

University of Gävle





**Research on Educational Environments –
new perspectives and empirical
examples**



The beginning



Framtidens demokratiska medborgare

Om ungdomar, medborgarskap och demokratiföstran i svensk skola

JAN GRANNÄS



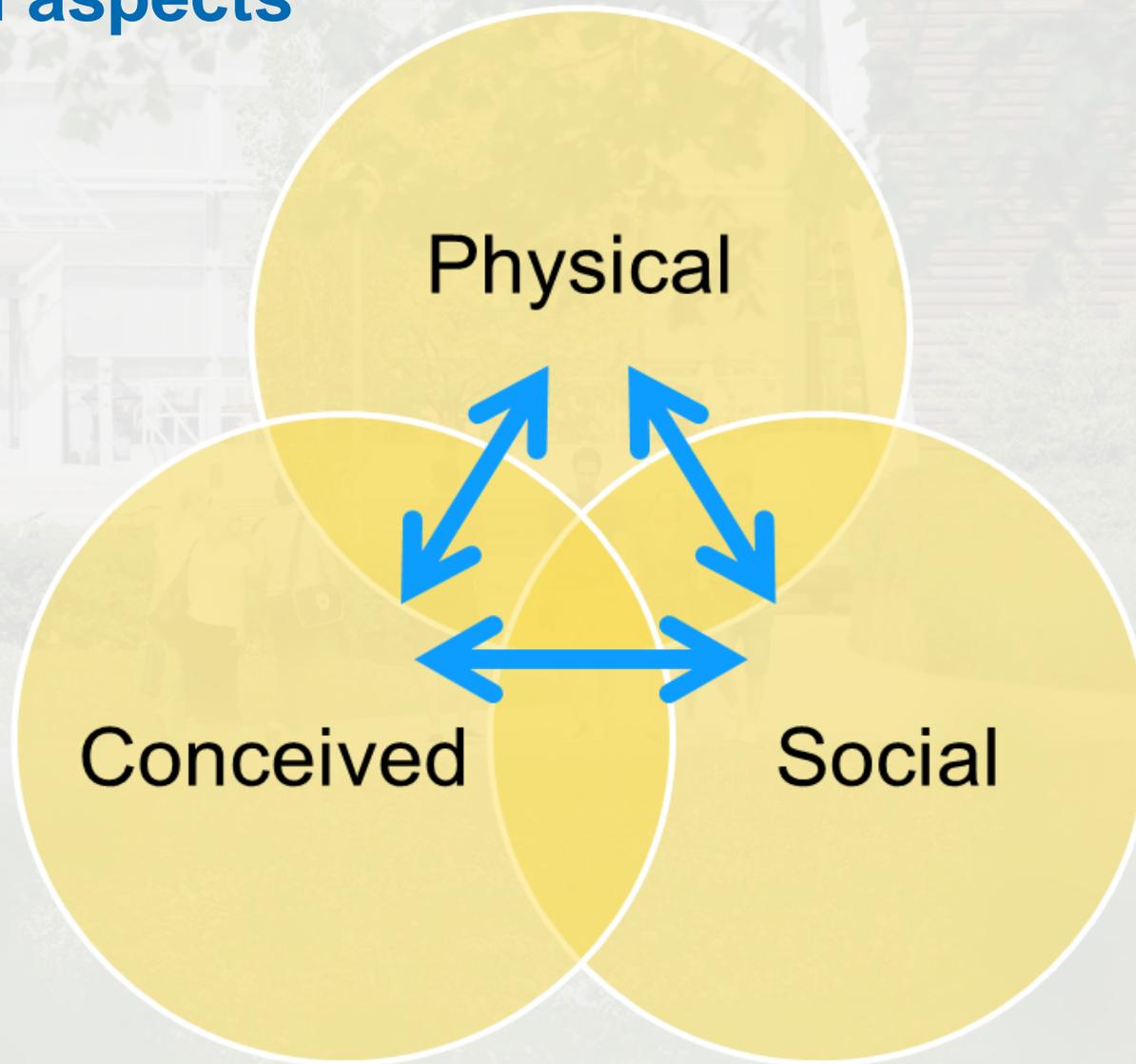
Studia Didactica Upsaliensta 5



Teachers' Relational Practices and Professionalism

Anneli Frelin

Spatial aspects



(cf Lefebvre, 1991; Massey, 2005; Rönnlund & Tollefsen, 2016; Stables, 2015)

Physical

Spatial practices that place work, play and leisure in pre-established learning spaces, cafeterias, hallways, playgrounds etc

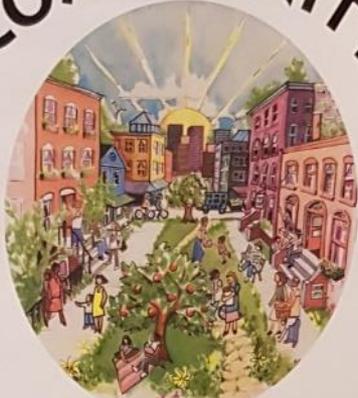
Conceived

People's notions of schooling, its forms and contents, which structure the ideas about teaching and learning

Social

The place where lived experience takes place and where meaning is created, both individually and communally

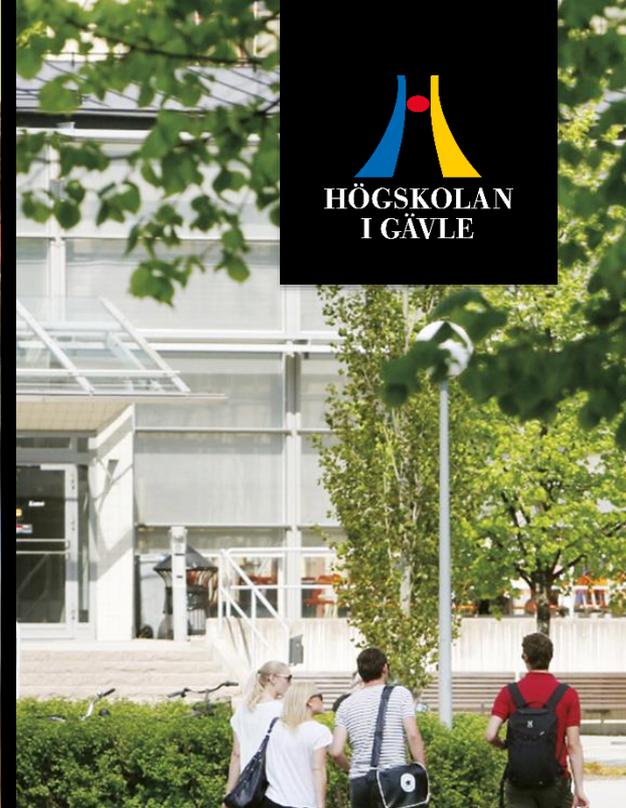
HOW TO BUILD COMMUNITY



TURN OFF YOUR TV 🌸 LEAVE YOUR HOUSE
KNOW YOUR NEIGHBORS
LOOK UP WHEN YOU ARE WALKING
GREET PEOPLE 🌿 SIT ON YOUR STOOP
PLANT FLOWERS
USE YOUR LIBRARY 🎮 PLAY TOGETHER
BUY FROM LOCAL MERCHANTS

SHARE WH
HELP A
TAKE CHILDRE
GARDEN
SUPPORT NEIGH
FIX IT EVEN IF YO
HAVE POT LUCKS
PICK UP LITTER 🗑️
DANCE IN
TALK TO THE
LISTEN TO THE BIRD

HELP CARRY SOMETHING HEAVY
BARTER FOR YOUR GOODS
START A TRADITION 🍷 ASK A QUESTION
HIRE YOUNG PEOPLE FOR ODD JOBS
ORGANIZE A BLOCK PARTY
BAKE EXTRA AND SHARE
ASK FOR HELP WHEN YOU NEED IT
OPEN YOUR SHADES 🎵 SING TOGETHER
SHARE YOUR SKILLS
TAKE BACK THE NIGHT
TURN UP THE MUSIC
TURN DOWN THE MUSIC
LISTEN BEFORE YOU REACT TO ANGER
MEDIATE A CONFLICT 🌸
SEEK TO UNDERSTAND
★ LEARN FROM NEW AND
UNCOMFORTABLE ANGLES
IF IT IS SILENT



Spaces in-between



Studying interstices in school

Sustainable relationships as
prevention against threats and
violence

A study of relational practices in
informal contexts in school.

(see Cozens, Saville, & Hillier, 2005; Johnson,
B., 2008; Lindstrom Johnson, S., 2009)



Spaces in-between in the educational environment

- Central station as
borderland
- Space for student concerns
- Support staff - central but
neutral positions

Schools as ecologies

Ecological perspective

- Educational environment

“The only way in which adults consciously control the kind of education which the immature get is by controlling the environment in which they act, and hence think and feel. We never educate directly, but indirectly by means of the environment. Whether we permit chance environments to do the work, or whether we design environments for the purpose makes a great difference.” (Dewey, 1916)

- Changing direction of processes

(Dewey 1916, 1938; Doyle 2006; Hansen 2002)



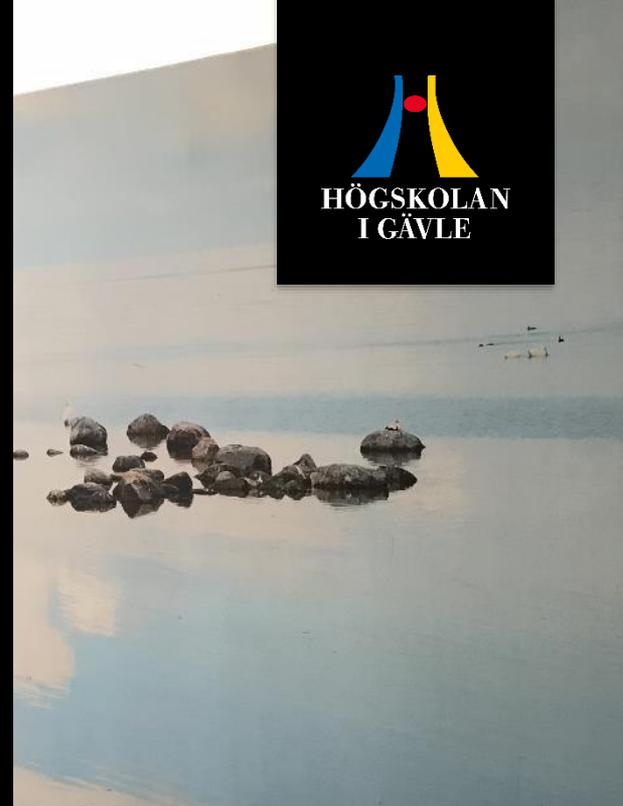


Photo stories



Safe and unsafe places

- **Mobility**
- **Crowded places**
- **Noise**

One boy in 9th grade explains: “... you never really know what might happen. Bullying or beatings may happen to someone. That is not OK. They should make the corridor more safe than it is.”

Places where students like to learn



Smaller breakout rooms

- Less movement
- More quiet
- Fewer disturbing impressions

“I chose this very place that works well for me. Because I feel very open and focused, because of the very nice windows, space and seating. It is very quiet in there. In the physics room you never sweat to death” (boy, 9th grade).

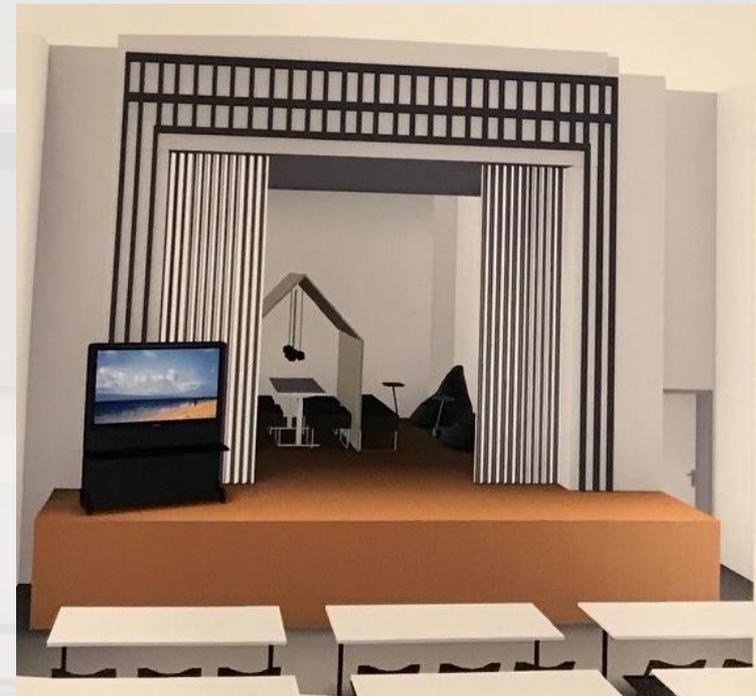




Sharper school



Iterative school development



Ongoing research and networks

- "Sharper school" Test bed – activity based learning environments
- Walking tours – post occupancy evaluations
- Nordic network on school environment
- European network on Design Research And Practice in Educational Spaces (DRAPES)



[researchgate.net](https://www.researchgate.net)



ARTICLES



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