

# DISRUPTIVE SPACE.

AN( )OTHER INSIGHT  
INTO LEARNING SPACES.

Thanks to Christof Mayer and Hedvig Skjerd-  
ingstad, my tutors who were always honest as  
soon as I was loosing focus.

Thanks to Cecilie Andersson and Tom Cham-  
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and insight.

Thanks to Catherine Sacré and her students  
for their time that I borrowed.

Thanks to my Parents and their support when  
I chose to stay at the Bergen School of Archi-  
tecture.

This semester all started with a simple observation; most of my fellow countrymen countrywomen from Belgium and I do not want to go back to our home university after experiencing BAS. BAS disturb our brain enough to say goodbye the good fries, chocolate and beers! Welcome to the humidity of Bergen and the hefty price of Norway.

Why is the education we receive here is enough to make us stay away from our country? Why do we want to stay? Could it be the way we learn here? Is it the versatility that the building allows? There seems to be a link between architecture and education...





How do we grow up?

Are we all blank pages digging our life into space?

What about the guy on the right?

Is he doing like me?

How different is he?





2018 . 2020

MASTER DEGREE AT BERGEN SCHOOL OF ARCHITECTURE (NORWAY)

2015 . 2018

BACHELOR DEGREE IN ARCHITECTURE AT UNIVERSITE DE LIEGE (BELGIUM)

2014 . 2015 aborted

BACHELOR DEGREE IN APPLIED SCIENCES AT UNIVERSITE DE LIEGE (BELGIUM)

2013 . 2014

SAILING INSTRUCTOR FORMATION

## EDUCATION

FALL 2019

COMPLEX CONTEXT . Andres Fontes, Tom Chamberlain

SPRING 2019

OPEN SPACE . Vibeke Jensens, Charlotte Erckrath, Cecilie Andersson

FALL 2018

LIMITS OF CONTROL . Anders Rubing, Alec Andreasen, Kari Anne Klovholt Drangslund

## PORTFOLIO EXCERPTS

## CONTACT WITH EDUCATION

2014 . 2020

SAILING INSTRUCTOR AT "ADEPS" (8 to 18 years old)

2017 . 2018

SCOUT LEADER (12 to 16 years old)

2016 . 2017

SCOUT LEADER (8 to 12 years old)

2014 . 2016

SCOUT LEADER (6 to 8 years old)

## HOBBIES

RESEARCHING

TEACHING

DRAWING

SAILING

HIKING

SKIING



# THE STATE OF EDUCATION

Everyone, in our western society, goes through the field of education and at some point they might have been disappointed. At some point, they might have questioned it. At some point, we still have to continue in it. Yet they are some idealistic who dream about changing the world by marching in the street for a righteous cause. I regularly interrogate myself on the righteousness of today’s education.

Today’s learning system in place took place at the industrial revolution following the seed that the enlightenment century planted. Indeed, the future of humanity should not rely on the myths of the past but well on the knowledge that will be created by human for human.

Humankind created the university a new type of institution that will focus not only on transmitting knowledge but on creating it. Then primary and secondary education followed to prepare children to be part of the creation of knowledge. The decades passing by and the social condition becoming better and better, we were much more to have access to education. University became what Bourdieu called the University of the Mass. This institution because of its size starts to become more a reproductive system than a creating one, just like the old scholastic system it was replacing.

We are at a point where sociologist in the nineties discarded the theory of Marx and the class conflict. Now we are talking about a place conflict where everyone is desperately trying to find his place in today’s society.

20TH CENTURY \_ FREIRE \_ EXPRESSED

*“The more student work at storing the deposits entrusted to them, the less they develop the critical consciousness [...].”*

(Freire, P. 1970).

20TH CENTURY \_ FOUCAULT \_ SAID

*“Education did a prowess by making learning feels grey, unpleasure and un\_sexy.”*

(Foucault, M. 1975).

20TH CENTURY \_ PIERRE BOURDIEU \_ BELIEVED

*Education maintains the social order the order of things through the habitus of his actors which are; students, teachers, administration and the upper board.*

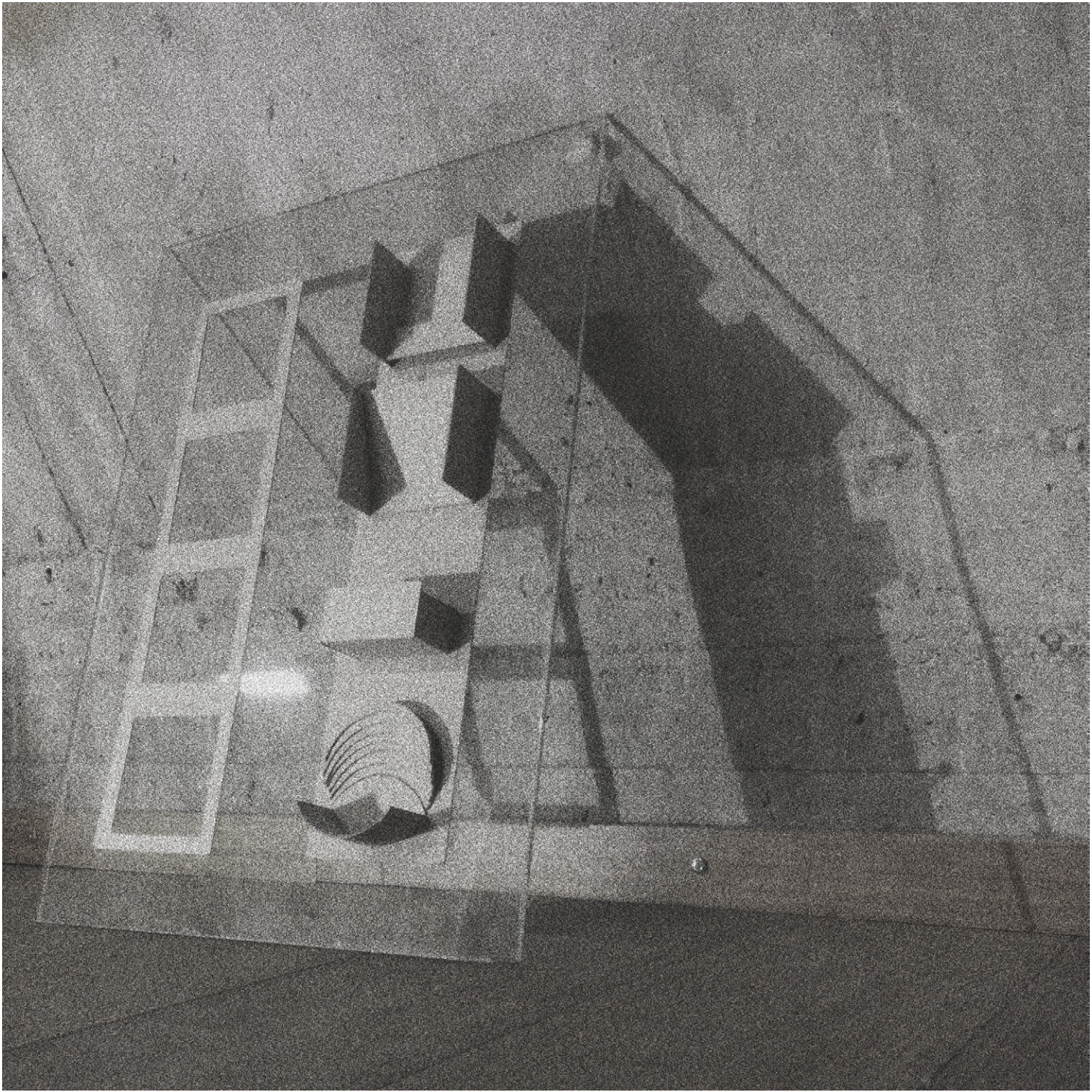
(Bourdieu, P. 1984).

21TH CENTURY \_ DANIEL PENNAC \_ STATED

*“The child fears that he is going to give a wrong answer. The parents fear the son is never going to succeed. The teacher fears to be bad if the pupil cannot answer the question he is asking.”*

(Pennac, D. 2018).







- adjective*  
*/dɪsɹʌptɪv/*
1. causing problems, noise, etc. so that something cannot continue normally
  2. new and original, in a way that causes major changes to how something is done

**DISRUPTIVE**

- noun*  
*/lɪŋn/*
1. [uncountable] the process of learning something
  2. [uncountable] knowledge that you get from reading and studying
  3. [countable] something that you learn, especially from your experience of working on something

**LEARNING**

- noun*  
*/speɪs/*
2. [countable] an area or a place that is empty
  3. [uncountable] an amount of an area or of a place that is empty or that is available for use
  4. [countable, uncountable] a place, especially a room or a building, that can be used for a particular purpose
  5. [uncountable] the quality of being large and empty, allowing you to move freely
  10. [uncountable] the whole area in which all things exist and move

**SPACE**

- noun*  
*/feɪlɪ(r)/*
1. [uncountable, countable] lack of success in doing or achieving something
  2. [countable] a person or thing that is not successful
  3. [uncountable, countable] an act of not doing something, especially something that you are expected to do
  4. [uncountable, countable] the state of not working correctly or as expected; an occasion when this happens

**FAILURE**

*noun*

/ˈdɑːlɒɡ/

1. a formal discussion between two groups or countries, especially when they are trying to solve a problem, end a disagreement, etc.

2. a conversation in a book, play or film or in language teaching materials

DIALOGUE

*noun*

/fɪə(r)/

1. [uncountable, countable] the bad feeling that you have when you are in danger or when a particular thing frightens you

2. [countable] a feeling of concern about somebody’s safety or about something bad that might happen

FEAR

*noun*

/ˈhjuːmænəti/

1. [uncountable] people in general

2. [uncountable] the state of being a person rather than a god, an animal or a machine

3. [uncountable] the quality of being kind to people and animals by making sure that they do not suffer more than is necessary; the quality of being humane

4. (the) humanities [plural] the subjects of study that are about the way people think and behave, for example literature, language, history and philosophy

HUMANITY

*noun*

/ˈnɒlɪdʒ/

1. [uncountable, singular] the information, understanding and skills that you gain through education or experience

2. [uncountable] the state of knowing about a particular fact or situation

3. (used before another noun) information, considered as a resource to be used and supplied in industry, rather than producing goods

KNOWLEDGE

# WHY / /

When we start to study architecture, we are going through a thoughtful process of re-learning most of the topics we knew so far. Yet, there is one subject that we never questioned, and now it seems to me slightly paradoxical, it is the learning space. Paradoxical as architecture is continuously about looking, thinking and criticising the space we are living in, as some famous Churchill said:

*“We create buildings and the buildings shape us.”*

Unfortunately, for the past 4 years, I never had the opportunity to question deeply educational spaces.

From a personal perspective, the many different types of education that I went through shaped the man I am today to the extent that, before studying in Norway, it seems natural to me to help educating people around me. So far, I had this opportunity with the Scout movement and Sailing.

If today's society won't change on its own, it is because education reproduces the social order of thing. Therefore, if we are aiming to remodel communities to become more respectful and cooperative, we need to go toward such education. What will be our responsibility as architects in such a scenario?



*“Low levels of awareness on how learning spaces influence learning outcomes, coupled with the complexities involved in building and maintaining learning spaces, have kept the topic for extensive discussion.”*

A tale of two classroom, Nancy van Note Chims

# // WHAT //

As discovered during the period of the essay, education will be a pivotal element for a needed paradigm shift. From an architectural point of view, it means we will be in a need for a new type of school, or maybe it will be more correct to speak of a **new type of learning space** to fit a new sort of education.

Nowadays, most classrooms are actively using the scholastic scheme for the transmission of knowledge. Which is contradictory to the world we are living in today as our society is the fruit of the enlightenment century; a century that rejects religion for a human-centred future.

As an architecture student, I will challenge the spatial condition of learning by designing an extension of a school operating already in an alternative pedagogy which focuses its methods around keywords such as Autonomy, Citizenship and Creativity.







# // WHERE

This Atheneum is a cultural heritage classified by Walloon administration in Belgium. In 1868, Léonie of Waha, a feminist and pedagogue, created one of the first high school for girls. Becoming more and more popular, they created this modernist architecture in 1938 to accommodate the higher number of student. Students could find a lot of artwork such as sculptor and painting throughout the school, in some classrooms and the swimming pool.

Unfortunately, today, more space is needed. Since 1998, two schools inhabit the building with contradictory pedagogy. The first one is a primary school (6 to 12 years old) teaching pupil in an English immersion system but, with traditional methods, the teacher teaches the pupil. This school is on the verge of being relocated to save space by the youth alderman Pierre Stassart, even though there are petitions against this will.

The second one is a secondary school (12 to 18 years old) that operates with a more progressist pedagogy while offering English and Dutch immersion. The director as to refuse applications after applications now every year. The second one is our case study.



# MOH //

The approach started with a collaboration with students of 17 and 18 years old in their last year in secondary school. As they have been through the specific pedagogy in their education, I believe that it shows in their critical freedom of speech.

During the first part of the workshops, we understand their daily life in the school and their perception of the classroom, the learning space that they inhabit. In the second phase, I prepared models that they could manipulate to express their desire and stories in a search for a particular atmosphere.

After it, I produce new layers of reflection by doing workshops on my own as an architect that I was invited to do or that I decided to do. Those brought other ways of looking at the subject to go further than just answering the wishes of the user.

FEBRUARY

VISUAL_RESEARCH / WORKSHOP_PREPARATION	DIPLOMA_PROGRAM
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MARCH

CREATION_VISUAL_FROM	STUDY_TRIP (meeeting, workshops, site,...)
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APRIL

FIRST_DESIGN_EXPLORATION	CREATION_VISUAL_FROM THE STUDY_TRIP
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common\_reveiw

MAY

DESIGN_PHASE
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JUNE

EXAM	DESIGN/EXHIBITION_PHASE	external_review
the_end	exhibition_preview	

