• Paper / Proposal Title:
The Third Teacher: The Involvement of Children in the Design Process and Assessing Their Development

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• Abstract:
Child participation is one of the core principles of the United Nations Convention on the Rights of the Child (UNCRC), which asserts that children and young people have the right to freely express their views. This study discusses the involvement of children in the design process in school environments. Despite the increasing numbers of children’s spaces, there are few studies that describe the involvement of the children in these environments' design and planning. It is explained in the education literature that environment promotes relationships, communication, collaboration, and exploration through play as the third teacher. In the design process itself there is a focus on designing for children, rather than designing with children (Wake, 2007). However, it is crucial that understanding children’s knowledge, values, experience and use of place would help us improve planning and design of those children’s spaces. Within this study a critical question is asked as How does the involvement of the children in the design process effect the social and emotional development of the children? Could we call the process of children and environment interaction as the third teacher? The study suggests an empirical research that offers new ways of thinking about children’s participation and learning and developing. It will concentrate on the participatory design experiences and discussions on how to create better inclusive child-centred design, interactive experiences for children. This study will influence the ways in which school environments are interpreted,
prepared and built. Through participation, children will have the chance to speak about the built environment in which they spend most of their time. In this study, it will be discussed how the built environments formed in collaboration affect the child’s sense of belonging and place attachment. The relationship of all these with learning will be tried to be revealed.


**• Author(s) Biography:**

**Eda Can** – Master of Architect PhD Candidate

Eda Can graduated department of architecture from Cukurova University in 2011. After the graduation she received the master degree program in the same university. She had studied on “The Impact of Users’ Expectations in Boutique Hotel Design” and she completed her thesis in August of 2014. She joined Cukurova University as a research assistant in January of 2014. Her special interests are boutique hotels accommodation, culture and space, environmental psychology, participation and design, children and design. She received Ph.D. program in Istanbul Technical University faculty of architecture in September of 2014. She has been working in Istanbul Technical University as a research assistant.

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**Göksenin İnalhan** – PhD Supervisor, Assoc. Prof, PhD

She was born in Eskişehir, Turkey in 1974. She completed his undergraduate and graduate degrees at Istanbul Technical University Faculty of Architecture, Department of Architecture. In 2006, she got her PhD degree from Reading University, Urban Studies, Construction Management in England. During her education in England, she worked as an assistant in the “Inclusive Environments” Master Program at Reading University. She has been working as a lecturer at Istanbul Technical University Department of Architecture since 1998. She conducts research and produces articles in the areas of environmental psychology, accessibility, design for everyone, environmental design for the elderly and the disabled, post-occupancy evaluation in the workplaces.