Relationship between the Outdoor and Indoor Landscape of Primary Schools in order to Promote the Children Learning

(Through a Viewpoint to the Architecture of Traditional Schools of Iran)

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Abstract. Yards of schools and educational environments while having different abilities, are considered as an effective factor in education and learning. But in nowadays schools of Iran, the yards are generally free of educational role, while traditional schools in combination with outdoor space and using the yard, have previously had a dynamic function. This research studies on the role of these spaces and manner of their relationships with indoor spaces in traditional and contemporary schools of Iran in addition to the effect of outdoor spaces of school as an effective factor on learning improvement in children. This article has been fulfilled based on a Contents Analysis research methodology, and the data has been collected based on documentary and field studies. The results of the research indicate that outdoor spaces of schools consisting of natural and artificial landscapes will have important role on children training and learning through providing the possibility of active partnership, social partnership, deep understanding and conception, natural growth and readiness, decrease of stress and producing interest and motivation. Also, green spaces facilitate the children’s learning process through providing a suitable location for different domains of education such as: experience of environmental sciences, creativity and presentation of artistic aspects. In this way, we can improve the designing operation for children’s training spaces through putting into operation of the direct (spatial relationship without mediator) and indirect (situation of mediator spaces such as public and private semi-outdoor or public indoor or private spaces) spatial relationships between indoor and outdoor spaces. One of the other factors for improvement of schools efficiency, is establishment of different states of relationship such as availability, visual and audio relationships between indoor and outdoor educational spaces.

Keywords: Schools Architecture, Outdoor Spaces, Learning, Training, Children’s Education

1. INTRODUCTION

In architecture, indoor spaces have been understood beside to outdoor spaces. Consequently, outdoor spaces have become so important. In educational centers, it has been important because outdoor spaces can be so effective on learning and training of children; but nowadays, in many cases, schools design have generally been limited to indoor spaces, unconstructed section and undersigned parts of the plot. With consideration to the effects of outdoor space on different domains of children training and learning, study and research on designing of outdoor spaces of schools and its relationship with indoor spaces seems to be necessary in order to promote the learning procedure for children.

Since past two decades, in many countries such as U.S.A., United Kingdom and Australia, some researches have been carried out about application of schools’ yards for learning procedure of the
children. For example, Prakash believed that human has naturally been created in such a way that needs to have a relationship with outdoor and this necessity can be specially seen in lower ages. Therefore, it is necessary that any chance will be used for making relationship between indoor and outdoor spaces.

Titamanii emphasizes on necessity of designing of outdoor space in learning of nature and training of group work. Boston Education Development Centeriii has mentioned some specifications of school’s yard with high qualification of education and learning in 2001 that he has announced multi-operational being of spaces such as semi-open and open spaces, combination with outdoor spaces with education program of the school and continuation of usage of yard in all seasons.

Considering that in many related researches, there has been emphasis on role of outdoor spaces and schools’ yards in education affair, and any worthy attention has not been paid to establishment of relationship between these spaces and indoor spaces in direction of qualification of children learning; therefore, this research studies on this role in traditional and contemporary schools of Iran in education and learning procedures of children through reliance on the role of outdoor spaces, semi-open and indoor spaces. It seems that through consideration to the effect of environmental factors on learning procedure of children and putting into operation of the relationship models in traditional schools, we can attain some appropriate models in order to making relationship between outdoor and indoor spaces at schools.

2. Relationship between Indoor and Outdoor Spaces in Architecture

Human and nature are linked together through Architecture. Both of them believe that if a building must have its specific presence and uniqueness, its gaps must also have an internal logic. The space where the nature will be invited therein is more suitable for human. A yard is an important location where season changes can be directly felt by our senses and nature appearance are changing every moment. Sunshine, wind and rain impress our senses and cause diversity for our life. Consequently, architecture will be a mediator for human to encounter the nature (Ando, 2002:61-64). Right has believed that the buildings must be wider and role of landscapes will become more important and outdoor will be attached to indoor space and the indoor space will be added to outdoor space, instead of being as some boxes beside each other and inside each other (Right told by Groter, 2009:175).

In a building, indoor and outdoor spaces, services and side spaces are separated by main elements. Human needs the outdoor space, indoor space and also the possibility for movement between these two spaces. Whereas these two may not be absolutely separated and always there is a fairly intense relationship between them. Location and form of the relationship between indoor and outdoor spaces are raised from a contradiction existed in the nature of this relationship. It means that on one hand the indoor space must be a surrounded, closed and kept space in opposition to the outdoor space and on the other hand, there must be definitely a relationship between these two spaces. (Groter, 2009:163-171) therefore, being surrounded and entirety of the indoor space in contrary with the outdoor space can be understood and this contradiction can be meant with a threshold borderline and relationship between indoor and outdoor spaces.
3. Surrounding of the Traditional Schools Spaces

Review on a historical record of the schools in Iranian traditional architecture will reveal a principle that open spaces have been emphasized there in. In such a way that from the works remained from schools in Safavi Period when is golden age of Iranian schools – in the viewpoint of physical and constituents specifications – (Fig.1) we can perceive that formation of schools buildings have been fulfilled based on combination of three models of outdoor space, indoor space and semi-open space (Fig.2). Simultaneous applying these three sections has become revealed in the structure of chamber, porch and yard.

Traditional schools of Iran have different spaces with a green yard along with some chambers and porches around it. This school is an obvious sample of active application of central yard. Central yard in traditional schools produces an alive environment full of feeling of human interactions and converts the school to a human society. In these schools, the yard is surrounded by the buildings (SamieAzar, 2000: 109).

In traditional schools of Iran, the porches were location of seminar and speech and were used as an instruction location similar to a semi-open space in all seasons of the year. In the any necessity, the yard was enclosed to the instruction space and expanded its operation dimensions. Application of such space for education rose from three main specifications of traditional education system. First, education was not only instruction by the teacher, but also in the process of discussion, education was fulfilled in discussion groups. For this reason, the porches seemed suitable for both applications. Second, educational items and their contents were in such a way that they could be used for the preliminary levels and higher levels students in the same time. Voluntary presence of students in some speech meetings that were not allocated necessarily to their educational program, needed an open and expandable space such as porches where the students could joint to the group or leave them. Third, schools environment were not absolutely closed space and only for the students, public participation of the people, especially in special religious ceremonies, were free therein. Under such conditions, school yard after joining to the porch could be used by the mass of auditors (SamieAzar, 1997: 141-142) (Fig. 3).
Generally, the most important spaces of traditional schools consist of: 1) Central Yard that has been surrounded by portals, 2) Chambers where were closed spaces, and every chambers had a balcony for extension of the class toward outside, 3) Big porches located in four sides where were for educational-religious speeches, 4) Library and other operational spaces such as rooms for servants and sanitary services and so on where situated in all corners of the traditional schools (Figs. 4 and 5).

After studying on different samples of traditional schools of Iran, we can see definite models in the manner of relationship between indoors and outdoors. Iranian architecture has spread scope of outdoor spaces that starts from yard and expands to indoor spaces in relation with outdoors by opening doors and windows. Consequently, there is the possibility of an experience for living in open and closed spaces in the same time and consecutively. In such combination of outdoor and
Relationship between the Outdoor and Indoor Landscape of Primary Schools in order to Promote the Children Learning

(Through a Viewpoint to the Architecture of Traditional Schools of Iran)

indoor spaces, people could expand their activities and had more various experiences for fulfillment of their activities (Haeri, 2009: 117-127). Also, ability of resizing and reforming of indoor spaces caused more efficiency of spaces and being multi-operational. It seems that it has been forgotten in modern architecture of Iran, whereas modern architectural spaces have efficiency mostly for a specific operation that has been determined in advance.

As from the middle of the 19th century and in following to local and international evolutions, a new educational system entered Iran follower to the Western culture that caused to make some schools in a different method. The most important innovation in this method was application of a new decoration for classroom based on directs rows of students in front of the teacher. In fact, architecture model for schools consisted of direct and unvarying rows in plan, direct and unvarying rows of windows and tables that cause a type of inflexible discipline for children (Fig. 6). Also this type of spatial model is currently common in schools.

![Figure 6. A Model of Plan in Iranian Contemporary Schools (Source: Authors).](image)

4. Outdoors Spaces of Schools in Iranian Modern Architecture

Nowadays, in all over the world, school building joins to a yard in such a way that we cannot imagine a complete school without outdoor space or a yard. But these yards in nowadays schools in Iran are mostly free of any type of educational responsibility and do not have any role in education and instruction program. Even the course title of physical education is not presented in yard, practically the yards have less validity for education. In such schools, learning is regularly fulfilled in indoor space of classrooms and transferring to outdoors is in contrary to organized discipline of these schools. Education in this system has three main specifications for schools’ yards:

1) It is believed that the yard is a location for playing and thinks about playing as a non-educational activity, of course the yard is a place for amusement in this system where the students can be free of pressure and limitation of the classroom.
2) It explicitly emphasizes on amusement of the outdoor space, consequently, with consideration to the economic conditions, some play equipment and tools are used in the yard, although these tools make students happy but are lack of educational operation.

3) As the main foundation of this viewpoint is based on organized educational system and extremely emphasizes on discipline, the yard in this schools is follower to an inflexible regulation. The students must enter to a long hallway and pass a long way after leaving the classroom for entering to yard. This matter has separated the classroom from the yard as the yard is a location in the threshold of exiting the school and it is without any fast relationship and physical interaction with classroom collection. For this reason, in these schools, as the yard may not be completely organized, it is assessed a location without educational operation, as shown in Fig. 7 (SamieAzar, 2000: 105-107).

![Image](image_url)

Figure 7. A Sample of Yard in Contemporary Schools in Iran (Kosar School, Source: Authors).

### 5. Education in Outdoor Space

In childhood ages, physical environment is so effective on the amount of learning and mental development of persons. As by the viewpoint of researchers, educational environment may increase motivation, partnership possibility and dynamic in students. Practical relationship with the world out of the classroom promotes the skills, knowledge and understanding of a child in a significant domain. Multi-sense experience in outdoor space helps the students to acquire knowledge more effective and will provide some chances for students to learn them in a larger scale (Foghlam, 2008: 7).

The main specification of education in outdoor space is practical learning through reliance on the knowledge development through activity. Natural environment is as education location and education objective. Education in outdoor space is considered as a learning method that will be more than a chance for fresh air and sport. Objective of education in outdoor space is to provide learning conditions through relationship between experience and thought and in the other word, reliance on relationship between feeling experience and theoretical acquisition (Szczepanski, 2006: 2-3). A natural environment presents a different learning experience in comparison with education in the classroom. This type of education is able to establish an interaction between senses and actions, while this interaction is limited in classroom.
Relationship between the Outdoor and Indoor Landscape of Primary Schools in order to Promote the Children Learning

(Through a Viewpoint to the Architecture of Traditional Schools of Iran)

In such conditions, school is not only a location for knowledge acquisition, but also is a social association for training development (SamieAzar, 2000: 108-110). The main thought in this education emphasizes on learning out of classroom (Higgins & Nicol, 2002: 1). For education in outdoor space, a new cognition of training and education is presented. Such cognition makes the meaning of learning instead of “schooling” as a standard (Kamelnia, 2009, 107-110). Therefore, as in some earnings, outdoor space will provide a good chance for training; then the best status is unity of education in classroom and education in outdoor space.

Outdoor educational space that the school yard is considered as its subset, is a location to cause better learning through presentation of qualifications and elements that may be discovered and observed, establish relationship and will connect to other identifications, relationships and procedures. In fact, school yard is a urban square for children in where they play and have mutual relationship with other children. Outdoor space of school has this unique potential to observe as a location for experience of free movement and play, creativity, discovering and social values.

Outdoor spaces of school and their abilities for relationship with natural elements and social non-official relationships that occurs therein, gives some positive specifications to school that is better than constructed spaces of the school. Paying attention to these spaces as a location for learning and presentation of children’s talents are so important. School yard is a scene where the children are players of some events which they feel in their life. It is a space where the children establish relationship with their social, cultural and local domains of their life. Therefore, school yard must promote children learning and development.

6. Role of Outdoor Space of School in Increment of Children Learning

Such as many countries in the world, the word of “Learning” is always along with the memory of “Teacher”, classroom and school and most of people and even the teachers think learning is along with information, knowledge and skills acquisition, some of them think learning is transfer of scientific contexts from a person to another person. In these views of learning, the teacher transfers a meaning to the students and the student has reactive and receptive status and does not show important activity. Learning in this viewpoint is so limited. While many of knowledgeable think learning is the most difficult contexts of nowadays life. In this regard, Hergenhahniv and Olsonv confirm on lack of availability on a comprehensive definition in the physiological viewpoint. Maybe we include Learning as a “Procedure for providing a fairly constant change in behavior or behavioral gained from experience” (Seif, 2013: 30) and we cannot assign it to temporarily statuses of body such as the status after disease, tiredness or medicine consumption. Learning is influenced by different factors such as: active partnership, social partnership, significant activities, applying original activities of learning, providing a deep understanding and conception, construction based on interests and motivation, using the advanced-organizers, self-organizing, natural development and readiness, objective, teacher’s instruction method, relationship between details and generalities, encouragement and prize, punishment, exercise and repetition, anxiety, importance of consideration, intelligence, memory, learning situation.

Learning needs consideration, observation, memorizing, understanding, organizing the objectives and responsibilities of the students. Such recognition activities need partnership and active
involvement of the learner. In fact, learning is basically a social activity and partnership in a social environment such as school (Aghazadeh, 2009: 4). Therefore, nature causes active presence of a child in learning procedure through providing different chances for practical activities such as experience, experiment and observation. Natural green spaces with numerous variety provide different situations for interaction between the children. Also, in natural spaces, a suitable field for group work and people interaction will be provided due to lack of discipline and regulations of a classroom such as silence and passivity of the students.

On the other hand, in order to promotion of children learning, making relationship between new topics and contents with previous learned contexts is important in solving the life problems. Nature may be so important in this field; whereas the learners’ experiences of the theoretical contexts in classroom such as natural sciences and biology will be increased through experience in a real environment. In this regard, outdoors act as a rich motives for creative thinking and learning. In outdoor space, a student needs analyzing based on his (her) experiences and knowledge due to direct encounter with environmental challenges that this procedure will be so effective on children’s learning procedure and make them able to organize their thoughts and acts. Therefore, schools’ yard may be a rich resource for learning the official and non-official course titles and promote their educational capacity. Outdoor spaces of schools and classes out of the building where are searched by the children will provide required field for educational course titles and learning in a various environment in addition to relationship with natural world (Table 1).

Table 1. Role of Outdoor Spaces in Children’ Learning (Source: Author).

<table>
<thead>
<tr>
<th>Effective Factors on Learning</th>
<th>Explanations</th>
<th>Specifications of Outdoor Spaces in Promotion of Effective Factors on Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Partnership</td>
<td>Learning needs partnership and active involvement of the learner (Aghazadeh, 2009: 4)</td>
<td>- possibility for fulfillment of practical activities, experience and observation&lt;br&gt;- attractiveness, variety and newness of the environment&lt;br&gt;- possibility for fulfillment of group activities and partnership in group&lt;br&gt;- possibility for partnership and interference in space</td>
</tr>
<tr>
<td>Social Partnership</td>
<td>Social partnership and activity are substructure of learning.</td>
<td>- various situations and numerous motivators or group activities&lt;br&gt;- different details and group discussion&lt;br&gt;- challenges and different obstacles and motivation the partnership feeling</td>
</tr>
<tr>
<td>Significant Activities and Applying the Original Activities of Learning</td>
<td>In order to promote learning procedure, new topics must be in relation with previous knowledge.</td>
<td>- possibility for experience of the subjects of theoretical course titles in actual world and consequently remaining in minds.&lt;br&gt;- possibility of learning through all sensory conceptions</td>
</tr>
</tbody>
</table>
Relation between the Outdoor and Indoor Landscape of Primary Schools in order to Promote the Children Learning

(Through a Viewpoint to the Architecture of Traditional Schools of Iran)

| Providing Deep Understanding and Perception | Learning needs to analyze the information through reasoning procedures such as comparing and classification. | - providing challengeable chances and providing competitions between students - possibility of practical activities, experience and observation - attraction, variety and newness of environment - possibility of group activities and partnership in group - possibility for partnership and interference in space |
| Construction based on Interest and Motivation | Interest is the most important method for motivation of learning. | - endless variety and freshness - attraction and newness - feeling the natural elements closely - providing freedom feeling |
| Natural Development and Readiness | The student must develop in the bodily, emotionally and mentally viewpoints to learn well all thing (Parsa, 1991: 27) | - various facilities for physical activities - various chances for introduction and interpretation - calmness and different emotional chances - different chances for social interactions and group discussion |
| Anxiety and Learning | Anxiety and intense existence would cause problem for the student | - decrease of stress - increase of partnership and increment of belonging feeling |
| Situation and Environment of Learning | If suitable facilities and situations for learning will be provided more, learning will be fulfilled better. | - existence of an open, flexible and dynamic space - combination of experimental and theoretical learning - other cases mentioned in above |

With consideration to the role of outdoor spaces of the schools in learning of the children, we can say that learning spaces must be connected to the outdoor space through a mediator space to fulfill different activities. These spaces mediator between indoor and outdoor spaces may be designed in different forms to fulfill learning activities therein and as well as maximize viewpoint from indoor to outdoor.

7. Classification and Relationship between Indoor and Outdoor Spaces

Manner of relationship between outdoor and indoor spaces in schools, quality and specifications of every class of spaces are those factors that are effective on learning procedure, too. Regarding
to the fulfilled studies in the domain of the role of outdoor space in learning and educating of the children, present spaces in the schools landscape may be divided into three general classes:

**Diagram 1.** Classification of the Existence Spaces in Schools Landscape (Source: Authors).

With consideration to this matter that among the outdoor environmental factors effective of learning (light, noise, vision and landscape), the noise environmental factor that has different intense and degrees and is influenced by the type of fulfilled activities in the spaces, it seems that it is the most important factor in selection of the type of relationship between indoor and outdoor spaces. Therefore, educational and training spaces of school are divided into four classes based on this standard:

**Diagram 2.** Classification of Indoor Spaces of Schools (Source: Authors).

8. **Types of Relationship Statuses between Two Spaces**

We can rarely find a space separately and individually, therefore there are different degrees of relationships between outdoor spaces and indoor spaces of the schools (Diagram No. 4) that are different from conceptual relationship of surrounded and open spaces. Generally these relationship statuses may be classified in three total classes and with each one of this triplet relationship, we can conceive a conceptual relationship to cause understanding of presence of another space.
In traditional architecture of Iran, with consideration to the relationship between outdoor and indoor spaces and different types of relationship between two spaces, we can consider the following relationships in spaces of primary schools (Table. 2):

Table 2. Relationship Statuses between Outdoor and Indoor Spaces in Schools (Source: Authors).

<table>
<thead>
<tr>
<th>Types of Relationship Statuses between Indoor and Outdoor Spaces of Schools</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) Relationship between Indoor Spaces with Outdoor Spaces without Spatial Mediator</strong></td>
<td>Relationship with outdoor space only with visual possibility</td>
</tr>
<tr>
<td>With Availability and visual possibility</td>
<td>Only with Availability Possibility</td>
</tr>
<tr>
<td><strong>2) Relationship between indoor spaces with outdoor spaces with a semi-open space mediator (private or public balcony)</strong></td>
<td>Relationship with outdoor space through a private balcony with possibility of availability and visual possibility</td>
</tr>
<tr>
<td>With Availability and visual possibility</td>
<td>Only with Availability Possibility</td>
</tr>
<tr>
<td><strong>3) Relationship between indoor spaces with outdoor spaces with a closed spaces mediator (private or public hallway)</strong></td>
<td>Relationship with outdoor space through a private hallway, only with availability possibility</td>
</tr>
<tr>
<td>With Availability and visual possibility</td>
<td>Only with Availability Possibility</td>
</tr>
</tbody>
</table>
9. CONCLUSION

The studies fulfilled in the domain of relationship of outdoor and indoor spaces of schools, indicate that in order to unifying the traditional education system (meaning education by books) and experimental training that physical activities, movement, partnership, motivation and interest of children to nature and consideration of other factors have been supported therein, and provides a suitable environment for education in different domains, we must profit the nature and outdoor space in this regard. For this reason, traditional schools of Iran where were established based on a combination of three open, semi-open and closed templates and students could extend their activities toward the outdoor space; may be a suitable template in the field of the manner of relationship between outdoor space and indoor space of nowadays schools. With consideration to this template, indoor spaces of schools in appropriate with the type of activities fulfilled therein may be in relation with types of outdoor spaces such as natural green spaces, and educational centers in order to promote the learning of children to different statuses and degrees. Effect of types of relationship statuses between outdoor and indoor spaces may be summarized as following table (Table. 3).

Table 3. Effects of Relationship between types of Outdoor and Indoor Spaces on Children’s Learning Procedure (Source: Authors).

<table>
<thead>
<tr>
<th>Effects of Spatial Relationships</th>
<th>Availability Relationships</th>
<th>Visual Relationships</th>
<th>Audio Relationships</th>
</tr>
</thead>
</table>
| Effects of the relationship of Library with Natural Green Space of schools landscape | -Encouragement to group work  
-Close felling of nature and consequently friendship with nature  
-Using fresh air and removing tiredness and recharging them | -Increment of children calmness  
-Cheer, spryness consequently eagerness to study and understanding  
-Removing the eyes tiredness | -Decreasing of audio pollution and increasing of calmness  
-Increase of calmness through listening the birds sounds |
| Effects of the relationship of library with educational green space of schools landscape | -Audio pollution for library  
-Lack of children concentration | -Motivation for studying and activity through students active students (of course this relationship must be controlled to provide their inactiveness) | -Audio pollution |
| Effects of relationship between library and training green space of schools landscape | Children inactiveness due to the others going and coming | -Disturb for children calmness  
-Lack of concentration in studying | -Disturb for the children calmness  
-Lack of concentration in studying |
| Effects of the relationship between theoretical and experimental classrooms with natural green space of school landscape | -Removing the evenness and feeling of being surrounded by classroom  
-Variety in classroom, increment of mental safe and consequently increasing of motivation for active presence at classroom  
-Changing of class from single-value and possibility of multi-activities  
-Relationship with fresh air and also possibility of natural air conditioning and consequently | -Increase of children calmness  
-Cheer, spryness consequently eagerness to study and understanding  
-Removing the eyes tiredness  
-Having natural light and increasing of tendency to study  
-nature observation from the class and | -Decreasing of audio pollution from the outdoor space of school and increasing of calmness and quietness of the classroom  
-increment of children concentration ability  
-listening the birds sound and providing a pleasure environment |
Relationship between the Outdoor and Indoor Landscape of Primary Schools in order to Promote the Children Learning

(Through a Viewpoint to the Architecture of Traditional Schools of Iran)

<table>
<thead>
<tr>
<th>Effects of the relationship between classroom with educational green space of school landscape</th>
<th>Theoretical Classroom</th>
<th>Experimental Classroom</th>
<th>possibility of speaking about natural elements in different course titles such as speaking about types of plants observable in experimental sciences course title</th>
<th>-audio pollution</th>
</tr>
</thead>
</table>
| | - better efficiency and increase of learning  
  - Increase of flexibility of classroom and possibility for different groups, transfer of some of classroom activities to outside of the class  
  - Providing of learning possibility in outdoor and real space and also possibility of learning from other students | - possibility for transfer of some of theoretical classroom activities and enjoying the facilities of this space for increasing the children learning  
  - Possibility for holding the classroom in landscape educational space  
  - Being active of all sensory perception of the child  
  - Combination between sensory experience and learning by books  
  - Learning in a significant field | - increment of dynamics of indoor space due to similar efficiency of two spaces  
  - Possibility of the teacher supervision from the inside of classroom when children are doing activities in outdoor space. | |

| Effects of relationship of theoretical and experimental classrooms with training green space of schools landscape | -Disturb in children calmness  
- Lack of concentration in studying | -Disturb in children calmness  
- Lack of concentration in studying | -Disturb in children calmness  
- Lack of concentration in studying | -Disturb in children calmness  
- Lack of concentration in studying |

| Effects of the relationship between multi-objective saloon with educational green space of school landscape | - increment of flexibility of indoor spaces and possibility of fulfillment of ceremonies and some activities in green space | - cheer, spryness | -Decrease of audio pollution | |

| Effects of relationship between multi-objective saloon with educational green space of school landscape | - Disturbing for educational outdoor spaces due to crowdedness in multi-objective saloon | - More disturbing for educational green spaces due to inactiveness of students who are educating with a mediator for observation of students playing and doing sports | - Increment of audio pollution in educational space and also multi-objective saloon | |

| Effects of relationship between multi-objective saloon with training green space of school landscape | - Improvement of efficiency due to similar efficiency  
- Providing a suitable field for multilateral development of the children | -Increment of space dynamics | -Increment of audio pollution | |
Relationship different degrees are subjected to direct and without mediator relationship with outdoor space, relationship with a mediator of public or private semi-open space and relationship with a mediator of private or public closed space that every one may be selected simultaneously or individually for concluding different statuses of the availability, visual and audio relationship, based on the type of activity and necessity in that space.

Generally, in designing of educational spaces, in addition to pay attention to indoor and closed educational spaces, we must pay attention to outdoor spaces, relationship and mediator spaces that positive presence and efficiency of these spaces will cause to promote of education and learning qualification.

Endnotes

i. Ideologist and Planner in the field of designing of modern and creative schools
ii. Main theorist of hidden and non-official educational plans in outdoor spaces of schools
iii. Investment Company in Boston school’s Yards
iv. B.R.Hergenhahn
v. Matthew H. Olson (Professor of psychology at the University Hamline in St. Paul)

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Relationship between the Outdoor and Indoor Landscape of Primary Schools in order to Promote the Children Learning

(Through a Viewpoint to the Architecture of Traditional Schools of Iran)