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Disciplina	720.47 371.9045
Soggetti	Sustainable architecture Schools Social service Buildings Knowledge management Buildings—Design and construction Building Construction Engineering, Architectural Sustainable Architecture/Green Buildings Schools and Schooling Social Work and Community Development Building Types and Functions Knowledge Management Building Construction and Design
Lingua di pubblicazione	Inglese
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Livello bibliografico	Monografia
Nota di contenuto	Foreword -- PART 1: Renewing Strategies for existing Schools -- Scenarios under change in school facility interventions, M. Fianchini -- Introduction -- The OECD programs and actions -- An overview on intervention strategies from some European countries -- The case of Italy -- Pedagogy and architecture, which dialogue is possible? -- Outdoor experience so to widen learning opportunities -- Resilient

thinking and school infrastructure management -- PART 2: Updating Knowledge of Middle Schools -- Updating users' needs framework in middle schools. A field research activity -- PART 3: Supporting School Communities -- The schoolyard. A space for school and neighbourhood communities -- A resilient view of school community actions -- A simplified toolbox for the operability assessment of the built environment in middle school buildings.

Sommario/riassunto

This book draws on important original transdisciplinary research to address a wide range of issues relating to the remodeling of existing schools for pre-teenagers to fit them to various novel teaching models (e.g. collaborative learning, ICT integration, and out-of-classroom working) and to create effective educational environments for the future. The strong relationship between people's wellbeing, physical environment and student learning in schools has already been extensively studied in international research. At the same time, a number of different scenarios of possible innovations are now emerging, and these require conscious choices in terms of designing both the ways and the places where educational processes can be developed. The principal focus of this research was the relationship between infrastructure, activities, and school communities. The book is divided into three sections, the first of which discusses conceptual aspects and outlines innovative renewal strategies. The second section describes a participatory research process developed in five case studies of lower-secondary or middle schools with the aim of updating our knowledge about such schools and identifying emerging issues. The last section presents case studies, operational tools, and design strategies that aid decision-making and support interventions to renew school facilities. The book is intended mainly for scholars of architecture and education, but is also of interest to a wider readership, including principals, teachers, designers, decision-makers in school communities, and heads of municipal education departments.
