



New Educational Facilities An International Survey

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New Educational Facilities An International Survey:

Educational Environments No.3 INTL Roger Yee, 2007-06-12 Educational Environments No 3 brings welcome news at a critical time for America's educational community now preparing students for an increasingly uncertain and volatile world by providing a thoughtful look at many of the newest and most inspired educational facilities for students from K 12 to university and beyond as designed by some of the nation's leading architects and interior designers. The range of facilities illustrated in this volume's meticulously reproduced four color pages reflects the broad scope of today's educational activities. The elementary schools, high schools, classroom buildings, laboratories, dormitories, student centers, gymnasiums, libraries, community centers, museums, performing arts centers, dining halls, visitors centers, and other facilities depicted in Educational Environments No 3 will give educators, supporters of education, concerned citizens, and their architects and interior designers an excellent opportunity to review their own options for planning, designing, and building state-of-the-art facilities. To help readers make frequent, easy use of its resources, Educational Environments No 3 is organized alphabetically by design firm, with each project indexed by educational institution and location. Educators, their supporters, and advocates, as well as architects and interior designers serving the educational world, will be able to measure their own projects and project requirements against the recent achievements presented here as they consider how to make education more accessible and effective in their communities. Jacket

The Rehabilitation of Historic Schools in Portugal Sofia Aleixo, 2021-07-22 This book examines the material and immaterial values that are used and perceived in heritage educational environments that have been adapted to 21st century education needs. Offering an approach to architectural conservation practice focused on the design and implementation processes, it provides a post-occupation evaluation of the effects of such physical actions on historic learning environments and their values. A comprehensive study of architectural conservation and Theory of Change (ToC) is supported by an extensive literature review and personal insights from the author's everyday practice. Using a selection of recently rehabilitated historic secondary schools in Portugal (liceus), the text presents insights into their existing cultural significance, identifying the design strategies applied and assessing the short-term effects of design decisions on the cultural values. It demonstrates that whilst design strategies were less concerned with social values, material cultural values were generally considered and preserved, contributing to the enhancement of intangible values. The implications of this research highlight the importance of evaluating actual effects in cultural heritage theory, architectural conservation practice, and heritage management policy. Following worldwide investment in the rehabilitation of schools, the interest in this topic has grown among architectural heritage academics and practitioners who seek to better understand and approach these learning environments in order to achieve better outcomes. The book will also be of interest to public policy makers given its emphasis on the importance of stakeholder engagement in the conservation process and in the sustainability of re-using existing buildings. Furthermore, it will capture the attention of schools' stakeholders, including students, parents, teachers, non-teaching

staff alumni and the local community for whom the school environment is a collective shared memory **Report** Russell Sage Foundation. Library,1929 Research in Education ,1974 **Congressional Record** United States. Congress,1998
The Congressional Record is the official record of the proceedings and debates of the United States Congress It is published daily when Congress is in session The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States 1789 1824 the Register of Debates in Congress 1824 1837 and the Congressional Globe 1833 1873 **Educational Survey** ,1929 **Resources in Education** ,2001-04 PISA 2012 Results: What Makes Schools Successful (Volume IV) Resources, Policies and Practices
OECD,2013-12-03 This fourth volume of PISA 2012 results examines how student performance is associated with various characteristics of individual schools and school systems **Educational Outlook** ,1928 Pennsylvania School Journal ,1925

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