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RETROFITTING OF LEARNING SPACES: A CASE STUDY OF ARCHITECTURE DESIGN STUDIOS AT COVENANT UNIVERSITY

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Studies have revealed that the physical environment of learning spaces exerts commensurate effect on students learning outcomes. Previous researches have posited for classrooms to be decorated with maps, decals, charts, posters and murals as they increase the interest, attentiveness and motivational level of the students. This is also in addition to the need for classroom walls to be well painted. In architectural education, formal learning takes place at the design studios where the students get to engage, collaborate and learn both theoretically and practically. Increasing the interest of students in inculcating the studio culture, working in the design studio has been a continuous goal. The research design made use of structured interviews carried out randomly to selected students in the undergraduate level of the department of Architecture of Covenant University, Ota, Nigeria in the first semester of the 2017/2018 academic session following the retrofitting of the design studios. The qualitative research were

analyzed and presented in tables and word clouds. Findings reveal the positive influence of the retrofitting to a significant population of the respondents and the simultaneous boost in design thinking and studio culture, while few of the respondents were indifferent as to the influence of the retrofitting on their learning outcomes. The study submits that learning spaces should undergo frequent retrofitting and maintenance to suit timely needs of learners and the learning environment. Adaptability, flexibility and responsiveness are key parameters for retrofitting.

keywords: retrofitting, learning spaces, facelift, maintenance, architecture design studio, studio culture, wall posters, wall.