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Research Paper

Providing models for socialization of educational spaces relying on the Constructivism Approach and production of space

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ABSTRACT

This research focuses on the expansion of educational spaces compatible with the teacher-centered method that has caused the lack of improvement of these spaces with the student-oriented instruction methods. The hypothesis is that by applying constructivist approaches and theories of social production of space, school environments can be designed to enhance students' interactions and active participation in learning that ultimately increases their motivation for education. The research is descriptive-analytical in nature and follows a qualitative and interdisciplinary approach as well as uses a developmental method. The educational spaces of three purposefully selected schools are analyzed using various theories. The analysis results in the identification of five types of educational spaces that can support the application of constructivist methods of instruction and promote students' social interactions. The proposed spatial structure includes classroom sets, public spaces, and common areas, aiming to create a spatial convergence and fluidity that prevent spatial disarray. The intention is to move away from teacher-oriented spaces and towards more flexible and open environments that foster social interactions and student engagement. Overall, this research contributes to the understanding of how educational spaces can be adapted to facilitate the student-oriented instruction and promote constructivist learning approaches. The findings offer insights into the design principles that can enhance students' motivation and active participation in the education process.

Keywords: spatial production, educational spaces, Constructivism, socialization

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Abstract