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Research Plan

Studying, not stu-dying

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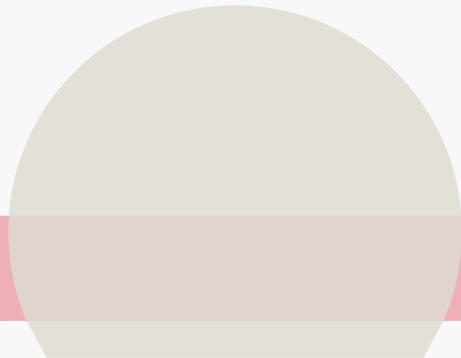
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Problem Statement

- *90% of our lives are indoors (Rice, 2019)*
- *Standards for educational buildings?*
- *Frisse Scholen*
- *Stress*
- *Healing elements*





Research Questions

How can the architectural and built environment design of a university educational building improve the physical and mental well-being of its students?

- *How are university educational buildings designed now to create a healthy environment for its students?*
- *How can the “Frisse Scholen” guidelines and the WELL-standard be applied to the design of university buildings?*
- *What factors impact the physical and mental well-being of students?*
- *What architecture and the built environment features do students need to study?*
- *How do the students use the study spaces that are provided for them?*



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Methods

1

Literature Study on the health of students and the influence of spaces

2

Literature Study on the “Frisse Scholen” and the WELL-standard

3

Interviews & questionnaires of students on their preferences of study spaces and their stress

4

Observation of the use of study spaces

5

Resulting in design guidelines



6

Methods: Interviews



Liesbeth van der Pol

Architect & former Chief Government Architect



Froukje van Dijken

Advisor and specialist in interior climate design of schools



Theoretical Framework

Indoor Quality of Climate

- *Environmental stress*
- *Noise, temperature, light, and air*
- *Frisk Scholen and WELL-standard*





Mental well-being

- *Materials, furniture, personal control, colour, and layout*
- *Biophilic design*
- *WELL-standard*



Fieldwork

Case Study Locations

-  *Architecture*
-  *Pulse*
-  *Echo*
-  *Civil Engineering*



The background features abstract geometric shapes. On the left, there are thick pink lines forming a grid-like structure with rounded corners, and a vertical grey line. A dark grey circle is positioned at the intersection of a pink horizontal line and the vertical grey line. On the right, a thick pink line curves downwards, with a dark grey circle on its upper vertical segment. At the bottom right, a large, semi-transparent grey circle overlaps with the pink line.

Thanks

For listening.

Questions?