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Enhancement Of Learning Environment In Multimedia Academy Awka Through Spatial Organization

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ABSTRACT

In today's rapidly evolving digital age, multimedia academy plays a crucial role in shaping the skills and talents of aspiring artists, designers, and creators. This academy provides a dynamic learning environment where students can explore various multimedia disciplines, such as animation, graphic design, video production, and interactive media. However, to truly optimize the learning experience, it is essential to consider the spatial organization within this academy. Additionally, the article discusses the integration of technology and interactive features within the learning environment to enhance multimedia education. This article aims to explore the enhancement of learning environment in multimedia academy awka through spatial organization through these objectives, to carry extensive care studies in area of multimedia and to read architectural journals, books in area of multimedia, the research employed Case study methodology. The results indicated a significant improvement in both creative skills and technical proficiency among the students after their completion of the multimedia academy. The participants reported a heightened ability to conceptualize and execute multimedia projects, showcasing enhanced creativity and technical competency. Furthermore, the case studies analysis revealed that the academy's immersive learning environment, hands-on training, and experienced faculty were crucial factors contributing to students' growth and development. The findings highlight the significance of thoughtful spatial organization in promoting active learning, fostering creativity, and facilitating effective communication and collaboration among students. The article concludes with practical recommendations for optimizing the learning environment in multimedia academy through spatial design strategies and considerations.

Keywords: learning environment, multimedia academy, Spatial organization, Architects.

INTRODUCTION

Digital age referred to as digital revolution or information age is a time when large amounts of information are widely available to many people, largely through computer technology. Techopedia (2022) defines digital age as the advancement of technology from analog electronic and mechanical devices to the digital technology available today. The era started during the 1980s and is ongoing. Cambridge Dictionary says that digital age is the present time, in which many things are done by computer and large amounts of information are available because of computer technology.

The school is a special social space where education, training and personality development of people who are a community's future assets are founded and run by proper training methods, appropriate physical space and favorable psychological environment (Raccoon gang, 2018). Students in the process of socialization require a healthy environment and models so as to increase their performance. Hence, a clean, quiet and comfortable environments are important components of learning environment (Gilavand, 2016). Furthermore, creating an ideal learning environment ought to be a priority of every concerned

educationalist because being comfortable should be a combination of several factors which include temperature, lighting, and noise control etc. (Murugan & Rajoo, 2013). In a well-designed learning environment, students can experience a range of benefits. The physical layout and arrangement of spaces can promote collaboration among students, fostering teamwork and the exchange of ideas. A carefully planned space can facilitate group projects, discussions, and brainstorming sessions, encouraging students to work together and learn from one another's unique perspectives.

Spatial organization is intrinsic to social life by people's tendency to move in lines, interact in spaces and see changing fields as they move in the built environment (Hillier & Vaughan, 2007). However other factors might affect people's uses, spatial configuration conditions peoples' experiences in space and activities. Spatial organization refers to the strategic arrangement of physical spaces, furniture, equipment, and resources within an educational institution. When carefully planned and executed, spatial organization can significantly impact the learning outcomes and overall experience of students. By creating an environment that fosters creativity, collaboration, and innovation, multimedia academies can unlock the full potential of their students and enhance the learning process.

Spatial organization of the multimedia academy analyze the modern practice of building academic complexes convinces us that the thoughtful spatial organization of the academy is more important for the full and effective functioning of the academy than the architectural and functional qualities of its individual facilities. Particular importance is attached to public outdoor and indoor pedestrian spaces and connections which play the role of "indicative forming space". It can be platforms for social interactions, united by single architectural and planning ideas. Puchkov M V (2011) Gelfond A L (2015) From the above discourse it is imperative that sound spatial organization is highly desired to enhance learning in school environment

The built environment can have significant influence on wellbeing of users. Because if its impact on user behaviours, building design should take cognisance of the intended behaviour or function (Scott-Webber 2004). Irrespective of its function, the impact of building on its users can be twofold—positive or negative. Where its design and associated facilities 'effectively' support the building function and provide suitable 'working' condition, it positively influences the users. As Roelofsen (2002) stated ''improvements in workplace reduce complaints and absenteeism and raise productivity''. Hence, Smith et al. (2011) emphasized the need to design workplace such that they positively influence users. On the other hand, buildings can have negative influence by constraining user behaviour (Monahan 2000) or through their potential to cause stress and eventually affect human health (Evans and McCoy 1998).

The Multimedia academy is a state-of-the-art multi-purpose teaching, learning, and production facility. The academy supports the educational needs of students studying a wide range of disciplines or careers in multimedia technology, communications, animation, graphics, film making and media production, the academy will provide and support the application of new technologies and introduction to their career process and gives latest tools for pursuing technological innovation, including the development of new educational media. The academy wills not only educate and train students but also professional's developments for reputation management, brand communications, rapid effective strategic communications, market strategies and quality of business communication. This will enhance the use of multimedia in passing educative information to professionals to enable them grow their companies.

The architect's and designer's efforts must be put into the creation of a school which actively and attractively suits the functions of the education it serves and which not only accommodates but also contributes a very special environment for learning. "Environment for learning" connotes a broad range of special qualities, evidenced by many characteristics of a building's design (including the spatial organization) (Time-saver standards for building type, 1987). The physical aspects of environment those relating to the bodily senses of temperature, vision, and hearing may be relatively well controlled by known engineering methods. Those environmental qualities which affect emotions and behavior are far more difficult to accomplish through building design since they are not subject to established formulas or systems. Human scales, hominess, warmth, excitement, and repose are recognizable attributes of a building which engenders real responses from its occupants. The environment of an academy should be one which actively stimulates the development of human beings socially, intellectually, physically, and

emotionally (Joseph & John, 1987). Creating an environment and interior space with good circulation and spatial arrangement, and not just a space, should not be a bonus, but rather is a minimum essential in this type of design.

RESEARCH METHODOLOGY

Case study was employed as a qualitative approach, Case study is a qualitative method of study which investigates a case, a phenomenon or a setting in relation to its complex dynamics and peculiarities through objective method of observation (Groat and Wang, 2002; Singh, 2006; Oluigbo, 2010). It involves the gathering of data in order to allow the researcher to understand effectively how it operates and to know what is specific to the cases. The focus of the case studies of the selected buildings was to identify the spatial organization in multimedia academy.

FINDINGS

Case study 1 Lagos, Ebony creative life academy Located 10 engineering road close, off Idowu Taylor street, Victoria Island, Lagos, year of establishment, 2021. (Plate 1).

Plate 1 Picture showing the building Ebony creative life Academy approach view
Source: Amarachukwu (retrieved 15th February ,2022

Picture showing the classrooms
source: Amarachukwu

Case study 2 Multichoice talent factory academy, located at Plot 1381 Tiamiyu Savage Street, Victoria Island, Lagos Nigeria, owned by Multichoice, year established. 2018.

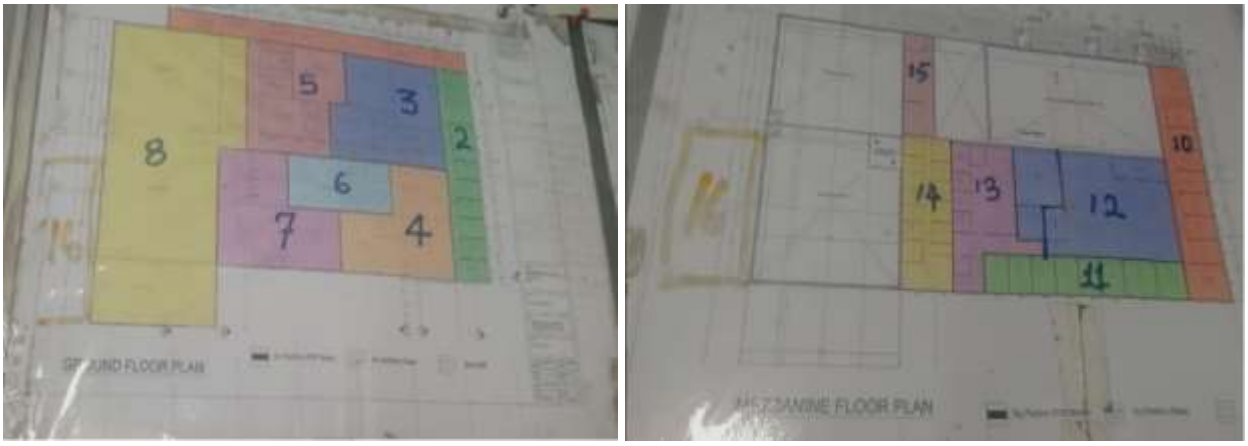

Plate 2 showing ground mezzanine floor plan studio
Source: Amarachukwu

Plate 2 Picture showing the Approach view and side view
Source. Amarachukwu

Plate 3 Picture showing the interior Sports studio
Source. Amarachukwu

The findings in the case study tends to implore how environment influence students in learning environment through spatial organization.

How space integration influences learning

Learning is the central activity of an academy, sometimes that learning occurs in classrooms (formal learning); other times it results from serendipitous interactions among individuals (informal learning) (*Diana G, 2006).* Space—whether physical or virtual—can have an impact on learning. It can bring people together; it can encourage exploration, collaboration, and discussion. Or, space can carry an unspoken message of silence and disconnectedness (*Diana G, 2006)*. An educational building is an expensive long-term resource. The design of its individual spaces needs to be:

- flexible – to accommodate both current and evolving pedagogies
- Future-proofed – to enable space to be re-allocated and reconfigured
- Bold – to look beyond tried and tested technologies and pedagogies
- Creative – to energize and inspire learners and tutors
- Supportive – to develop the potential of all learners
- Enterprising – to make each space capable of supporting different purposes

A learning space should be able to motivate learners and promote learning as an activity, support Collaborative as well as formal practice, provides a personalized and inclusive environment, and be flexible in the face of changing needs (*JISC, 2005*).

- **Motivation**

Well-designed learning spaces have a motivational effect. Learning areas infused with natural light, for example, provide an environment that is easy and pleasurable to work in. Good Circulation, learning café or open-plan social area will encourage engagement in learning, and instill a desire to continue activities beyond timetabled classes. Involving learners in aspects of the design is important. This signals that they can have a measure of control over the learning environment and over their own learning (*JISC, 2005*).

- **Collaboration**

Learners have been shown to benefit academically from social interaction with their peers. Open plan informal learning areas provide individualized learning environments which also support collaborative activities, and they can often be created from previously underutilized spaces. An example is the internet café. In many academies, entrance spaces now include open-access with refreshments and informal seating. Utilization data have proved the worth of such areas – their value lies in the way they encourage

learning through dialogue, problem solving and information sharing in the most supportive of contexts (*JISC, 2005*).

- **Flexibility**

Following two decades of rapid technological change and increasing student numbers, flexibility in the design of learning spaces has become essential. But the ultimate in flexibility – large open plan centers in which both learning and teaching take place – still presents challenges in management of sound, heat and student activity, and a mix of formal and informal learning spaces is still more frequently chosen (*JISC, 2005*).

Flexible designs for flexible learning

Furniture plays a significant role in enabling a learning environment to be flexible. To achieve this goal, institutions have frequently invested in bespoke furniture design. The arrangement of most furniture within the social areas of the academy, however, can be easily reconfigured to match the size and purpose of the group. (*JISC journal, 2005*)

The architect is and should be regularly challenged to conceive ways in which academy may be designed not only to be a practical, efficient response to the needs of today's teaching technologies, but also to anticipate the inevitable changes by which learning will become an entirely different experience through proper spatial organization. (*Philip et al, in Joseph & John, 1987*).

CONCLUSION

In conclusion the spatial organization within multimedia academy plays a crucial role in creating an effective and enriching learning environment. By considering the arrangement of spaces, furniture, equipment, and resources, academy can enhance collaboration, foster creativity, facilitate access to resources, and promote a sense of belonging. The following sections of this paper will delve into specific strategies and design principles that can be employed to optimize the spatial organization in multimedia academy, ensuring that students receive the best possible learning experience. This study has shown that learning space should be able to motivate learners and promote learning as an activity, support collaborative as well as formal practice, provide a personalized and inclusive environment, and be flexible in the face of changing needs (*JISC, 2005).* Nevertheless, multimedia academy in Nigeria have not seen a brighter light as they are limited by inadequate space and poor spatial organization. Undoubtedly, these discourages individuals who want to take up multimedia as a profession.

RECOMMENDATIONS

The quality and efficiency of a design is influenced by the amount of space optimally allocated to every activity and function in a design scheme (*Uji, 2002*), which would also determine the efficiency of the activity carried out in such spaces. This research has shown that there are physiological/psychological impacts of spatial organization on the learning and comprehending capacity of an individual. This cognition having been carefully examined and well-articulated, could be used to improve on spatial response and perception of the users of this facility. Akin studies and research should be encouraged and considered in the practice of multimedia and if possible be integrated into the students' curriculum for better understanding. Thence, it is recommended that multimedia academy facilitators, enthusiasts and designers/architects get acquainted with background knowledge of spatial organization, which can be used to enhance the learning capability of individuals and improve on the architecture of such academy so as to encourage users of the space/facility. This article has attempted to analyze the positive effects of spaces on the learning capability of an individual and consequently create a model design that will serve as an architectural template in future designs and establishment of such academy. This facility will not only be an academy, but will also render multimedia services to the general public, all in an effort to provide a state-of-the-art facility.

Conclusively, aside the above-mentioned services, a good understanding and knowledge of the impacts of space/spatial organization on human learning capability, as detailed in this article can aid multimedia

service providers, architects, planners and individuals in allocating optimum space for various activity in design of this nature, thereby enhancing learning.

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