FUNDAMENTALS
AFFECTION, COMMUNITY AND SPACE

LEARNING: AN INTEGRAL PROCESS
WHAT, HOW, WHERE

PROPOSAL
THE “EDUCATIONAL CAMPUS”

+ A QUESTION ON INNOVATION
FUNDAMENTALS

EDUCATION = AFFECTIVE ACT
EDUCATION = COMMUNITY ACT

1 + 1 = 3

EDUCATION = SPATIAL ACT
"The curriculum embedded in any building instructs as fully and powerfully as any course taught in it."

David Orr, "The Nature of Design", 2002
Professor Environmental Sciences, Oberlin College, Ohio.

LEARNING: AN INTEGRAL PROCESS
# Teaching & Research Project

## Didactic³

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LEARNING: AN INTEGRAL PROCESS

WHAT TO LEARN?

MISIÓN DIDÁCTICA

ANALIZAR

INTERPRETAR

FUNDAMENTAR

REFLEXIONAR

CREAR

FIRST FACTOR - CONTENTS

AREA OF KNOWLEDGE: ARCHITECTURAL PROJECTS

1º Curso: Introducción a la Arquitectura

Introduction to Architecture

1.- Arquitectura y Proyecto
2.- Forma, Percepción y Geometría
3.- Técnica y Materia
4.- La Función en la arquitectura
5.- El espacio en la Historia
6.- El espacio moderno
7.- Luz y color
8.- Lugar y Contexto I. Naturaleza y Paisaje
9.- Lugar y Contexto II. La ciudad
10.- Arquitectura y Sociedad. Símbolos, Psicología y Empatía
11.- Fenomenología del habitar
12.- Los maestros de la arquitectura moderna

MISIÓN DIDÁCTICA

CONOCER

PERCIBIR

EXPERIMENTAR

ANALIZAR

INTERPRETAR

ANALIZA

INTERPRETAR

FUNDAMENTAR

REFLEXIONAR

CREAR

OTHER AREAS OF KNOWLEDGE: URBANISM, HISTORY, CONSTRUCTION...

TEACHING & RESEARCH PROJECT - DIDACTIC
LEARNING: AN INTEGRAL PROCESS

HOW TO LEARN?
TEACHING & RESEARCH PROJECT: DIDACTIC

SECOND FACTOR - MODALITIES

INNOVATIVE SPACES

Teaching & Learning Modalities

1. TRADITIONAL MASTERLY LESSON
   - Capacity: 50-400 (depending on type of career)
   - Position of professor: edge (traditional)
   - Type of furniture: fixed
   - Furniture display: unidirectional
   - Architectural typology: simple geometries
   - Floor section: inclined or horizontal (more recommendable, as it enables partitions)
   - Liturgical type of space (focalized)

2. INTERACTIVE MASTERLY LESSON
   - Capacity: 50-400 (depending on type of career)
   - Position of professor: center (traditional)
   - Type of furniture: fixed
   - Furniture display: unidirectional
   - Architectural typology: simple geometries
   - Floor section: inclined or horizontal (more recommendable, as it enables partitions)
   - Liturgical type of space (concelebrative)

3. PANEL BASED MASTERLY LESSON
   - Capacity: 10-30 (depending on type of career)
   - Position of professor: center
   - Type of furniture: mobile
   - Furniture display: unidirectional (small distance to panel)
   - Architectural typology: simple geometries
   - Floor section: inclined or horizontal (more recommendable, as it enables partitions)
   - Drama-type of space

4. POLARIZED – PEER TUTORING
   - Capacity: 10-30 (depending on type of career)
   - Position of professor: center or edge
   - Type of furniture: mobile
   - Furniture display: multidirectional (but oriented towards the professor)
   - Architectural typology: simple geometries
   - Floor section: horizontal (more recommendable, as it enables partitions)
   - Complementary comments:
     - Students pay attention to the professor, seminar-type, but they also exchange conversations, but they listen to the lesson, overall
     - The professor teaches all students at the same time
   - Scenario-type space

5. IDEA-SHARING SESSION
   - Capacity: 10-30 (depending on type of career)
   - Position of professor: incorporated to the group; eventually, central or edge
   - Type of furniture: mobile
   - Furniture display: enclosed pattern, centripetal display
   - Floor section: horizontal (more recommendable, as it enables partitions)
   - Complementary comments:
     - Students work in group and eventually get the professor’s tutorial help
     - The professor’s lesson occupies a low % of the class time
     - The professor teaches all students at the same time
   - Scenario-type space

Pablo Campos Calvo-Sotelo, PhD Architect
14. PERFORMANCE AND LEARNING BASED ON OTHER ARTS

- Capacity: 50-400 (depending on type of career)
- Position of professor: edge
- Type of furniture: fixed or mobile
- Furniture display: unidirectional, oriented towards the stage, or others
- Architectural typology: simple geometries
- Floor section: inclined or horizontal (more recommendable, as it enables partitions)
- Complementary comments:
  - It takes place in classroom spaces
  - Learning based on music, sculpture, painting, theatre, etc.
  - Drama-type space

15. IN SITU (at place) EXPERIENCE

- Capacity: 6-20 (depending on type of career)
- Position of professor: incorporated to the group
- Type of furniture and its display: the proper one of the place visited
- Architectural typology: the proper one of the place visited
- Floor section: the proper one of the place visited
- Complementary comments:
  - It takes place with the presence of the professor, who orients the experience

16. INDIVIDUAL CONTEMPLATIVE LEARNING

- Capacity: 1-6 (depending on type of career)
- Position of professor: not present
- Type of furniture and its display: the proper one of the place visited
- Architectural typology: the proper one of the place visited
- Floor section: the proper one of the place visited
- Complementary comments:
  - There is no presence of professor, but he might orient the experience in advance

17. MOBILE LEARNING

- Capacity: individual
- Position of professor: not present
- Type of furniture: not necessary
- Furniture display: the proper one of the place, if so
- Architectural typology: the proper one of the place
- Floor section: the proper one of the place
- Complementary comments:
  - Based on mobile technologies and cell phones
  - The professor prepares the contents, which he transmits to interactive technological tools
  - The goal is to fill the Campus with added interactive contents
  - It takes place within the Educational Center, but may occur in several type of places (classrooms, offices, cafeteria, outdoor spaces, etc.)

18. SOCIAL LEARNING

- Capacity: 4-10
- Position of professor: present or not
- Type of furniture: not necessary
- Furniture display: the proper one of the place, if so
- Architectural typology: the proper one of the place
- Floor section: the proper one of the place
- Complementary comments:
  - Interactive learning, based on the social interaction between students (and professors)
  - It takes place in variable, non-predetermined or multifunctional spaces.
  - It cannot be programmed, as it is character is fortuitous; it just depends on the predisposition of students and professors to activate it.
LEARNING: AN INTEGRAL PROCESS

WHERE TO LEARN?

TEACHING & RESEARCH PROJECT: DIDACTIC

THIRD FACTOR - PLACES
A.- The “Educational City”

ESPACIOS FÍSICOS. LA ESCALA URBANÍSTICA

Graphics: A. Cordero, 2011
B.- The “Educational precinct”

¿CLOISTER = Campus?
B.- The "Educational precincts"
8. The “Educational precinct”

C.-The “Educational building”

Graphics: A. Cordero, 2011
D. The "Educational classroom"

PROPOSAL
THE “EDUCATIONAL CAMPUS”: 10 PRINCIPLES

1. - Utopia and integral planning
2. - Community of Learning & Research
3. - Spatial harmony
4. - Affective & intellectual embracement
5. - Nature and Art
6. - Image and accessibility
7. - Adaptation to the environment and sustainability
8. - Memory and avant-garde
9. - Relation University-City
10. - Innovative teaching & learning modalities
10. Innovative teaching & learning modalities. Design of spaces which host and foster the application of innovative teaching & learning modalities, housed under a global pedagogic project. This should be done in such a way that the physical spaces that are alternative to the conventional classroom abandon that obsolete role in teaching tasks. They are thereby transformed into intelligent places, stimulating a positive change in the attitudes of the relation professor-student.
EUROPE:
INNOVATION – EHEA - ERA

SPAIN:
UNIVERSITY 2015-2020

CAMPUS INTERNATIONAL EXCELLENCE
MOTIVATION

| HUMAN ATTITUDE | Challenge | Curiosity | Context | SPATIAL QUALITY |

UNIVERSIDAD CEU-SAN PABLO

Pablo Campos Calvo-Sotelo
“Architecture presents incarnations of
The mind when it invents and
Builds shapes”

(Rudolph Arnheim)
QUESTION ON INNOVATION:
WHO TO LEARN?
Third Mission - Social responsibility

Innovative actors and spaces in the learning process
Towards EXCELLENCE, following the “Educational Campus” paradigm?

A predetermined number of students will all learn the same thing at the same time from the same person in the same way in the same place for several hours each day.

“Any group of students can learn different things at different times from different persons in different ways in different places during different periods of time.”

Research Project – Ministry of Education – Spain 2011

Innovative Teaching & Learning Modalities

Innovative Spaces - 4 scales

Phenomenology Psychologiological perception

“Innovative spaces for University excellence: study of paradigms for learning optimization and adaptation to the European Higher Education Area”