

The focal issue of this thesis is the area of educational space - the spatial disposition of schools. The paper deals with the topic in a broadest way possible and uses the term "classroom architecture" as a general description of all related issues and phenomena.

The paper is divided into two parts: a theoretical one and a practical one. The first chapter of the theoretical part describes the basic terminology, specifies the boundaries of related fields of study and introduces the history of education technology as a discipline of research. The second chapter is concerned with ergonomics in terms of education, educational instruments, organization of educational space and, based on these topics, analyses the relation between alternative education and the concepts of organizing the educational space. The third chapter observes the relation between the classroom climate and the classroom environment as related to progressive psychology of pupil's personality. Finally, the last chapter examines the essence and purpose of the action plan "School for 21st century" for equipping educational space with didactic technology.

The practical part presents research concerned with the impacts of educational space environment on the classroom climate. Its progress and results are evaluated in the final chapters of the thesis.