

The Pedagogy of Space: Linking Constructivism and Design Thinking in Learning Environments

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Abstract: *The spatial design of learning environments has emerged as a critical factor in shaping educational outcomes. This paper explores how constructivist pedagogy and design thinking principles can be synergised through spatial design to enhance collaboration, innovation, and active learning. First, theoretical foundations of constructivism and design thinking are reviewed. Then, features of learning spaces that support these pedagogies are examined. Drawing on empirical studies and design case examples, design guidelines are offered. Finally, implications for practitioners, limitations, and future research directions are discussed. The synthesis demonstrates that learning spaces designed with deliberate attention to physical layout, affordances for collaboration, zones for experimentation, and consultation spaces can foster deeper learning. To achieve this, educators and institutional designers must collaborate via consultation and iterative design. This alignment of spatial pedagogy with constructivism and design thinking enhances student agency, motivation, and creativity, thereby preparing learners for the complex challenges of the 21st century.*

Keywords: Learning spaces; Constructivism; Design thinking; Active learning; Spatial pedagogy

