

SCHOOL ARCHITECTURE DURING THE PANDEMIC

Consequences and challenges imposed on education

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KEYWORDS

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The confinement situation, resulting from the COVID-19 pandemic, determined multiple restrictions and limitations in the ways of socializing, working, learning and teaching. Taking in consideration the evolution of the pandemic worldwide, the confinement measures and, simultaneously, the temporary closure of schools, present several issues correlated to the functioning of school spaces with a direct consequence in the teaching-learning processes and, consequently, in school architectures.

Due to the closure of school buildings and given the inevitability of continuing the educational process, several emergency measures were implemented, ensuring students access to education from a new position: the school in the home. However, distance learning is enhancing uncertainty about the effectiveness of education in the "new school spaces". Searching for a new reality in relation to digital tools, several technological resources were implemented with the perspective of being able to promote alternative teaching-learning methods.

The contemporary school space ensures collective and individual learning, centered on ideals of inclusion and moral and ethical responsibility towards society, making it evident that the new requirements imposed on public schools seek to ensure that school spaces respond to the recent pedagogical needs of a society in constant metamorphosis. In Portugal, the school institution is committed to guaranteeing free and universal education, accessible to all and with the aim of providing equal learning opportunities, regardless of individual needs. It is also important to understand that school architecture is a tool fundamental in the construction of spaces capable of providing these environments, in a perspective of flexibility and inclusion.

The school's identity as an inclusive, aggregating and flexible entity was replaced, in these times, by an intimate and variable space that emphasizes social inequality, returning to the memory of the traditional school where teaching was impersonal, disconnected and homogeneous.

Faced with a new reality, the school institution was forced to develop methodologies and processes that would result from a distance, making the opportunity for "new technologies" to emerge in the pedagogical processes, making them indispensable for distance learning and emphasizing the lack of these systems in the formal curriculum of schools.

Considering the inequalities in access to the technological tools necessary for the development of daily tasks, teaching and learning conditions become increasingly different depending on the household where each individual is inserted. At the same time, the family context was inevitably called upon to participate in the pedagogical processes, especially with the youngest and those who have more difficulties, existing a greater family's commitment to the education of the children.

The article intends to explore the consequences and challenges imposed by the pandemic in the ways of teaching and learning, resulting from processes at a distance and the removal of school spaces. Effectively, the established processes and their effectiveness in the transmission of knowledge are questioned, in comparison with the opportunities and conditions that school spaces promote to the school community and to the out-of-school community. It is argued that the school is fully committed to the development and integration of children and young people into society. Therefore, it is recognized that the current situation emphasizes the need and the relevance of the school space as an irreplaceable condition of effective pedagogy.

The pandemic caused by COVID-19 is certainly a public health problem that affects several sectors, and it should not be understood as a singular phenomenon. The future must prepare us (people and spaces) for unforeseen situations, making the flexibility of procedures and spaces, considerable values in this imperative capacity for adequacy. Therefore, the concern to ensure a sustainable future will be determined mainly by the

ability to articulate procedures and performances with different spatial and technological realities. The belief that it would be possible to defend an “ideal school” comes, in the light of these most recent and dramatic events, to be questioned and made obsolete.

Strategy, creativity and the ability to adapt to constant and radical changes will have to reconstruct another sense of the future. And a sustainable future.

Q: Why will the contribution be distinguished by Originality (intended as the level at which the paper introduces a new way of thinking and/or interpreting the investigated topic, and it stands out and innovates with respect to previous approaches/studies/researches about the same topic)?

A: Although the pandemic has been installed very recently, there are already several approaches that focus on issues related to education and in particular the teaching-learning process. In Portugal, public secondary schools have undergone a modernization process that highlights the responsibility of school buildings and architectures. Now and in this context, apparently the school and the school architecture were alienated in favor of the domestic space.

The originality of the article is based on the perspective of reconstructing an educational space that is not absolutely exclusive, that can more easily maintain its performance, but in diverse spaces.

Q: In relation to the evaluation of the Methodological Rigor (intended as the level at which the paper clearly presents the aims and the state of the art in literature, a methodology appropriate to the typology and object of the essay/research which demonstrates the assumption the contribution is based on), **what will be the sections (paragraphs) of the contribution?**

A: One of the main chapters will be developed, guided by research and analysis of spaces that, throughout the history of education and school architecture, have evidenced that condition of diversity, and of articulation between different spatial contexts.

Q: In what terms can the contribution have a good/high Impact (i.e. to exercise influence also based on its ability to comply with international quality standards) **on the International Scientific Community?**

A: The future of teaching and, consequently, of the school space, inevitably must fully assume its pedagogical responsibility in the training of children and young adults. And, in this equation, sustainability is necessarily a theme to be installed in the (near) future. At the same time, the ability to respond to unexpected challenges, such as the current pandemic, should be opportunities for reflection and transformation in the school space.

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