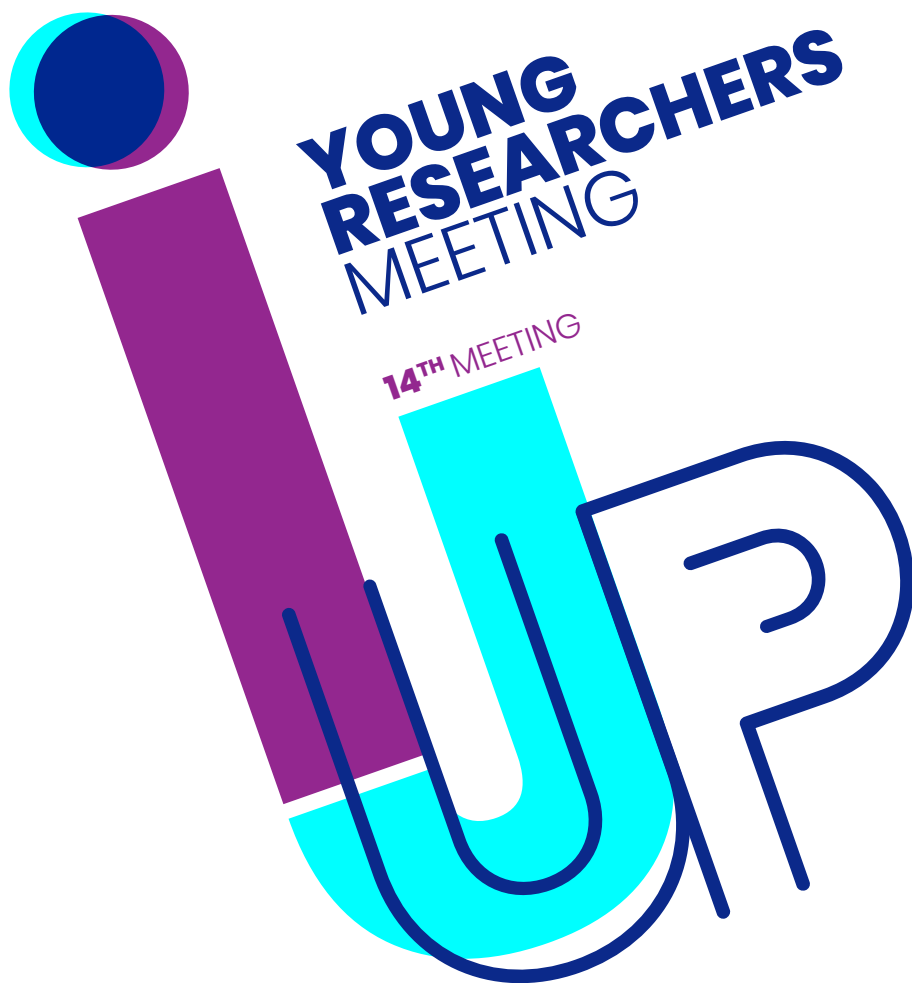




# BOOK OF ABSTRACTS



U. PORTO

## Classroom space: between tradition and innovation

*PEREIRA, Carolina, Faculdade de Arquitectura, Portugal*

*SANTOS, André, Faculdade de Arquitectura, Portugal*

*NEVES, Isabel Clara, Centro de Estudos de Arquitetura e Urbanismo (FAUP), Portugal*

### **Abstract**

The architectural space related to the school function is essential in creating environments that provide a better use in the learning process. The classroom ensures the core condition of pedagogical activity, asserting itself as the base cell for the spatial organization of schools.

The spatial morphology of the classroom has accompanied teaching, influencing the disposition of students, teachers, furniture and equipment. Since the classes take place in rooms with standardized or uniform dimensions, a stereotype has been designed that portrays a delimited, rectangular space, equipped with unidirectionally oriented furniture, where the protagonism of the teacher is emphasized. However, in a society in constant transformation, and with new pedagogical ideals, it is essential that innovation is also reflected in the classroom architecture.

In the recent rehabilitation intervention carried out by Parque Escolar, innovative solutions were proposed, in order to make flexible and adapt some specific spaces, namely the library, art rooms, workshops, computer rooms and laboratory spaces. Nevertheless, the normal classroom has maintained its traditional morphology and organization, and although it has incorporated multiple technological systems, the changes are not sufficient to change its essence.

It will be important to analyse and document what changes were being introduced in the classroom and to debate the dialectic between space and the current technological context, reflecting the challenges related to the dialogue between the physical space of the room, pedagogies and digital interfaces, and contributing to optimize the insertion of digital technology in the classroom.

The presented summary is part of the research project ESCOLAS: Complexidade e Interpretação (CEAU-FAUP) and in the development of an integrated master's dissertation (MIArq) oriented by Professor Doctor André Santos and co-oriented by Doctor Isabel Clara Neves.