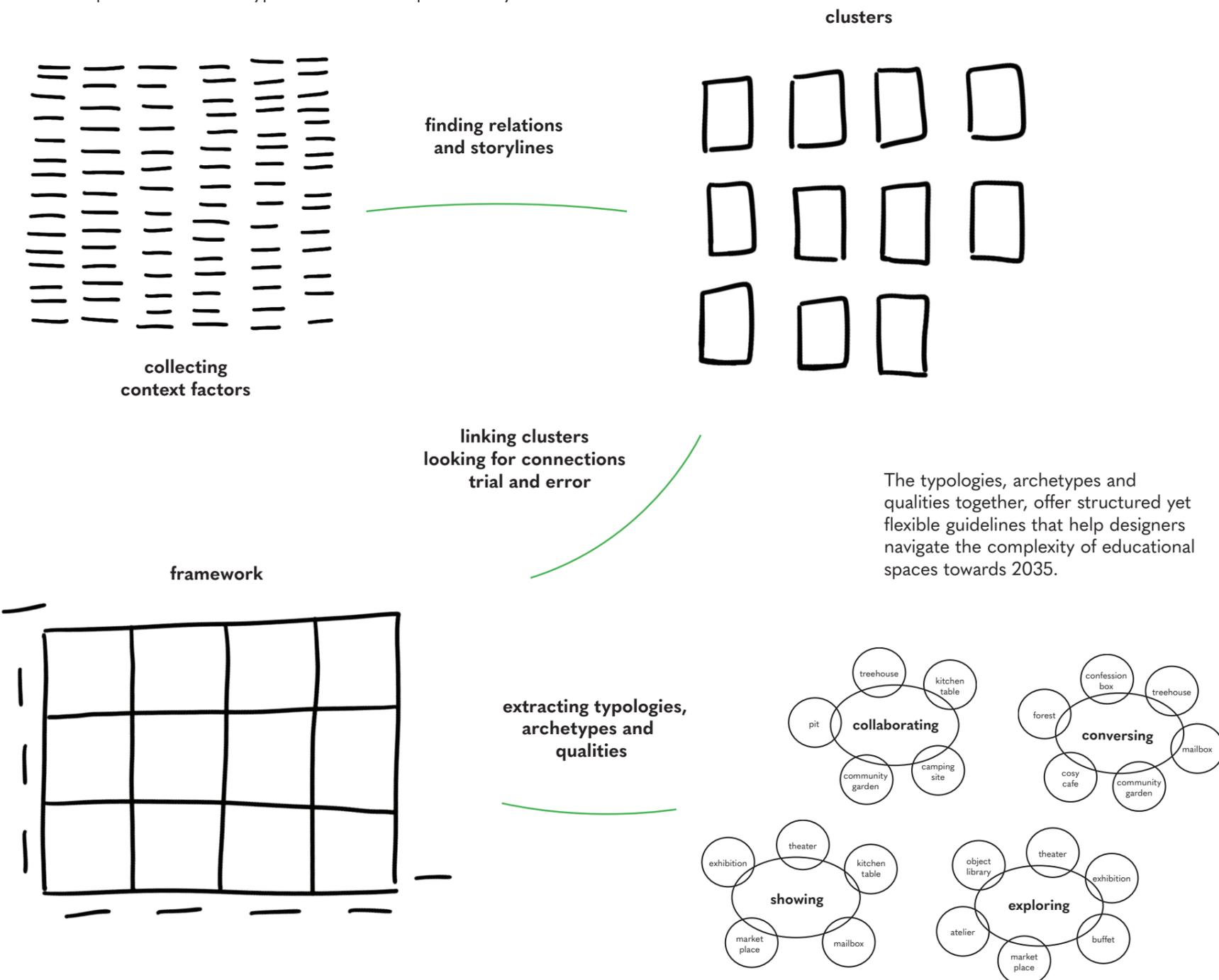


# Designing learning environments typologies for school interiors of 2035

This project presents an approach to designing future learning environments by combining theoretical guidelines with a practical design tool. The guidelines, in the shape of typologies and archetypes are built upon literature research, field research and pattern analysis. The typologies are based on desired future situations highlighting relevant actions for learning environments in 2035. These actions are: receiving, conversing, withdrawing, collaborating, connecting, showing, creating, engaging, moving around, reflecting, sharing perspectives and exploring. Every action can be carried out in multiple ways, each aligning with different user preferences. To represent this diversity, 5 to 6 archetypes illustrate various spatial interpretations of each action. Dissecting these archetypes into product- and interaction qualities helps designers to focus on the essence and atmosphere of the archetype rather than the practical layout.



To translate these insights into practice, a card set was developed as a design tool. Rooted in an interaction vision inspired by collaborative play with Lego blocks, the tool encourages designers to experiment, discuss, and ideate. By incorporating visualisations, color-coded labels of the actions and the qualities, the cards provide flexibility in interpretation while maintaining a clear connection to the guidelines. This approach ensures that the tool is not only informative but also sparks creativity and collaboration.



Together, the theoretical guidelines and design tool offer a comprehensive approach to designing future learning environments. The framework provides the theoretical grounding necessary to understand the impact of spatial configurations, while the card set bridges the gap between research and practice, enabling designers to apply these concepts in a hands-on, intuitive way. This dual approach ensures that learning environments remain adaptable, dynamic, and flexible to the changing needs of education, ultimately contributing to more engaging and effective spaces for students and teachers.

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