The PISA international School Performance Study underlines the importance of careful consideration and implementation of demands made by architects and architectural psychologists. For example:

- Schools of the future must have an intrinsic “experience quality”. Rooms for learning in must also be rooms for living.
- Both at the planning and construction stages, the individual wishes of the school’s students and teachers must be taken into account.
- Schools must be designed as places to work, meet, and live with a comfortable atmosphere.

These are prerequisites for good educational performance and successful learning in schools, as well as for developing a sense of responsibility and reducing vandalism.

Using interviews with architects and demonstrating an abundant knowledge of architectural, work, and organizational psychology, the authors present a sophisticated picture of the spatial conditions (i.e. color schemes, design) and psychological processes (displays of self) of a school’s construction. These findings have been collated in a synopsis which contains many forward-looking aspects of a school’s construction, as well as functional, aesthetic, social-physical, ecological, organizational and economic criteria.

"I found this topic so important and interesting that I began reading straight away. This is an encouraging, lively, groundbreaking book, and I can only hope that it quickly attracts a wide readership amongst building planners and architects, and naturally amongst educationalists (particularly environmental psychologists) too.” (Prof. Dr. Gerhard Kaminski, Tuebingen)