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Imię i nazwisko doktoranta: Natalia Miler-Ogórkiewicz

Nr albumu:



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STRESZCZENIE ROZPRAWY DOKTORSKIEJ

Dyscyplina naukowa: Socjologia

Tytuł rozprawy doktorskiej w języku angielskim:

The Architecture of School as a School of Architecture. Exploring Students' Perspectives in the Socio-Spatial Universe of School

Streszczenie rozprawy doktorskiej w języku angielskim:

The dissertation examines the socio-spatial dimension of schools from the perspective of students' experiences, needs and preferences. The theoretical foundation is based on the interplay of two concepts: Yi-Fu Tuan's theory of space and place, which emphasises the active role of the user in shaping a sense of place; and Pierre Bourdieu's theory of cultural transmission, which highlights the influence of the school institution on pupils. Drawing on research into infrastructure also enables the study to capture the multilayered nature and dynamics of the school's socio-spatial universe. Particular emphasis is placed on the category of the 'pattern', which structures reflection on the architecture and organisation of educational spaces.

The research aimed to reconstruct the child's perspective within the context of the school's socio-spatial universe. The methodology was grounded in a combination of tools drawn from sociology, pedagogy and architecture, allowing for a multi-layered, interdisciplinary approach to the issue under study. A qualitative, child- and user-centred approach was adopted to enable perception of the school as both a physical and a socio-symbolic space. A range of methods were employed, including interviews, workshops, drawings, and worksheets, which complemented one another and together provided an in-depth picture of students' experiences.

The findings suggest that students primarily perceive school as a space for social interaction rather than merely as an institution for instruction. The findings highlight the importance of diversity within the educational environment, safety, forming bonds with others, and opportunities to actively engage with the space. The results also suggest that the traditional model of schooling does not always meet children's needs, raising questions about the necessity of rethinking its organisation to be more flexible and open.

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