

Herman Hertzberger Space And Learning

Providing a methodology for evaluating indoor thermal comfort with a focus on children, this book presents an in-depth examination of children's perceptions of comfort. Divided into two sections, it first presents a history of thermal comfort, the human body and environmental parameters, common thermal comfort indexes, and guidelines for creating questionnaires to assess children's perceptions of indoor thermal comfort. It then describes their understanding of the concepts of comfort and energy, and the factors that influence that perception. In this context, it takes into account the psychological and pedagogical aspects of thermal comfort judgment, as well as architectural and environmental characteristics and equips readers with the knowledge needed to effectively investigate children's perspectives on environmental ergonomics. The research field of indoor thermal comfort adopts, on the one hand, physical parameter measurements and comfort indexes (e.g. Predicted Mean Vote (PMV) or adaptive comfort), and on the other, an ergonomic assessment in the form of questionnaires. However the latter can offer only limited insights into the issue of comfort, as children often use different terms than adults to convey their experience of thermal comfort. The book aims to address this lack of understanding with regard to children's perceptions of indoor thermal comfort. The book is intended for HVAC engineers and researchers, architects and researchers interested in thermal comfort and the built environment. It also provides a useful resource for environmental psychologists, medical and cognitive researchers.

This unique guide provides a systematic overview of the idea of architectural space. Bryan Lawson provides an ideal introduction to the topic, breaking down the complex and abstract terms used by many design theoreticians when writing about architectural space. Instead, our everyday knowledge is reintroduced to the language of design. Design values of 'space' are challenged and informed to stimulate a new theoretical and practical approach to design. This book views architectural and urban spaces as psychological, social and partly cultural phenomena. They accommodate, separate, structure, facilitate, heighten and even celebrate human spatial behaviour.

"The premise of the conference was to assess the impact and relevance of contemporary paradigms in architectural research including substantial developments in technology, public consciousness and economic pressures."--Page 4 of printed paper wrapper.

This book offers an exciting journey into the most recent architectural achievements, seen in their complexity and plurality, and described in the most objective and truthful way. The development of contemporary architecture is presented as it commenced more than a century ago, as it tried to reconcile democratic ideals with the forces of the Industrial Era. In contrast to many books on the modern-day art of building, the development of architecture is not described chronologically here, but, rather, independently for each selective architectural trend. This allows a better explanation of some evolutionary processes and the continuity of each trend. Thanks to such an approach, this book will serve as a convenient tutorial for courses on history of contemporary architecture in all art and architectural schools.

In wachsenden Städten haben Schulstandorte das Potenzial, polyvalente Anlagen sowie lebendige Quartierszentren zu werden. UMBAU 31 untersucht sowohl theoretische als auch praktische Aspekte der Mehrfach- und Umnutzung von Bildungsbauten. Im Zentrum stehen Fragen des Schulumfelds und der Übergangsräume zwischen Schule und Stadt im Sinne eines gegenseitigen Lernens.

Bewerkte compilatie van de stof behandeld in de colleges van de architect aan de Technische Universiteit Delft.

Many educational practices are based upon ideas about what it means to be human. Thus education is conceived as the production of particular subjectivities and identities such as the rational person, the autonomous individual, or the democratic citizen. Beyond Learning asks

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what might happen to the ways in which we educate if we treat the question as to what it means to be human as a radically open question; a question that can only be answered by engaging in education rather than as a question that needs to be answered before we can educate. The book provides a different way to understand and approach education, one that focuses on the ways in which human beings come into the world as unique individuals through responsible responses to what and who is other and different. Beyond Learning raises important questions about pedagogy, community and educational responsibility, and helps educators of children and adults alike to understand what a commitment to a truly democratic education entails.

Schools crop up often in Hertzberger's prodigious oeuvre. They are his favourite buildings, he says. Hertzberger designs schools that are to function like cities. Schools and cities, he contends, can be read in many ways and are challenging, inspirational and inviting. School is where you can withdraw and adopt a position with respect to others, where you learn to take a place in society. Besides a presentation of Hertzberger's thirty-plus built schools and a number of unbuilt ones, the sociologist Abram de Swaan addresses Hertzberger's work in an essay. Aided by examples, he examines how school architecture and the way school buildings are organized impacts the social development of children. De Swaan pays tribute to Hertzberger as a pre-eminently 'sociological' architect.

As a new generation of educational environments are designed and built, this design manual helps architects to grasp the underlying educational theories and how they can be realized in built form, so that the building fulfills its role as a 3-dimensional curriculum plan. It presents over 80 international case studies.

Architectural practices worldwide have to deal with increasingly complex design requirements. How do practices acquire the ability to do so? The Changing Shape of Practice provides a handbook of examples for practices that wish to integrate more research into their work and a reference book for students that seek to prepare themselves for the changing shape of practice in architecture. It addresses the increasing integration of research undertaken in architectural practices of different sizes ranging from small to very large practices from the UK, USA, Europe and Asia. The book is organized according to the size of the practices which is significant in that it addresses the different structures and resourcing requirements that are enabled by specific practice sizes, as this determines and constrains the type, scope and modes of research available to a given practice. The practices covered include: Woods Bagot Perkins + Will White AECOM UN Studio Shop Architects PLP Architecture Kieran Timberlake 3XN ONL AZPML Thomas Herzog + Partners Herreros Arquitectos Spacescape OCEAN Design Research Association By taking stock of the current shape of practice, the book provides essential information for professional architects who are integrating research into their practice.

Fluid Space and Transformational Learning presents a critique of the interlocking questions of 'school architecture' and education and attempts to establish a field of questioning that aspectualises and intersects concepts, theories and practices connected with the contemporary school building and the deschooling of learning and of the space within and through which it takes place. Tying together the historicity of architectural theory, criticism and practice and the plural dynamic of social fields and sciences, this book outlines the qualities and modalities of experiential fields of transformational learning. The three qualities of space that are highlighted along the way – activated, polyphonic and playful space – as they emerge (without being instrumentalised) through architecturalised spatial modalities – flexibility, variability, interactivity, taut fluid polyphony, multiplicity, transcendence of boundaries – tend to construct and establish a school environment rich in heretical socio-spatial codes. Meshing cooperative, participatory, intrapsychic and interpsychic dimensions, they invite the factors of learning to a creative, imponderable, transformational disorder and deconstruct dominant conditioned reflexes of a disciplinary, methodical

and productive order.

Over the past few years there has been a proliferation of new kinds of retail space. Retail space has cropped up just about everywhere in the urban landscape: in libraries, workplaces, churches and museums. In short, retail is becoming a more and more manifest part of the public domain. The traditional spaces of retail, such as city centres and outlying shopping malls, are either increasing in size or disappearing, producing new urban types and whole environments totally dedicated to retail. The creation of these new retail spaces has brought about a re- and de-territorialisation of urban public space, and has also led to transformations in urban design and type of materials used, and even in the logic and ways through which these design amenities meet the needs of retailers and/or consumers. This book describes how the retailisation of public domains affects our everyday life and our use of the built environment. Taking an architectural and territorial perspective on this issue, it looks specifically at how retail and consumption spaces have changed and territorialised urban life in different ways. It then develops a methodology and a set of concepts to describe and understand the role of architecture in these territorial transformations.

“A welcome and timely addition to the subject of school design at a time of great change.” —Professor Alan Jones, President of the Royal Institute of British Architects “Comprehensive but also very practical approach.” —Andreas Schleicher, Director for the Directorate of Education and Skills in Paris, France “Any community building a new school should read this book.” —Michael B. Horn, Clayton Christensen Institute for Disruptive Innovation in Boston, USA “Builds a bridge from the simple to the extraordinary... awash in opportunity and inspiration.” —Professor Stephen Heppell, Chair in Learning Innovation at the Universidad Camilo Jose Cela in Madrid, Spain Can school design help us to realize a new vision for education that equips young people for life in a fast-changing world? This is the big question at the heart of *Planning Learning Spaces*, a new guide for anyone involved in the planning and design of learning environments. Murray Hudson and Terry White have brought together educators and innovative school architects to pool their collective expertise and inspire the design of more intelligent learning spaces. The authors prompt readers to question common assumptions about how schools should look and how children should be educated: •Why have so many schools changed relatively little in more than a century? •What form should a school library take in the Internet age? •Do classrooms really have to be square? The book also tackles vital elements of learning space design such as the right lighting, heating and acoustics, and explores the key role of furniture, fixtures, and fittings. With contributions from leading professionals around the world, including Herman Hertzberger and Sir Ken Robinson, *Planning Learning Spaces* is an invaluable resource for architects, interior designers, and educators hoping that their project will make a genuine difference. Highly recommended reading for anyone involved with the process of building or updating an educational space.

This book examines the material and immaterial values that are used and perceived in heritage educational environments that have been adapted to 21st century education needs. Offering an approach to architectural conservation practice focused on the design and implementation processes, it provides a post-occupation evaluation of the effects of such physical actions on historic learning environments and their values. A comprehensive study of architectural conservation and Theory of Change (ToC) is supported by an extensive literature review and personal insights from the author's everyday practice. Using a selection of recently rehabilitated historic secondary schools in Portugal (liceus), the text presents insights into their existing cultural significance, identifying the design strategies applied and assessing the short-term effects of design decisions on the cultural values. It demonstrates that, whilst design strategies were less concerned with social values, material cultural values were generally considered and preserved, contributing to the enhancement of intangible values. The implications of this research highlight the importance of evaluating actual effects in cultural heritage theory, architectural conservation practice

and heritage management policy. Following worldwide investment in the rehabilitation of schools, the interest in this topic has grown among architectural heritage academics and practitioners, who seek to better understand and approach these learning environments in order to achieve better outcomes. The book will also be of interest to public policy makers, given its emphasis on the importance of stakeholder engagement in the conservation process and in the sustainability of re-using existing buildings. Furthermore, it will capture the attention of schools' stakeholders, including students, parents, teachers, non-teaching staff, alumni and the local community, for whom the school environment is a collective, shared memory.

Designing Schools explores the close connections between the design of school buildings and educational practices throughout the twentieth century to today. Through international cases studies that span the Americas, Europe, Africa and Australia, this volume examines historical innovations in school architecture and situates these within changing pedagogical ideas about the 'best' ways to educate children. It also investigates the challenges posed by new technologies and the digital age to the design and use of school places. Set around three interlinked themes – school buildings, school spaces and school cultures – this book argues that education is mediated or framed by the spaces in which it takes place, and that those spaces are in turn influenced by cultural, political and social concerns about teaching, learning and the child.

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Drawing on the perspectives of architectural psychology, set against the historical development of school building in the United States, Japan and Germany, the authors' vision is to create places where we would want to relive our own school days. The book takes the position that user design, control of stress factors and control of communication (privacy, retreats) should be allowed to modify the original architectural design to flexibly accommodate future changing requirements. The development and application of criteria for assessing functional, aesthetic, social-physical, ecological, organizational and economical aspects to various parts of the school complex call for a common language for the design process. The appendix presents 24 innovative schools from countries in five continents.

L'Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa (Indire) è il più antico ente di ricerca del Ministero dell'Istruzione. Fin dalla sua nascita nel 1925, accompagna l'evoluzione del sistema scolastico italiano investendo in formazione e innovazione, con nuovi modelli didattici, l'utilizzo delle nuove tecnologie nei percorsi formativi e ridefinendo il rapporto fra spazi e tempi dell'apprendimento e dell'insegnamento. Questo libro nasce all'interno di un lavoro avviato nel 2012, su incarico del Ministero dell'Istruzione come ricerca sulla riorganizzazione degli spazi in rapporto alle trasformazioni che i sistemi scolastici stavano attraversando in tutto il mondo. L'opera si snoda lungo una linea ideale che ha radici nel passato e si proietta nel futuro prospettando una nuova idea di scuola in cui alunni e studenti sono riconosciuti nelle loro differenze e peculiarità e accolti come soggetti dinamici e attivi. Una visione di scuola in cui l'aula non è più il luogo unico dell'apprendere ma in cui una molteplicità di spazi diversificati, complementari e sinergici contribuiscono a formare un unico ambiente integrato in grado di supportare una didattica attiva e moderna, in base a standard di qualità, vivibilità, comfort e benessere.

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This collection presents new investigations into the role of heritage languages and the correlation between culture and language from a pedagogic and cosmopolitical point of view.

Jan Lambooy retired in October 2002. When Jan was asked how he wanted to celebrate this occasion, he was adamant that no great festivities should take place. Characteristically, Jan wanted just a scientific conference so he "could learn something from it" and, as he insisted, no great festivities. So that is what we did and a conference was organised in Amsterdam on 25 October 2002, hosted by the Faculty of Economics and Econometrics of the University of Amsterdam. Friends of Jan's from academia in the Netherlands and abroad participated and thus paid homage to Jan, both as a scientist and as a person. We are now very proud to present this festschrift, firstly as the palpable result of this

the last ten years and the ideas informing it, drawing on a wide spectrum of subjects and designs by artists, precursors, past masters and colleagues.

This open access book presents theoretical and practical research relating to the vast, publicly financed program for the construction of new schools and the reorganization of existing educational buildings in Italy. This transformative process aims to give old buildings a fresh identity, to ensure that facilities are compliant with the new educational and teaching models, and to improve both energy efficiency and structural safety with respect to seismic activity. The book is divided into three sections, the first of which focuses on the social role of the school as a civic building that can serve the needs of the community. Innovations in both design and construction processes are then analyzed, paying special attention to the Building Information Modeling (BIM) strategy as a tool for the integration of different disciplines. The final section is devoted to the built heritage and tools, technologies, and approaches for the upgrading of existing buildings so that they meet the new regulations on building performance. The book will be of interest to all who wish to learn about the latest insights into the challenges posed by, and the opportunities afforded by, a comprehensive school building and renovation program.

The whole landscape of space use is undergoing a radical transformation. In the workplace a period of unprecedented change has created a mix of responses with one overriding outcome observable worldwide: the rise of distributed space. In the learning environment the social, political, economic and technological changes responsible for this shift have been further compounded by constantly developing theories of learning and teaching, and a wide acceptance of the importance of learning as the core of the community, resulting in the blending of all aspects of learning into one seamless experience. This book attempts to look at all the forces driving the provision and pedagogic performance of the many spaces, real and virtual, that now accommodate the experience of learning and provide pointers towards the creation and design of learning-centred communities. Part 1 looks at the entire learning universe as it now stands, tracks the way in which its constituent parts came to occupy their role, assesses how they have responded to a complex of drivers and gauges their success in dealing with renewed pressures to perform. It shows that what is required is innovation within the spaces and integration between them. Part 2 finds many examples of innovation in evidence across the world – in schools, the higher and further education campus and in business and cultural spaces – but an almost total absence of integration. Part 3 offers a model that redefines the learning landscape in terms of learning outcomes, mapping spatial requirements and activities into a detailed mechanism that will achieve the best outcome at the most appropriate scale. By encouraging stakeholders to creating an events-based rather than space-based identity, the book hopes to point the way to a fully-integrated learning landscape: a learning community.

Good architecture combines the practical with a sense of delight in the spaces that make up a building. If designed skilfully, a building can inspire and help to make children's experience of their early years care a secure yet varied one. Many childcare professionals understand the importance of architecture in ensuring good provision for young children and their families. Whether making minor modifications to an existing facility, embarking on major term improvements, or a new construction, this book will

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empower early years professionals to work with building professionals to create the best space for young children. It looks at the big things, but more importantly suggests the smaller features that can provide an educationally stimulating environment. Drawing on experience in the UK and Europe, this new edition aims to ensure that advances in children's architecture will be well informed. It has been revised throughout and includes an overview of recent developments, legal compliance, consulting with children, building for communities, local involvement and achieving high quality builds with small budgets.

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