

## WORKSHOP

# Reflective Photography in the Analysis of Learning Spaces

**Joia Handl, University of Teacher Education Heidelberg**

Widespread societal transformation processes have brought the relevance of needs-oriented teaching and learning environments into sharper focus (Prill, 2022). The learning space is regarded as a relational arrangement of living beings and social resources, and represents a central prerequisite for the implementation of teaching and learning processes (Löw, 2020; Esslinger-Hinz, 2021). In a qualitative study, higher education and private learning spaces were examined using narrative interviews with students and the visual-sociological approach of reflexive photography (Harper, 1988; Dirksmeier, 2007).

Through the combination of visual documentation and personal reflection, the participants were supported in articulating their individual experiences and perceptions regarding different learning spaces, thereby enabling both emotional and functional aspects of learning spaces to be made visible and reflected upon in a nuanced manner.

The aim of the study is to analyse which material-spatial and social conditions support or hinder the fulfilment of students' physical needs (Ryan & Deci, 2020). The findings are intended to provide impetus for the participatory design of future- and needs-oriented learning spaces, thereby strengthening a student-centred teaching and learning culture.

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