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Title:

The Sailing House: an Educational Paradigm

Elevator Statement:

To explore built form and program as an embodiment of changing paradigms in education through the design of a sailing facility where students will learn both theoretically and experientially.

Case Statement:

Currently systems of education are such that they are stifling students' creativity through a narrow-minded ideal of what intelligence is. A person's intelligence tends to be based on a series of standardized tests that only address a very small portion of it. Furthermore, the means of teaching are generally confined to the theoretical where the students learn about a subject but do not learn about its relevance in their worlds. The result is that many students feel discouraged and lose interest in school. By introducing sailing into education students may learn through experience as well as theory. This new educational paradigm will revitalize students' curiosity in the subject matter and encourage students to grow as part of a group and as individuals within the small and informal setting of the Sailing House.

In order to instate new educational paradigms, there needs to be a place in which those paradigms belong. A place that declares the new paradigm, where the paradigm cannot be denied, where it is seen and felt before the formal instruction begins. This project aims to create spaces through its design and program that will embody an educational paradigm of learning through application and experience of principles learned in its version of a classroom. Herman Hertzberger argues that developments in educational paradigms toward a more independent and democratic model has not been significantly reflected in the design of schools.¹ It follows then that those paradigms are constrained by the forms designed for previous paradigms. In order to fully explore the potentials of new paradigms of education there must be facilities that foster that particular way of learning.

A new educational paradigm also needs a language with which to communicate. Given the common system of language, each person necessarily has his own vocabulary and his own understanding of each word of that vocabulary due to connotations associated with it. Each

¹ Hertzberger, Herman, *Space and Learning*, (Rotterdam: 010 Publishers, 2008) 11.

person appropriates the language and adapts it to express his own ideas. However, language is a communication tool and thus each user must confront others in the space of language and try to understand another's use of language in order to have some sort of discourse. A common ground for this discourse may be found through defining words and their connotations with a shared experience.

This project will use sailing as a vehicle for applying theoretical principles and as a means of defining a common language.

Goals:

To develop a design that embodies an educational paradigm based in experiential learning.

To encourage interaction between students and community to expand the students' education.

Guiding Principles:

Different learning methods require different learning environments to achieve optimal results. Spaces should be responsive to and encourage the learning methods

Spaces should respond to the ramifications of social dynamics both in the classroom and on the boat.

Environments should be comfortable and encourage students to spend time in the facility.

The space should be comfortable and encourage students to spend time in the facility.

To determine a common language between form and education.

Process:

Research:

- Research current and past educational paradigms

 - What are their advantages and disadvantages?

 - Why are these present?

- Research current school design

 - What seems to be a common theme among them?

 - Why is this theme present?

 - What variations are there?

 - What are the reasons for these variations?

- Research experiential learning

 - What are its benefits/drawbacks?

Current facilities
Exceptional spatial requirements

Develop:

Explore and develop multiple possibilities for designs
Evaluate efficacy of designs

Refine:

Choose one design to refine and develop fully

Program:

Boat Storage	1,100sf
10 double-handed dinghies measuring approximately 14ft x 6ft stored horizontally (not stacked) so as to allow for rigging (height 35ft)	
Individual Space	500sf
Offices	
Communal Space	3,200sf
Classroom	
Workshop	
Exterior Space	5,000sf
Boat ramp	
Classroom	

Case Studies:

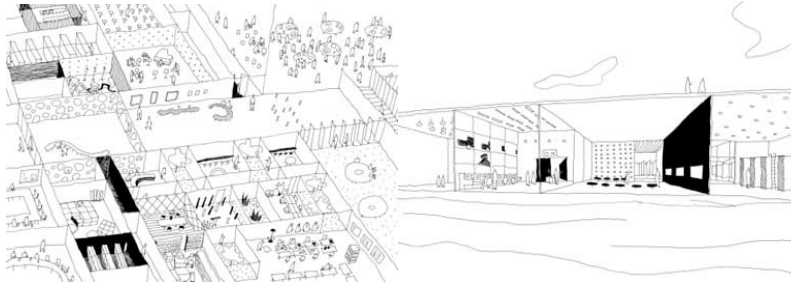
Maritime Youth House, BIG



Rolex Learning Center, SANAA



Theatre and Cultural Center, SANAA



Precedents:

Deep Springs College

Citizen Schools

<http://www.citizenschools.org/>

Edutopia

<http://www.edutopia.org/>

Hudson River Community Sailing

<http://hudsonsailing.org/youth-programs-sailing-camp/aasp/>

Montessori Schools

Re:Form School

<http://reformschool.com/>

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