





9. Conclusion

The physical environment can play a major role in the way students are able to learn. This dissertation then investigates the value of MST education and establishes how, through interior intervention, a model of experiential learning can be catalysed.

All buildings are rich with informal MST learning opportunities and the design sets out to expose these lessons hidden in structure. By emphasising the presence and occurrence of Mathematics and Science in the everyday, students are encouraged to notice the beauty of the world and the interconnected role MST plays therein. As explored in the theoretical investigation, the concept of the environment as an informal teacher of MST was developed. In providing a variety of spaces, different teaching and learning activities can be accommodated. The design solution, through interior expression, developed new methods of enriching the physical environment of the school using real life experiences, thus contributing to the field.



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