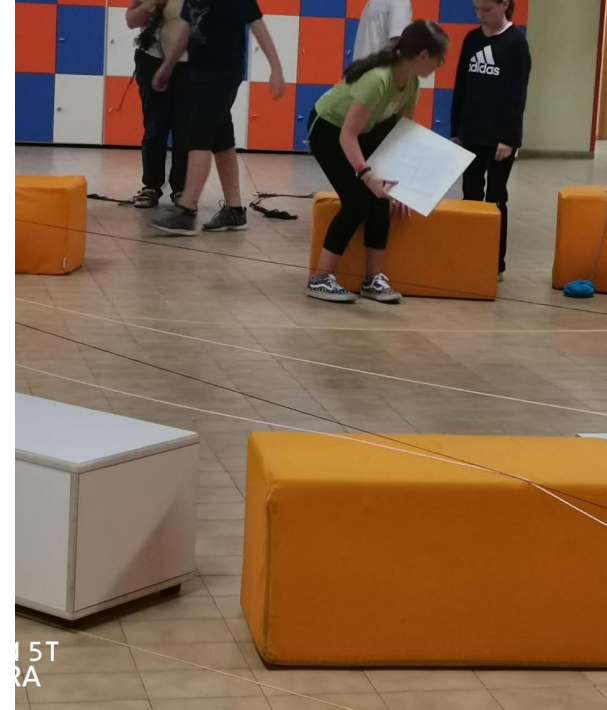


Modifiable, flexible

# Arredamento multifunzionale

A photograph showing three people from behind, standing in a room and looking at a whiteboard. The person on the left is wearing a green shirt and dark shorts. The person in the middle is wearing a black shirt and light-colored pants. The person on the right is wearing a white shirt and dark shorts. The room has a blue wall on the left and a whiteboard in the center. The text "Dalla teoria alla pratica" is overlaid in white on the image.

Dalla teoria alla pratica



## Plesso secondaria Chies-Modello DaDa

- Didattiche per Ambienti di Apprendimento
- Personalizzazione dei setting educativi
- Responsabilità ed Autonomia
- Condivisione
- Movimento



Sviluppare  
l'autonomia e il  
senso di  
responsabilità

- Il materiale didattico e ludico è a disposizione, ed è responsabilità dei ragazzi averne cura
- Gli spostamenti avvengono in autonomia al cambio dell'ora