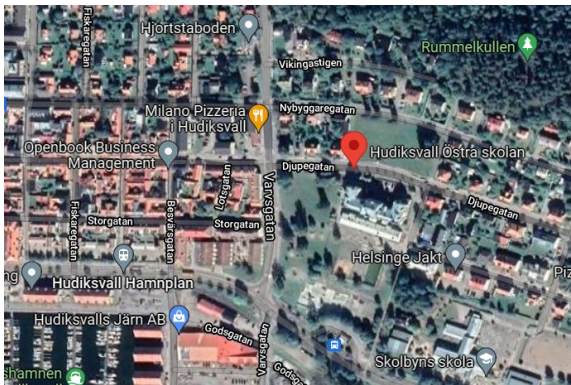


### Context:

School location	Hudiksvall, Sweden
Details about students	Age 13-16, 350 students, plus learning disabilities needs group
School premises	6800m2, built 1910, addition built in 1964
School context	Town; Swedish
Type of activity	Classrooms and corridor
Stage in design process:	In use reflection/POE



### Tool used

Pedagogical Walk-Through <https://www.ncl.ac.uk/cored/tools/walk-through/>



Co-funded by the  
Erasmus+ Programme  
of the European Union



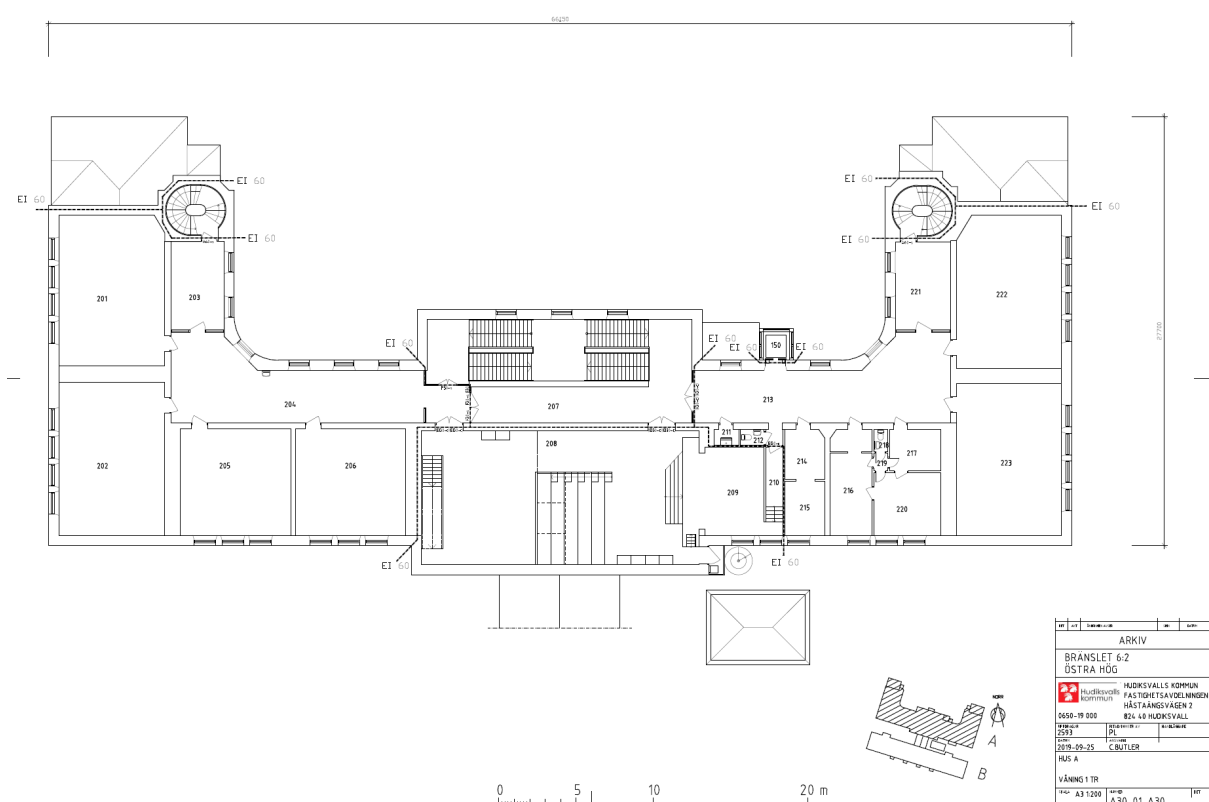
<https://www.ncl.ac.uk/cored/>

#CollaborativeReDesignwithSchools

@ILEHIGSE1

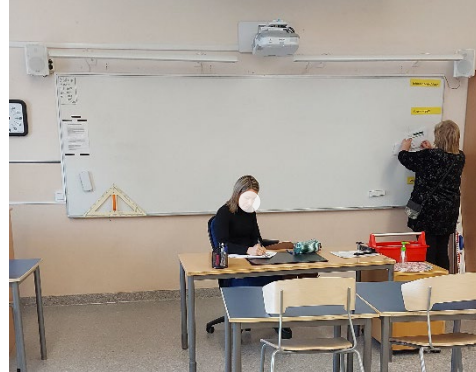
## Rationale for activity and tool adopted

This secondary school in a town in Sweden is made up of students from 12-16 years of age. An extension was built in 1964, but otherwise it has not undergone many alterations and is made up of classrooms and streetspace corridors. The school is planning to undergo renovations and the tool was used to evaluate the pedagogical qualities of present facilities, in order to support scheduling, overall reflection and discussions regarding present strengths and weaknesses. These will inform decisions regarding present and future changes in the learning spaces, and to increase the match between pedagogical practice, organizing and learning spaces. The wing that was used for the test of the pedagogical walk-through tool housed both regular classrooms and classrooms for learning disabled students, both located around a corridor/streetspace. Please see left side of floorplan.



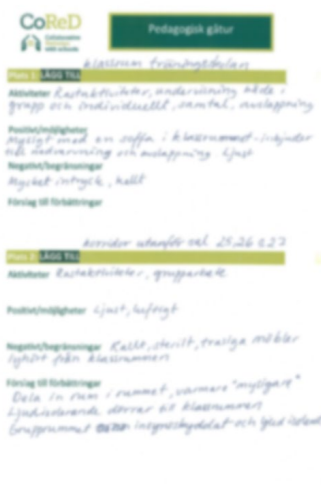
## Case study description: Process

The participants were three teachers and a deputy head teacher, who tested the tool and provided data. As research data was collected, all had completed consent forms ahead of time. Due to the Covid-19 situation, the researchers were not able to be present onsite, although the deputy head teacher carried a laptop where the researchers could follow the process via a Teams meeting. Five areas were selected: a streetspace and two classrooms in the part for students with learning disabilities and a streetspace plus regular classroom in the same wing. Participants were provided protocols and started the tour. Some details were clarified by the researchers, such as the need to limit each stop to one space, and the length of the individual examination part of each stop. This was valuable input, and the online tool instructions were adjusted afterwards. Each stop consisted of a ten-minute individual examination where the participants completed a protocol, and following discussion, during which each participant shared their reflection about possible activities in the space, positive and negative features, and suggested possible improvements. During one of the stops, students were present, and this added to the experience as the room was being in use and could be evaluated as such. Photos, protocols and a discussion summary were collected and sent to the researchers.



## Case study description: Outcomes

The two classrooms in the first wing for students with learning disabilities, were generally viewed positively, with opportunities for a variety of activities and a multitude of affordances. Some details for improvement were related to colours that were viewed as cold, visual noise, and technology. The two corridors had fewer positive evaluations, with remarks about the furniture and noise. Despite this, there were many suggestions about possible activities including those connected to learning, such as exhibitions and group work. Positive evaluations regarded practical arrangements in the space such as storage and charging stations, but also the space in relation to other spaces, such as closeness to the library.



The regular classroom had few suggestions for activities, only lecture and desk work. The furniture had been replaced which was commented in positive terms, as was technology and the lighting. Improvements suggested were noise proof doors, adjustable furniture, as well as aesthetic upgrades.

After this tool trial, the school has decided to use it with the teaching staff before scheduling work. The walkthroughs are conducted in teacher teams, in all four groups who evaluate four different areas in the school.

The participants also used the School Development Evaluation Tool as part of their evaluation. You can read this second case study (Reflection for better use of facilities) here:

<https://www.ncl.ac.uk/cored/case-studies/school-development-evaluation-tool/item/reflection-for-better-use-of-facilities/>