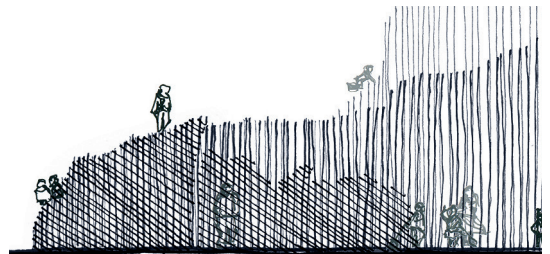


IDA KROKSTRÖM

# PERTINENT MATTERS

- EXPLORING RELATIONAL PRACTICES IN THE PROCESS OF DESIGNING LEARNING SPACES WITH CHILDREN



## MATTER SPACE STRUCTURE

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*I want to listen, feel and respond to the natureculture I am part of. There's something liberating about being a small human on a big planet; a focus can be placed to my sphere and the encounters in my daily life. I like the human scale that I am no bigger than, a scale that I can take in.*

These personal thoughts are a reflection on the pertinent matters that this thesis will explore. Through participation, it is seeking to unfold the bodily relation between us and the world around us, as well as discover how architecture can give agency to its participants.

This thesis is anchored in an ongoing project and is seeking to explore and develop a methodology addressing the role of the architect and what architecture can be beyond its aesthetical significance. The project is situated in Cornwall, England, where Soweni, a local school, is developing from a grass roots community. In my thesis I will encounter the children and their families for a collective exploration of how to develop and share ideas and skills in the early stages of the design process for the Soweni school. Locally produced knowledge has grown from interactive and collaborative practices, which I have called

interventions. The interventions derive from a relational practice where architecture is a shared activity and where, in the process, the children are encouraged to become agents themselves.

Each intervention is an endeavour to tap further into the invisible and non-articulated. It is the artistic research staged in an event. The five interventions are designed to complement each other to render a more profound relation with the spatial environment and portray a vivid understanding of the child's perspective. They are grounded in artistic research and take inspiration from educational theories. The knowledge unfolding in each intervention is twofold. Through *insights*, a glimpse of what materialised during the intervention, resulting in methodological awareness. *Interpretations*, my understanding of the child's perspective, created to discuss the user knowledge revealed.

This is an open-ended journey. Guided by empathy, conveyed through architecture.

Keywords : relational practice, agency, designer-child collaboration, embodied methodology