A GREAT MANY PEOPLE THINK THEY ARE THINKING WHEN THEY ARE JUST REARRANGING THEIR PREJUDICES. — WILLIAM JAMES

If we teach today as we taught yesterday we rob our children of tomorrow. — John Dewey

Always acknowledge a result. This will throw those in authority off their guard and give you an opportunity. — Mark Twain

Tell me and I’ll forget. Show me and I may not remember. Involve me, and I’ll understand. — Native American Saying

A mind once stretched by a new idea never regains its original dimensions. — Anonymous

No man who worships education has got the best out of education. Without contempt for education no man is complete. — G.K. Chesterton

It’s ludicrous to assume that we’re going to know enough about jobs in ten years to design education for them today. — Jay Z

It is the mark of an educated mind to be able to entertain a thought without accepting it. — Aristotle

The beauty of the mind is not that we can see the world as it is but that we can see the world as it isn’t. — Kathryn Schulz

TRY AGAIN... FAIL AGAIN... FAIL BETTER!! — Samuel Beckett
Thanks to all the students, lecturers and staff of the School of Architecture that I’ve met over the course of my seven years in the course. I have learned loads from all of you and the course would not have been bearable without the great friends I’ve made throughout the years.

I also want to thank everyone who has contributed to the residence of 23 Dun an Oir over the years, housemates / party attendees or just calling over for tea. It was a great house.

To all in Java’s/Scholars, it was great to see a friendly face on our few visits to institutions outside the studio.

And finally to the family particularly ‘the ald pair’, Mammy and Daddy Allen for putting up with me throughout the years and dealing with as much stress as I did.

Thanks!!!
Convergent Thinking

Divergent Thinking

Stimulus

Potential Solution

Related Idea

Optimal Output

Idea

Potential Solution
Societies in Ireland are at a turning point. The fast and furious economically driven building trade of the past 20 odd years has eventually calmed down. Now we (by ‘we’ I mean people, not just architects) can now move away from building on demand and come up with new methods and motivations for building. While the building boom has meant that some people benefitted financially, many people would argue that it has resulted in a regression of society and its values. Going forward we have the opportunity to slow down, look at individuals, how they work as a collective, and come up with ways that the built environment can improve the way that we live.

Through the collaboration of people from various backgrounds, professions and with various ideas, we can encourage co-operation so that people within a community can flourish while also allowing the community as a whole to progress. The architect can no longer be seen as the person who dictates how people should live or inhabit a space. Instead the architect should become the coordinator or the gatherer of the ideas that are put forward or proposed by the people who know best what is needed, - the end users.

Not only is there a need to change the way that we build but also the way that we, as a society, think and solve problems. Now more than ever we need new, creative thinkers.

George Land in his book ‘Breakpoint and Beyond’ concluded that non-creative behaviour is learned. He came to this conclusion from a test that he developed for NASA. The test was used to select innovative or creative engineers and scientists. In 1968 he gave the test to 1,600 5 year old and 98% of them registered at genius level. He retested the same children aged 10 and 15. At 10 years old 30% of the children registered at genius level and by 15 the number was down to 12%. The same test was given to 280,000 adults and their genius level creativity was placed at 2%! People are naturally creative we just have to give them the freedom to create.

In today’s society people are pushed towards deductive and convergent way of thinking and away from divergent thought processes. This was appropriate in an industrial age, however that age has passed. We are now in an age where less and less people can fall into a career based on their qualifications. More and more companies are looking for people who can collaborate and push beyond what their job description or parchment says they can do.

Which shape is called bouba and which one is called kiki?

This basic experiment in sound symbolism give us some idea of how the brain is wired. Most people link the aggressive shape with sharp inflections in the word kiki and the more rounded shape with the word bouba. This shows that the brain associates certain sounds with certain visual stimuli and demonstrates a potentially non-arbitrary, non-learned link between shapes and sounds.

Our brain goes through numerous processes that we are often unaware of. The current education system does not take advantage of many of these processes. Instead it often represses these processes and concentrates on one particular cognitive process, memory.

Like a builder understands his material we must understand people. We must acquire a knowledge of how we work and respond to various stimuli in order to get the best out of people. This requires a understand of what makes a you, you. Your brain
The term architect has been used for a variety of roles over the years from 'head bricklayer to God (supreme 'architect' of the universe). Why is there such a variation in both how architects describe their role, as well as what the public understands the role of the architect to be. People, architects included, often have difficulty in defining what an architect does because they often end up defining 'what architecture means to me'. Surely, now that we have the time, it should be established what architecture is.

One common misconception is that architecture is the creation of space. Architecture is not the creation of space. Space was created either by science or by some sort of Higher Power or God, either way architects cannot take credit for creating space. Architects often enclose a space or control it in various ways to suggest how the space might be used. The most basic form of controlling space that we use everyday, is for the purpose of human inhabitation. How a space is enclosed shows how the 'architect' wants the inhabitant to live or how they think the inhabitant should live. This does not always reflect how the inhabitant wants to live. Through the manipulation of a space the 'architect' is actually influencing people to use the space how he/she thinks it should be used. This applies to other things outside our homes. Churches, shopping centres, museums, concert halls, jails are all built to influence how people inhabit those spaces. What is architecture? You could say it is the changing or adapting an object or a space, and as a result changing the way that object or space influences people.

This does not mean to suggest that the architect is a bad thing but rather that it should not be seen as a specific, specialised group of people. Everyone in some way is an architect. If more people realise their potential as architects then the wide range of skills that people possess can be shared. In other words the more people that ‘practice’

The systems that are in place for choosing who will become the manipulator of a space and as a result, influence people also need to advance and change. Who gets chosen to design depends on whether the building is a public or private endeavour. The design of private buildings over the past decade has often been given to the lowest bidder or to the person with the best sales or marketing technique. Sometimes the design of the space is subcontracted out to a developer who has no loyalty to the end user. A developer’s interest is often only to make a profit from the construction of the space rather than creating a profitable space in both economic and social terms. This disconnection between the end user and the designer surely has an effect on the long term success of the space socially and, consequently, probably economically.

You would imagine that the development of public spaces would occur in a different way however the process can often be quite similar. The council responsible for an area often acts as a developer. The design is sometimes chosen by a competition where the best concept for the project is chosen by a number of judges sometimes including a token member of the local community. However these member(s) of the public can often be overpowered by the more ‘learned’ ‘design trained’ people on the panel. Sometimes it can appear that what is best for architecture takes preference over what is best for the community. This method of design for an end user rather than with the end user has been in place for quite a long time now. In fact it was questioned by Christopher Alexander as far back as 1982...

What does an architect do?

Architecture is most commonly associated with construction. When people think of architecture they often think of skyscrapers, iconic museums, country houses, shopping centres, or housing estates. While this is sometimes true, architects are capable of doing much more than buildings. To date architects have designed a wide variety of everyday objects. Both Zaha Hadid and Frank Gehry put their hand to designing shoes, Buckminster Fuller designed a method of transport which he called the dymaxion, Mies Van der Rohe’s designed his barcelonana chair, while Herzog de Meuron put together a stage design for the opera ‘Attila’. Norman Foster has come up with a boat design. Le Corbusier produced his chaise longue chair, not even toothbrushes (Emilio Ambasz) have escaped the will of architects to improve designed. The recent ‘economic climate’ means that building will probably not reach the same level as it did in ‘the good times’. As a result architects, like most other professions need to diversify. We can not fix today’s problems by thinking the same way as we did yesterday. Architects are in a great position to apply their thinking to other issues in society.

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Present systems of production are organized in such a way that decisions are made very much ‘at arms length’. Decisions are made by people remote from the consequences of those decisions. Architects make decisions about people whose faces they have never seen. Developers have made decisions about land where they have never smelled the grass. Engineers make decisions about columns they will never touch, nor paint, nor lean against. Government authorities will make decisions about roads and sewers without having any human connection to the place about which they are making those decisions. The construction workers who nail the boards and lay the bricks have no power of decision over the details which they build. Children who are going to play between the houses have no power of decision at all, or even the sand pits where they are going to play. Families move into houses which have been laid out ‘for’ them and have no control whatever over the fundamental and most intimate aspects of the plan in which they are going to live their lives. In short, the production systems which we have at present define a pattern of control which makes it impossible for things to be done carefully, or appropriately, because almost without exception the decisions are in the wrong hands.

This was written almost thirty years ago. In those thirty years the world has changed dramatically. Computers have come from monochrome monitors to multi-coloured hi-definition displays; the internet has come into worldwide use; the 3½” floppy disc has come into common use and become obsolete, as has Tom Cruise’s acting career. Despite advances in almost every area we still design in much the same way. One of the only changes in design is that the same thinking happens in front of a computer screen instead of a drawing board.

Now is a great time for people, to show their adaptability. It is widely documented that there is a decrease in demand for people to design buildings worldwide, but this is especially the case in Ireland. Everyone, including architects need to create a role in which they are more useful, more adaptable and offer a wide spectrum of skills. During the panic of the ‘Celtic Tiger’, buildings had to be designed and constructed so that they could be put into use and start earning money as quickly as possible. This ‘economic downturn’ could be used as an opportunity to develop new ways of generating ideas and developing new ways of putting those ideas into practice.

Now there is an opportunity for people to spend some time reflecting on what has been done in the past and to examine it for its merits socially, functionally, environmentally, visually and financially. Maybe when this is done mistakes can be learned from and a new method of design can occur.

Architecture isn’t always done by architects. Peoples definition of architecture varies so much that you would wonder who decides who can be called an architect. Some iconic objects throughout the world that are recognised for there beauty or incredible achievements have been developed by people with little or no formal architectural training. Many of these objects have pushed boundaries of what was thought was possible at the time. Leonardo Da Vinci, Henry Ford, Jean Prouve, Earl R. Dean, Gustav Eiffel, Andreas Schafer (Volkswagen engine designer) ... are all these people architects? If all these are architects then can we call anyone with an idea an architect?

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Understanding Learning

“Failure is simply the opportunity to begin again this time more intelligently.” - Henry Ford.

According to Jean Lave and Etienne Wenger in their book ‘Situated Learning’ “the generality of any form of knowledge always lies in the power to renegotiate the meaning of the past and future in constructing the meaning of present circumstances.”  
This defines knowledge as much more than the ability to regurgitate information but instead the ability to use information stored in the memory bank of the brain (the hippocampus) and through the creative area of the brain (the angular gyrus) in order to be able to apply it to a certain situation.

The brain is 1.5kg of fat that is currently believed to be the centre of all human cognitive processes. The brain not only deals with the cognitive processes but also controls the movements which happen as a result of cognitive processes. These movements influence our, and other peoples environments. So our brain dictates what we, as humans, do. In order to progress we need to constantly produce new and innovative things. The best way to produce something new is to act as if there are no limits or wrong answers. The human cognitive process has been proven to be a naturally creative and divergent thinking one, yet many of our daily lives are consumed by activities that are based on a convergent way of thinking. Now more than ever we need to think divergently, push the boundaries and try new things which will inevitably result in some failure. Failure is seen as a hugely negative thing in todays society and is often associated with shame. Failure is a hugely important part of learning. Fear of failure inhibits learning especially learning through experimentation, which is necessary for creative and innovative learning.

Learning today is largely driven not only by fear but also by competition. Currently collaboration in education is discouraged. It is called cheating and punishments often follow it. This encourages competition. Competition focus on the completion of the task and does not reward what might be learned along the way. Constructive or cooperative conflict is a phrase that Alfie Kohn states works better than either debate or competition or forced consensus. He defines co-operative conflict as when "people disagree with each other for a purpose that is productive or that educates"  

David and Roger Johnson have done studies on the effects of competition on learning with interesting results. They have found that when in competition a large number of students do not succeed. Consequently the low probability of success results in low motivation. Competition they have found also results in self esteem issues along with feelings of anxiety, doubt and can encourage a self-centered attitude. This often results in situations of superiority within groups and can lead to low social support which can lead to problems outside the classroom  

Highlighted are the sensory areas of the brain:
- Blue: Somatosensory (touch, temperature, etc.)
- Yellow: Motor
- Red: Visual
- Pink: Olfactory
- Green: Auditory

The angular gyrus (black area) is currently thought to be the area of the brain where metaphorical thinking happens. A metaphor is defined as a figure of speech in which a term or phrase is applied to something to which it is not literally applicable in order to suggest a resemblance. Similarly creativity could also be described as the ability to see an object not as it is now but as it could be. This similarity between metaphorical thinking and creativity has led many neurologists to believe that the angular gyrus is where also were creativity happens.

The angular gyrus is at an intersection between the sensory areas of the brain and as a result it can extract a common denominator between the various senses. A stimulus such as a picture provoking a certain auditory response, as seen on page 1. Another important aspect of creativity is critical thinking, which is thought to happens in the frontal lobe. The ability and the drive to question why and how things happen or why they are the way they are. Since thinking is driven by questions and not answers, nothing should be just accepted and everything should be questioned.
### Secondary School Timetable

<table>
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<tr>
<th>TIME</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
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<td>English</td>
<td>Math</td>
<td>Science</td>
<td>Social Studies</td>
<td>History</td>
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<tr>
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<td>Science</td>
<td>Math</td>
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<td>English</td>
<td>Science</td>
<td>Social Studies</td>
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<tr>
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<td>Math</td>
<td>English</td>
<td>Social Studies</td>
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<td>English</td>
<td>Math</td>
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The secondary school system forces students to conform to a strict rota of learning. This structured form of learning specific subjects during specific times does not allow for much of the brains ability to create and think critically.

Creative third level courses (like architecture) allow (and sometimes promote) confusion and experimentation to happen. Creative courses allow people to think critically about what they are learning and also enables topics and interests to overlap and influence each other.

**EDUCATION**

“Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.” Oscar Wilde

At the moment people are harvested to think a certain way through our education system. The current education system comprises mainly of a right/wrong attitude. People strive to come up with the one answer that is accepted to be the correct one. This approach was developed in a very different time to the one that we face today. The right/wrong education system suited the sort of jobs which were available during an industrial time. During this time many jobs resulted in you becoming a cog in the wheel of an much larger system. You were required to do your job in a certain order for the benefit of the larger idea.

There are various theories about the current education system most of which are based on control. Control of workers to conform to a system during the industrial age or even control of people to conform to a religious doctrine. But the days of conforming need to come to an end. In this age we need new imaginative, innovative and divergent thinkers. In order to achieve this, our education system must change to adapt to these needs. Where this new sort of education happens is as important as how it is taught. The current education model remains isolated. Formal schools are constructed, inside which learning takes place between the hours of nine and three. By physically integrating the place where learning happens into an urban society, ideas could be discussed with others and an informal learning style could be facilitated.

Many people believe that the economic prosperity of the past decade has resulted in a social decline. This is pointed out in ‘Cradle to Cradle’ where it is said that “an entire region can be in decline, yet they are negated by a simplistic economic figure that says’s economic life is good” 6. The current ‘economic downturn’ could be used as an opportunity to enhance the social and cultural life in a community. This can lead to a much more profitable community, just not purely in an economic sense. The profit could come from the creation of a healthier society.

Changing the way people are taught from an early age changes the way that they develop. A new learning system promoting collaboration rather than competition could remove the ‘each for himself’ attitude that is in place in society today.

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6 Michael Braungart & William McDonagh, Cradle To Cradle: Rethinking The Way We Make Things (London: Vintage Books, 2009) 37
It could be said that a school cannot be a public place because as said earlier public spaces are seen as places of communal enjoyment and most people do not associate school with enjoyment. If a person is passionate about something they often get great pleasure from learning it. This pleasure or genuine interest could be said to be the difference between school, which has a specific agenda, and learning, which often entails self motivated or even an unconscious acquiring of knowledge.

From the moment we are born we are learning. Jean Piaget’s theory states that child development has three stages. The first being the Sensory - motor stage of development (0-2yrs). This is where a “Baby enjoy’s movements for their own sake and learns to master and co-ordinate motor skills” (7). After learning how to do things a child “repeats his behaviour not in any further effort to learn or to investigate but for the mere joy of mastering it and showing off to himself his own power of subduing reality.” (8). The second stage of child development according to Piaget is the Pre-optional period. (2-7yrs) which involves symbolic or make believe play. This happens as the “Child transforms himself or an object into something else” (9). At this stage the child is learning language and trying out new words. A child at two pretending that one object is another is also learning how to make a word stand for a thing. While the third stage of a child development he calls the operational period (7 years onwards) where the child plays using rules. He benefits this to the fact that “as the child’s thinking becomes more logical, so his games and activities come to incorporate rules” (10). Piaget also developed an interesting idea about how we learn....

“How do we Learn?”

8 Sylva & Lunt, Child Development, 160
9 Sylva & Lunt, Child Development, 160
10 Sylva & Lunt, Child Development, 164
11 Sylva & Lunt, Child Development, 164
There are a number of groups that are challenging the idea of the conventional education system. Fighting Words is a writing centre that was set up in the north side of Dublin with the aim of promoting creative writing. It is generally focused to children between the ages of about 6 to 17 and encourages them to write and be creative in a fun, unrestrictive environment.

Another project in Ireland which promotes student creativity is called 'A Space for Learning'. This exhibition originated from an Irish Architecture Foundation (IAF) project. The project involved the collaboration between architects, architectural graduates and students within schools in order to encourage innovation in design and architecture by giving a platform to young thinkers. The idea was to introduce architects to students (the end user) and see how they challenge the conventions of a school. The exhibition has travelled around the country, its aim being "to continue and expand nationally this communication" between students and architects.

How far do we need to push the boundaries of the school? Rather than 'A Space for Learning' could we just have 'A City for Learning' or does a space even exist that is not for learning? The success of the 'A Space for Learning' project proves that students are both willing and capable of coming up with new ideas of what a school is. Potentially it could expand to coming up with ideas beyond what a school is but further questions about community/society, allowing the community to learn from students as well as students learning from the community.

Fighting Words in Dublin provides children with an opportunity for a new style of learning. The children are encouraged to write stories or poems or songs without the fear of being graded or being wrong.

'A space for learning' provides a interested role reversal where the architects learn from the students while the students contribute to the designing. This allows students to decide the type of place that they want to learn in. By giving credit to their ideas students gain confidence in design and idea generation. This can benefit them far beyond the school walls.

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12 McAree, A Space for Learning (Introduction) (Dublin: Print Plus, 2011) 5
13 McAree, A Space for Learning (Introduction), 5
The re-design of the misused spaces in urban environments, using a sort of slow design movement could provide functions for a future orientated community. Pushing/allowing local architects to design through extensive co-operation with the local community as well as getting local tradesmen involved in the construction can result in a space built with the community, by the community, for the community. The resultant public space would hopefully be one that benefits the whole community socially rather than benefiting a small number of people financially.

Since learning happens best in groups it makes sense for to adapt some of these misused buildings in urban centers for learning. Creating a public space that allows for the opportunity of learning in a social environment.

The lull in the demand for architects unsurprisingly coincides with a lull in demand for buildings, including many buildings in urban areas. As a result of over building in the past, there are many empty and degrading buildings in urban areas. In the past the large demand for buildings resulted in purpose built structures being constructed rather than existing ones being adapted. It was often deemed to be more economically viable to build specifically for the function required outside the existing urban centres. This has created smaller economic centres around the urban core leaving many decaying urban centres. This is an example of how economical benefits for a small group of people took preference over the social benefits to the larger society. The development of some of these urban centres is sometimes further hindered by the idea of preservation of an existing or a previous ideology. In order to progress to the future we have to loosen our grip on the past, without disregarding or ignoring it.

Currently some of these spaces are being left idle and many of the structures on them are decaying (many of which are ‘owned’ by the public under NAMA). Since there is obviously little demand for urban spaces for economically profitable private investment, the opportunity arises to use these spaces for social profitability. In order to attempt to solve some of these problems a different system needs to be put in place. Diverting from the norm is something that people are very reluctant to do. The norm is comfortable, it is safe and the potential for failure is greatly reduced. But so is the potential for innovation.
By changing the way we promote learning and consequently the way that we learn our communities can progress. We must move away from the outdated ideas and ideals that has got us to where we are today because they can not get us any further. In order to progress we need to encourage people to be creative, innovative. We need to encourage people to ask ‘why?’ and ‘why not?’ We need to reward them for trying instead of criticising them for failing.

While the current education system is undoubtedly valuable it does not promote this kind of thinking. If our education system remains the same society might not progress as fast as it should. Pairing the current education system with a system designed for more divergent thinking could allow for innovation and progression. In order to progress we need to reform our way of thinking, our learning and also bring a new life into urban centres.

By promoting learning in public areas in our urban centres, our urban centres can thrive and as our urban centres thrive they can in turn promote learning. Education can no longer be seen as just what we learn in school but should be a representation of how we work as a society. As John Dewey said

“Education is not preparation for life it is life itself”
Experiment: To promote a social form of learning through experimentation.

Aim:

To provide a physical space and learning opportunities for people of all ages and interests to practice/display/gain interests in a social setting so that in the end the city becomes the "laboratory"

Procedure:

1. Provide a public space that allows and invites the people to come and gather.
2. Allow the learning space to extend beyond the border of the "site" and onto the street.
3. Provide performance style spaces for both group and individual activities such as acting, music, sport, magic etc.
4. Alongside these performance spaces provide spaces for group learning to allow for people with similar interests/ideas to gather and share these ideas, called laboratories.
5. Create external nodes to allow people with different interests to interact and exchange ideas.

Precautions:

1. It cannot be a stagnant structure but rather one that can evolve and adapt as society and the demands put on society change.
2. Classroom indicates a room in which instruction takes place, dictating is not a good method of learning/teaching. A laboratory, where experimentation can take place, is a much better method of learning.

Result:

Unknown... what is the point of doing an experiment if you already know the answer...
Limerick City is an example of an urban centre that is in need of a new lift. Many buildings have been left to degrade in the city centre while many of the low density estates surrounding the urban centre are suffering from social problems.

The Georgian quarter in Limerick was built by Edmund Sexton Perry towards the end of the 18th century. While some buildings remain in use today, many of the once beautiful structures are abandoned and currently being propped up in order to maintain the appearance of the facade as well as maintain the strict grid. This grid has also resulted in a lack of public space in the city centre.

The poor utilisation of the buildings allows an opportunity arises to break the Georgian grid to create a public space which could be used to promote a new style of learning. This learning centre could break the conorms that learning should happen between the hours of 9 and 3. Having an open public space that can be used to allow people to learn more casually. The activities happening in this space would not be controlled by any sort of curriculum or testing but rather that people would be able to pursue topics that they have a genuine interest in. Allowing people to pursue genuine interests without the fear of test allows people to experiment without the 'shame' of failure. It is only through free experimentation that proper innovation can occur. Having multiple people practicing various activities within a specified area can allow the possibility for experimentation to occur between other disciplines.

The physical manifestation of these will hopefully attract people to a learning node in the city where people can display and practice their talents and interests as well as experiment with new interests. Allowing people to freely experiment with something that they are passionate about or try something that they have a hunch might work.
Limerick’s Georgian grid has resulted in the most public area of the city being the street. The strict edge of the block on one side and the centre of the streets being prioritised for the car means that the area for interaction between humans has been limited to two and a half meters on each side of the street. The main street that is used in Limerick is O Connell Street. By breaking one of the blocks along this main street you create an opportunity for people to divert off the restricted street and into a much more open public space. Rather than constantly moving past people, an open public space allows people to become the focal point rather than a hindrance in a person’s goal of getting from one place to the other.
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Creating an open public space at street level allows for people to use the area not only as a walkthrough/shortcut but also as a destination. The space is broken up only by structure supporting the slabs above. Each of these supports also allows for people to inhabit it in some way. Some are used as a seat, or even stage for people to perform their passion or talent. In this way the space becomes about seeing people practicing their talents and hopefully inspiring other people to follow areas that they are passionate about. In this way the space becomes about learning by seeing other how other people act or perform but also about inspiring other people to begin to do something that maybe they were afraid to do in the past.
Various level of plans of the proposed structure showing how the building extends beyond the edge of the grid on the pedestrian street of Bedford Row while retraction back from the edge of the streets on the other three sides.

On the upper levels of the buildings the structural supports create enclosed spaces rather than allowing people to surround the supports. This allows the spaces enclosed by these structures to be used to allow people to partake in more group learning and maybe the possibility for a slightly more formal teacher student learning to occur.

Section through building showing the community hall on the ground floor, public inhabitation at street level and areas for group learning on the upper floors. The section also shows how the main core extends above the height of the surrounding existing buildings as well as how the building interacts with the adjacent streets.

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The view of the city block from O Connell Street showing how the structure can interact with the surrounding streets as well as providing a visual reference by extending above the city block.

Shown also is the view from Bedford Row showing how the structure extends out past the edge of the Georgian block.

Views showing how the structure could be inhabited.

As a result of the evolving nature of structure people could be using one level of the area while construction is happening on another area.

The middle image shows a view of how the spaces could be inhabited on the upper levels where the group activities can occur.

The last image shows the potential of the view across Limerick city from the top of the core.

The main object of the building is not to dictate how people inhabit a structure but to provide a framework for people to inhabit a space as they want to. The hope would be that the building would never stop evolving, activities that work in the space will flourish and the space will change to adapt to the activities that do not work within it. In the end the public will dictate whether any building is a success or not. By providing people with a framework that they can adjust themselves will hopefully mean that the building will be ‘successful’ but more importantly that it will become a space that people feel free to experiment in and with.

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Bibliography


