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Space as the Third Teacher: The Educative Mechanism and Case Studies of Educational Architecture Design

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Abstract:
The concept of educational spaces as the "third teacher" is reshaping the design paradigm for learning environments. This study aims to transcend the traditional view of architectures as passive containers and explore its intrinsic nurturing mechanisms. Through theoretical construction and case analysis, this study proposes a three-dimensional mechanism by which educational spaces influence individual development: the physical environment stimulation mechanism (the educational effects of light, materials, and natural elements), the spatial behavior guidance mechanism (the shaping of behavior through layout, circulation, and functional zoning), and the sensory experience shaping mechanism (the regulation of emotions and cognition through color, acoustics, and scale). Empirical evidence from pioneering cases like Beijing's Lecheng Courtyard Kindergarten and the Reggio School illustrates how these mechanisms translate into concrete design language that effectively supports learning behaviors such as exploration, collaboration, and concentration. Ultimately, this research provides a systematic theoretical framework and design strategies for creating educational architecture fundamentally oriented toward nurturing. It offers valuable reference for advancing the transformation of learning environments from "function-centered" to "student-centered."

Keywords:
Third Teacher, Educational Architecture, Nurturing Mechanisms, Environmental Behavioral Science, Design Strategies

Introduction

Against the backdrop of a profound shift in global educational paradigms—from "knowledge transmission" to "competency cultivation"—the value of learning environments is undergoing renewed scrutiny and reassessment. Traditional educational architecture has often prioritized functional zoning and efficiency maximization, treating spaces as passive containers and static backdrops for teaching activities. However, cutting-edge research in education, psychology, and environmental behavior has increasingly revealed that the physical environment is far from neutral. It profoundly influences the emotions, behavioral patterns, and social interactions of both teachers and students in subtle yet pervasive ways, actively participating in and shaping the entire educational process. Internationally, this concept is vividly termed "the environment as the third teacher." It emphasizes that the physical space, when thoughtfully designed, possesses active properties

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that transcend its role as a passive carrier, demonstrating significant 'educational' potential—equally important as the adult and peer "teachers."

Although the concept of the "third teacher" has been widely discussed, its underlying mechanisms remain lacking in systematic theoretical construction and design. This deficiency has caused many practices to stagnate at the level of superficial imitation or conceptual abstraction. The core question of this research and practice is: As the "third teacher," what are the specific pathways and underlying mechanisms through which educational spaces influence individual development? How can these mechanisms be realized through a clear and discernible design language? To address these questions, this study integrates environmental behaviorism, constructivist learning theory, and architectural ontology to construct a three-dimensional educational mechanism framework encompassing physical environment stimulation, spatial behavior guidance, and sensory experience shaping. Through case analyses of pioneering institutions like Beijing Lecheng Siheyuan Kindergarten and the Reggio School, this framework demonstrates its explanatory power and practical value. Ultimately, it provides actionable design strategies and theoretical foundations for creating educational environments that genuinely inspire minds, empower learning, and prepare for the future.

1. The Evolution and Theoretical Core of the "Third Teacher" Concept

The concept of the "third teacher" profoundly reshapes traditional perceptions of educational space functionality. Its formation was not instantaneous but emerged as a product of specific educational philosophies interacting with the spirit of the times. Tracing the origins and evolution of this concept, clarifying its core essence and theoretical underpinnings, serves as the logical starting point for systematically constructing its educational mechanisms. It also provides essential intellectual context for understanding design innovations in contemporary educational architecture.

1.1 From Reggio Emilia to the World: The Rise and Evolution of an Educational Philosophy

The origins of the "third teacher" concept trace back to the extraordinary educational practices emerging from the northern Italian town of Reggio Emilia in the latter half of the 20th century. Its core tenet lies in treating the environment as a "third teacher" that facilitates children's social relationship building and cultural cognition, granting it equal educational significance alongside adults and peers. This revolutionary perspective fundamentally challenged the traditional view of learning environments as passive containers. Moreover, it emphasized that environments should function as "living" systems brimming with possibilities—spaces that spark curiosity, foster relationships, and document the learning journey. In Reggio Emilia preschools, environmental design is highly intentional: lighting, materials, object placement, and spatial transparency are meticulously considered to encourage children to engage in a hundred languages of dialogue with their surroundings (Fang, 1995).

Originating as a localized educational experiment, this philosophy gained global attention within the educational community starting in the 1990s due to its exceptional outcomes in child learning and its profound humanistic spirit. It subsequently extended into the fields of architecture and design. Its global dissemination resonated with the profound shift in global educational paradigms—from teacher-centered instruction

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to child-centered, constructivist, and exploratory learning. Educators and designers increasingly recognize that learning is no longer a one-way transmission of knowledge, but rather a process where learners actively construct meaning within rich, open, and trustworthy environments. Thus, the concept of the "third teacher" transcends its specific origins to evolve into a universally guiding design philosophy and value proposition. It has prompted global educational architecture to move beyond mere functionality and efficiency, instead pursuing how spatial language can support and amplify a new learning experience—one emphasizing autonomy, collaboration, inquiry, and immersive engagement. This global journey of the concept marks a fundamental shift in the design objectives of educational spaces: from passively responding to teaching activities to actively empowering educational goals.

1.2 Transcending Containers: Analyzing the Core Significance of Space as an Educational Medium

The core of the "third teacher" concept lies in revealing three fundamental aspects of space as an educational medium, completely transcending its traditional role as a mere physical container. Firstly, space serves as an infrastructure for curriculum delivery; its layout, facilities, and furnishings embody and support specific pedagogical methods and learning activities. For instance, a space designed for project-based learning must incorporate flexible zones for group collaboration, walls for displaying project progress, and workshops with readily accessible materials—the space itself becomes an integral component of curriculum implementation. Secondly, space serves as a behavioral "script." Through its pre-designed layout, circulation patterns, and functional zoning, it subtly suggests, guides, and defines users' behavioral patterns and social interactions. For instance: a winding, playful path sparks children's desire to run and explore, while a tiered space centered around a focal point naturally encourages group discussions and presentations. The structure of space silently amplifies behavioral possibilities. Finally, space serves as an emotional vessel. Its scale, lighting, colors, and materials collectively create a unique atmosphere that profoundly influences the psychology, emotions, and sense of belonging among teachers and students. A soaring, luminous atrium conveys openness and freedom, while low, soft corners offer privacy and security. This emotional embrace and acceptance form a crucial psychological foundation for learning.

These three dimensions collectively transform space from a static backdrop into an active educational agent. It ceases to be merely a location for teaching and becomes a participant in the learning process. A successful learning environment is inherently the material translation of an educational philosophy, converting abstract concepts (such as "autonomous exploration," "collaborative symbiosis," and "returning to nature") into tangible, perceptible, and experiential forms. Therefore, understanding the "third teacher" hinges on discerning the intricate interplay between space and behavior, space and curriculum, and space and emotion. Guided by this insight, designers must consciously embed these educational intentions into their creations, ultimately crafting empowering environments that stimulate, support, and deepen the learning experience.

1.3 Theoretical Foundation: Environmental Behavioral Science and Constructivist Learning Consensus

The concept of the "third teacher" is grounded in the robust scientific consensus provided by environmental behavioral science and constructivist learning theory. Environmental behavioral science establishes that hu-

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mans and their environment form an inseparable, dynamic interactive holistic system, where an individual's cognition, emotions, and behaviors are direct responses and adaptive outcomes to environmental stimuli (Lang, 1987). This theory asserts that space is not a neutral container; its layout, scale, lighting, color, and materials continuously send signals to users, promoting or inhibiting certain behaviors. For instance, an open, flexible space connected to nature inherently encourages exploration, collaboration, and relaxation; conversely, a closed, rigid environment lacking sensory stimulation is more likely to induce passive, isolated, and anxious responses. This provides direct theoretical support for the core concept of "spaces guiding behavior."

Constructivist learning theory offers another crucial foundation for the "third teacher" at the mechanism level of learning: knowledge is not passively received through instruction but actively constructed by learners through interaction with their surroundings (Wang & Kang, 2004). The learning environment—encompassing physical space, social relationships, and cultural tools—serves as the most critical context and resource for facilitating this construction process. A thoughtfully designed space, like a wise guide, provides learners with rich, authentic, and manipulable objects of inquiry (such as natural materials, movable furniture, and display walls). This supports learners in constructing their knowledge systems through sensory perception, hands-on engagement, and social dialogue. Here, the environment becomes a "cognitive tool" that triggers thinking and supports inquiry.

Though originating from distinct disciplines, environmental behaviorism and constructivist theory converge on a core conclusion: a high-quality learning environment is the foundational condition for stimulating, supporting, and sustaining effective learning behaviors. The former reveals "how the environment influences people," while the latter explains "how people interact with the environment during learning." Together, they comprehensively demonstrate the necessity and scientific validity of space as the "third teacher." They jointly establish the philosophical foundation of educational space design—where design transcends mere form creation to become a profound support and active shaping of learning behaviors and cognitive processes.

2. Three-Dimensional Construction of Educational Space Mechanisms

The value of theory lies in its explanatory power and guiding principles. To translate the abstract concept of the "third teacher" into tangible, actionable design practices, we must establish a systematic framework. This framework aims to reveal the specific pathways through which spatial environments interact with students' cognition, behavior, and emotions—via physical attributes, behavioral guidance, and sensory experiences—to fulfill their educational role. It also lays the theoretical foundation for subsequent design and analysis.

2.1 Stimulation Mechanisms of the Physical Environment: The Educational Influence of Light, Materials, and Natural Elements

The physical environment serves as the most fundamental and intuitive educational medium for space as the "third teacher." Through basic elements such as light, materials, and natural elements, it continuously exerts a subtle yet profound influence on users. Natural lighting design extends far beyond meeting illumination standards; it is a sophisticated language that shapes spatial ambiance and rhythm. As natural light shifts in angle and intensity over time, it casts rich patterns of light and shadow indoors. This subtly helps students develop an awareness of the passage of time and natural cycles, imbuing spaces with a sense of vitality and

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rhythm. Research indicates that ample, diffused natural light not only effectively reduces visual fatigue and regulates circadian rhythms, but its visual connection to the external world significantly enhances students' psychological comfort and learning focus, thereby fostering a positive atmosphere conducive to deep cognitive activities (Heschong, 1999).

The selection of building materials also carries profound educational significance: their tactile quality, thermal sensation, and visual texture collectively form the "skin" of the space, conveying distinct values and emotional experiences to users. The extensive use of natural or rustic materials like wood and exposed concrete is not only due to their ecological sustainability but also because they convey qualities of authenticity, warmth, honesty, and durability. This aligns with the educational goal of cultivating students' calm and focused state of mind. Through daily interaction with these materials, students gain sensory stimulation distinct from artificial materials like plastic or stainless steel, thereby enhancing their sensitivity to materials and aesthetic judgment. This constitutes a silent form of aesthetic education.

The organic integration of natural elements represents the most effective way to embed ecological awareness directly into campus life. Skillfully embedding natural landscapes—such as courtyards, green spaces, rooftop farms, and water features—into architectural layouts is not mere decoration but transforms them into indispensable teaching resources. These elements provide students with living textbooks for observing natural phenomena like plant growth, seasonal changes, and the water cycle, serving as natural classrooms for environmental education, scientific inquiry, and artistic sketching. This deeply connected experience with nature not only alleviates students' mental stress but also plants the seeds of respect for life and reverence for nature early in their hearts. This approach achieves the long-term goal of nurturing environmental awareness and ecological values through the environment itself.

2.2 Mechanisms Guiding Spatial Behavior: How Layout, Circulation, and Functional Zoning Shape Social Dynamics

Spatial layout serves as an "invisible script" for behavior, prefiguring diverse possibilities for interpersonal interaction through its physical form and profoundly shaping the social structures within educational settings. Traditional layouts featuring enclosed corridors connecting fixed classrooms inherently reinforce the isolation and independence of the "classroom" unit. In contrast, open, clustered floor plans fundamentally dismantle these physical and social barriers (Weinstein, 1979). For instance, replacing multiple standard classroom units with flexible learning pods arranged around a shared resource center (such as a library or workshop) not only promotes intensive and efficient use of teaching resources. Its open visual connections and convenient physical accessibility also greatly encourage spontaneous observation, imitation, and collaboration among students from different classes and grades, making cross-age learning and socialization the norm rather than the exception.

Clear, layered circulation design serves as a key tool for organizing spatial order and guiding dynamic behavior, its value extending far beyond basic evacuation and access functions. A thoughtfully designed path can naturally regulate movement rhythms and behavioral patterns through variations in width, light, and curvature. The broad, luminous main circulation route becomes a vibrant "social street," flanked by informal rest and display areas that encourage lingering and spontaneous conversation. Connecting to it, relatively quiet

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secondary routes lead to focused learning zones. This pedestrian-vehicle separation logic ensures activities of different natures remain mutually undisturbed while weaving diverse functions into an organic whole, creating a rich yet orderly spatial experience.

Functionally ambiguous zones serve as catalysts for exploration and creative use, embodying the advanced concept of the "third teacher." Strictly defined, single-purpose spaces (like classrooms solely for lectures) limit flexibility, whereas deliberately designed ambiguous areas—such as grand staircases, platforms, alcoves, and window sills—grant users autonomy to interpret and occupy these undefined spaces. A broad entrance staircase can instantly transform from a circulation space into a venue for collective gatherings, group discussions, or personal reflection; a shallow window-side terrace may become the most sought-after reading nook. This design approach returns partial spatial sovereignty to students, encouraging them to explore, define, and create uses for spaces according to their needs. This significantly cultivates their agency, adaptability, and sense of spatial belonging.

2.3 Mechanisms Shaping Sensory Experiences: The Influence of Color, Acoustics, and Scale on Emotion and Focus

Spaces engage directly with human emotions and cognition through sensory channels like sight, sound, and touch. Subtle environmental adjustments are key to creating conducive learning atmospheres. As the most intuitive visual element, color—when applied with psychological principles—effectively defines spatial attributes and influences user emotions (Wang, Wan, & Wang, 2014). Generally, low-saturation, soft warm tones foster tranquil, secure atmospheres, ideal for highly focused learning spaces; bright, vibrant color blocks stimulate energy and creativity, often used in activity zones or entryways for directional cues. Color design should serve clear objectives, avoiding meaningless visual noise. Systematic color planning guides behavior, delineates zones, and provides students with gentle, sustained visual stimulation and aesthetic enrichment.

Precise control of the acoustic environment is crucial for ensuring deep cognitive engagement. The design goal is to strike a balance between isolating distractions and preserving beneficial sounds. For children on the autism spectrum or students with attention deficits, sudden noises can easily cause distraction or even emotional outbursts. Even for typical students, persistent background noise significantly increases cognitive load and reduces learning efficiency (Shield & Dockrell, 2008). Therefore, key teaching spaces must utilize sound-absorbing materials, soundproofing structures, and acoustic field design to create an acoustic comfort zone that minimizes noise interference. Simultaneously, permitting the moderate presence of certain positive sound sources—such as group discussions or musical instruments—is vital for maintaining spatial vitality. This reflects a balanced management of "stillness" and "movement."

Appropriate human and spatial scales provide the physical foundation for students' sense of security, control, and belonging. Occasional unconventional scales can stimulate imagination and curiosity. Furniture dimensions tailored to children or adolescents, low window sills, and easily accessible displays empower users with environmental control, reducing helplessness and anxiety while fostering autonomous behavior. Conversely, consciously designing extraordinary dimensions at key points—such as a soaring, luminous atrium or a low, enveloping reading nook—breaks routine, delivering powerful visual impact and psychological cues. This sparks curiosity, awe, and complex emotions, creating a stage for creative and symbolic play.

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3 Empirical Cases: Interpreting Pioneering Designs of the "Third Teacher" Concept

The vitality of a theoretical framework lies in its explanatory and guiding value for real-world problems. To validate the educational mechanism of "space as the third teacher," we must test it within authentic design contexts. The following three case studies correspond to the three core mechanisms: physical environment stimulation, spatial behavior guidance, and sensory experience shaping. Through in-depth analysis, they reveal how the theoretical framework translates into concrete and compelling spatial language, ultimately empowering educational practice.

3.1 Case 1: Beijing Lecheng Courtyard Kindergarten: A Dialogue Between Nature, History, and Childhood (Huang et al., 2021)

Designed by MAD Architects, the Lecheng Courtyard Kindergarten exemplifies the physical environment stimulation mechanism. Through bold spatial interventions, it integrates nature, history, and contemporary educational philosophy to create a surreal learning environment that sparks boundless imagination. Its defining feature is a vibrant, undulating ring-shaped roof implanted atop a traditional three-courtyard siheyuan compound. This design transcends mere formal manipulation. Its upper level functions as a boundless, runnable circular playground, while its underside serves as a vast gray space roof for the courtyard buildings below. This juxtaposition creates a powerful visual and experiential contrast between historical weight and futuristic lightness, enclosed courtyards and open urban spaces, established order and free exploration. The structure itself serves as a three-dimensional "textbook" that inspires children to contemplate architecture, nature, and culture.



a.Bird's-eye view (colorful two-story rooftop terrace)



b.Courtyard formed around an ancient tree



c.Large floor-to-ceiling windows enhance interaction and transparency between indoor and outdoor spaces

Figure 1: Lecheng Courtyard Kindergarten (Figure source: https://www.archdaily.cn/cn/951750/le-cheng-si-he-yuan-you-er-yuan-mad-architects)

This design significantly expands children's interaction with nature, maximizing the stimulating potential of the physical environment. The vast circular roof transforms into an open "sky space," guiding children to run freely, gaze upward, observe the distant city skyline and nearby courtyard tile roofs, and establish direct connections with macro-natural elements like the sky, sunlight, and wind. Simultaneously, the new roof gently envelops the traditional courtyard below, transforming it into a sheltered indoor activity space that blurs the strict boundary between inside and outside. Children can engage in courtyard activities regardless of weather,

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touching ancient bricks, stones, and trees while experiencing seasonal shifts and the changing moods of rain, snow, clouds, and sun. This fosters intimate contact with micro-natural elements like the ground, vegetation, and climate.

This multi-layered spatial narrative profoundly stimulates children's exploratory behavior while offering unique sensory experiences. The undulating roof edges, combined with slides and staircases connecting upper and lower levels, form a three-dimensional maze brimming with discovery, continuously encouraging children to explore, move, and interact. The juxtaposition of new materials (PVC waterproof membrane surfaces) and old materials (traditional bricks, tiles, and timber) provides rich, authentic tactile and visual experiences (Figure 1). This case demonstrates that the physical environment, as the “third teacher,” achieves its highest educational value not by passively providing services, but by actively creating a metaphorical and open-ended context that draws children into immersion. This subtly cultivates their spatial cognition, ecological awareness, and cultural consciousness.

3.2 Case 2: Reggio School: An Architectural Experiment as a Socialized Ecosystem (Zhang, 2002)

Designed by Andrés Jaque / Office for Political Innovation, the Reggio School stands as an outstanding example illustrating spatial behavioral guidance mechanisms. Through an ecosystem-based organizational logic, the campus is constructed as a highly visible, fluid, and symbiotic “social ecosystem.” This design completely abandons the traditional linear model of connecting enclosed classrooms via corridors, instead adopting a decentralized, networked floor plan. Functional spaces such as classrooms, workshops, theaters, and courtyards—like diverse habitats within an ecosystem—are organically connected through multidirectional staircases, ramps, and platforms. This creates complex vertical and horizontal relationships, fostering rich visual permeability and physical accessibility.



a. Building exploded view diagram: diverse vertical spaces b. Building exterior c. Small garden

Figure 2: Reggio School (Figure source: https://www.archdaily.cn/cn/993084/rui-ji-ou-xue-xiao-andres-jaque-office-for-political-innovation)

This ecosystem-inspired spatial structure maximizes spontaneous observation, imitation, and symbiotic learning among students of different ages, thereby fully realizing the social shaping function of space. The layout ensures no activity is completely isolated; learning behaviors within one zone naturally become the

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"environmental backdrop" for another. This continuous, unconscious visual interaction mirrors the richness and diversity of natural ecosystems. Whether attending class, moving between spaces, or taking breaks, students constantly observe other groups' project progress, senior students' creations, or courtyard activities. This environment profoundly stimulates curiosity and learning motivation. Intricate circulation intersections and elevated platforms become natural hotbeds for informal socializing, fostering spontaneous conversations and collaborations beyond class boundaries. The campus thus transforms into an ecological community for learning and interpersonal growth (Figure 2).

Through precise spatial design, this project successfully translates educational philosophy into concrete architectural language. Its key insight lies in recognizing that social skills are as vital as academic knowledge, with space serving as the primary medium for cultivating social relationships. This case demonstrates that when design consciously breaks down isolation and fosters connections, the space itself becomes a powerful curriculum—teaching students how to establish bonds, communicate, and find their place within complex, collaborative social networks. The Reggio School approach powerfully illustrates that as the "third teacher," space's educational value lies not merely in accommodating activities, but in how its layout and circulation meticulously cultivate the interplay between activities. This actively shapes an open, inclusive, and supportive community culture.

3.3 Case 3: Kindergarten Nová Ruda: Lightweight Interventions for Sensory Regulation and Boundary Dissolution

Designed by Petr Stolín Architekt, the Kindergarten Nová Ruda in Vratislavice nad Nisou, Czech Republic, stands as an exceptional example illustrating the mechanisms shaping sensory experiences. Through a minimalist yet bold design language, it precisely regulates color, light, and scale to create a bright, tranquil, and emotionally nurturing environment tailored for children. The building's defining feature lies in its treatment of the east and west facades: massive floor-to-ceiling glass curtain walls replace solid walls, complemented by fully operable glass doors that physically and visually dissolve the boundary between interior spaces and the outdoor garden. This design strategy first creates an exceptionally transparent and expansive spatial experience visually, bringing the vast blue sky, green trees, and garden views indoors. These elements become a constantly changing dynamic mural, providing children with a stable and soothing visual backdrop that effectively reduces anxiety and unease potentially caused by enclosed spaces (Figure 3).



a. Giant retractable glass curtain walls completely dissolve the boundary between indoors and outdoors



b. Structural elements and natural light play within the transparent space



c. Child-sized windowsills create safe, tactile corners

Figure 3: Kindergarten Nová Ruda (Figure source: https://www.archdaily.cn/cn/910298/vratislavice-nad-nisoude-nova-rudayou-er-yuan-petr-stolin-architekt)

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On the auditory and tactile levels, the building's design achieves gentle management of environmental stimuli through meticulous material and structural choices. The main structure employs a limited palette of light-colored wood, concrete, and glass—simple, unadorned materials that avoid sensory overload from complex decorations or vivid colors. This creates a neutral sensory backdrop free from overwhelming pressure for young children. The extensive use of wood not only provides a warm tactile quality but also offers acoustic absorption properties, helping to dampen noise from indoor activities and foster a tranquil atmosphere. Fully operable glass doors allow natural sounds like wind rustling and birdsong to enter as gentle background white noise during suitable seasons, while filtering out distractions like distant traffic. This creates an immersive auditory experience rooted in nature.

This meticulous optimization of sensory experiences ultimately serves the core educational goals of enhancing focus and fostering a sense of security. The highly open spatial vistas ensure omnipresent visual supervision by adults, yet this oversight remains non-intrusive. The seamless integration of indoor and outdoor spaces—rather than enclosed, "guarded" rooms—instills children with a sense of trusted freedom. Uniform, abundant natural light reduces reliance on artificial sources, avoiding potential visual strain from flickering or uneven illumination. This creates a healthy visual environment for reading, play, and other activities. This project demonstrates that the role of the "third teacher" is not always achieved through active stimulation. Sometimes, it is precisely through "subtraction"—eliminating unnecessary sensory distractions and removing oppressive physical boundaries—that the most valuable spatial support is provided for a focused, calm, and secure childhood.

Conclusion

The design paradigm of educational architecture is undergoing a profound shift from "passive response" to "active empowerment." The preceding discussion demonstrates that treating space as the "third teacher" is not merely a metaphor, but a design philosophy grounded in robust scientific principles derived from environmental behavioral science and constructivist learning theory. This study reveals how learning environments—through design elements such as materials, light and shadow, layout, circulation, color, and acoustics—subtly influence students' cognitive patterns, behavioral habits, and social development. By systematically constructing three educational mechanisms—physical environment stimulation, spatial behavior guidance, and sensory experience shaping—it demonstrates how spaces become indispensable, active participants in the educational process. Analysis of three pioneering case studies further confirms that exceptional educational spaces are fundamentally spatial translations of pedagogical philosophies, ultimately transcending functional fulfillment to stimulate and empower learner agency.

Looking ahead, the design and research of educational spaces must continue to expand in both depth and breadth. On one hand, the mechanism framework proposed in this study requires validation and refinement through longer-term empirical tracking and quantitative research. Particular areas warrant deeper exploration, such as the sustained impact of specific lighting environments on student concentration and the concrete effects of different circulation patterns on social network formation. On the other hand, the implementation of the "third teacher" concept relies on interdisciplinary collaboration among architects, educators, psychologists, and administrators to ensure that the language of space is deeply integrated with educational objectives.

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Only through such collaboration can we create truly life-affirming spaces that respect children's developmental patterns, stimulate their inherent potential, and prepare them for future education.

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