

WORKSHOP

Educational spatial competence

Michelle Dumont Laux, University of Teacher Education Freiburg i.Br.

In order to successfully navigate the paradigm shift in school design, there is a call for teacher training that also incorporates the development of pedagogical spatial competence (Gislason, 2018; Imms et al., 2016; Kühn, 2022). This skill, referred to in the English-speaking world as spatial literacy or teacher spatial competency (TSC), aims to understand the physical classroom and use it effectively to achieve pedagogical benefits (Lackney, 2008). In this regard, Zenke (2020) calls for both didactic preparation for innovative learning environments and a general awareness of the pedagogical significance of space. However, both in research and in higher education, the topic of educational architecture has so far received little attention in the context of teacher training. How the demands for the teaching of spatial competence – including with regard to the design of participatory processes – can be met is discussed using various seminar concepts as examples.

References:

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