CHANGING DESIGN OF SCHOOL ENVIRONMENT IS CHANGING EDUCATION - CHANGING PROCESSES THROUGH THE EYES OF THE STAKEHOLDERS - PART 1

DISCUSSANT’S POINTS
THE TOPOS- AND LOGOS MODEL

- Topos and logos is related: knowledge is spatial and spaces are knowing.
- Educational theory and practice is related to the spaces (lived) and places (reflected) of the institution, practicum etc.
- Forms a structure of analysis of i.e. architecture, educational practice, professions, positions in the field of study etc.
- (Haastrup & Knudsen 2015)
Initial remarks on intertwining of design and education

Spaces are events layered with practices and has an intentionality: Space and design talk-back

(Edward Casey, 2009)

Left picture: Hall, Vordingborg Seminarium 1943; ‘Wounded Amazon’

Right picture: Hall, University College Zealand; ‘working zone’

(Haastrup & Knudsen 2015)
GENERAL COMMENTS

Presentations: Inventive design of schools, renovating schools from open plan to traditional and Perceptions of school yards.

General questions:

• Where are the buildings’ talk-back, pedagogical affordances, possibilities and challenges?
• How can we investigate this and fixate as data?
• How are the relations between the architecture as design and the architecture as pedagogy studied?
Methodology: observation, interviews and survey

In the article, the survey is mainly used and only to a very limited extent observations and interview. How can a survey demonstrate correlations between physical environment and educational practices? Why not make more use of the observations?

Analysis: How does physical environment contribute to educational practices?

You can do individual teaching forms, group work, and such in many school designs. How is the open plan school specifically supporting or inviting teachers to practice these forms of teaching? And how is the design also causing difficulties for the secondary school teachers?

Perspectives: Collaborative school design is suitable for educational visions

What are the principles for collaborative school design, and how could Gislason's model ‘elements of the learning environment: design and use’ be of inspiration?
CHANGE AND STASIS WITHIN DESIGN AND PRACTICE OVER THREE DECADES IN AN ENGLISH PRIMARY SCHOOL. BY PAMELA WOOLNER AND ULRIKE THOMAS

Methodology: Case study:

How does the development at Woodside relate to international educational tendencies in that period? And did open plan schools in other countries react the same way? And what does that reveal about the practices and history of Woodside?

Analysis: Changes in pedagogy:

Have the child centred pedagogy in the open plan school endured despite new educational winds in the UK? How is that eventually manifested in the pedagogy and the school renovation design?

Perspectives: The collaboration with this school developed, as hoped:

How would you describe the successful collaboration using the Gislasons model on ‘elements of the learning environment: design and use’?
THE SPATIAL PRACTICE OF THE SCHOOLYARD. A COMPARISON BETWEEN SWEDISH AND FRENCH TEACHERS’ AND PRINCIPALS’ PERCEPTIONS OF EDUCATIONAL OUTDOOR SPACE. BY ANNA LARSSON AND MARIA RÖNNLUND

Methodology: Mainly use of interview as a way to understand perception.

How could the investigation of space include closer references to the actual school yards observed and the pedagogues’ practices there?

Analysis: Focus is on pedagogical intentions/explanations.

What does the different school yards designs mean for the practices of the French and Swedish pedagogues?

Perspectives: Comparison of practices.

What can the pedagogues learn from each other?
CHANGING DESIGN OF SCHOOL ENVIRONMENT IS CHANGING EDUCATION - CHANGING PROCESSES THROUGH THE EYES OF THE STAKEHOLDERS - PART 2

DISCUSSANT’S POINTS
General comments

Presentations: ““Changing Design is Changing Practice.” New- and Rebuilding Schools in South Tyrol, a Case Study,” “Changing school environments through the eyes of the students” and “Towards a democratic learning space: the transformation of schools built in Portugal before 1974.”

General questions:

• How do we study the pedagogical changes as the school design change?

• How can we make use of students’ voices in debates of school redesign and development and pedagogical practices?
“CHANGING DESIGN IS CHANGING PRACTICE.” NEW- AND REBUILDING SCHOOLS IN SOUTH TYROL, A CASE STUDY. BY ULRIKE STADLER-ALTMAN

Methodology: Case study
Pictures of the old school building, display of the design process, additional architects drawings and photos of the building process etc. could make it easy to see and understand the changes from the old school to the redesign, but how are the pedagogical changes studied?

Analysis: pedagogical concept and architectural solutions
How are the correlations or conflicts between the two observed and analyzed?

Perspectives: Planning a new design for St. Martin School
What can teachers, pedagogues, principals and architects learn from the first case study?
What is the researchers role in the new case study, and what is the research question?
CHANGING SCHOOL ENVIRONMENTS THROUGH THE EYES OF THE STUDENTS. BY ANNELI FRELIN AND JAN GRANNÄS

Methodology: School environment as “part of the life story of its users”.

Can students tell if a place is good for learning? How do you balance their views with theory on learning? Students often mention need for silence, but is silence always good for learning?

Are you observing students debating learning environments with their teachers and principal?

How is the differences from the earlier to the redesign of the school studied?

Analysis: The purpose of this case study is to enhance our understanding of different students’ views of their educational environment, inside and outside of the classroom.

“What places do you think are: Safe / unsafe, Good / bad for learning.” How is learning theoretically perceived by the researchers?

Perspectives:

What can designers, teachers and principals learn from the students’ perspectives?
TOWARDS A DEMOCRATIC LEARNING SPACE: THE TRANSFORMATION OF SCHOOLS BUILT IN PORTUGAL BEFORE 1974. BY CAROLINA FERREIRA AND GONÇALO CANTO MONIZ

Methodology: critical cartography putting actors on maps

How do students’ photos ‘put them on maps’ as th intended an investigation of the complexity and contradictions in schools buildings and city areas? How do the pictures disclose power and empower students?

Analysis: Visual representation of students’ spatialities

Figure 6 and 8 describe students’ daily routines and perceptions of learning spaces, but what can we conclude from these visual representations? What guides our interpretations?

Perspectives: Cartographic images can help to orient designs of city spaces

Figure 6 displays the localities i.e. school, cafe, minimarket and city park of Guimaraes, but is that new knowledge to the city planners? Would a significant contribution not need a much larger amount participants to map the student’s routes and routines? Or why are the interviews not combinded with the mapping?