

## **Herman Hertzberger Space And Learning**

This fully illustrated guide to the planning and design of pre-school facilities for children is supported by a broad range of case studies, drawn from around the world. Both new buildings and adapted premises are covered. Essays on social development and childcare put the projects in context. Based on extensive research, Kindergarten Architecture offers the designer a unique survey of the best designs in kindergarten architecture. Two new kindergarten buildings are added to the case study section and the author provides guidance on the practical implications of recent changes to pre-school education. Contains two new case studies, 1. Corning Child Development Centre, New York and 2. Bornehaven De Fire Arstider, Copenhagen.

The time is ripe for interdisciplinary, collaborative approaches to school design. Whatever the current funding limitations, we still need to think about how we design, organise and use space in schools for learning and teaching. This edited book ensures that we don't start from ground zero in terms of good design. Including chapters from researchers and practitioners in architecture and education, it assesses, describes and illustrates how education and environment can be mutually supportive. The centrality of participation and collaboration between architects, educators and school users holds these diverse contributions together. The book embodies the practice as well as the principle of interdisciplinary working. Organised in two parts, this volume considers how schools are designed and used with chapters looks at current and past school environments in the UK, US and Europe. It then questions how the learning environment can be improved through participatory design processes with contributors from design and education backgrounds offering both theoretical understanding and practical ideas. Written without subject-specific jargon or assumptions, it can be used by readers from either an architectural or educational background, bridging the on-going communication gap between education and design professionals. Design and education professionals alike will appreciate the: • practical information which shows how to change or improve a learning environment • focus on evidence-based research • case studies and chapter topics including schools from across the primary and secondary sectors.

This edited volume informs readers about changing norms and meanings of borders and underlines recent scenarios that shape these borders. It focuses mainly on the Mediterranean and Middle East regions through the following questions: What are the social, cultural, philosophical, political, economic and aesthetic reasons for spatial segregation within contemporary territories and cities? In the world of globalization and networks, what are the new limitations of space? What are the alienating differences between interior and exterior, private and public, urban and rural, local and global, and real and virtual? Are spatial definitions and divisions more likely to be weakened (if not totally erased) by effects of globalization and mobility, similar to the dissolution of borders between countries? Or are local practices and measures likely to become more apparent with emerging trends such as sustainability and identity?

Authored by international scholars, all chapters are arranged under four main parts: Urban and Rural, Global and Local, Physical and Sensual, Real and Virtual. Hence, different concepts and definitions of borders along with varying methods and tools for questioning their essence in architectural and urban spaces will be introduced. For example, in the rural and urban context, environments, settlements-housing, landscape, transformation, conservation and development; in the global and local context, styles, identity, universal design, sustainability, globalization and networks, mobility and migration; in the physical and sensual context, design studies and methodologies, environmental psychology, aesthetic reasoning, sense of place and well-being, and in the real and virtual context, realities, tools and communities are the main themes of the chapters. This book will be an essential source for professionals, scholars, and students of architecture and urban design with a view to understanding multidisciplinary perspectives in designing borders as well as the dialectical relationship between borders and space.

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.

Makers at School, Educational Robotics and Innovative Learning Environments

Space and Learning

Herman Hertzberger

Responsive Environments

The Dialectics of Urban and Architectural Boundaries in the Middle East and the Mediterranean

School Design Together

*Award-winning Dutch architect Herman Hertzberger (born 1932) is one of the most important and critically influential figures in international architecture of the past half-century. He has consistently championed a fundamentally humanist modern architecture, rooted in its place and history, while simultaneously opening up new possibilities for dwelling. Today Hertzberger is rightly regarded as the world's foremost designer of schools, a building type he has almost singlehandedly redefined, and his innovative and fundamentally humane workplaces constitute some of the most compelling contemporary reinterpretations of this type of building. In this volume, acclaimed author and practicing architect Robert McCarter examines Hertzberger's most important architectural works through an analysis of the architect's design process and guiding ideas, particularly as these reflect Hertzberger's engagement with the modernist tradition, architectural history, urban space and the human experience of architecture.*

*The book promotes the use of formal methods in the creation of new explicit languages for problem solving in architecture and urbanism. Formal methods bring advantages to human actions and involve the use of theoretically driven techniques, expressed in languages stemmed from mathematics. Formalization seeks to guarantee that solutions for daily problems are produced in a manner that ensures their greatest possible adequacy and the least test time in direct confrontation with reality. This book contributes to the progress of formalization in architectural methodologies by finding points of convergence*

between state of the art research on ontologies in architecture, BIM/VDC, CAD/CAM, cellular automata, GIS, parametric processes, processing and space syntax presented within the 3rd Symposium of Formal Methods in Architecture. The contents reach from millennial geometry to current shape grammars, engaging several formal approaches to architecture and urbanism, with different points of view, fields of application, grades of abstraction and formalization.

"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.

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 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.

*Space and the Architect*

*Architecture of Schools: The New Learning Environments*

*A Design Manual*

*Planning Learning Spaces*

*Educating the whole child*

*Space, Place and the Future of Learning*

*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.*

*This is the standard design guide on schools architecture, providing vital information on school architecture. Mark Dudek views school building design as a particularly specialised field encompassing ever changing educational theories, the subtle spatial and psychological requirements of growing children and practical issues that are unique to these types of building. He explores the functional requirements of individual spaces, such as classrooms, and shows how their incorporation within a single institution area are a defining characteristic of the effective educational environment. Acoustics, impact damage, the functional differentiation of spaces such as classrooms, music rooms, craft activities and gymnasium, within a single institution are all dealt with. More esoteric*

factors such as the effects on behaviour of colour, light, surface texture and imagery are considered in addition to the more practical aspects of designing for comfort and health. Chapter 4 comprises 20 case studies which address those issues important in the creation of modern school settings. They are state of the art examples from all parts of the world. These examples include: Pokstown Down Primary, Bournemouth; Haute Vallee School, Jersey; Heinz-Galinski School, Berlin; Anne Frank School, Papendrecht, Netherlands; Seabird Island School, British Columbia and The Little Village Academy, Chicago.

*Jaap Bakema and the Open Society* is the first extensive publication on the Dutch architect and the remarkable production of his office Van den Broek and Bakema. His ideas on the open society are extremely relevant to the current debates about how to involve citizens in city building and creating alternative systems to crumbling welfare states. This historical document will highlight both his most relevant and less known work through texts, archival materials and photography. The book contains interviews with his contemporaries such as John Habraken and Herman Hertzberger and essays that each emphasize a different aspect of his work and the context in which it came into being.

In recent years, questions of space have gained renewed momentum in architecture and urban design, as adaptation, densification and sustainable regeneration have become an increasing priority. While most computing-based design tends to emphasise the formal aspects of architecture, overlooking space and its users, the 'original' computational design approaches first spearheaded in the UK in the 1960s and 1970s tended to be focused on behavioural and occupational patterns. Over the last decade, a new generation of design research has emerged that has started to implement and validate previous investigations into spatial computation, aiming to understand how to design spatial configurations based on user experiences. This revives an interest in the experiential that was first explored in the early 20th century by German and Nordic organic architects, who invented design methods that correlated cognitive responses of buildings' occupants to spatial structure. The current revival of human-centric design, however, represents the first design approach that synthesises spatial design and algorithmic techniques with organic design thinking, which could also be regarded as a return to the 'first principles' of architectural design. Contributors include: Paul Coates, Christian Derix, Olafur Eliasson, Lucy Helme, Bill Hillier, Åsmund Izaki, Prarthana Jagannath, Dan Montello, Juhani Pallasmaa, Philip Steadman and Guy Theraulaz. Featured Architects/Designers: Jussi Ängeslevä (Art+Com), Stan Allen, Aedas|R&D, Markus Braach (Kaisersrot), Hermann Hertzberger, Kazuhiro Kojima (Cat), Pablo Miranda and Rafi Segal.

*Children's Spaces*

*Architecture and Structuralism*

*The Design of Learning Spaces*

*How the Material World Shapes Independent Kids*

*Space and learning*

*Empathic Space*

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.

This collection of essays is concerned with the experiences children have within the supervised worlds they inhabit, as well as with architecture and landscape architecture. International examples of innovative childcare practice are illustrated together with the design processes which informed their development. The emphasis here is on new and experimental childcare projects which set-out to reassert the rights of children to participate in a complex multi-faceted world, which is no longer available to them, unless under adult supervision. Research supports in depth recommendations regarding the ideal children's environment, across a range of contexts and dimensions. Until recent times, the needs of children within the urban environment were largely ignored. There is little tradition and no broadly agreed contemporary architectural or landscape theory as to how children should be provided for, beyond a limited functional agenda. There is a sense that architecture for childhood is not taken seriously; it is either whimsical and ephemeral or largely designed for adults, an adjunct to the more important business of adult needs and aspirations. Yet children access much of their education and development through play and social interaction with their childhood counterparts. The spaces in and around children's daycare centres, schools, supervised parks and other dedicated children's environments are the subject of this collection. As more and more purpose designed buildings and gardens for children are opened, the need to listen to children and their carers is becoming more apparent. Mark Dudek gathers together a number of internationally recognized experts in the field of childcare environments to write about different aspects of the landscape. They have been chosen in particular because of their background in enquiring, research orientated work, both theoretical and practical. They listen to and watch children. Contributors have considered the child's environment as one which is secure and controlled yet offers additional environmental dimensions which extend developmental possibilities. Children often spend a great deal of time in daycare facilities and schools, as parents are absorbed in their own work and leisure activities. This places an emphasis on architects and planners to consider the needs of children in great detail. As such, the children's environment must be conceived of as a rich, complex place; a "world within a world". We use the word LANDSCAPE in recognition that children do not differentiate between the inside and the outside, private and public; every part of their perception is open to stimulation by a stimulating environment.

How the relationships between education and outer space have developed historically is exemplified in an incisive way by the decades that followed the "Sputnik shock" of 1957. The wake-up call that resulted from the Soviet space program set the global landscape of learning in motion. New schools and universities came into being against the backdrop of the reform euphoria and mood of catastrophe. At the same time, traditional pedagogical concepts were severely called into question—including the call to do away with institutions of education. What is shown in the architectures of learning is not only a politics of space, but also the educational shock that intensively shook up the global societies of the 1960s and 1970s, while they were gradually being transformed into knowledge societies.

"As work on the book proceeded, its format grew almost unobserved in the direction of two preceding books, *Lessons for students in architecture 1* (Making space, leaving space) and *Space and the architect* (*Lessons in architecture 2*). So *Space*

and learning became part three of the series"--P. 5.

Architecture Depends

Kindergarten Architecture

The Ordering of Space

Articulations

Jaap Bakema and the Open Society

Knowledge Cities

***This immensely successful book has gone through many reprints and editions, including Japanese, German, Italian, Chinese, French. Since its first edition in 1991, Hertzberger's 'Lessons for Students in Architecture' has become a classic for students the world over. In it, the background to his work and the ideas underlying it are put into words by the architect himself. It presents a broad spectrum of subjects and designs, with practical experience and evaluation of the use of these buildings serving as a leitmotif. With more than 750 illustrations, Hertzberger has provided an essential source of inspiration to everyone involved with the design process. 7th ed.***

***Flexible housing is housing that can adjust to the changing needs of the user and accommodate new technologies as they emerge. Flexible Housing by Jeremy Till and Tatjana Schneider examines the past, present and future of this important subject through over 160 international examples. Specially commissioned plans, printed to scale, together with over 200 illustrations and diagrams provide fascinating detail and allow direct visual comparisons to be made. Combining history, theory and design the book explains the social and economic benefits that can be achieved and shows the various ways it has been and can be delivered. The book ends with an accessible guide to how flexible housing might be designed and constructed today to achieve adaptable and ultimately sustainable buildings. Housing designers, housing managers and students of architecture, construction and housing will find this book of immense value both as a comprehensive reference and design manual.***

***This book complements 'Lessons for Students in Architecture' published in 1991. It charts the background to Hertzberger's work of 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.***

***Space and Learning Lessons in Architecture 3010 Publishers***

***Politics of Learning, Politics of Space***

***The Future of Architecture***

***Alle Scholen***

***Flexible Housing***

***Building Happiness***

***Formal Methods in Architecture and Urbanism***

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.

New public spaces tend to over-represent attentions for the young and middle-aged, whereas elderly citizens are often neglected by contemporary urban design practice. This publication is a dialogue between architects and academic contributors from a variety of disciplines: by collecting examples and showcasing architectural case studies as well as age-inclusive design methodology, it provides practitioners with inspiration as well as theoretical and practical knowledge on how to design public space to meet the needs of people of all ages. The drawings, photographs and illustrations of contemporary built environments, historic gardens, installations and atmospheric landscapes cater to the reading habits of spatial practitioners at large.

At eighty, internationally acclaimed Dutch architect Herman Hertzberger invited colleagues and students to reflect on the future of architecture. While questioning the profession's status as 'the discipline par excellence that has lent itself to the representation of a new, better world', Hertzberger acknowledges that 'it is exactly when the ground under your feet is collapsing that you need elevation'. In this pamphlet, Herman Hertzberger, Anna Heringer, Jean-Philippe Vassal and other contributors opt for 'building up, composing, multiplying, improving and establishing: the opposite of decline'. Recognizing the need to change our lifestyle and the way we build if we want to preserve the planet for future generations, these pages offer optimism, making a case to abandon all preconceptions and imagine a new way of practicing architecture that is not a derivative or feeble reflection of today's reality. The envisioned architect is sensitive to ecology, responsible, fair, creative and communicative.

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

Architecture and the Education Shock of the 1960s and 1970s

Lessons in Architecture 3

Architecture to Make You Smile

A Broad and Balanced Curriculum in Primary Schools

Schools and Kindergartens

Introduces key issues in the design of learning spaces with case studies and guidance on refurbishment and new building projects

Polemics and reflections on how to bridge the gap between what architecture actually is and what architects want it to be. Architecture depends—on what? On people, time, politics, ethics, mess: the real world. Architecture, Jeremy Till argues with conviction in this engaging, sometimes pugnacious book, cannot help itself; it is dependent for its very existence on things outside itself. Despite the claims of autonomy, purity, and control that architects like to make about their practice, architecture is buffeted by uncertainty and contingency. Circumstances invariably intervene to upset the architect's best-laid plans—at every stage in the process, from design through construction to occupancy. Architects, however, tend to deny this, fearing contingency and preferring to pursue perfection. With *Architecture Depends*, architect and critic Jeremy Till offers a proposal for rescuing architects from themselves: a way to bridge the gap between what architecture actually is and what architects want it to be. Mixing anecdote, design, social theory, and personal experience, Till's writing is always accessible, moving freely between high and low registers, much like his suggestions for architecture itself.

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.

Architect and architectural author Herman Hertzberger (1932) is internationally recognized for both his built work and his written work. Buildings such as Centraal Beheer in Apeldoorn (1972) and many of Apeldoorn's schools, but also his publications, such as Lessons for Students in Architecture (which has been translated into many languages) have inspired generations of architects and students. In this book, Hertzberger lays down the foundations of his architectural vision. 'This book is an attempt to formulate what structuralism means in architecture, and why that matters. There are many misunderstandings about the concept of structuralism in general, and especially where architecture is concerned. There is also a renewed interest in structuralism. What I see as the real structuralism in architecture is a way of thinking that has far-reaching opportunities for the reuse of buildings, which can give a new impulse to the discussion about sustainability. In addition, the possibility of users having a greater influence has revealed the blueprint for a more democratic architecture. - Herman Hertzberger, Exhibition: The New Institute, Rotterdam, The Netherlands (20.09.2014-January 2015).--Provided by publisher.

Lessons for Students in Architecture

A Practical Guide for Architects, Designers and School Leaders (Resources for School Administrators, Educational Design) Language of Space

A Century of Design for Education

Modern Schools

Research and Experiences from FabLearn Italy 2019, in the Italian Schools and Beyond

*This open access book contains observations, outlines, and analyses of educational robotics methodologies and activities, and developments in the field of educational robotics emerging from the findings presented at FabLearn Italy 2019, the international conference that brought together researchers, teachers, educators and practitioners to discuss the principles of Making and educational robotics in formal, non-formal and informal education. The editors' analysis of these extended versions of papers presented at FabLearn Italy 2019 highlight the latest findings on learning models based on Making and educational robotics. The authors investigate how innovative educational tools and methodologies can support a novel, more effective and more inclusive learner-centered approach to education. The following key topics are the focus of discussion: Makerspaces and Fab Labs in schools, a maker approach to teaching and learning; laboratory teaching and the maker approach, models, methods and instruments; curricular and non-curricular robotics in formal, non-formal and informal education; social and assistive robotics in education; the effect of innovative spaces and learning environments on the innovation of teaching, good practices and pilot projects.*

*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.*

*Knowledge Cities are cities that possess an economy driven by high value-added exports created through research, technology, and brainpower. In other words, these are cities in which both the private and the public sectors value knowledge, nurture knowledge, spend money on supporting knowledge dissemination and discovery (ie learning and innovation) and harness knowledge to create products and services that add value and create wealth. Currently there are 65 urban development programs worldwide formally designated as "knowledge cities." Knowledge-based cities fall under a new area of academic research entitled Knowledge-Based Development, which brings together research in urban development and urban studies and planning with knowledge management and intellectual capital. In this book, Francisco Javier Carillo of the Monterrey Institute of Technology (ITESM) brings together a group of distinguished scholars to outline the theory, development, and realities of knowledge cities. Based on knowledge-based development, the book shows how knowledge can be and is placed at the center of city planning and economic development to enable knowledge flows and innovation to provide a sustainable environment for high value-added products and services.*

*Primary schools and teachers in England are tasked with providing a Broad and Balanced curriculum. As pressures of standardised testing and the focus on English and maths impact on teaching time, how can teachers ensure that they remain focused on this as an objective? How do we ensure that the curriculum truly is Broad and Balanced? How do we ensure that we are educating the whole child? This book provides both discussion of the current challenges and practical guidance and support on how to tackle them. It informs and inspires new teachers to teach across the curriculum, and to empower the next generation of children to explore what is possible for them within their own future lives. This second edition includes new chapters on curriculum design; alternative environments and learning spaces.*

Age Inclusive Public Space

The Computation of Human-Centric Architecture

Democratic Education for a Human Future

Fluid Space and Transformational Learning

The Design of Childhood

Design for the Changing Educational Landscape

From building blocks to city blocks, an eye-opening exploration of how children's playthings and physical surroundings affect their development. Parents obsess over their children's playdates, kindergarten curriculum, and every bump and bruise, but the toys, classrooms, playgrounds, and neighborhoods little ones engage with are just as important.

These objects and spaces encode decades, even centuries of changing ideas about what makes for good child-rearing--and what does not. Do you choose wooden toys, or plastic, or, increasingly, digital? What do youngsters lose when seesaws are deemed too dangerous and slides are designed primarily for safety? How can the built environment help children cultivate self-reliance? In these debates, parents, educators, and kids themselves are often caught in the middle. Now, prominent design critic Alexandra Lange reveals the surprising histories behind the human-made elements of our children's pint-size landscape. Her fascinating investigation shows how the seemingly innocuous universe of stuff affects kids' behavior, values, and health, often in subtle ways. And she reveals how years of decisions by toymakers, architects, and urban planners have helped--and hindered--American youngsters' journeys toward independence. Seen through Lange's eyes, everything from the sandbox to the street becomes vibrant with buried meaning. The Design of Childhood will change the way you view your children's world--and your own.

The Building Happiness project was started by Building Futures early in 2007, with the aim of discussing whether the way we design our built environment can have a direct bearing on how happy we feel. Can we construct happiness? The book follows on from numerous consultative initiatives, including a public debate hosted in May 2007, with the aim of gathering public and informed opinion on the subject. We spoke to a number key thinker and practitioners to share their thoughts. Architects, artists, policy advisors, developers, engineers and health researchers have all contributed. In addition, we have asked people who use and inhabit our built environment to describe places which do indeed make them happy, including the journalist Kirsty Wark, the sculptor Antony Gormley, the architect Richard Rogers, and the Young Vic Theatre Director David Lan. This book aims to provoke discussion amongst all those who inhabit, plan or design our built spaces, and to encourage the professionals to keep happiness at the centre of their work.

Clearly demonstrates the specific characteristics that make for comprehensible, friendly and controllable places; 'Responsive Environments' - as opposed to the alienating environments often imposed today. By means of sketches and diagrams, it shows how they may be designed in to places or buildings. This is a practical book about architecture and urban design. It is most concerned with the areas of design which most frequently go wrong and impresses the idea that ideals alone are not enough. Ideals must be linked through appropriate design ideas to the fabric of the built environment itself. This book is a practical attempt to show how this can be done.

Lessons in Architecture 2

Beyond Learning

A Practical Guide for Architects, Designers and School Leaders

Buildings for Education

lessons in architecture 3