

Dimitris Germanos

Curriculum Vitae

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Profile

At a glance

University professor, Architect Dr social psychologist, specialized in the learning spaces design and the relationship between space and pedagogy.

Academic experience

Professor of Built Space Pedagogy, Aristotle University of Thessaloniki, Greece.

36 years of academic teaching at undergraduate and graduate level

20 years of experience in the academic unit's management.

Applied research experience

33 years of basic and applied research activity in matters of creation and functioning of learning spaces

Expertise in architectural-pedagogical design of learning spaces

Designer of the method of "Pedagogical & Architectural Space Design" (the PASD Method), for the design of learning spaces. Based on a grid of architectural, pedagogical and psychosocial criteria, the PASD Method supports the application of contemporary pedagogies at school.

To date, 86 pilot interventions to create learning spaces in Greece and Cyprus, which include 41 school building design or redesign projects, using the PASD Method. For most of these projects, coordination and management of multidisciplinary teams, composed of architects, education specialists and building engineers.

Resident in Thessaloniki, Greece.

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Specialization: learning spaces

Dimitris Germanos specializes in an approach to design and functioning of **learning spaces**, based on the interdisciplinary conception of design. This approach combines architectural elements with pedagogical and psychosocial factors, which constitute an active dynamic ensemble at school, especially in the classroom. The associated elements are:

- ▶ At the architectural level, the layout, aesthetics and functions of the space;
- ▶ At the pedagogical level, the teaching method, the school curriculum and the modes of learning
- ▶ At the psychosocial level, the modes of communication and interaction in class, the modes of educational relationship and the attitudes developed at school.

In this context, he developed the "Pedagogical & Architectural Space Design" method (the PASD Method), concerning the architectural design of school buildings and, more generally, spaces for children and young people. This method is based on a grid of architectural, pedagogical and psychosocial criteria; it supports the application of contemporary teaching methods in a total quality management framework of the school.

Germanos applied the PASD Method in most school space design projects that he coordinated as head of project (40 until to date), leading interdisciplinary teams of architects, education specialists and building engineers. Each project was developed after close dialogue with the interested parties, teachers, parents and, in most cases, with pupils.

Studies & academic activity

Studies

Studies in Greece and France. Diploma of Architect Engineer, Polytechnic School of Thessaloniki, Greece; Master in Aesthetics and Sciences of Arts, University of Paris 1-Sorbonne, Teaching and Research Unit (UER) Aesthetics and Sciences of Art, Paris; DEA in Sociology, School of Higher Studies in Social Sciences (EHESS) , Paris; PhD, EHESS.

Languages

French, Greek, English

Academic experience

- ▶ 36 years of academic teaching at the undergraduate and postgraduate level (Master 2) in Greece and at times in France and Cyprus. Directorate of Diploma Theses and Doctoral Dissertations. Scientific area of academic activity: "Pedagogy: Space and Education".
- ▶ 33 years of basic and applied research activity
- ▶ Participation in international academic cooperation networks, focused on research, teaching and the development of joint study programs.

Academic positions

- 1981-82 Researcher and temporary attaché of teaching and research, Center for Social Ethnology and Psychosociology (CESP), EHESS, Paris.

- 1987→ ► Member of the teaching staff at the Faculty of Education Sciences, Aristotle University of Thessaloniki. Professor since 2002; Emeritus professor since 2018.
- Main courses: Space and educational process; Educational organization of space; Space and educational process in cooperative classroom.
- Teaching at Master 2 level in Greece and, periodically, in France and Cyprus, as a visiting professor. Programs:
- « Cultural Studies and Learning Environments for the Child ». Preschool Education Science Dept., Aristotle University, Thessaloniki. Course: Anthropocentric approach of built space (2015→).
- « Didactics of multilingualism and linguistic policies ». Franco-Hellenic Master 2, between the Aristotle University of Thessaloniki and the University of Maine. Course: "Space and cooperative education in pluricultural classroom" (2006-17).
- « *Total Quality Management and Innovative Implementations on Education* ». Interdepartmental Master 2, associating his Department and the Department of Economic Sciences of the Aristotle University of Thessaloniki. Course: Educational policy, innovation and school change (2015-18).

Direction of PhD theses in Greece and France.

International Relations and Research Networks

- 1993→ Teaching and research collaborations with teachers from other universities in Greece, Cyprus, France, Italy, Portugal and the UK. Member of several scientific associations in Greece and Europe.

Academic unit's management: scientific, administrative and financial responsibilities

- 1997-23 Responsible for multidisciplinary teams (teachers, architects & sociologists) in research projects on learning spaces and school change.
- 2006-09 Director of his Department.
- 2003-16 Periodically, 8 years of leadership of the Pedagogical Section of his Department.
- 2015-17 Director of the interdepartmental Master 2 « Total Quality Management and Innovative Implementations on Education ».
- 2013-17 Head of the Research Policy Committee of his Department.
- 2015-17 Editor in chief of the scientific journal « Dialogues » of his Department.
<http://ejournals.epublishing.ekt.gr/index.php/dialogoi>

Other experience in education

- 2000-11 As a specialist at the Greek Ministry of Education, in programs of modernization of the space and the educational process in the public school (periodically).
- 1996→ As trainer of trainers, as organizer and teacher, in teacher training programs in Greece, France, Cyprus and Portugal.

Research: design and functioning of learning spaces

33 years of research on the relationship between built space and pedagogy, as well as its contribution to Total Quality Management at school. The areas and themes of his research are:

Fundamental research

Main domain	Main research topics
Space and pedagogy	<ul style="list-style-type: none">► Pedagogical & Architectural Space Design" (The PASD Method)► Physical space and learning process► Physical space and flexibility► Child-space relationship in schools► Educational Change / Total School Quality Management.
Related domains	Related research topics
Educational interaction and physical space	Educational relationship between students and teacher and relationship to space.
Educational methods	Cooperative teaching and learning.
Research Methodology	Qualitative methods of educational research.

Applied research

Applied research by Dimitris Germanos concerns the impact of physical space on the educational functioning of learning environments. It was developed in experimental school spaces, both internal and external, which he created in Greek and Cypriot schools, in order to study in real situations the relationship between his architectural approach and a set of pedagogical and psychosocial factors active in educational situation.

To date, this is an 84-pilot interventions to create learning spaces, which include 40 school building design or redesign projects, using the PASD Method. This activity started in 1996 following a 4 step model:

1. The architectural (re)design of a school premises, so that the space resulting from the intervention is adapted to the application of the cooperative teaching method;
2. Training for educational change of the teachers concerned, so that they can continue their work in the new spatial and pedagogical conditions;
3. A pilot operation during a period of 3 to 6 months of this school space and, at the same time, action research with teachers on the new spatial and pedagogical conditions;
4. Evaluation of the intervention, with application of qualitative research methods.

For the elaboration of most of these projects he has coordinated and managed multidisciplinary teams, composed of architects, education specialists and building engineers.

Each project was developed after close dialogue with the interested parties, teachers, parents and, in some cases, with pupils, by applying appropriate investigation methods.

Dimitris Germanos presented the results of his applied research at scientific conferences and congresses, at national and international level. Moreover, it has integrated the contribution of its applied research in trainer training seminars, and its undergraduate and postgraduate courses in Greece, France and Cyprus.

The methodological approach

The «U Approach»

In this context, based on the contribution of his applied research and specialized bibliography, Germanos has developed an anthropocentric approach to the design of learning spaces, the "U" Approach (User approach). Its main feature is that it takes into consideration both student (as space user) and educational environment.

The PASD Method

To realize this approach, he designed the method of the "Pedagogical & Architectural Space Design" method (the PASD Method). It is a complex method of school design, which combines the architectural design of school space with a web of pedagogical and psychosocial factors, acting in an educational environment.

The evaluation of the method showed a positive change in the sense of space felt by the students. The new school space had become close to the preferences and interests of the students; in addition, it promoted the application of cooperative learning techniques and thereby the active and creative participation of students in the learning process.

The design of new types of learning spaces for the Greek school

His research path led him to propose four new experimental types of learning spaces for the Greek school: The Multipurpose Classroom, the Educational and Cultural School Centers, the Open Educational and Cultural Spaces, the Educational and Spontaneous Places to school.

Their architectural and educational features are adapted to the characteristics of the cooperative class and, at the same time, they aim to promote the child's overall development -academic, psychological and socio-cultural.

Their experimental contribution has been considerable, as they have drawn the way for the modernization of the Greek school and its mutation to cooperative pedagogy.

1. The Multipurpose Classroom

<https://www.espacepedagogie.net/english/design-projects/multipurpose-classrooms/>

It is an evolution of the classroom space, characterized by two architectural features:

- ▶ Flexibility, which offers students and teachers the opportunity to adapt their space to the needs of their educational activities
- ▶ The versatility, which allows the same academic space to run alternately a) as a classroom for cooperative education, b) as a library room and c) as a place of cultural and artistic events.

2. The Educational and Cultural School Centers (ECSC)

<https://www.espacepedagogie.net/english/design-projects/educational-and-cultural-school-centers/>

The architectural design of the Cultural Educational Centers proposes to correlate the arrangement and use of physical space with the academic, social and cultural development of the child. Its main objectives are:

- ▶ To promote the culture of the "conscious reader"
- ▶ To develop student's educational communication and interaction skills
- ▶ To put students and teachers in contact with art and culture
- ▶ To develop exchanges between school and its neighborhood.

3. Spaces for outdoor educational and cultural activities

<https://www.espacepedagogie.net/english/design-projects/outdoor-learning-spaces/>

Proposal of three types of outdoor spaces that are flexible microenvironments of education and culture:

- ▶ Spaces that aim to improve the relationship between school and city, as well as contact between different age groups
- ▶ Schoolyards functioning flexibly
- ▶ Outdoor classrooms

These outdoor spaces are alternatively used for academic and cultural learning activities, as well as for the emotional, social and physical development of children and adolescents.

4. School space including places created by children

The place is a real space, redefined by the user and charged with meanings relating to his needs and his imagination. It can be created spontaneously by the children, if they have the freedom to intervene to the space during the class. But, its creation can also be planned thanks to a collaboration between architects and teachers and integrated into the functioning of the class.

In our research, the integration of educational spaces in the classroom has revealed to us a new innovative spatial model, in which class space is defined according to the successive rearrangements resulting from its use.

Expertise in architectural design and construction of school buildings

School Design with the PASD Method

To date, 24 years of professional expertise in the architectural design of school buildings, with application of the PASD method. The main objective was the creation of school spaces adapted to the criteria of application of effective pedagogies, essentially of the cooperative teaching method.

Since 1996, Germanos has developed architectural plans, organized construction sites and supervised construction work in 38 school architecture projects in Greece and 2 in Cyprus. During these projects, he coordinated multidisciplinary teams composed of architects, landscapers, teachers and building engineers.

The approach of renovating school buildings

According Germanos, in most cases, the architecture of public schools follows regulations that define the directions of their architectural design. This results in the construction of a large number of school buildings with similar architectural and functional characteristics.

Therefore, as part of a school building renovation process, it is possible to identify groups of typical architectural elements to be changed in order to modernize these buildings from the point of view of their spatial and educational functionality. These changes must follow unified criteria of spatial and pedagogical functioning; however, it goes without saying that their architectural form and aesthetics must vary. Thus, it is necessary to establish a grid of architectural modules (functionality, shape, color and texture) to be applied to the design of the facades and the interior spaces of the buildings, in order to give them an identity of their own and to adapt them both to the age of pupils, only to the needs of the applied teaching method.

This approach allows the systematic planning of massive renovation projects of school buildings, built according to similar principles. In addition, the use of modular elements makes it possible to significantly reduce the cost of construction on a large scale.

Publications (a selection)

Books

Germanos, D. (2006). *The walls of knowledge*. Athens: Gutenberg (in Greek, GR).

Germanos, D. (2001). *Space and educational process*. Athens: Gutenberg (GR).

Parts of books

Germanos, D. (2020). "From space for children, to space of children at school: designing space on the user side". In: Germanos, D. Tsoukala, K. (eds). *Spatial story of the child*. Thessaloniki: Epikentro (GR).

Germanos, D. (2013) "School Space and Furnishings". In: Harms, Th., Clifford, R., Cryer, D. (eds). *Early Childhood Environment Rating Scale*. Thessaloniki: Kyriakidis, 18-32 (GR).

Germanos, D. (2011) "Space as a factor for improving the educational environment in kindergarten". In: Chrysafidis, K., Sivropoulou, R. (eds). *Principles and perspectives of preschool education*. Athens: Kyriakidis, 22-64 (GR).

Articles

Germanos, D., Geka, M. (2020) « Penser, agir, apprendre : espace et représentations sociales en milieu éducatif ». In : Dargentas, M. (ed). *Penser et agir dans les espaces et dans les villes*. Actes du Colloque international tenu à Brest le 15-16 Octobre 2015. Brest : Presses Universitaires (FR).

Gkloumpou, A. & Germanos, D. (2020). "The importance of classroom cooperative learning space as an immediate environment for educational success. An action research study in

Greek Kindergartens", *Educational Action Research*, DOI: 10.1080/09650792.2020.1771744. Link: <https://doi.org/10.1080/09650792.2020.1771744>, accessed at June, 2, 2020.

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<https://eproceedings.epublishing.ekt.gr/index.php/childspace/article/view/1431> (GR)

Germanos, D. (2018). "Research-action-training and school space as factors of educational change". In: Katsarou, E., Tsafos, V. (eds.) *Defining Action Research in Greece*. Digital Proceedings of the international Symposium organized by CARN (Collaborative Action Research Network) in Greece in collaboration with the Universities of Athens and Crete. Rethymnon, 27 June 2015, 81-100.

http://www.actionresearch.gr/sites/default/files/1o_symposio.pdf (GR)

Germanos, D. (2015). "The place as factor of the pedagogical quality of space". In: Germanos, D, Liapi, M. (eds.) (2015). *Children's Spaces or Spaces for Children?* Digital Proceedings of the interdisciplinary Congress with international participation. Thessaloniki, Greece, 09-10 January 2015. Athens: Greek National Documentation Centre, 46-55.

<http://epublishing.ekt.gr/en/12240>

Germanos, D. (2014). "Restructuring the school space: from the standards space to the children's space". In: Tzekaki, M., Kanatsouli, M. (eds). *Reflections on childhood*. Digital Proceedings of the Symposium with international participation. Thessaloniki: Aristotle University of Thessaloniki, 448-467. <http://www.nured.auth.gr/congress2014/> (GR).

Germanos, D. (2013). "Teachers manage the change of their class. Relationship between researches, training and experimental interventions in an educational environment". *Scientific Review of the University of Ioannina*. Digital Edition.

http://ptde.uoi.gr/index.php?option=com_content&view=article&id=66&Itemid=40&lang=el (GR)

Germanos, D. (2011). "Space as a factor of redevelopment and revaluation of the educational environment at the Kindergarten". In: Chrysafidis, K., Sivropoulou, R. (eds), *Principles and perspectives of preschool education*. Athens, 23-44 (GR).

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Germanos, D., Gavrilidis, S., Arvaniti, I. (2009). "School creates its own library: A case study". *School Libraries in the Picture*. Proceedings of the 38th Annual Conference of the International Association of School Librarianship (IASL). Digital Edition. Padova, 2-4 September 2009. Conference website: <http://www.iasl-online.org/events/conf/2009/>

Germanos, D. (2009). « Le réaménagement éducatif de l'espace scolaire, moyen de transition de la classe traditionnelle vers une classe coopérative et multiculturelle ». *GERFLINT*. Paris: *Synergies/ Sud-est européen*, 2, 85-101 (FR).

Germanos, D., Arvaniti, I., Gregoriadis, A., Kliapis, P. (2007^a). "Perceptions of students about their new cooperative class and their evaluation criteria". In: Hatzidimou, D. et al, (eds.), *Pedagogical and Educational Research in Greece*. Proceedings of the 5th Panhellenic Congress of the Hellenic Society of Pedagogy. Thessaloniki: Kyriakidis, B, 487-495 (GR).

Germanos, D., Arvaniti, I., Gregoriadis, A., Kliapis, P. (2007^b). "Teachers evaluate the process and outcomes of creating a cooperative environment in their classroom as part of an action research". In: Kapsalis et al, (eds). *Primary Education and the Challenges of Our Time*. Proceedings of Panhellenic Congress. Digital Edition. University of Ioannina, Faculty of Education Sciences, 294-302 (GR).

Germanos, D. (2006^a). "Space and educational environment at the Contemporary Kindergarten". In: Papaleontiou-Louka, E. (eds), *Contemporary Approaches to the Analytical Program of the Kindergarten*. Athens: Typothito-Dardanos, 351-363 (GR).

Germanos, D. (2006^b). "Space and constitution of social behavior". In: Syngolitou, E. (ed). *Environmental Psychology: Current Trends in Greece*. Thessaloniki: Kyriakidis, 43-64 (GR).

Germanos, D. (2004). "The play, another approach to the educational process". In: Hatzikamari, P., Kokkidou, M., (eds). *Play as part of the educational process*. Thessaloniki: University Studio Press, 63-76 (GR).

Appendix

The "U approach" and its application with the PASD method: examples

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1. Multipurpose Classrooms

9th Public Primary School in the city of Kilkis, Northern Greece



Before. A computer classroom.



After redesign. Main pedagogical guidelines of the new learning space: the creative relation with books, the cultivation of pleasure in reading and the cooperation development.

4th Public Primary School, Municipality of Menemeni, urban agglomeration of Thessaloniki.



Before. Surplus classroom available for parent club meetings.



After redesign. Main pedagogical guidelines of the new learning space: creation of a "home atmosphere" and configuration of positive psychological climate for the development of the cooperative learning.

Educational & Cultural School Centers (ECSC)

ECSC attached to the Public Primary School of Chrysavgi, Langadas, Northern Greece/1.



Before. A meeting hall, an ugly and depersonalized school space.



After redesign. Main pedagogical guidelines: correlate the arrangement and use of space both with access to information, and with the academic, social and cultural development of the child. Creation of flexible spaces with alternative uses: study area & stage for performances (at an elevated level in the background), work area in groups & spectator space for speech and art events (in the foreground). In the neon sign a verse of Paul Eluard "The Earth Is Blue Like an Orange".

ECSC attached to the Public Primary School of Chrysavgi, Langadas, Northern Greece/2

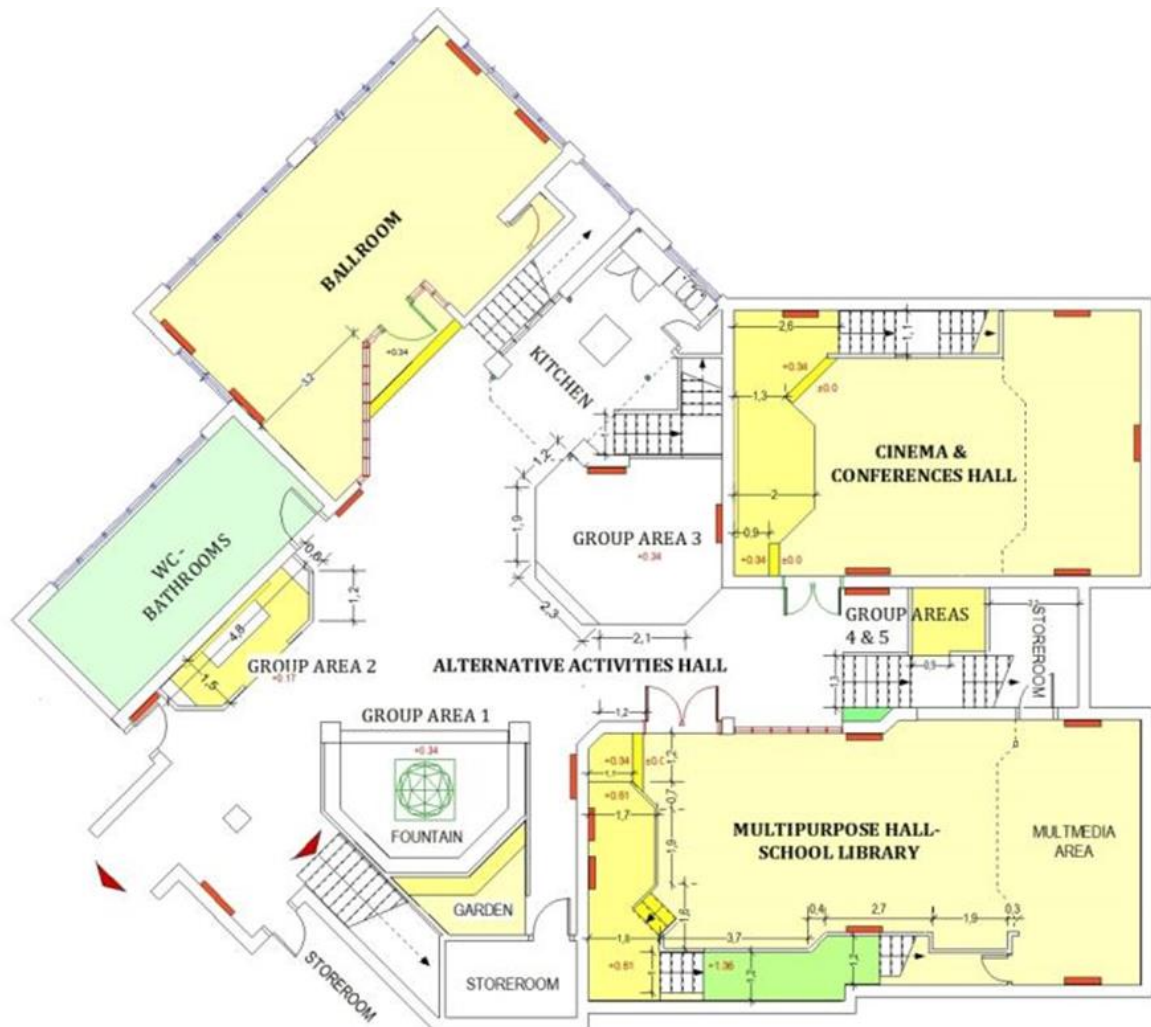


Before. The entrance to the meeting hall.



After redesign. Configuration of the space on levels, which can be used alternatively as a school library, as an area for group work & as an auditorium space for art events.

ECSC that serves both the school and the community.



After redesign. Central level plan

ECSC attached to the 21th Public Primary School Thessaloniki/2



Before. The main hall, with visible heating and fire extinguishing facilities.



After redesign. Alternative activities hall, functioning for group activities, drama activities, art exhibitions, debates, leisure activities and lunch area.

ECSC attached to the 21th Public Primary School Thessaloniki/3



Before. Multipurpose hall, planned as a meeting hall and gym.



After redesign. Multipurpose hall, functioning alternately as school library and study room or as art and culture hall.

Spaces for outdoor educational and cultural activities.

1st/2nd Public High School, located near the historical monument of Eptapyrgio. Municipality of Sykies, urban agglomeration of Thessaloniki/1.



Before. Undeveloped area (view from the main road). At the back: the Eptapyrgio monument.



After redesign. Main pedagogical guidelines: Improve the relationship between the school and the city; development of educational and cultural activities that promote contact between children and different age groups. Internal perimeter road for sports and leisure activities from the school and, alternatively, as a promenade from the community. Inside the perimeter, areas for education and leisure activities: kiosks, seating areas, small stadium.

1st/2nd Public High School, located near the historical monument of Eptapyrgio. Municipality of Sykies, urban agglomeration of Thessaloniki/2.



Before. The unformed space and in the background the city.



After redesign. From the same point of view, areas for education and leisure activities.

Outdoor Classrooms

“European Model”, Private Primary School. Municipality of Elliniko, Athens agglomeration.



Before. The schoolyard.



After redesign. Main pedagogical guidelines: a flexible module of outdoor spaces, which facilitates the development of several types of communication and interaction to teach or spend free time.