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Sinopsis

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This book offers new ways of investigating relationships between learning and the spaces in which it takes place. It suggests that we need to understand more about the distinctiveness of teaching and learning in post-compulsory education, and what it is that matters about the design of its spaces. Starting from contemporary educational and architectural theories, it suggests alternative conceptual frameworks and methods that can help map the social and spatial practices of education in universities and colleges; so as to enhance the architecture of post-compulsory education.