

LEARNING IN BUILT ENVIRONMENT EDUCATION



TOPIC

The term “built environment” refers to the creation, utilization and appropriation of man-made surroundings as a social process based on a wide consensus on values and goals. Over the last decade, the social debate surrounding built environments has been characterized by a plethora of voices on the educational structure in this field (also known as architectural pedagogy) in Germany. The call for social actors to participate in forming the built environment has been one of the driving factors in this debate. As a result, exchanging knowledge and skills on shaping the environment has emerged as a social responsibility of growing importance.

There is a widespread dispute concerning the aspects of planning, building and structuring said environments led by numerous players in various formats and in assorted formal and informal settings. Both institutions and everyday experiences offer participants sundry motives and opportunities for learning. As of yet, there is no empirical research available on the sustainability of learning experiences with regard to the teaching methods for built environment education, especially from a biographical perspective. The objective of this research is to develop various »Moments and Processes in Built Environment Education«. Those moments and processes will be examined from different points of view (by adolescents and instructors), in various formats (teaching goals, methodological approaches) and with respect to diverse correlated effects (direct, biographical).

IN COOPERATION WITH

WÜSTENROT STIFTUNG

RESEARCH

The research topic of the interdisciplinary team of researchers is: »Moments and Processes in Built Environment Education« from the biographical standpoint of adolescents who are participating or have participated in built environment educational programs. Focus will be placed on the sustainability of the educational processes as well as their individual effects on the living environment of adolescents. The central research questions include:

- Which learning processes do adolescents describe regarding the teaching methods for built environment education?
- How are the contents of built environment education incorporated into the personal lives of adolescents and how sustainable are those contents in their opinion?
- How do instructors assess the biographical sustainability of built environment education and how do they take this into account in their methodological approach?

The project concentrates on three types of effects:

1. Direct effects: The team will investigate how adolescents feel about the teaching methods, what they learn in their own opinion, and what future benefits they perceive based on the contents.
2. Indirect effects: The team will investigate how adolescents utilize what they have learned, assimilate the contents into their lives and relate them to similar experiences in their past.

PROVIDERS OF BUILT ENVIRONMENT EDUCATION

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MUSEUMS & CULTURAL INSTITUTIONS

UNIVERSITIES

DIRECT
EFFECTS

INDIRECT
EFFECTS

SUSTAINABILITY

3. Sustainability of built environment education: After approximately six months, the previously interviewed adolescents will be surveyed once more. This will make it possible to find out which contents have been retained from the respective teaching methods, how those contents have been integrated into the personal lives of the participants and what biographical impacts they can have.

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