



INHABITING EDUCATIONAL DESIGN

INTENTIONS TENSIONS IMPLICATIONS



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WHERE YOU ARE MATTERS TO HOW YOU FEEL, THINK AND ACT.

Inhabiting educational design is a complex process at the heart of the relationship between people and the natural and built environment.

The word *inhabit* describes being present or situated within a particular place, environment, idea, mindset or professional discipline. As a verb, *inhabiting* describes an on-going, ever-changing process of adaptation between a person or a group of people and the world in which they live.



PURPOS

E Explore the lived experience of educational design.

A qualitative, phenomenological, case study methodology was chosen to investigate educational design from the perspectives of 29 students, 10 teachers, 2 principals, and 3 architects at two comprehensive schools (Grades 1–9) in Helsinki, Finland.

RESEARCH QUESTIONS

- (a) What can be learned from the experiences of architects and principals involved in the design of two exemplary public schools?
- (b) How do students and teachers experience the design of these educational environments?
- (c) How can their experiences inform educational design?




METHODOLOGY

PRINCIPALS AND ARCHITECTS: Semi-structured interviews

Explored participants' roles, working relationships, design intentions and post-occupancy observations.

STUDENTS AND TEACHERS: Photo-elicitation interviews

Students and teachers were instructed to take photographs of both interior and exterior spaces on school property and to capture both supportive and constraining elements of their experiences with the design of their schools (i.e., what they liked/what worked well; what they did not like/what did not work).



FORM FOLLOWS *CONTEXT*

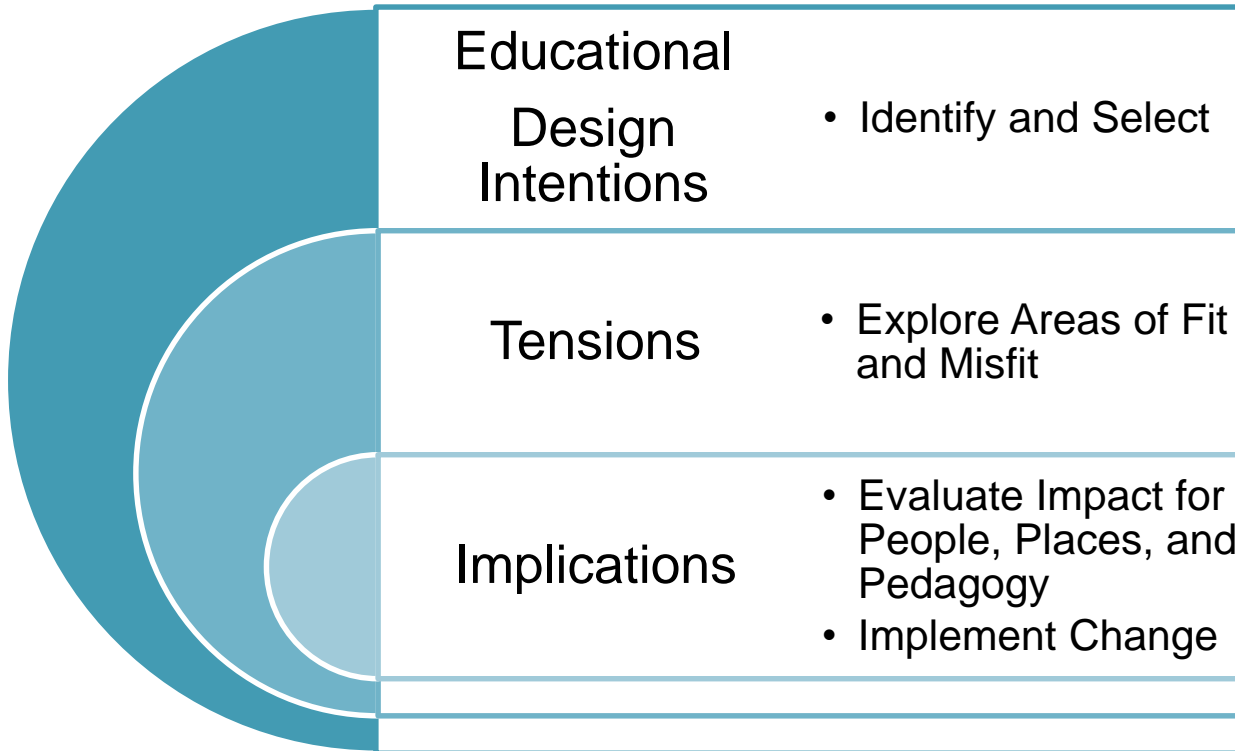
A closer examination of school architecture as pedagogy is necessary to define an educational paradigm where *form* follows *context*.

Context is more than a description of functional requirements; it also includes the relationship between requirements and the environment in which the design is to be used (Alexander, 1964).

In design, “incongruities ... are the primary data of experience [used to measure fit in an attempt] to satisfy the mutual demands which [form and context] make on one another” (p. 22).

Alexander, C. (1964). *Notes on the synthesis of form*. Cambridge: Harvard University Press.

EDUCATIONAL DESIGN INTENTIONS MODEL



This model explores the relationship between educational form and context through an examination of tensions within selected participant-identified design intentions.







INHABITING A SHARED VISION OF EDUCATIONAL DESIGN

The design, construction, and use of educational facilities is supported when architects and educators inhabit this experience as equal participants, develop more effective ways of working, and when strategies are implemented to enhance a greater understanding of each other's disciplines.

Actively soliciting the voices of students' and teachers' has the potential to propel innovation, diversity school design and maximize the pedagogical promise of environments for learning.



THANK YOU

**I LOOK FORWARD TO YOUR QUESTIONS AND
COMMENTS.**

CONTACT

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