Abstract

A green roof is a distinctive and modern feature of contemporary architecture, and when implemented in an educational setting, it can become an engaging part of pedagogical practice. This thesis explores the description, specifics, and potential for the optimal use of a green roof in the teaching of science subjects at elementary schools. The study employs a semi-structured interview as part of a single-case study research design. The thesis is divided into theoretical and practical parts. The theoretical section draws from both international and domestic sources, as well as the author's personal experience and interest in the field. It discusses concepts such as green infrastructure, green classrooms, and green roofs, while also exploring various possibilities for utilizing green classrooms in education, along with relevant didactic methods. The practical section begins by defining the research goals and questions, the research sample, applied methods, and the ethical considerations of the research. This is followed by the presentation of findings. The results section includes an analytical report and outputs from thematic analysis based on data collected through interviews. The case study is structured into sections corresponding to several thematic areas. The investigated green roof is used for teaching in expected areas through diverse methods and approaches. Various teaching methods and formats are employed. The author also examines certain shortcomings and limitations of the project, emphasizing the importance of establishing and adhering to rules for access to the roof. The project is regarded by participants as highly successful and offers significant benefits for science education at the elementary school level.

Keywords