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SPATIAL PLANNING AND DESIGN  
AS TEACHING METHODS IN CONTEMPORARY  
SCHOOL BUILDING ARCHITECTURE  
**THESIS**

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Abstract:

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AS TEACHING METHODS  
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Not only is the education system facing serious issues in Hungary, but, in many cases, the process itself of designing school buildings is also founded on centuries-old and outdated concepts. The purpose of this research is to compile contemporary principles that both reflect the societal criteria and educational goals of the new millennium as well as – among others – motivate learning, promote self-action, and contribute to community building. As this work endeavors to call attention to its social and educational context, a link is made to the current professional discourse on educational and public policy, which is characterized by the notion of life long learning.

This thesis is the result of a three-year, intensive research effort employing primarily sources that are concentrated on evidence-based design and the scientific approach of environmental psychology. In order to provide a valid and multidimensional exposition on the topic, the author has supported the thesis with numerous on-site observations, interviews and experiences from his own project as well as with case studies, whose content is illustrated with analytic diagrams.

As a result of the analysis of international educational building architecture, this dissertation reveals spatial and form planning patterns that are becoming increasingly important worldwide; not only in the case of school buildings, but also for many other types of facilities. One of these trends is the growing importance of smaller, and thus, more humanly scaled organizational and spatial units in larger institutions which promote efficiency and community building. On the other hand, traditional corridor-cell type buildings are gradually superseded by more open, diverse and “landscape-like” spaces that reinforce communication among users while supporting their creative work.

The case studies analyzed also show that, in addition to designers’ conscious choice of values, the work method and the nature of the design process also significantly affect the architectural appearance of the completed educational building. This dissertation concludes that in order to achieve a socially beneficial architectural character which also communicates a democratic, tolerant and positive world view to a broad spectrum of social groups, it is essential to foster an open and attentive design process.

### 1. Thesis

#### SMALL-SCHOOL CULTURE

Overcoming social isolation and organizing effective learning would be supported, if larger educational buildings were to be divided into several, more human learning communities, small-schools, in a maximum of one hundred-one hundred and fifty people, with own faculties in both organization and in space.

### 2. Thesis

#### SOCIAL HUBS

Sense of identity and cohesion of the users can be boosted on levels of small size learning communities as well on the whole school, if the inside spaces are organized around a central position community zone on levels of the whole school and the certain small-schools.

### 3. Thesis

#### STIMULATING LEARNING LANDSCAPES

In order to encourage necessary communication for teamwork and different learning-styles, small-schools require a "landscape-like" diverse environment made of street furniture and mobile components, which are made up of intensively connected zones space-wise, but allow a wide scale of intimacy for its users.

### 4. Thesis

#### DESIGN RESOLVING RIGID INSTITUTIONAL ATMOSPHERE

The schools' forward-looking evolution of resolving the rigid institutional atmosphere not only require bright architectural character and diversity on levels of forming certain building parts and structures, but makes it necessary to stir up inelastic compositional schema and rigid forming norms.

### Thesis 5.

#### PROCESS-ORIENTED DESIGN AND REFLECTIVE PRACTICE

Architectural qualities of school buildings with forms of resolving and liberating effects can be founded on an open and attentive (reflective) working method, emphasising on the involvement of different space users, consultants and experts in the planning process, and undertaking participation and preparation of the conscious space usage of environmental education.