

SPATIAL ANDRAGOGY

Analyzing University Infrastructure as 'Third Places' for Peer-to-Peer Learning



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Introduction & Abstract

This research evaluates how Bangladeshi university infrastructure functions as a learning ecosystem beyond formal classrooms. It investigates the cultural practice of "Adda" (informal discussion) and its role as an "invisible classroom" for peer-to-peer adult education.

Problem Statement

Current institutional designs often disregard the social-constructivist needs of adult students. In vertical campuses, the "Private Squeeze" creates overcrowding, forcing students to seek productive learning spots in transitional spaces like corridors.

Methodology

- **Quantitative Phase:** 154 students surveyed using the SAS scale.
- **Qualitative Phase:** 11 Photovoice participants mapped active zones.
- **Validity:** Cronbach's Alpha = **0.81** (High Consistency).

"Students actively reclaim un-designed spaces for cognitive development, turning stairwells into intellectual hubs."



Results & Statistical Analysis

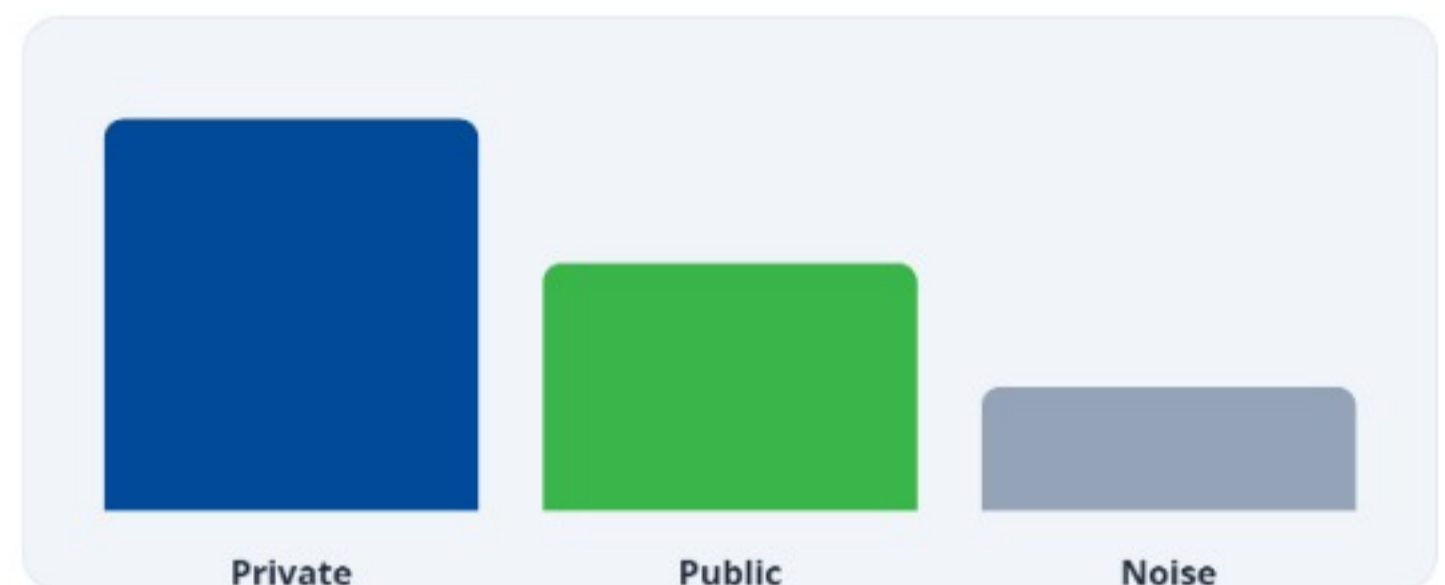
4.07

RELAXED LEARNING MEAN

0.76

COMFORT CORRELATION

Sector Performance Comparison:



Effective learning vs. environmental disruptors

Recommendations

- **Private:** Integrate "Nature Elements" into vertical designs for cognitive relief.
- **Public:** Install Micro-Amenities (Wi-Fi, outlets) in green zones.
- **General:** Implement acoustic buffering in social learning areas.

Conclusion

Physical comfort is the primary catalyst for academic peer exchange. Learning persists outside traditional boundaries when the spatial architecture aligns with social needs.