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Experiences on Spatial Transformations and Educational Program Changes at *Krabbesholm Højskole* in Denmark

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ABSTRACT

The paper explores the spatial transformation of Krabbesholm Højskole's buildings according to the changes in its educational program.

The information was grouped into three periods: In Period I, from 1991 to 1996, the school framework was established by ensuring the number of students and expanding spaces with surrounding buildings. In Period II, from 1997 to 2011, because of changes in educational program, new construction and renovation projects by guest professionals created a professional network. In Period III, from 2012 to present, all the students were connected by a new studio-building project. In conjunction, the school reconsidered the function of other buildings and rearranged on-site zoning. All these processes transformed the on-site building composition from a courtyard type to village typology.

Consequently, the Krabbesholm Højskole was founded to manage the problem of educational programs with flexible operation of spaces. The six-month operation period of the residential school and its design program affected the spatial transformation.

1. INTRODUCTION

Højskole, folk high school in English, is a residential school that was originally founded in Denmark in 1844 to provide equal access to education, especially to young farmers¹. The majorities of folk high schools were located in suburbs, using existing buildings as infrastructure; this tendency continues to this day. Currently, there are 69 folk high schools² providing students with multiple curricula². Folk high schools are institutions for adult education that do not grant academic degrees; therefore, only students over 18 years old are eligible for admission. Students live together with their teachers for half a year. Thus, all students must live in a community, establish relationships with other people, and develop a sense of responsibility through a lively program. A folk high school is private and, therefore, is financed by students' school fees and a government subsidy.

Krabbesholm Højskole is a folk high school founded in 1907. It has offered an art and design program since 1991³. All students choose one main course and study it thoroughly in a semester, one of the characters of Krabbesholm Højskole (Table.1). Apart from this, there are several buildings such as an old manor farmhouse (Fig.1), barns, other existing buildings, and new buildings. Each building and its spatial transformation corresponds to changes in the educational program over time.

This study aims to explore the spatial transformations of Krabbesholm Højskole's

buildings according to the changes in its educational program since the introduction of the art and design program.

Table 1. An example of weekly schedule

	Mon.	Tue.	Wed.	Thu.	Fri.	Weekend
	Wakening	Wakening	Wakening	Wakening	Wakening	
8:00-8:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
8:30-9:00	Assembly	Assembly	Assembly	Assembly	Assembly	10:00-12:00
9:15-12:00	Main course	Main course	Main course	Main course	Main course	Blanch
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch	
12:30-13:30	Recess	Recess	Recess	Recess	Recess	12:00-18:00
13:30-15:30	Main course	Main course	Main course	Main course	Main course	Free time
15:30-18:00	Free time	Free time	Free time	Free time	Free time	
18:00-18:30	Dinner	Dinner	Dinner	Dinner	Dinner	18:00-18:30
18:30-	Free time	Free time	Free time	Free time	Free time	Dinner
	Group meeting		Cafe	EveningLecture	Friday bar	
	Bed	Bed	Bed	Bed	Bed	



Fig1. Old Manor Farmhouse

2. METHOD

Field surveys at Krabbesholm Højskole were conducted to check the school infrastructures based on the architect drawings that were given by the school before in November 2009 and Jun 2010. Moreover, valuable information was obtained from in-person interviews and meetings with the School Principal on August 28th, 2011. The interviews were asked about the reasons of each spatial transformations and the future plan of school. Note that the spatial transformations are still in progress at that time were confirmed on the school website⁴ when they were finished. Additionally, other data was gathered through the collection website open information^{4,5} and books^{3,6}. Based on these research, all the data about the spatial transformations and the educational program changes were arranged in chronological order.

3. RESULTS AND DISCUSSION

The information was grouped into three periods.

Period I : The establishment of the school framework [1991 – 1996]

In 1991, Krabbesholm Højskole reopened with an art and design program and 13 students. Art, design, and architecture were the main courses offered. Existing buildings such as an old farmhouse and barns had been used for school infrastructure since the beginning. Students were admitted into the school at any time during the school year. At the end of the first semester, the number of students increased to 22; the number grew to 40 in 1992 and 60 in 1994. Thus, the number of students stabilized at the end of this period. To focus on school infrastructure, the school bought some surrounding buildings built between the 1900s and 1970s as studios and houses for school staff.

The school established the school framework (i.e., securing a stable number of students and spaces for the educational program) from 1991 to 1996.

Period II : Network with guest professionals [1997-2011]

In 1997, photography class started as a new sub-class. In addition, Graphic Design and Photography were implemented as main courses in 2000 and 2004. There were

introduced with a total of 100 students. The first new construction project which build a photo studio started during these educational program changes. The studio built in cooperation with SCI-arc in 1999. From this phase, many renovation projects by guest artists, designer and architects were started. Most of their projects were in student's dormitories. These provided good chance to have interaction with guest professionals who are from both Denmark and abroad for students. Moreover, new guesthouse designed by Cuban-American artist in 2001 and new gallery designed by Japanese architect in 2009 was built to enrich these experiences.

In this period, from 1997 to 2011, five of highly specialized curriculum that continues up to now has been enhanced. As if in response, many spatial projects were implemented. Especially, by environment is well-equipped to invite variety of artists, it can be said that the school provided bilateral opportunities of daily interaction between students and guest professionals.

Period III : Connection between all students [2012-]

There are no big change about educational programs in this period. The school keeps 5 main courses and 100 students. On the other hand, the new studio building for Art, Design, Architecture and Photography were created by American architecture in 2012 to gather old former studios that were disperse inside the school. Thereby, old former studio buildings and several dormitory buildings were rearranged in areas according to the spatial function and activity, for example, the former student's dormitory buildings

Table2. Educational Program Changes and Spatial Transformations

Year	Educational Program	N.S.	Spatial Transformations	Period
1991	Art&Design program start <i>Art, Design, Architecture</i>	13	1990-1994 B Buy surrounding buildings as studio[i] and houses for school staff[k,l]	Period I : The establishment of the school framework
1992		22		
1994		40		
1995		60		
1996				
1997	<i>Photography starts as a sub-class</i>		F "The Idea of a Chair" : Createing furnitures by several professionals	Period II : Network with guest professionals
1999		B Completion of Photo Studio cooperated with SCI-arc [o] I Furnishing students' dormitory at Øst[b]		
2000	<i>Graphic design starts as a main course</i>	80	B Completion of Guest House/'Pardo House' designed by Cuban-American artist [p]	
2001				
2004	<i>Photography starts as a main course</i>	100		
2007			Set up Showcases/'Kunsthul' for exhibition[q] I Furnishing students' dormitory at Vest2 / 'Femmes Regionales'[c]	
2008			I Furnishing students' dormitory at Veststuen[c]	
2009			F Furnishing students' living room in Grundtbigsteun[i] B Completion of new Gallery /'For Boxes Gallery' designed by Japanese architect[r]	
2010			F Production of Bow-wow stool for new Gallery B Completion of Pavillion/'Chill Out Pabillion' designed by American artist[s]	
2012			B Completion of new Studio bldg./'4 studios' designed by American architect[t] I Renovated former Design and Architecture Studio to dormitory[i] I Renovated former Photo Studio to students' house[o] I Renovated former Dormitory buildings to workshop[g,h]	

[regend] N.S.: Numer of Students, F:furniture project I;interior project B:building project, []:symbol of buildings from fig.2

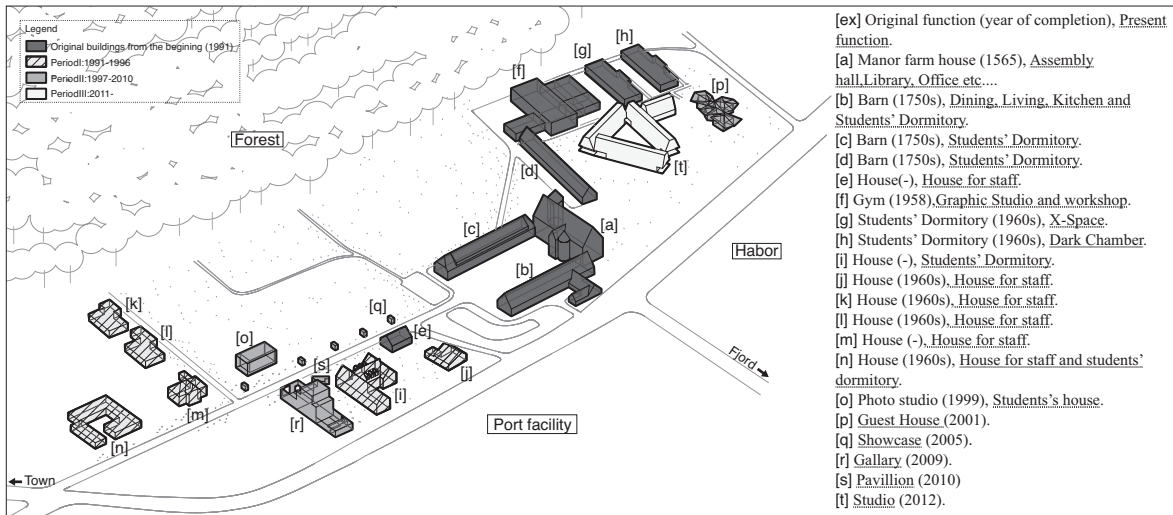


Fig2. Krabbesholm Højskole

were renovated to workshop space and former studio-Architecture and Design building were renovated to new students dormitories. The new studio building prompted spontaneous communications and collaboration between students or each courses.

4. CONCLUSIONS

Krabbesholm Højskole improvements over the time showed the evolution of the school in a gradual development process. The spatial transformation of its building has brought a new site planning and composition from courtyard type such as old farmhouse to street type such as small village typology. The education program in the case of Krabbesholm Højskole has experience many adjustments about the school management due to different circumstances in time. The introduction of the art and design program at as greatly effects on the spatial transformation. It provided not only physical openness of it environment but also open-mind to formulate new strategies for the educational program and management.

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