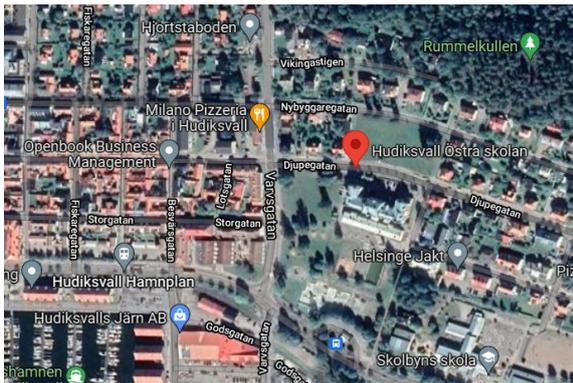


### Context:

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

School Development Evaluation Tool <https://www.ncl.ac.uk/cored/tools/sdet/>



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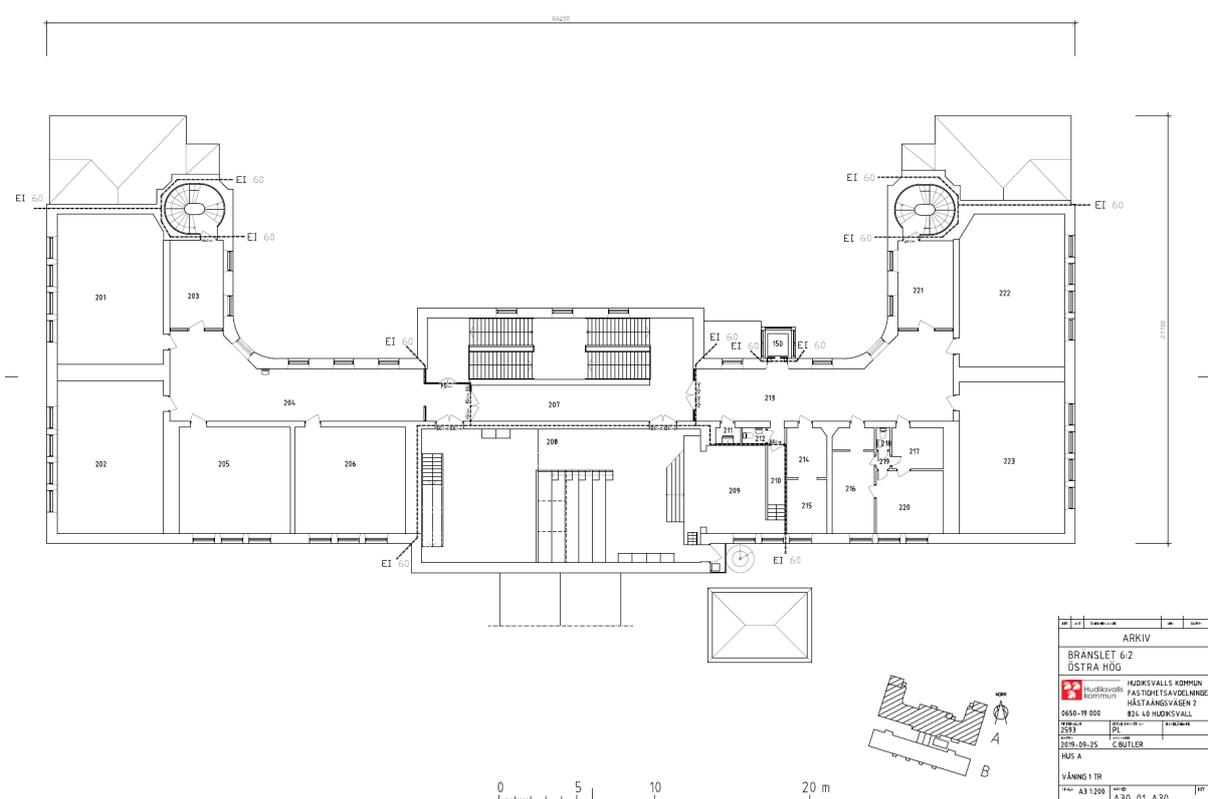
<https://www.ncl.ac.uk/cored/>

#CollaborativeReDesignwithSchools

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## 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 much 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 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.



## Case study description: Process

Participants were three teachers, one teacher/librarian/development leader and 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. A summary in bullet points was sent from the school after the evaluation.

## Case study description: Outcomes

The evaluation showed the following: The school consists mainly of ordinary classrooms, similar in size and layout. Spaces are flexible to a limited extent, and there are few breakout spaces. Depending on subject taught the student have to move between classrooms. There is a large multizone space with a variety of zones and a variation of places for work. A few classrooms are organized with work stations between which students can move about. Some screens are moveable, but some are heavy and stationary. Students' work is visualized in some of the classrooms and in class cases, and in common spaces. The school library is open for the students, who have access to information via their personal laptops. Wifi is available everywhere, and every student have their own Chromebook and access to other IT-tools. A digital information screen in the lobby is under debate as to where it is most visible for the students. At the time, a process of placing QR-codes throughout the building, with information for students and parents about what is going on in the school.

The participants also used the Pedagogical Walk-Through Tool as part of their evaluation. You can read this second case study here:

Evaluation for Future Rebuild: <https://www.ncl.ac.uk/cored/case-studies/pedagogical-walk-through/item/evaluation-for-future-rebuild/>