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A DESIGN MANUAL Schools and Kindergartens Mark Dudek Second and Revised Edition question is a key to understanding good educational architecture. While we need buildings which respond to the...

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Schools and Kindergartens: A Design Manual assembles two books in one, though this is not the stated intention of the author The first part of the book is a collection of very good essays about various aspects of school design The second part is a collection of projects presented in the format of

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Schools and Kindergartens (Design Manuals) [Mark Dudek] on Amazon.com. \*FREE\* shipping on qualifying offers. 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

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Here is our contribution for those returning back to school, if you like it PLEASE share

1. Most colorful kindergarten in Paris (Above) 2. Kindergarten on a Plane (Georgia), can ' t get better than that -)

25 Most Creative Kindergartens Designs | 1 Design Per Day

Kindergarten architecture and design

Kindergarten architecture and design | ArchDaily

Stories about the architecture and design of kindergartens, including a nursery with house-shaped windows and a pre-school with all-wood interiors.

Kindergartens | Dezeen

emmanuelle moureaux architecture + design have recently completed Creche Ropponmatsu, a new colorful kindergarten located in Fukuoka city, Japan.

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Kindergarten 8 Units Velez-Rubio / LosdelDesierto Completed in 2009 in. Images by Jes ú s Granada.

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As a new generation of educational

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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.

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.

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



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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.

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

In Kindergarten, children spend more time with math worksheets than building blocks and finger paint. Kindergarten is becoming

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more like school. School (even the rest of life) should be more like kindergarten. To thrive in today's fast-changing world, people of all ages must learn to think and act creatively. The author discusses new technologies and strategies for engaging young people in creative learning experiences. He tells stories of how children are programming their own games, stories, and inventions, and collaborating through remixing, crowdsourcing, and large-scale group projects.

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

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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.

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As a new generation of educational environments are designed and built, this Design Manual illustrates the most up-to-date educational strategies and how they are realized in built form. Concepts such as working with small teams of students, interdisciplinary learning and inclusion of SEN students all require specific spation solutions. This specialized field is explained in all its relevant aspects such as role in the community, outdoor spaces, sustainability and technical requirements such as lighting and acoustics. With over 70 case studies from Europe, North America and the Pacific Region, this is an essential guide for architects involved in the design of schools and kindergartens. For the revised edition six groundbreaking new best-practice examples were selected such as Primary School Niederheide near Berlin, the first plus-energy school in Germany, the education center “ Tor zur Welt ” , one of

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the key projects of building exhibition IBA 2013 in Hamburg and “ Children ’ s House for All ” by Maki Onisha and Toyo Ito, conceived for use in refugee camps.

Having designed more than 75 K-12 school projects, and with a long-standing commitment to sustainability and a passion for architecture, Alan Ford is perfectly positioned to present this illuminating collection of sustainable school projects from around the world. Designing the Sustainable School is a compendium of ideas illustrating how some very talented architects and committed facility planners are meeting the challenge of creating better schools for the 21st century. They are creating schools that are eco-friendly, embody high-performance design principles, are rich in architectural character, and enhance the health and well-being of students and teachers. The projects

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represent a wide range of design solutions, aesthetics, location, and scale, ranging in size from the Aga Khan Award-winning three-room schoolhouse in Burkina Faso by Diebedo Francis Kere, to the 2500-student, 260,000-square-foot high school in Santa Ana, California by LPA Architects. Each of the 45 featured projects is presented with an overview of the components of the high-performance "tool kit" employed by architects to achieve sustainable design goals. Collectively, these demonstrate the breadth of tools that today's architects can employ to build a sustainable future for our children.

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

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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

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Primary, Bournemouth; Haute Vallee School, Jersey; Heinz-Galinski School, Berlin; Anne Frank School, Papendract, Netherlands; Seabird Island School, British Columbia and The Little Village Academy, Chicago.

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



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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

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are opened, the need to listen to children and their carers is becoming more aparant. 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

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"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.

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