

Learning from Inclusive Education of Exceptional and Normal Children in Primary School for Architectural Design

Authors : T. Pastraporn, J. Panida, P. Gasamapong, N. Jintana

Abstract : The study of inclusive educational environment of exceptional and normal children at the regional centre for special education aimed to establish guidelines for creating an environment for inclusive education. Buildings utilization of thirty-five elementary schools providing inclusive educational program in Bangkok were analyzed to study the following aspects: 1) The environment of exceptional and normal students' inclusive classes at the regional centre for special education 2) The patterns of the environment suited to the exceptional and normal students' inclusive classes 3) Environmental management policies for the inclusive classes of exceptional and normal students. Information was gathered from surveys, observations, questionnaires, document analysis, interviews, and non-experimental research. The findings showed that the usable spaces in school buildings were designated to enhance the three kinds of social learning experience: 1) Support class control 2) Help developing students' personality consisting of physical, verbal and emotional expressions that are socially accepted 3) Recognition and learning, which are needed for the increasing of learning experience, were caused by having an interaction with the environment. Thus, the school buildings' space designation positively affected the environmental management of exceptional and normal students' inclusive classes.

Keywords : learning environment, inclusive education, school buildings, exceptional and normal children

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