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Creative Repurposing of Educational Spaces for Innovative Student- centred environments (CREST)

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KEY Problems



- 1 LACK OF CLASSROOMS
- 2 CLASSROOMS UNFIT FOR PURPOSE
- 3 A LOT OF UNUSED SPACES OUTSIDE CLASSROOMS
- 4 NEW MODES OF LEARNING
- 3 AD: LACK OF STUDENT PARTICIPATION

KEY CONCEPTS

1

STUDENT-CENTRED TEACHING AND LEARNING

2

LEARNING ERGONOMICS

3

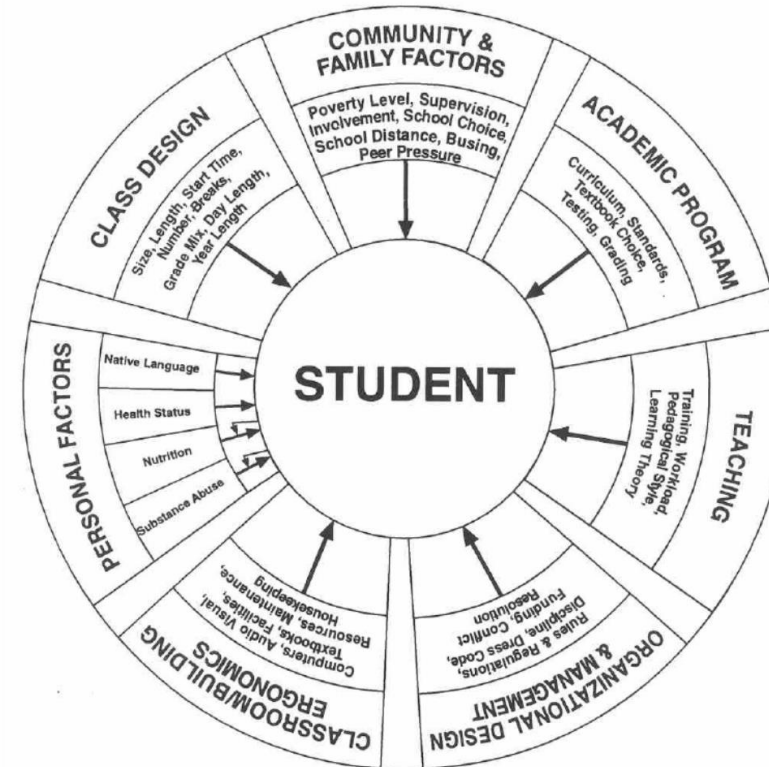
PARTICIPATORY APPROACH



LEARNING ERGONOMICS

KEY HYPOTHESIS:

- If the student feels better, the learning results are better
- Classroom design can help, so does the design of areas outside of classrooms



Source: Smith, T. J. (2007) The Ergonomics of learning: educational design and learning performance. Ergonomics 50 (10), pp. 1530-1546.

STUDENT-CENTRED T&L

TEACHER-CENTRED T&L

Low level of student choice

Student passive

Power is primarily with teacher

STUDENT-CENTRED T&L

High level of student choice

Student active

Power primarily with the student



Participatory Approach



Key features

- 1 Includes the “unusual suspects” (students, local residents etc.)
- 2 Builds the academic community (“togetherness”)
- 3 Creates ownership of solutions
- 4 Offers more informed solutions - sustainability



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