

# "How architecture schools affects education"

The project "Smart school", which will be built in 2018 on the banks of the Angara river, caused a lot of controversy, skepticism and a wary pessimism — whether due to large-scale tender for the definition of architectural firms, whether because of substantial investment from the private Foundation "New house" (about 3.5 billion). In any case, it so happened that the construction of a new educational complex in a thousand places has become a national event. Competition architectural studios deals KB "Strelka", and yet selected the three finalists (from Finland, Denmark and USA).

Here we see how jury deals with the selection of architectural studios. You notice Tina Kandelaki, whose Agency "Apostle" is engaged in this project for several years.

Source: smart.school.RF/

It seems that the cautious attitude of the public is not so much the budgets and the usual fears of "cuts" as a semi-conscious resistance to new and recently spread rumors of anti-Western sentiments. This may be due to the typical "why should we these Western things, we have the Soviet legacy, the best educational system in the world, where we all grew up, and nothing...".

This is the most "we grew up here and nothing" is the main enemy of all the changes.

It is worth considering — it really is everything and nothing, if this aversion to change and innovation? First, looking for the catch, and then looking for enemies, we find evidence for the concept of "all bad" and, pleased with his discontent, cease. In Moscow spend a luxury holiday for young people for 30 million roubles "better roads built"; building a highway of Federal purpose — "it is better to be engaged in education"; here it is, finally, an educational project (and even a single point) — "it would be better for pensioners thought".

This reaction is quite predictable. Most likely, that is why the expert Council and the organizers of the "Smart schools" hold public open debate about the future of education, about the experiences of other countries about the issues that bind us — to reach out to teachers, administrators, parents, and call them the confidence to answer questions and tell you why this is all you need.

As is known, in fact most of us don't know we need until we will not show.

The full video version of one of the debates around architecture school can be viewed [here](#). If you don't want to watch a one-hour video, we have prepared for you a summary about what we have, what will happen and what prevents us.

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## Well, with what we already have

And we have school Kitezh in the Kaluga region. In this school community-the children-orphans living in foster families. Created a village where no separate school building, and the different classes located in different homes. What is it for? In order to foster child learned to feel the house and stopped to see around the usual campy realities of the orphanage. And the spirit of the barracks create corridors, classrooms, distribution of school cafeteria, linoleum floors and painted breach wall paint. A different structure of the school creates the necessary atmosphere, which reduces the level of anxiety, contributing to the adaptation of children with a difficult fate.

Maxim Anikeev  
Director of the school of Kitezh

The first decision in our school was a rejection of classrooms and special buildings, that will stand and demonstrate previous experience of concrete classes with Windows. We sought to prolong children in a family atmosphere.

Of course, such a school cannot be calculated per thousand people. Max 150-200. The municipality itself is unable to grow; the meaning is only to increase the number of such communities.

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## Now let's talk about what is "they" that is our foreign colleagues have

Christine Armand, head of the Norwegian architectural Bureau, told about their projects.

Secondary school in Gjerdrum, Norway

Source: kjark.no

Norway — the cold is a small country, therefore, the application of architectural approaches to Russian realities — occupation, which requires further reflection. For example, the school space there are designed in such a way as to not have to get dressed every time you want to go to another building in forty-degree frost. The modularity of the buildings is retained and the comfort is enhanced by glass galleries. Or, for example, in Norway most of the year (October to April) accounts for the polar night. This does not mean that at this time people live in the dark, it means the absence of direct sunlight. It is logical under such climatic conditions to build low-rise buildings, casting minimal shadows, but, say, green spaces to organize in the courtyards.

Therefore, the Norwegian architecture schools have so many open spaces, so much glass and so little of the long isolated corridors and closed offices. People just want light. To improve the school with their hands

Rationality is one of the core values of architecture. As a rule, the rational solutions are repeated from project to project, but it should not lead to uniformity. Color and geometric shapes is what gives variety, controls atmosphere and mood.

Of course, in the post-war years, Norway is also faced with the need of mass construction of a variety of schools related to the population explosion. But in the 70-80-ies began a reverse process — the walls in the schools became less, schools have sought to live in open spaces. Now peacefully coexist and schools of the old type, and new solutions.

School Raholt in Oslo

Source: kjark.no

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## About our old and our new

However, Natalia, Deputy Director of the HSE school of design, talks about why even a bright educational space we have unavoidably grow moss. Moscow schools have well designed classrooms that are created by designers and architects, but the problem is on the main level is not enough what teachers know, what to do in these spaces.

It is very difficult to get away from the legacy of the past, from desks in a row and "I'm asking the questions".

It's not the [website that writes your essays](#) teachers ' fault, it's inherent to all of us regardless of profession. If we change not just a vase on the windowsill, and the whole environment — learning environment! — need tremendous support from the people who this space is designed, on the part of psychologists and designers.

Natalia However

And as they grow the partition where they are not, and it will be the same: "do Not come to this class. You can't use it. In this so-and-so," or something else. And the whole idea of mobility, too, will go nowhere.

Teachers also need teachers, so the need for education on how to lead a modern lesson in how to create interdisciplinary skills, how to bring alive the thinking responsible and independent attitude towards life. In Irkutsk, where it will build a "Smart school" this job is.

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## About how we all should be (and is)

Head of the project "Smart school" mark of Sartan says about the school plant and school Park.

The frame is from the music motion picture Pink Floyd's "The Wall"

School-plant we are all familiar with. This is the type of building in which he studied almost every one of us: a model structure, a number of identical Windows, long corridors, a single plan of all floors, uniform color. Industrial-factory aesthetics.

Mark Sartan

I think the school-factory teaches the simple things: it teaches that you are processing, and "Pink Floyd" us again this helps. You're processing, you process. There are better adults know what you need, where you need to go, where you sit, what to listen to, what to say. And the school building-plant accordingly teaches the same.

From the modern school expect something quite different. She has a lot of inputs (not just one "checkpoint"), she zoned, transparent, easily transformable. Here no one predicted route "class hallway class". This is the school Park. For this reason, "Smart school" in Irkutsk will occupy a huge area of 23 acres and 26 buildings for various purposes.

## More on this topic:

Whose is this class? Think about the design of the learning environment

Teach such a school? The purpose of the Park — raising a man who knows how to responsibly dispose of their lives. This requires creative nature of learning, personal involvement and active. The teacher ceases to be a source of information and becomes a mentor; the children cease to absorb information passively and start actively exploring it.

Mark Sartan

Here are three answers to the same question, depending on which era corresponds to which building. What teaches school building? School-plant teaches us that you're processing, school-city teaches that you are a citizen, and the school Park and "Smart school", which teaches that you are the author of your own life.

The results of the "Smart schools" we will see no earlier than in twenty years when he graduates the first generation of authors of their lives. Although, listening to the panelists and viewing samples of foreign experience, I want to scale this educational approach now. In fact, the possibility of variability of the educational process and the educational environment provided by the law "On education". You can start to change the environment, not breaking the grey concrete walls (because no other yet), and creating atmosphere. The environment is created by people.