

SHARED PLANNING PROJECT

05.07.2021



Goals:

To make the transformation of the physical space more significant on a scientific level, with the will of giving a wider visibility to the path of didactic and methodological innovation.



To model the draft and to define a set of guidelines which could possibly be employed in other contexts.



To follow a shared design process through the PEDLAB approach, a methodology developed by Beate Weyland in partnership with Kuno Prey.

17.06.2021





Questo libro propone un percorso per ripensare e ridisegnare la scuola intrecciando tra loro diverse qualità e competenze, diverse discipline e diversi punti di vista. Racconta l'esperienza di ricerca-azione tra l'Istituto Pavoniano Artigianelli per le Arti Grafiche di Trento, l'Associazione professionale SCF-Scuola Centrale di Formano e il gruppo di ricerca PAD-LAB dell'Università di Bolzano. Lo scopo è quello di offrire linee guida per dare il via all'affascinante percorso di trasformazione dello spazio didattico, attraverso l'esempi concreti e con proposte a cui ispirarsi. Con l'auspicio di rendere spazi e didattiche vettori di benessere per tutti, in modo particolare per i nostri giovani.

Beate Weyland, Kuno Prey

Codice a barre

ridisegnare la scuola tra didattica, architettura e design

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Il caso Artigianelli

Beate Weyland
Kuno Prey





Sistema Archivistico Nazionale









DESIGN A NEW SCHOOL

“ A school building feels a story. A school is like a text that imparts a cultural legacy and is a messenger of that which society hopes to pass on to its children. Like the school, the school building itself educates, and like the teacher, the architects teaches

Scotto di Luzio, *La scuola che vorrei*. Ed. Einaudi - 2013

”





Which school?

ARCHITECT

Which school?

ARCHITECT

HEAD TEACHER

Which school?

ARCHITECT

HEAD TEACHER

Which school?

TEACHERS
EDUCATORS

ARCHITECT

HEAD TEACHER

Which school?

STUDENTS

TEACHERS
EDUCATORS

ARCHITECT

HEAD TEACHER

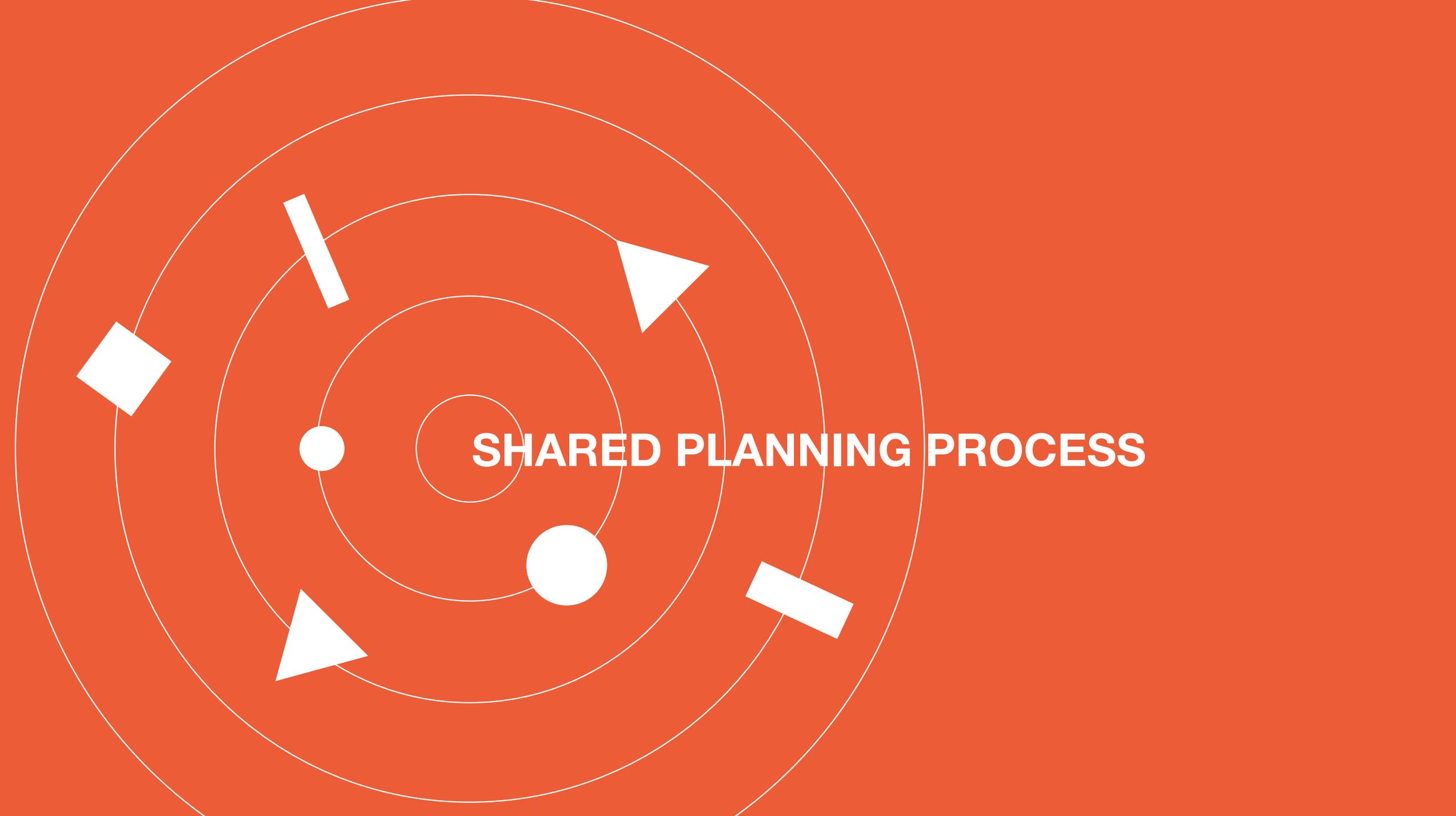
Which school?

STUDENTS

TEACHERS
EDUCATORS

PARENTS



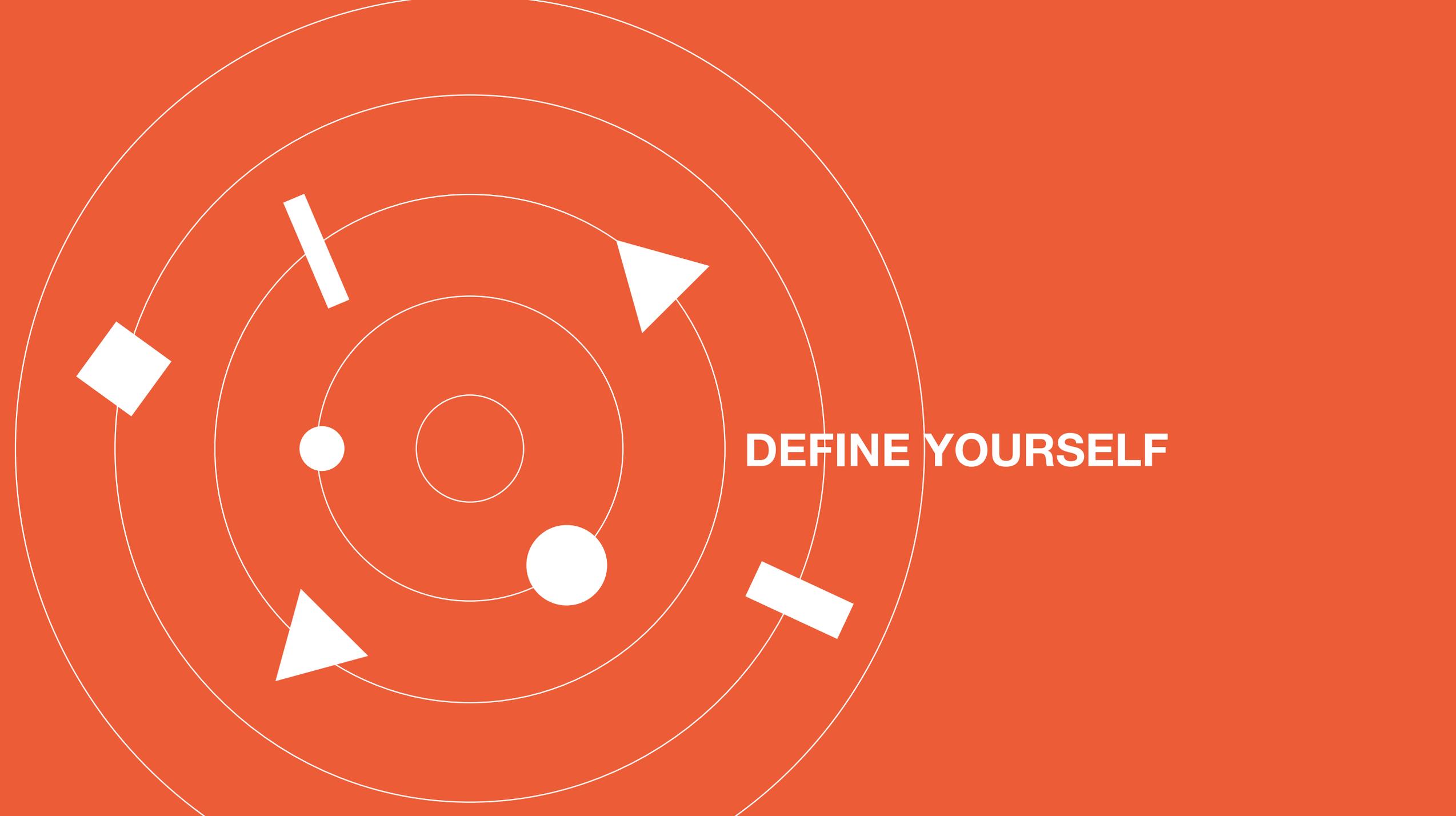


SHARED PLANNING PROCESS

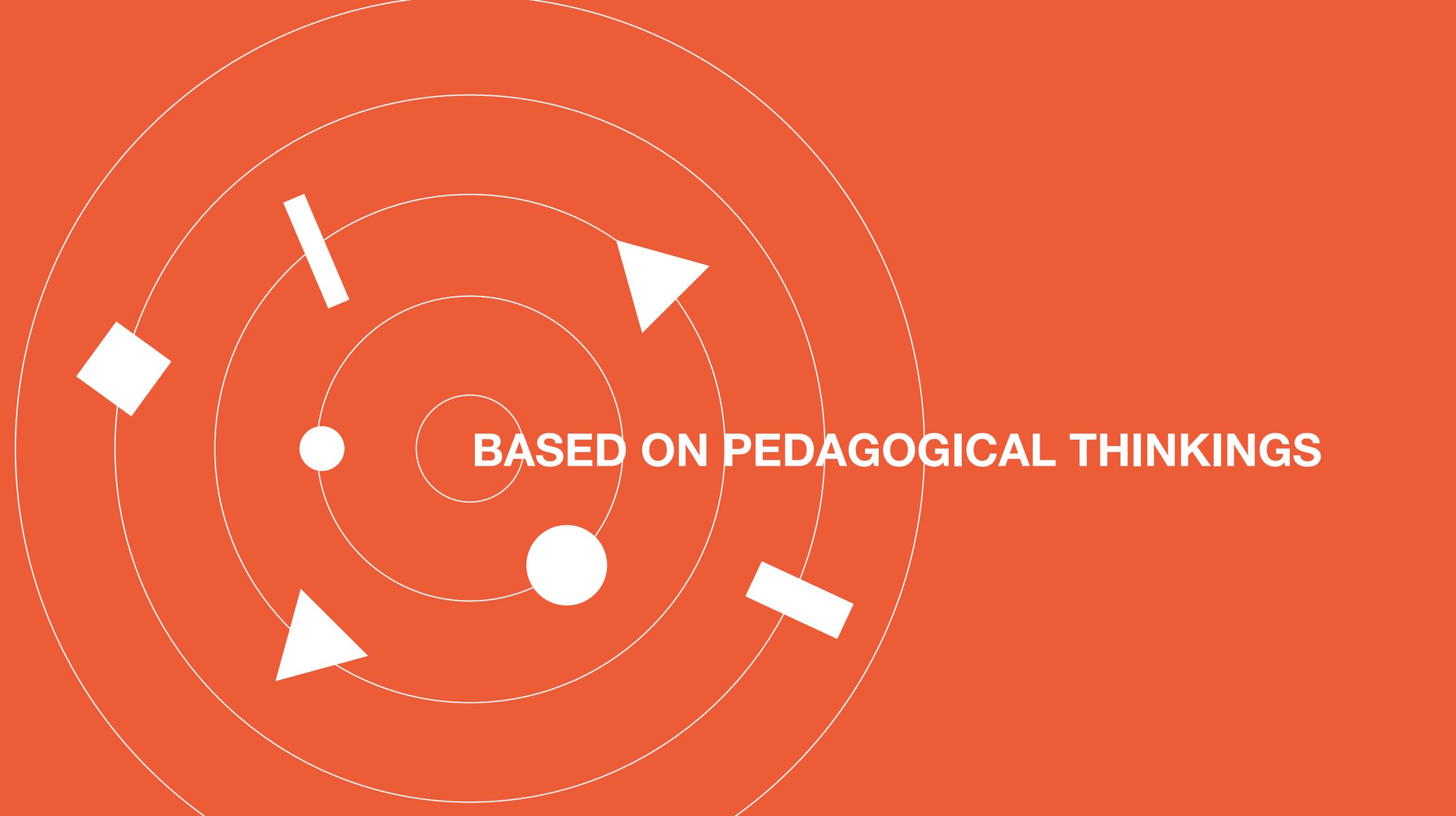
PHASES

- **Define yourself**
- **Listen | Observe | Understand**
- **Learn from others**
- **Shape your thoughts**

- **...and then?**



DEFINE YOURSELF

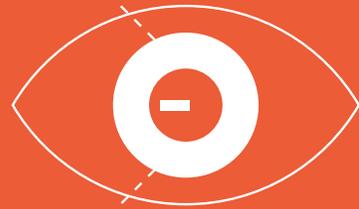
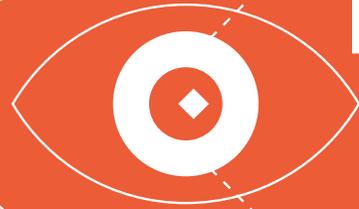


BASED ON PEDAGOGICAL THINKINGS

WHO ARE WE?

- Ecosystem
- Inclusion
- Innovative teaching
- Each student have a different path
- Well-being
- Relationships are very important = to create spaces to live it
- Sense of belonging = take to heart spaces





LISTEN | OBSERVE | UNDERSTAND



Fig. 4 - Sportello d'ascolto presso l'Istituto Artigianelli di Trento

Griglia di autovalutazione della qualità degli spazi scolastici

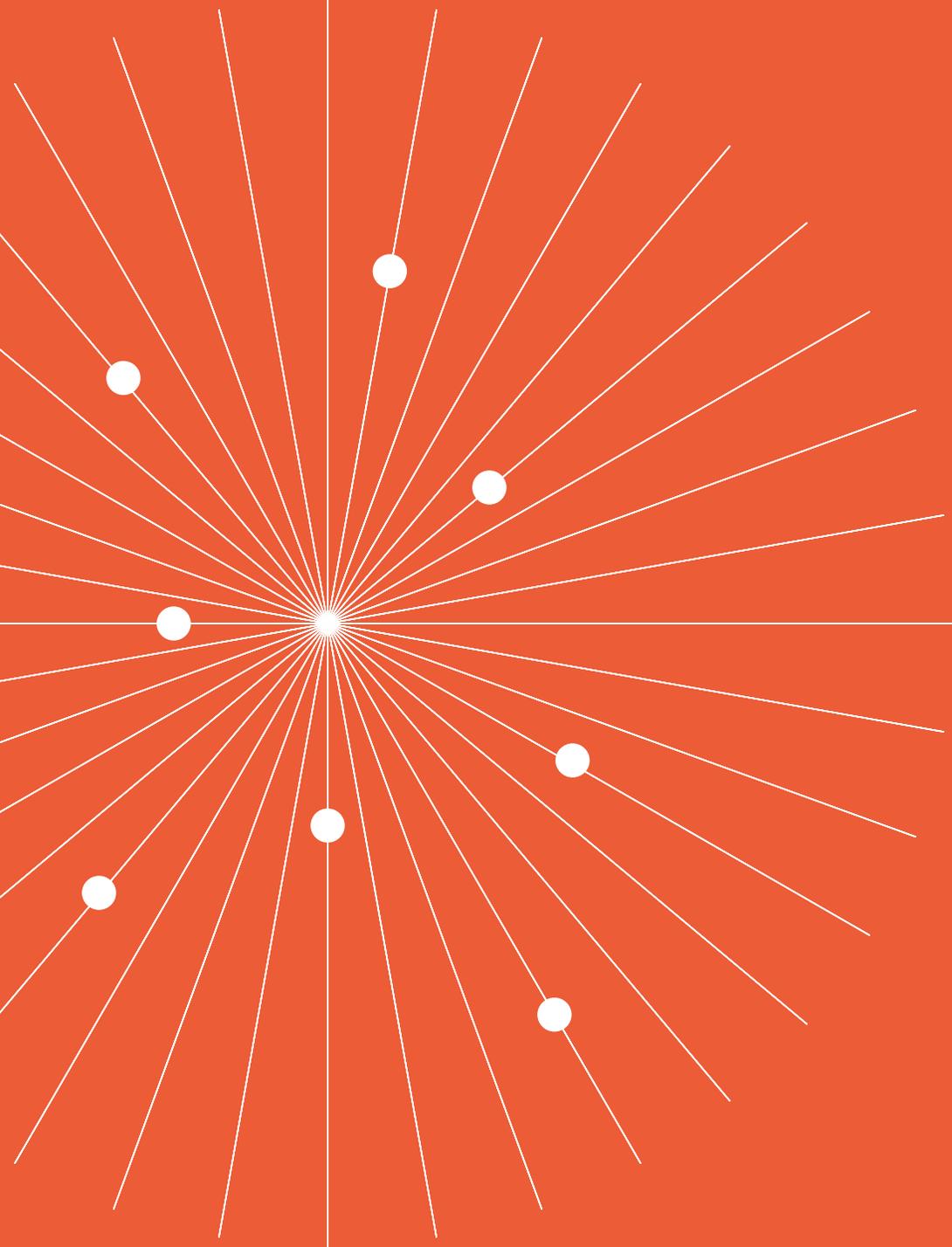
1. Ingresso

Indicatori di percezione soggettiva	Si	Poco	No
È invitante	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
È ordinato	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
È accogliente	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
È spazioso	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
È luminoso	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
È bello	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
È comodo	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Crea sensodi appartenenza	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Si percepisce il carattere / approccio didattico della scuola	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Invita le persone a sostare e a entrare in relazione	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
È inclusivo (tutti possono accedere dallo stesso ingresso)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Commenti e note aggiuntive: All'ingresso non si esperisce il grande potenziale della scuola. Esternamente gli elementi identitari sono poco percepibili.

Indicatori di percezione oggettiva	Si	Poco	No
Sono presenti elementi per orientarsi	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
È coperto	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Presenza di piante	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenza di elementi identitari della scuola	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenza di desk di accoglienza	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Commenti e note aggiuntive: L'orientamento dal cortile non è chiaro. La porta di ingresso è piccola, non si riconosce come la principale.



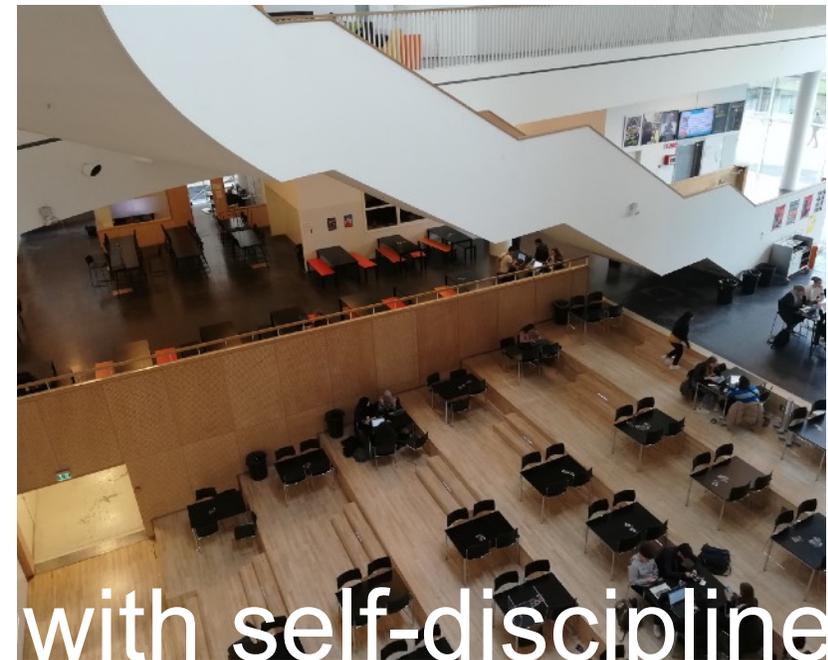
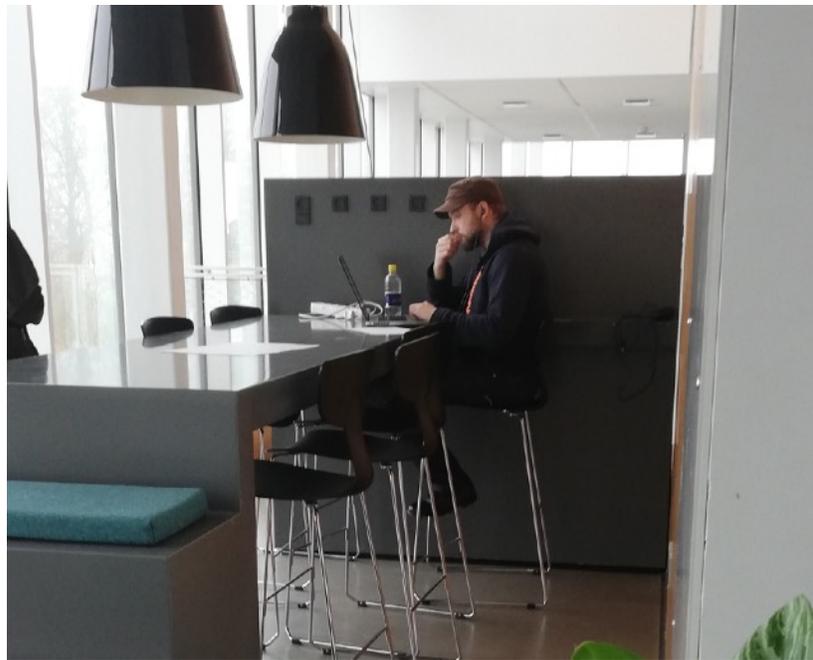
LEARN FROM OTHERS

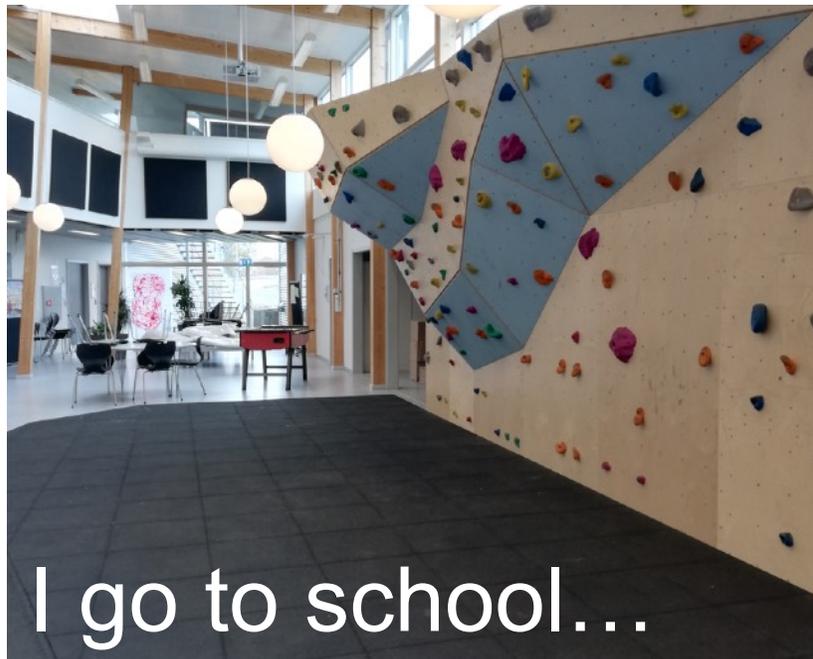


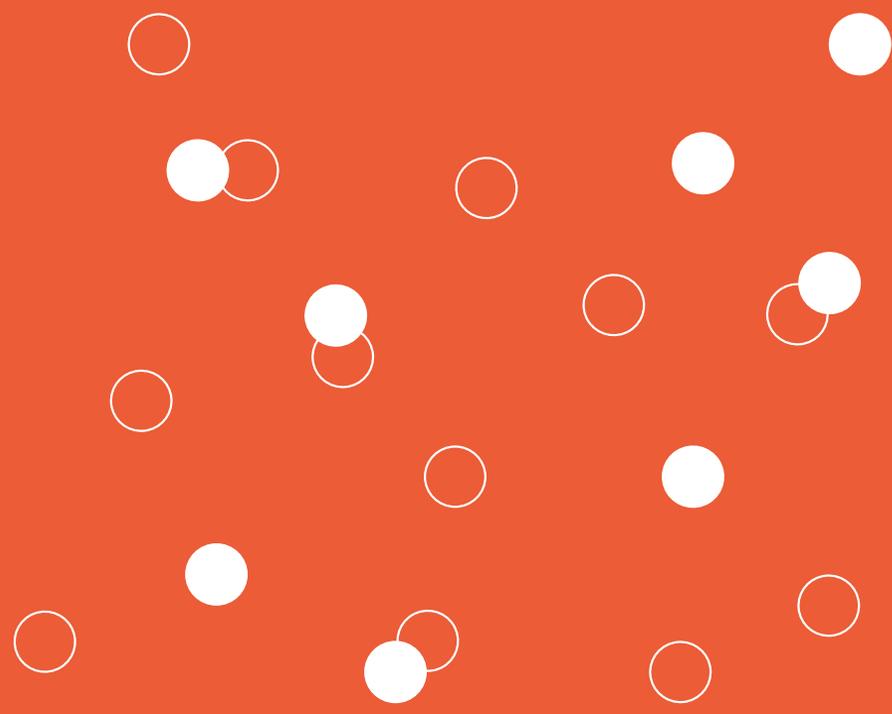
As well at school...



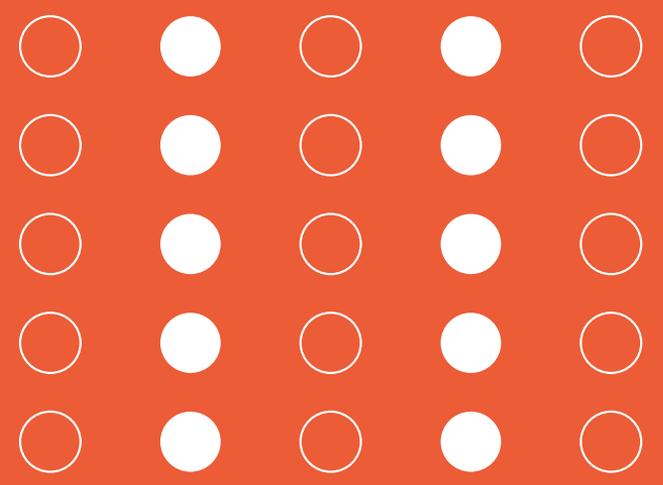
...as at home

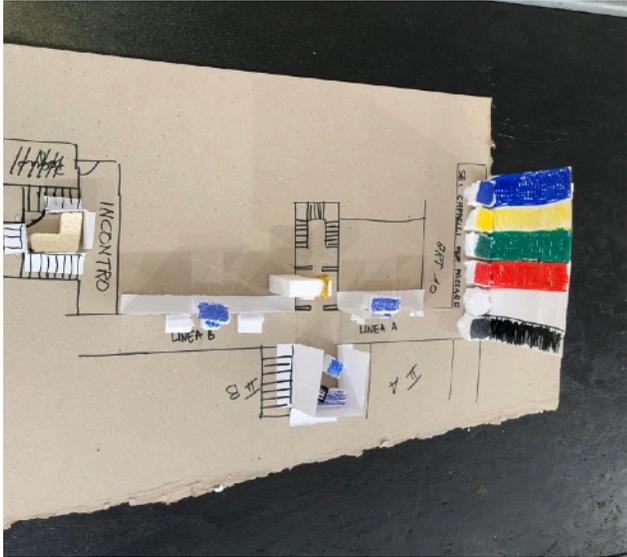
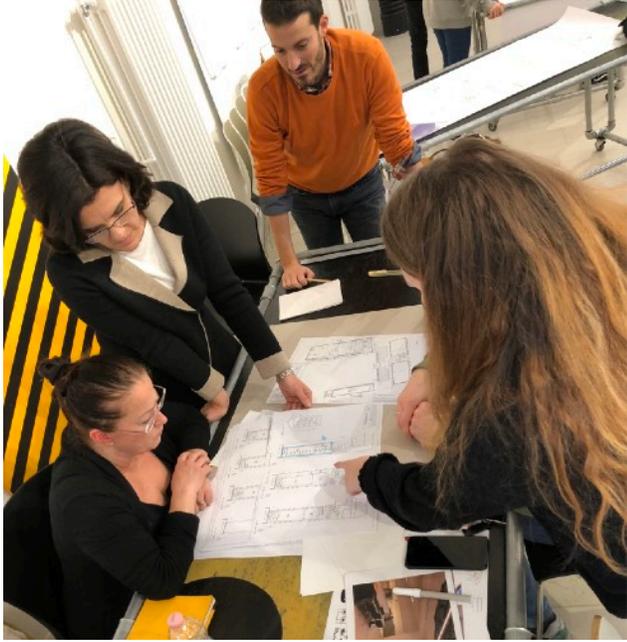




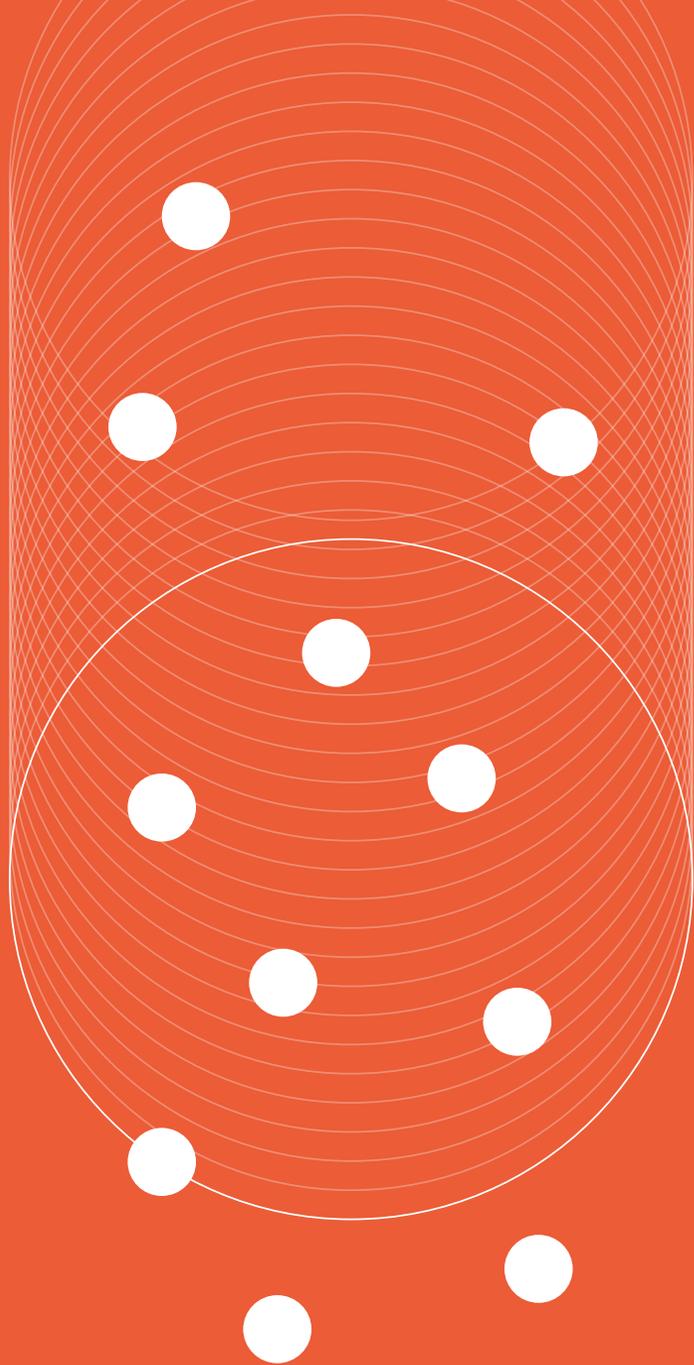


SHAPE YOUR THOUGHTS









AND THEN?



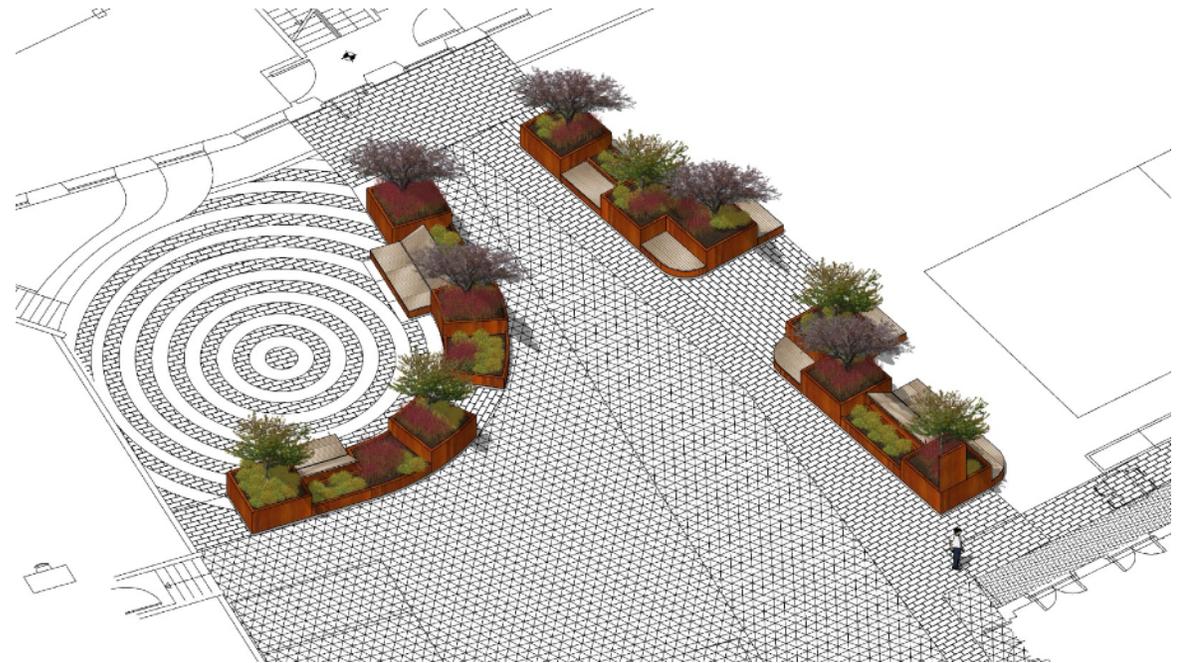








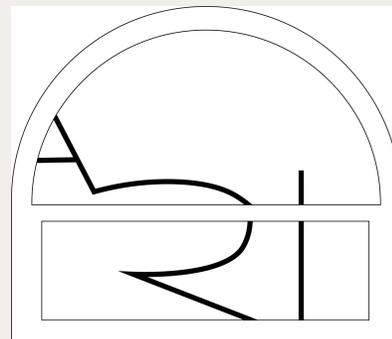
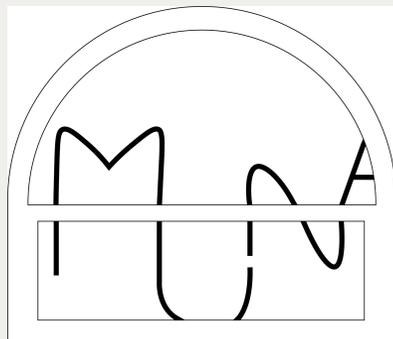
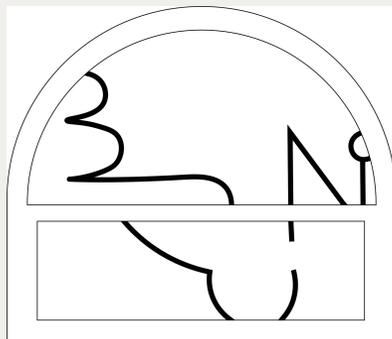
ART
09



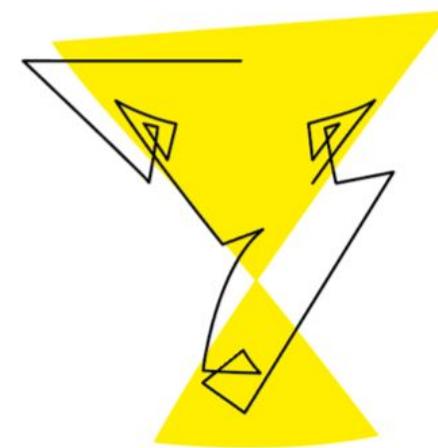
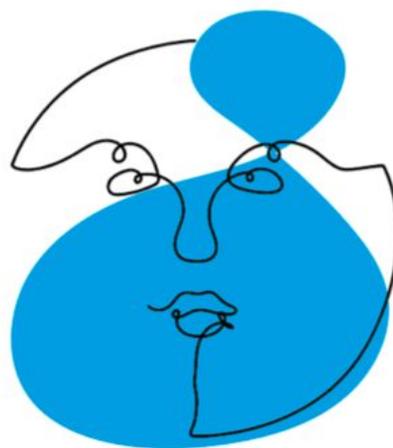
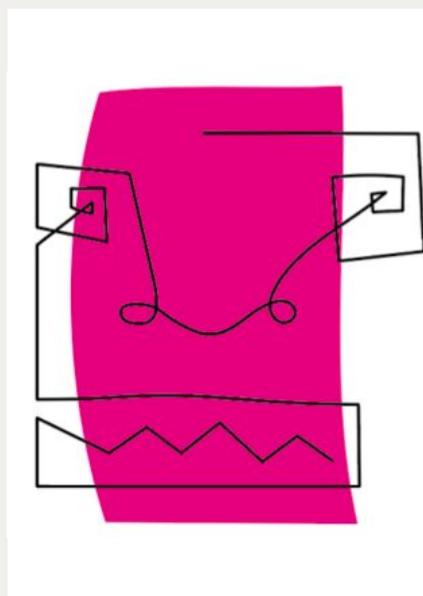
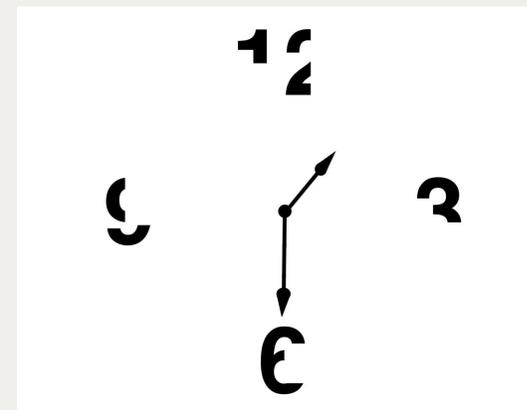


SOLUZIONE 1

Martina Bottiglieri



Maddalena Cattani



Maddalena Dalpiaz

BANNER

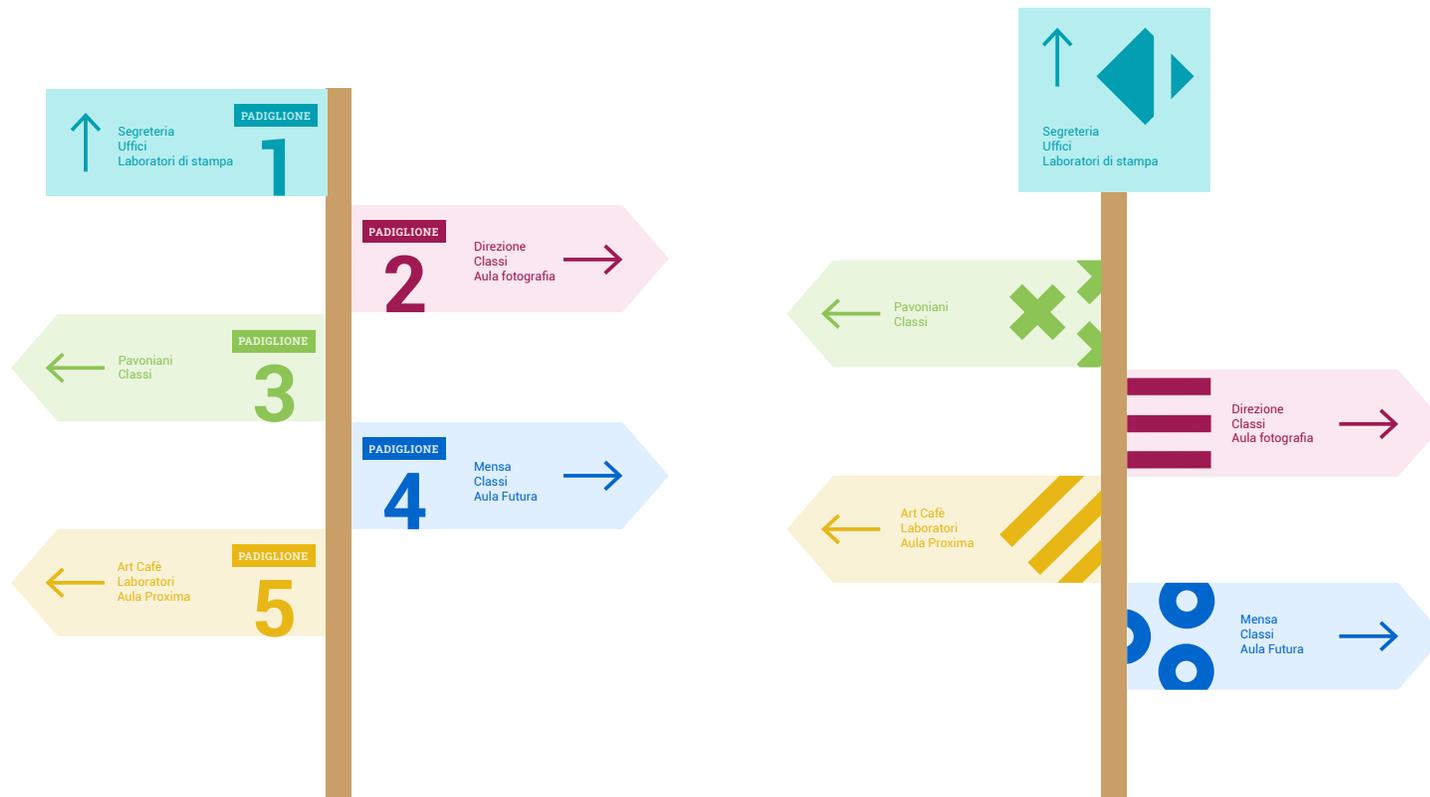
Green visual



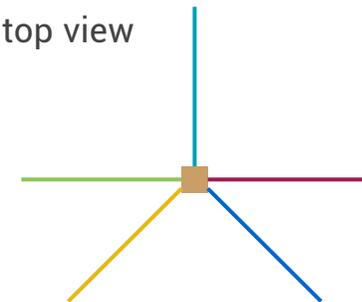
Le forme e gli elementi del brand sono costituite da materiali, come legno o acciaio corten, applicati su uno strato di muschio.



PROPOSTA 02



top view





**“A good place to be
is a good place to learn”**

