

The Translational Design of Schools

An Evidence-Based Approach to Aligning Pedagogy and Learning Environments

Kenn Fisher (Ed.)

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This book summarises the deep level of research carried out since 2008 within the emerging, evidence-based, translational design (EBD) approach to learning environments research. This programme has been carried out by the Learning Environments Applied Research Network of the University of Melbourne, its partners and colleagues. The chapters are based on ten, 3–4 year full-time doctoral research dissertations with each chapter outlining the key findings from these studies.

The book links the chapters through the lens of evidence-based design which originates from the health planning sector. The rigour of that sector is based on the well-accepted methodology of translational research used in clinical medicine for many years.

In adapting that practice, translational medicine is akin to translational development. When applied to other sectors and disciplines this becomes EBD health planning, translational engineering or, in the case of evidence-based architecture, translational design. Thus educational planning becomes the translational design of learning environments. These doctoral dissertations are examples of this approach.

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