

# EDUCATION 391-4

## Education and the Built Environment

SUMMER SESSION, 1995

Location: Harbour Centre Campus

F. Miller  
J. Oberlander

---

### DESCRIPTION

Education and the Built Environment is a course for educators and others to develop ways of using the built environment in the classroom. This course will focus on resources in the community—such as local institutions, neighbourhood sites, heritage buildings, libraries and archives—and how these can be adapted for classroom use. The format will include group discussions, projects, site visits, supported by selected readings, audio visual and curriculum materials.

In addition, a unique feature of this course will be a workshop by Rolaine Copeland a visiting educator renown for her work in built environment education. The Harbour Centre Campus and its urban environment will serve as a model for teachers' curriculum planning in their own communities.

### OBJECTIVES

- To develop an understanding of the meaning and role of built environment education; theory and practice.
- To increase awareness of cultural issues and community resources and their integration into existing curricula.
- To assist teachers in accessing and utilizing their students' prior cultural knowledge and to promote co-operative curriculum planning between teacher, student and the community.
- To identify and apply investigative techniques for learning about culture.
- To examine and assess relevant educational materials for classroom use.

### TOPICS

#### 1. Defining the Built Environment

How do notions of architecture and the development of communities relate to the study of history, geography, math, social studies, the arts; and how can these notions serve as integrating concepts for cross disciplinary activity in the classroom?

#### 2. Visual Awareness

A variety of techniques for "reading the environment" will be explored. A brief introduction to architecture and building construction as well as hands-on activities to engage students across grade levels will assist in the development of visual awareness both inside and outside the classroom.

#### 3. Community Resources

How are communities unique? How do we "map" or describe them? What are the roles of community institutions? How can teachers benefit from their educational objectives and programs? How can teachers make use of their community's unique resources in curriculum development?

#### 4. Investigative Techniques

How can teachers utilize research and interview techniques, oral histories, photography, community organizations and professional associations to gain insight into their cultural environment? How can teachers access and incorporate their students' cultural backgrounds and knowledge? What are some of the educational materials, resources, and teaching strategies available to the teacher?

## STUDENT ASSIGNMENTS

### *Site Analysis:*

Participants will work co-operatively in small groups to analyze a selected heritage site (The Landing), in the vicinity of Harbour Centre. Participants will describe the site, use a variety of investigative techniques to research the history and use of the site and report their findings in class.

### *Site Activity:*

Each participant will select a site, applicable to his/her own teaching context and design a student activity related to that site. Possible activities include; walking tours, work sheets, visual treasure hunts, drawing inventories and games. Participants will present these activities in seminar.

### *Unit Plan:*

Participants will use the same site as above, to develop a detailed unit plan and design the relevant teaching materials. The unit plan may be integrated with any subject area, including; social studies, history, geography, art, math or science. Participants will be encouraged to use a variety of media.

## ASSESSMENT AND GRADING PROCEDURE

The assignments will be graded as follows:

Site Analysis .....	30%
Site Activity .....	30%
Unit Plan.....	30%
Weekly Response Sheets .....	10%

## REQUIRED TEXTS

Abhau, Marcy, Copeland, Rolaine, and Greenberger, Greta. *Architecture in Education*. Philadelphia: Foundation for Architecture, 1986.

Chalmers, Graeme and Moorcroft, Frances. *British Columbia Houses: Guide to the Styles of Domestic Architecture in British Columbia, A Workbook for Secondary Art & Home Economic Students*. Vancouver: WEDGE (Western Educational Development Group), Centre for the Study of Curriculum and Instruction, University of British Columbia, 1981.

Taylor, Anne, Vlastos, George, & Marshall, Alison. *Architecture and Children: Teachers Guide*. Seattle, Washington: Architecture and Children Institute, 1991.

## PLEASE NOTE:

1. PARTICIPANTS WILL BE ASKED TO BRING SLIDES OR PHOTOGRAPHS AND/OR A SMALL ARTIFACT RELATED TO THE BUILT ENVIRONMENT TO THE FIRST SESSION OF THE COURSE.
2. THERE WILL BE A ONE-DAY WORKSHOP, "ARCHITECTURE AND EDUCATION" WHICH WILL BE LED BY ROLAINE COPELAND FROM SEATTLE ON JULY 19, 1995 FROM 9:00 A.M. TO 4:30 P.M. AT THE HARBOUR CENTRE CAMPUS. THIS WORKSHOP IS AN INTEGRAL PART OF THE COURSE AND IT IS A UNIQUE OPPORTUNITY TO WORK WITH ONE OF NORTH AMERICA'S LEADERS IN THE FIELD OF BUILT ENVIRONMENT EDUCATION.