

STRESZCZENIE ROZPRAWY DOKTORSKIEJ

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STRESZCZENIE W JĘZYKU ANGIELSKIM:

This doctoral dissertation focuses on the architecture of primary school buildings in Poland. The subject of the PhD thesis is as follows: **'Development of the School Building in Poland at the turn of XX and XXI Century. Contemporary Architectural Solutions in the Context of Requirements of School Facilities.'** The dissertation is concerned both with the architecture of primary school buildings and the process of evolution of school building in Poland against a background of factors which have had impact on its formation.

School as an educational institution and methods of shaping school facilities have been subject to transformations occurring due to social, technological and legislative development. The technological development has considerably influenced a series of social and economic aspects, including educational processes, in the context of information accessibility and knowledge transfer. The above-mentioned processes have resulted in the social transformations making way in the direction of the so-called Information Society and causing related modifications in the lifestyle. In the field of education, this fact translates into the changes of educational forms and new methods of knowledge transfer. These issues are directly connected with an innovative approach to the shaping of the space of school buildings, particularly in the scope of educational zones and general access zones. Moreover, legislative changes introduced throughout the 20th century and modern 21st-century reforms impose the necessity of the re-analysis of the ways

of creation of the architecture and educational space of school buildings. Also, an emergency situation connected with the outbreak of the COVID-19 pandemic contributed greatly to the modifications within the scope of the functioning of school buildings as well as further shaping and design of future educational facilities.

This work is based on the studies in the scope of literature and accessible scientific sources as well as in-situ investigations carried out in contemporary buildings of primary schools in Poland. The in-situ investigations were conducted using the POE method (Post Occupancy Evaluation), which constitutes an assessment system of the built environment taking into consideration its users. Prior to the analysis of the in-situ investigations the author performed the analysis of the current state of research, knowledge and legislation in the scope of the architecture and design of school buildings in Poland, within the adopted time framework spanning the period from the end of the Second World War until contemporary times. The dissertation encompasses:

- analysis of the state of previous research, available bibliographic and scientific sources in the scope of the architecture of school buildings in Poland as well as related issues within the adopted time frame;
- definition of factors having impact on the development of school building architecture in Poland within the adopted time frame;
- analysis of the contemporary primary school buildings in Poland selected for the in-situ investigations in the context of spatial and architectural solutions;
- elaboration of designing guidelines and recommendations which should be satisfied by school buildings in Poland in order to effectively support educational processes of the institution.

The ultimate goal of this work is an attempt to answer the question if the architecture of contemporary primary school buildings in Poland is characterized by innovativeness of architectural solutions adapted to modern criteria resulting from social, technological and legislative changes?

With reference to the above, the dissertation has the following thesis: **'Architecture of contemporary primary school buildings in Poland is adapted to legislative requirements and also results from contemporary social and educational needs, being simultaneously characterized by innovative solutions in the scope of designing school space.'**

The dissertation is divided into two main parts. **PART ONE** consists of four main chapters concerned with the development of the architecture of school building as well as contemporary guidelines and conditions for school design. At the beginning of the work there is an **INTRODUCTION**, which presents the discussed subject, justifies the choice of the topic as well as outlines the aim and scope of work. Chapter two: **STATE OF RESEARCH** performs the analysis of written sources connected with the undertaken subject in the scope of Polish and international publications as well as methodology and legislation. Chapter three: **ARCHITECTURE OF THE SCHOOL BUILDING IN POLAND – TRANSFORMATION PROCESS AFTER WW2 UNTIL CONTEMPORARY TIMES** provides introduction to the meaning and concept of the school building. It also presents an outline of the history of educational system and the development of the school building in Poland, laying emphasis on the level of primary schooling. A considerable part of the chapter has been dedicated to the description and systematization of factors which exerted influence in the past and circumstances which currently impact the development of school building in Poland. Part one is concluded with the chapter entitled: **CONTEMPORARY CIRCUMSTANCES OF DESIGNING SCHOOL BUILDINGS IN THE 21ST CENTURY**. This chapter contains valid legal and formal regulations as well as systemic and educational conditions in the scope of designing school buildings. The above-mentioned regulations have been supplemented with the recommendations and guidelines provided by Polish architects over decades of the adopted time frame. The chapter also includes the analysis and review of contemporary school buildings in selected European countries. **PART TWO** of the dissertation opens with the chapter entitled: **AUTHOR'S OWN RESEARCH INTO SELECTED CONTEMPORARY SCHOOL BUILDINGS IN POLAND. ANALYSIS OF IN-SITU**

INVESTIGATIONS. The chapter contains the analysis of in-situ investigations conducted in selected buildings of primary schools in Poland, in the context of urban-planning, architectural and functional solutions as well as other criteria defined in the work. The chapter including conclusions is entitled: **RECOMMENDATIONS AND GUIDELINES ON DESIGNING SCHOOL BUILDING ARCHITECTURE.** It contains a set of designing guidelines resulting from the conducted investigations and analyses in the scope of shaping the space and architecture of school buildings in Poland. The final chapter: **CONCLUSIONS** encompasses general conclusions drawn on the basis of the conducted literature studies and in-situ investigations. The chapter also provides assumptions concerning the future and the directions of development of school building in Poland. Part two is completed with a **GLOSSARY, REFERENCES** as well as **SUMMARY IN POLISH AND ENGLISH.** At the end of all chapters there are conclusions and the synthesis of the discussed issues, which are translated into a 'spatial language' of schools. The complexity of the work has also been supplemented by an **ANNEX**, which consists of four main chapters. The Annex includes a **CATALOGUE OF SCHOOL BUILDINGS** containing the description and specification of contemporary primary school buildings in Poland which were subject to in-situ investigations. The Annex is completed with **EVALUATION TABLES** and **SURVEY QUESTIONS**, constituting research tools during investigations conducted on site.

The performed analyses of the subject literature and in-situ investigations in contemporary primary school buildings showed the diversity and high quality of functional and aesthetic aspects of the presently-designed school buildings in Poland. The presented examples of school facilities show an innovative approach to architectural solutions connected with space, layout and arrangement aiming to create the student-friendly environment. On the basis of the conducted research, a set of guidelines and recommendations for school designing was elaborated. The guidelines result from a series of analyses performed in the work and may provide assistance in the designing of contemporary primary school buildings. Such facilities aim to create space

which effectively supports educational processes and simultaneously takes into consideration children's safety and holistic development as well as very high aesthetic quality of school buildings.

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