



Determining of educational role of Iranian school open spaces-Regarding the comparative investigation on traditional vs contemporary school (case studies: Chaharbagh, Darlofonoun and Alborz schools)

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Abstract

Developing knowledge and novelty are the main objectives of educational system. A lot of factors are needed to satisfy the above mentioned requirements. Factors such as quality enhancement of educational space. It should be noted that education is not only influenced by the teacher's teaching, but also touched by educational spaces. Relating factors, including educational environment, play an important role in transmitting the information to a person. It will leave behind the significant effects on the learning. Therefore, any project about the process of student's learning will be incomplete and inefficient regardless of the educational space in which it is located. Architectural environment superiority can play an educational performance in training environment, with respect to intuitive, intellectual, and perceptual recognition effects. Investigations done on the effects of educational systems, dealing with open spaces, confirm the possibility of group work rehearsal, increase of students' collaboration, space flexibility and higher development. They can increase the enthusiasm of students for learning. As a result, a direct relationship between the open educational space and the learning of the students can be discovered.

Expression of Problem: Contemporary Iranian civil society needs to expand the education as a whole, and public education in specific. Ignoring all of the effective factors will lead to the construction of several schools without a constructive and positive role in the development of the education process.

Despite many changes and developments in the content of education, the spatial pattern of schools have been experienced no positive changes and development in the last hundred years.

The dominant pattern in the current school design, regardless of the educational capabilities of open space, is related to an emphasis on entertainment and fun aspect, such as relatively small spaces. This pattern is similar to Residential landscaping in which ground

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is covered by asphalt. There are limited number of elements and leisure equipment for kids' play and physical activities. Therefore, the problem of this study is investigating the degree of integration educational system with open space properties in the history.

The objective: Determining the diversity of Iranian school's open spaces and their role in regards to the transition of educational system at different time periods.

Question of this study: What is the influence of different educational systems in shaping the characteristics of an space and the educational role of the Iranian school's open space?

What is the influence of the emergence of new education system in the educational role of Iranian school's open space in contemporary schools?

Research Methodology of this study is the Combinational Method that is Included Descriptive-Analytical Methods and Logical reasoning, considered as a procedure of open, semi-open space evolutions and their educational role with respect to educational revolutions. General procedure of the study is about the origin of the revolution in physical space of schools. It is referred to transformations of the educational system and the function of school yard in teaching and learning. Methodology would be evaluated by applying the environmental psychology, Observation, Study, Simulation with space syntax Software and Comparative method in educational point of view.

In this article, the education role of the open space in schools is investigated by three levels of large, middle and small scale. In the large-scale, Relationship between building and city is discussed. In the middle-scale, circulation and role of the semi-open space in flexibility of educational environment is studied. In the small-scale, Active participation and teamwork is investigated. The topics that will be discussed at every scale, are selected with help of the analysis and study of issues of environmental psychology and theories of urban planning, which is summarized in the theoretical beginning of each subject.

Case studies: For this purpose, three school yards are selected for further investigations. Which are Chaharbagh as a conventional school, Darlolfonoun as a first educational structure in modern style, and Alborz as the transformed index of new schools in Iran.

Conclusion: According to the result of analysis by space syntax software, it is indicated that open and semi-open design in traditional school have more degree of "integration" and "connectivity". One of the most influential form of "connectivity" is that it can create a high level of access. Educational space in the traditional school is more flexible than classroom in contemporary school.

As a result, due to the communication and interaction with the education system, studies elaborate the pattern of the traditional school in Iran which is formed regarding to the active rule of the education in open and semi-open environment. It acts as an educational tool during the training and it creates a center for social interaction. In these schools, bonding and interaction between open and closed spaces are so strong that if two spaces are separated from each other, their structural concepts and meanings will get lost and cannot be identified.

The pattern of school design at the contemporary time includes the uniform row of classrooms in the plan, typical and uniform of windows in view, typical and uniform seat arrangement of the classroom that are based on the invariable teaching methodology. Therefore, only the closed





and inflexible environment of the classroom would be suitable for education based on the passive behavior of students. Moreover, if we consider having no semi-open space, open space of the school will become only the place to regulate the time of entrance and exit, entertainment and an escape from the pressures of teaching in the classroom and because of its incongruity of dynamics and mobility properties, it cannot play the required educational role.

Keywords: Open space, Semi-open space, Educational role, Learning, Teaching Methods.

