

## Learning Landscapes

We propose the reconsideration of the traditional chinese way of learning which revolves around the concept of order: consisting of passive rote learning methods. Order is beneficial for foundational learning, but it can suppress the children's exploration of their own curiosities. **Spontaneity is the secret ingredient to nurturing creativity and individuality.**

To creating a more spontaneous environment while maintaining some degree of order, we looked to nature for inspiration. Nature itself is governed by sets of patterns yet dynamically responds to changes in conditions. We envisioned the children exploring an interactive landscape, one that actively responds to shifts in dynamics.

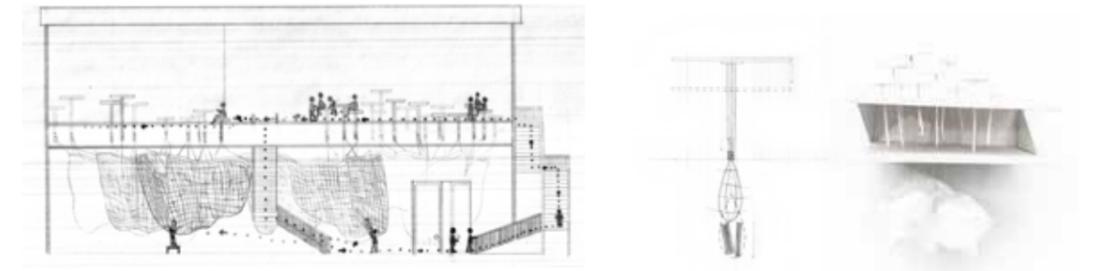
**The space itself should be a learning tool for the students.**

The strict categorisation (merely useful with research level reading) within a typical library establishes a stagnant landscape which limits the student's exploration of different genres.

Diverse reading nurtures an extrospective view of the world and individuality.

**The bookshelves act as an adaptable architectural element in a library** - in the form of a elastic mesh net suspending from the ceiling. Students are free to take out and return books from the elastic nets, giving them greater control over their environment. The contour of such a bookshelf is dependent on the quantity and weight of the books it holds at each point. Peaks are naturally created in the book ridge, grabbing attention of the children; encouraging the reading of books they may otherwise not explore.

The macroscope: the mesh book shelves interweave to form a suspending backbone within the library which suggests a variety of paths, integrating the journey of finding the book into the experience of reading it. **The student's reading patterns dictate the contour of the landscape**, facilitating the circulation of borrowing with its self reconfigurable nature.



Meanwhile, the configuration of tables in **the canteen above responds to the shifting tectonics in the library below**. These tables consist of contractible stems connected to points of the book ridge, they shift up and down when books are taken out or returned in the floor below.

The expected 'order' in the traditional canteen is no longer sustained in this adaptable landscape. The spontaneous configuration of tables encourages a more diverse range of socialisation. For example, initiating conversations amongst students on the same level of elevation, given that they are sitting next to each other.

The canteen and library may seem like two distinct entities, yet they sustain a close relationship when considering the fluidity of movement within the building. We propose a set of staircases in the center of the canteen which leads down to the library. Students are encouraged to pass through the landscape of books in the library and hopefully stop for a read after eating their lunch, before their rigorous game of football or tag on the open grounds outside the school.