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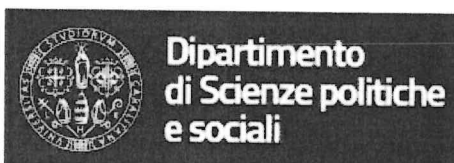
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J.08. The right to a fair space for education: an interdisciplinary approach between pedagogy, architecture and design

Innovative Learning Environments: A Comparative Analysis of Projects With New Versus Established Schools

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school, environments, student

This paper offers a comparative reading of two projects. The first project entailed the construction and initial use of a new school, and also prompted the teachers to thoughtfully revisit their teaching practices (Weyland, 2014). The second project was conducted with an existing school (Fianchini, 2017) that had already been in use for some time, whose teachers proposed designing and constructing a new environment: an outdoor classroom, located in the school yard. The present analysis is based on the dual perspective of two distinct areas of professional expertise — education and architecture. We set out to identify the key themes that emerge from the feedback and data we collected (Preiser, Rabinowitz, White, 1988), including the importance of involving the teaching staff from the initial stages of any new construction or modification project, while bearing in mind from the outset the type of use to be facilitated by the proposed new spaces. In the case of the first project, the authors of this abstract were asked — following the construction of the school and its use for an initial period of two school years — to assess how the school's spaces were being used in practice as well as the degree of congruence between the architects' initial intentions and the everyday school lives of the students (Cook-Sather, 2002), teachers and other school staff, based on the collection of various kinds of data and discussions with the teachers. The second project, on the other hand, was a complex process involving multiple and diverse actors that originated with the school's internal requirement to upgrade some of its existing spaces (Dessi, Fianchini, Zuccoli, 2016; Farné, Agostini, 2015); the aim was to enhance the well-being of both students and teachers and the change introduced was found to have immediate implications for teaching practice.

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