Designing inclusivity:

Eliminating social barriers, increasing collective identity

Majd Shahoud - 5153301 - 27-06-2024

Design Journal: version P5

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Course: AR3AP100 | Public Building

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Graduation Plan

Master of Science Architecture, Urbanism & Building Sciences

Graduation Plan: All tracks

Submit your Graduation Plan to the Board of Examiners (Examencommissie-BK@tudelft.nl), Mentors and Delegate of the Board of Examiners one week before P2 at the latest.

The graduation plan consists of at least the following data/segments:

Personal information	
Name	Majd Shahoud
Student number	5153301

Studio		
Name / Theme	Public Building/ The Vertical Campus	
Main mentor	Henk Bultstra	Project Design
Second mentor	Ger Warries	Technical Building Design
Third mentor	Sien van Dam	Theory and Delineation
Argumentation of choice of the studio	Designing a public building or a building with public spaces has always been my fascination and that is why I always knew that this is what I want to do in the future. In addition, my favourite part of designing public buildings is their social aspect and how to bring people together and create interaction between them. I am interested in the challenge that the studio requires of designing a public building and keeping the aspects of multifunctionality, multiplicity and hybridity in mind. Although a campus has a public function, it is still challenging to make it accessible to everyone. Especially when the functions are vertically stacked, it is harder to invite people to go to the higher public areas.	

Graduation project	
Title of the graduation project	Designing inclusivity: Eliminating social barriers, increasing collective identity
Goal	
Location:	The Hague Central Station area
The posed problem,	[Problem Statement]
research questions and	[Research Question]
design assignment in which these results.	[Design Assignment]
Situated in The Hague's Central Innovation District, the goal is to design a mixed-use vertical campus that promotes connections, inclusivity, and a strong sense of belonging among users. Through the integration of design features that stimulate	

social engagement, accessibility, and shared spaces, this project seeks to transform the site into a vibrant and welcoming focal point and destination that uplifts the entire urban area.

Also, it is vital to have shared spaces and facilities among diverse parts of the building, envisioning a more efficient and collaborative use which will facilitate a diverse range of uses within a constrained space.

This graduation project aims to address the challenges faced by the area around the Hague Central Station, which has become dominated by non-places, lacking a sense of belonging and community cohesion.

The Hague's Central Station, dominates the use, circulation, and experience of the site, not only because it is the arrival point for some visitors, but also because of its central location. This determines that the experience for most users on the site stays as transitional and not as 'destinational'. This is because people use the station as a transition to reach their destination and because there are not enough quality public spaces in the area that attract people to stay there. Also, the fact that the site is dominated by the train station and other inaccessible buildings makes almost every other building not well accessible which is also the case at Leiden University, even though it is a public building. In addition, the biggest part of the building of Leiden University is allocated to student housing which resulted in a lack of facilities and communal and shared spaces for and among these students.

Although this site is one of the most important locations in the city, if not the most important one, quality public space is missing. This is because of the huge administrative buildings, which are mainly used for governmental offices. These buildings might be seen as 'places' for their users, but they are non-places for the visitors and other users of the site. Also, the privacy these buildings require results in closed-off fortresses inside the city fabric. These urban and architectural problems turned this site into an inaccessible and unpleasant place to stay and made it a transitional stop rather than a destination. This is why people do not have a sense of belonging in the site or its buildings which is a fundamental aspect in the public realm.

Therefore, the Main Research Question is:
- How can the design of a vertically configured campus in The Hague's high-density city fabric promote a sense of belonging, social cohesion, and human well-being, transforming it from a non-place into a vibrant, inclusive destination?

The Sub-questions are:
- What architectural and urban design elements can be incorporated to enhance accessibility, transparency, and the elimination of physical and social barriers within the educational building?
- How can the design of the building encourage social interactions, gatherings, and shared activities to foster a collective identity and a sense of belonging among its users?
- What strategies can be implemented to improve wayfinding and navigation within the building, stimulating interaction and creating social cohesion, and how can shared spaces and facilities promote efficient and collaborative use among different parts of the building?

With this, the design assignment aims to create a mixed-use vertical hub in the Hague's central station area that fosters connections and inclusion by providing a variety of qualities and facilitating a diverse range of uses within a constrained space. In this way, many people will feel welcomed in the building and be part of it. By integrating these varieties, the goal is to create an accessible place for everyone including less-abled and vulnerable people in society and eliminate social barriers. In the end, this campus must become a destination that attracts people to the site and provides quality public space where communities can grow.

Process

Method description

The research and design process will employ a combination of research methodologies and techniques, including:

1. Literature Review: Conduct an extensive literature review related to the vertical campus, sustainable design, hybridity and multiplicity. (Throughout the whole year)

2. Research by Design: The studio uses a specific method known as Research-by-Design. Research-by-Design focuses on design work as a special form of research. It considers theory and praxis, analysis, and imagination as inseparable and as a medium to help conceive and develop architectural ideation. Research is not only about preparation, description, and explanation but also more importantly about projection and speculation. Research is therefore a form of design and design is a form of research.
   Conceptualize innovative campus designs that integrate with urban centres and reflect the concept of a vertical campus which is the research method of the studio. (Throughout the whole year)

3. Historical Research: Collect historical research through site visits such as Oxford and London in the UK to study the evolution of university campuses. (Done in P1)

4. Surveys and Interviews: Collect data through surveys and interviews with stakeholders such as the municipality, students, employees in Leiden

University and NS and other stakeholders, to gain insights into evolving educational and urban needs. (Done in P1)

5. Analysis of Existing Vertical Campuses: Analyse existing Vertical Campuses and similar projects worldwide to identify best practices. (P1&P2 and P3&P4 if needed)

6. Workshops: Participate in workshops and discover new design tools, coding, and scripting for research and architectural design. (Throughout the whole year provided by the studio)

7. Technical Building Design: Collaborate with Technical Building Design instructors to apply circular design principles and sustainable construction techniques. (P2, P3, P4 & P5)

8. Environmental Impact Assessment: Evaluate the environmental impact of proposed designs, focusing on energy efficiency and CO2 emissions. (P2, P3, P4 & P5)

Literature and general practical references

- a+t research group: Aurora Fernández Per y Javier Mozas. 50 Hybrid Buildings: Catalogue on the art of mixing uses. Vitoria-Gasteiz: a+t research group, 2020.

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- Ford, Alan. Designing The Sustainable School. Images Publishing Group Pty Ltd, 2007.

- Gaines, Thomas A. The Campus as a Work of Art. New York : Praeger, 1991.

- Dober, Richard P. Campus Planning. Reinhold, 1963.

- Powell, Robert. Rethinking the Skyscraper: The Complete Architecture of Ken Yeang. WatsonGuptill, 1999.

- Augé, Marc. Non-places: An Introduction to Supermodernity. London: Verso 2009.

- Augé, Marc. Non-places: introduction to an anthropology of supermodernity. London: Verso 1992.

Reflection

1. What is the relation between your graduation (project) topic, the studio topic (if applicable), your master track (A, U, BT, LA, MBE), and your master programme (MSc AUBS)?

The Public Building studio investigates the future of public buildings and their role in the built environment, by developing new spatial formulas, programmatic articulations, and building components. The work of the Public Building studio involves reinventing past structures and questioning existing typologies through research and design as well as research by design. The Graduation Studio aims to produce future-proof designs that are sustainable and investigates the possibilities of design thinking in a world where the definition of what an architect is and does, ceaselessly shifts. Public architecture should respond to and accommodate today's needs while anticipating the future.

During the first phase of this graduation project, an urban concept was made for the site around the Hague's Central Station which is further developed during P2 and will be enhanced during P3 and P4. The main focus in these quarters will be the architectural design of a vertical campus through the method of research by design. Also, the project will be refined by paying attention to building technology and sustainability aspects.

2. What is the relevance of your graduation work in the larger social, professional and scientific framework?

Within the Architecture master track, the project deals with the technical, spatial, and social challenges inherent in designing educational and public built environments. The project holds relevance within a broader professional and scientific framework, exploring a research topic that intersects various knowledge domains and requires collaboration across different research areas such as pedagogy, technology, and architecture. On site in The Hague, there exists a significant amount of knowledge, for example in the buildings of the municipality, or a large number of educational institutions present on site. However, this knowledge is not accessible to the general public. Situated in The Hague's Central Innovation District, the goal is to design a mixed-use vertical campus that promotes connections, inclusivity, and a strong sense of belonging among users. Through the integration of design features that stimulate social engagement, accessibility, and shared spaces, this project seeks to transform the site into a vibrant and welcoming focal point and destination that uplifts the entire urban area. The research and design topic I chose is socially driven. It aims to create social cohesion and an inclusive environment where as many people as possible can belong and contribute. In addition, this is a topic that should get more attention during the design of any public building.

Planning

Following the presentation of the master plan, the focus shifted towards designing a campus in that master plan. Based on the required program, a schematic design is made for p2 floor plans, and cross-sections at a scale of 1:500 and 3d views.

After P2 the design should progress from a schematic design towards a more developed design.

Post P3, the design will progress to a more detailed stage. The situational drawing, floor plans, sections, and facades will be expanded to a 1:100 scale. Additionally, a segment of the building will be intricately developed at a 1:50 scale, accompanied by a facade fragment featuring corresponding details to clarify the structural connections within the building. In this phase of the project, the focus is on the technical building design which will be integrated into the design and drawings.

By P4, which is expected to be in the weeks 4.4 – 4.6, the mentioned components will have been fully realized, and certain aspects will undergo further fine-tuning until the project's completion at P5. Also, the graduation report should be completely done by P4. Any further improvements or additional materials that are required after P4, they will be done before the final assessment by P5 which is expected to be held in the weeks 4.9-5.1.

Project Abstract

Introduction

Public buildings play a crucial role in shaping the way individuals and communities connect with their built environment. Beyond their functional utility, these spaces have the potential to create **a deep sense of belonging**. This research plan aims to explore the multifaceted elements of architectural design that foster connections, identity, and attachment among users, ultimately contributing to community cohesion and well-being. This notion will be used to develop a design for a mixed-used and hybrid vertical campus, integrating offices and public spaces. By examining diverse architectural features, design principles, and community involvement strategies, the design proposal will nurture a strong sense of belonging, enhancing social interactions and collective identity.

Problem statement

This design assignment takes place in the area around the Hague Central Station. This district is divided into three investigation sites: The green border, the high-density city fabric, and the fly-over infrastructure. This plan focuses on the second site, The high-density city fabric which spans between Theresiastraat in the north and Oranjebuitensingel in the south, and between Prins Bernhardviaduct in the east and Bezuidenhoutseweg in the west.

The site plays an important role in the accessibility of the city, because of its Central Station and also some important car roads which go through the site such as the Utrechtsebaan. The Centrepiece of this area is Hague's Central Station which dominates the use, circulation and experience of the site not only because it is the arrival point for some visitors but also because of its central location. This determines that the experience for most users on the site stays as **transitional and not as 'destinational'.**



Figure 1: Own illustration showing how the site is mainly used for commuting and by employees

Non-place

In the book, Non-places: introduction to an Anthropology of Supermodernity, the notion of the Non-place by Marc Augé is described whereas anthropological spaces are considerably characterised by transience. Therefore, individuals often remain anonymous and these spaces lack the depth of significance required to be considered as "places" within the anthropological context. Instances of Non-places are train stations, highways, hotel rooms, airports, and shopping malls.[1] These places are the opposite of anthropological places which are 'places of identity, of relations, and of history' .[2]

The fact that the site is dominated by the train station and other inaccessible buildings makes almost every other building not well accessible which is also the case at Leiden University, even though it is a public building. This campus is located on the northeastern side of the station which is seen as the back side.

1. Marc Augé, Non-places: introduction to an anthropology of supermodernity, Le Seuil, 1992: Verso, p. 122.
2. Marc Augé, Non-places: An Introduction to Supermodernity. London: Verso, 2009

This side of the site seems quite neglected and not well used in comparison with the front side which is connected to the city centre. Also, on the back side, the vacancy rate is high in some public/ semi-public buildings as the Royal Library and the National Archive. In addition, because most buildings are only used between the morning and late afternoon, the site is empty most of the time in the evening.

Furthermore, there is a lack of public space although it is one of the most important loca-tions in the city, if not the most important one. This is because of the huge administrative buildings which are mainly used for governmental offices. These buildings might be seen as 'places' for their users, but they are non-places for the visitors and other users of the site. Also, the privacy these buildings require results in closed-off fortresses inside the city fabric which should be public for everyone.
All of these urban and architectural problems turned this site into an inaccessible and unpleasant place to stay and made it become a transitional stop rather than a destina-tion. This is why people do not have a sense of belonging in the site or its buildings which is a fundamental aspect in the public realm.

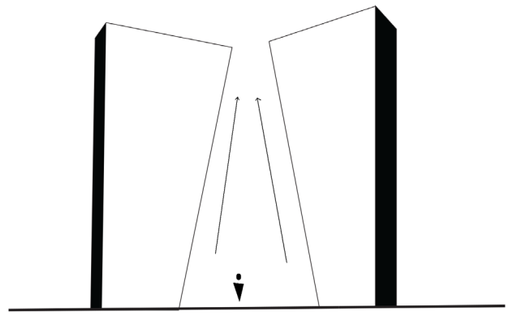


Figure 2: Own illustration showing the lack of human scale in the area

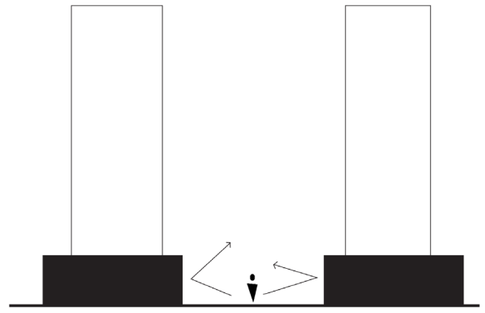


Figure 3: Own illustration showing the inaccessible plinth

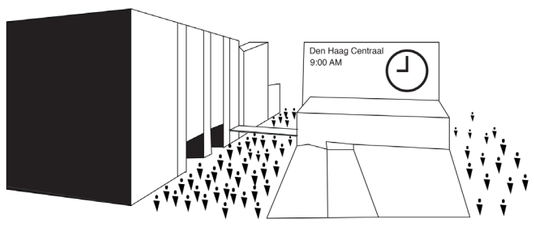


Figure 4: Own illustration showing the day scenario

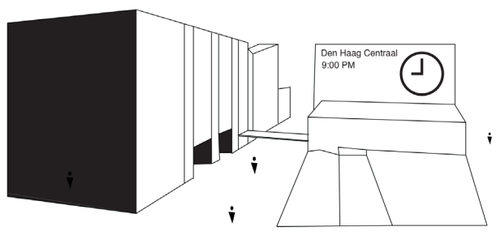


Figure 5: Own illustration showing the night scenario and the vacancy on the site

A sense of belonging

This notion refers to the emotional and psychological connection that individuals and communities establish with the built environment and the spaces they inhabit.[3] In addition, it reflects a feeling of being connected, accepted, and comfortable within a particular architectural setting. [4]

3. Kelly-Ann Allen, Margaret L. Kern, Christopher S. Rozek, Dennis M. McInerney & George M. Slavich (2021) Belonging: a review of conceptual issues, an integrative framework, and directions for future research, Australian Journal of Psychology, 73:1, 87-102, DOI: 10.1080/00049530.2021.1883409
4. Basso, Keith H. Wisdom Sits in Places: Landscape and Language Among the Western Apache. Albuquerque: University of New Mexico Press, 1996

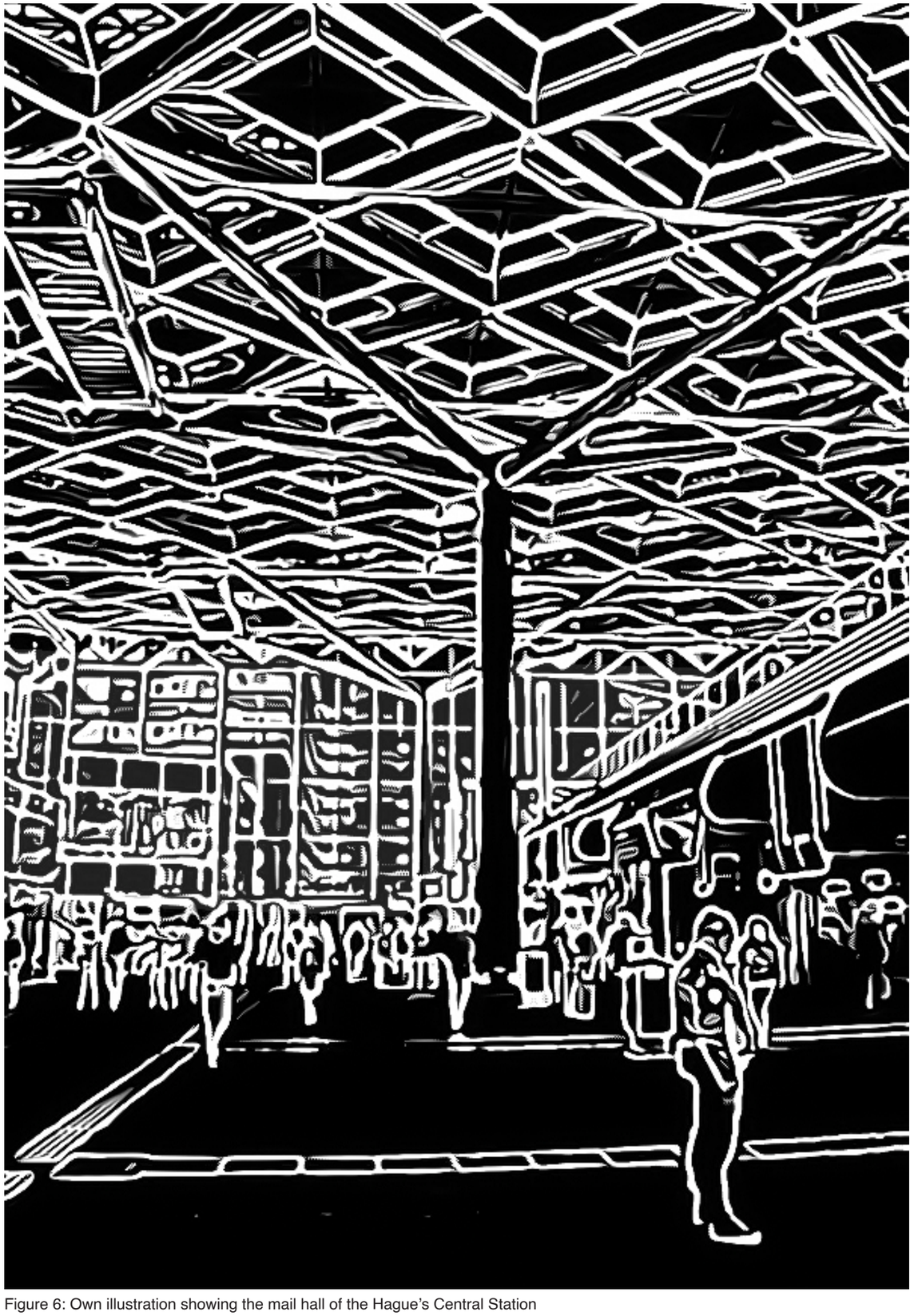


Figure 6: Own illustration showing the mail hall of the Hague's Central Station

By incorporating elements that resonate with the users, users will develop ownership and identity within the space, and promote positive social interactions. [5] It also improves human well-being and it can support health and thereby promote human flourishing. [6]

To achieve this social cohesion, some design elements can be implemented such as ensuring accessibility and transparency by eliminating both physical and social barriers. Furthermore, it is crucial to add spaces that encourage gatherings, events, and shared activities to provide platforms for social interactions and the creation of a collective identity. One more aspect that plays an important role is wayfinding and navigation through the building which stimulates interaction and creates social cohesion.

Also, it is vital to have shared spaces and facilities among diverse parts of the building, envisioning a more efficient and collaborative use which will facilitate a diverse range of uses within a constrained space.

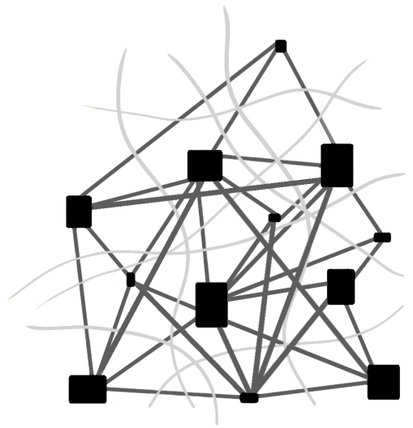


Figure 7: Own illustration showing how the imaginative way of how the site and a building should be so that people have a sense of belonging. So, instead of one huge building, designing accessible functions that are linked together but also open to the public.

Integrating these aspects in the vertically configured educational tower in the rapidly growing urban hub will create an inclusive, collaborative and cohesive social hub which will draw more people to use it and therefore lift its surroundings.

Research questions

Main Research Question:
- How can the design of a vertically configured educational building in The Hague's high-density city fabric promote a sense of belonging, social cohesion, and human well-being, transforming it from a non-place into a vibrant, inclusive destination?

Sub-questions:
- What architectural and urban design elements can be incorporated to enhance **accessibility, transparency**, and the elimination of physical and social barriers within the educational building?

- How can the design of the building encourage **social interactions**, gatherings, and shared activities to foster a collective identity and a sense of belonging among its users?

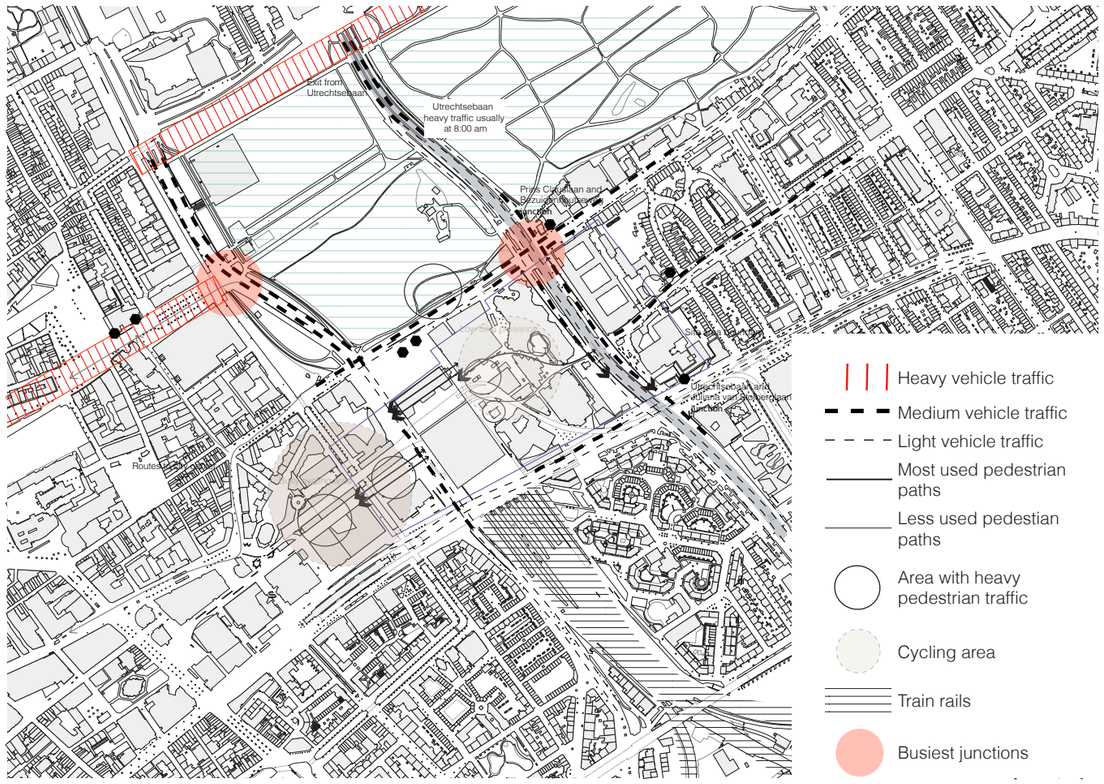
- What strategies can be implemented to improve **wayfinding and navigation** within the building, stimulating interaction and creating social cohesion, and how can shared spaces and facilities promote efficient and collaborative use among different parts of the building?

5. McElroy, E., Ashton, M., Bagnall, A.M. et al. The individual, place, and wellbeing – a network analysis. BMC Public Health 21, 1621 (2021). https://doi.org/10.1186/s12889-021-11553-7
6. Walmsley, P. (2020). The heart of a community: Belonging in architecture. (Unpublished document submitted in partial fulfilment of the requirements for the degree of Master of Architecture (Professional)). Unitec Institute of Technology, New Zealand. Retrieved from https://hdl.handle.net/10652/5391

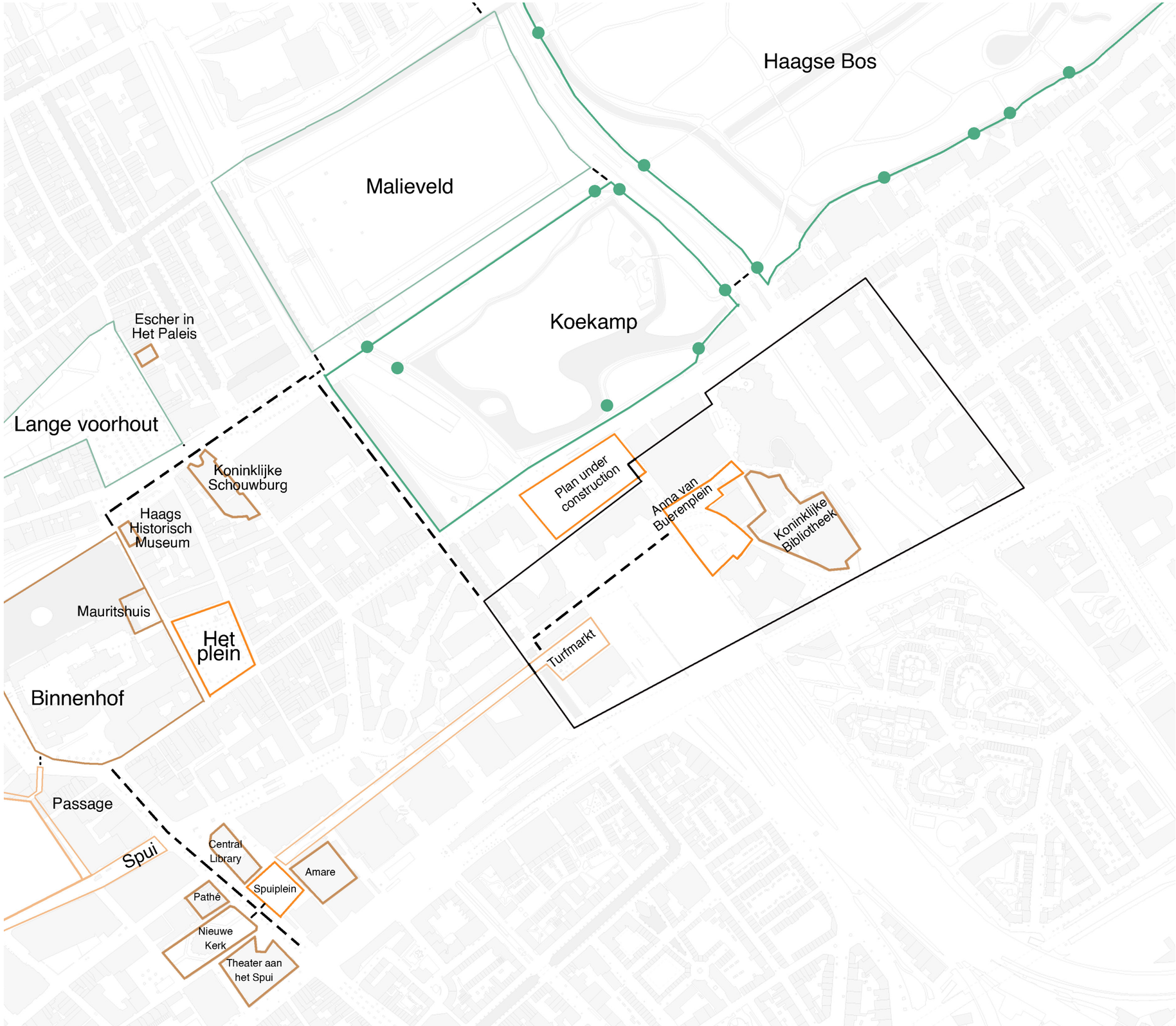
Site analysis

Main traffic flows

The design site, The high Density city fabric, is located in The Hague, The Netherlands, adjacent to its Central Station. Therefore, there are on the southern part of the site railways. In the northern part of the site, the Utrechtsebaan is located which is main car road in the area. because of these two borders, the site can almost be seen as an independent island. On the site itself, only pedestrians and bicyclists are allowed.



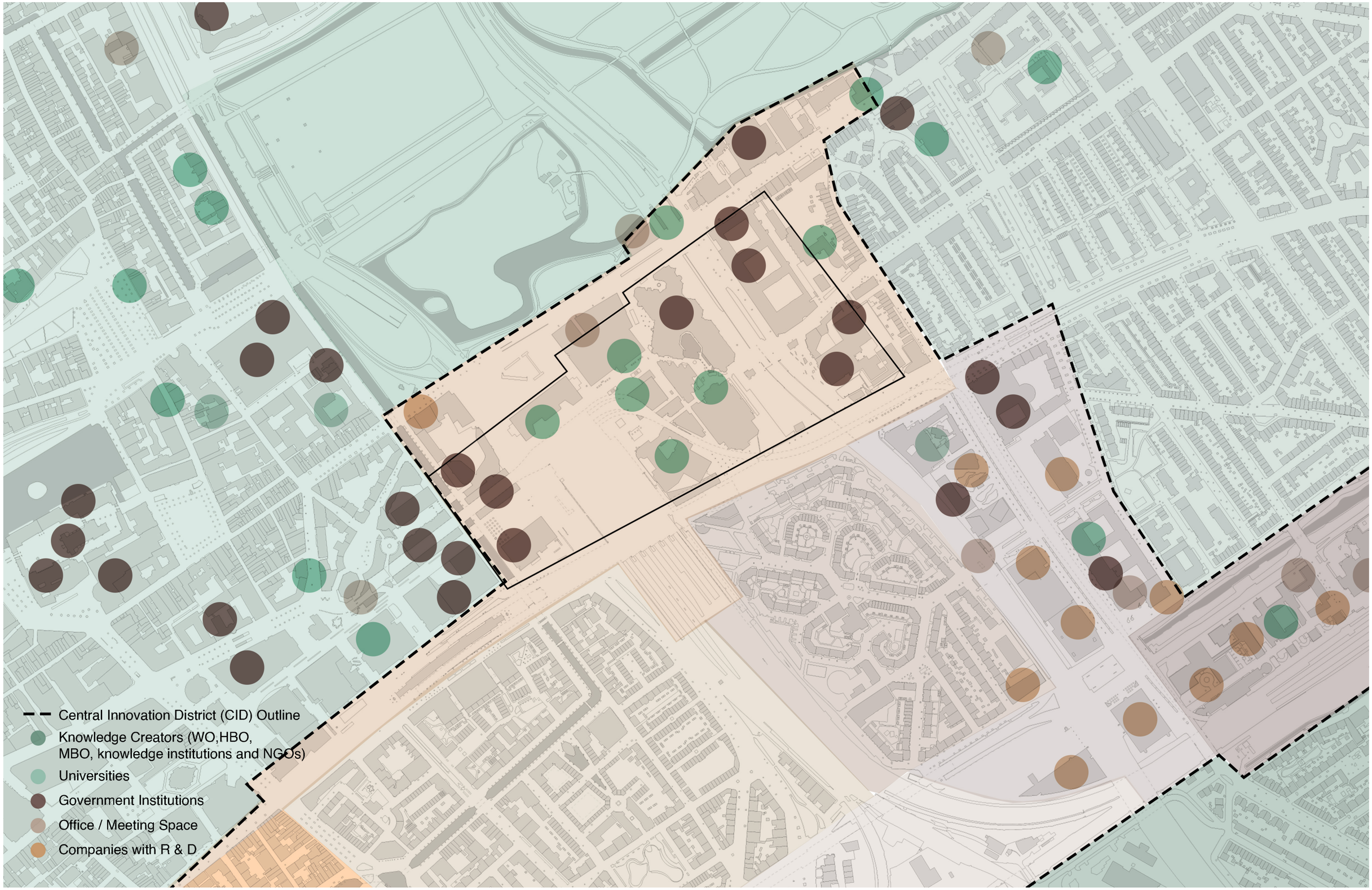
Main traffic flows



Public spaces

Public space

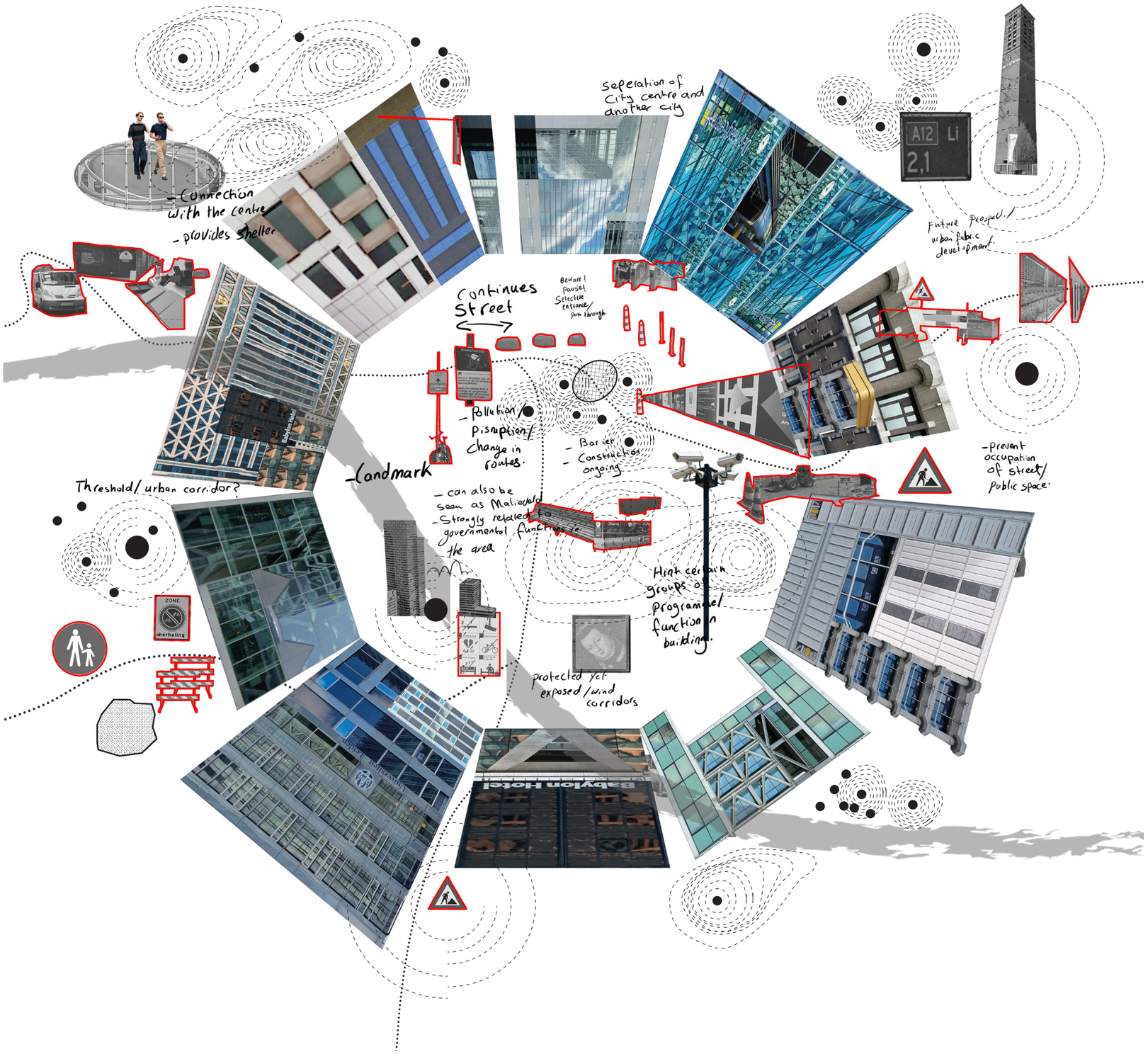
On the site itself, there are few public spaces which is because of the dominant function of office and governmental buildings. Most quality public spaces are located in the city centre around Spui.



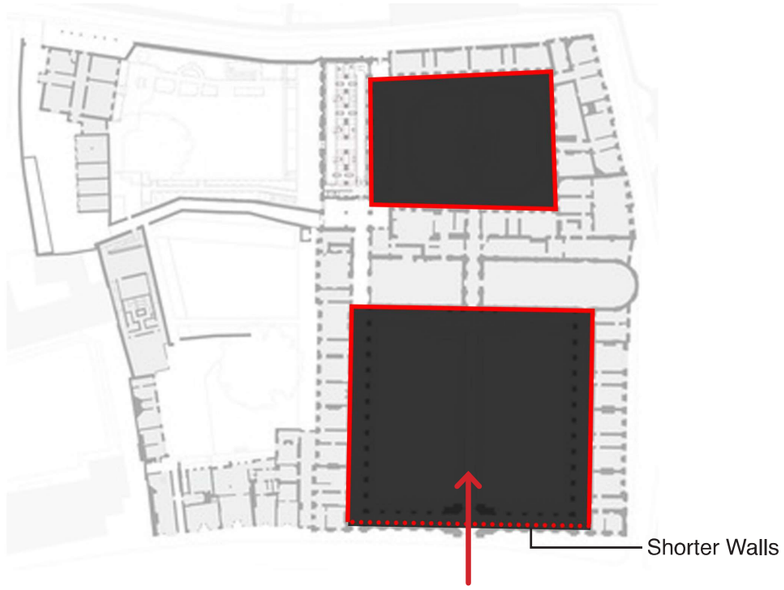
Programmatic organisation

Psychogeographical map

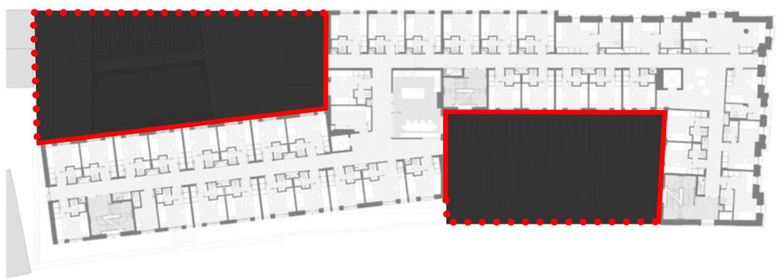
Left-over spaces as an interior



Takeaways from Oxford assignment



The Front Yard of Queen's College showing less of an enclosed quad with more welcoming entrance and shorter walls facing the high street.

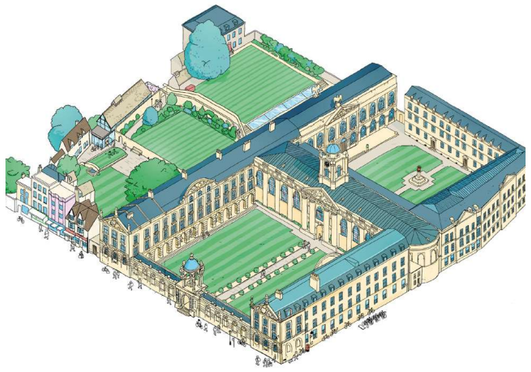


Instead of a traditional quadrangle plan, the reimagined quad and college form a S-shape spatial structure which open-up both the interior and exterior, as well as, forming a better relationship between the two.

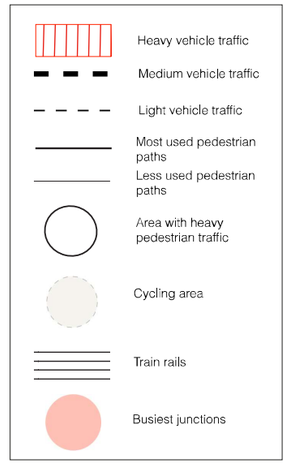
Form

Horizontality VS Verticality

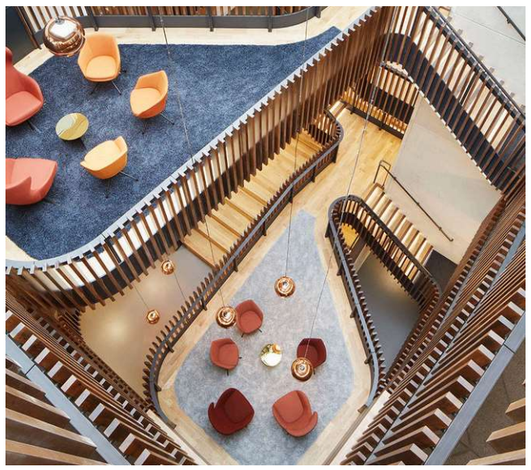
From traditional to modern univeristy buildings, not only did the architectural style changes, the programmatic layout also changes from more horizontally spreaded out to being stacked vertically. For instance, traditional All Souls and Queen's College have programmes spread out horizontally around the quadrangles, whereas programmes can be seen to be intersect and stacked in St Cross Building, althought still emphasising the horizontal espression. More modern example such as the Beecroft Building shows the extension and stacking of programmes vertically both upwards and downwards from ground level.



Programmatic volumes at Queen's College are spreaded more horizontally resulting in agglomoration of masses across a bigger area.



Interlocking and stacked masses with distinctive programmes can be seen at St Cross Building although having horizontality emphasised on the facade.



Atrium in the Beecroft Building helps introduce light and more visual connectivity between programmes.

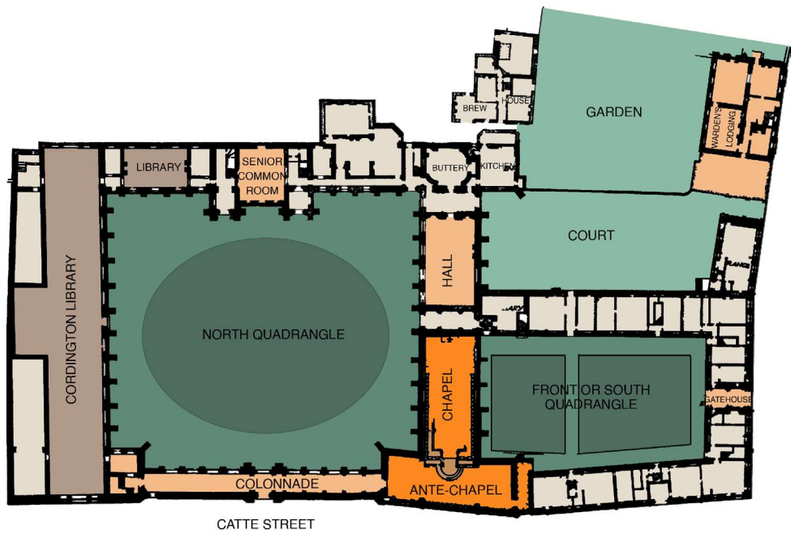


Programmes extends both upwards and downwards from the ground level in Beecroft Building.

Functionality / performance

All souls College

All Souls College in Oxford primarily serves as a postgraduate academic institution, providing facilities for research and scholarship. It also functions as a place of residence for its fellows and scholars, fostering an academic community within its historic architectural setting. Therefore the program in this college consists of classrooms/ study places, libraries, Chappel and communal spaces, and residence places. All of these functions are organised around two courtyards.



Own illustration of the program in All Souls College



Courtyard of the North Quadrangle, Self photographed

Beecroft College

The new building of Beecroft College in Oxford primarily serves as a cutting-edge research and teaching facility, housing state-of-the-art laboratories, classrooms, and lecture halls. In Beecroft the functions are also designed around a central space which functions for circulation but also as a communal space which user can use for different activities such as meeting, studying or having breaks.



Own illustration of the program using the architect's floor plan as a base layer
@ Hawkins\Brown architects

Central circulation area



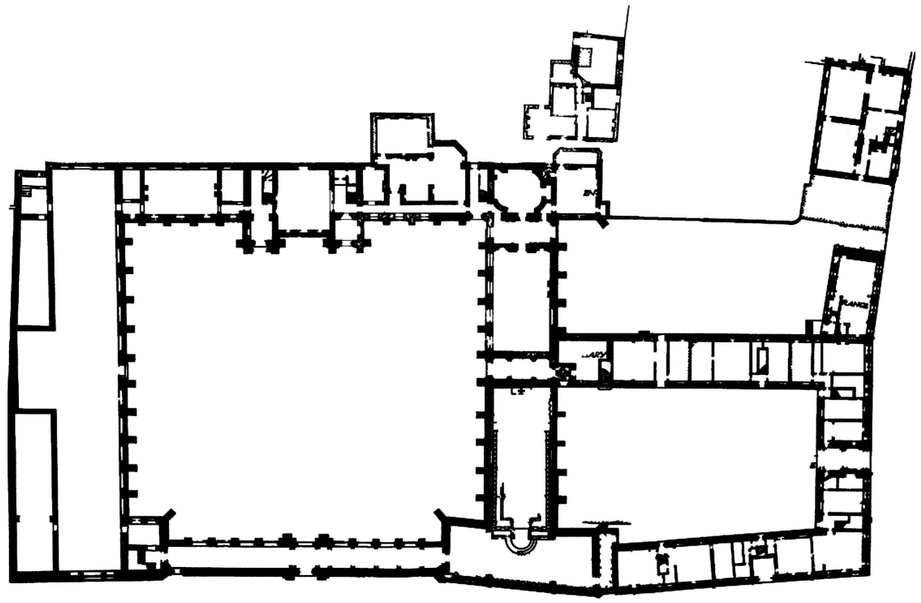
Central circulation area

Photograph of the circulation atrium from the website of the achitects
@ Hawkins\Brown architects

Typological articulation

All souls College

The typological articulation of All Souls College in Oxford adheres to a traditional collegiate one, featuring a central quad surrounded by various functional wings and courtyards. The layout is characterized by a balanced, symmetrical arrangement of buildings, fostering a sense of academic community and tranquility within the college's historic architecture.

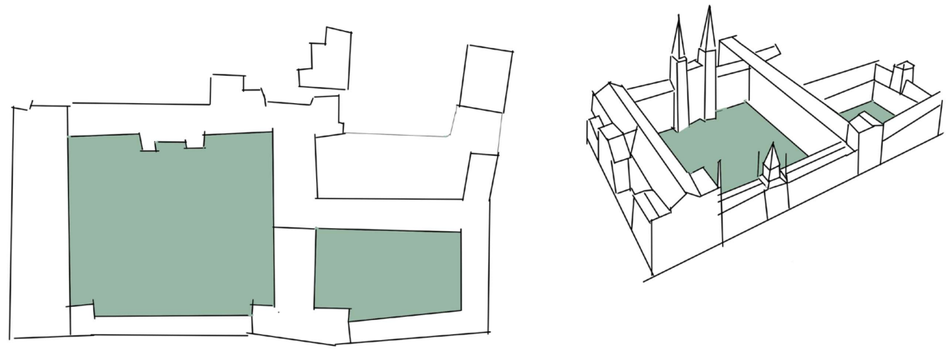


Typology

Own illustration showing the typology of this college

All souls College

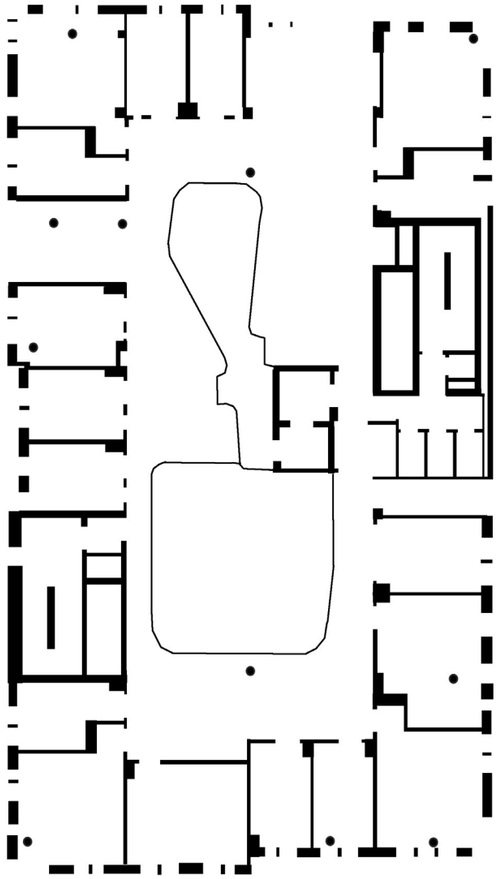
The architectural articulation within each wing is characterized by the traditional collegiate style of Oxford rooted in Gothic architecture, with its pointed arches, decorative tracery on windows, and cloistered walkways. The central tower, adorned with decorative elements like crockets and finials, serves as a focal point within the typology, while the college's vertical emphasis and the use of local limestone contribute to its distinctive historical character.



Own sketch showing the relation between the courtyard and the other wings and central tower.

Beecroft College

In Beecroft the new building is an addition to the existing one. Here there is also a similar typology used as in All Souls College, but with a modern twist. The volumes are also organised around an 'inner courtyard' but more in an vertical composition. Also half of the program is underground to provide enough space but at the same time not building higher than the existing college.

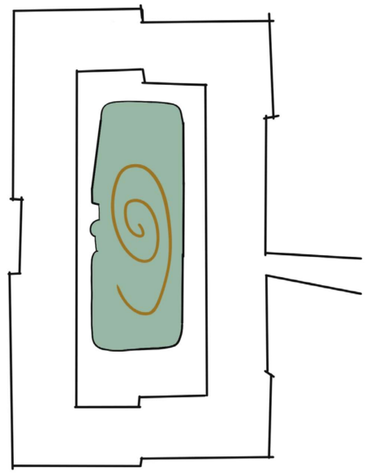


Typology

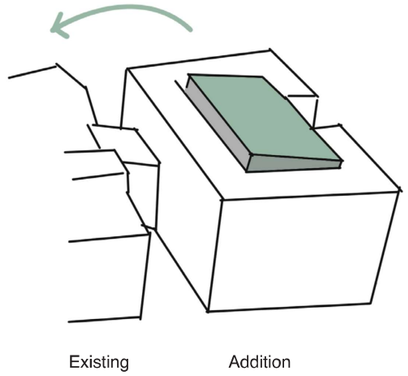
Own illustration showing the typology of this college

Beecroft College

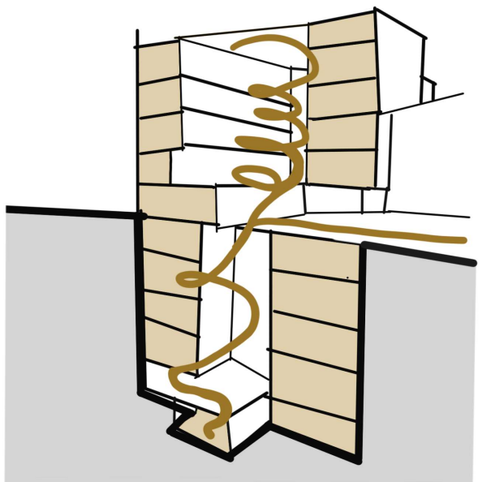
This building exhibits a contemporary typological articulation, emphasizing functionality and flexibility. It features open, adaptable spaces, state-of-the-art research facilities, and sustainable design elements that cater to modern academic needs while embracing a more flexible and innovative approach to architectural typology.



Own sketch showing the relation between the circulation atrium and the surrounding adjacent functions.



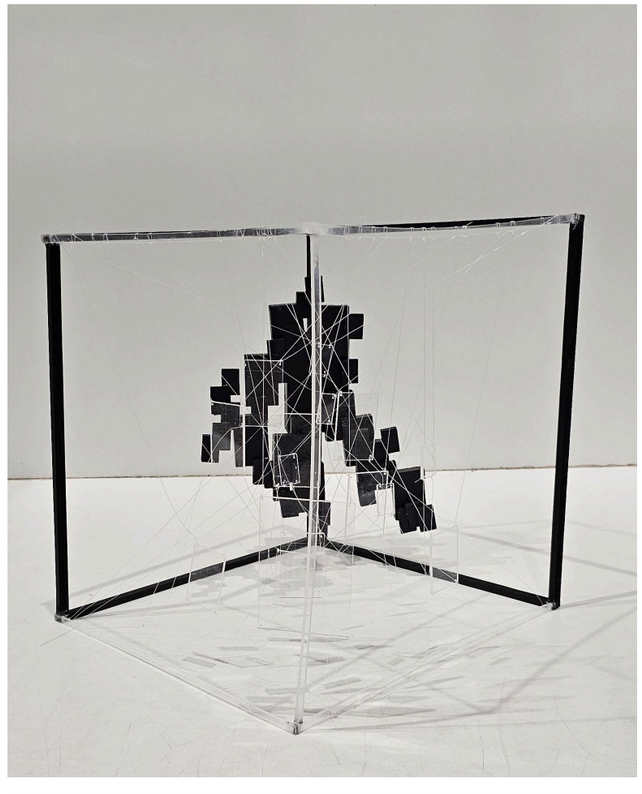
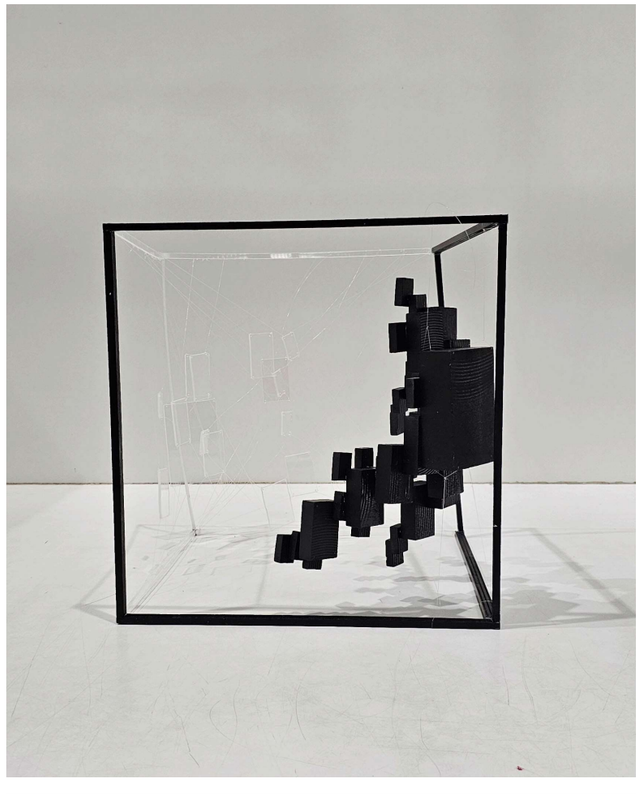
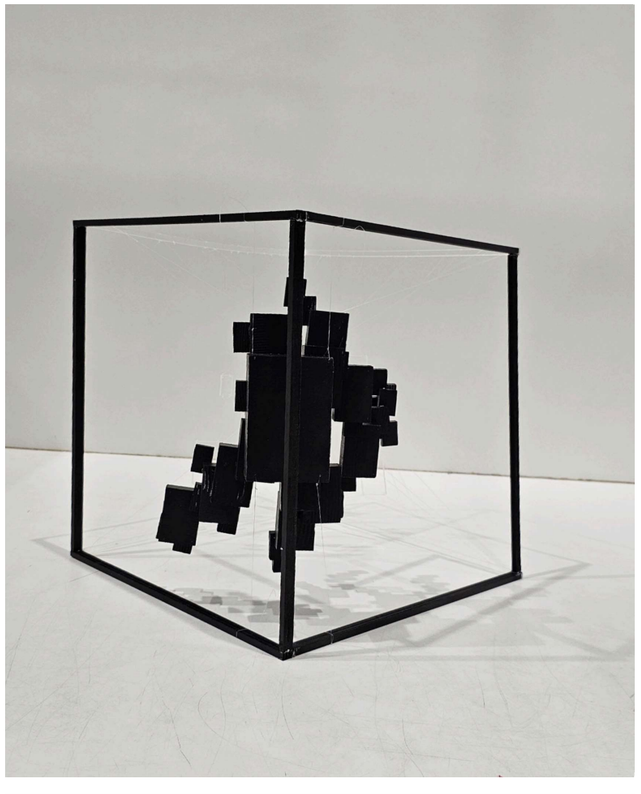
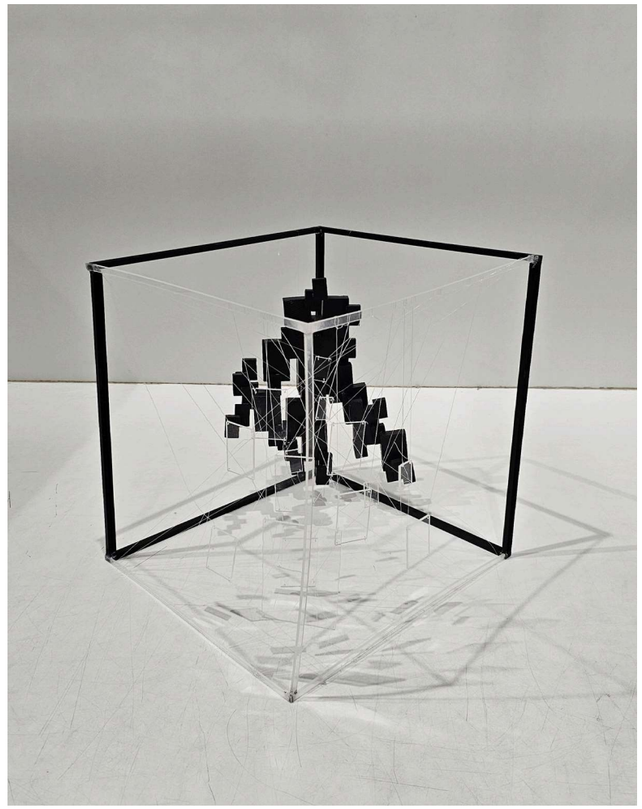
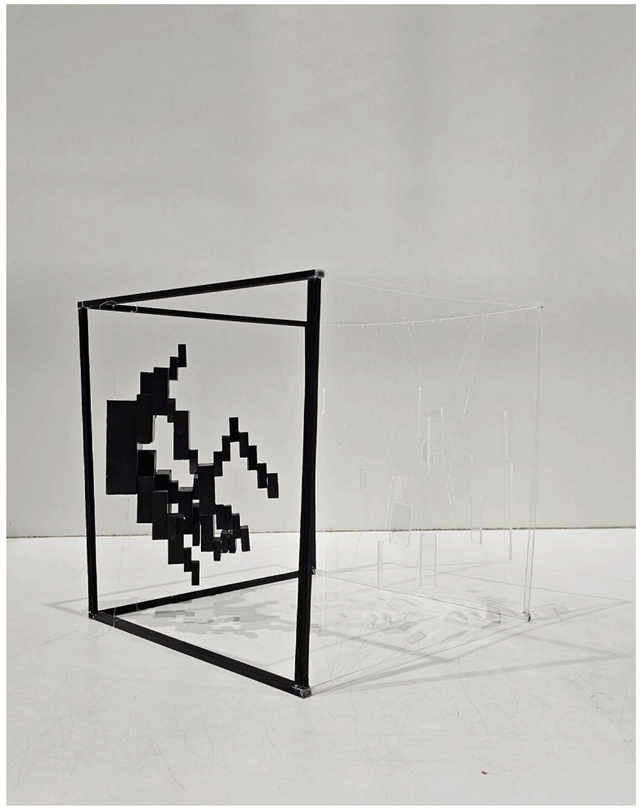
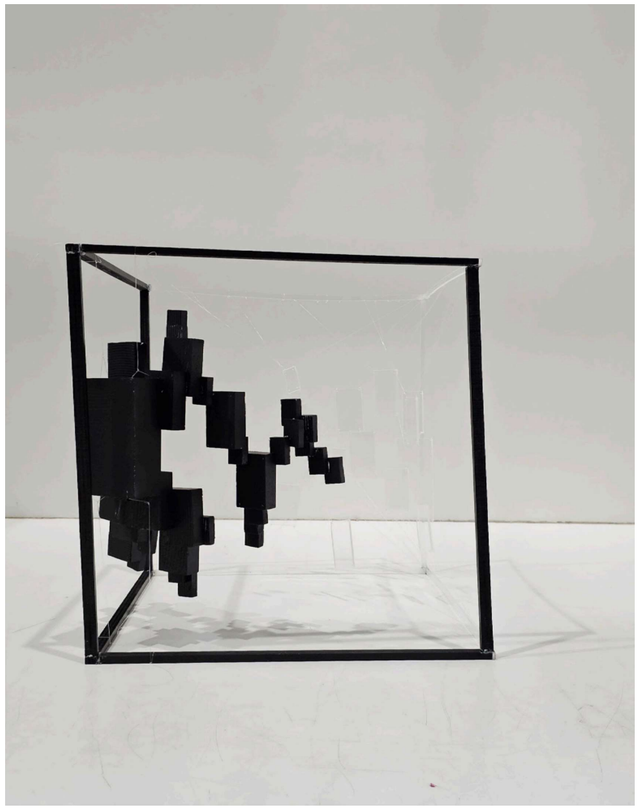
Own sketch showing the position of the new building



3D section illustrating the circulation in Beecroft

TD 3: Performative conceptual model

Non-space vs. sense of belonging
Majd Shahoud (5153301)

Case study: Columbia Medical Center's Vertical Campus

Diller Scofidio + Renfro (DS+R), Gensler

INTERNAL ORGANIZATION

STUDY CASCADE

A network of social and study spaces distributed across oversized landings along an open 14-story stair - a single, interconnected vertical space that extends from the lobby to the top of the building.

Sky Lounge
Intimate and informal gathering space for study groups.

Exterior Terraces
Available for student use at 4th, 8th, 10th, and 13th floors.

Stepped Lounge
A tiered study lounge (on floors 7-8 and 11-12) provides opportunity for formal and informal study.

The Student Commons
A double-height space that features a café, lounge seating, and balconies for both social gatherings and independent study.

Study Spaces
A range of intimate lounge-style and desk areas are distributed throughout the study cascade.

Multi-purpose auditorium
A 275-seat flexible space used for campus-wide events including lectures, screenings, and concerts.

Lobby
The space is formed by a seating area, cafe, and a "study bar" overlooking the outdoor courts.



SPECIALIZED SPACES

A vertical stack of loft classrooms, laboratories, technical spaces, offices, and controlled environments.

Active Learning Classrooms
Divided by operable partitions, these 30 / 60 person flexible spaces offer indirect sunlight and controlled views through continuous, full height windows. Flexible furniture configurations are made possible by distributed power and data at the floor, and by suspended ceilings.

Administration Suites
Office and support spaces for faculty and administration.

Simulation Center
A specialized zone with mock examination rooms, clinics, and operating rooms.

Anatomy Quad
Suspended booms with integrated screens and task lighting. Large footprint and central location allows for flexible use.

Special Event Space
190-person classroom / flexible event space with catering support.

Simulation Suite
An open reception area with debriefing rooms and support spaces, as well as further mock examination rooms, clinics, and operating rooms.

N



Horizontal Brief

Horizontal brief

13. The House of Representatives will **move** to Binnenhof by 2026

4. Improve pedestrian **connection**

12. The Utrechtsebaan green **canopy**

11.**Grotiusplaats**

10. Improve **junction**

2. Better **connection** between The Hague Central, Kon. Julianaplein and the Koekamp.

1. **Safer** and more **attractive** junction Bezuidenhoutseweg-Rijnstraat

3. Bellevue to **demolish** the existing buildings.

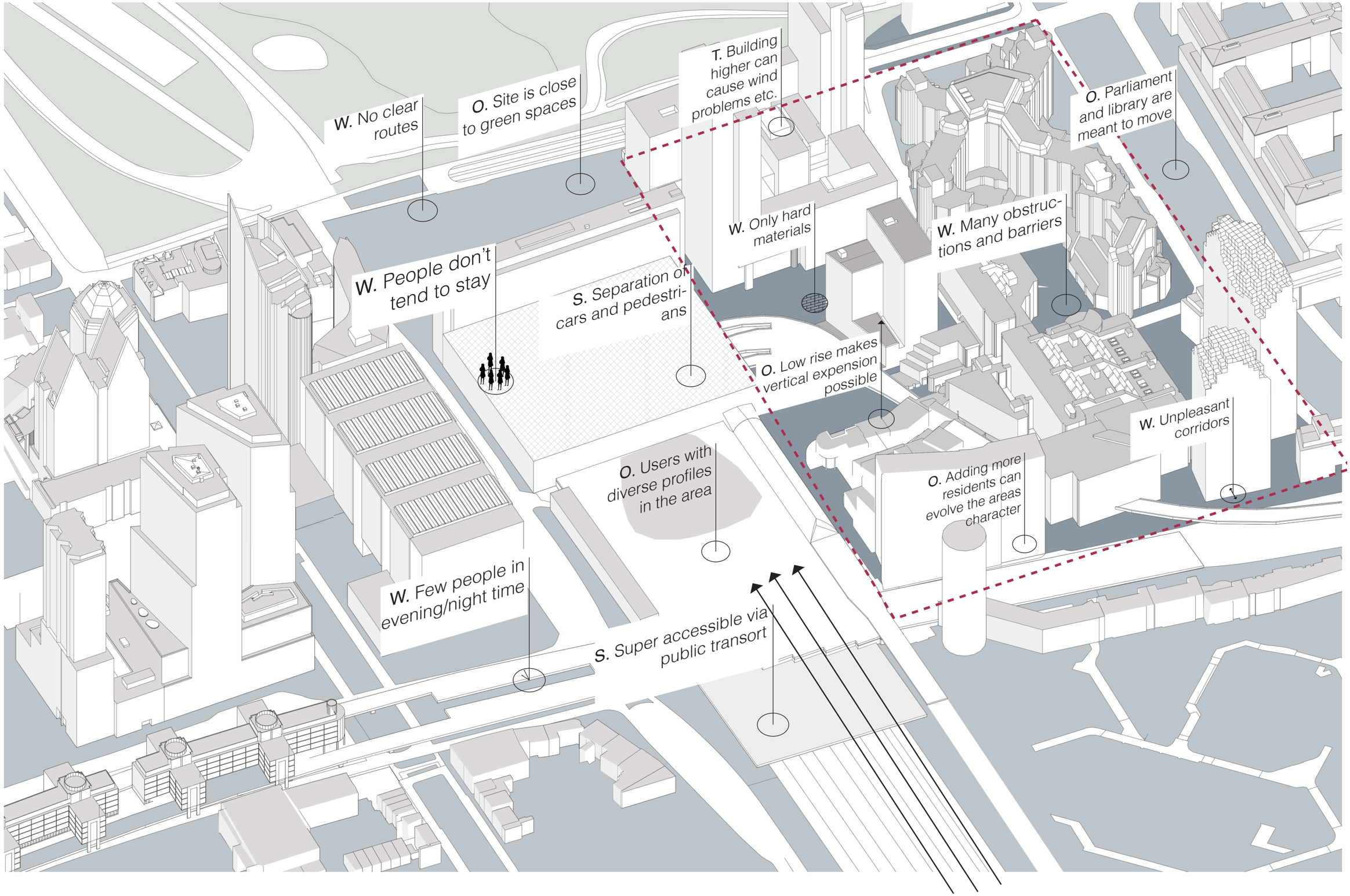
5. Two **new residential towers** at Koningin Julianaplein.

8. The Royal Library (**KB**) will have a **new building**.

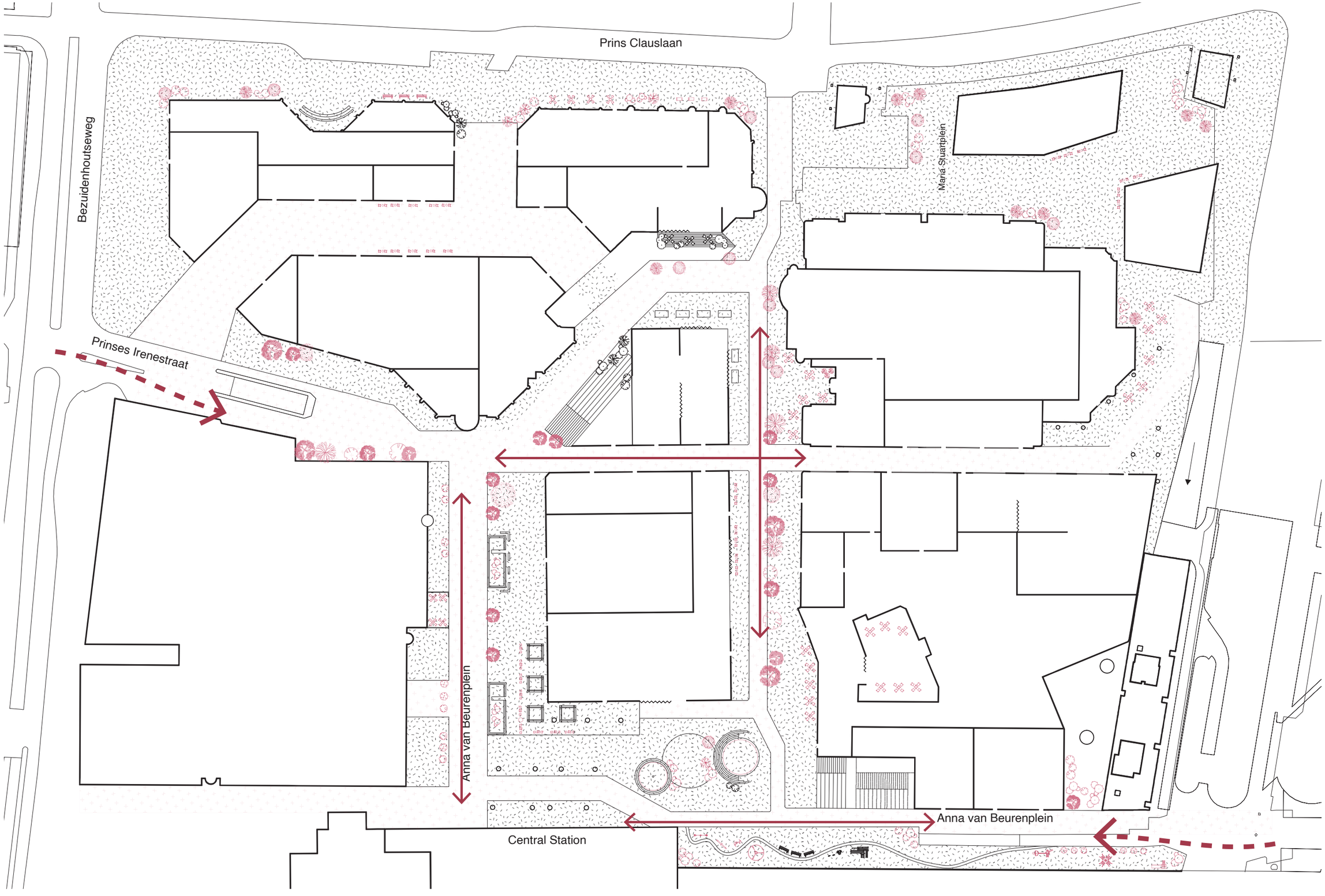
6. A new tram line

7. Possibile space for buildings and greenery **on top of the tracks.**

Municipality plans for the Central Innovation District area



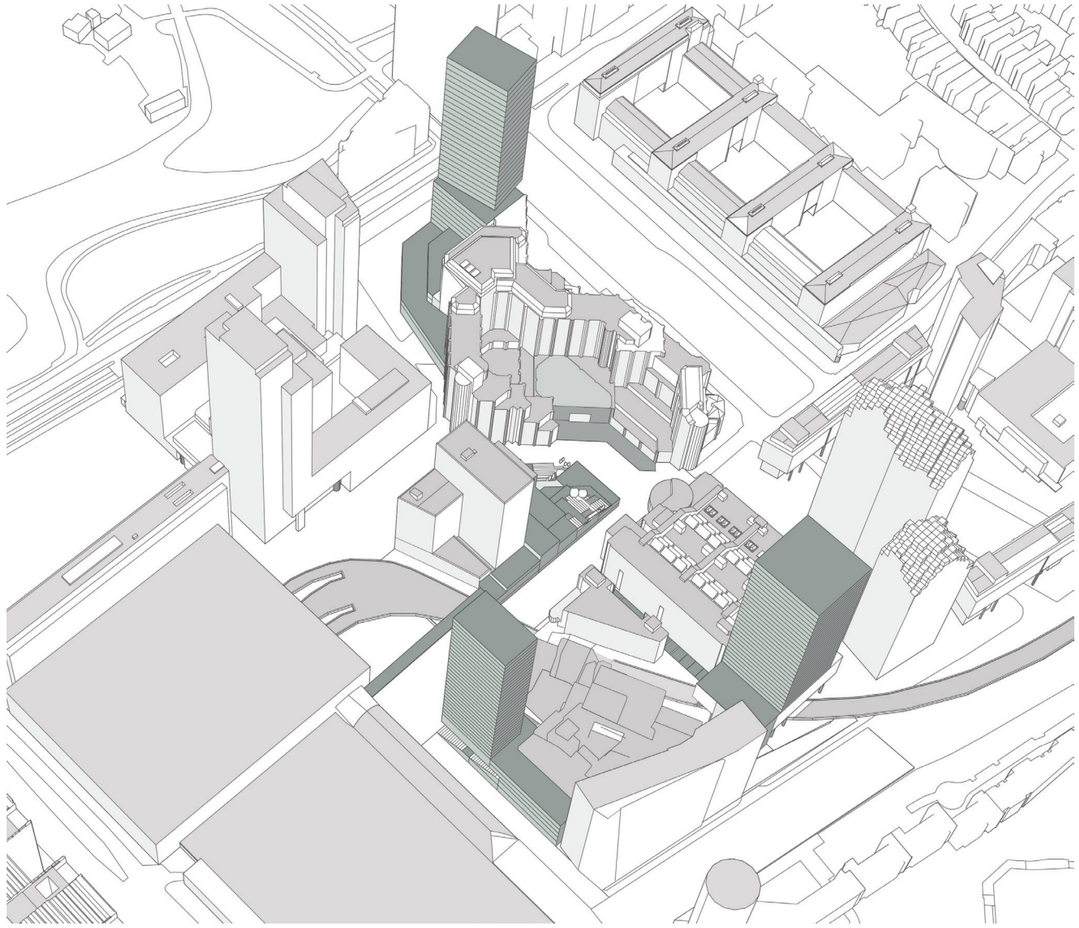
SWOT - analysis



Circulation axes and new inputs



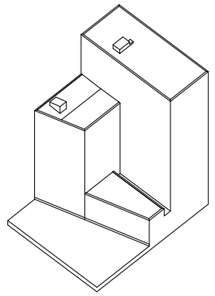
Demolished
27655m²



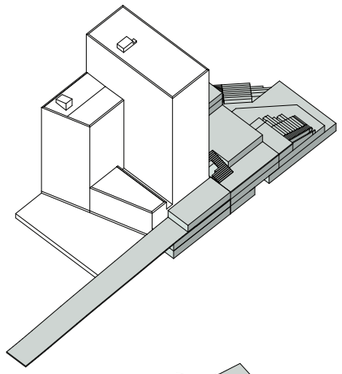
Added
112400 m²

Added and demolished volumes

Demolished
0 m²

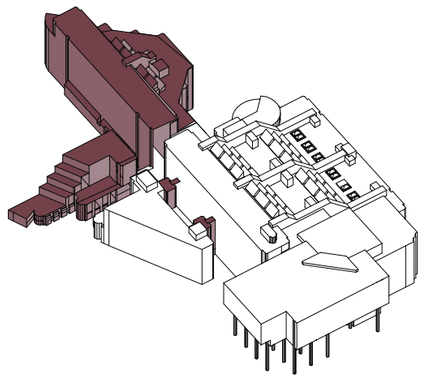


Leiden Universiteit
Den Haag

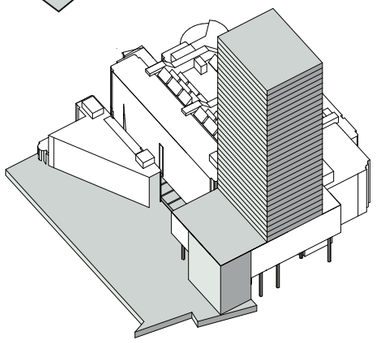


Added
13500 m²

Demolished
14680 m²

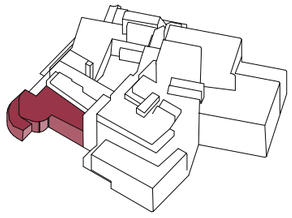


Koninklijke Bibliotheek

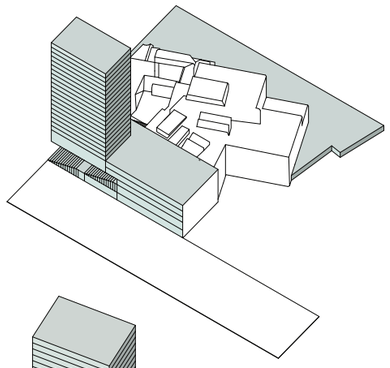


Added
34500 m²

Demolished
1200 m²

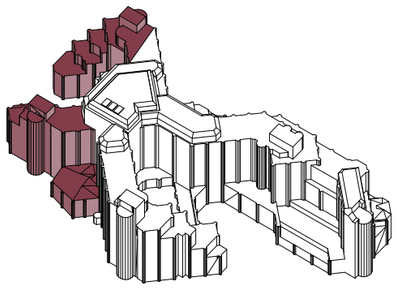


National Archive building

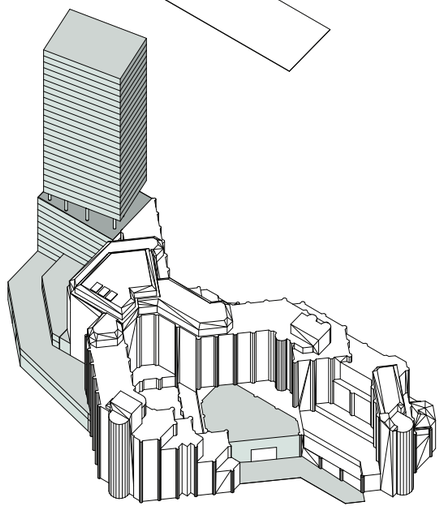


Added
33600 m²

Demolished
11775 m²



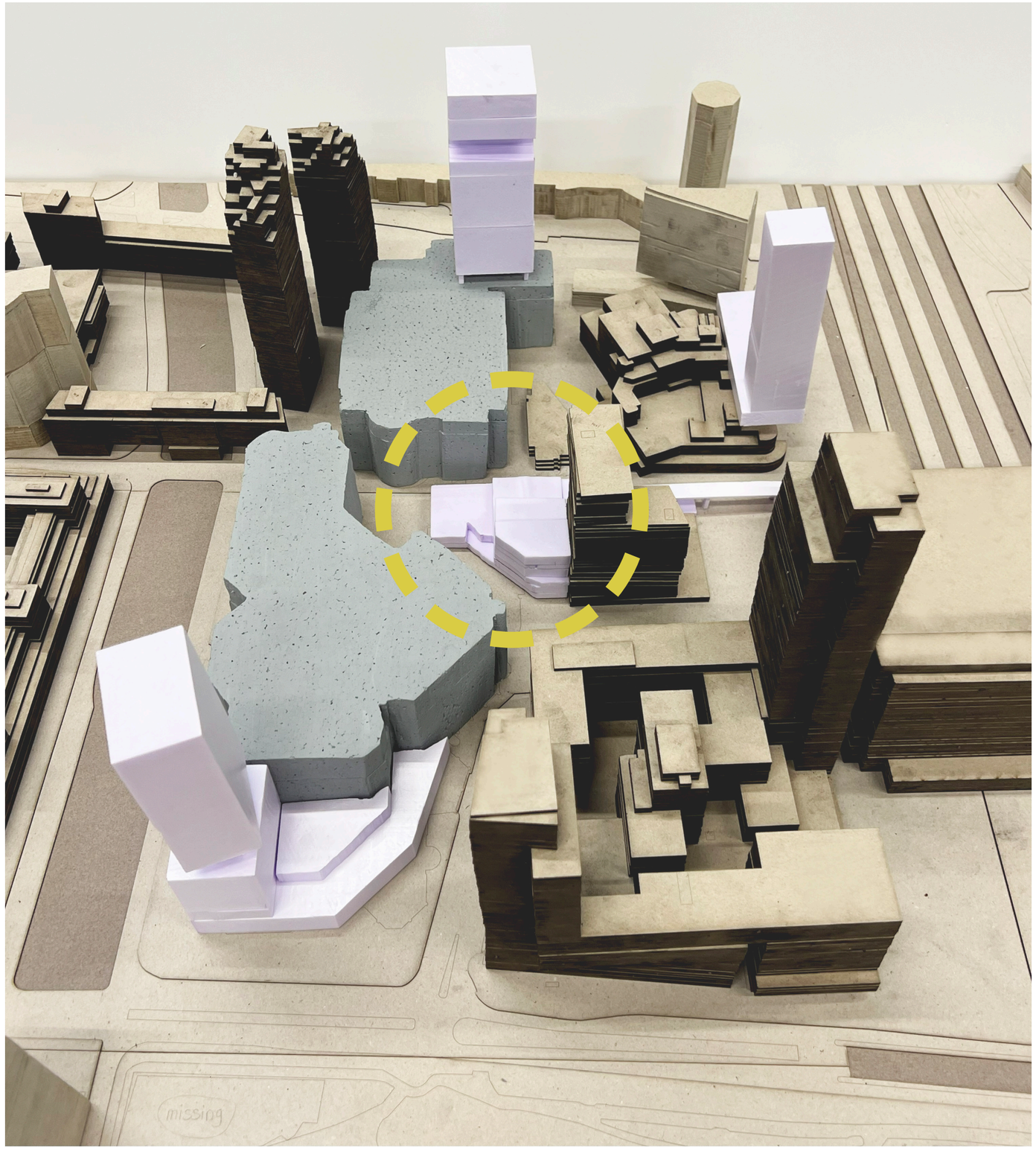
Tweede Kamer
der Staten-Generaal



Reused
80000 m²

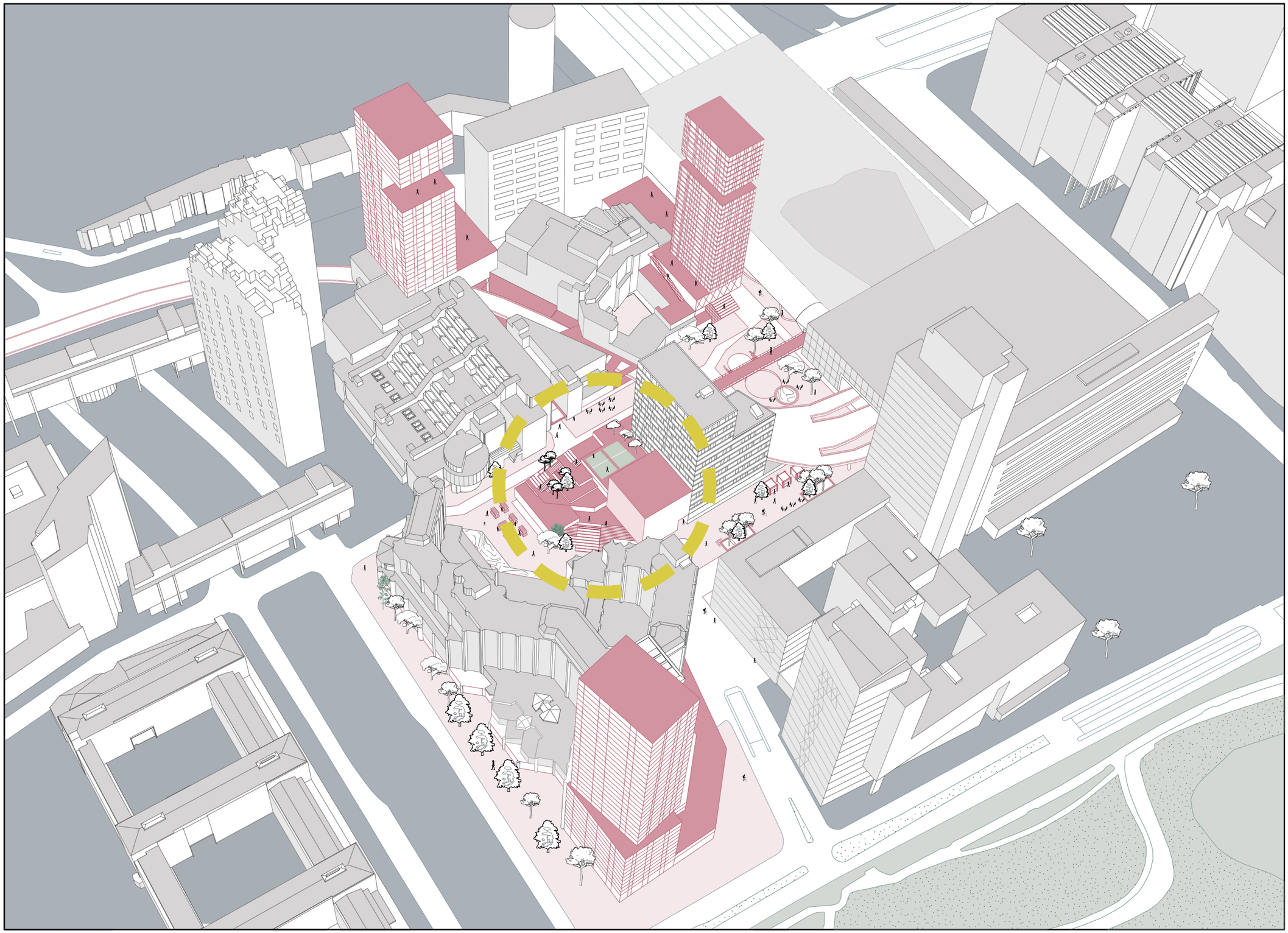
Added
30800 m²

Strategy per building



Total m^2 residential	50.160 m^2 (44%)
Total m^2 office	16.060 m^2 (14%)
Total m^2 public spaces	21.880 m^2 (20%)
Total m^2 education	24.300 m^2 (22%)

Square metre calculations



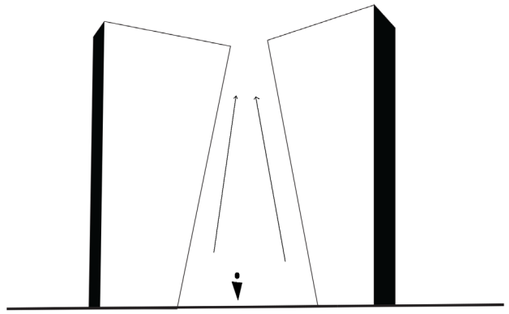
Proposal and point of interest

Reserch problem

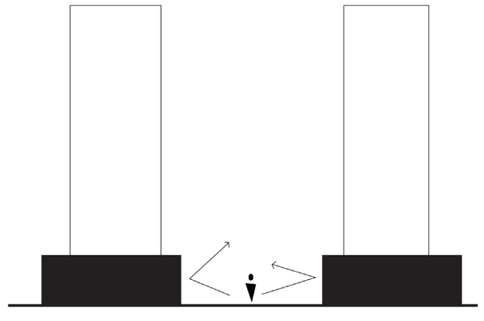
Research topic



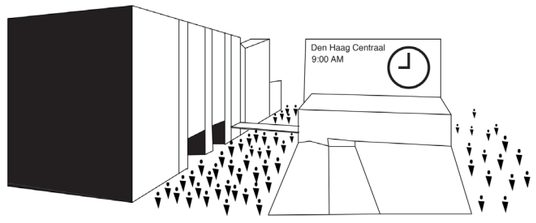
The site is mainly used for commuting and by employees



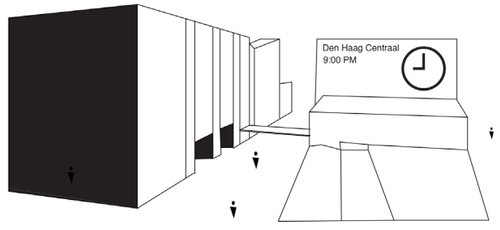
Lack of human scale in the area



Inaccessible plinth

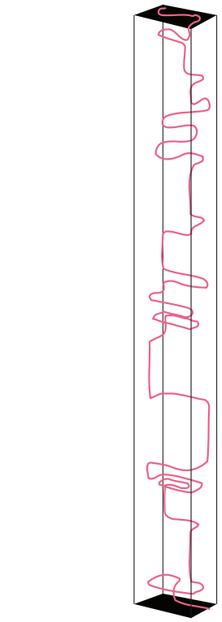


Day scenario

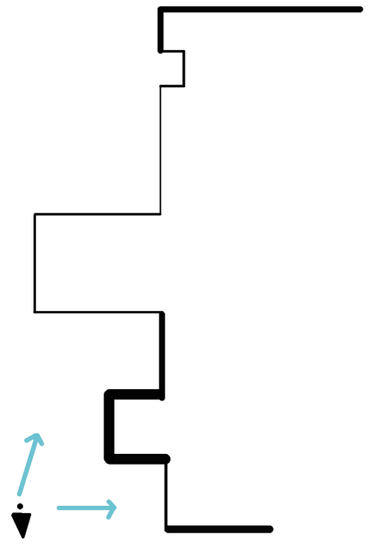


Night scenario and the vacancy on the site

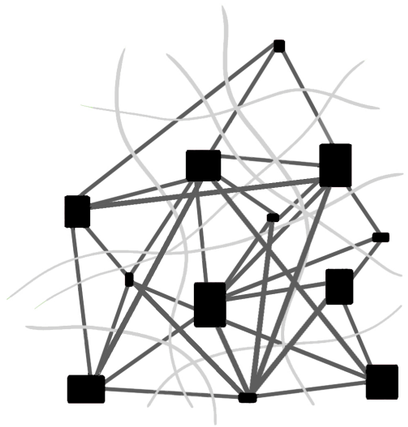
Goals and ambitions



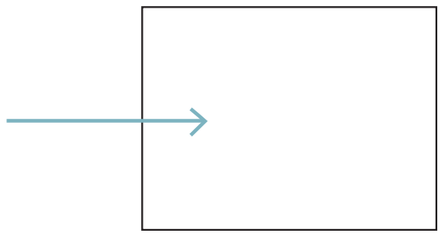
Wayfinding and navigation



Accessibility, transparency

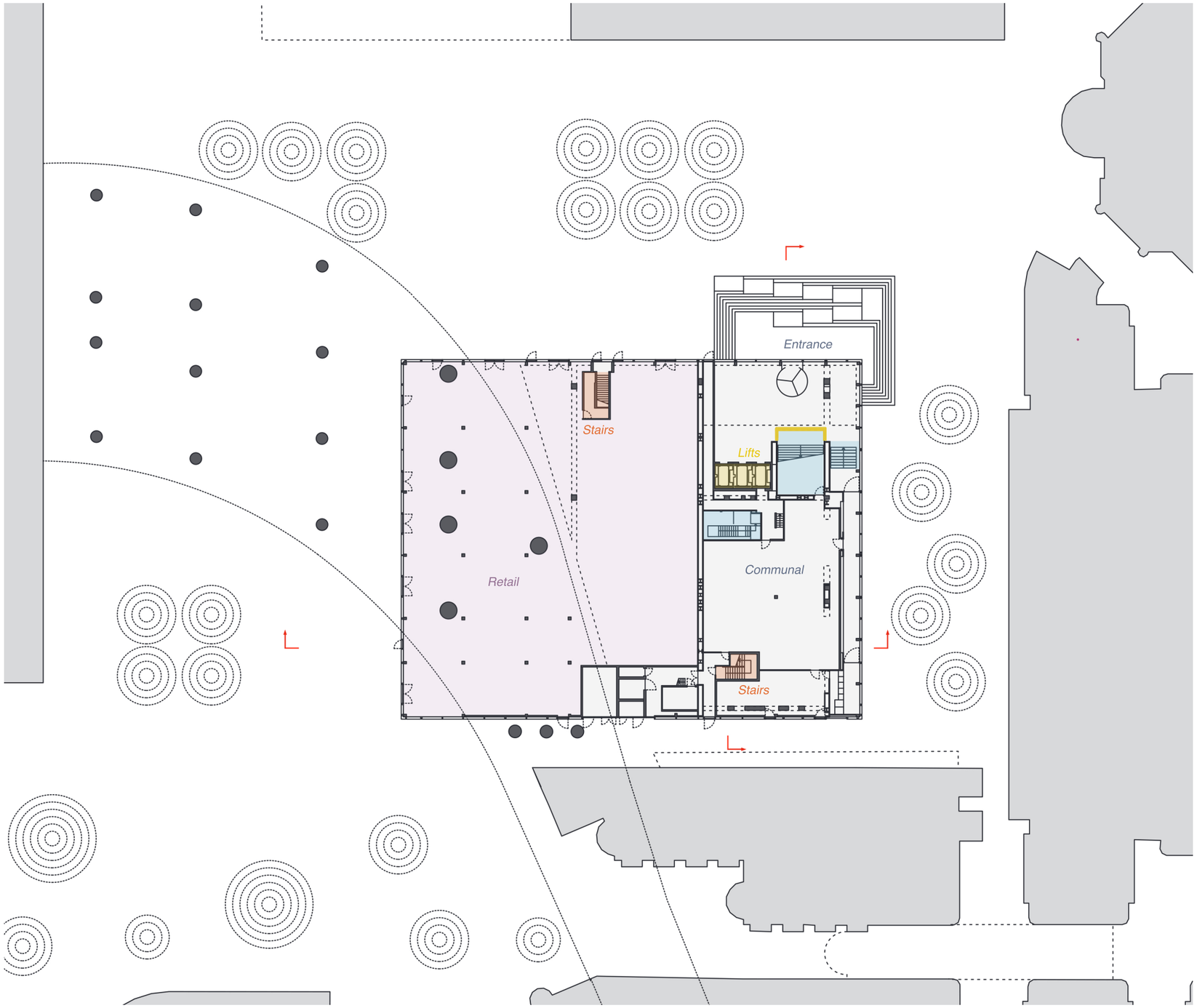


Social interactions



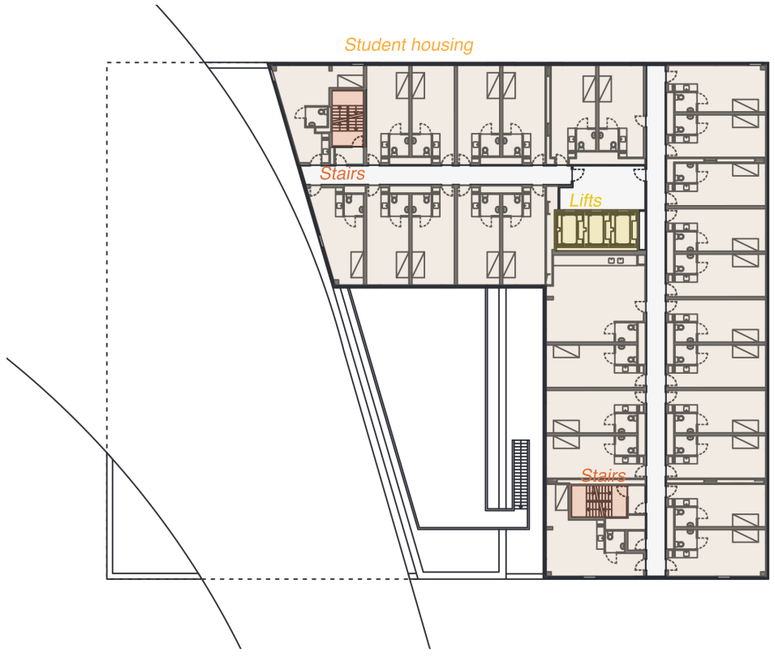
‘Destinational’ and not Transitional

Analysis AvB Tower

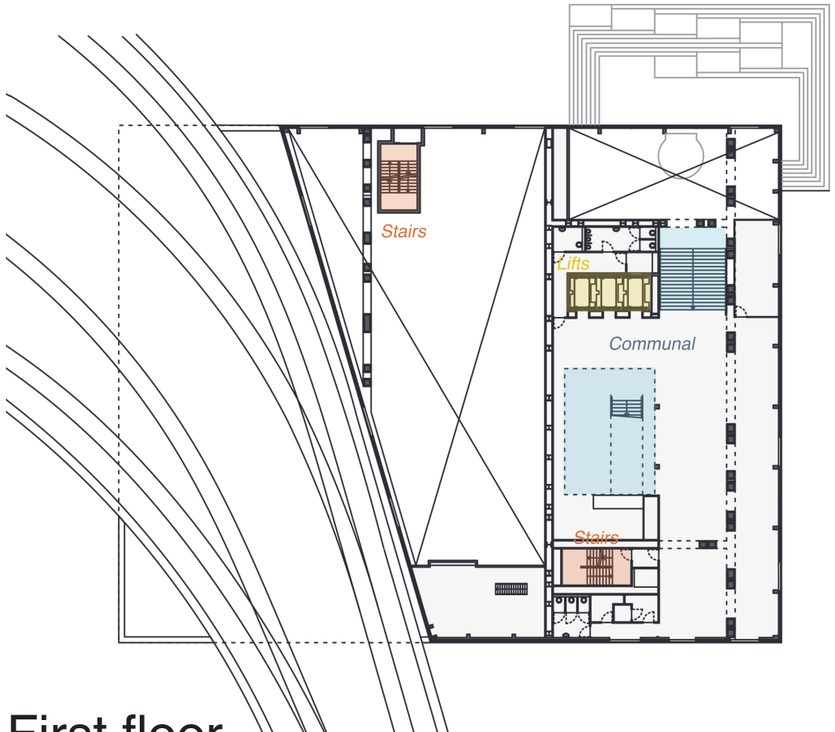


Ground floor
Anna van Buerenplein

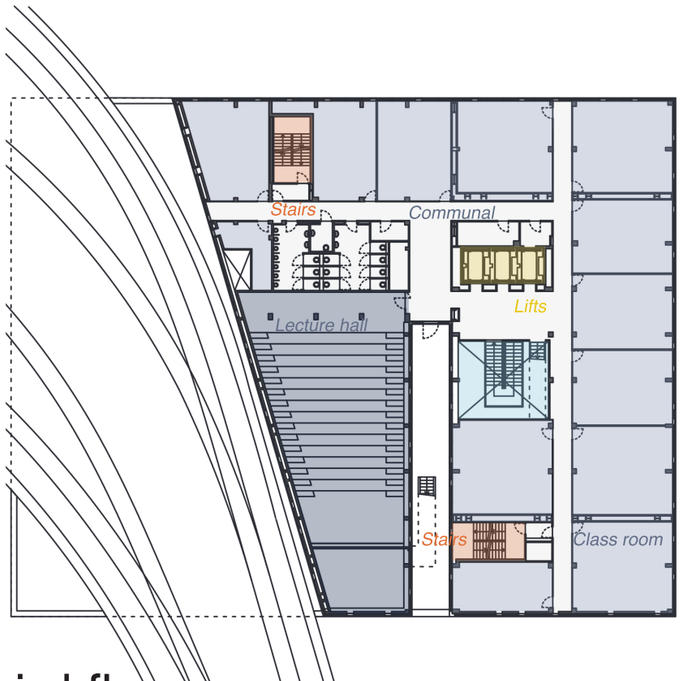
Analysis of AvB Tower
Leiden University



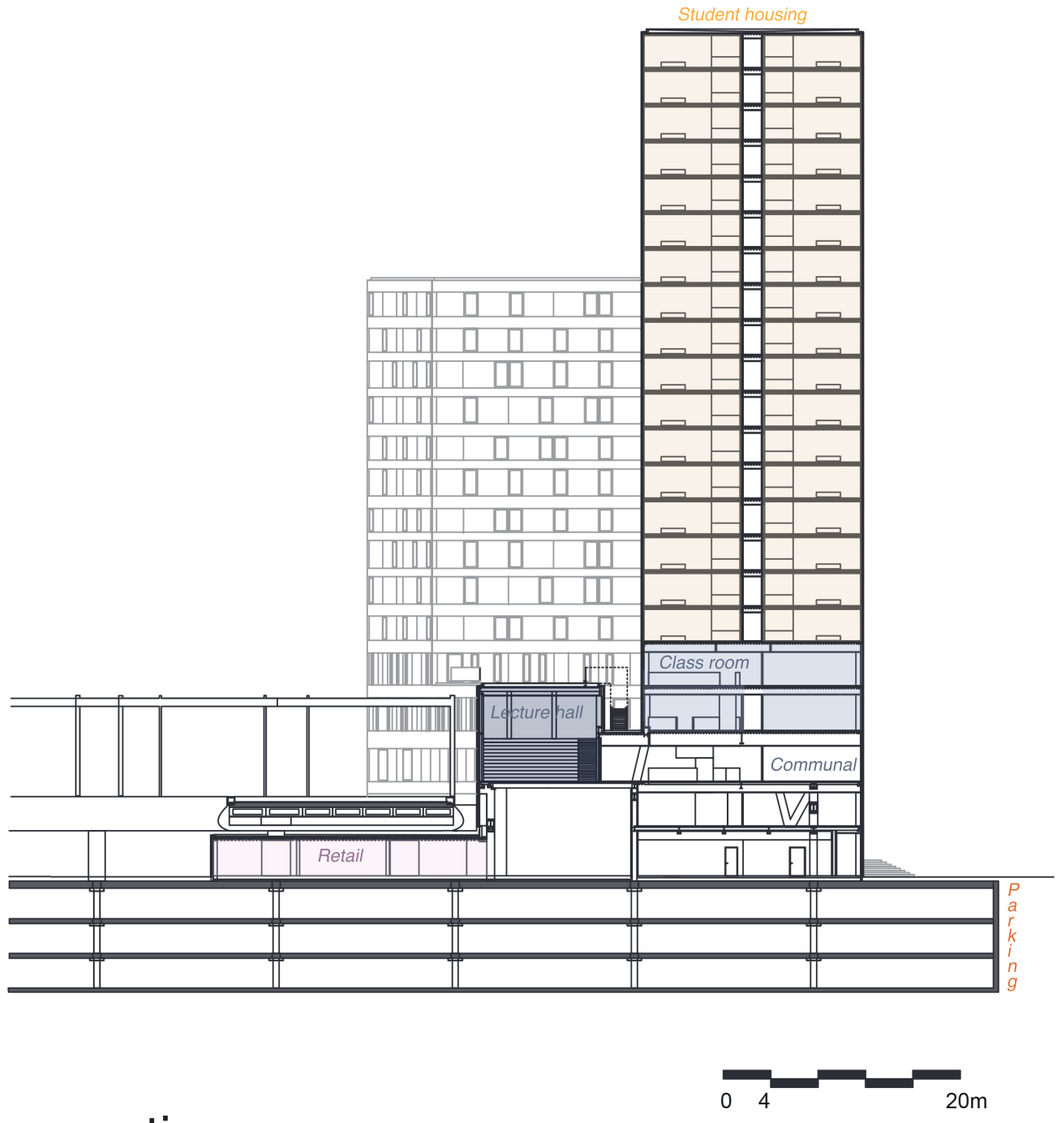
5th–14th storeys
Typical apartment floor



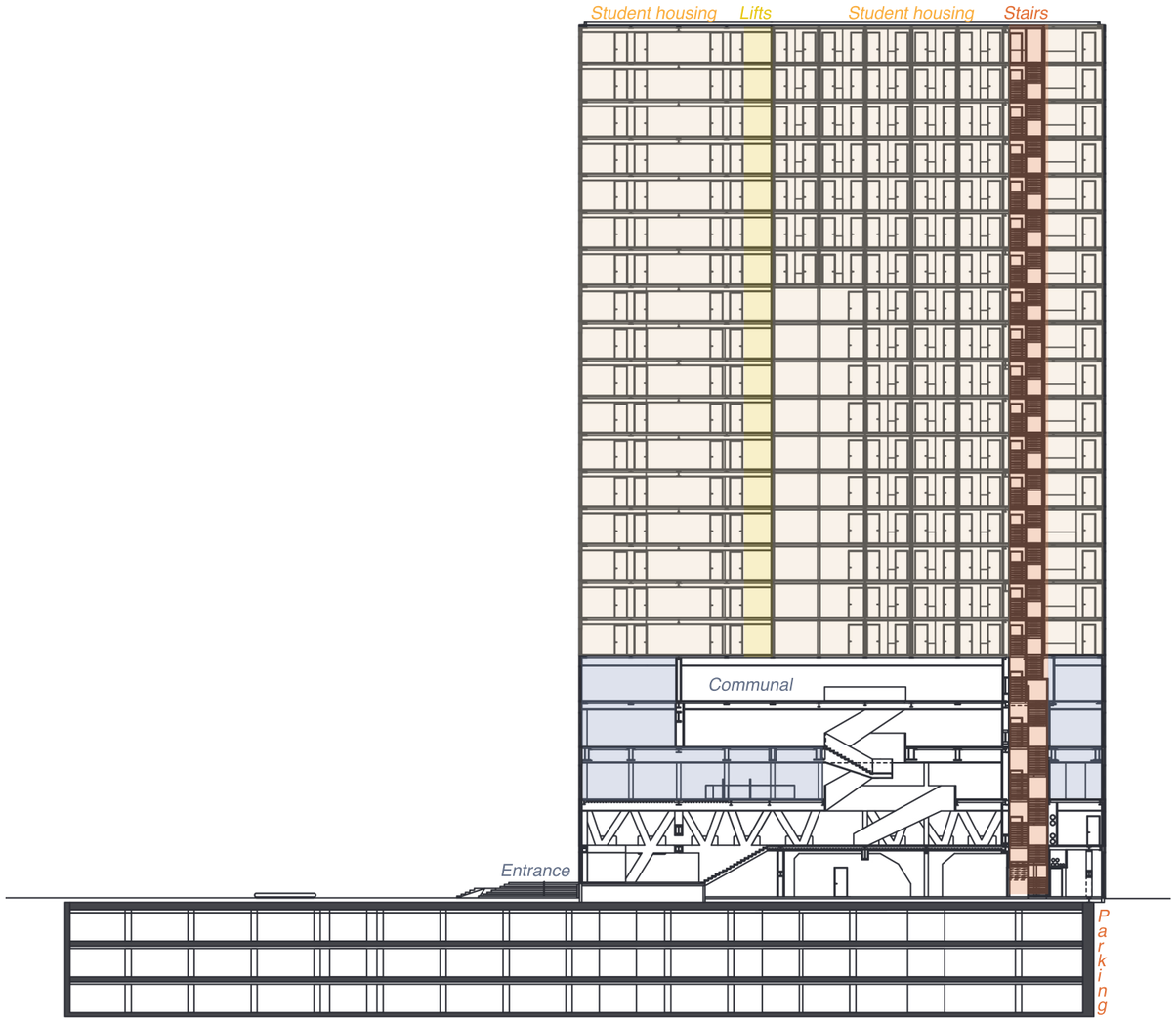
First floor
student lounge and bar



Third floor
Auditorium and teaching areas



Cross section

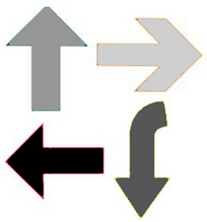


Longitudinal section

Survey about AvB Plein

Students like the following things about Anna van Buerenplein

A place to go through'.



The site **can be greener.**



The following things will make the environment more attractive to students

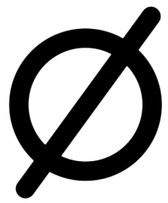
- Create **more communal facilities.**

- **More co-working places.**



Students do not like the following things about Anna van Buerenplein

- In the **evening** the square is very **empty**,



- The square and the surrounding area are extremely petrified. It therefore **heats up** quickly.

- Students indicate that there should also be **room for homeless people** to stay.



- **More color** in the buildings.

- **Sheltered places** against the wind/cold in winter or sun in summer



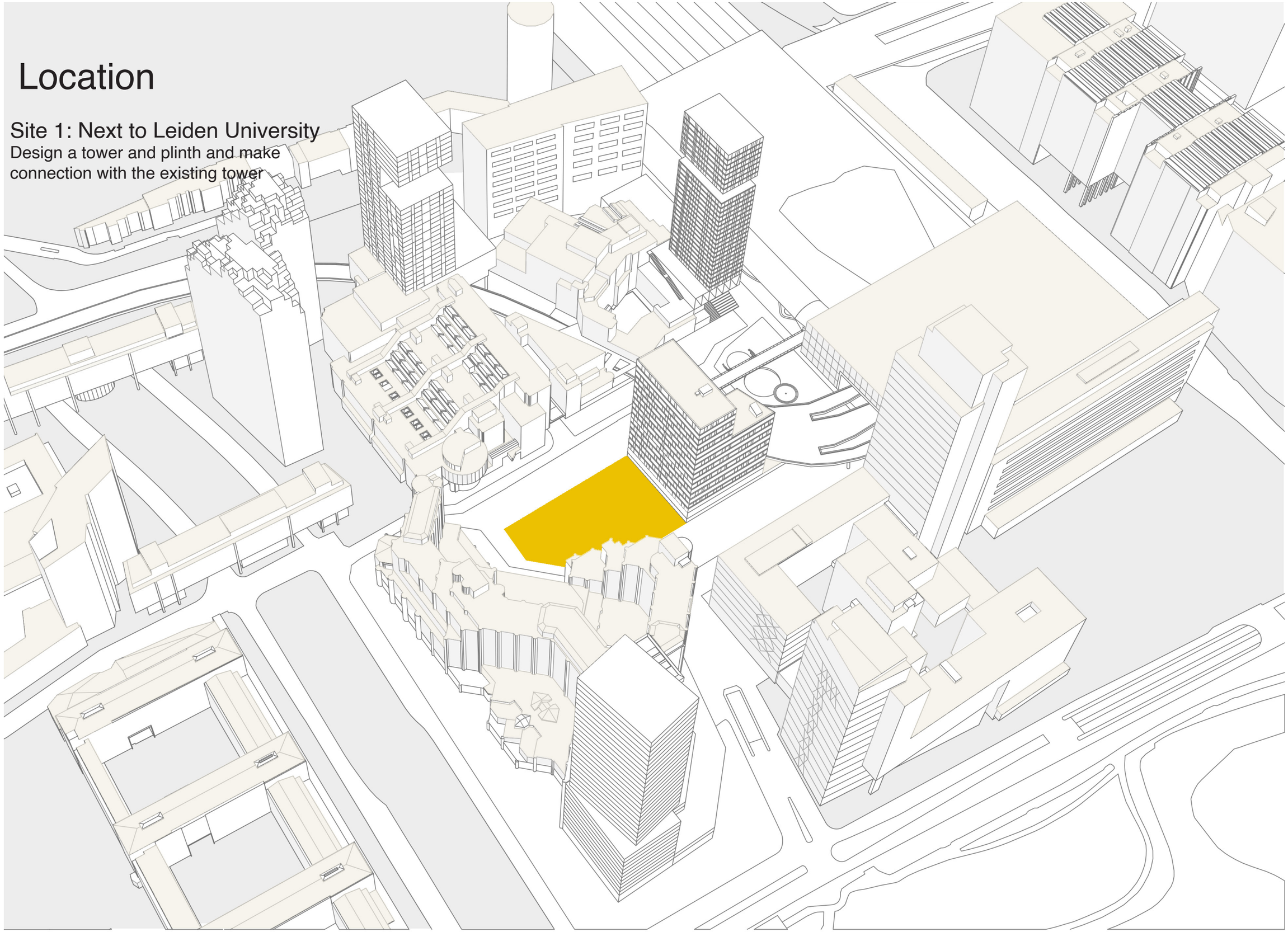
P2

Vertical Brief

Location

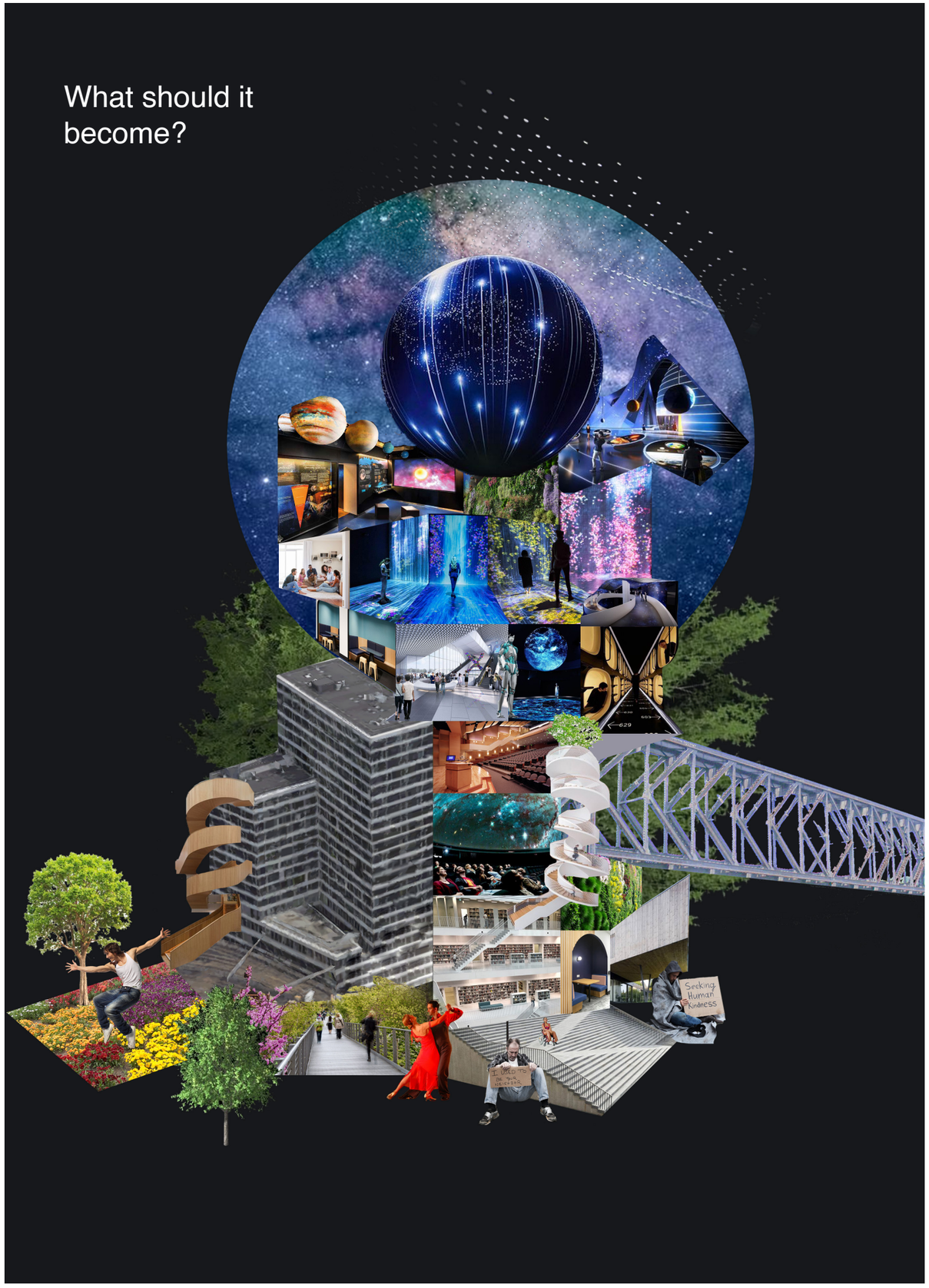
Site 1: Next to Leiden University

Design a tower and plinth and make connection with the existing tower

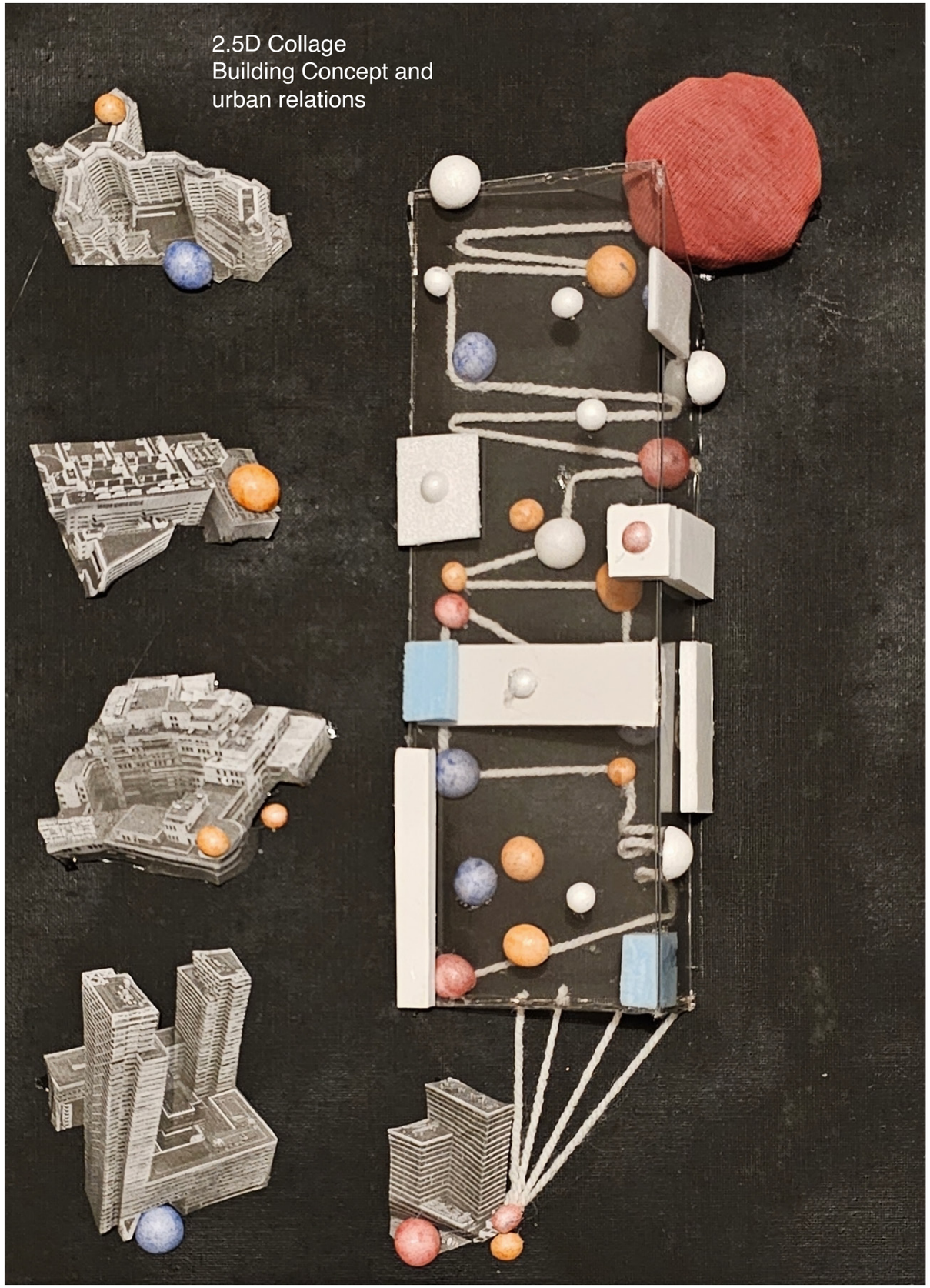


Central Campus

The campus consist of two main volume which are connectedand have secondary connection with auxiliary spaces

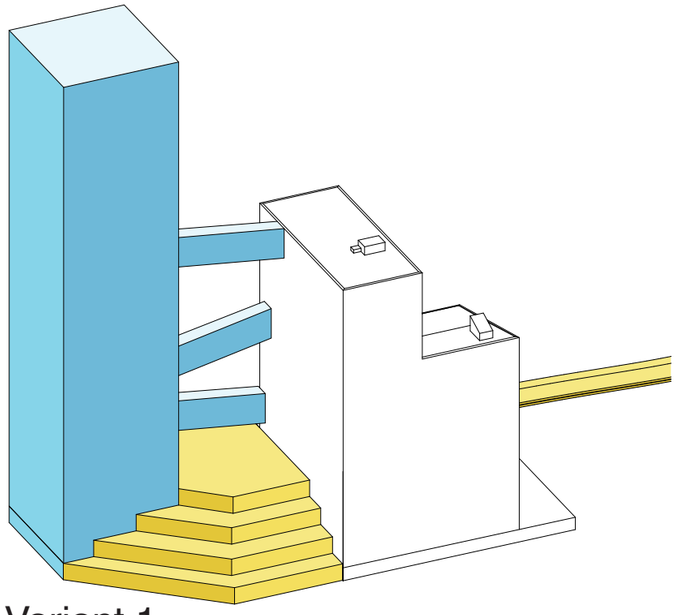

What should it become?
Seeking Human Kindness




2.5D Collage
Building Concept and
urban relations

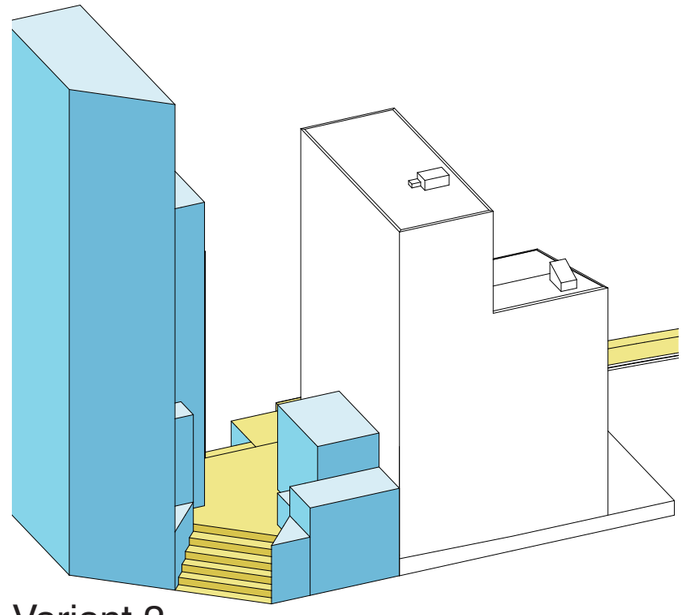

Analogue collage
Cultural manifesto
REFUGEES WELCOME

Design Steps



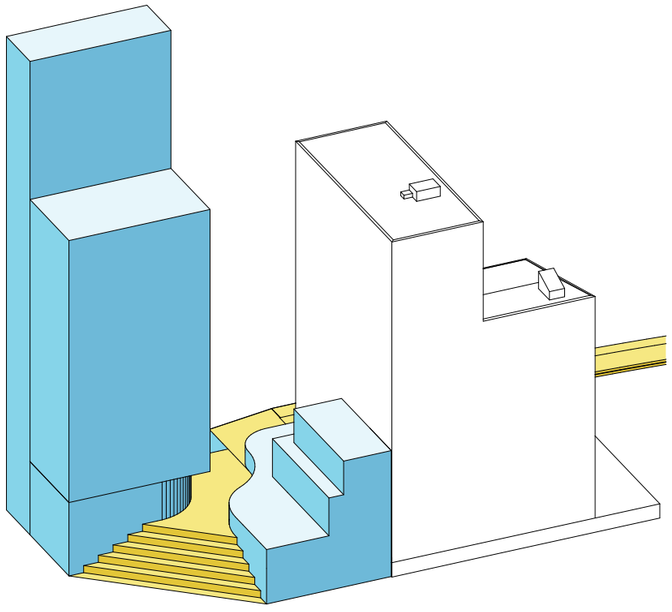
Variant 1

Total surface: 31000 m2 (Tower 25000m2)
Tower Depth: 27.5x27.5 m2
Floor area: 750 m2



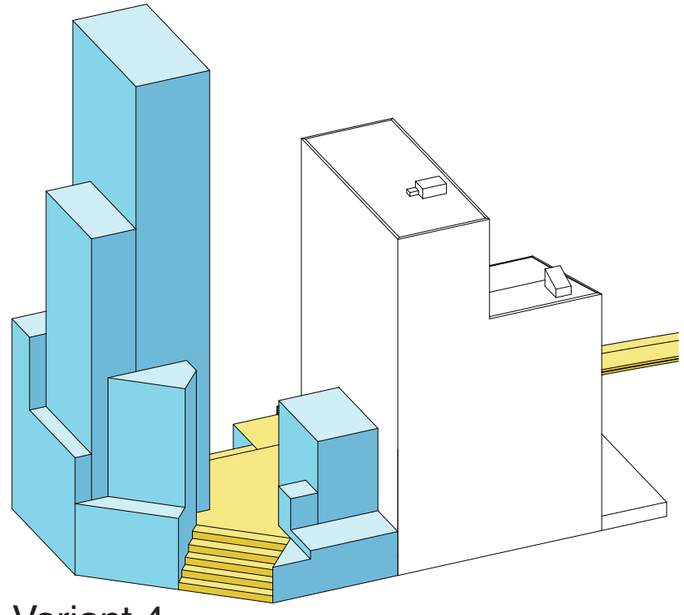
Variant 2

Total surface: 28500 m2 (Tower 24000 m2)
Tower Depth: 28x15/62 m2
Floor area: 520-1000 m2



Variant 3

Total surface: 27000 m2 (Tower 23000 m2)
Tower Depth: 28x28/10 m2
Floor area: 800-500 m2



Variant 4

Total surface: 27500 m2 (Tower 21000 m2)
Levels: 1-33
Height: 100 m
Tower Depth: 28x28-15 m2
Floor area: 920-420 m2





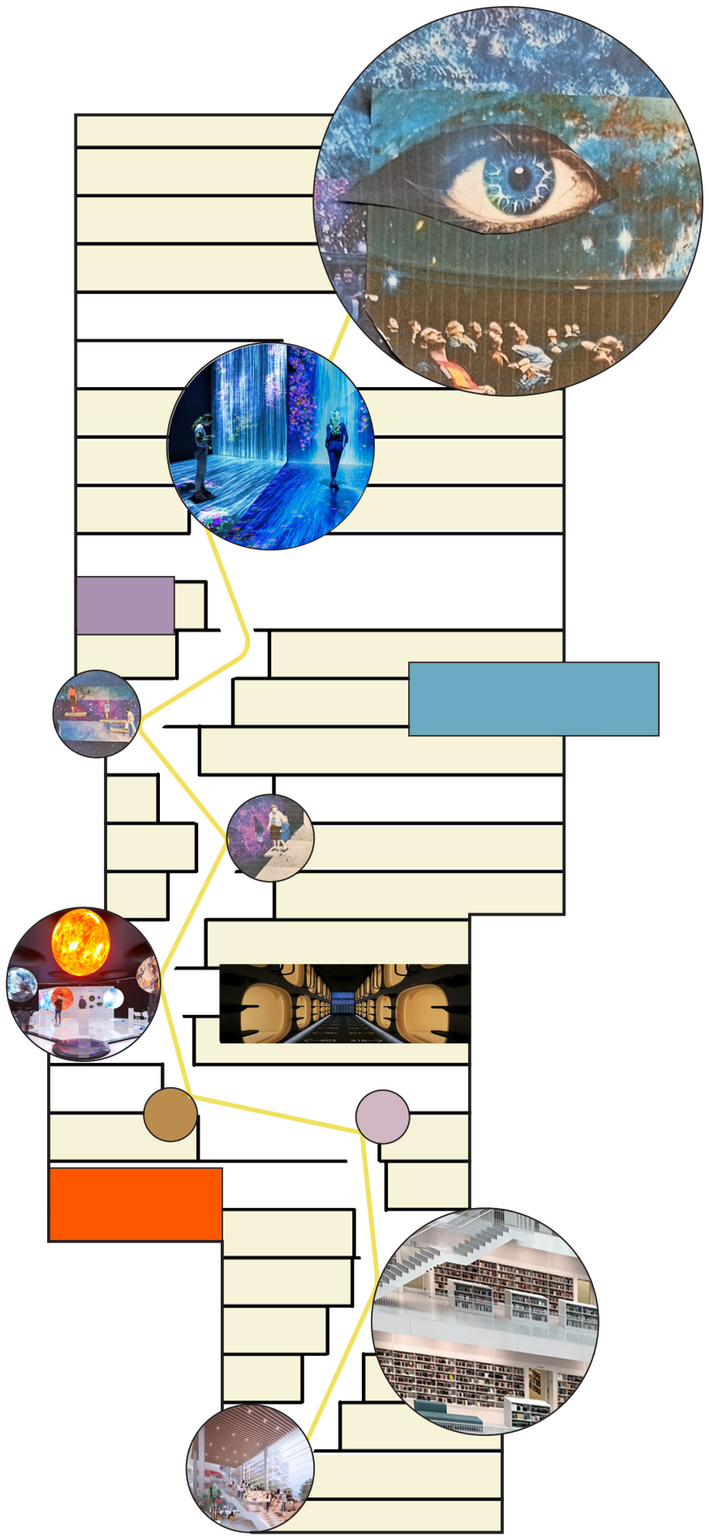




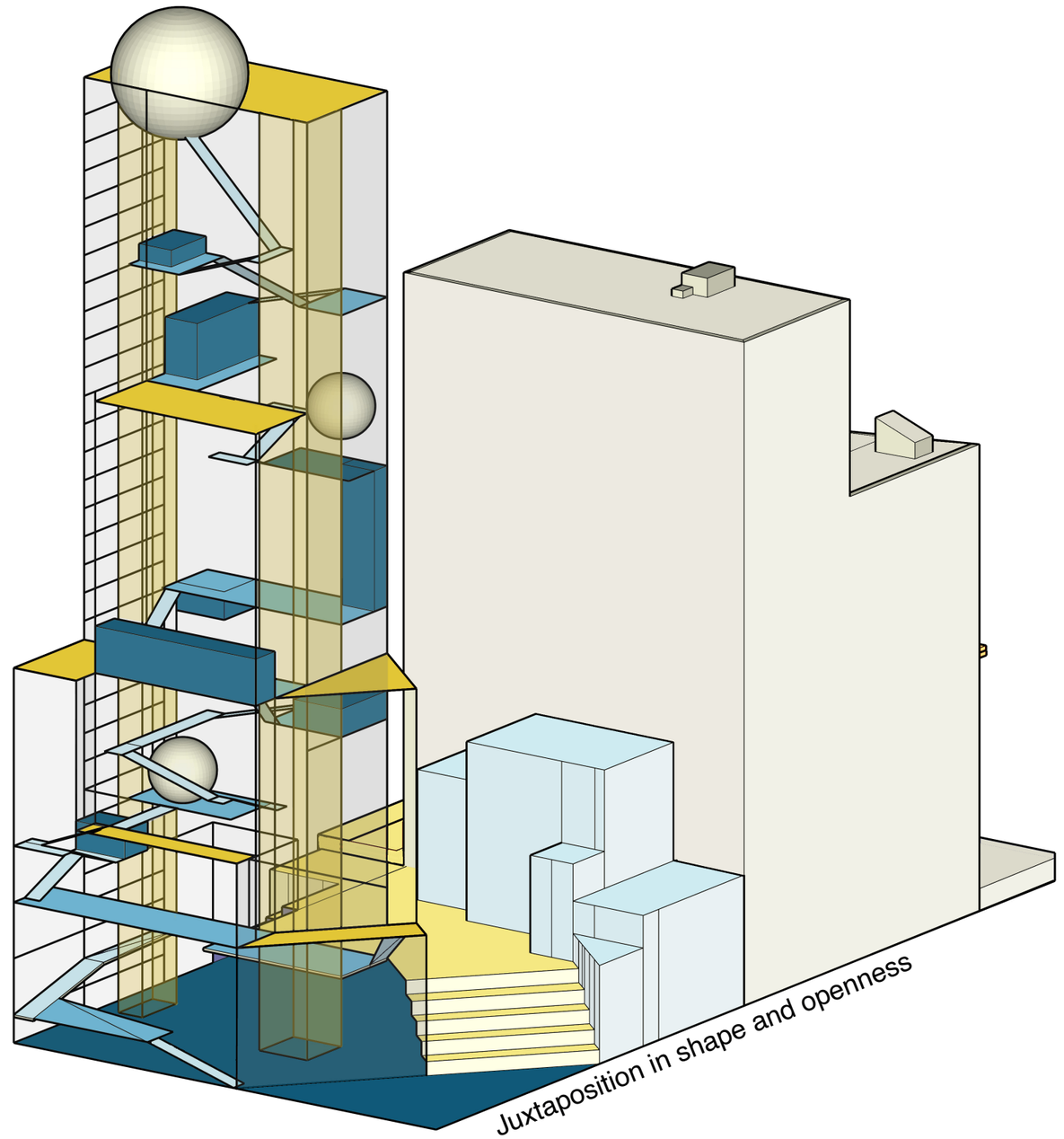






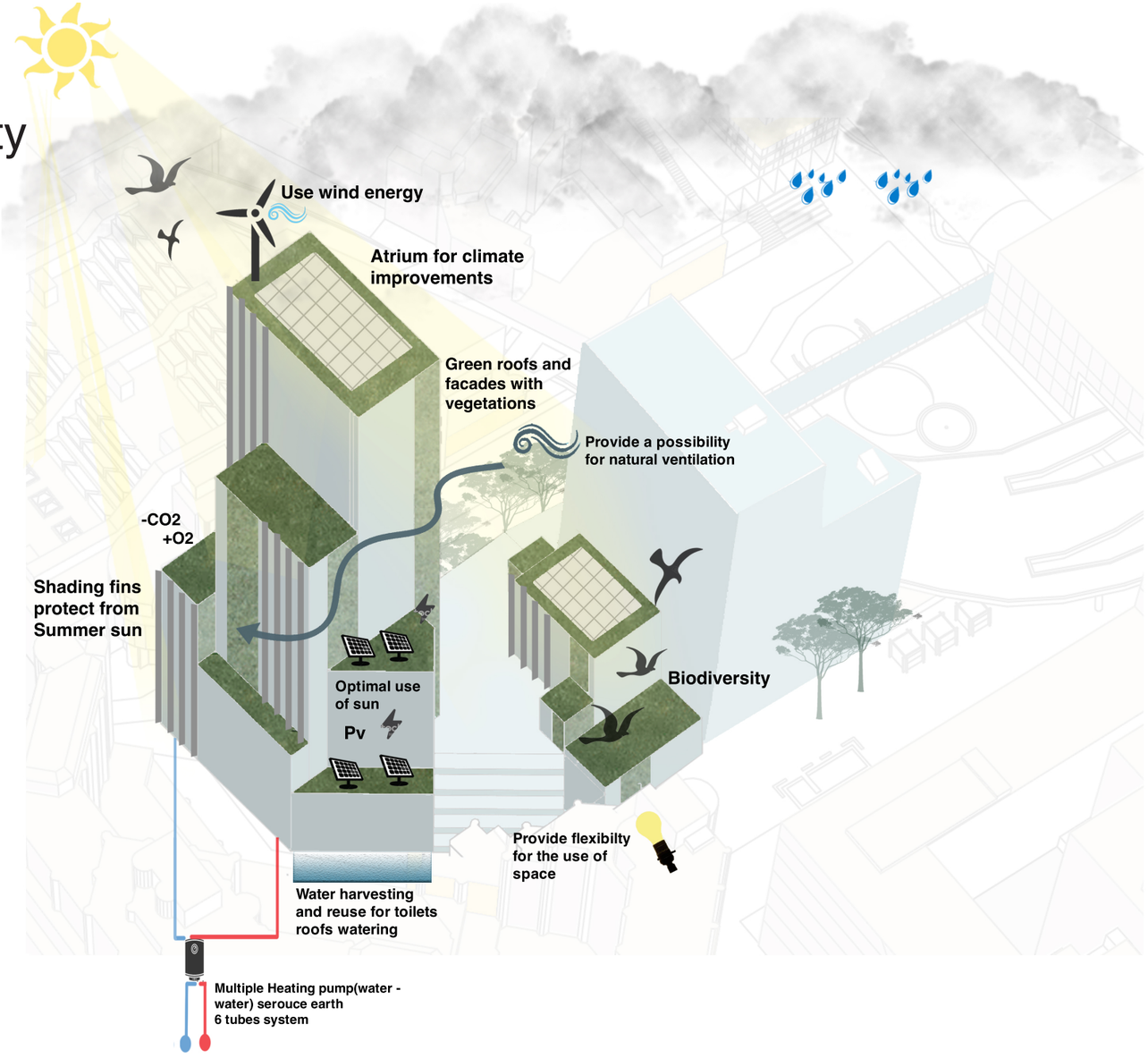


Conceptual section



Conceptual Circulation model

Aspects for sustainability





Reuse of the library’s steel structure



Hybrid steel and timber strcuture

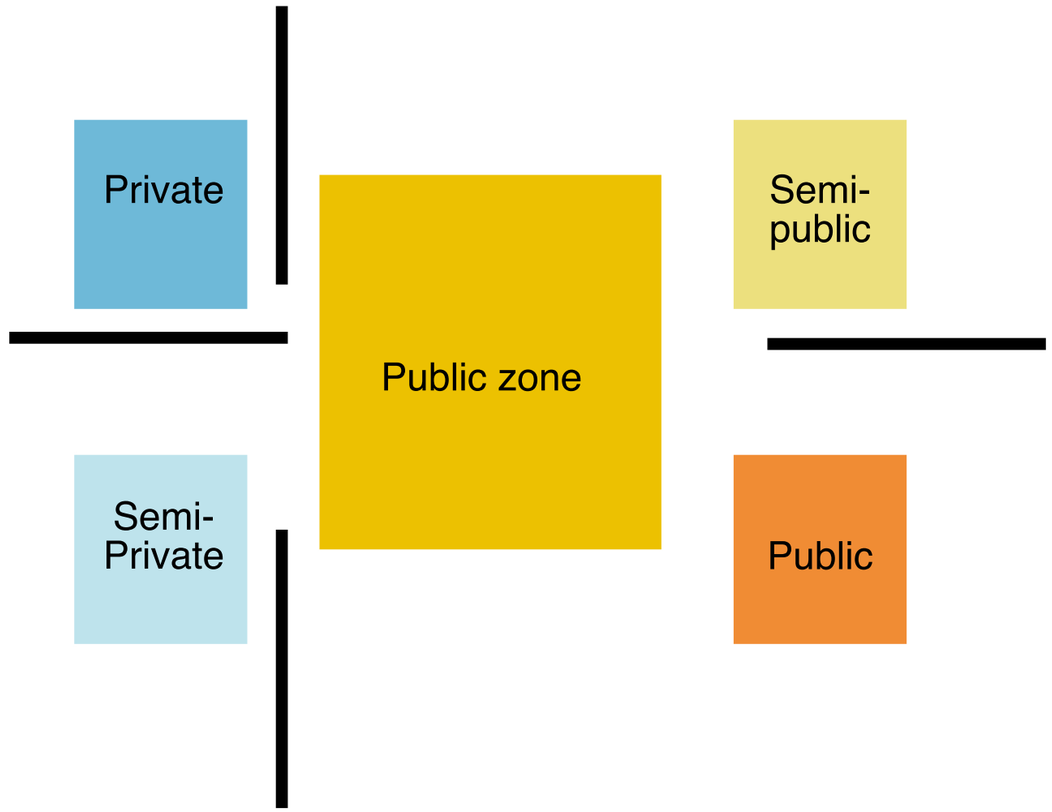


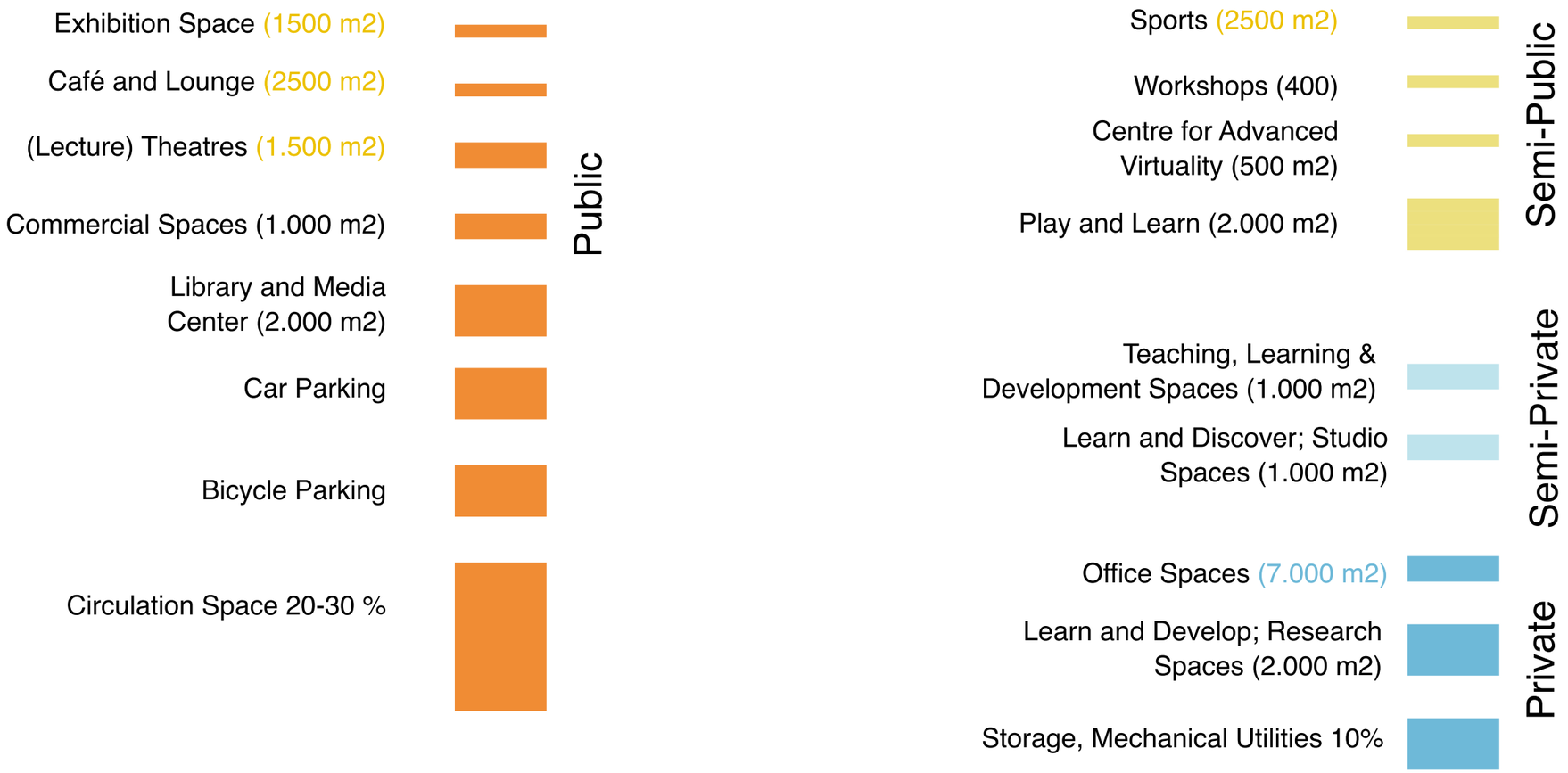
Reuse existing windows and façade panels in the interior



Design for Disassembly and no mono-lithic structures

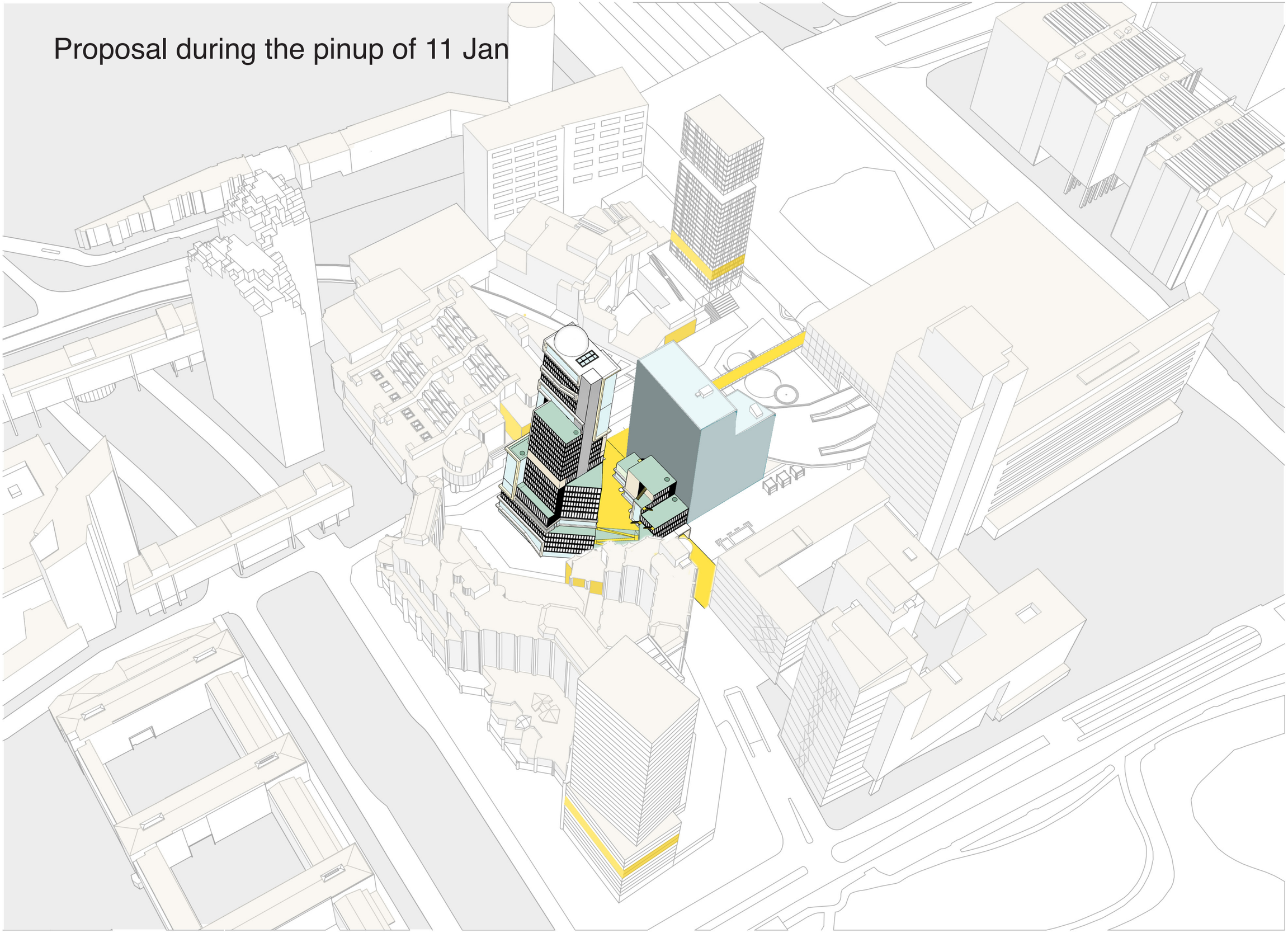
Program

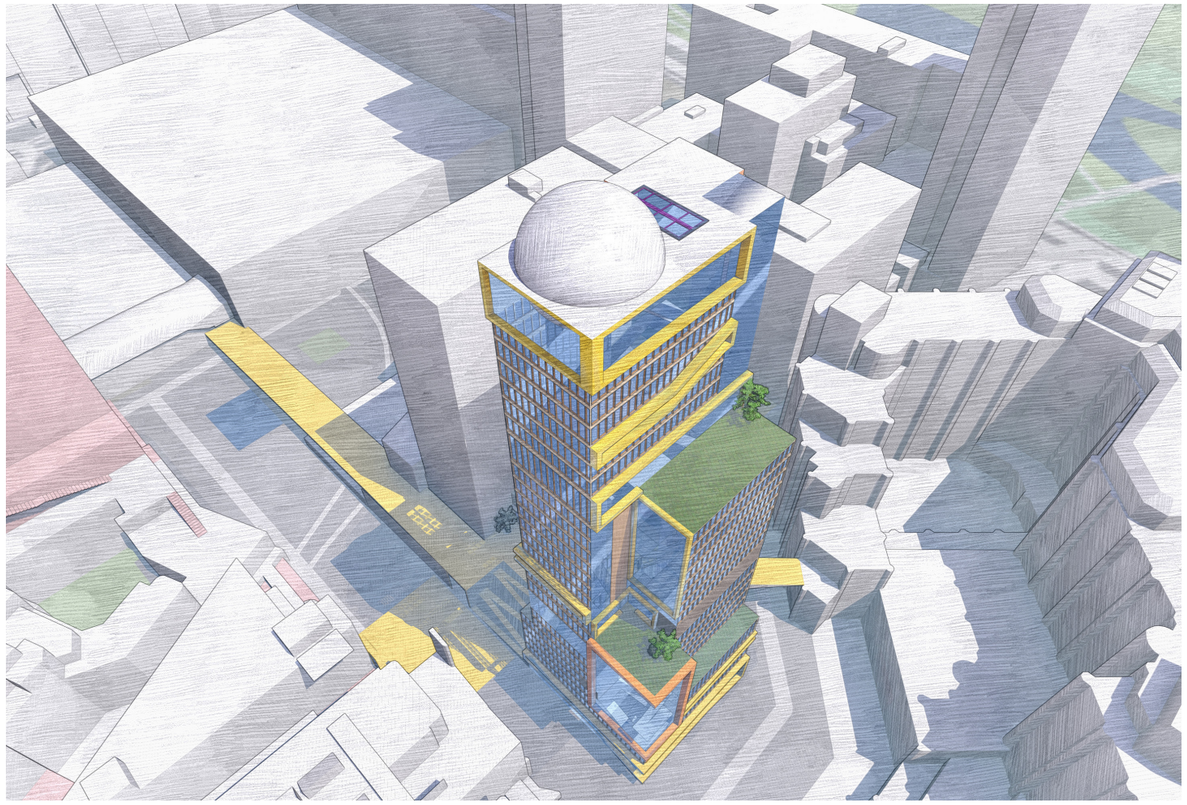


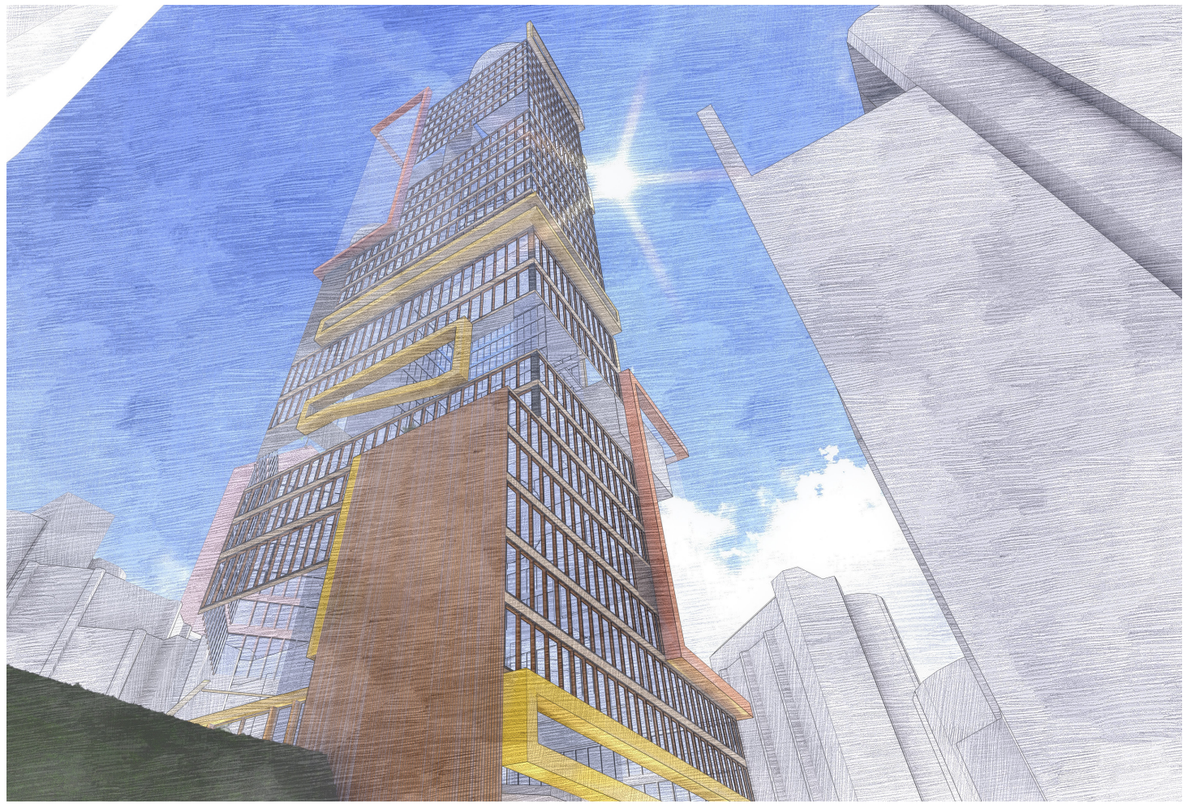

Exhibition Space (1500 m2)
Café and Lounge (2500 m2)
(Lecture) Theatres (1.500 m2)
Commercial Spaces (1.000 m2)
Library and Media Center (2.000 m2)
Car Parking
Bicycle Parking
Circulation Space 20-30 %
Public
Sports (2500 m2)
Workshops (400)
Centre for Advanced Virtuality (500 m2)
Play and Learn (2.000 m2)
Teaching, Learning & Development Spaces (1.000 m2)
Learn and Discover; Studio Spaces (1.000 m2)
Office Spaces (7.000 m2)
Learn and Develop; Research Spaces (2.000 m2)
Storage, Mechanical Utilities 10%
Semi-Public
Private

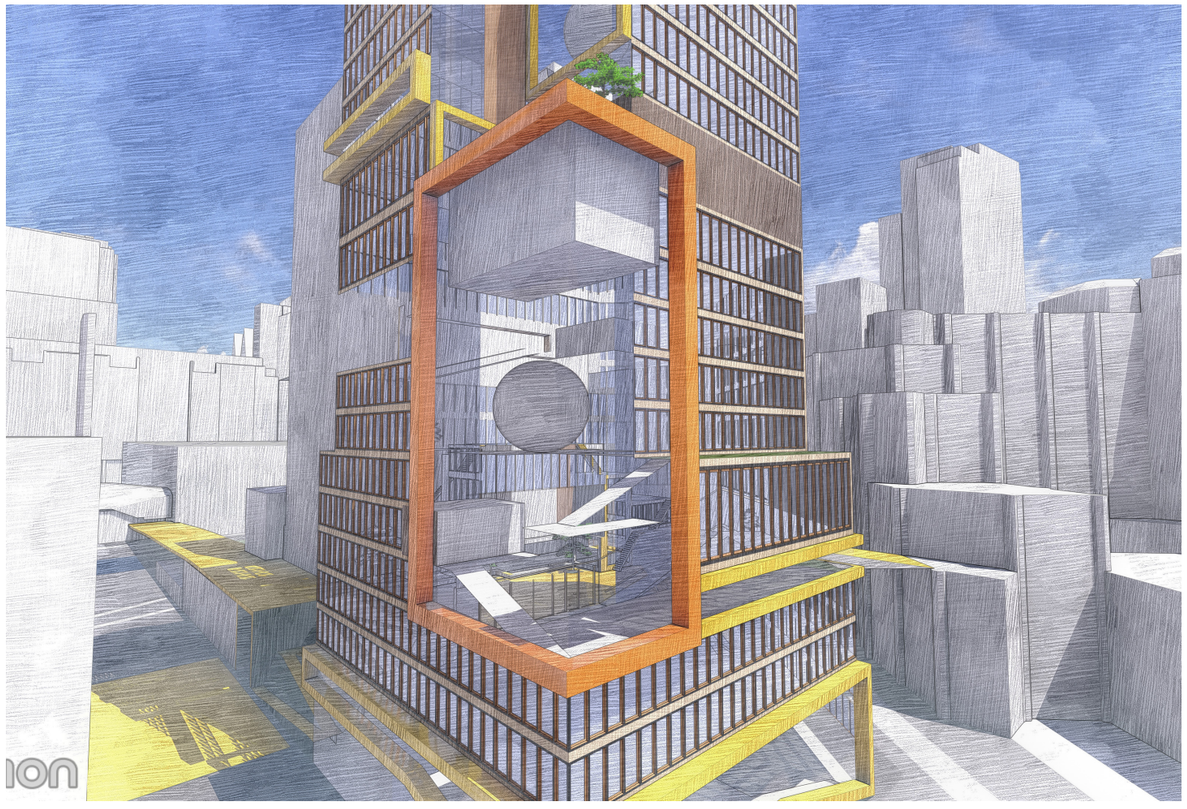

(Lecture) Theatres
Café and Lounge
Office
Centre for Advanced Virtuality
(Lecture) Theatres
Office
Learn and Develop; Research Spaces
Office
(Lecture) Theatres
Learn and Discover; Studio Spaces
Office
Play and Learn
Exhibition Space
Sports
Teaching, Learning & Development Spaces
Library and Media Center
Workshops
Café and Lounge
Commercial Spaces
Entrance
Bicycle Parking
Car Parking

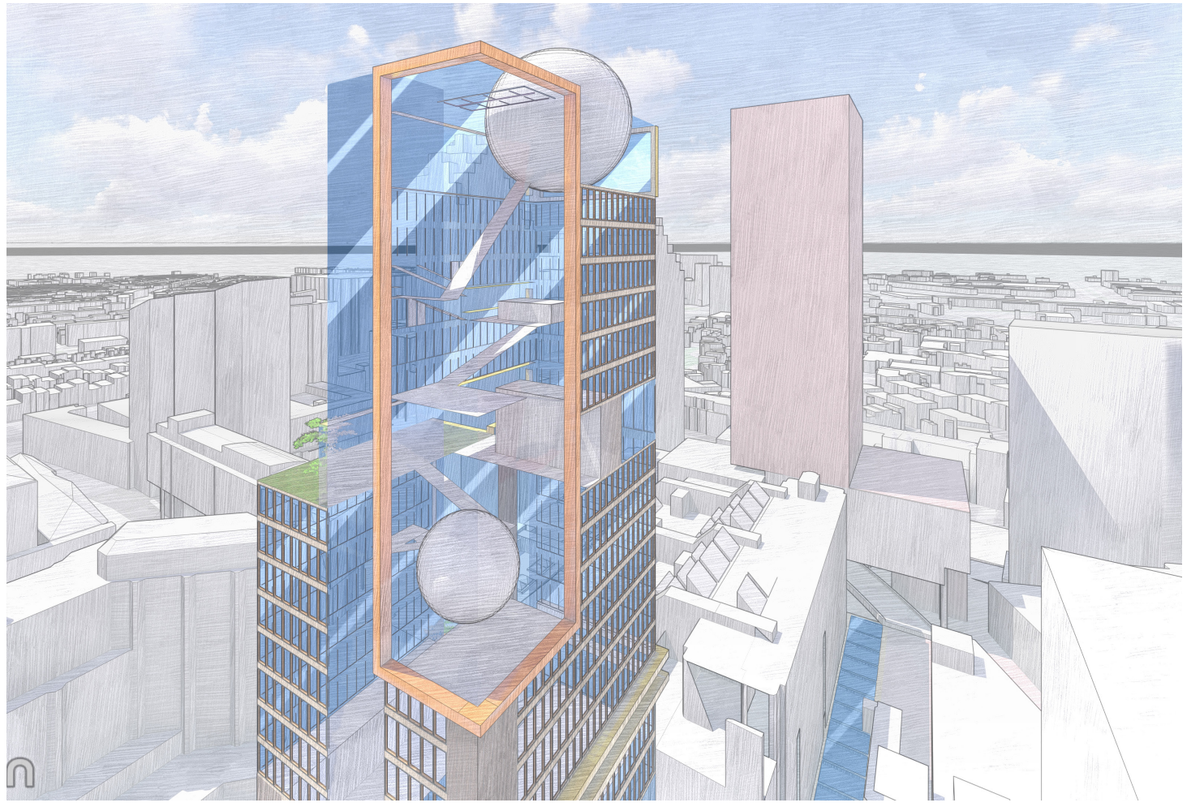
Proposal during the pinup of 11 Jan



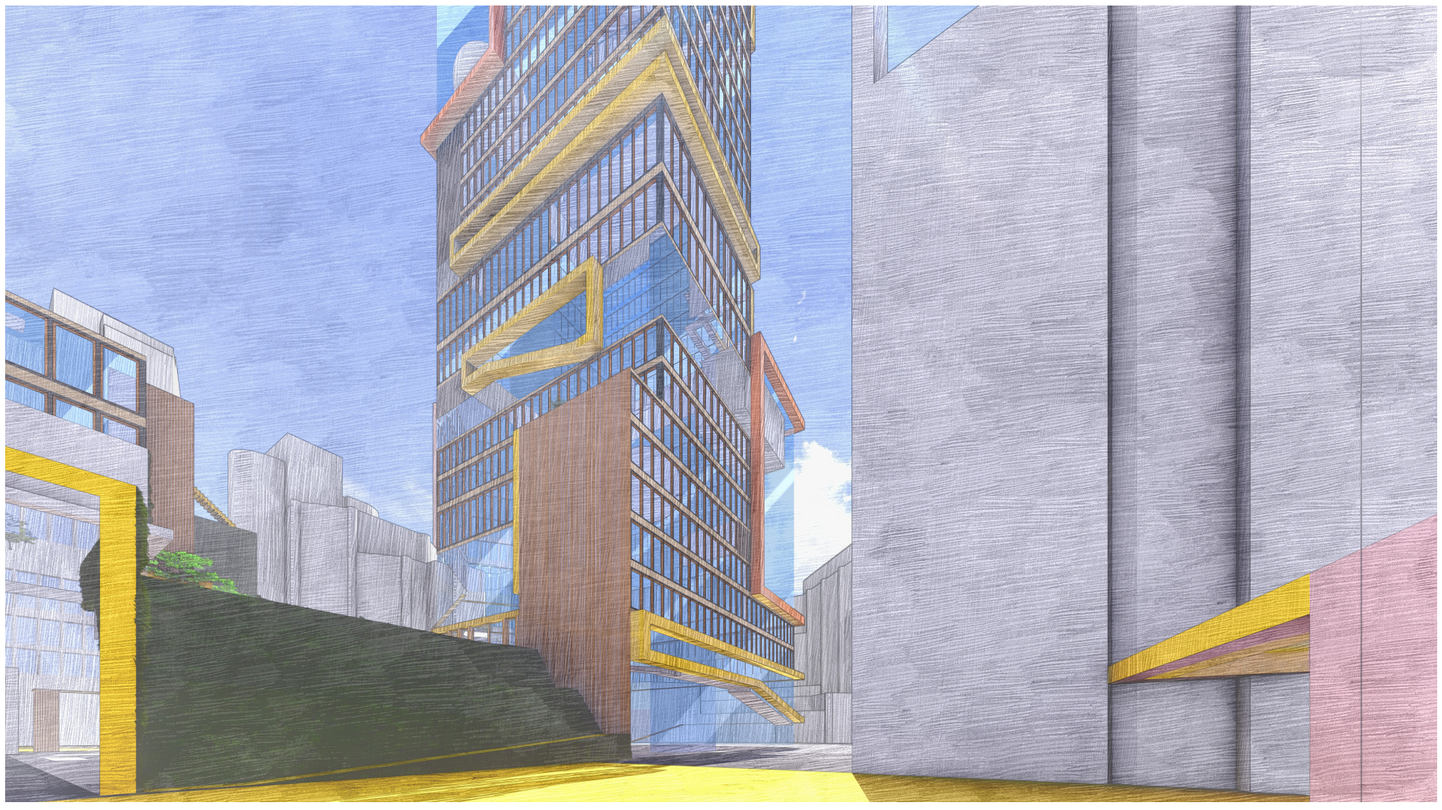


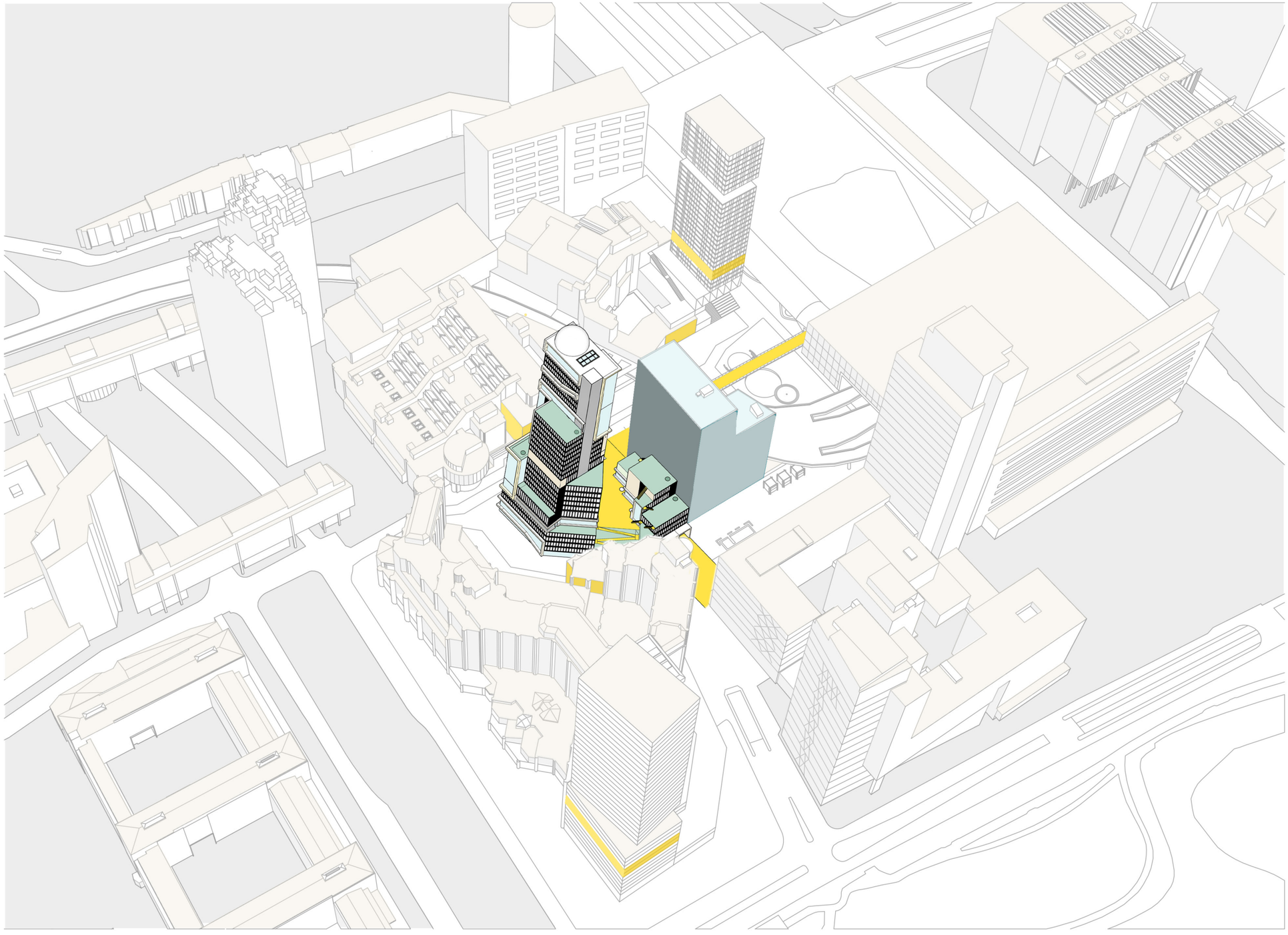










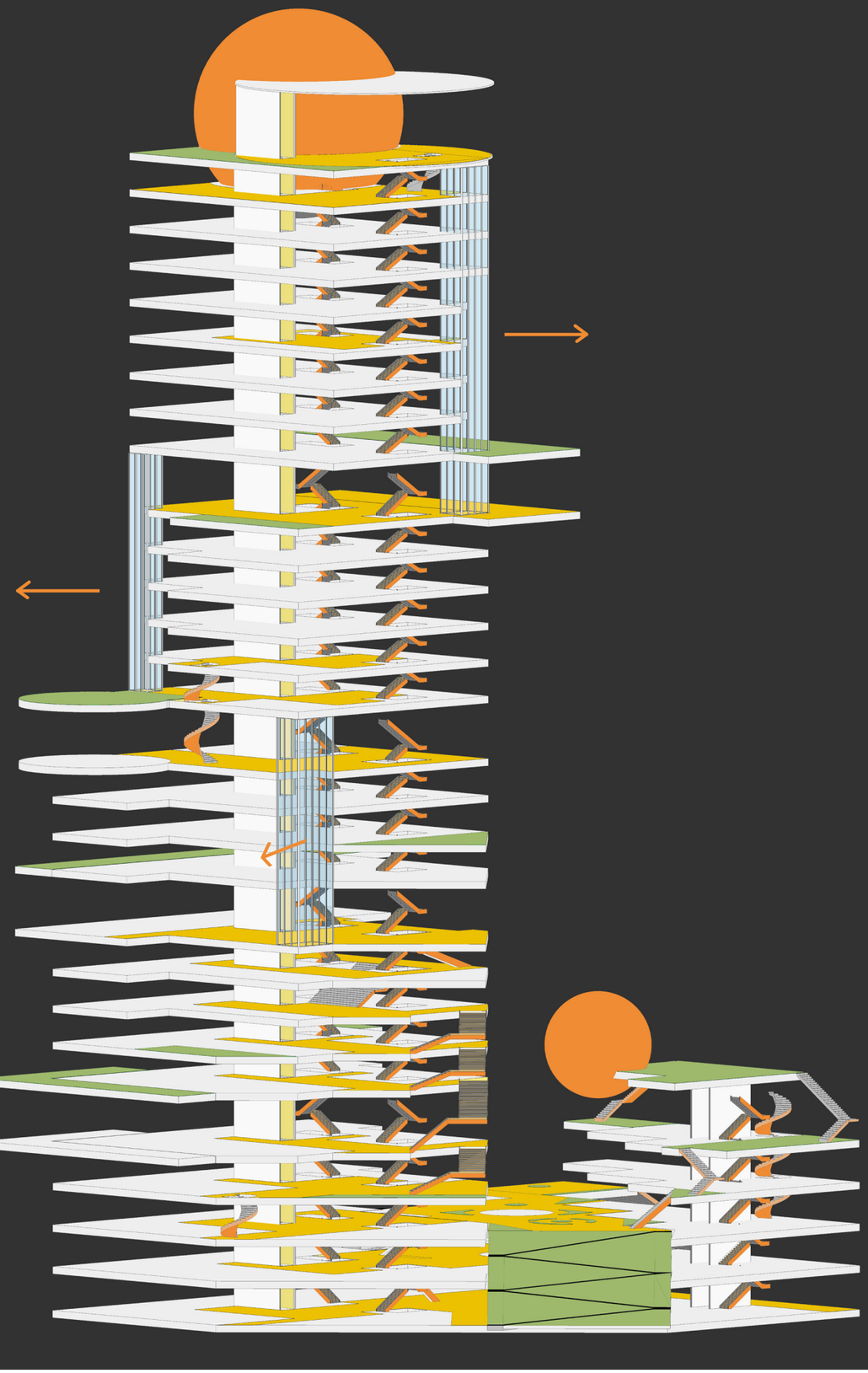


Bird eye view

Design Proposal

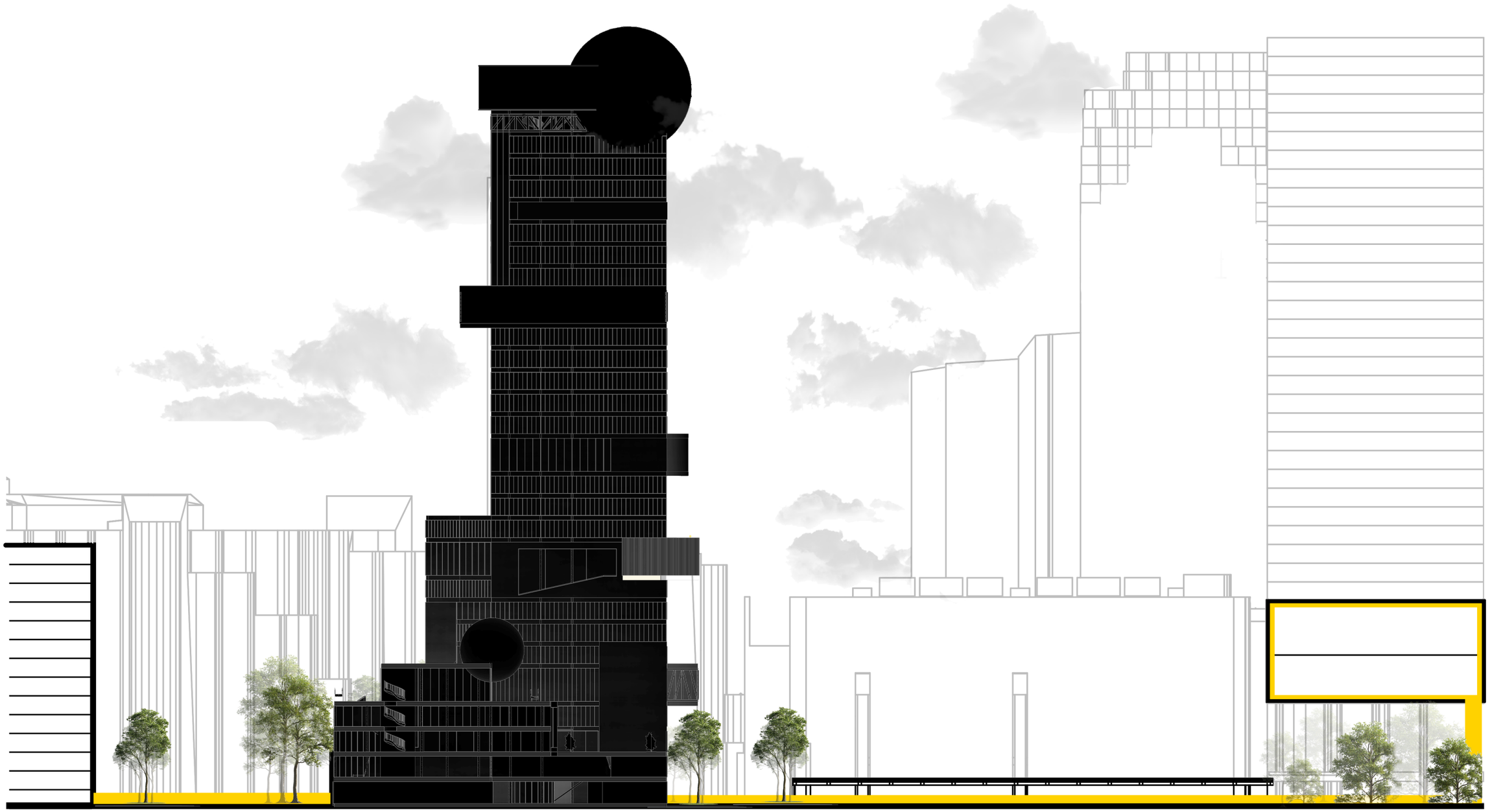
Circulation diagram

- Different view axes
- Public zones through the building
- Variety of circulation methods





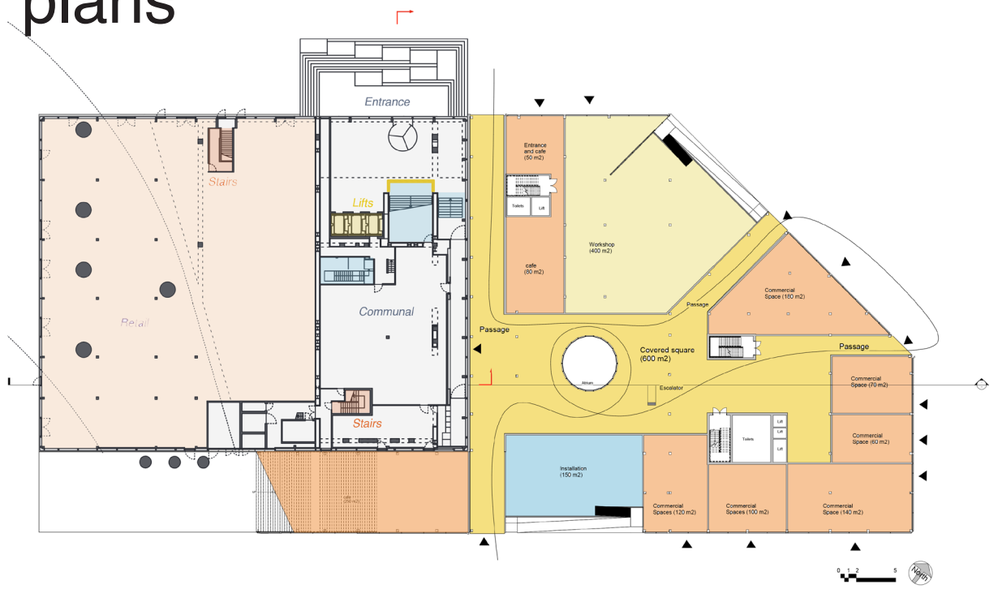
Urban section 1



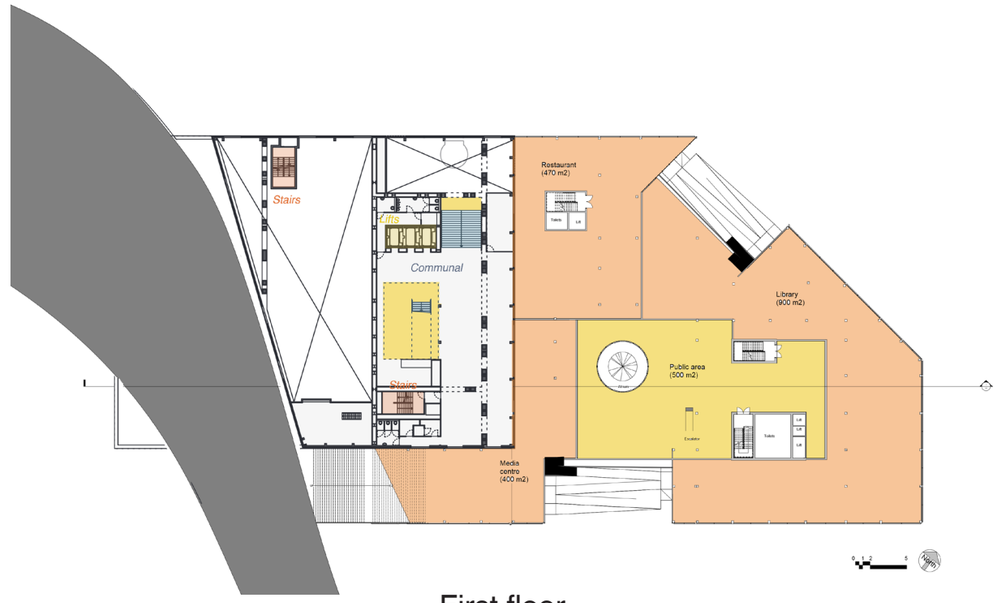
Babylon *New Campus* *Library passage*

Urban section 2

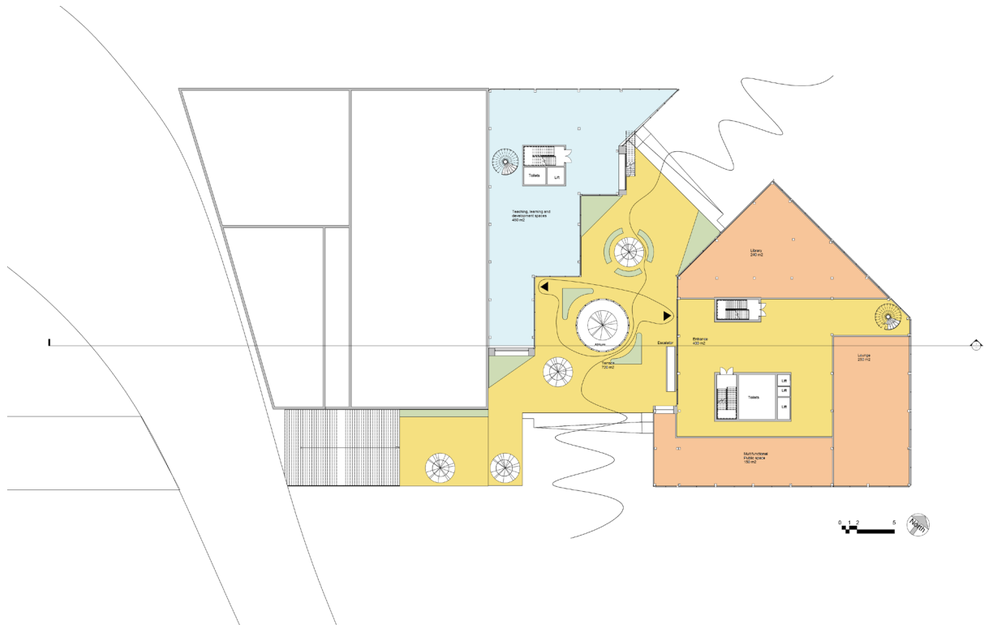
Floor plans



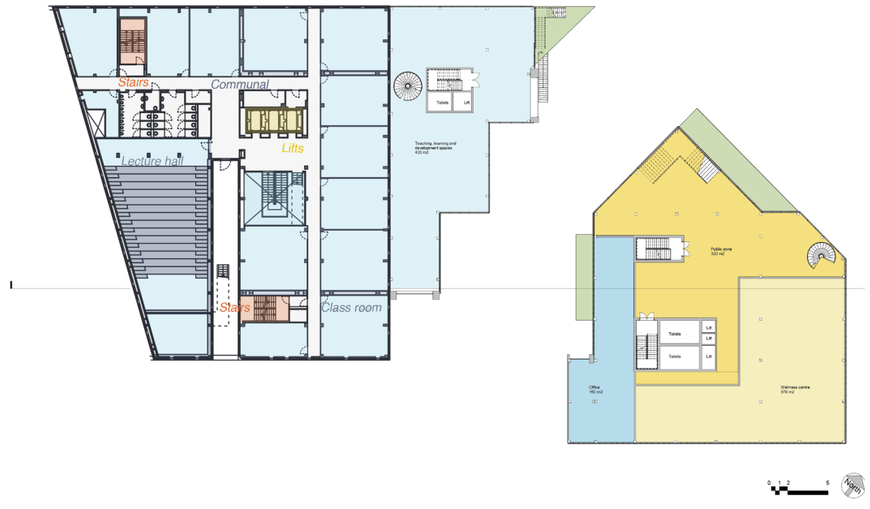
Ground floor



First floor



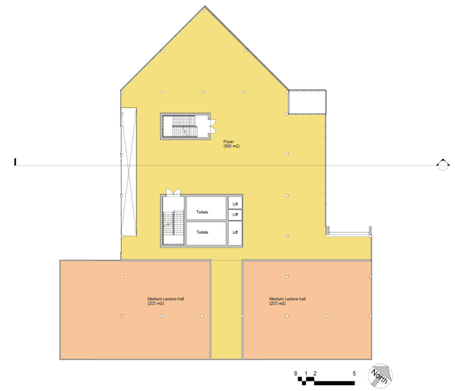
Second floor



Third floor



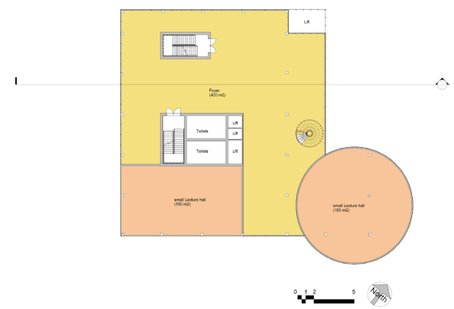
Fourth floor



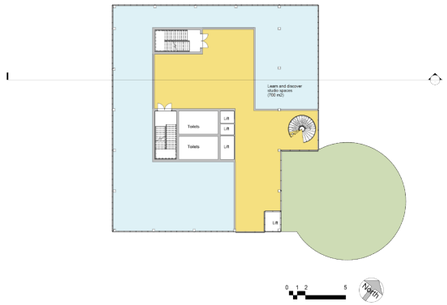
9th floor



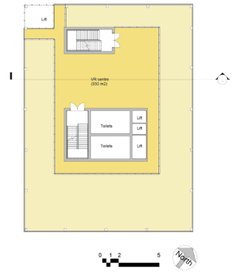
Fifth floor



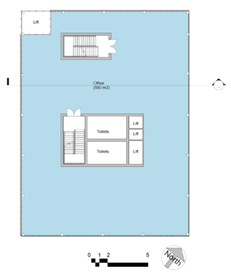
13th floor



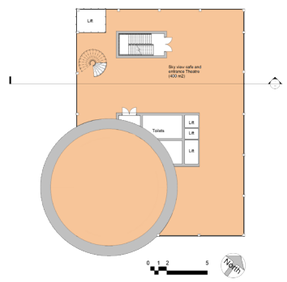
14th floor



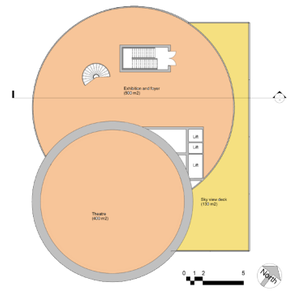
23th floor



25th floor

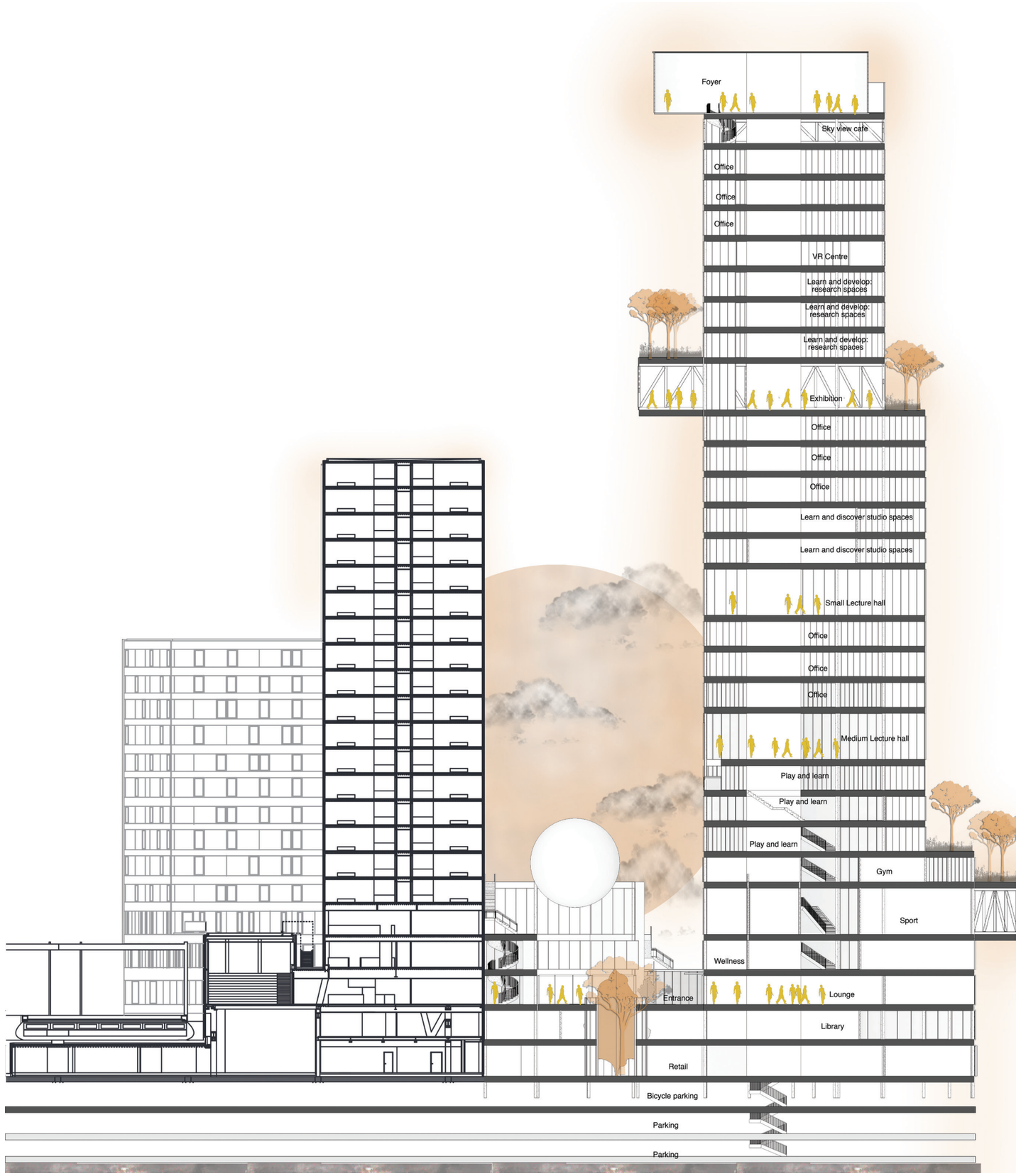


27th floor

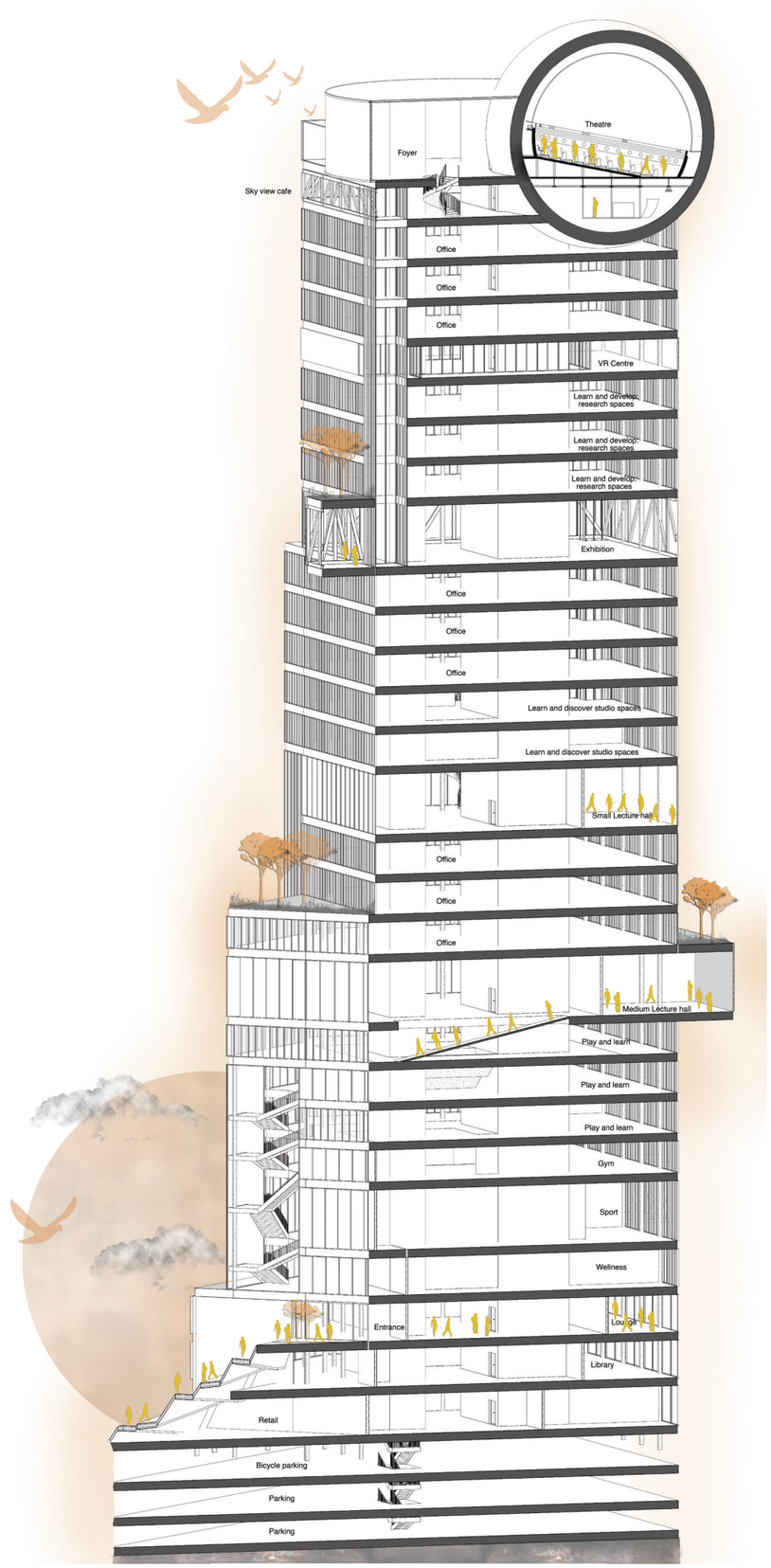


28th floor

Sections

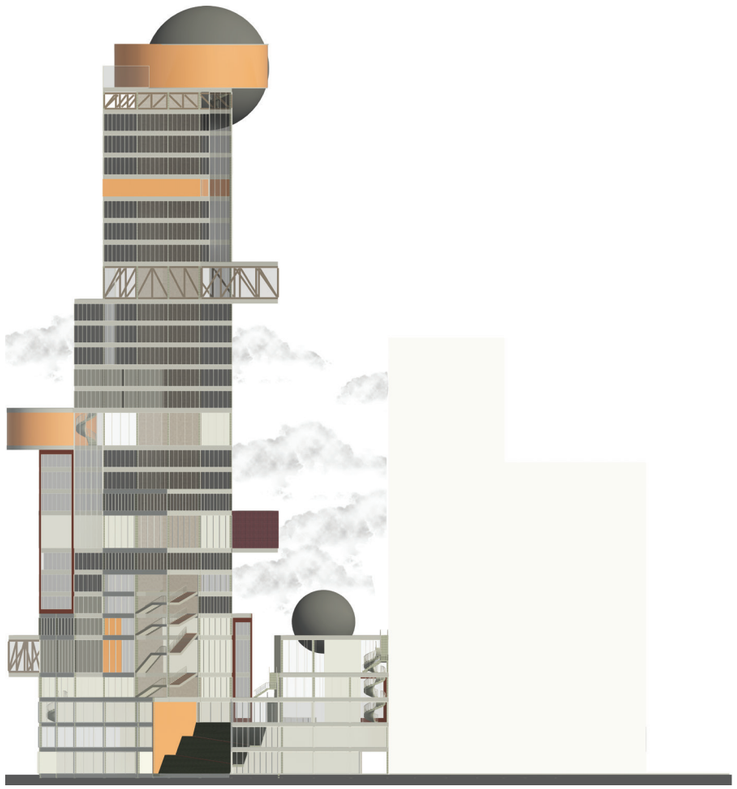


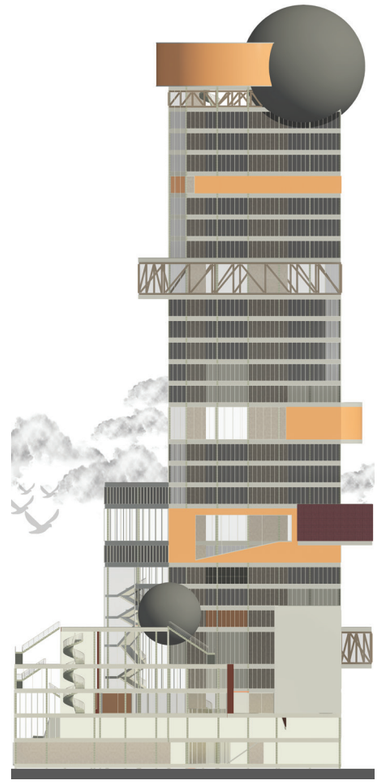
Section

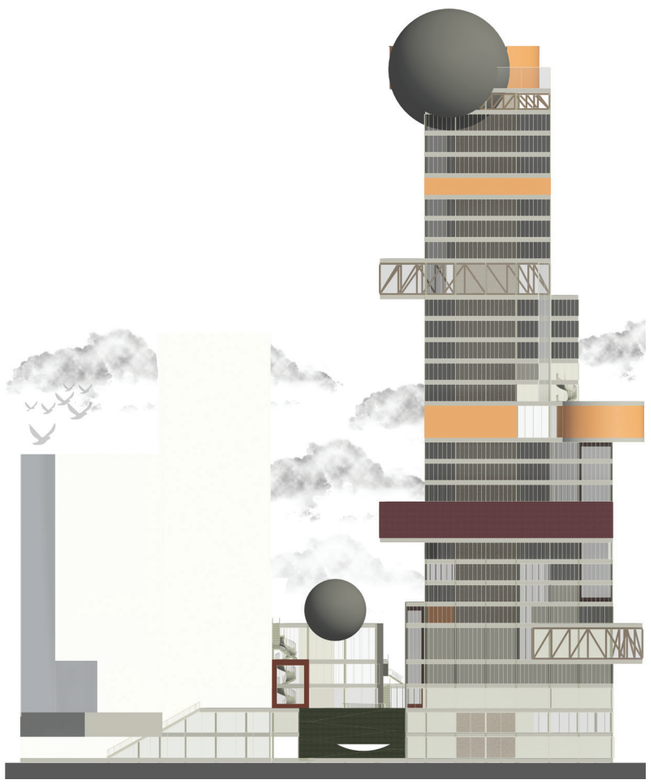

Theatre
Foyer
Sky view cafe
Office
Office
Office
VR Centre
Learn and develop research spaces
Learn and develop research spaces
Learn and develop research spaces
Exhibition
Office
Office
Office
Learn and discover studio spaces
Learn and discover studio spaces
Small Lecture hall
Office
Office
Office
Medium Lecture hall
Play and learn
Play and learn
Play and learn
Gym
Sport
Wellness
Entrance
Lounge
Library
Retail
Bicycle parking
Parking
Parking

3D section

Elevations

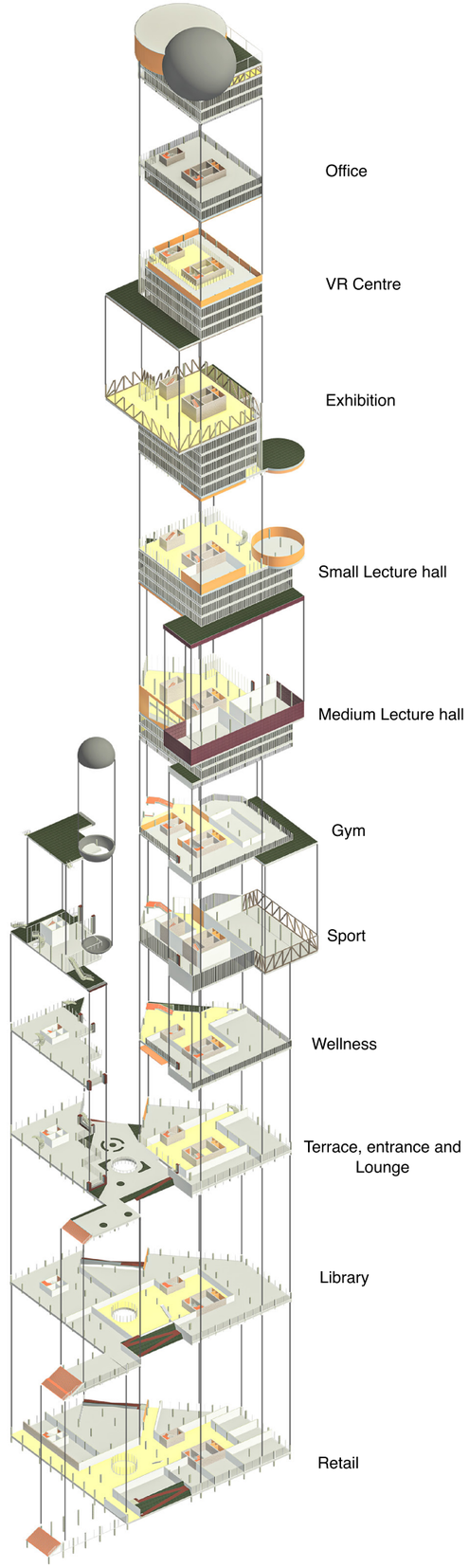








Exploded view

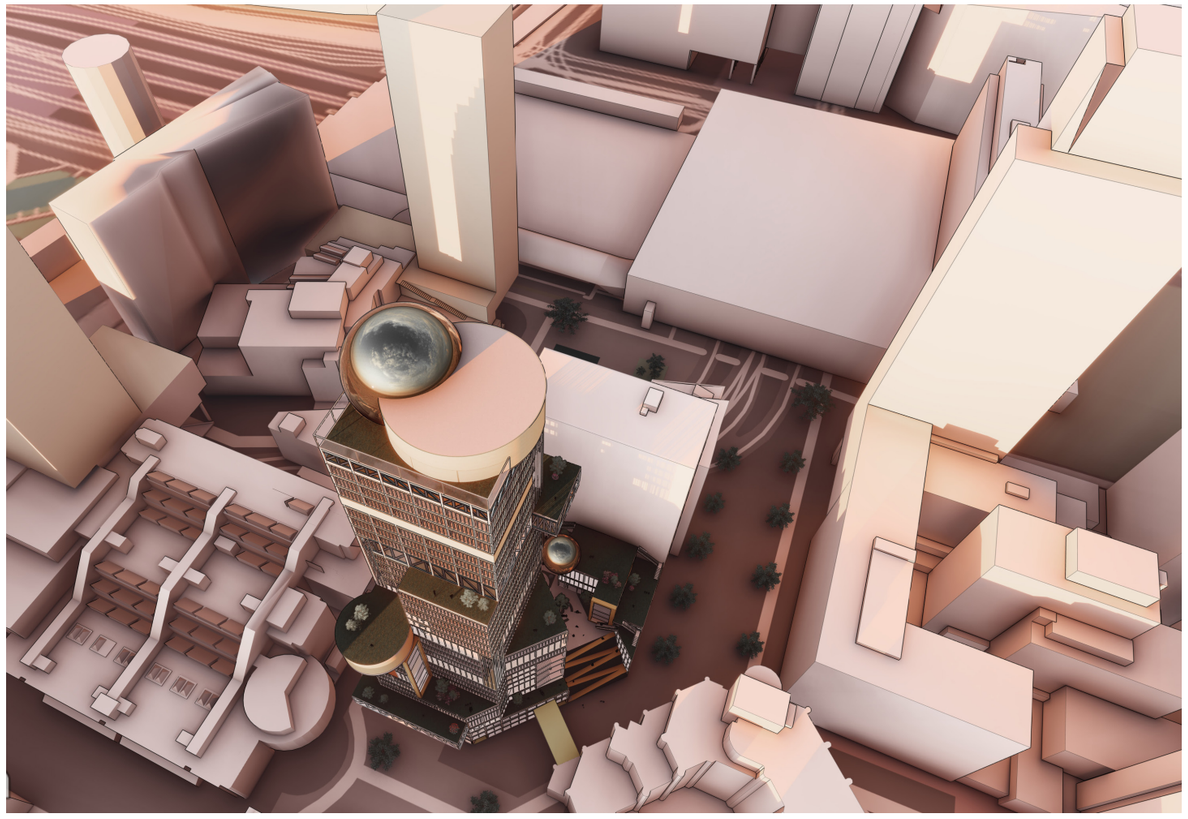


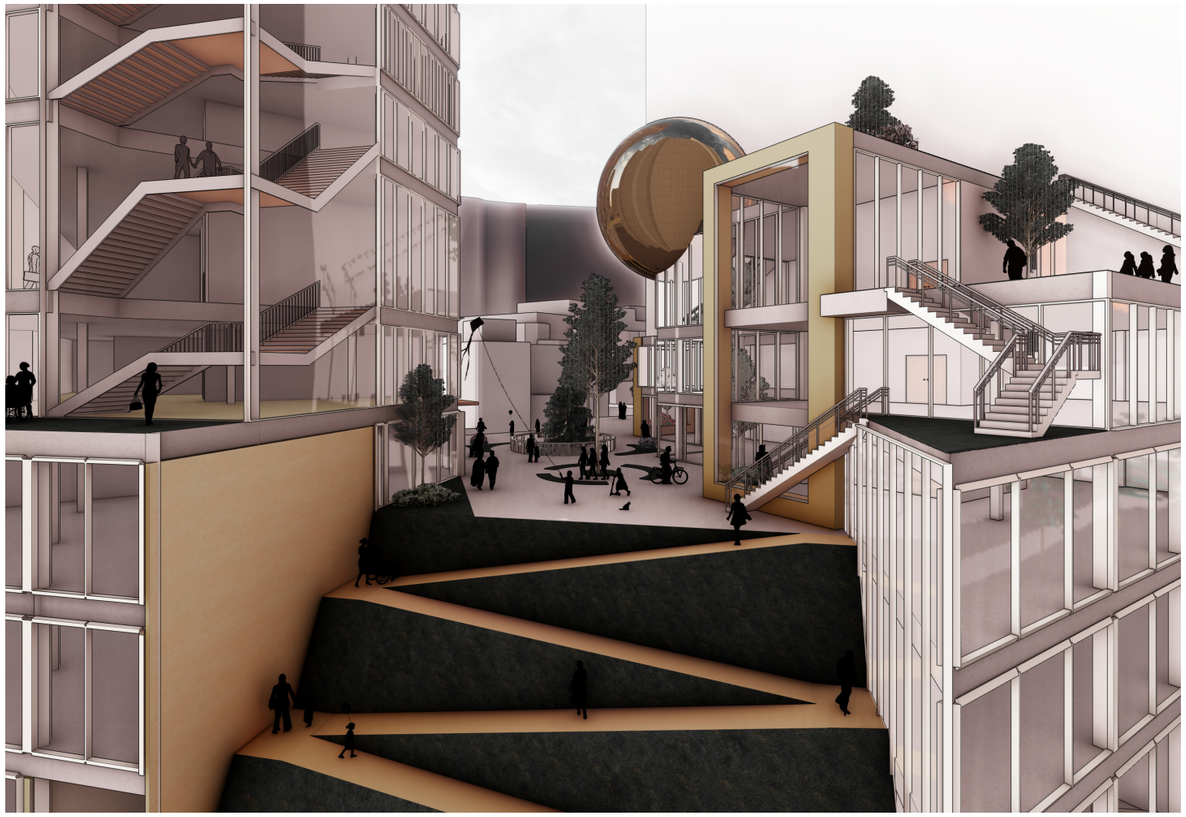
Renders

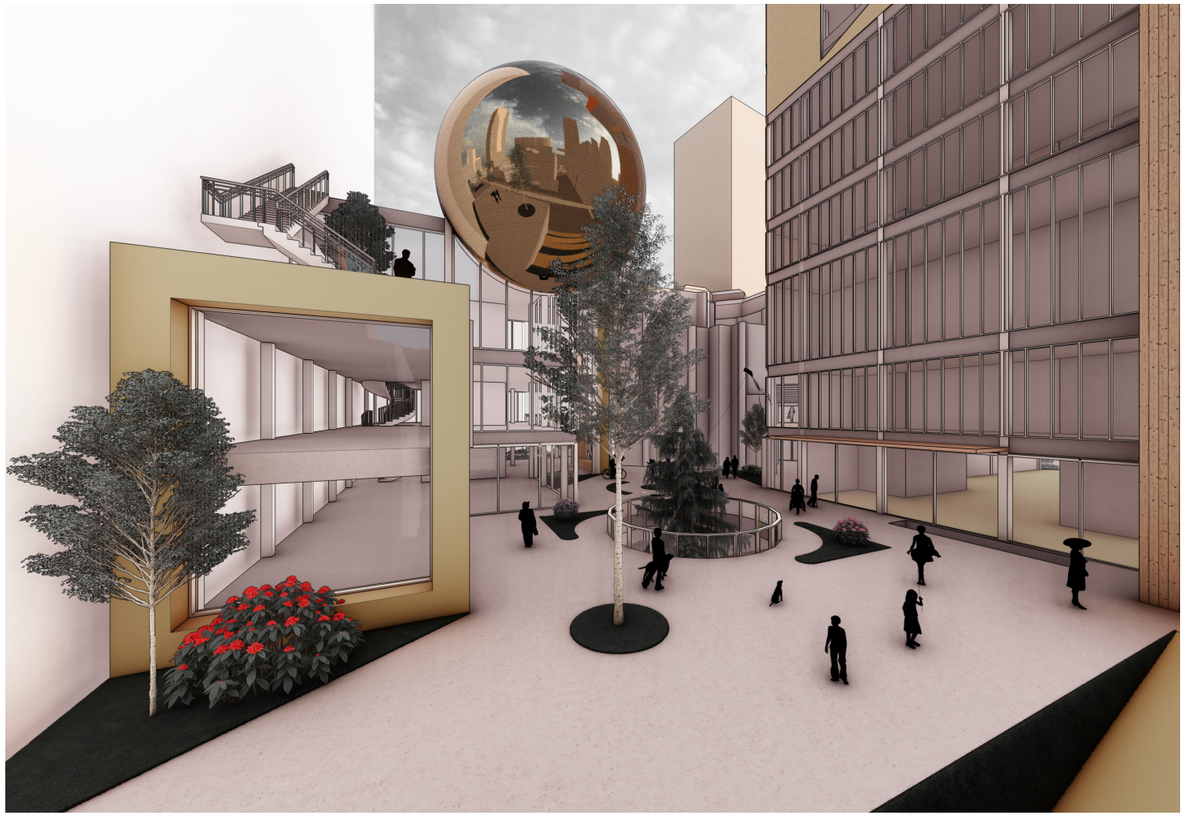


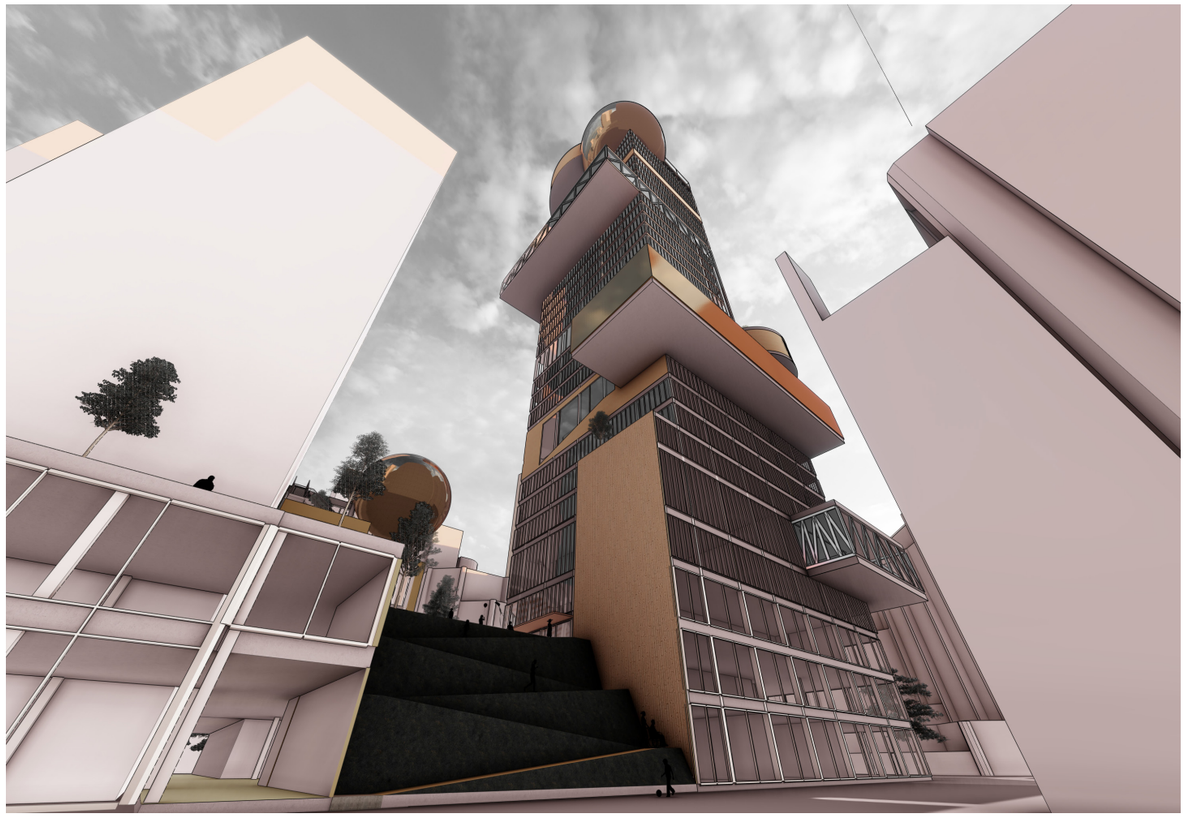


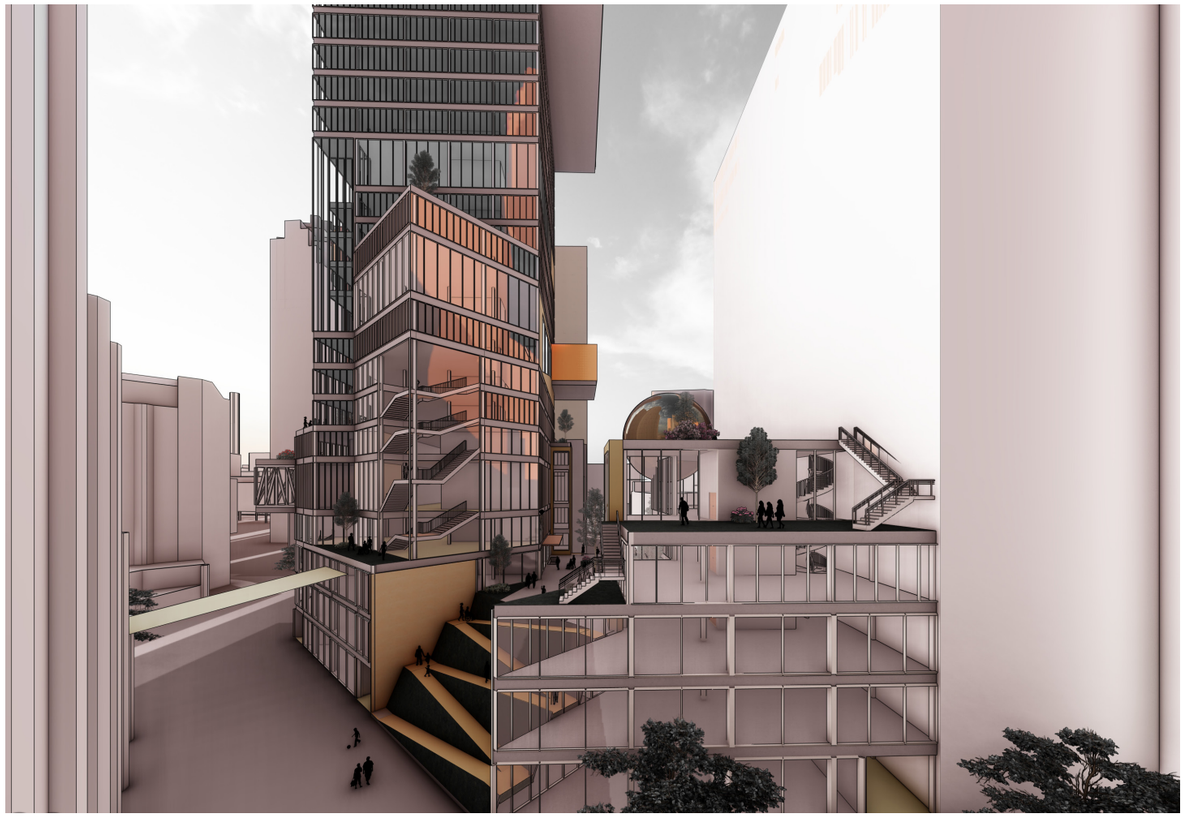




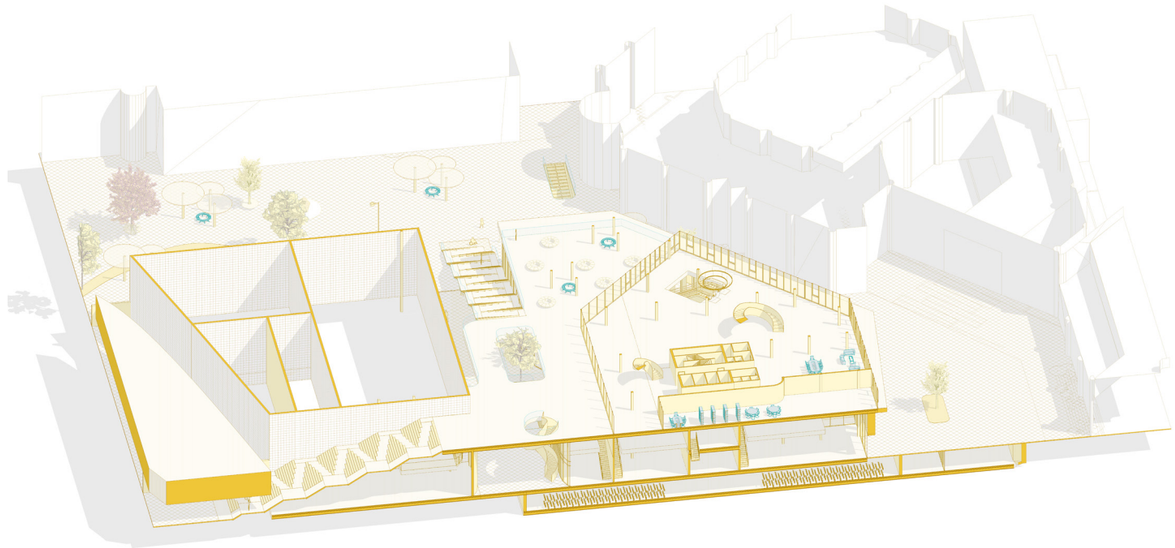








P3



THE FUN FACTORY

Study on cores and structural stability

Cores and lifts

- Shuttle Lifts & Sky lobbies
- Normal lifts 0.91 x 1.22 m in size
- it is general practice to serve a maximum of 15–16 floors with a lift or a group of lifts.
  (this means to groups traffic analysis: expected people per floor)
- There should be a transfer level between the 2 rises

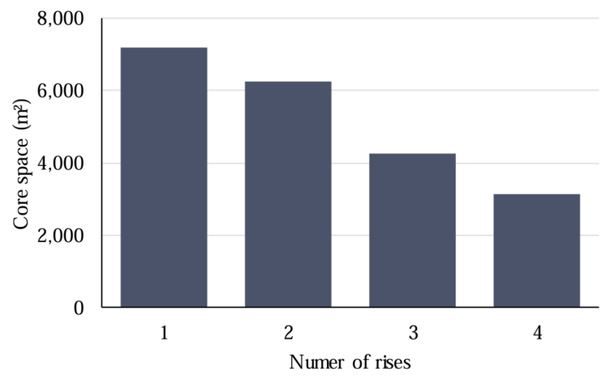


Figure 2 Core space

	rise 1	rise 2	rise 3	rise 4
18		X	I	I
17		X	I	I
16	T	X	I	I
15	X	T	I	I
14	X	I	I	I
13	X	I	I	I
ground	X	X	X	X

T represents possible transfer floor location

Figure 3 Extract of Figure 1 showing possible transfer floor locations between rise 1 and rise 2

Two rise double deck can save space, but needs two story lobby

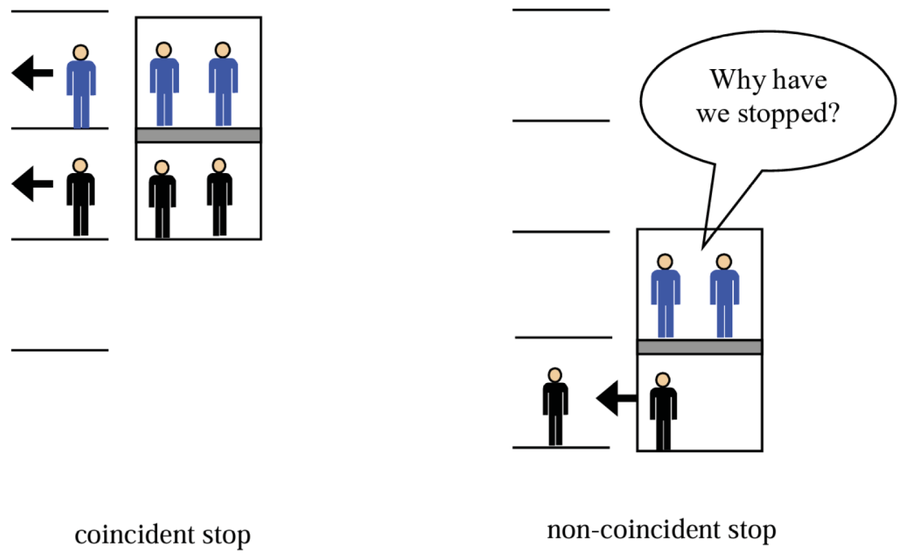


Figure 4 Illustration of coincident and non-coincident stops

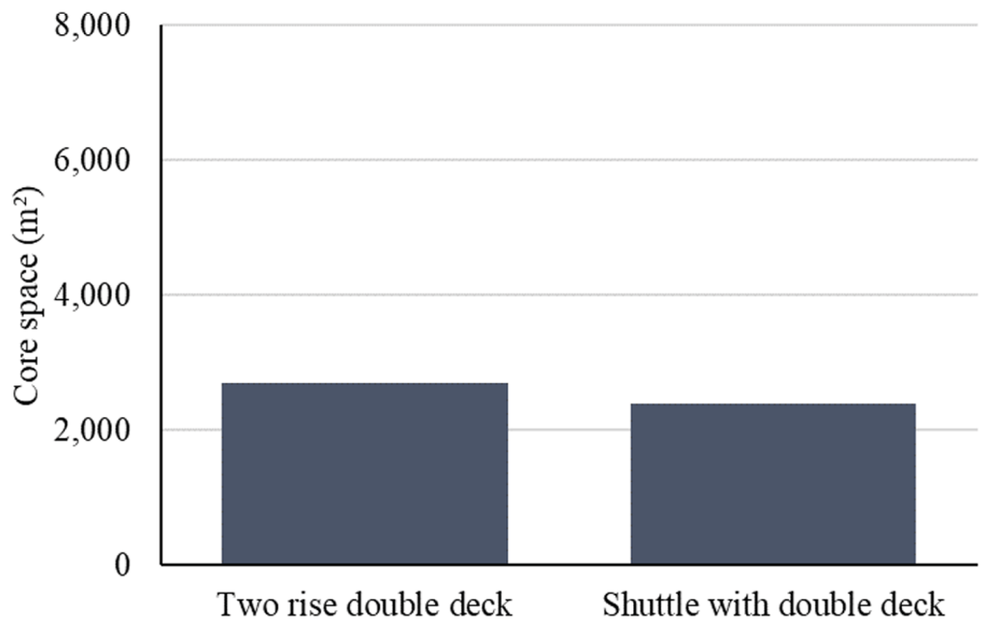
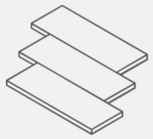


Figure 10 Core space



PANEL TYPES

KLH® - CLT is offered in 3 standard qualities. Upon request special surfaces and panel build-ups are possible, depending on the availability of the required species and technical feasibility. Special structures are possible upon request.

BY USING DOUBLE LAYERS, THE BOARD'S LONGITUDINAL AND TRANSVERSE RIGIDITY CAN BE INCREASED IN A TARGETED MANNER. CHANGES TO THE BOARD STRUCTURE CAN BE USED TO INCREASE ITS FIRE RESISTANCE IN ORDER TO MEET SPECIAL PROJECT REQUIREMENTS.

Maximum format	Length 16.50 m / Width 3.50 m / Thickness up to 320 mm
Minimum production length	8.25 m - respectively in 5 cm increments up to the maximum length
Invoicing widths	2.45, 2.50, 2.73, 2.95, 3.10, 3.20, 3.30, 3.40, 3.50 m

Maximum CLT Sizing

Finished panels are typically 60 to 300 cm wide, with lengths up to 18 m and thickness up to 50 cm. Widths up to 540 cm and lengths up to 29 m are possible, but uncommon.

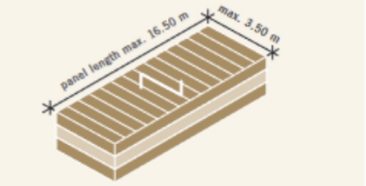
Structure

Steal columns and beams HEA 300
Concrete core 280 mm

CLT floors 200 mm

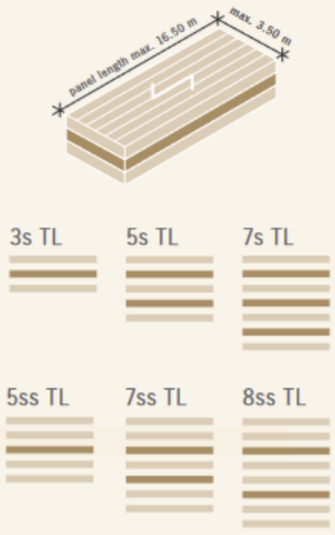
Covering layer in the transverse panel direction TT

Panel Type			Panel structure / Thickness of lamellas [mm]				
KLH	60 mm	3s TT	20	20	20		
KLH	70 mm	3s TT	20	30	20		
KLH	80 mm	3s TT	30	20	30		
KLH	90 mm	3s TT	30	30	30		
KLH	100 mm	3s TT	30	40	30		
KLH	110 mm	3s TT	40	30	40		
KLH	120 mm	3s TT	40	40	40		
KLH	100 mm	5s TT	20	20	20	20	20
KLH	110 mm	5s TT	20	20	30	20	20
KLH	120 mm	5s TT	30	20	20	20	30
KLH	130 mm	5s TT	30	20	30	20	30
KLH	140 mm	5s TT	30	20	40	20	30
KLH	150 mm	5s TT	30	30	30	30	30
KLH	160 mm	5s TT	40	20	40	20	40



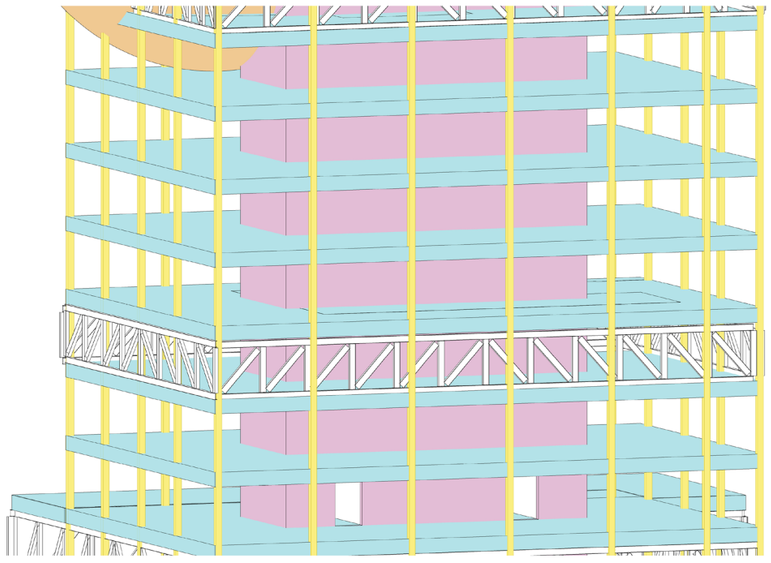
Covering layer in the longitudinal panel direction TL

KLH	60 mm	3s TL	20	20	20				
KLH	70 mm	3s TL	20	30	20				
KLH	80 mm	3s TL	30	20	30				
KLH	90 mm	3s TL	30	30	30				
KLH	100 mm	3s TL	40	20	40				
KLH	110 mm	3s TL	40	30	40				
KLH	120 mm	3s TL	40	40	40				
KLH	100 mm	5s TL	20	20	20	20	20		
KLH	110 mm	5s TL	20	20	30	20	20		
KLH	120 mm	5s TL	30	20	20	20	30		
KLH	130 mm	5s TL	30	20	30	20	30		
KLH	140 mm	5s TL	40	20	20	20	40		
KLH	150 mm	5s TL	40	20	30	20	40		
KLH	160 mm	5s TL	40	20	40	20	40		
KLH	170 mm	5s TL	40	30	30	30	40		
KLH	180 mm	5s TL	40	30	40	30	40		
KLH	190 mm	5s TL	40	40	30	40	40		
KLH	200 mm	5s TL	40	40	40	40	40		
KLH	160 mm	5ss TL	30+30	40	30+30				
KLH	180 mm	7s TL	20	40	20	20	20	40	20
KLH	200 mm	7s TL	20	40	20	40	20	40	20
KLH	220 mm	7s TL	30	40	30	20	30	40	30
KLH	240 mm	7s TL	30	40	30	40	30	40	30
KLH	180 mm	7ss TL	30+30	20	20	20	30+30		
KLH	200 mm	7ss TL	30+30	20	40	20	30+30		
KLH	220 mm	7ss TL	40+40	20	20	20	40+40		
KLH	240 mm	7ss TL	40+40	20	40	20	40+40		
KLH	260 mm	7ss TL	40+40	30	40	30	40+40		
KLH	280 mm	7ss TL	40+40	40	40	40	40+40		
KLH	300 mm	8ss TL	40+40	30	40+40	30	40+40		
KLH	320 mm	8ss TL	40+40	40	40+40	40	40+40		

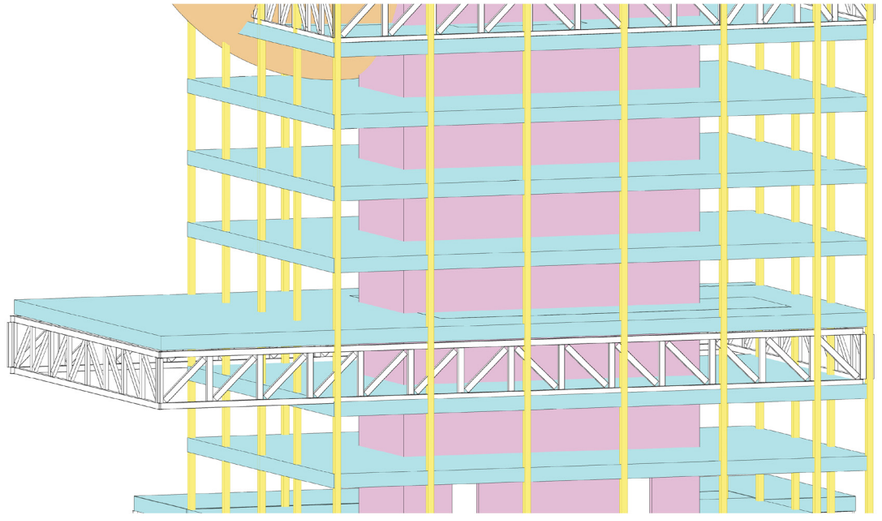


sustainableconstructionservices

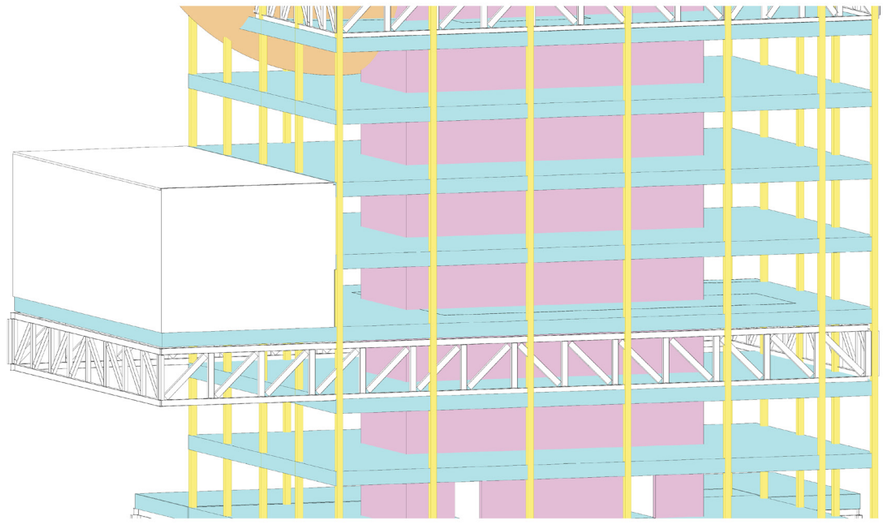
Cantilevered volumes
step 1: use the ring truss

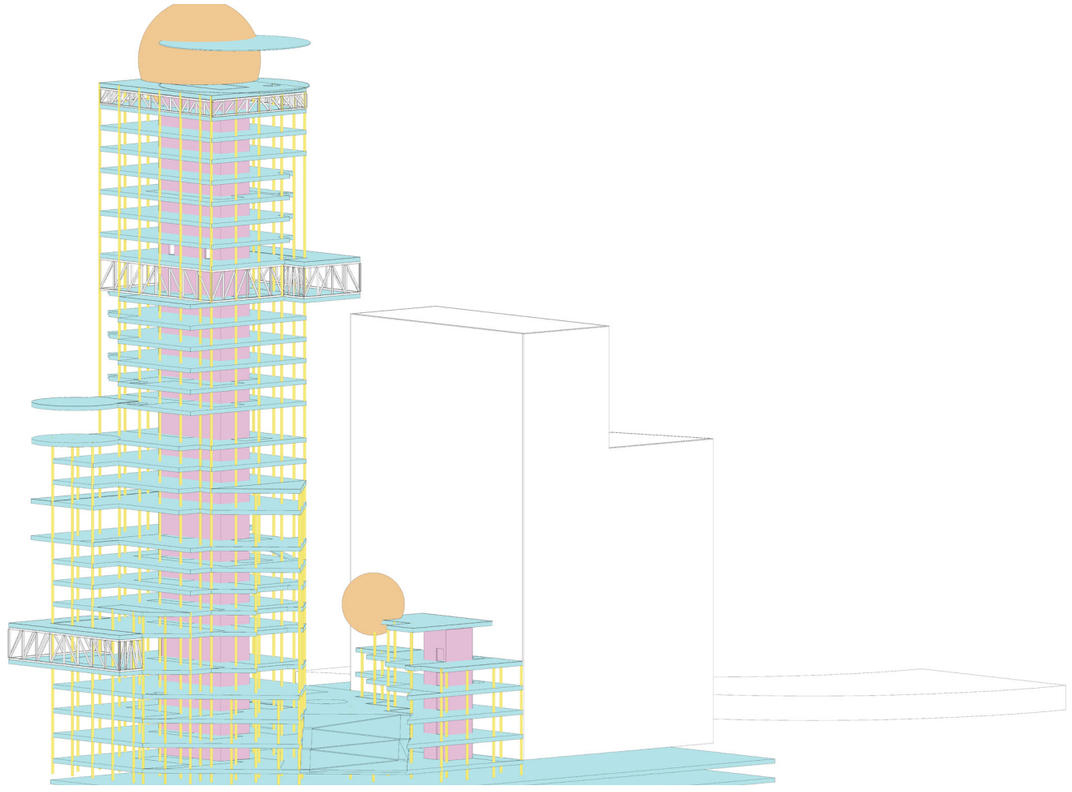


Cantilevered volumes
step 2: extend the truss up to 1/3 - 2/3

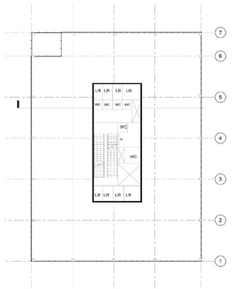


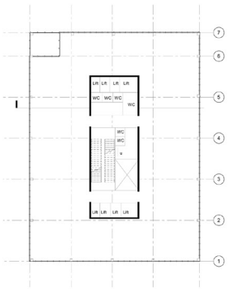
Cantilevered volumes
step 3: build the volume above it

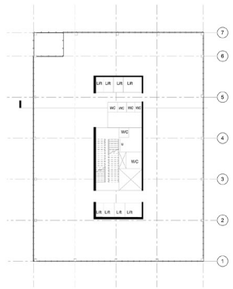


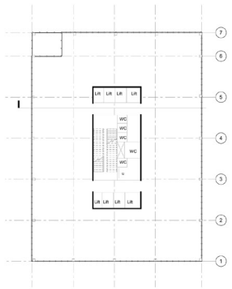


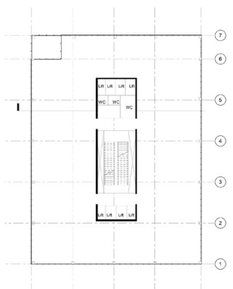
Core variants

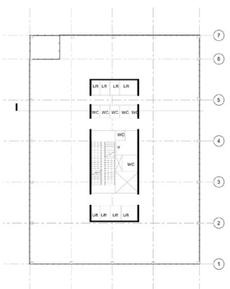




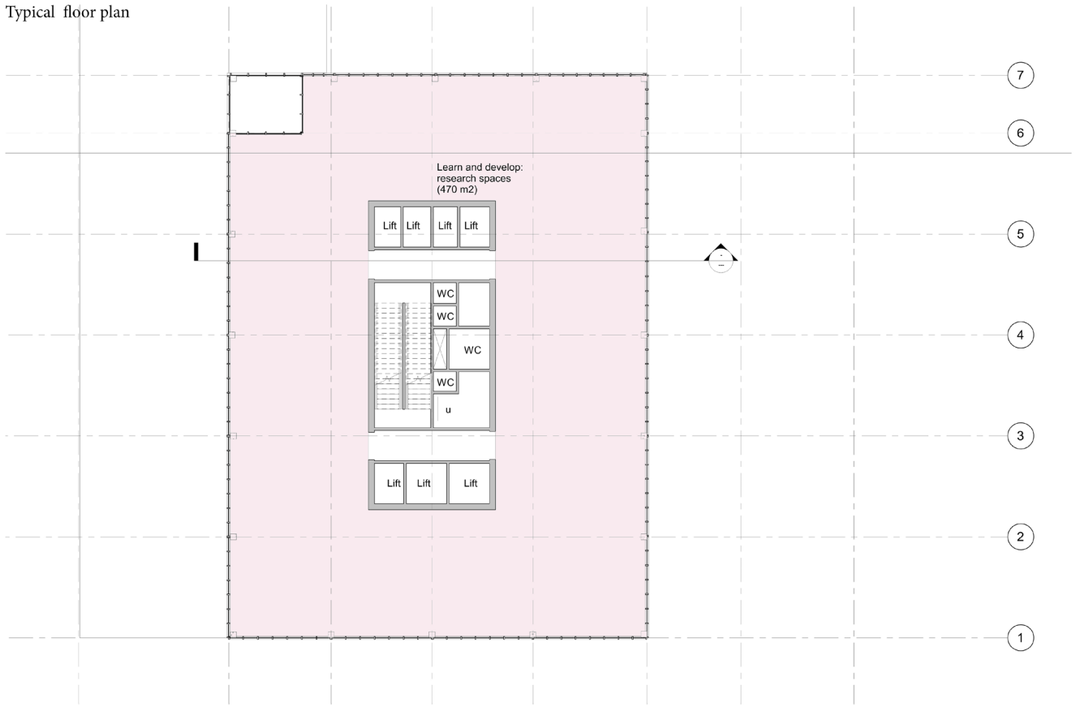




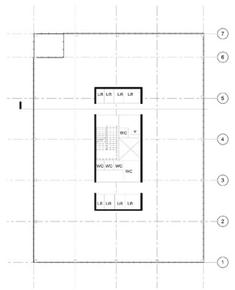


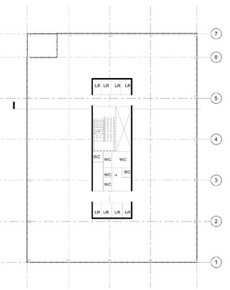


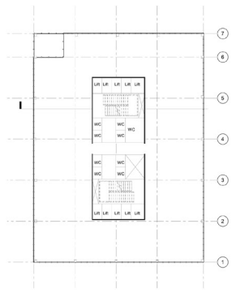
Typical floor plan



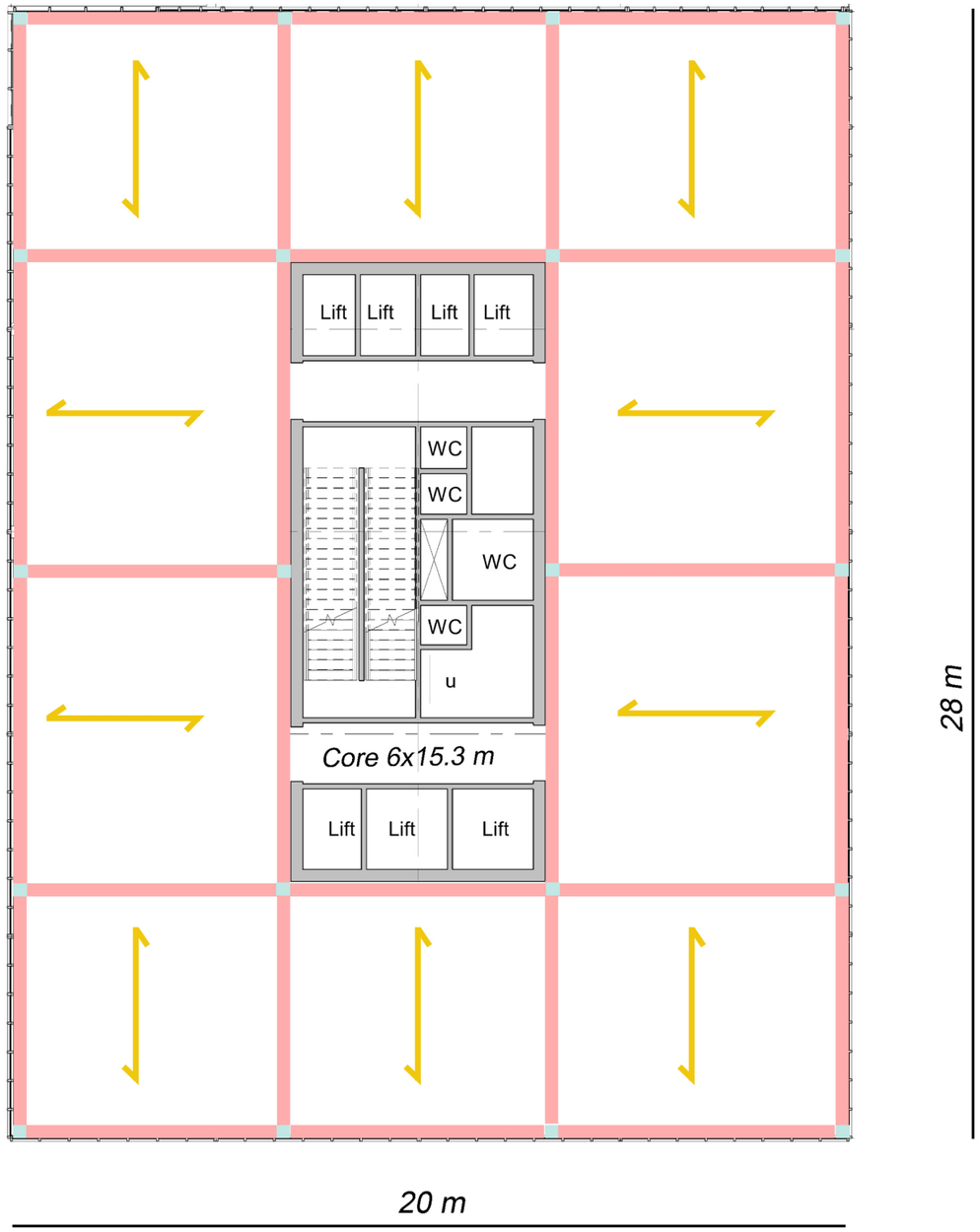
Core variants

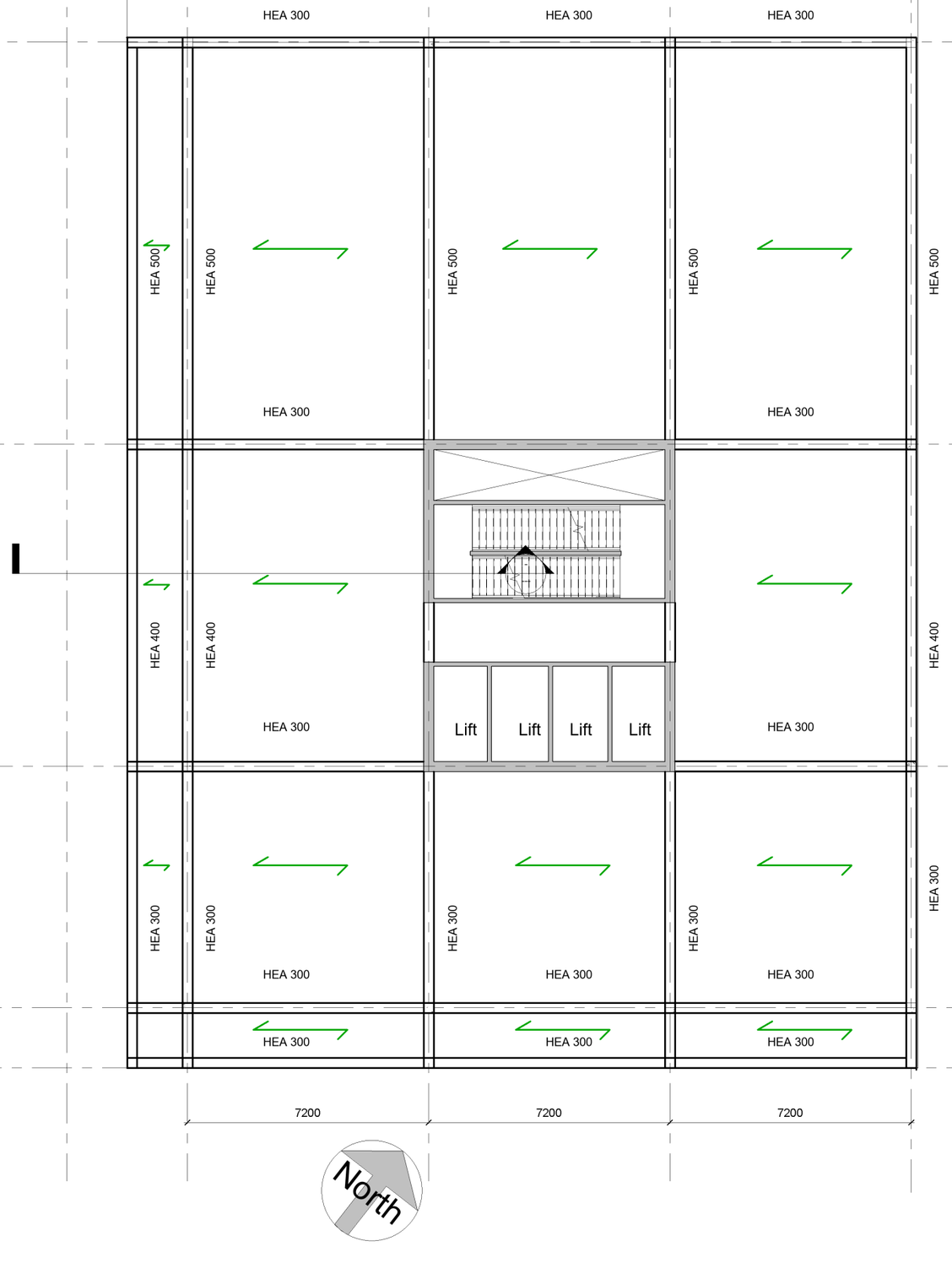






Standard floor plan

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HEA 300
HEA 300
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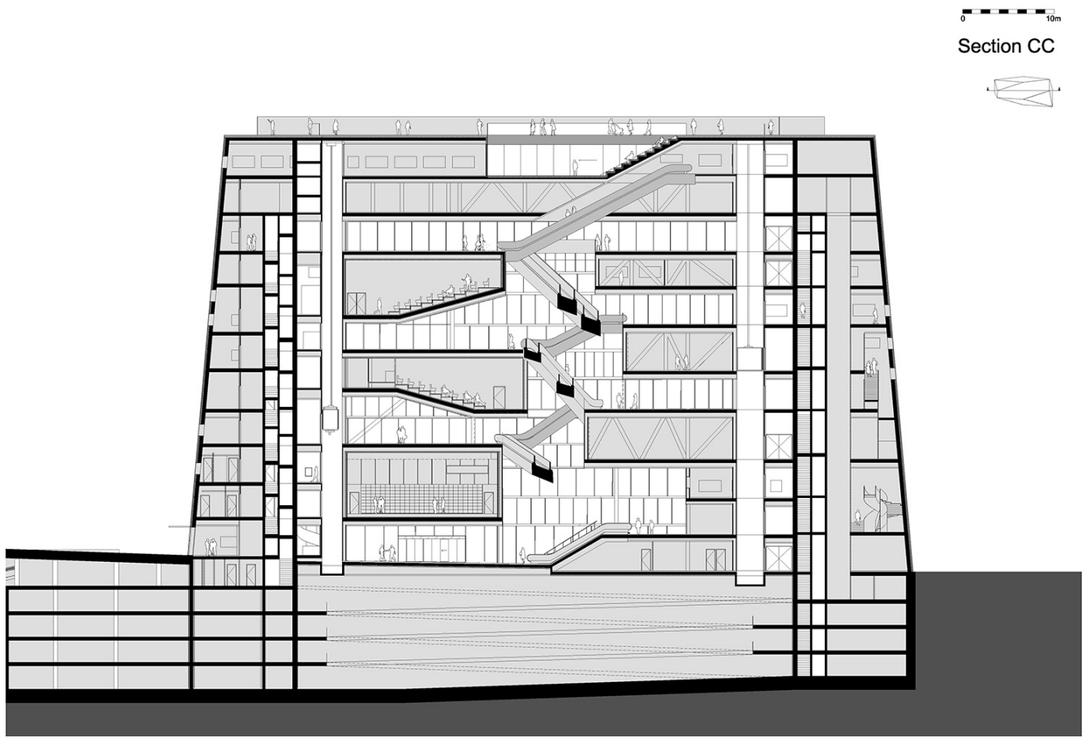
HEA 300
HEA 300
HEA 300
1800
7200
7200
7200
North

20

Case study and project visit, FORUM, Groningen






auditorium


public


storyworld

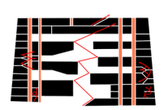

cinema


bars/ restaurants


expo


parking garage


bike parking


routing


installations


structure

Interesting projects with escalators

- Look at these references:

Forum

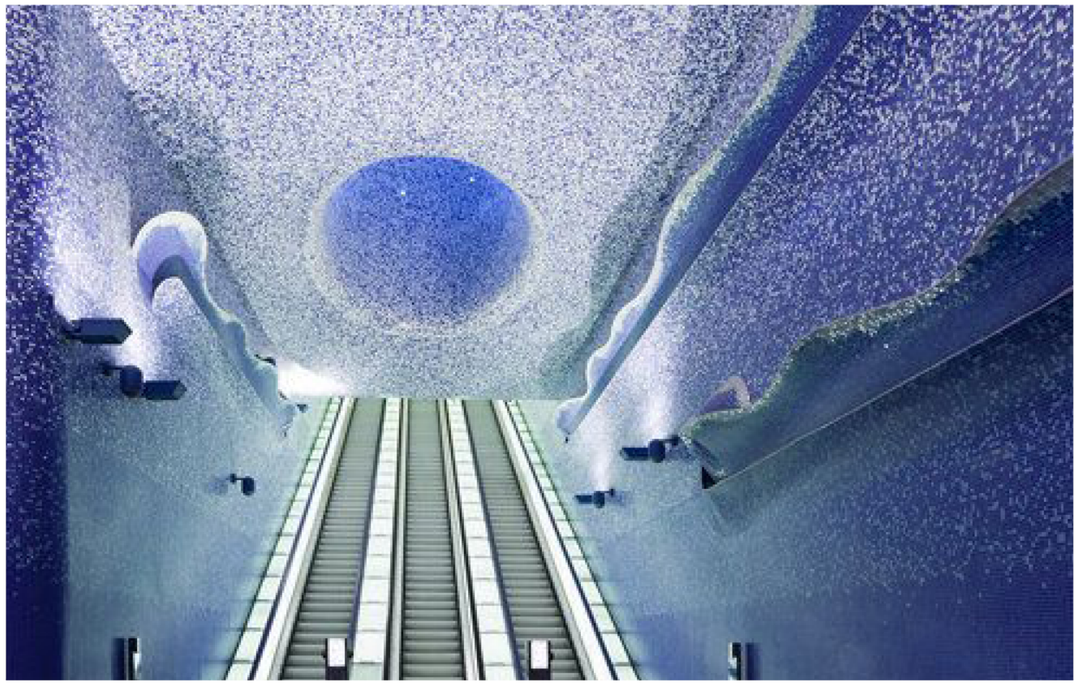
Montjuic mountain Barcelona

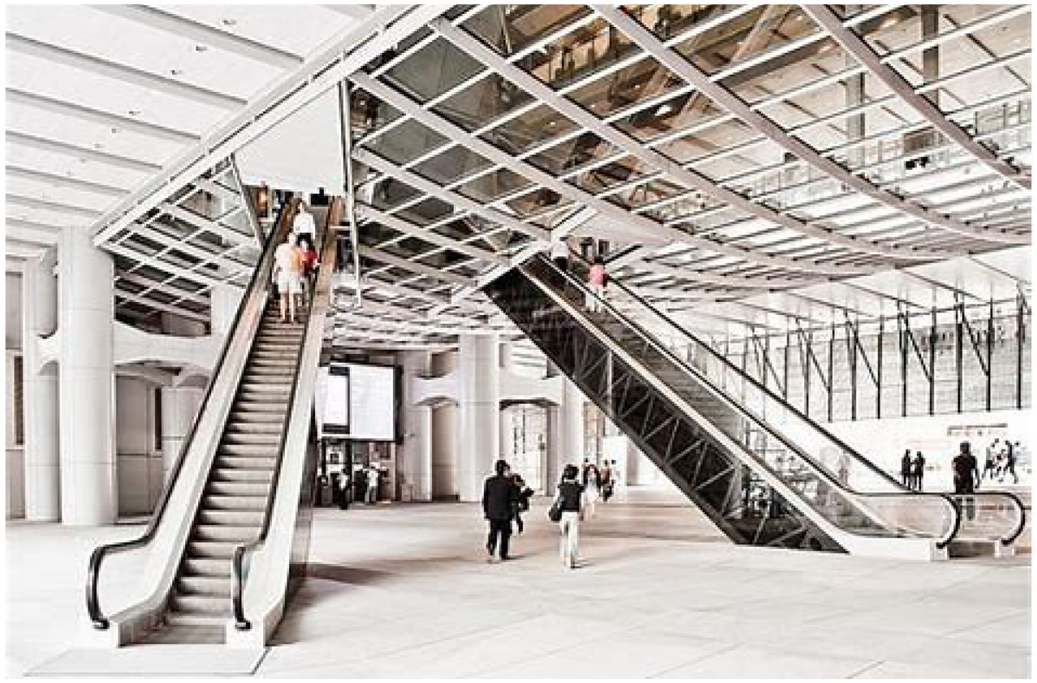




Subway Naples

Hong Kong-Shanghai bank metro escalator

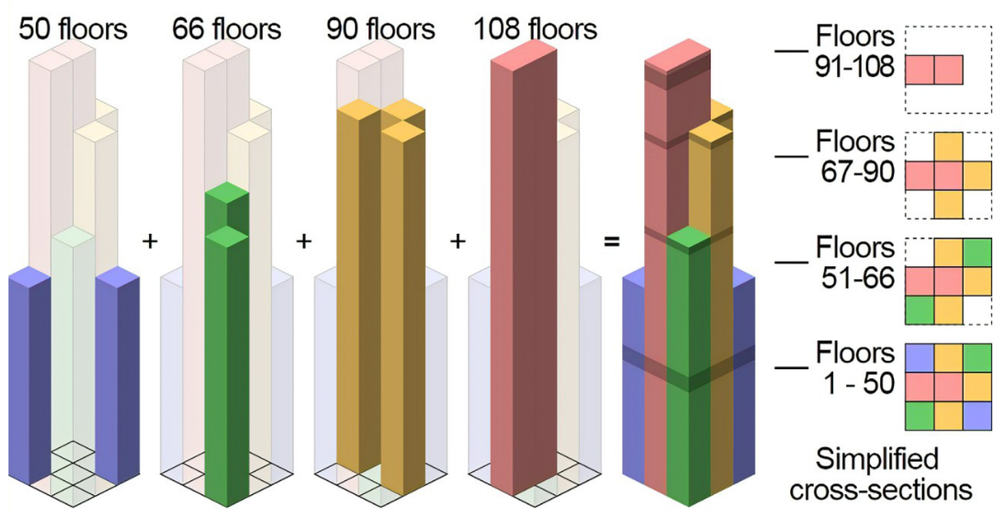


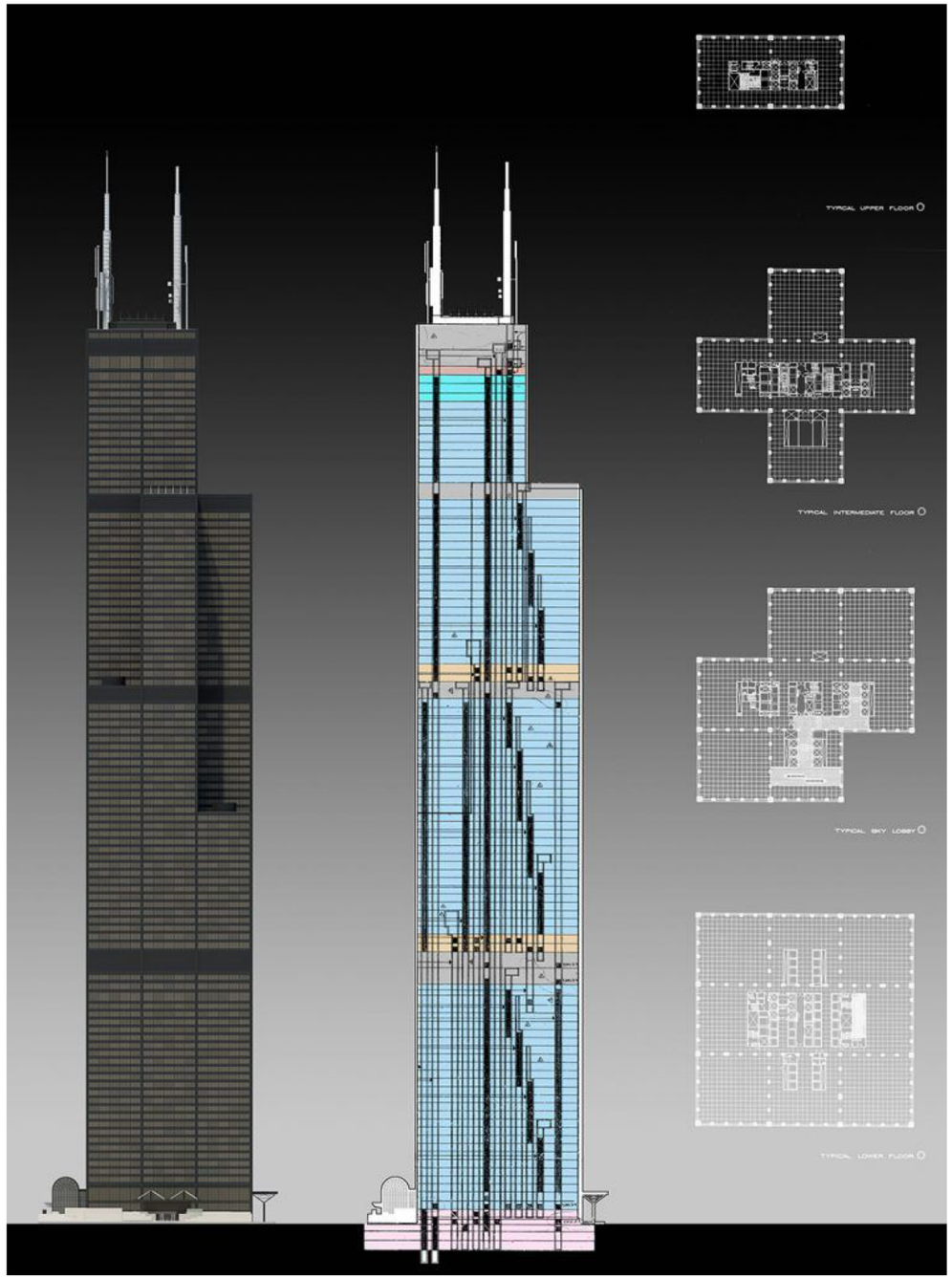


Project with a similar terraced Volumes

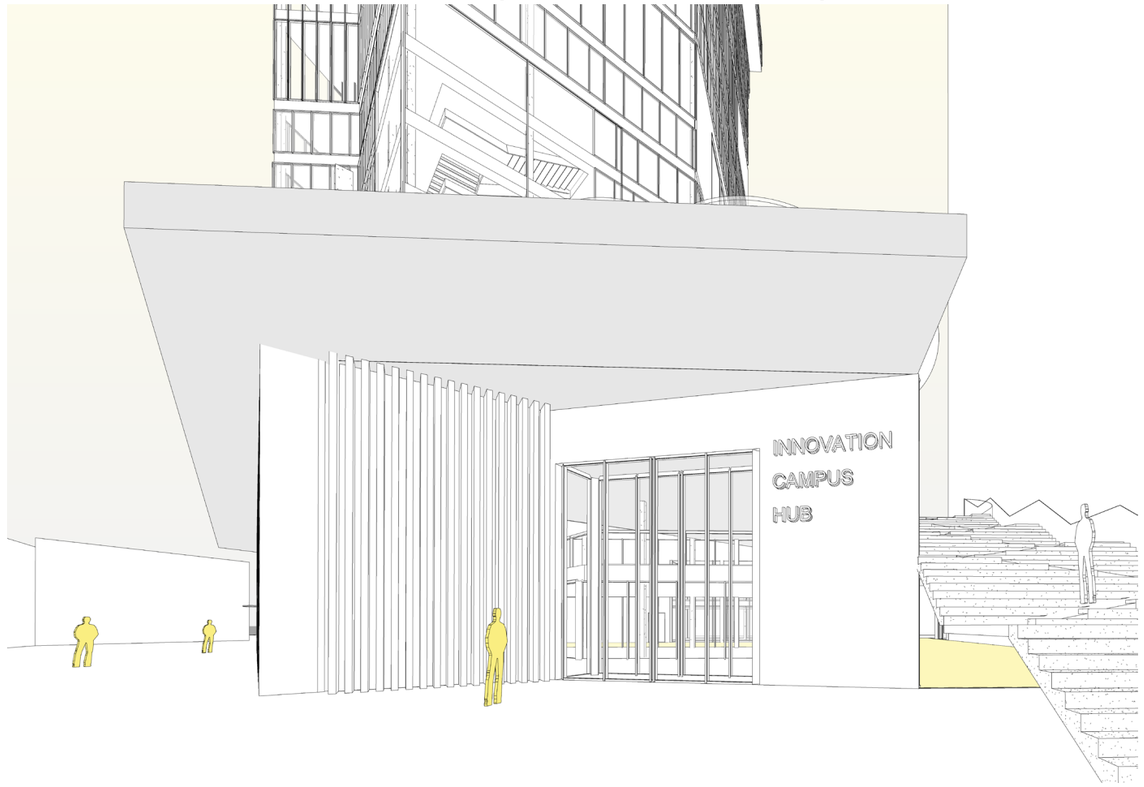
Willis tower, Chicago



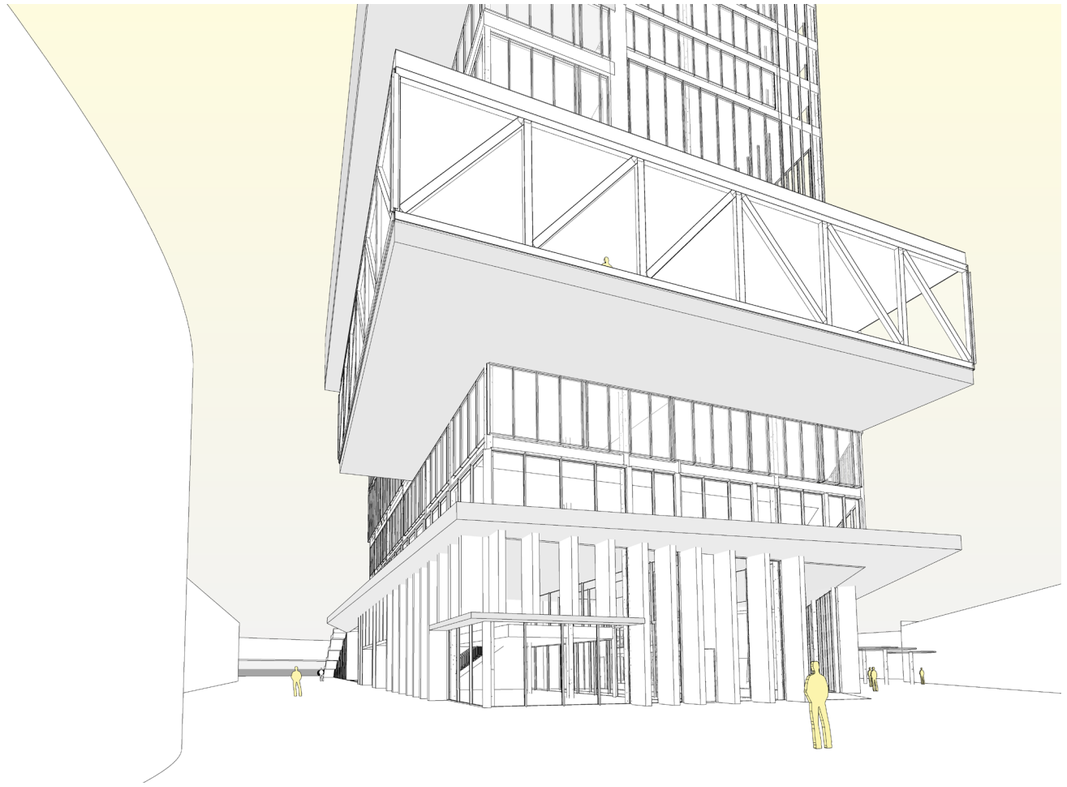


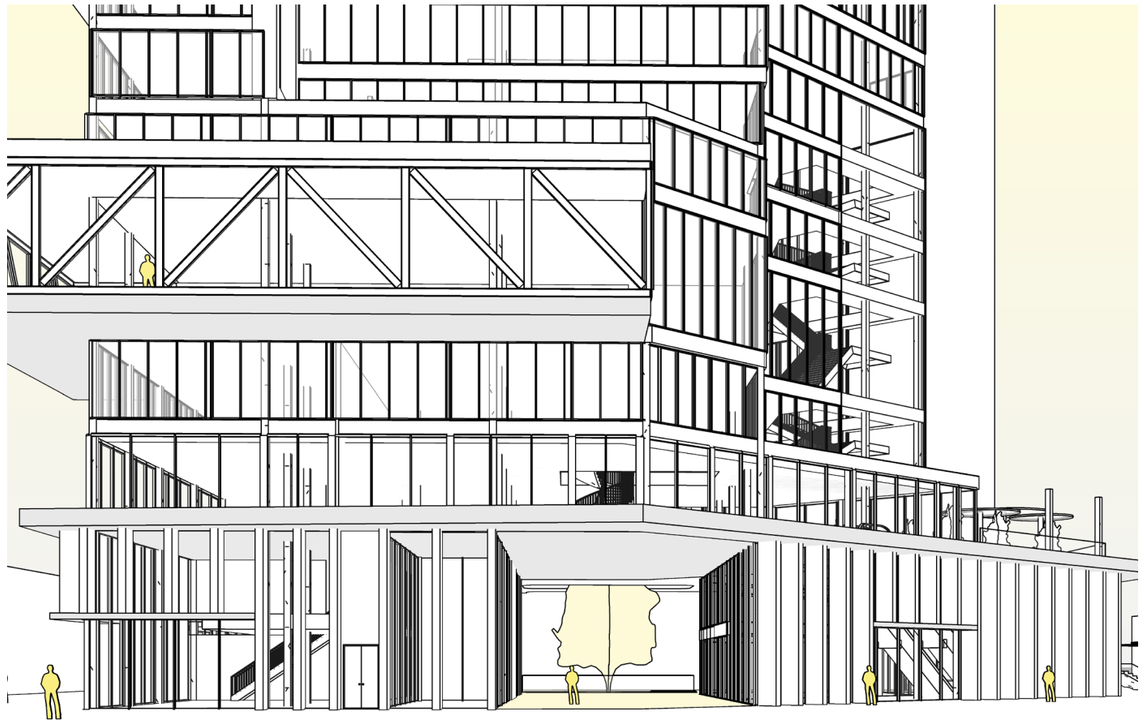


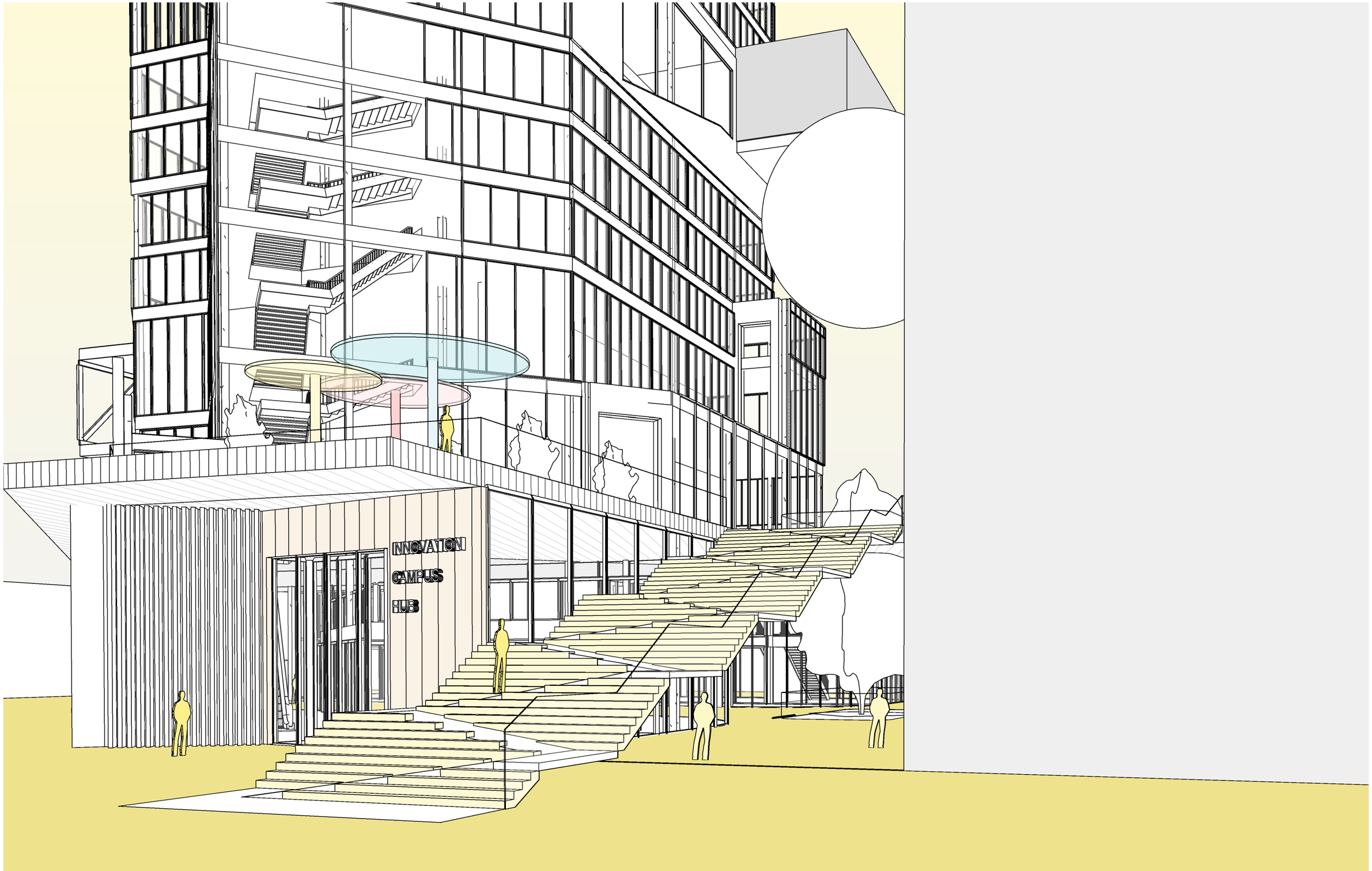


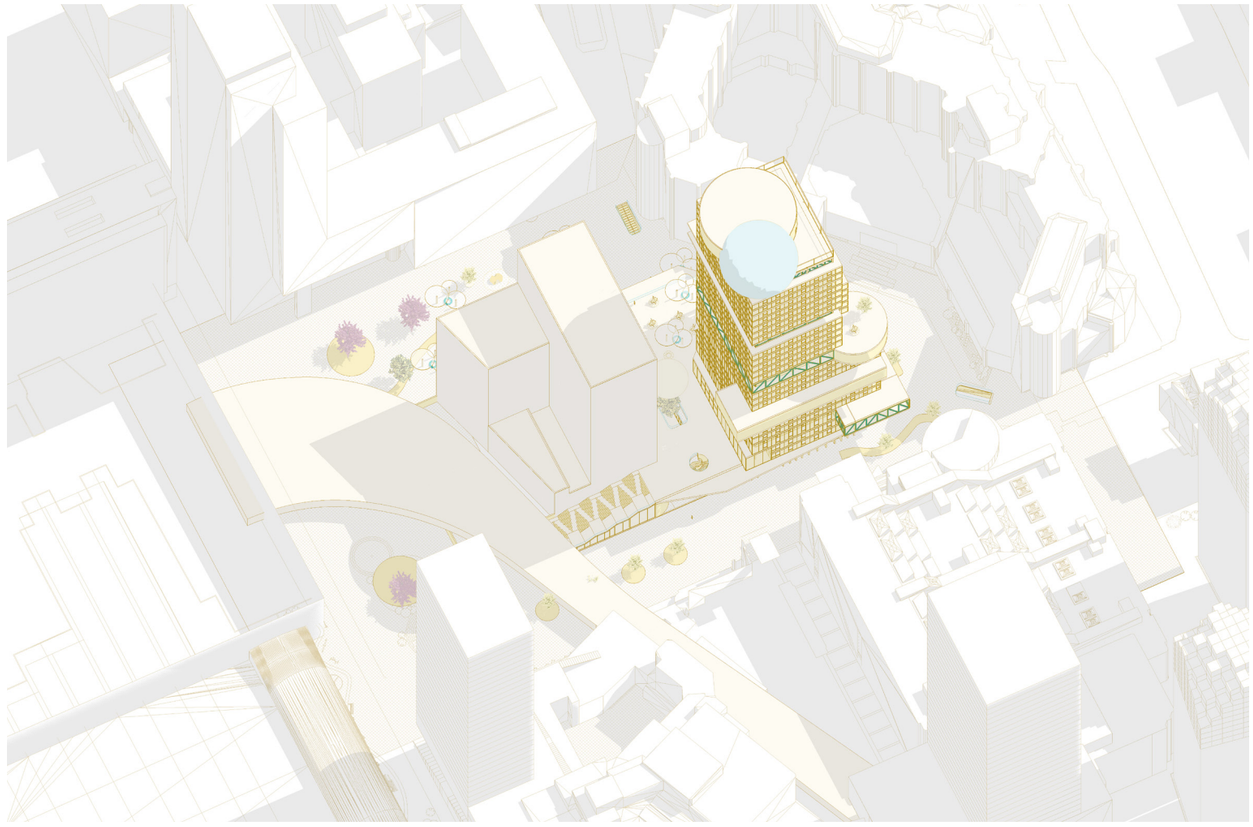


Experimenting with the design of the ground floor



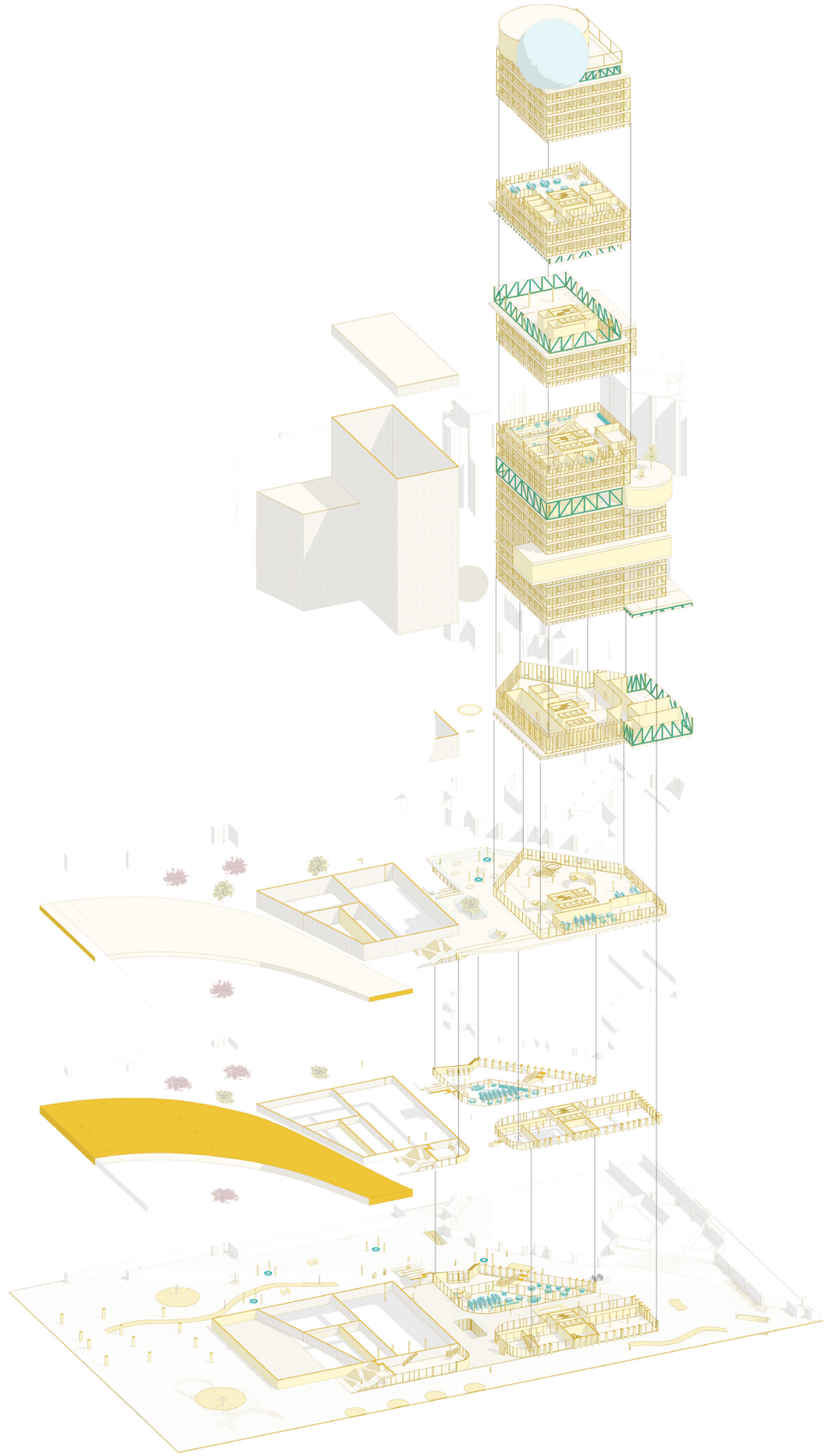


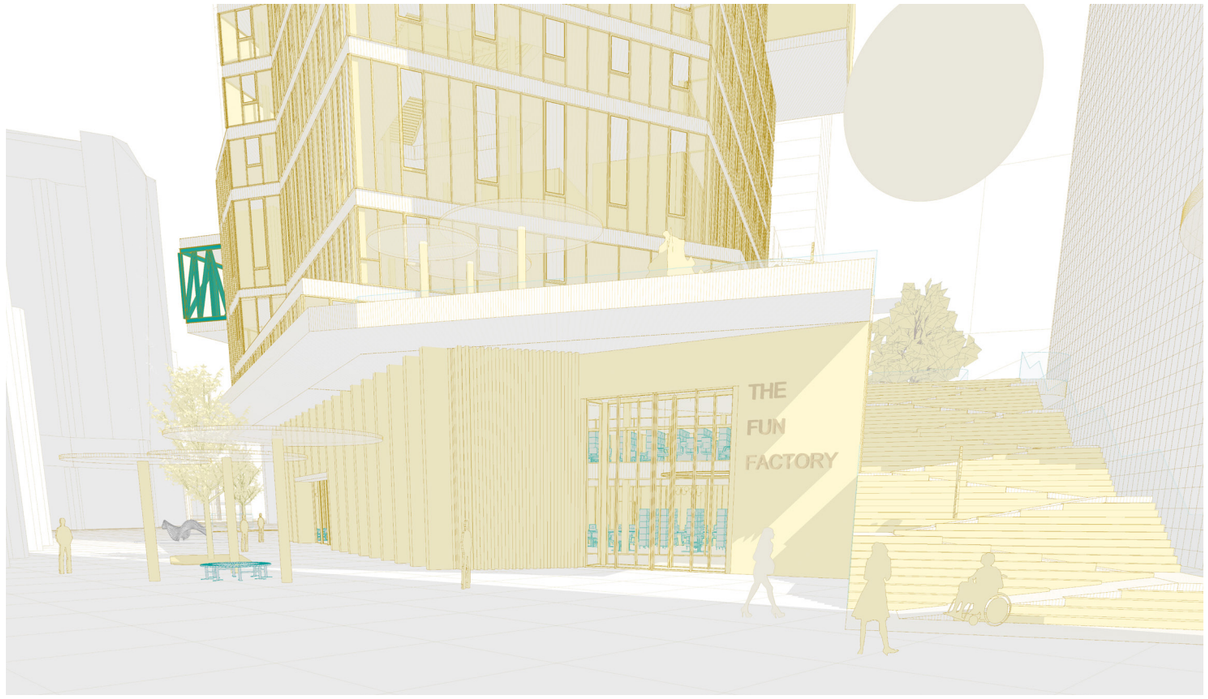

INNOVATION
CAMPUS
HUB



Site

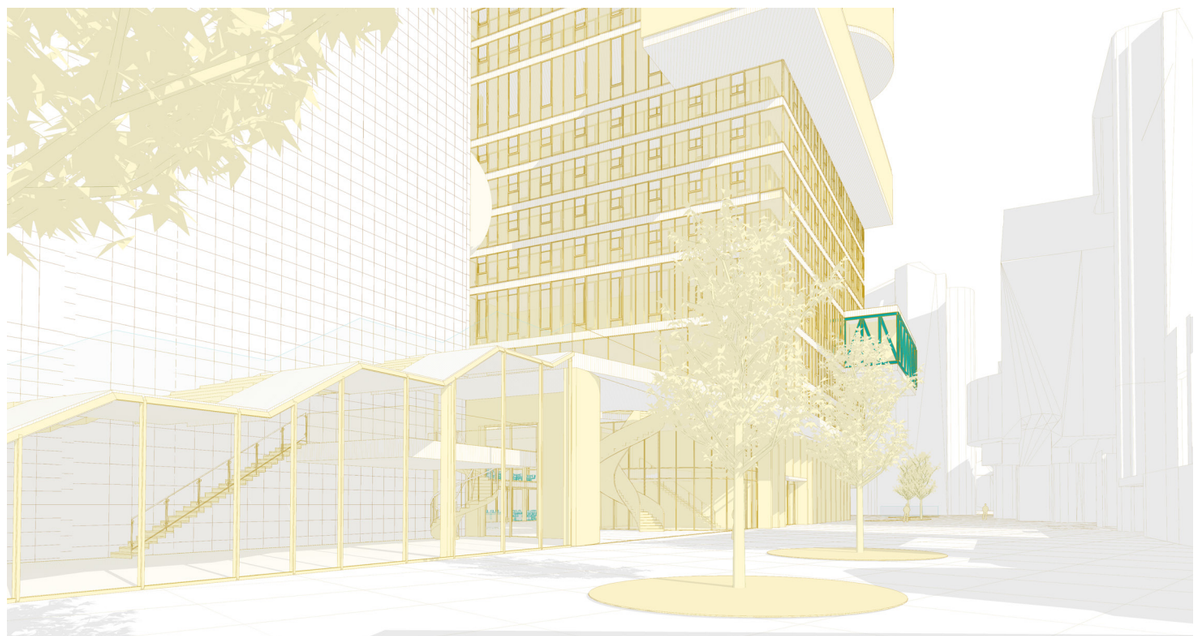
Exploded view

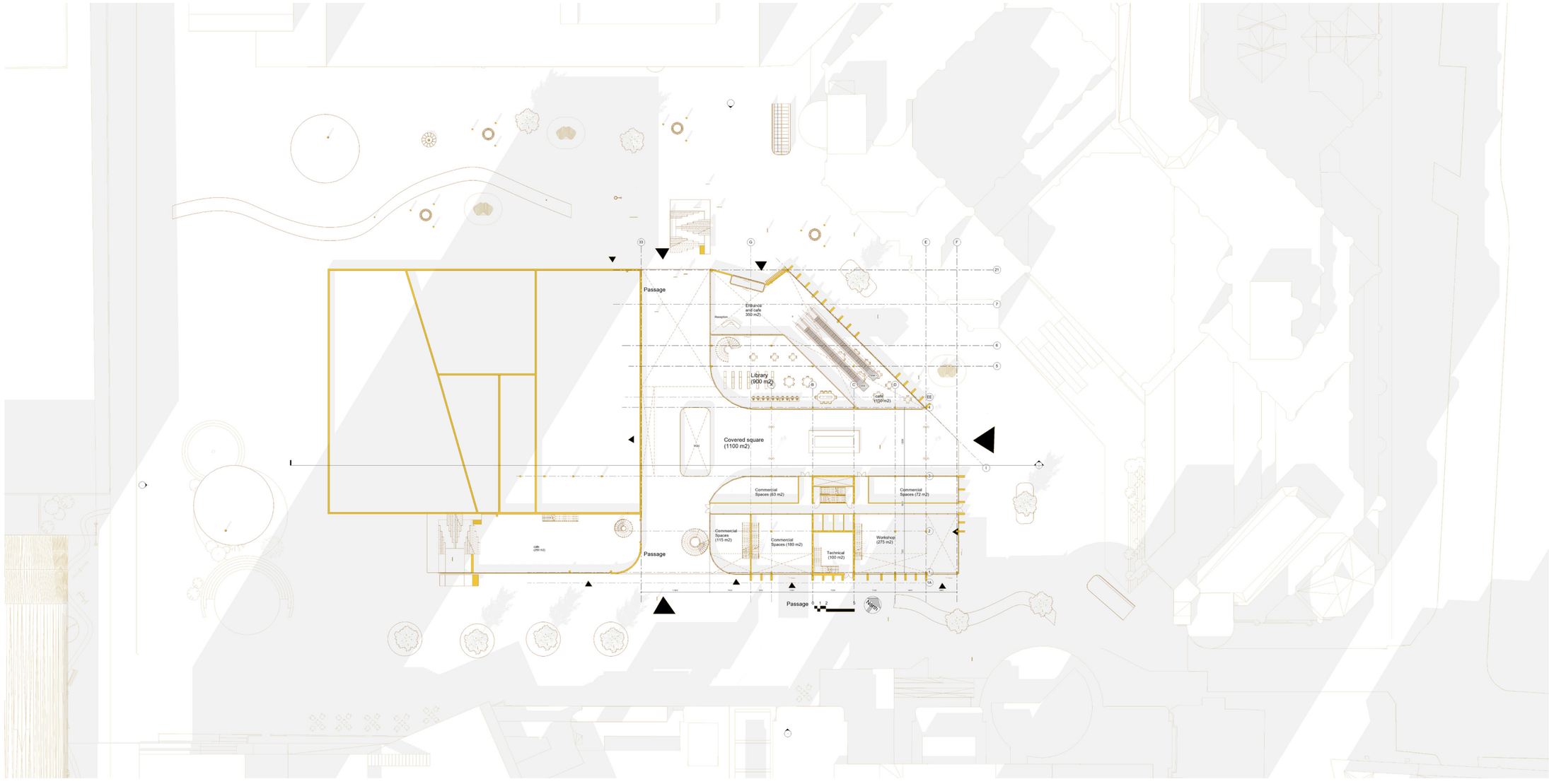




Entrance

Passage and cafe

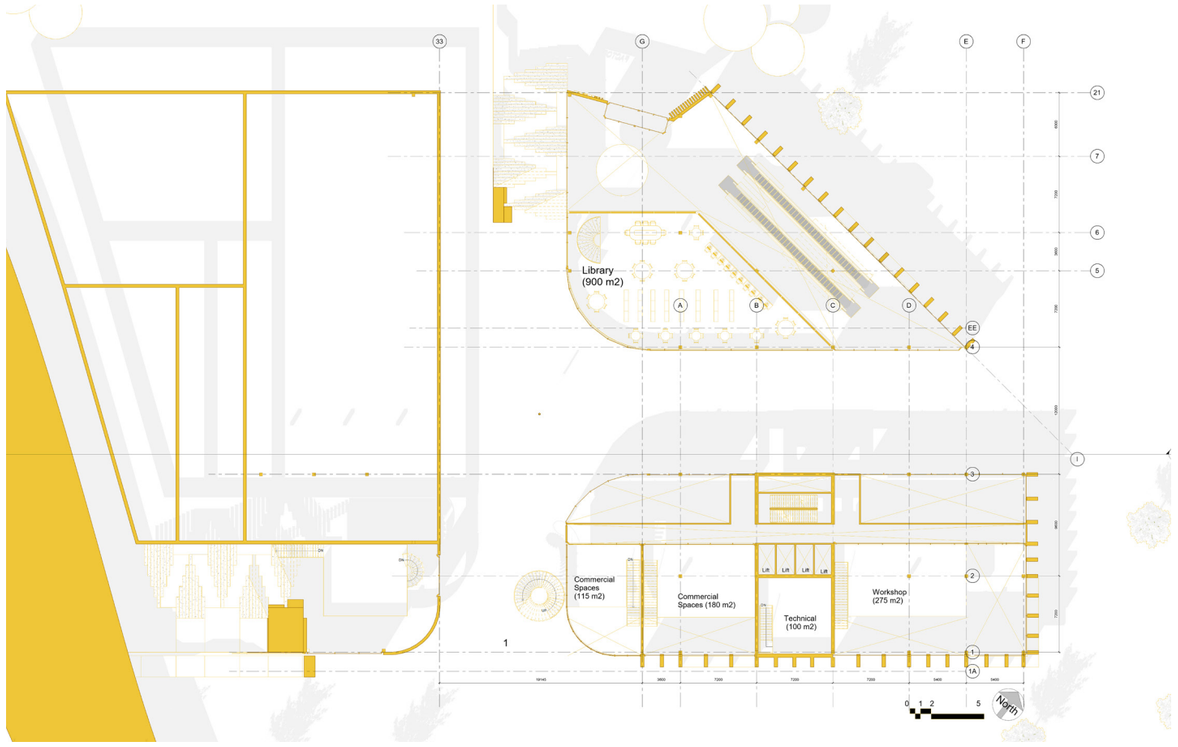




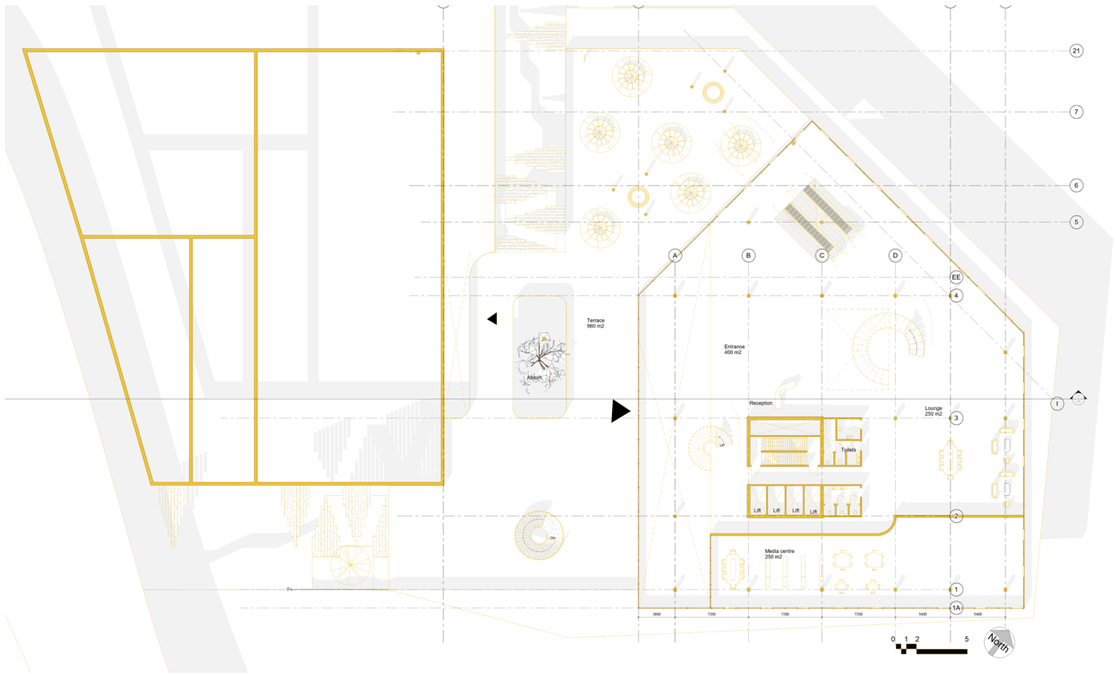
Ground floor



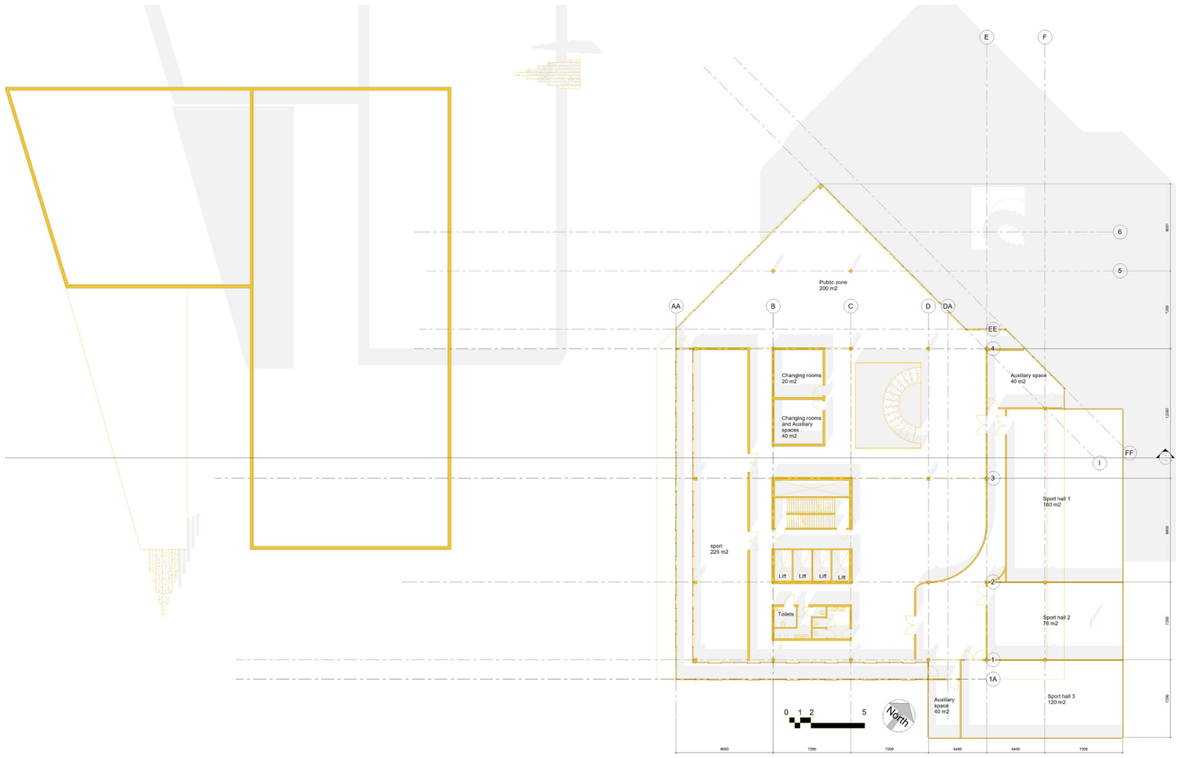
-1, bicycle storage



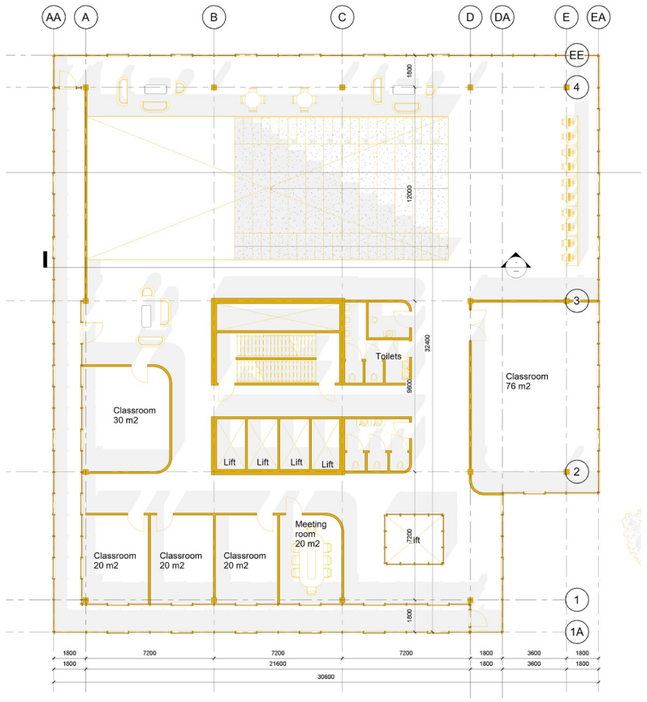
1F Library and commercial



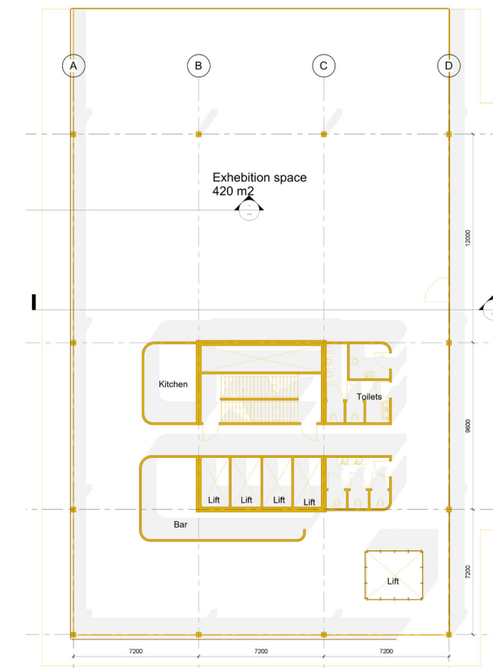
2F Entrance and plateau



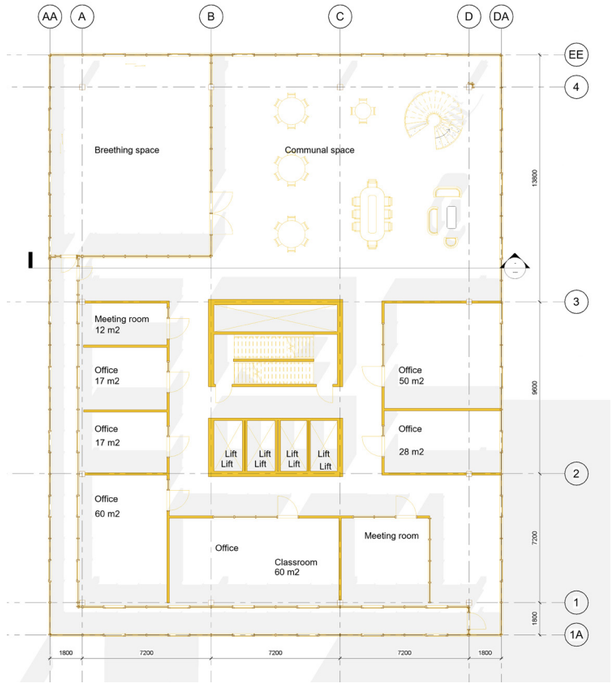
4F Fitness and sport



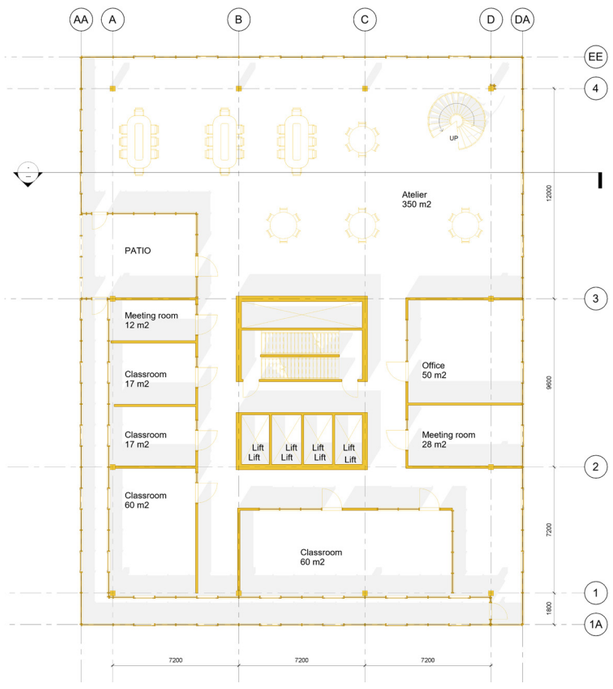
16F Education



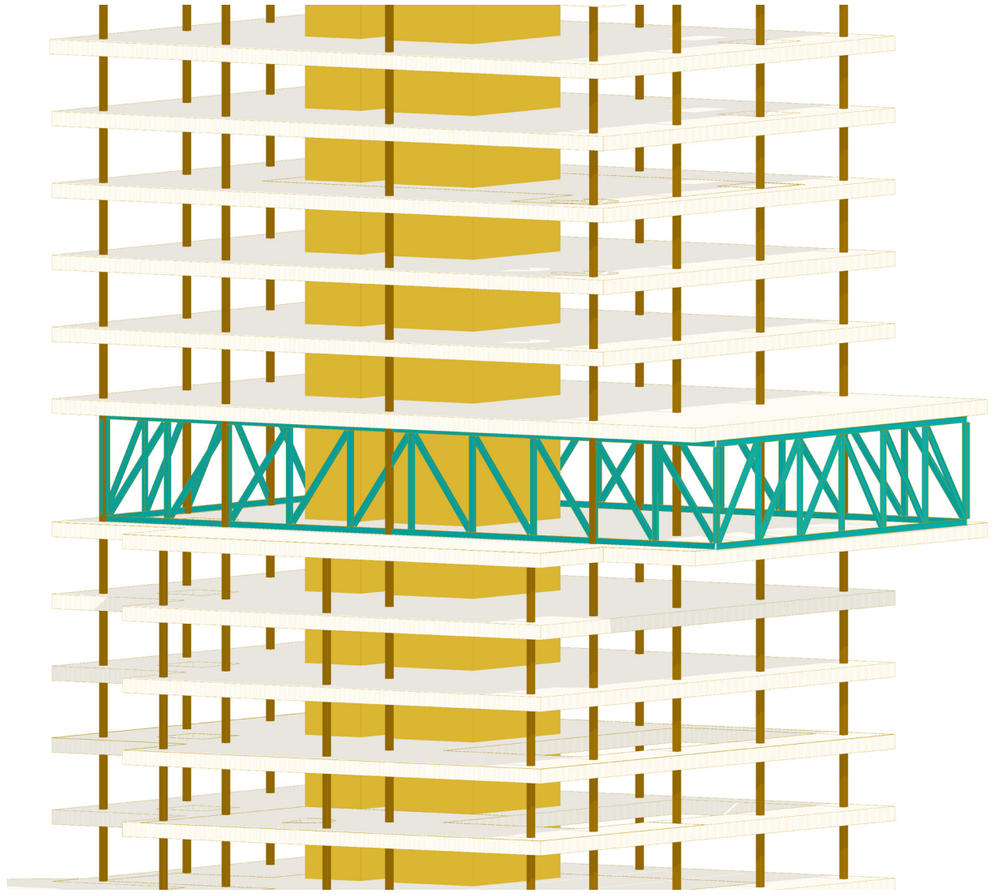
19F Exhebition

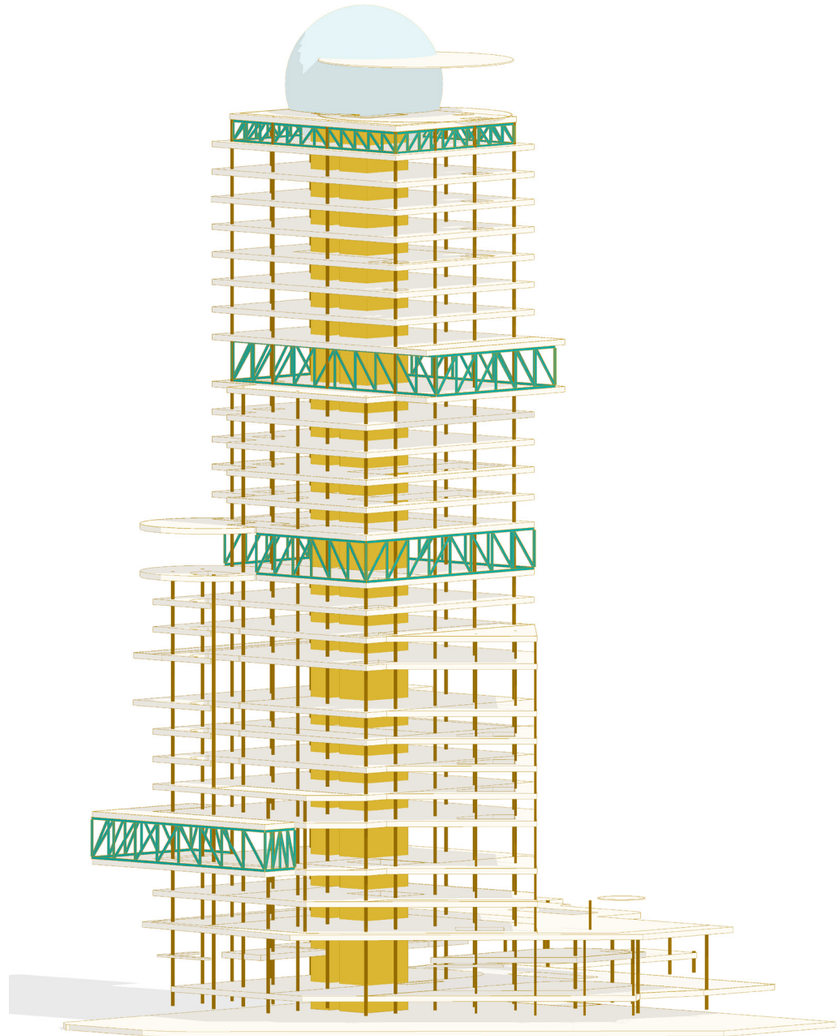


21F Office

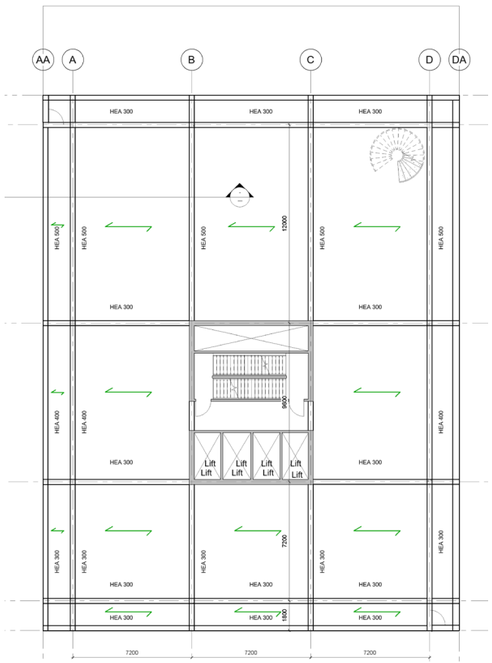


22F Education



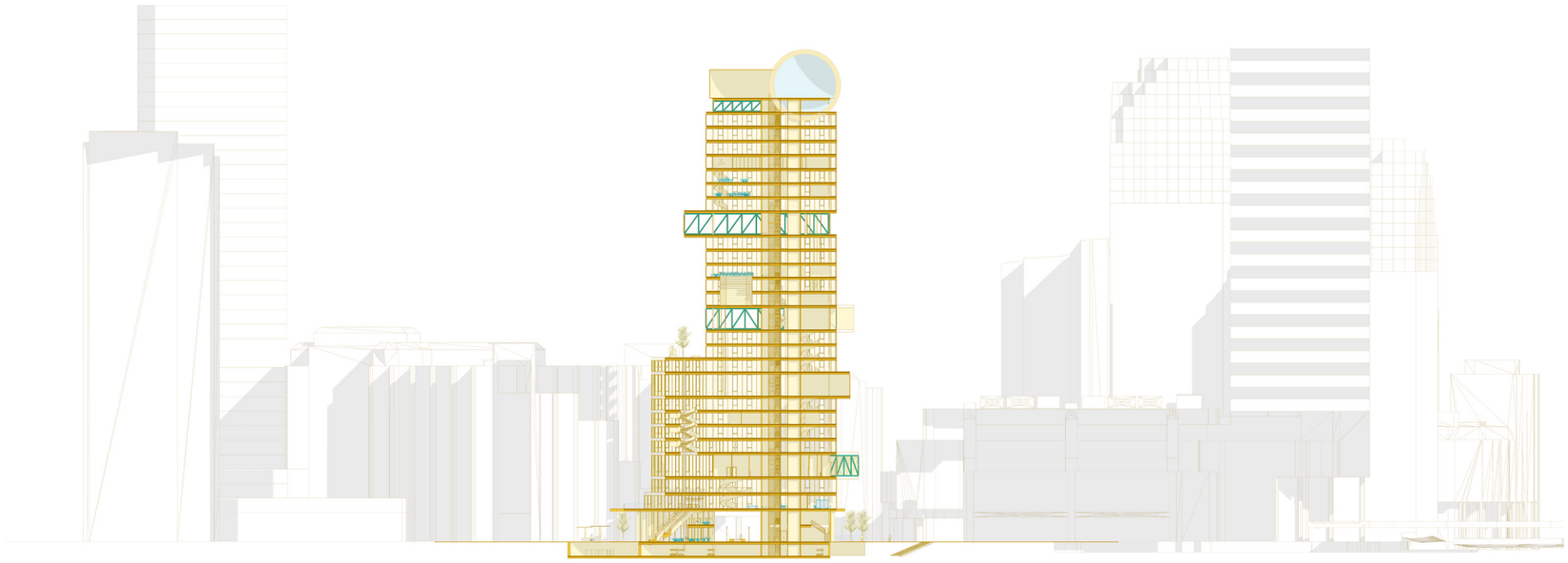


Structural model

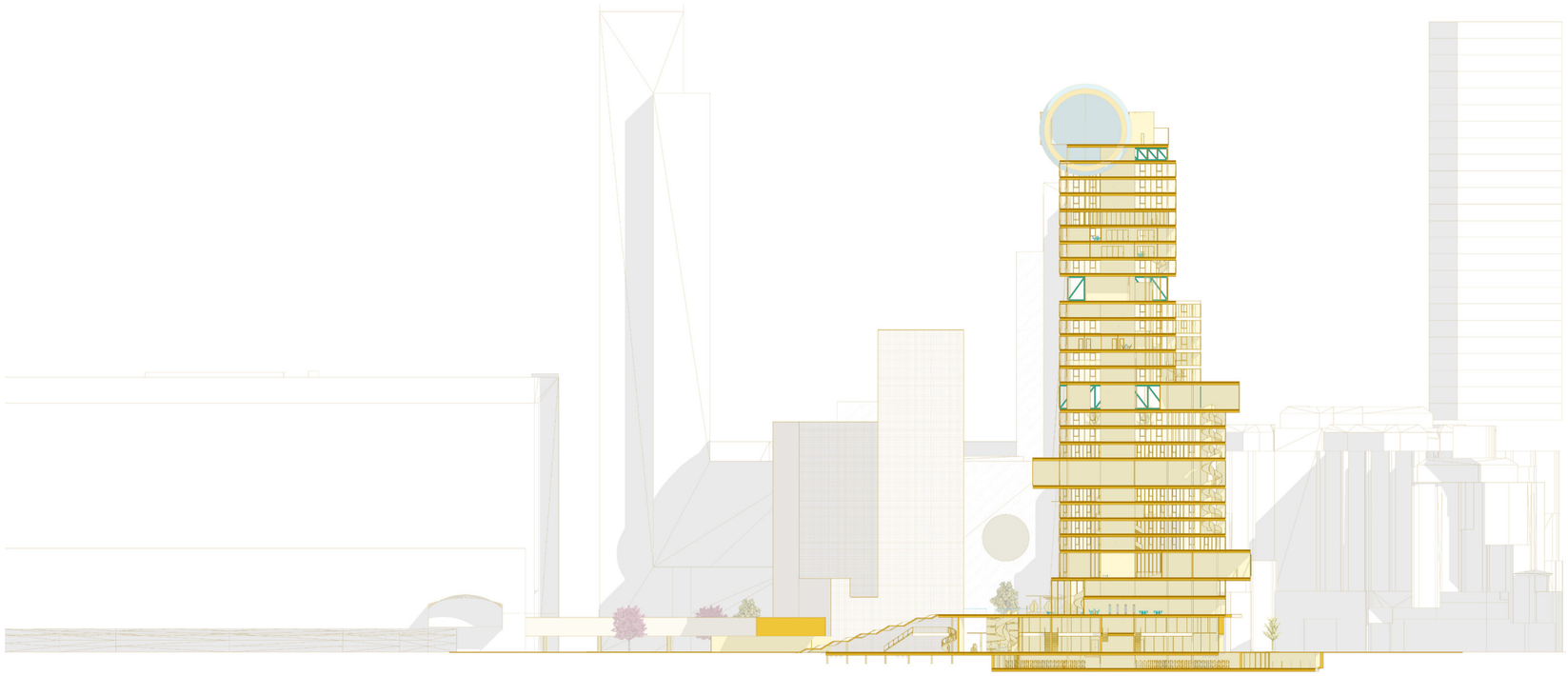

AA
A
B
C
D
DA
HEA 300
HEA 500
HEA 400
Lift
7200


TRUSS HEA 300
AA
A
B
C
D
EE
4
3
2
1
1A
HEA 300
HEA 500
Public places, foyer
(400 m2)
Exibition
(400 m2)
Lift
7200

Structure



Urban section



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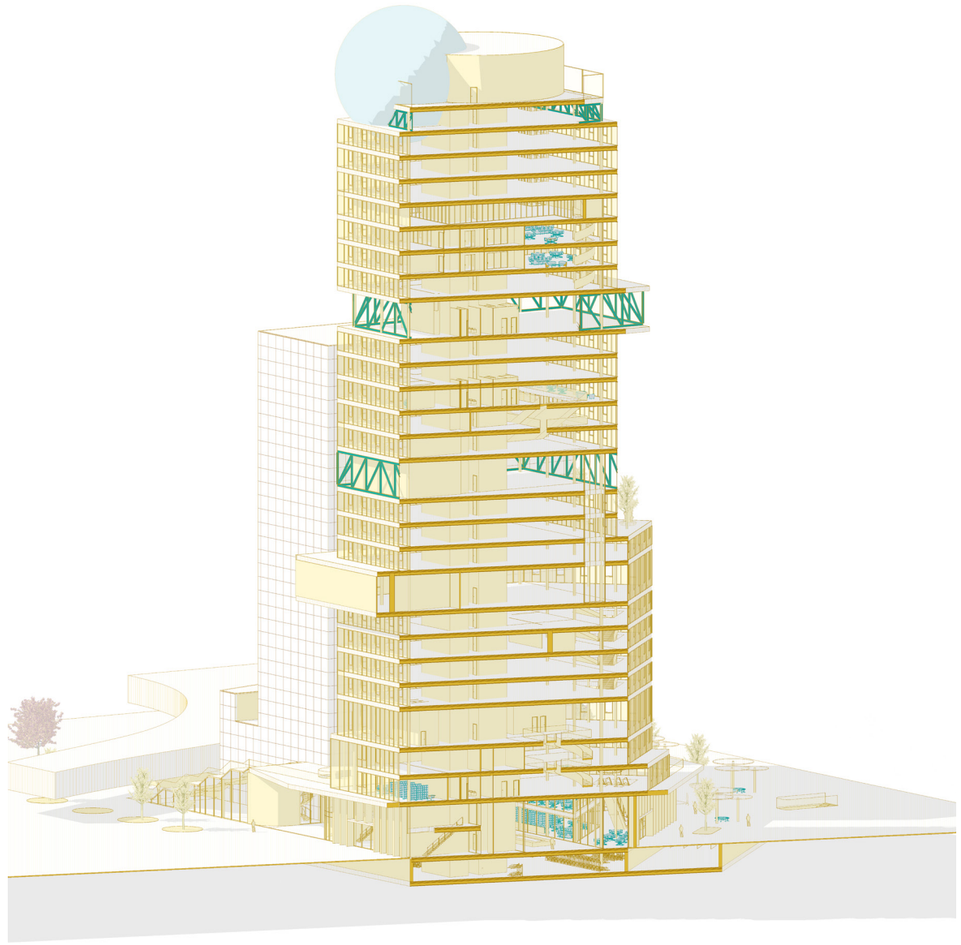
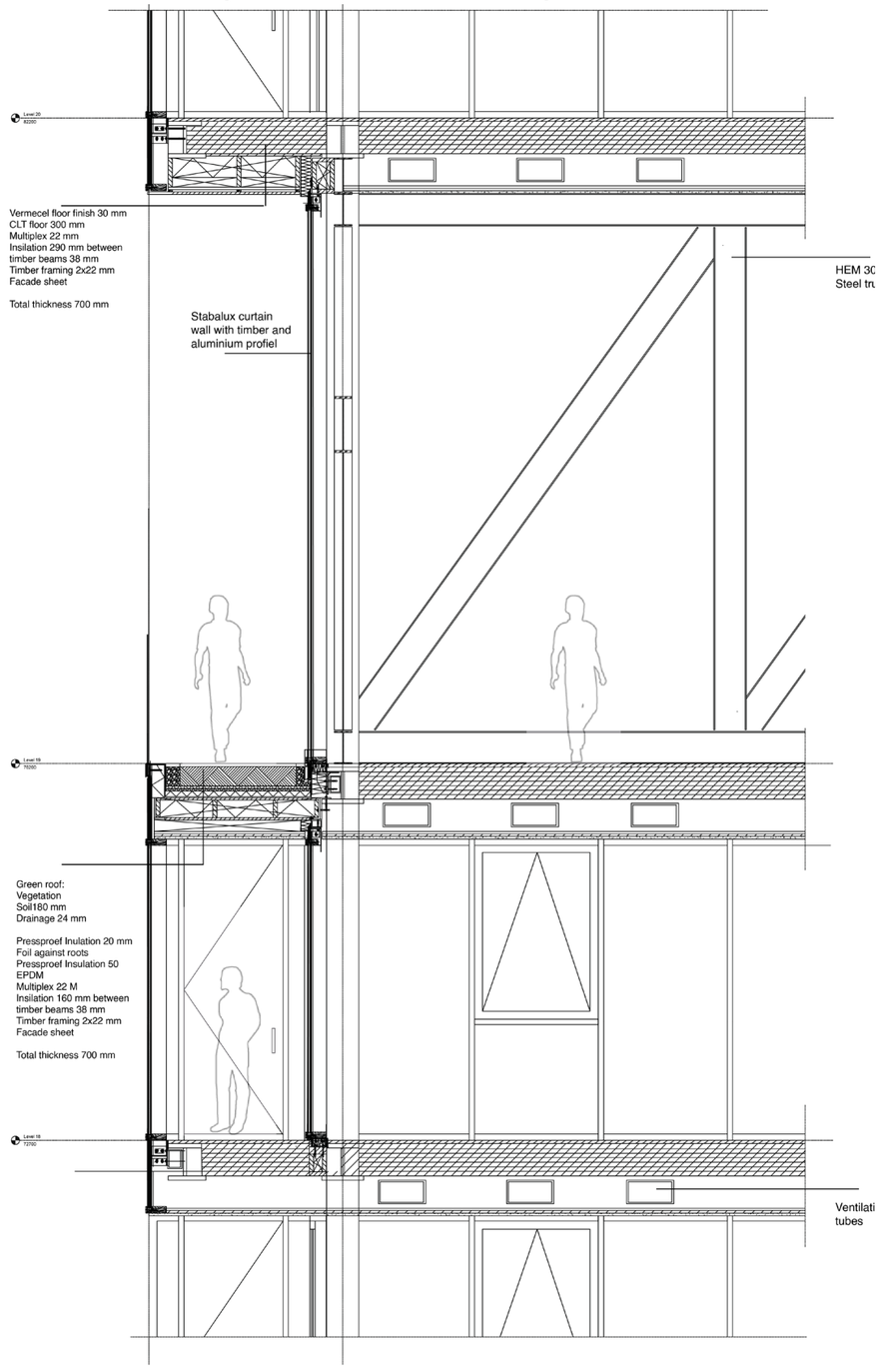


3D section

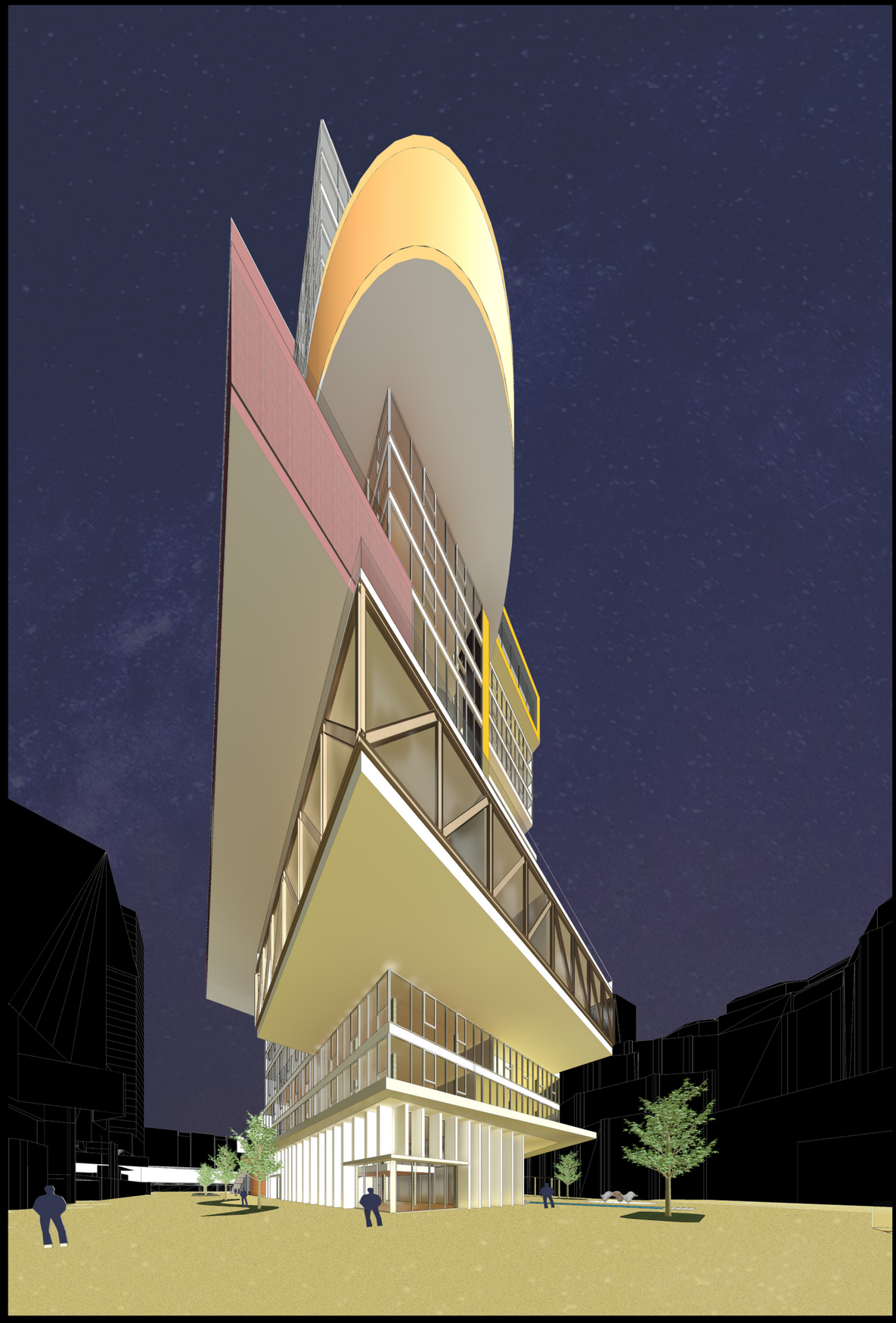


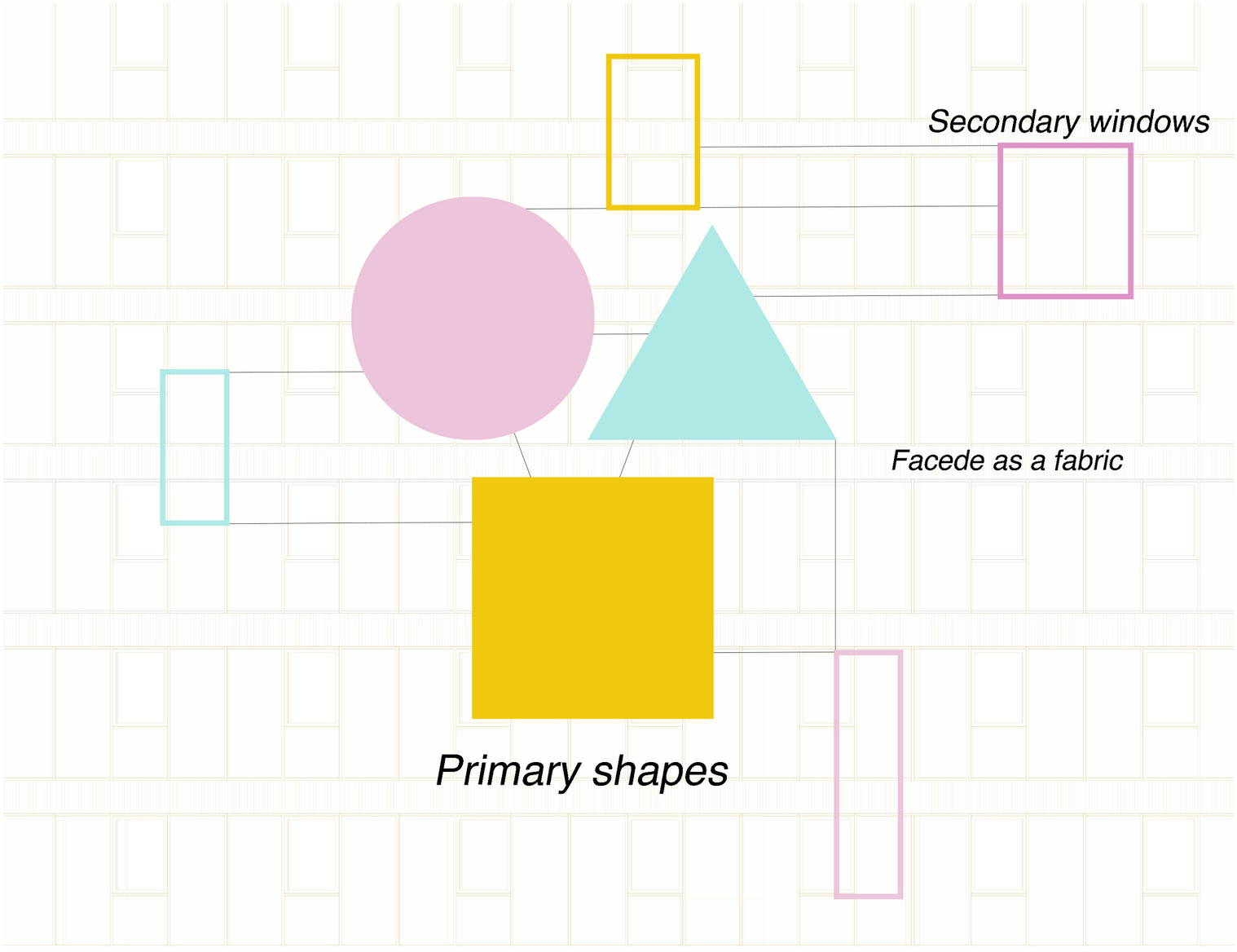


Facade fragment

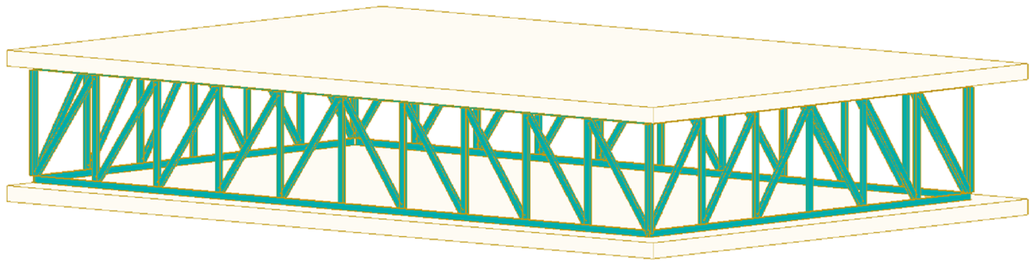
P4

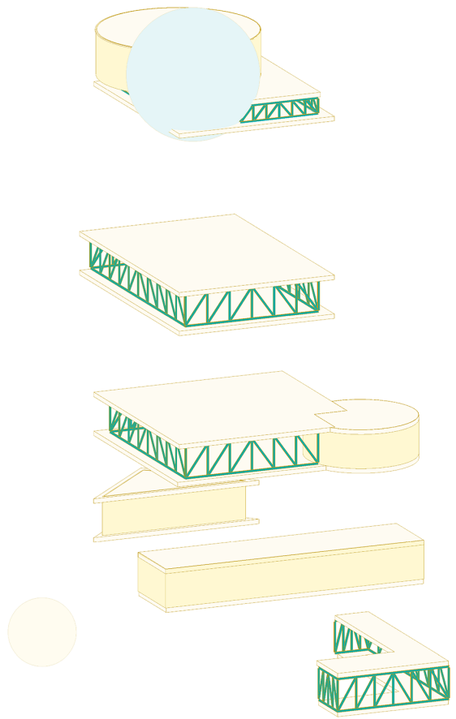
Impact&
Impression



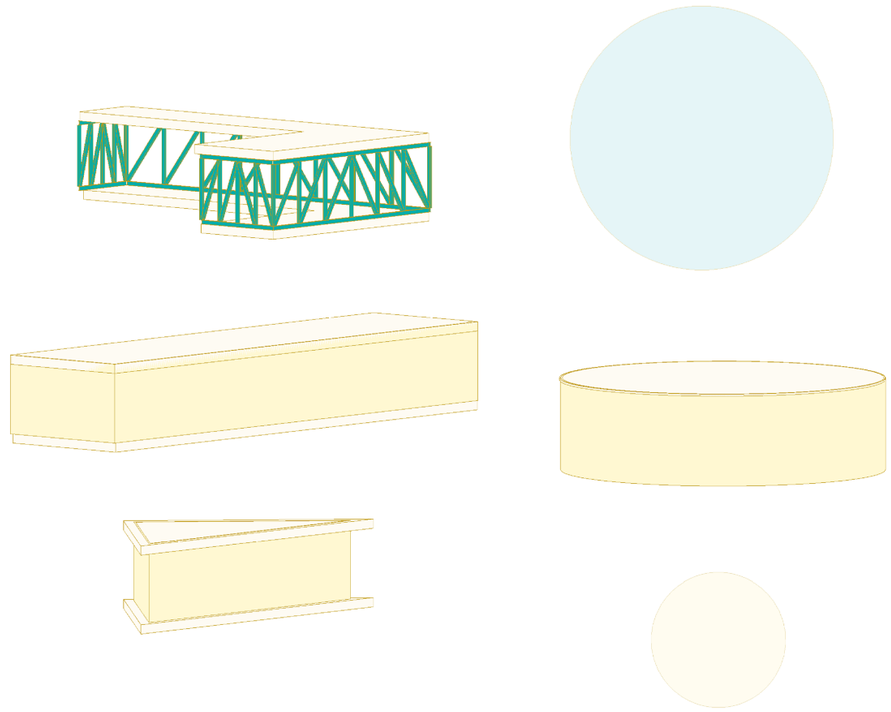


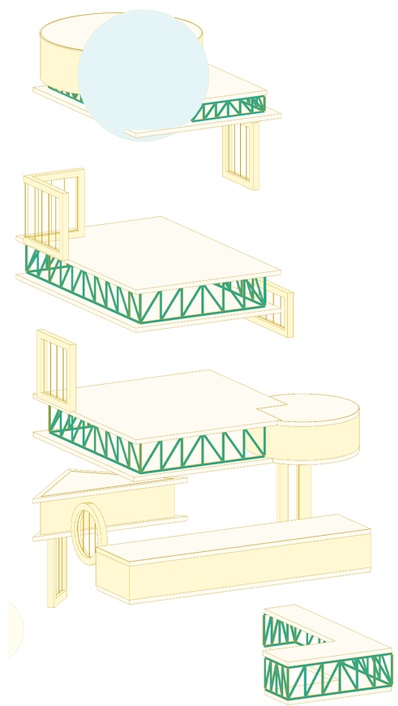
Strategy



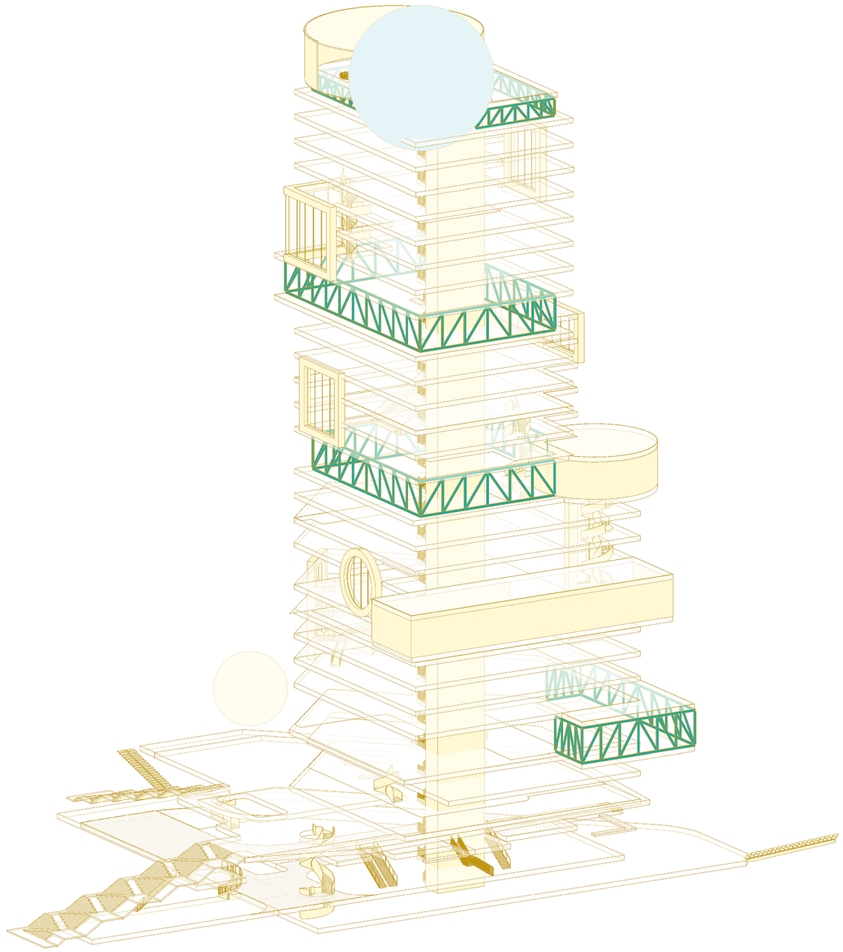


Positioning the spesials

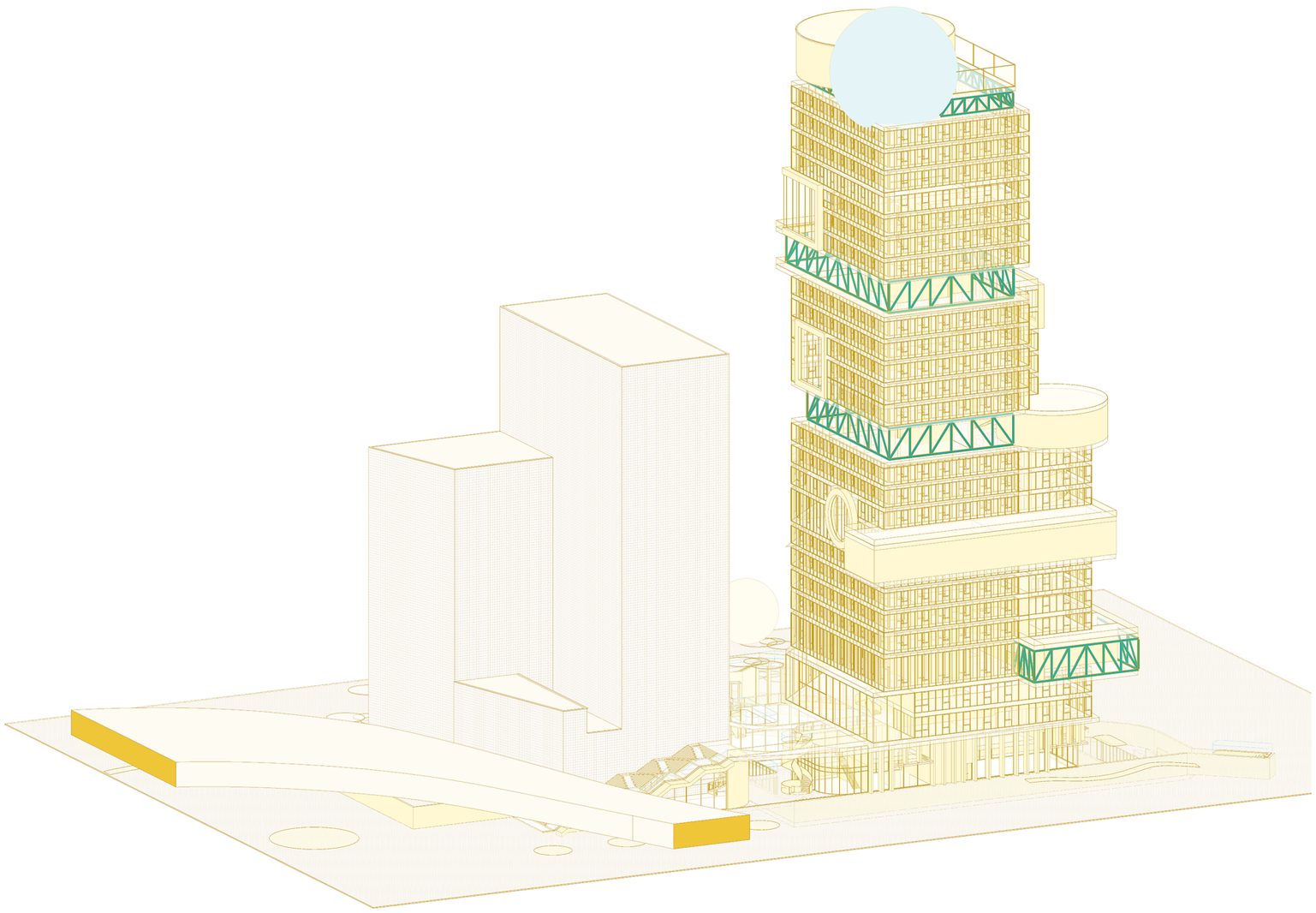




Adding the Windows

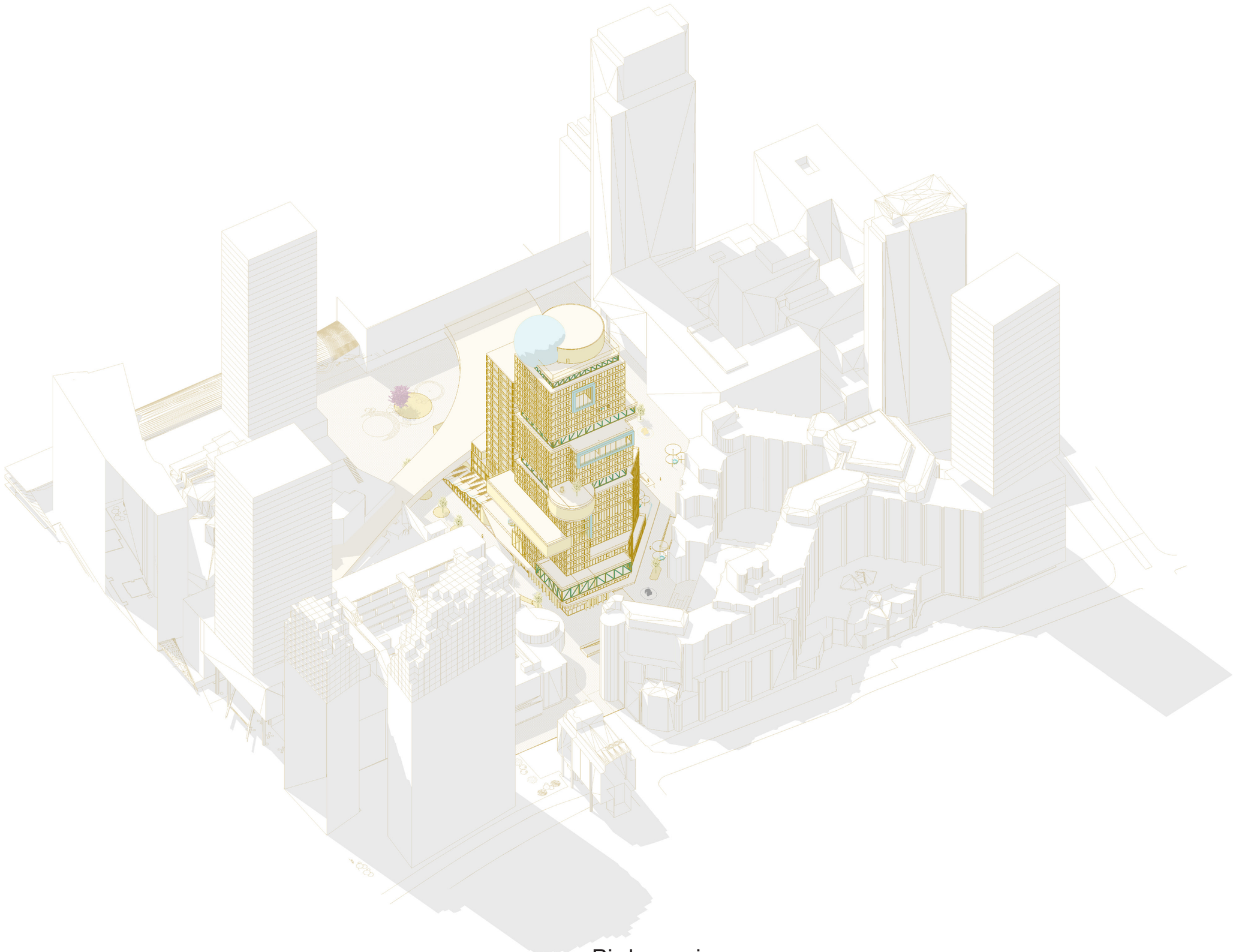


Circulation and program

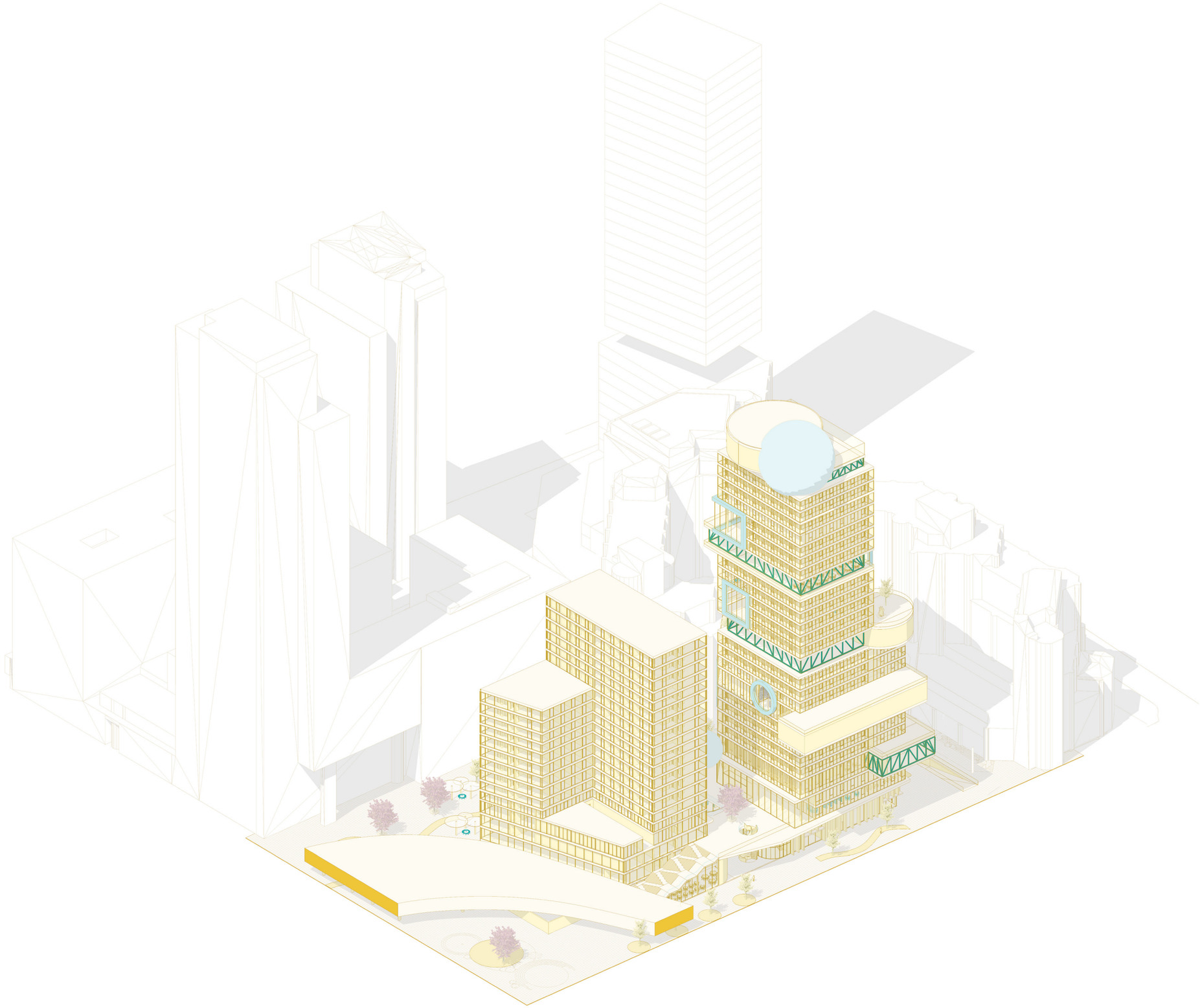


The Facade

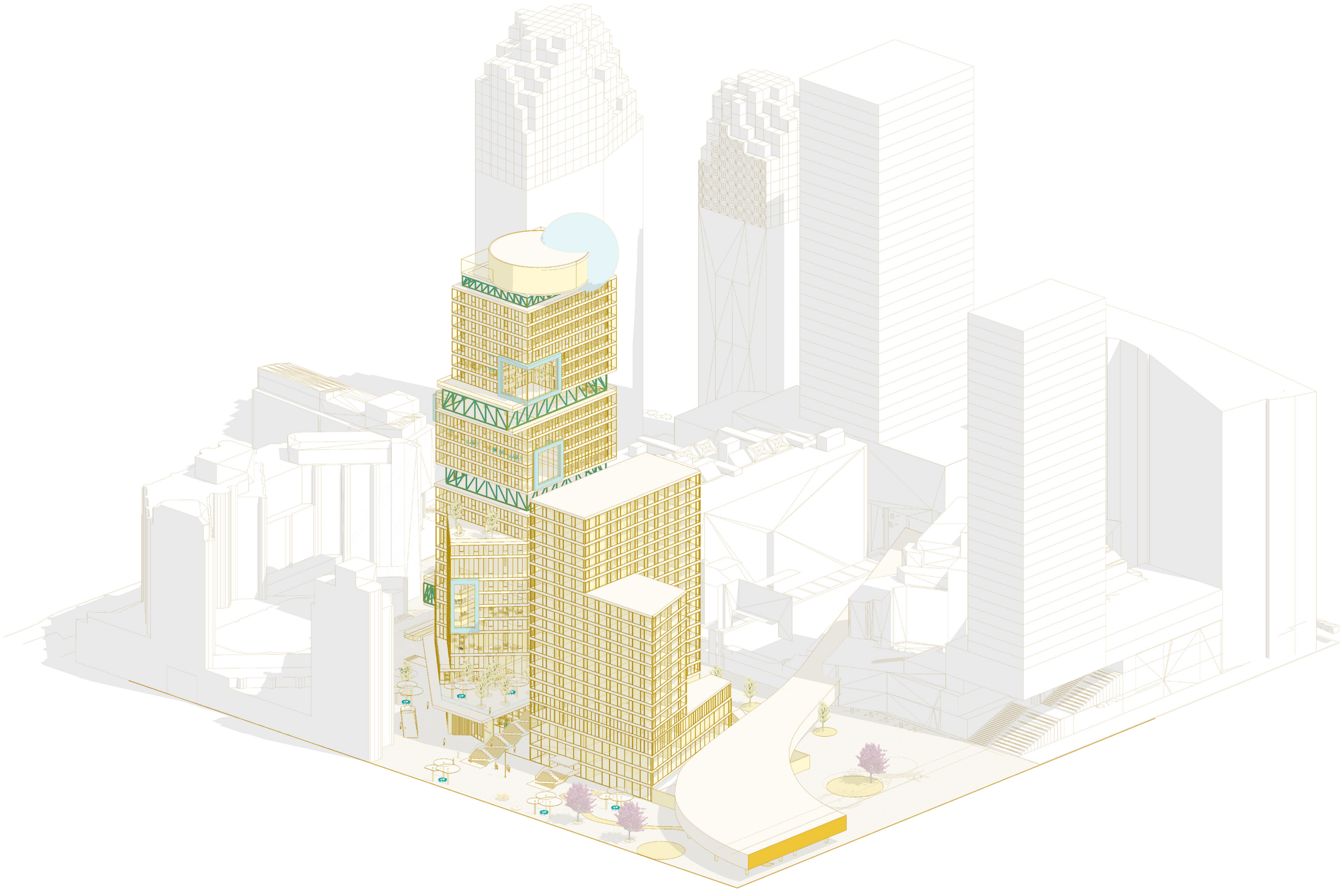
Strategy



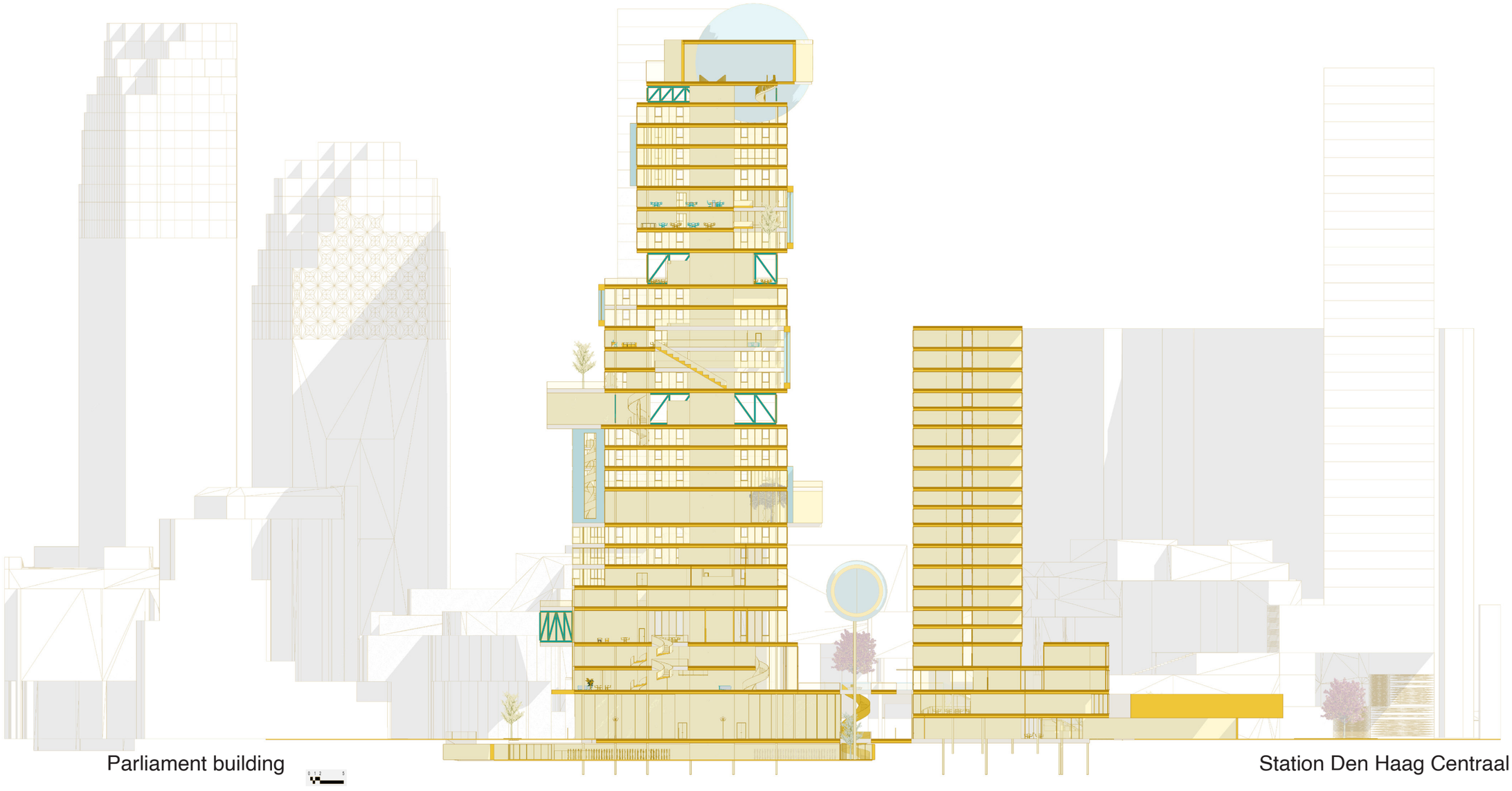
Bird eye view



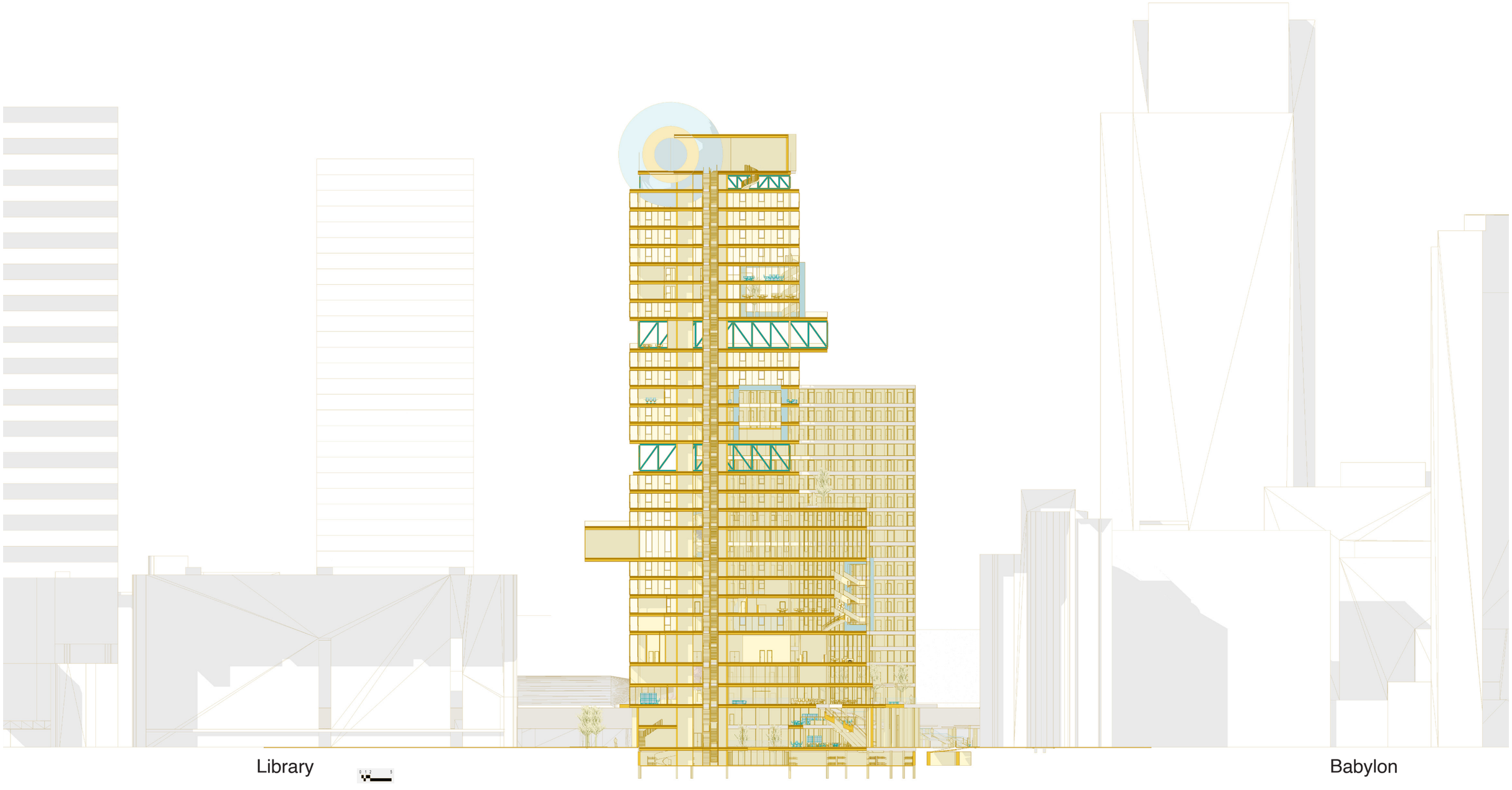
Axonometrie Buildiing connection to station



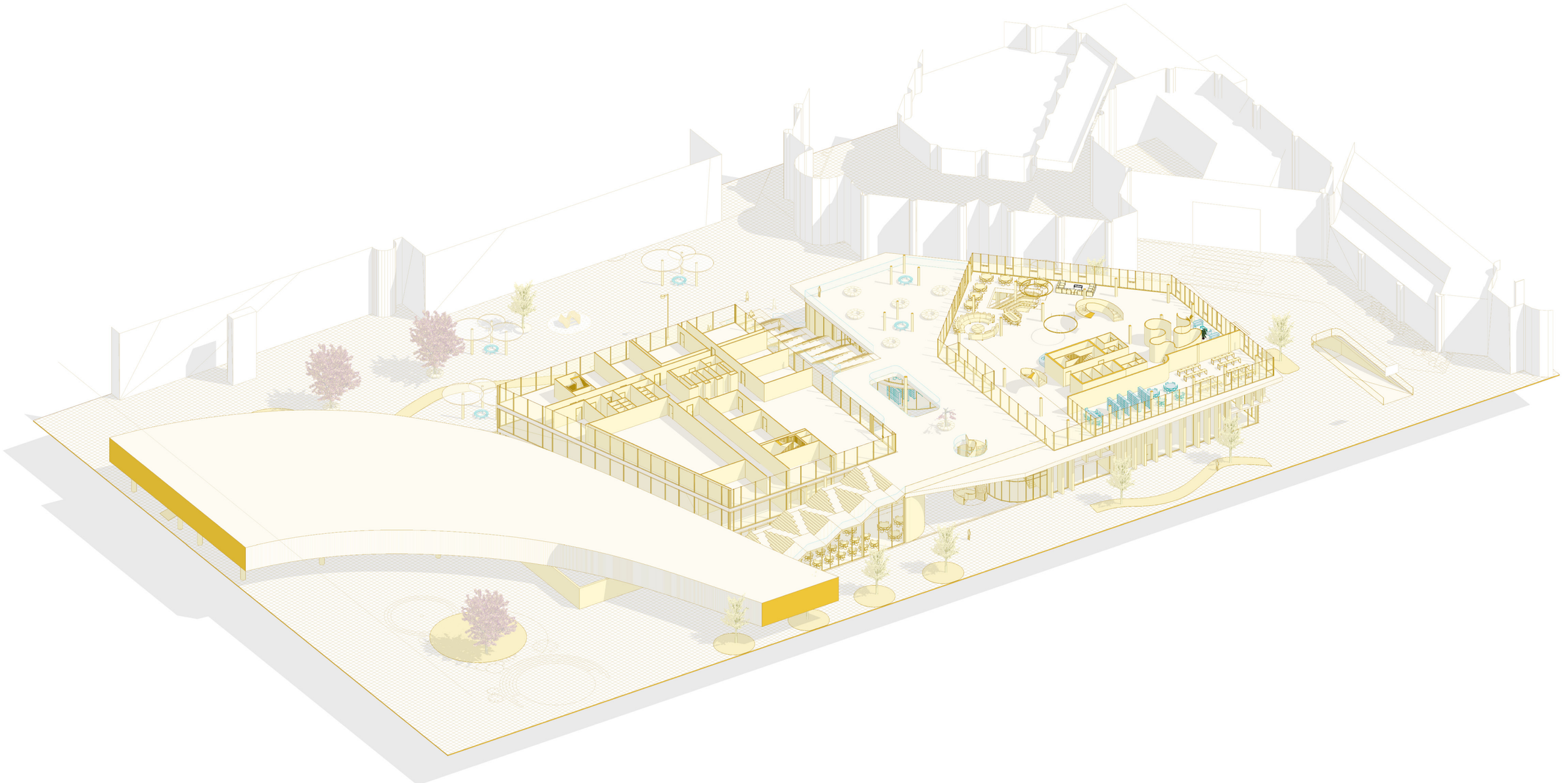
Axonometrie Buildiing and AvB Square



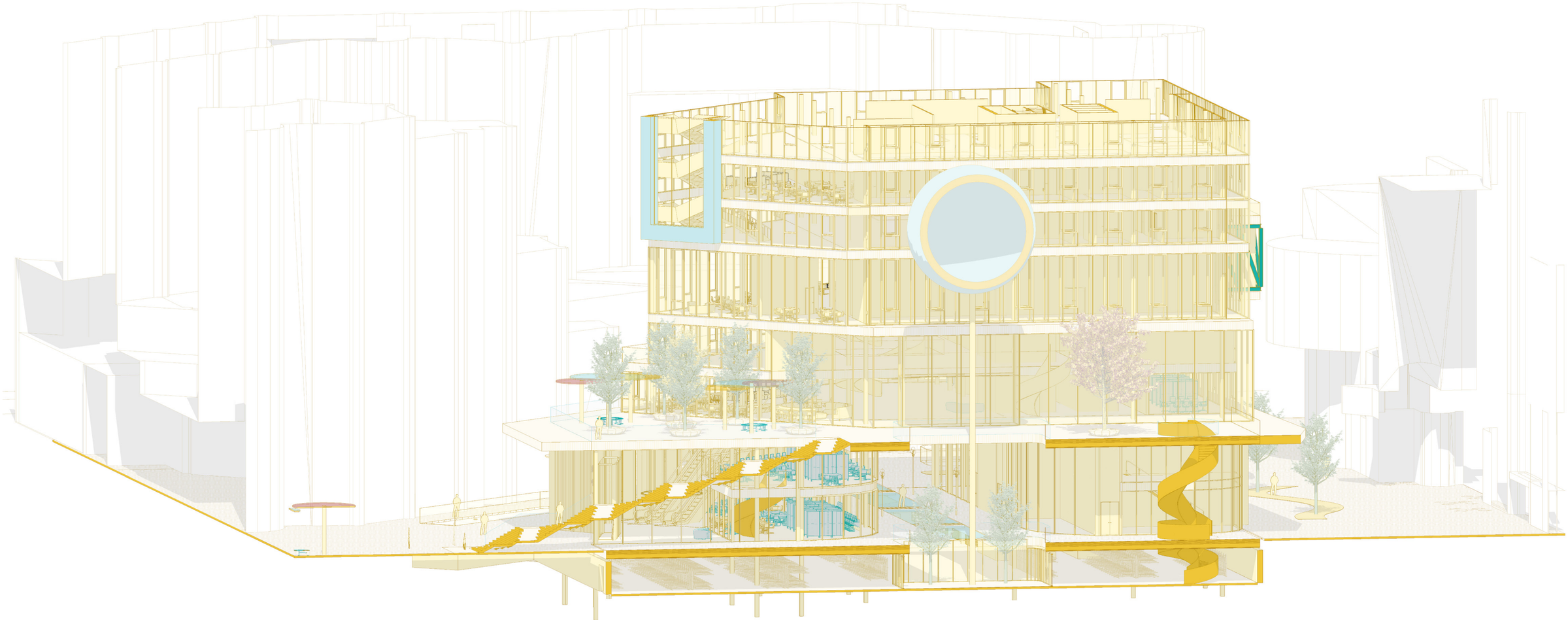
Urban section



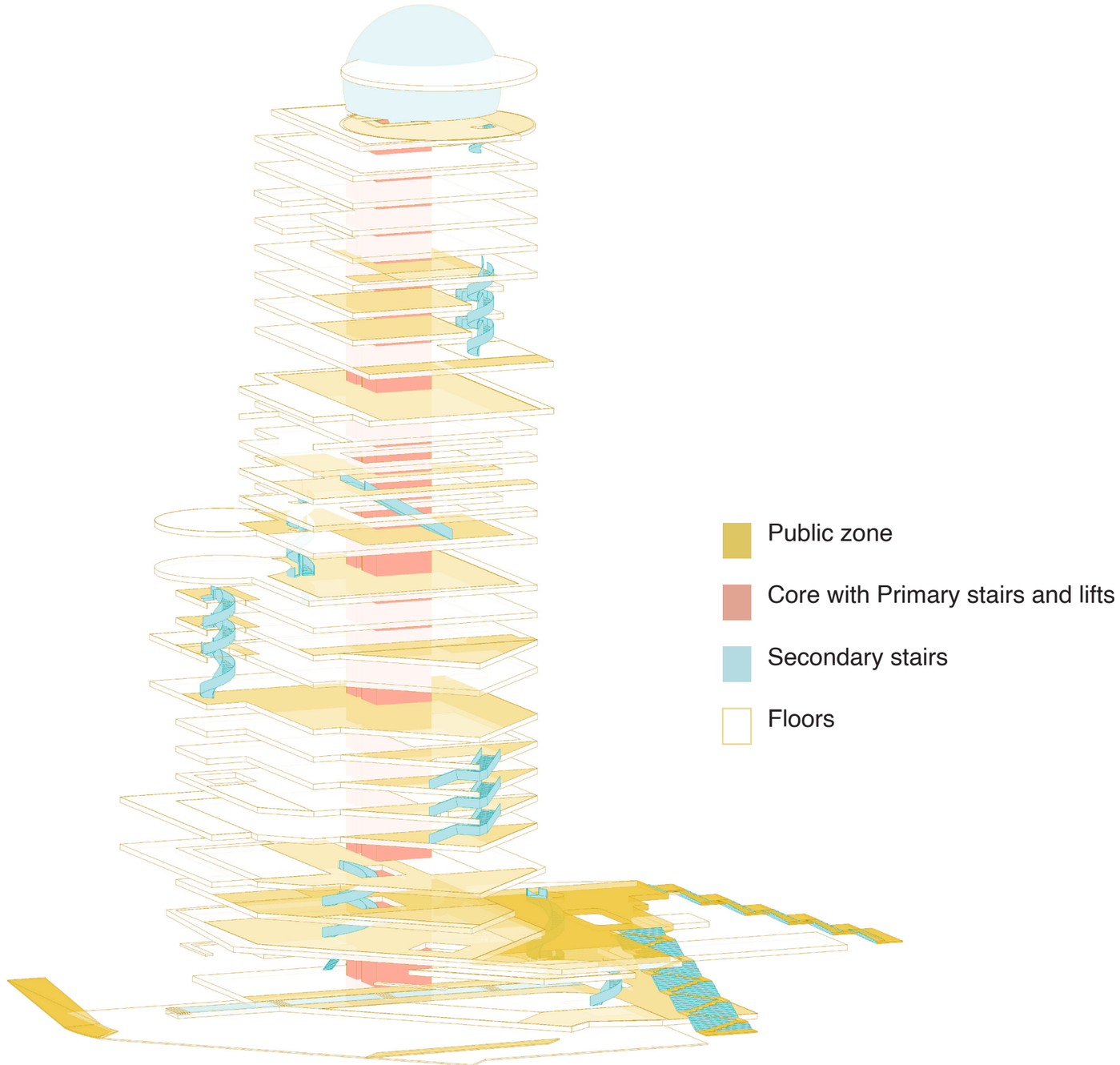
Urban section



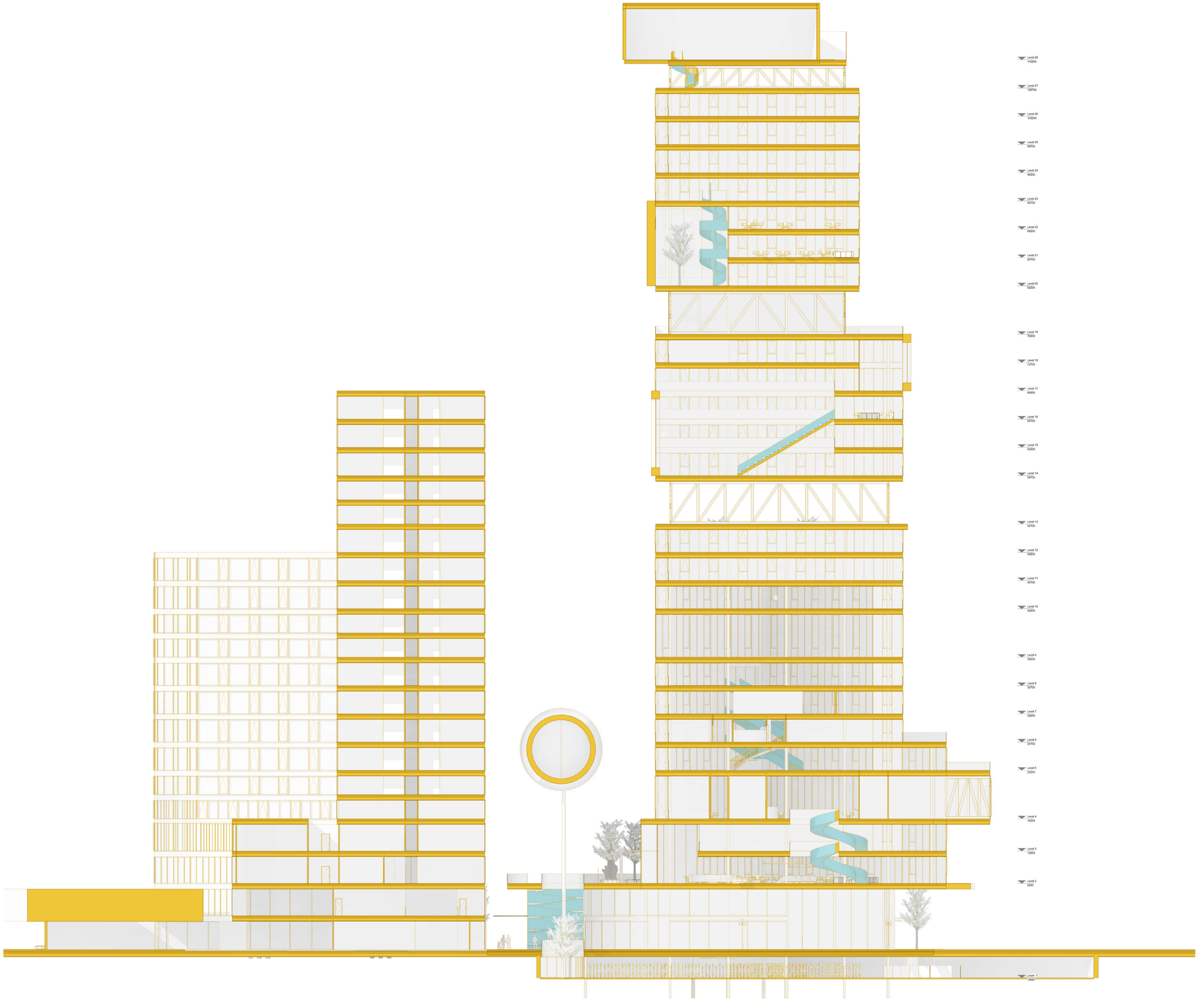
Activating the Urban Fabric



Extending the Plinth and creating Passages

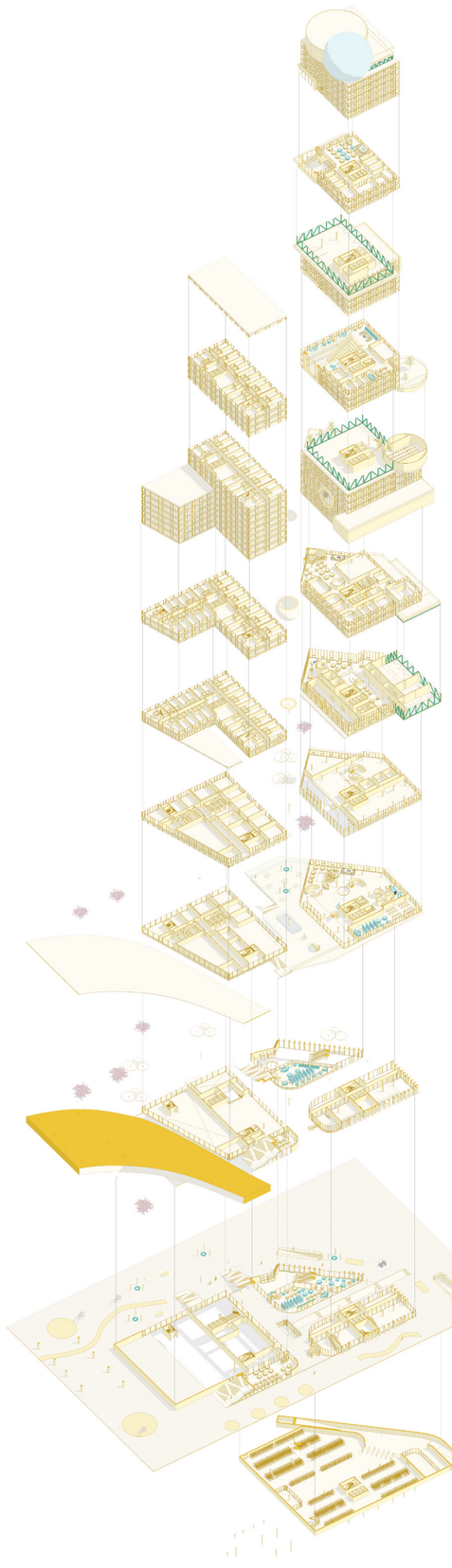


Circulation Diagram


Level 28
115200
Level 27
108700
Level 26
105200
Level 25
99700
Level 24
96200
Level 23
92700
Level 22
89200
Level 21
85700
Level 20
82200
Level 19
78200
Level 18
72700
Level 17
69200
Level 16
65700
Level 15
62200
Level 14
58700
Level 13
52700
Level 12
49200
Level 11
45700
Level 10
42200
Level 9
36200
Level 8
32700
Level 7
29200
Level 6
25700
Level 5
22200
Level 4
18200
Level 3
12200
Level 2
8200
Level -1
-3300

Section

Exploded View



28 Theatre and Sky Lounge

21 Office

19 Exhebition space

16 Educational floor

13 Small Lecture Hall

6 Play and Learn

4 Sport and Fitness

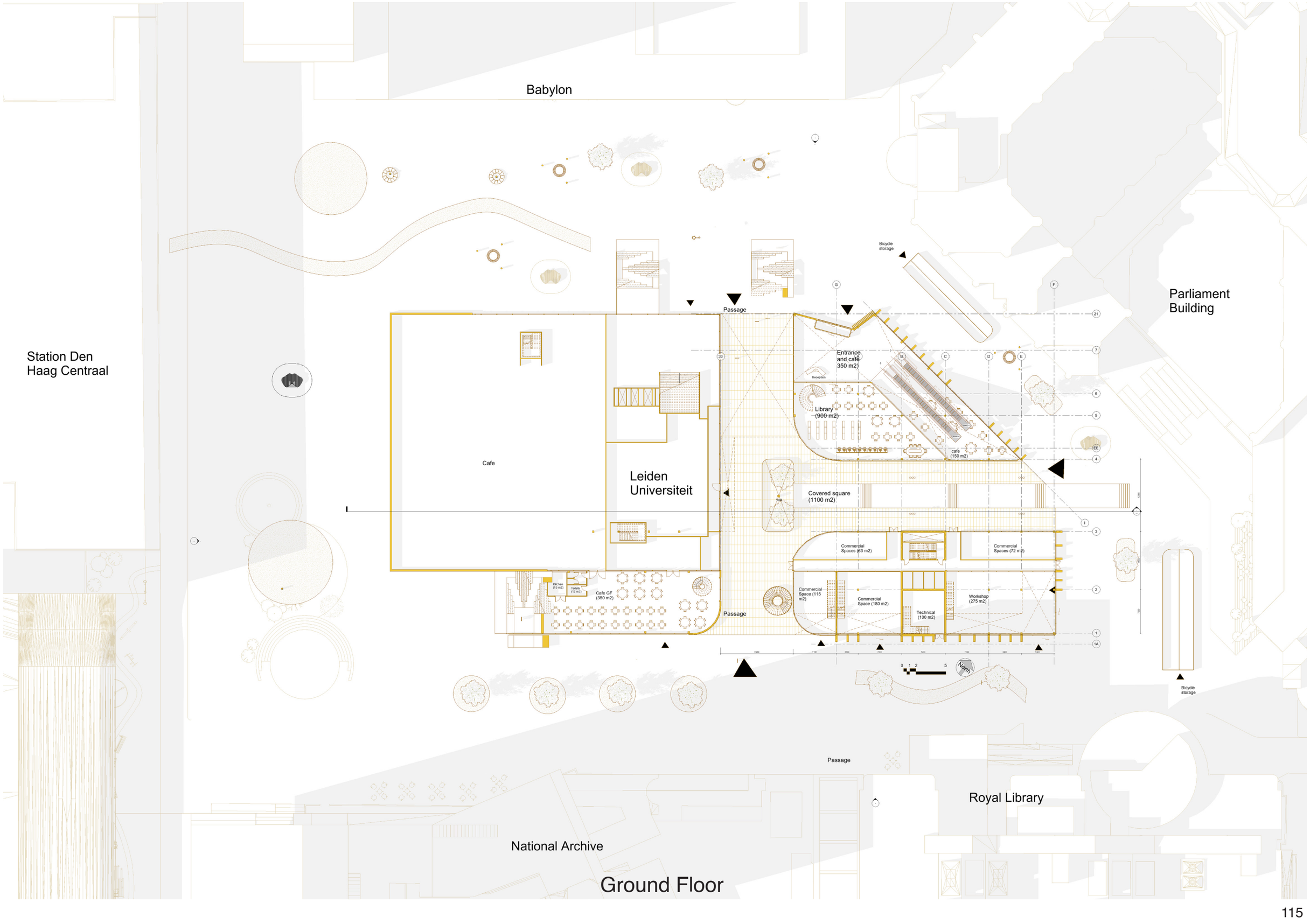
3 Wellness Centre

2 Entrance, Lounge and Media centre

1 Library and Commercial

Ground floor: Plinth , Library, Commercial and entrance

-1 Bicycle storage



Ground Floor

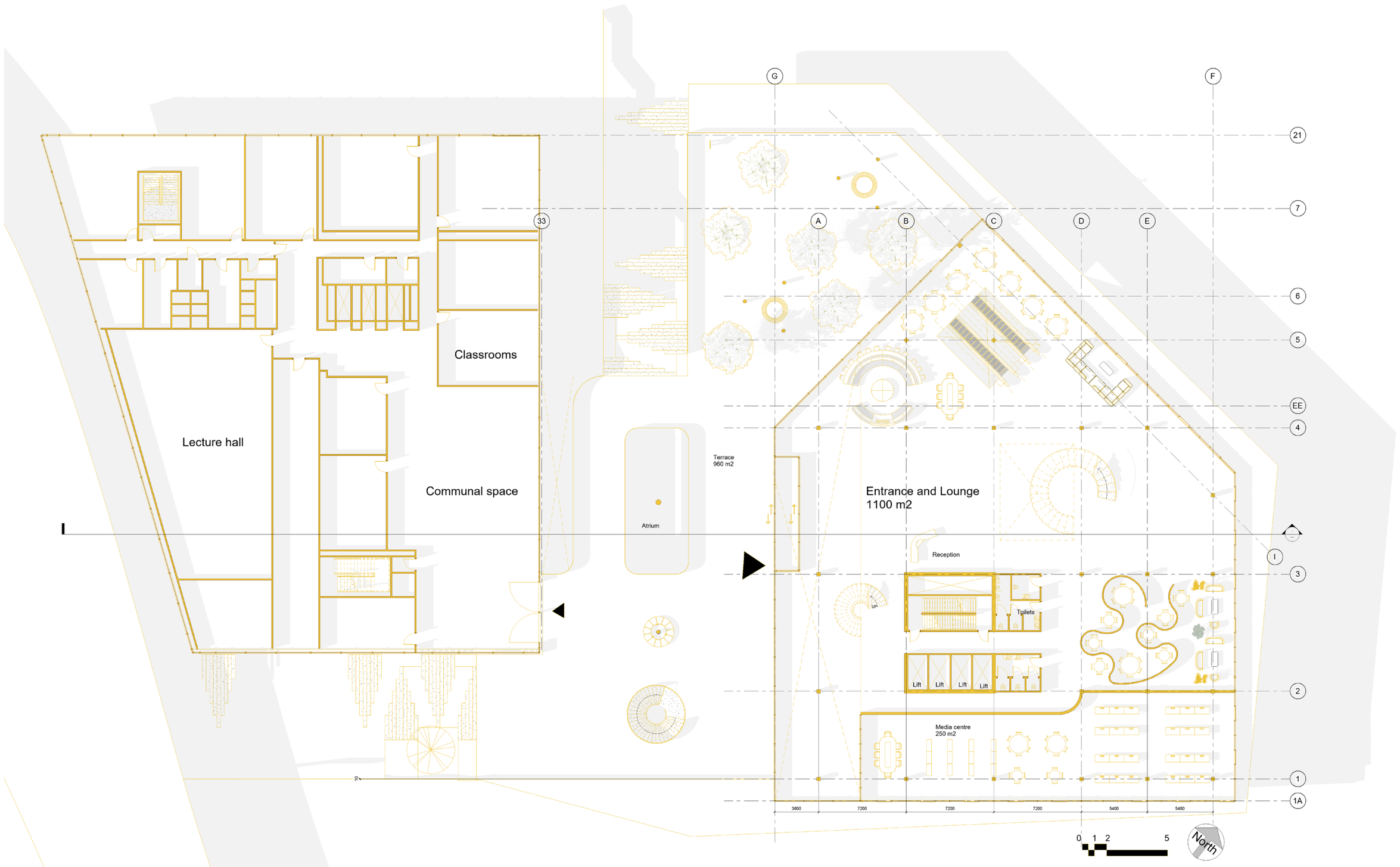








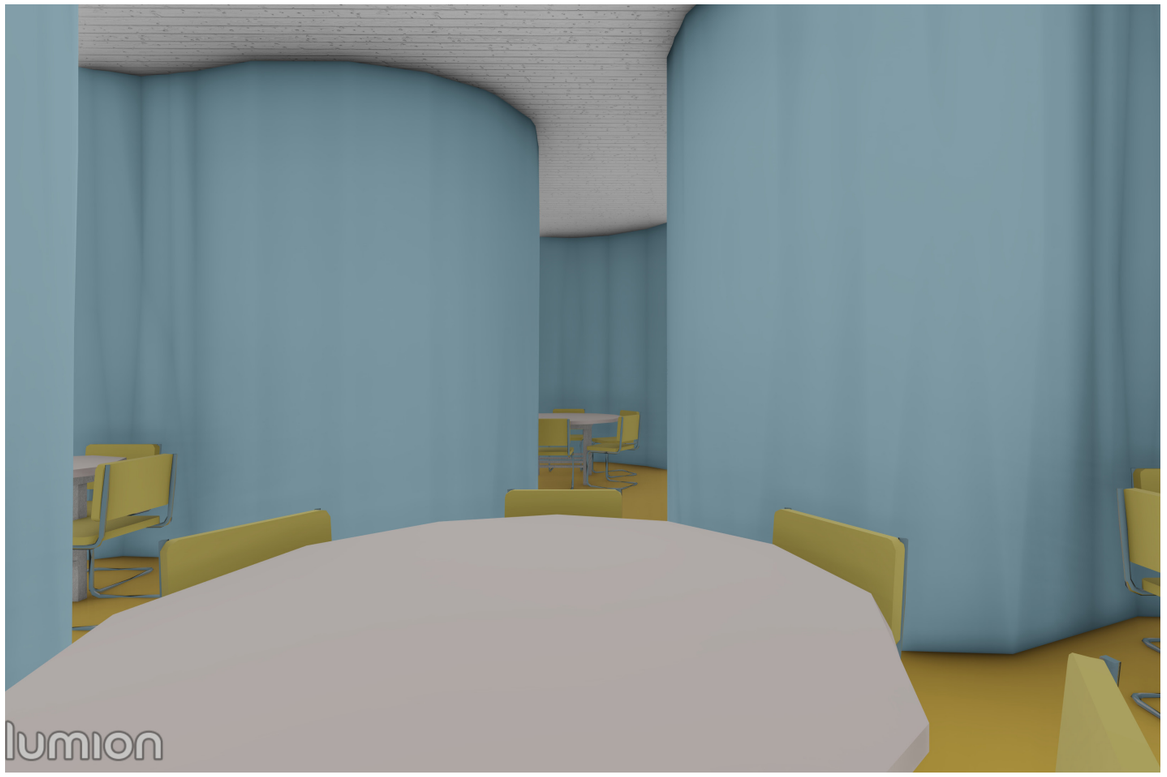
Entrances



Second Floor






lumion


mion

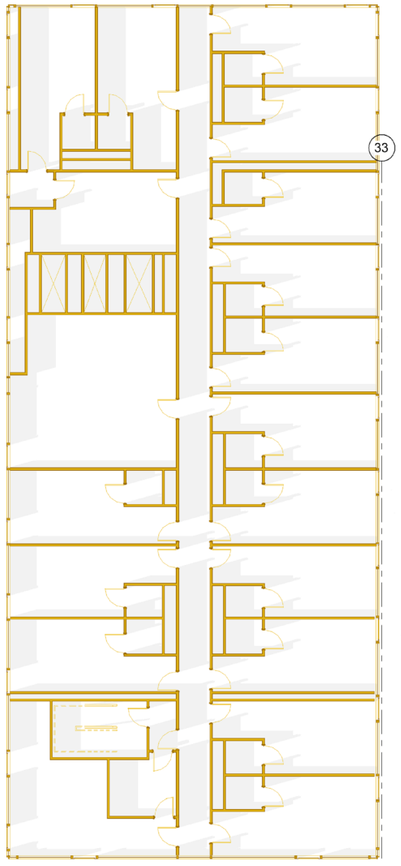




Fourth Floor


33
Housing
AA
A
B
C
D
DA
E
EA
6
5
EE
4
3
2
1
1A
Play and learn with terrace
1100 m2
Classroom
50 m2
Kitchen
20 m2
Classroom
170 m2
Classroom
25 m2
Classroom
25 m2
Toilets
Toilets
Classroom
25 m2
Lift
Lift
Lift
Lift
Toilet
Storage
Playing net
50 m2
Classroom
25 m2
Classroom
20 m2
Classroom
20 m2
Classroom
30 m2
3600
7200
12000
9600
7200
1800
1800
7200
7200
7200
1800
10800

Sixth Floor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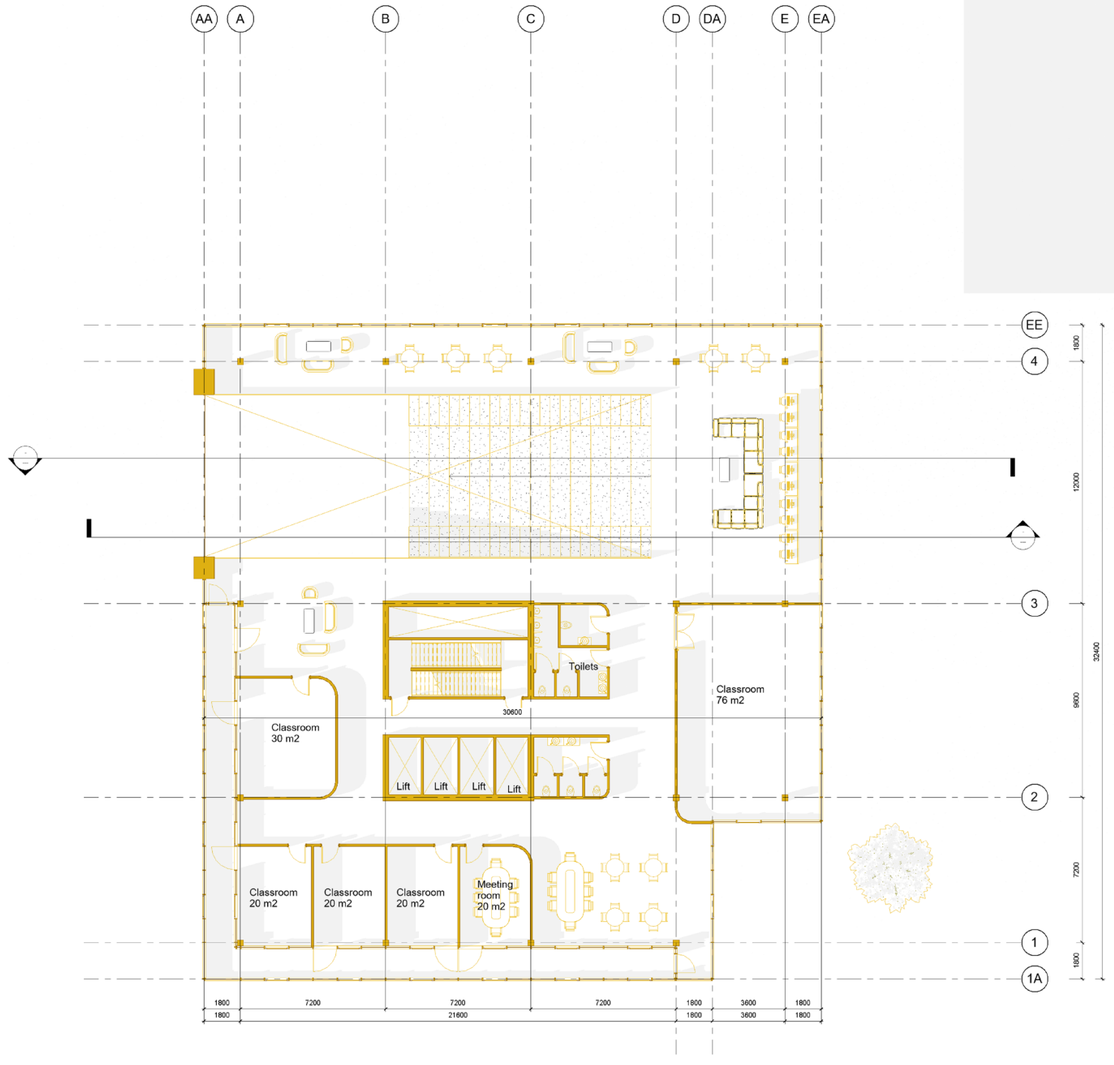
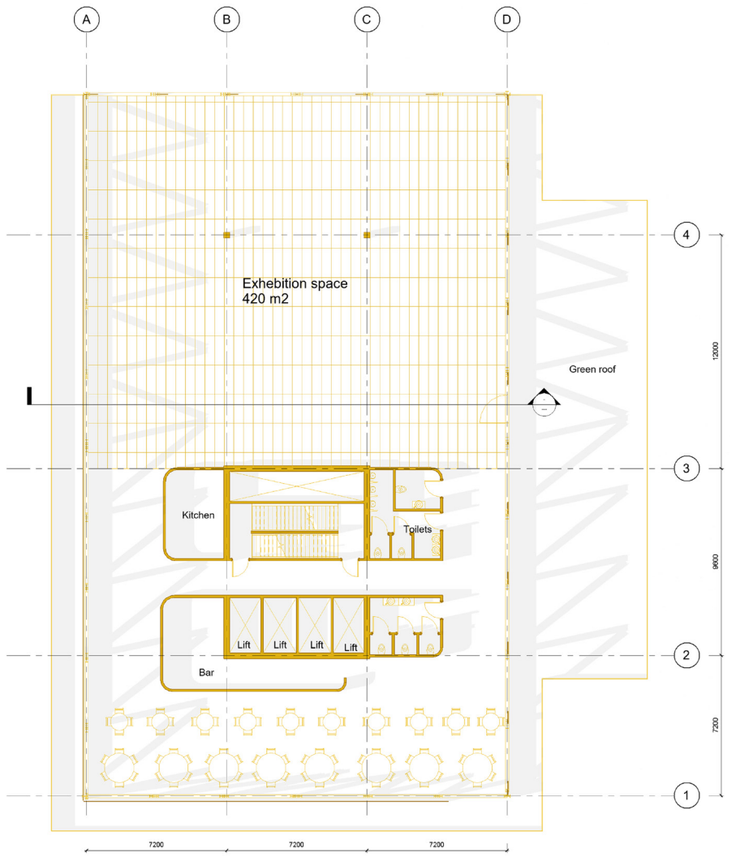
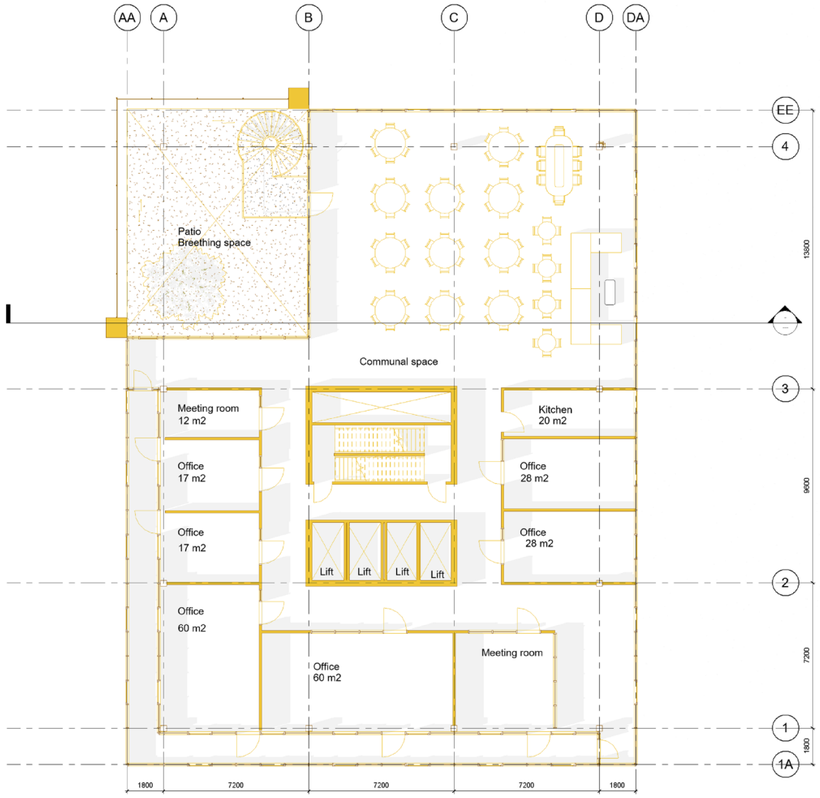

AA
A
B
C
D
DA
E
EA
EE
4
3
2
1
1A
1800
12300
32400
6900
7200
1800
Toilets
Classroom
76 m2
30600
Classroom
30 m2
Lift
Lift
Lift
Lift
Classroom
20 m2
Classroom
20 m2
Classroom
20 m2
Meeting
room
20 m2
1800
7200
7200
7200
1800
3600
1800
1800
21600
1800
3600
1800

16th Floor



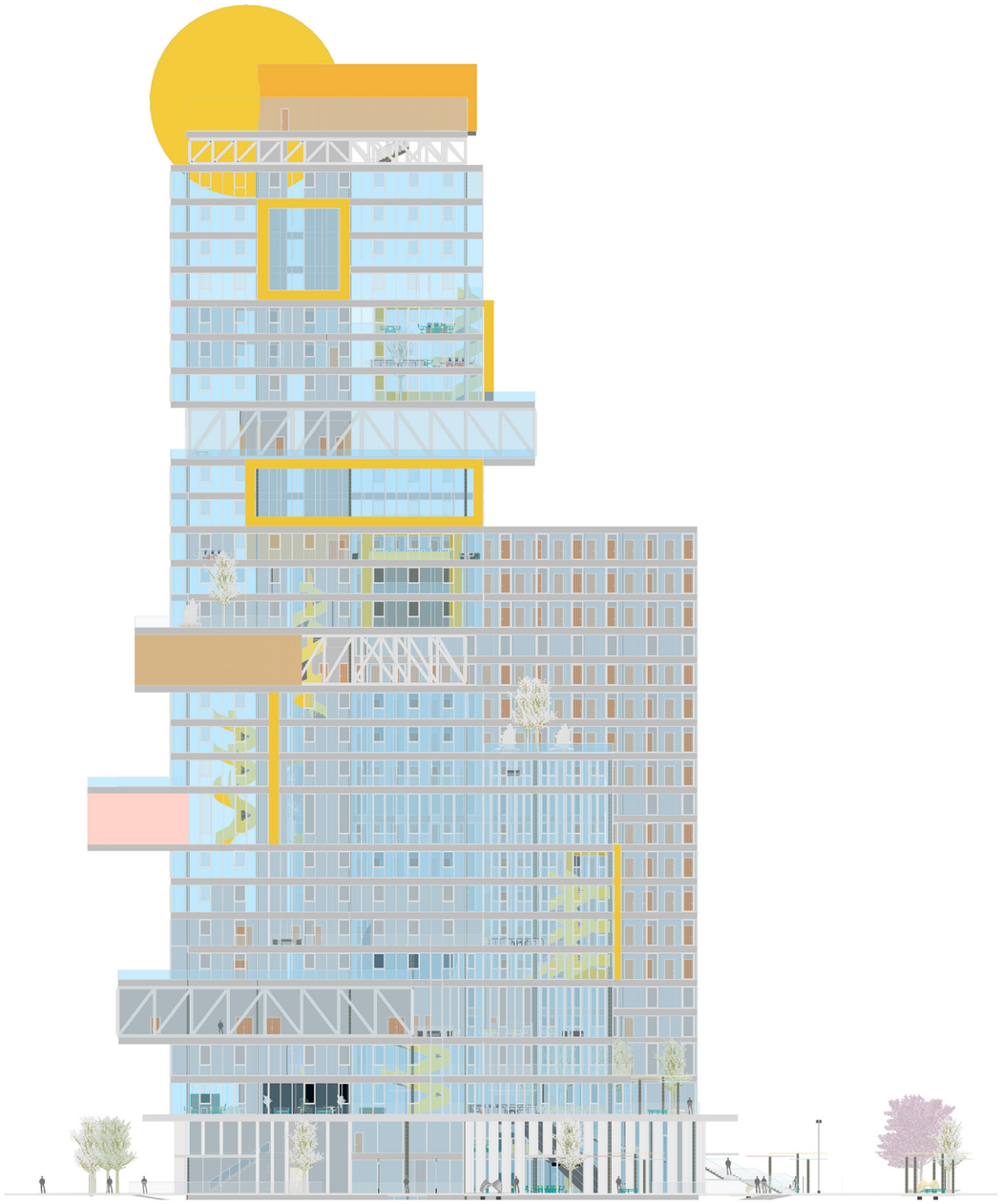
19th Floor



21th Floor



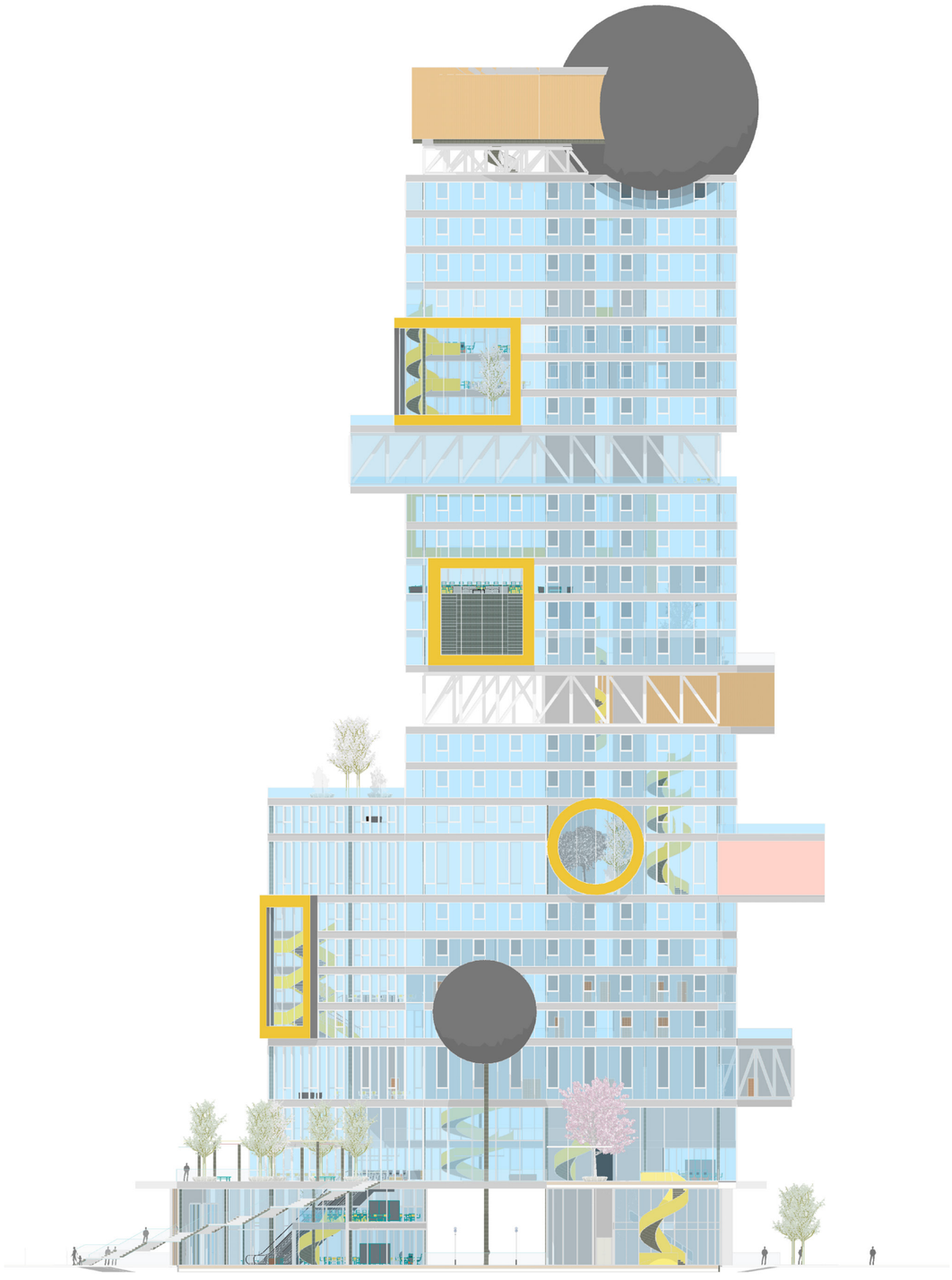




North Elevation



East Elevation



South Elevation



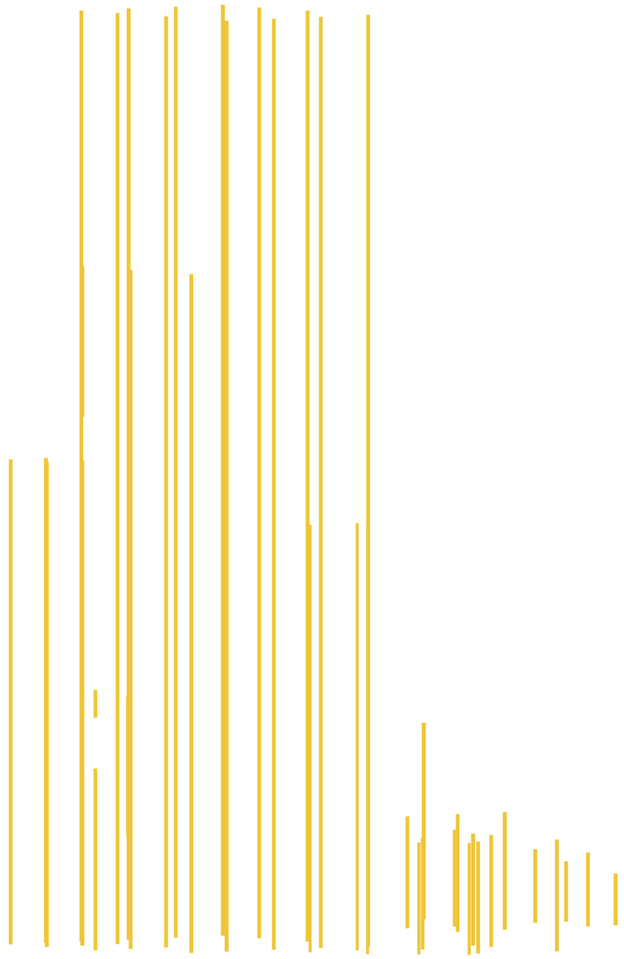
West Elevation



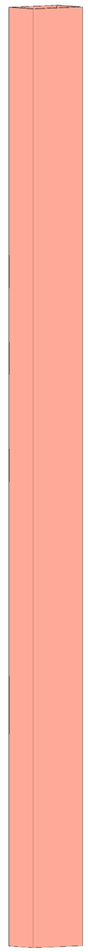




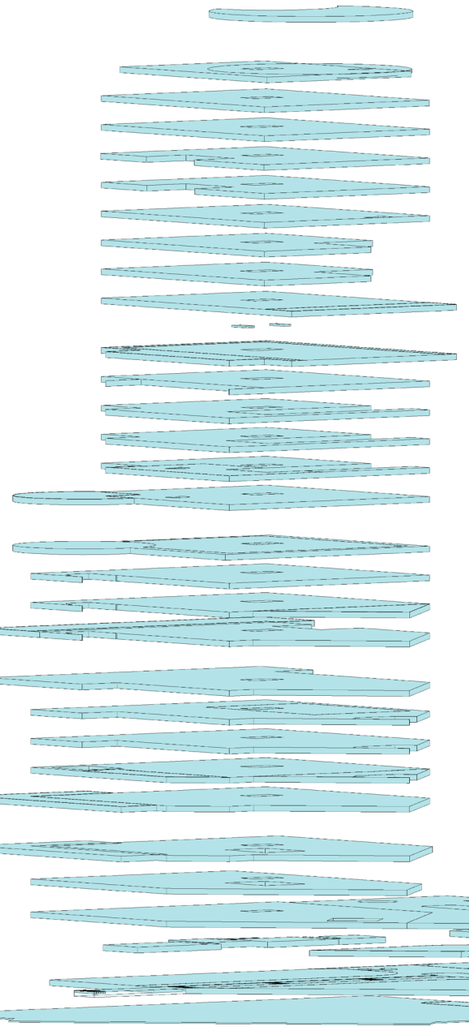
Structure



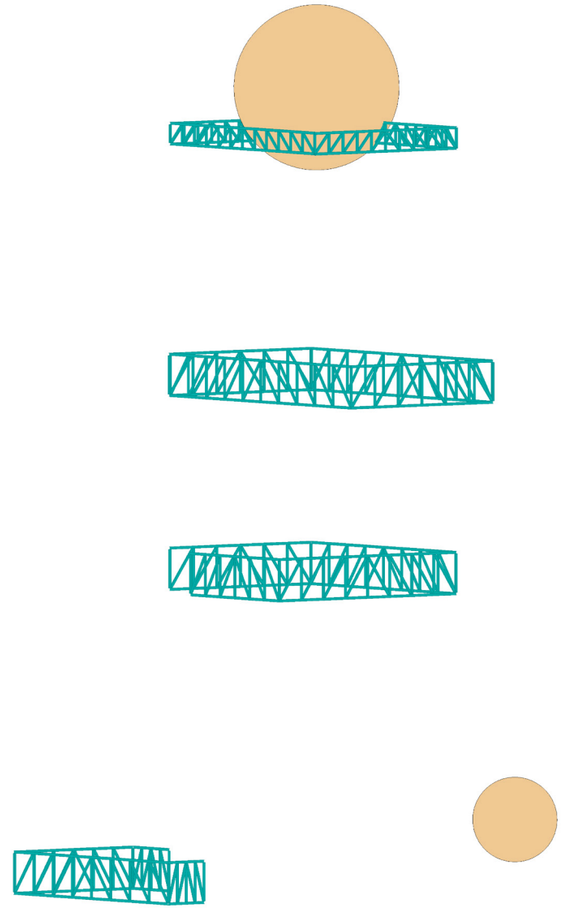
HEA 300 Steel Columns



Concrete core

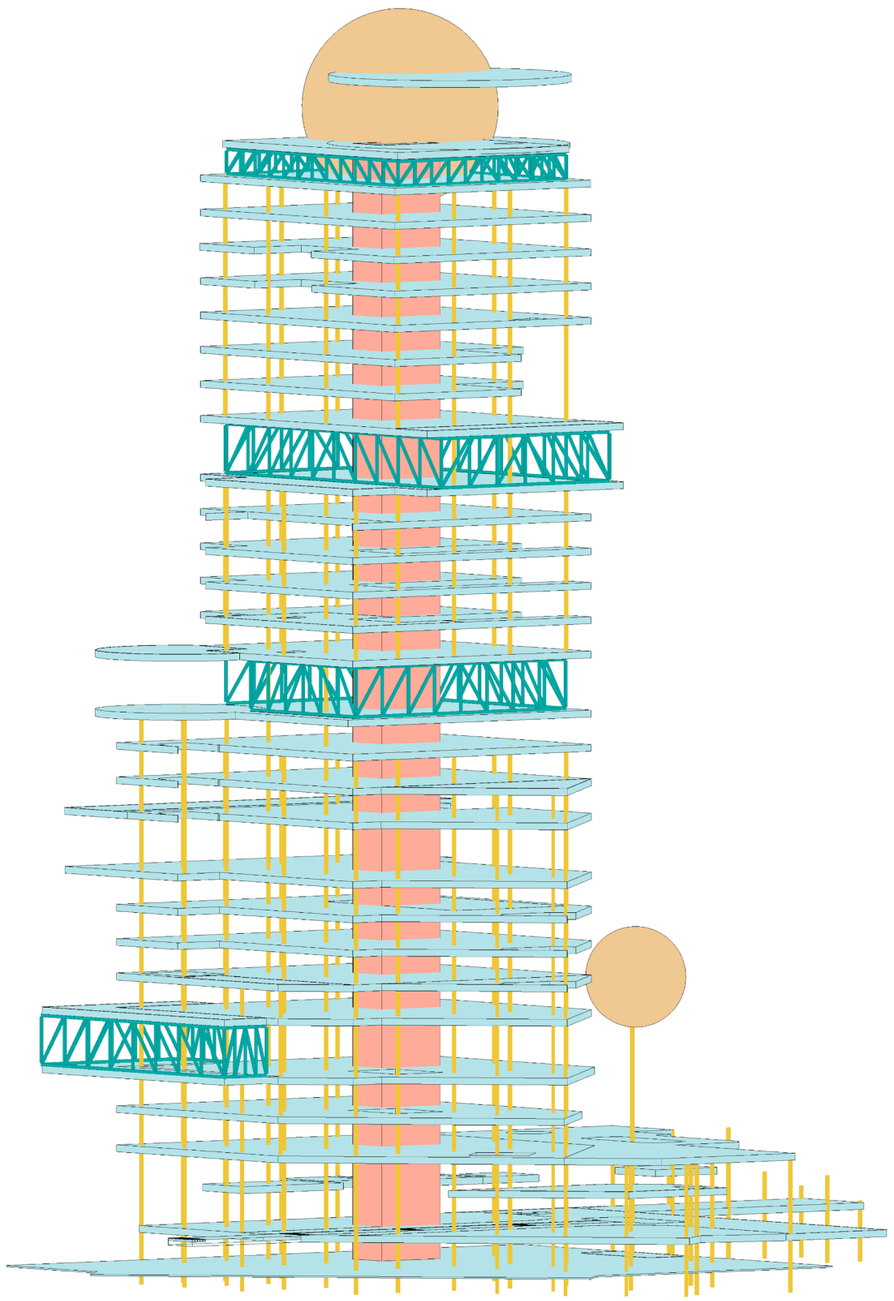


HEA/B/M Steel beams & CLT floors



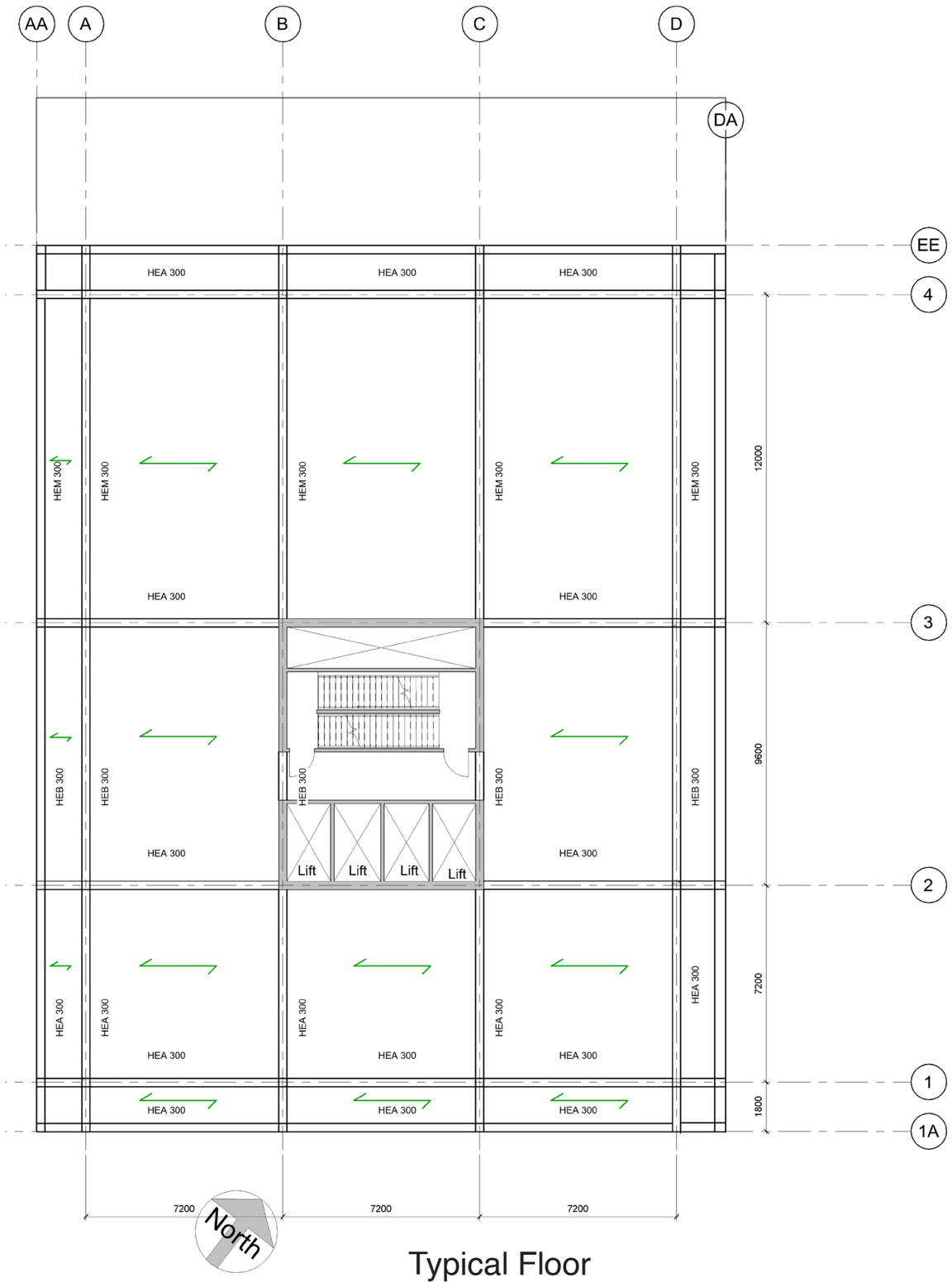
Truss HEA 300

Structure



Structural Diagram

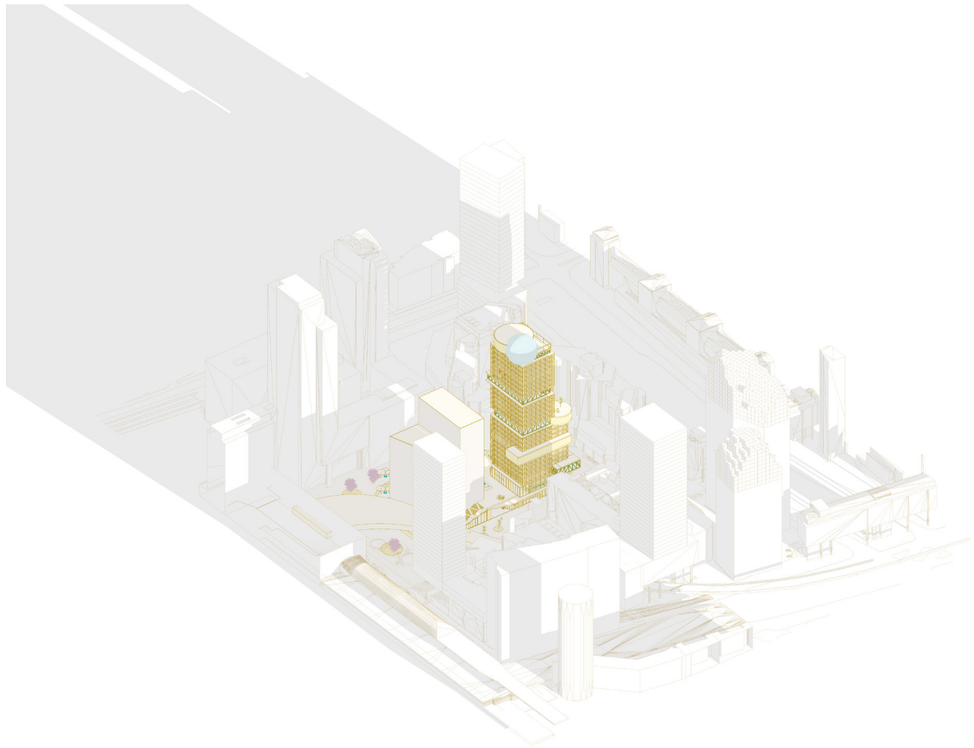
Structure



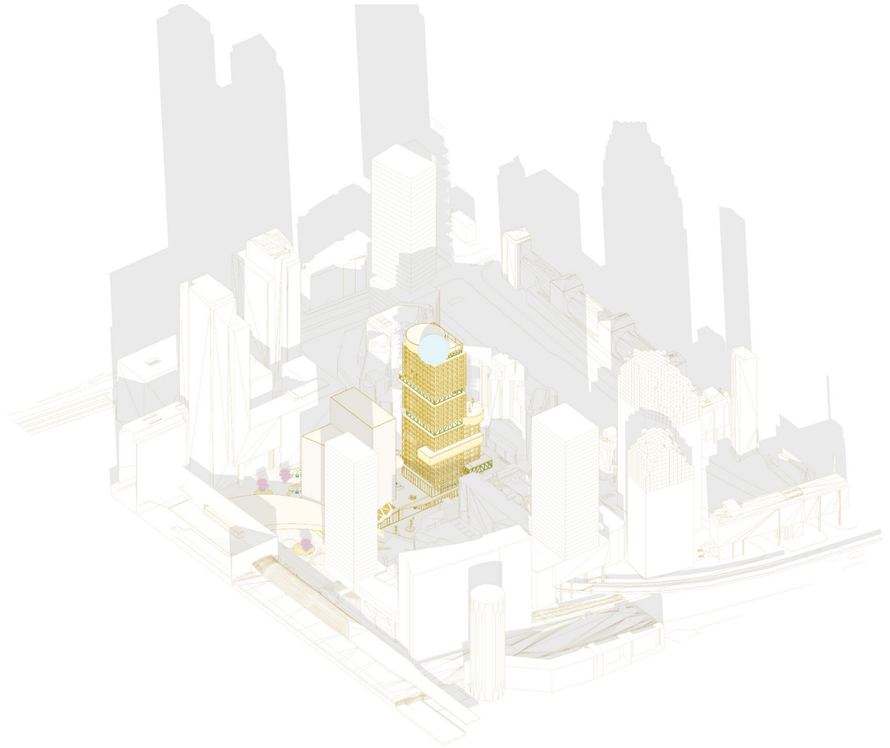
Typical Floor



Special Floor



1 December 09:00



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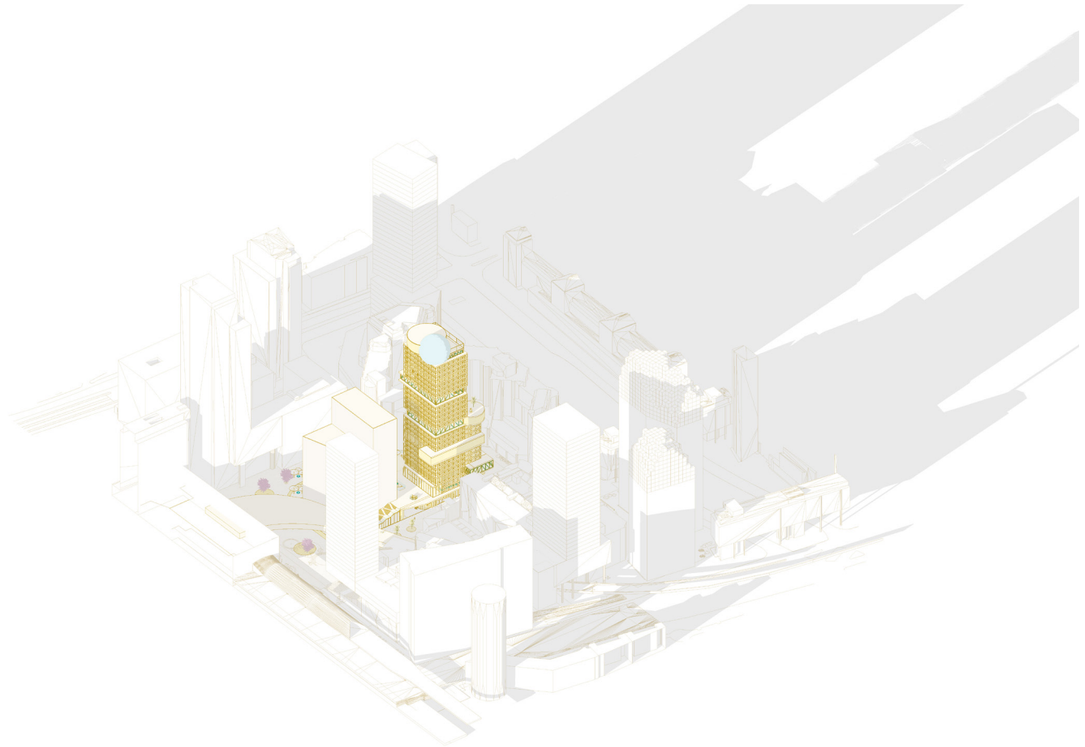

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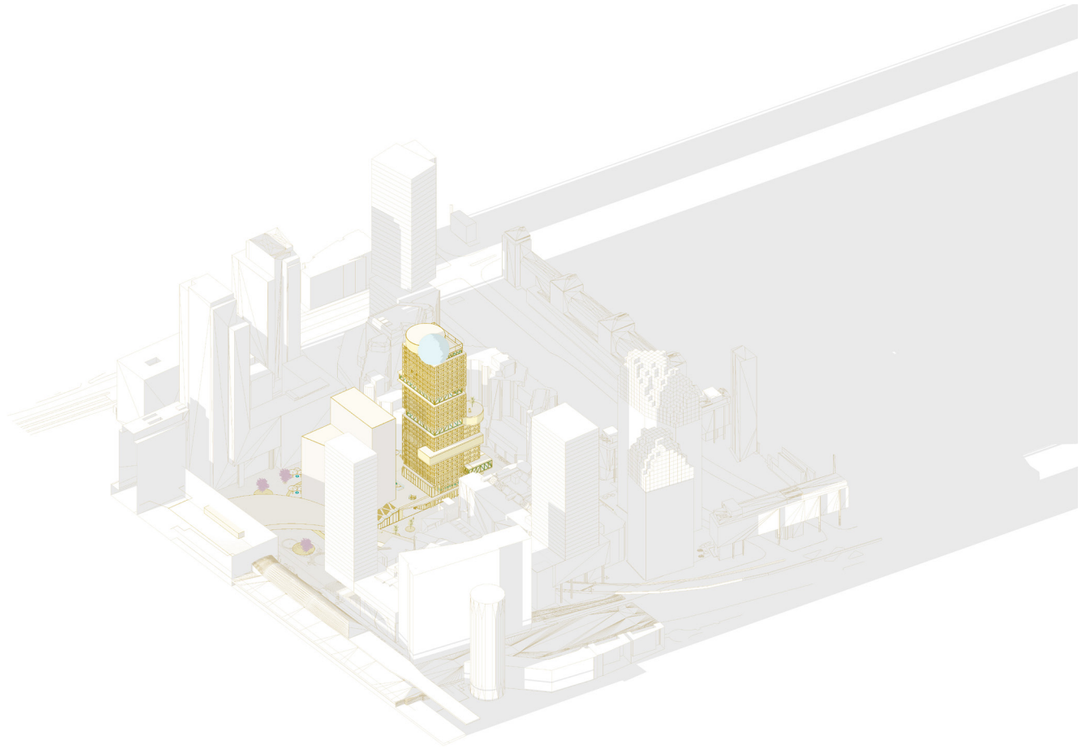

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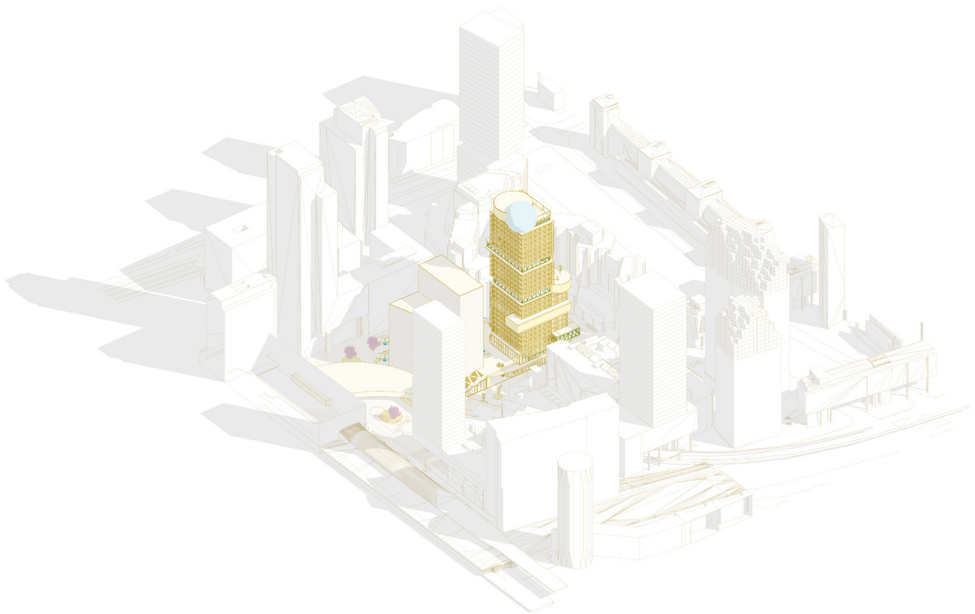

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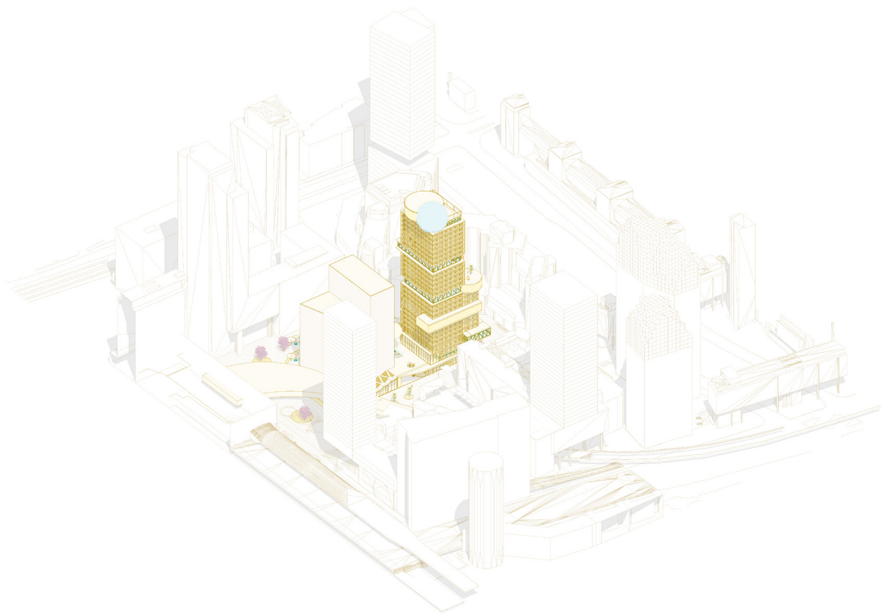

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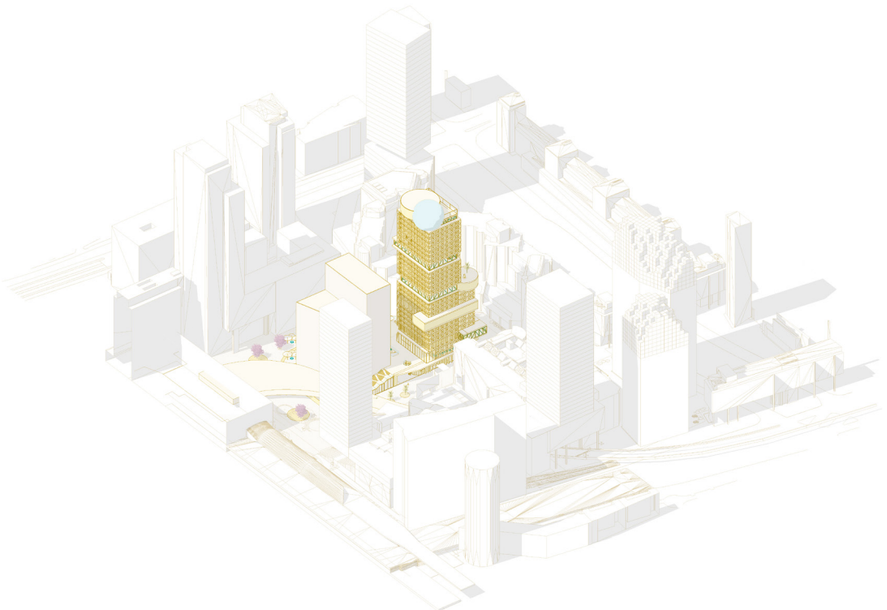

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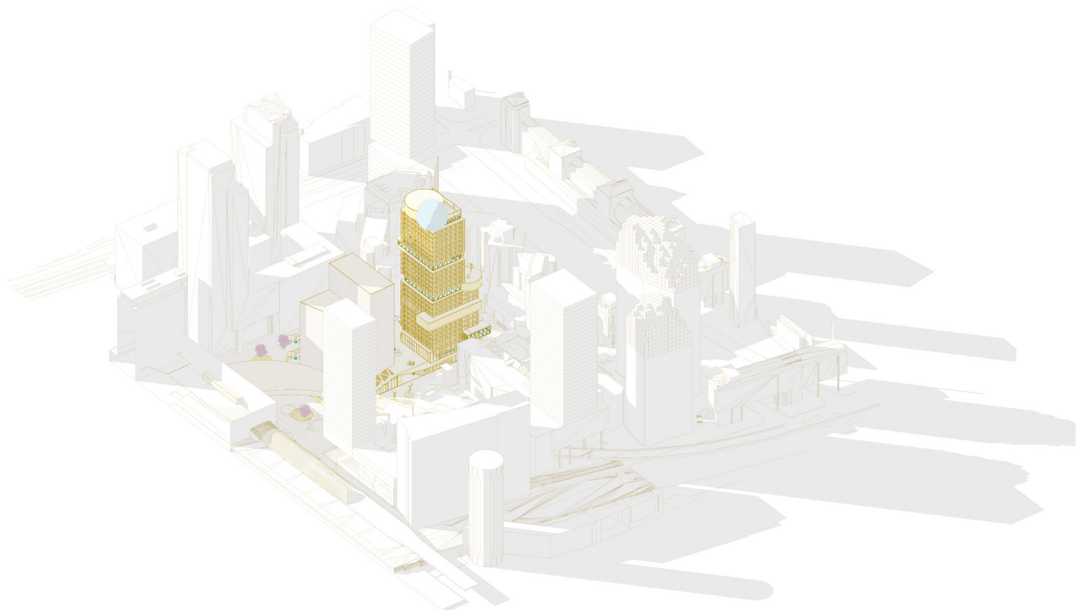
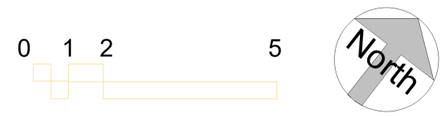


1 June 18:00

Sun Study





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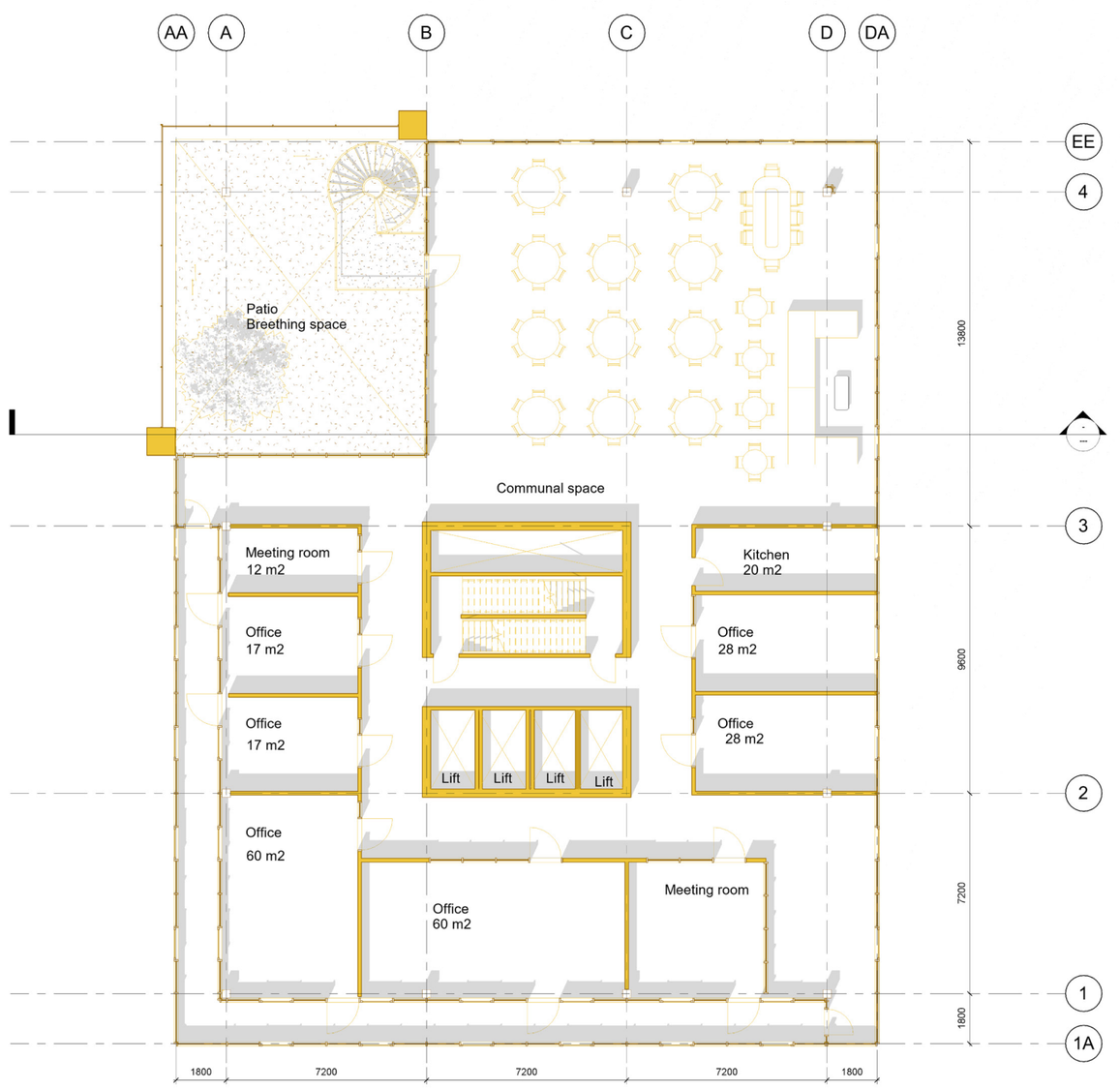
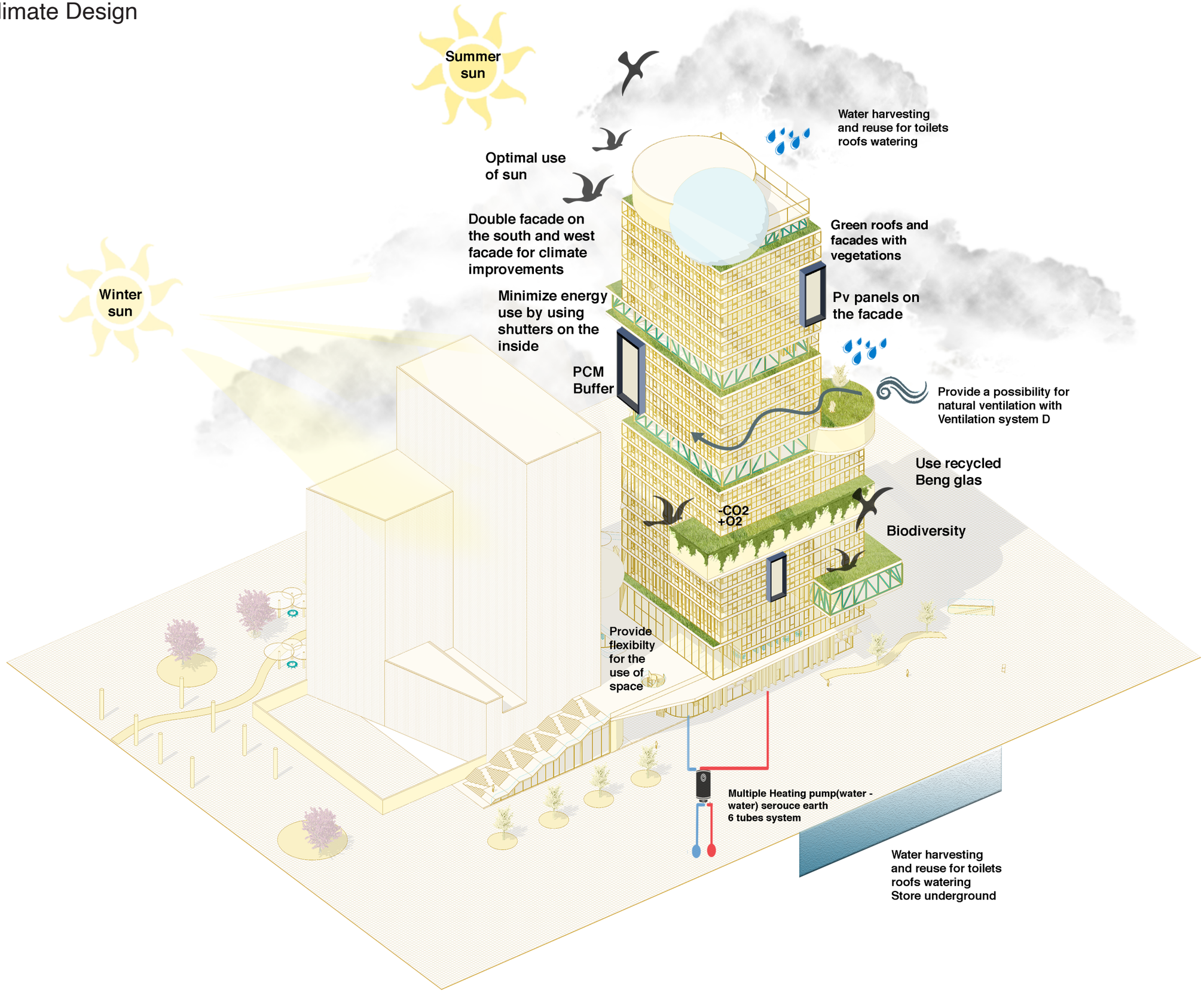




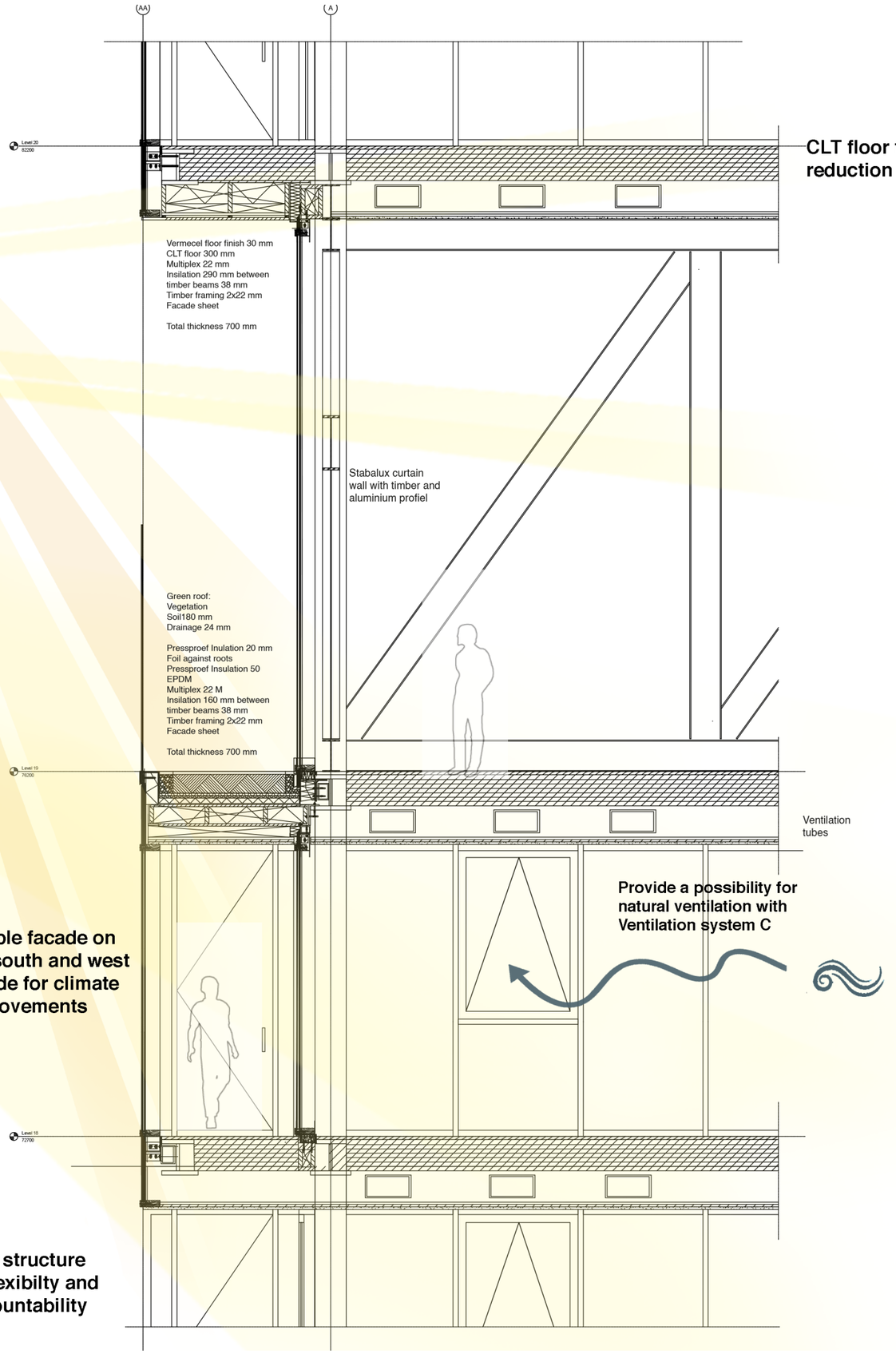
1 December 12:00

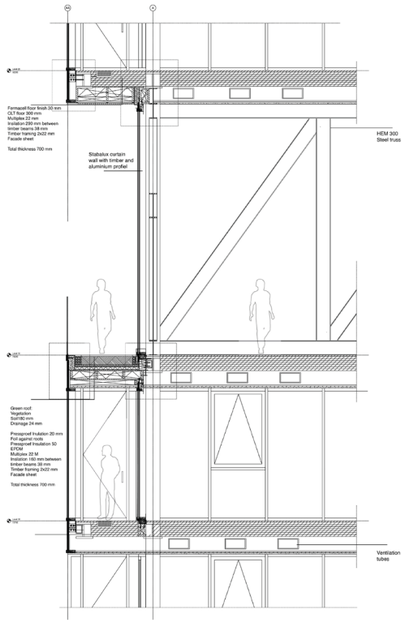
Climate Design



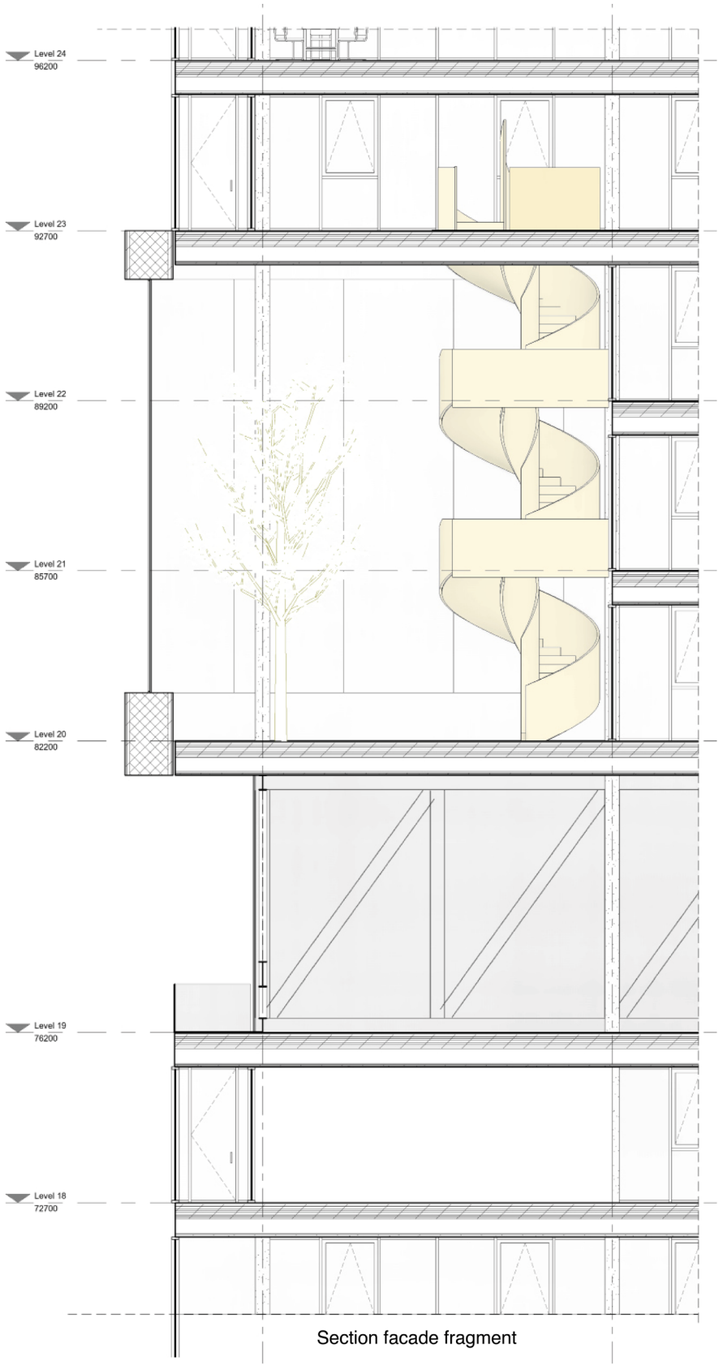
Summer sun

Winter sun





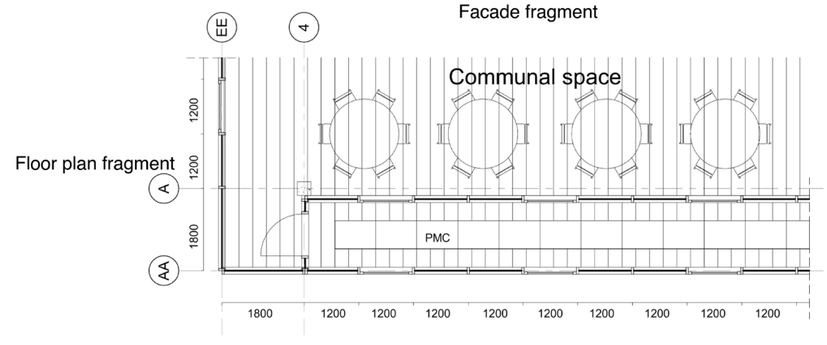
Section facade fragment



Section facade fragment



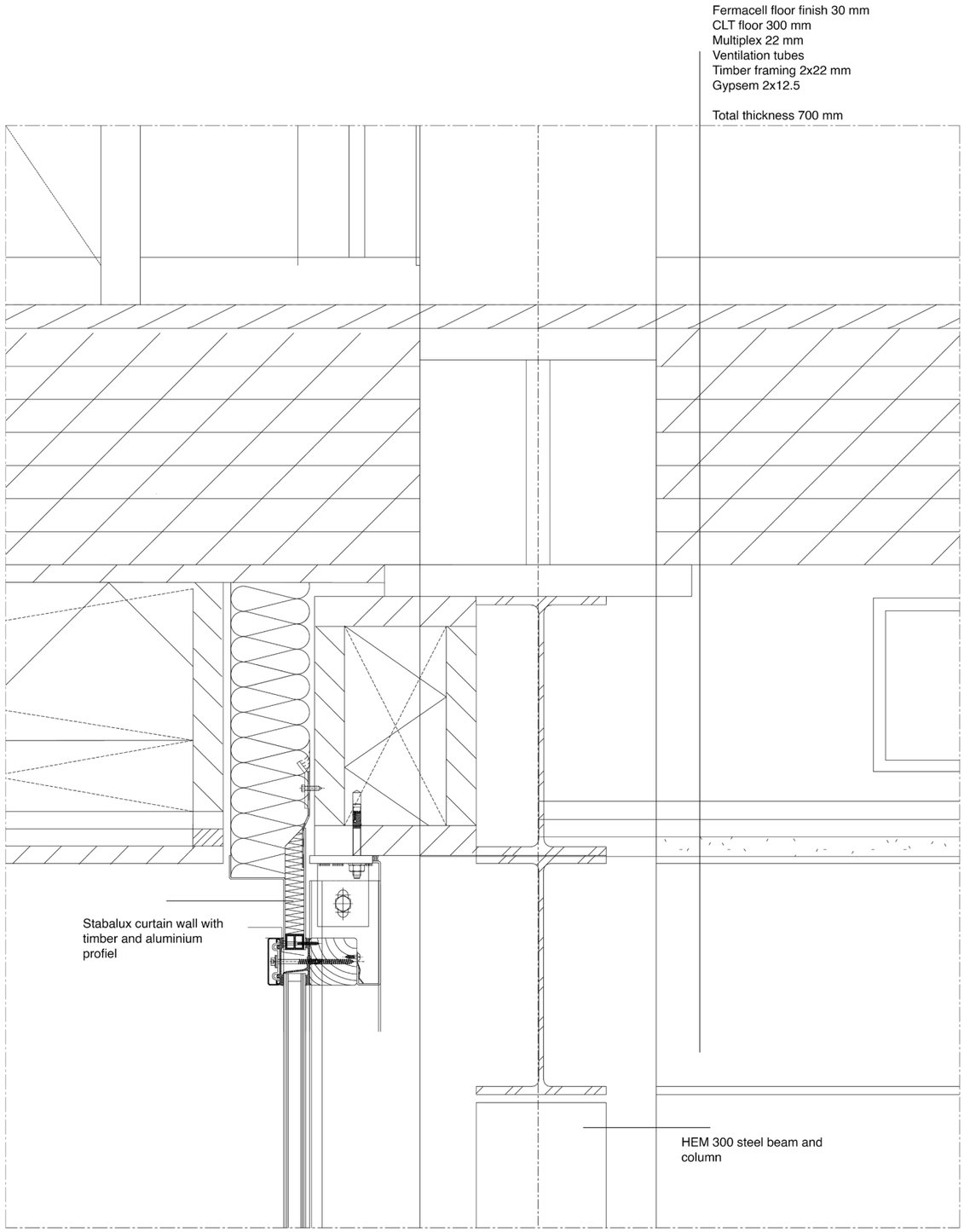
Facade fragment

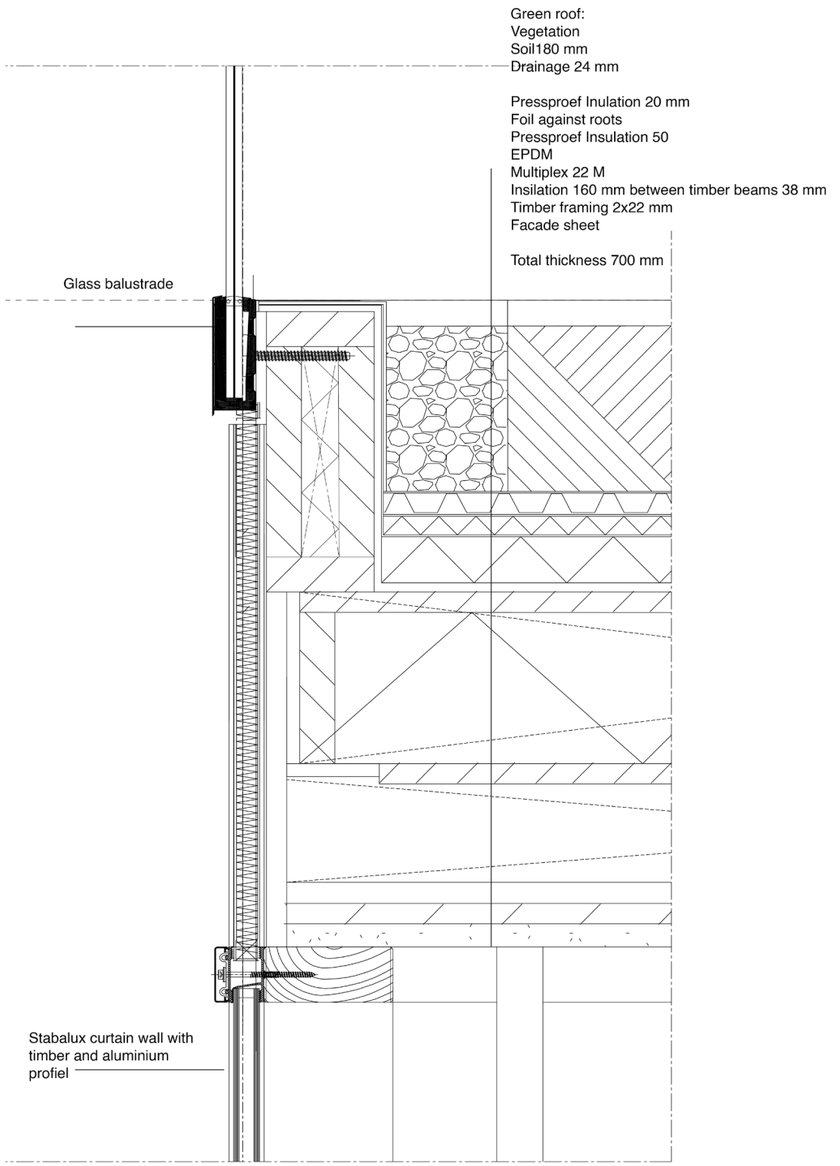


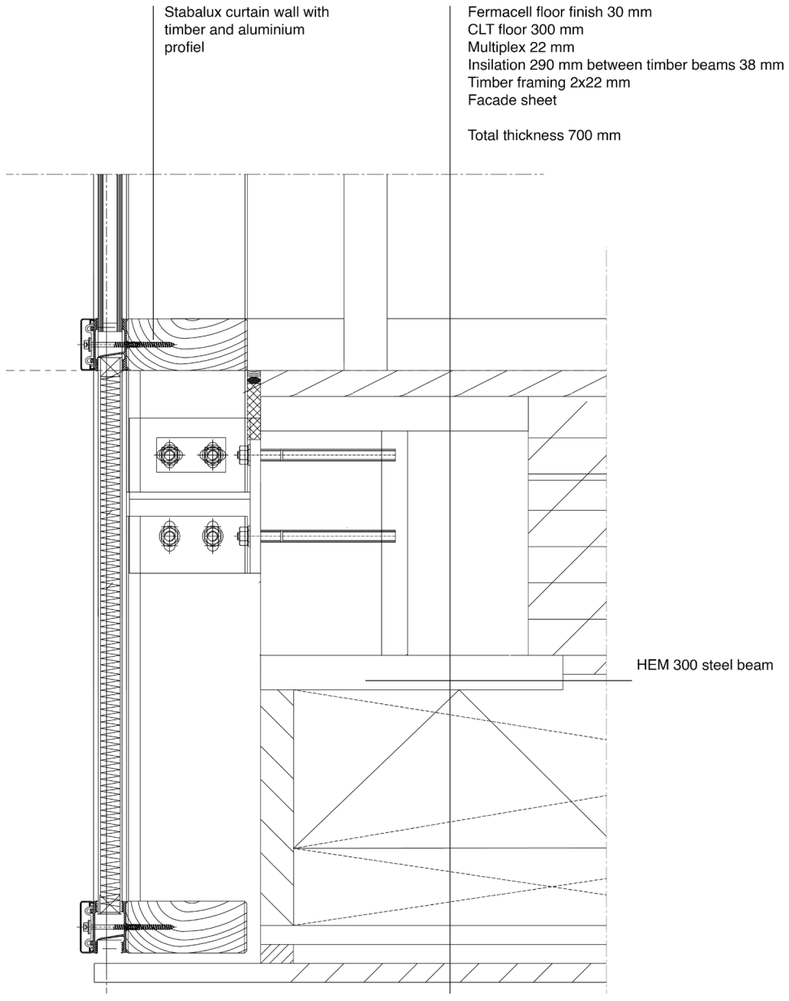
Floor plan fragment

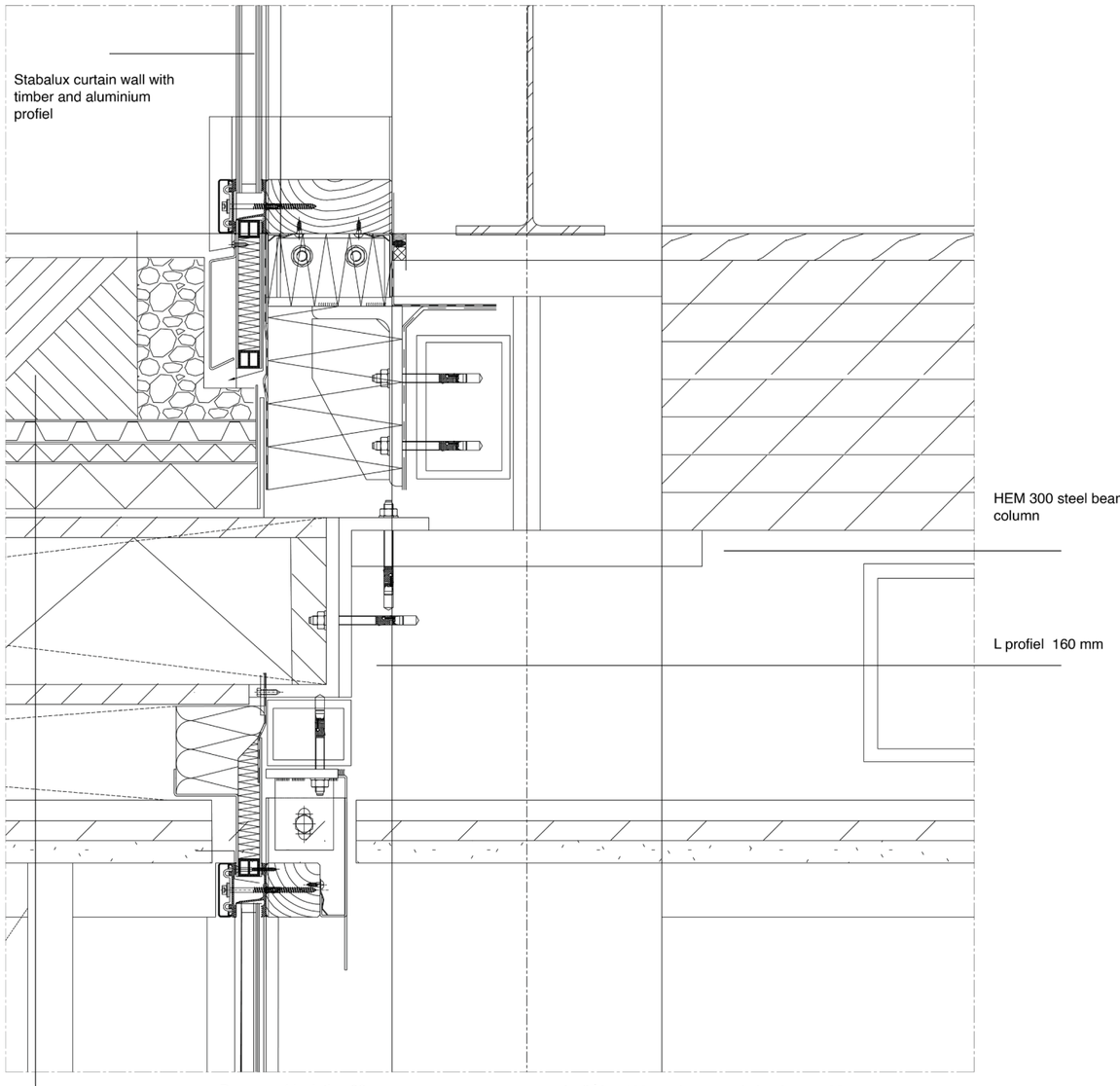
Facade fragment

Details


Fermacell floor finish 30 mm
CLT floor 300 mm
Multiplex 22 mm
Ventilation tubes
Timber framing 2x22 mm
Gypsem 2x12.5
Total thickness 700 mm
Stabalux curtain wall with timber and aluminium profiel
HEM 300 steel beam and column


Green roof:
Vegetation
Soil180 mm
Drainage 24 mm
Pressproef Inulation 20 mm
Foil against roots
Pressproef Insulation 50
EPDM
Multiplex 22 M
Insilation 160 mm between timber beams 38 mm
Timber framing 2x22 mm
Facade sheet
Total thickness 700 mm
Glass balustrade
Stabalux curtain wall with timber and aluminium profiel


Stabalux curtain wall with
timber and aluminium
profiel
Fermacell floor finish 30 mm
CLT floor 300 mm
Multiplex 22 mm
Insilation 290 mm between timber beams 38 mm
Timber framing 2x22 mm
Facade sheet
Total thickness 700 mm
HEM 300 steel beam


Stabalux curtain wall with
timber and aluminium
profiel
HEM 300 steel beam and
column
L profiel 160 mm
Green roof:
Vegetation
Soil180 mm
Drainage 24 mm
Pressproef Inulation 20 mm
Foil against roots
Pressproef Insulation 50
EPDM
Multiplex 22 M
Insilation 160 mm between timber beams 38 mm
Timber framing 2x22 mm
Facade sheet
Total thickness 700 mm



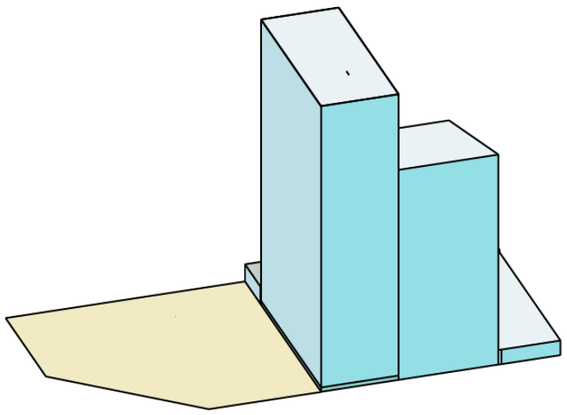


P5

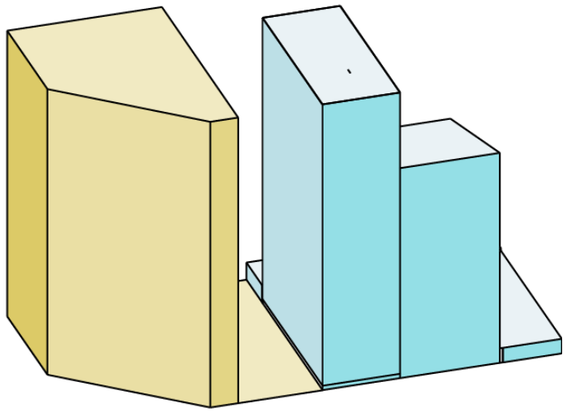


Designing inclusivity

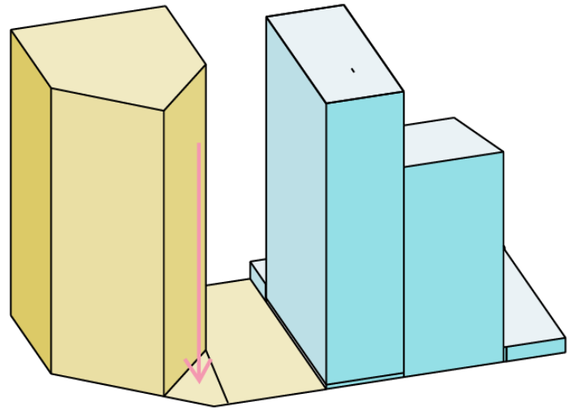
Design steps



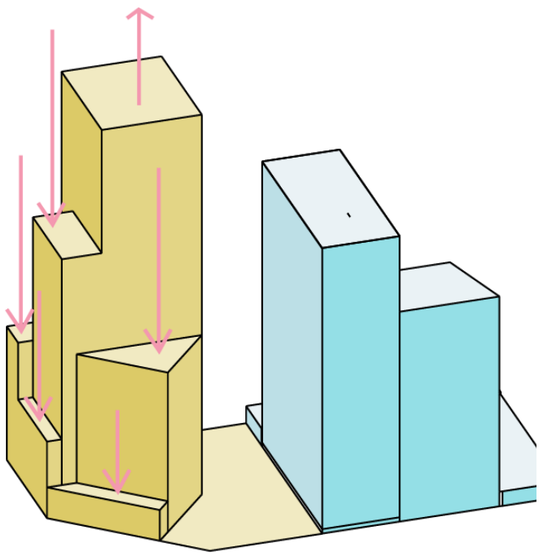
Site selection
Following the boundries of the site



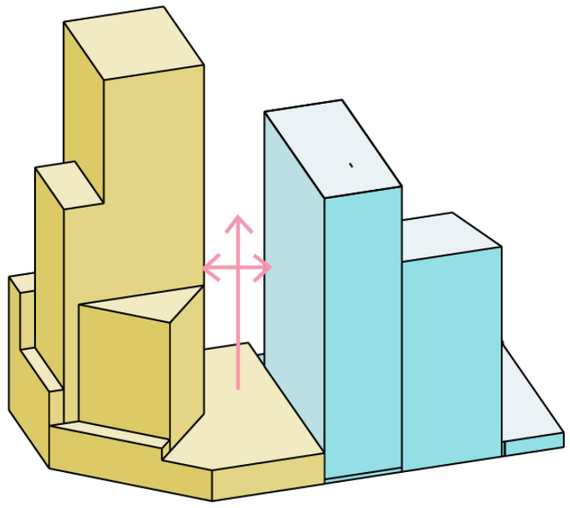
Addition of the tower
And keeping space for daylight



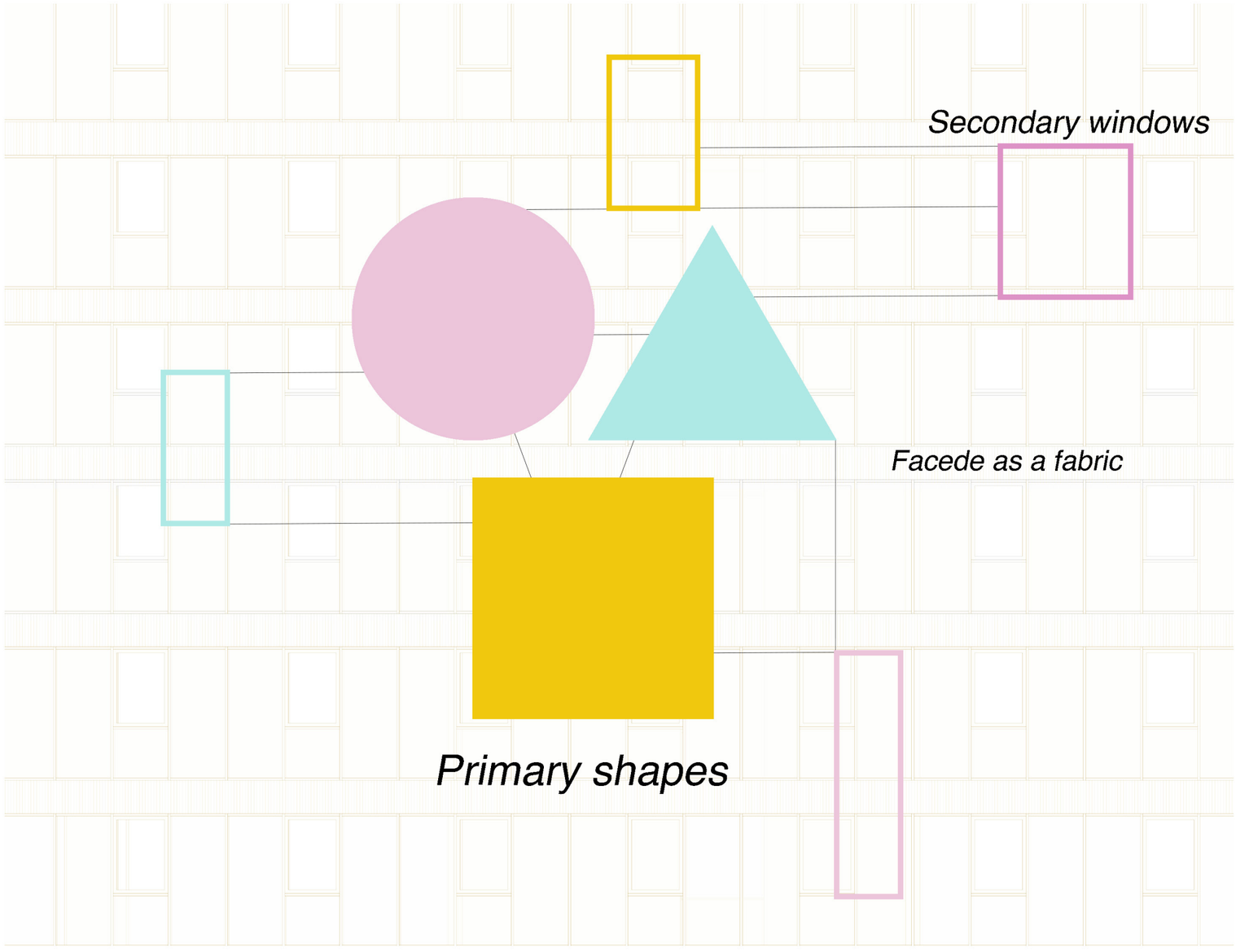
Subtraction from the tower
To allow more daylight



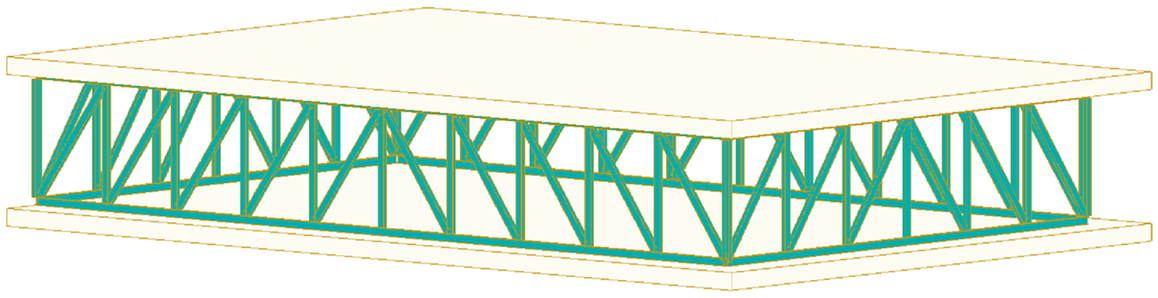
Raising or lowering parts of the tower
To create terraces and improve proportions



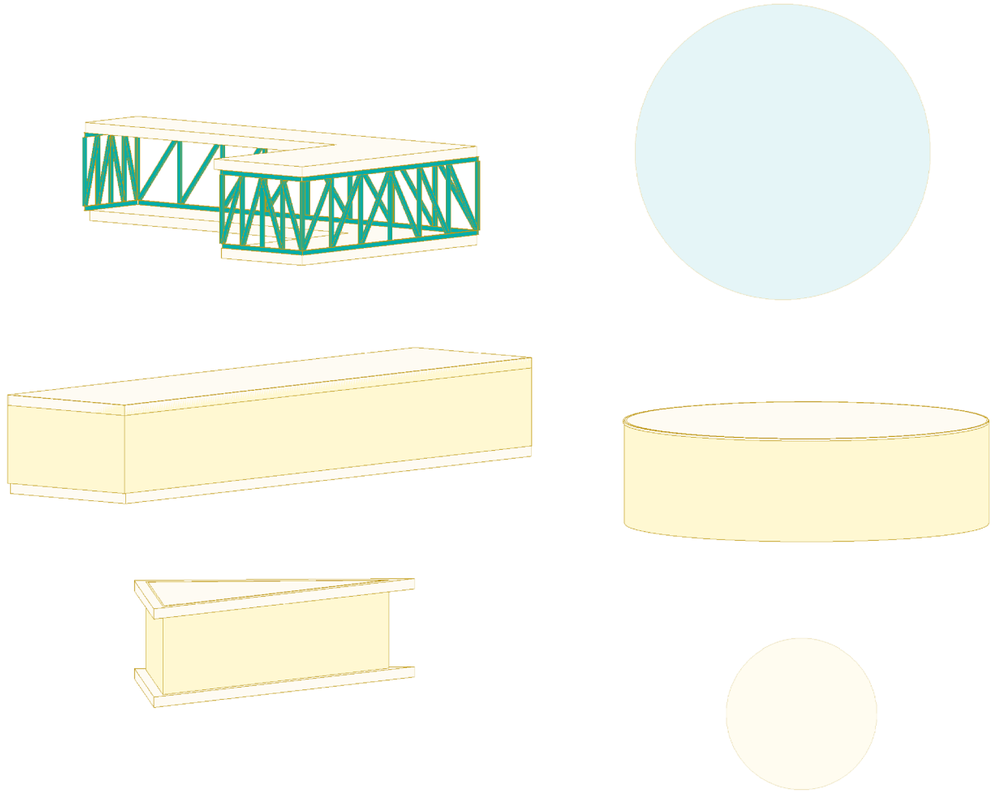
Extending the plinth and connecting the towers
By adding a plateau



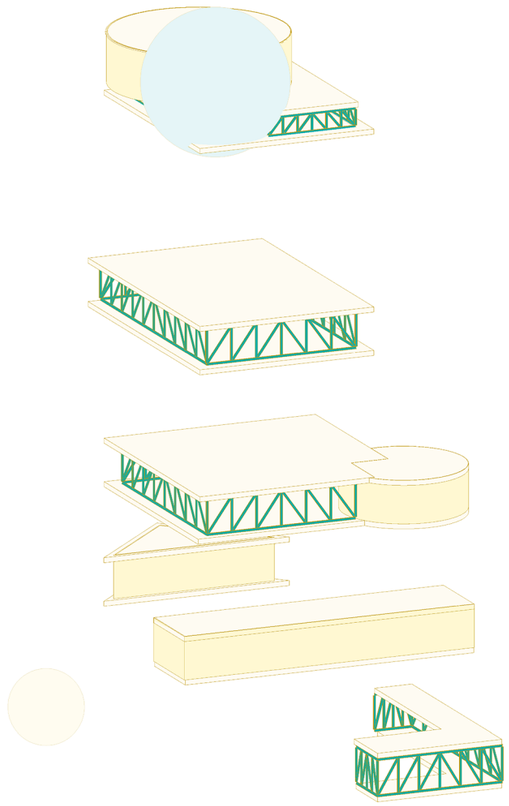
Strategy



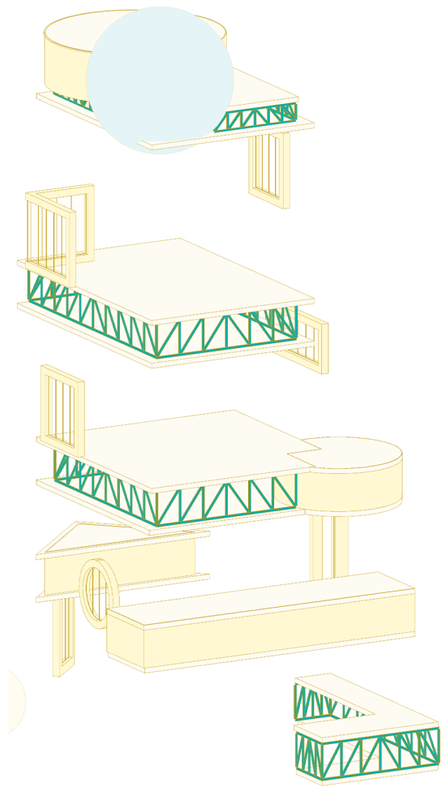
Special Floor



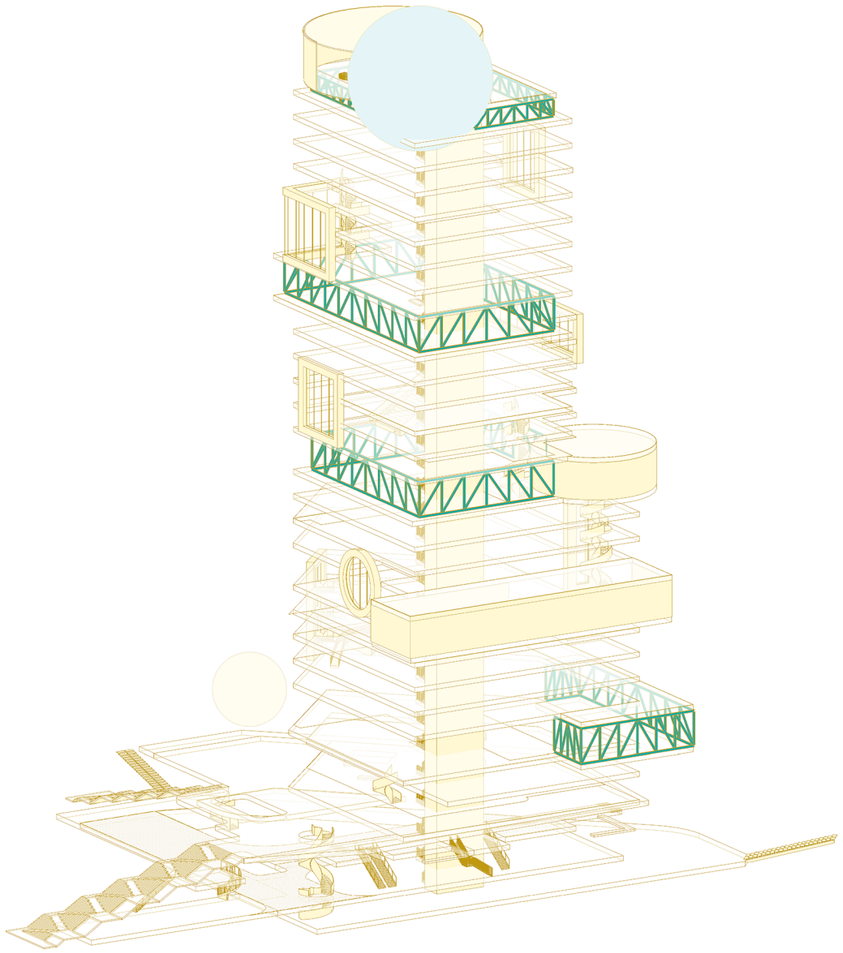
Special Elements



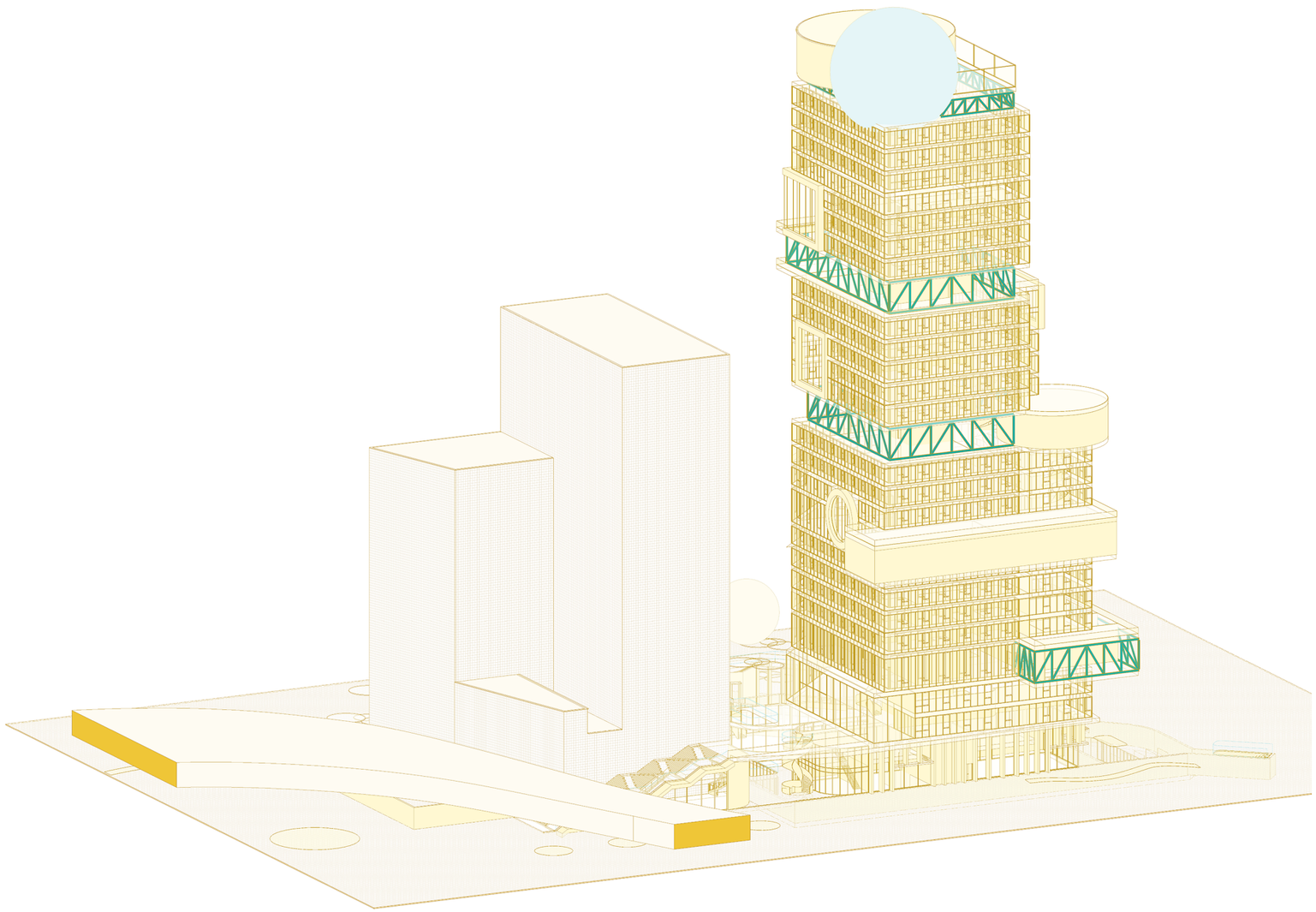
Positioning the spesials



Adding the Windows

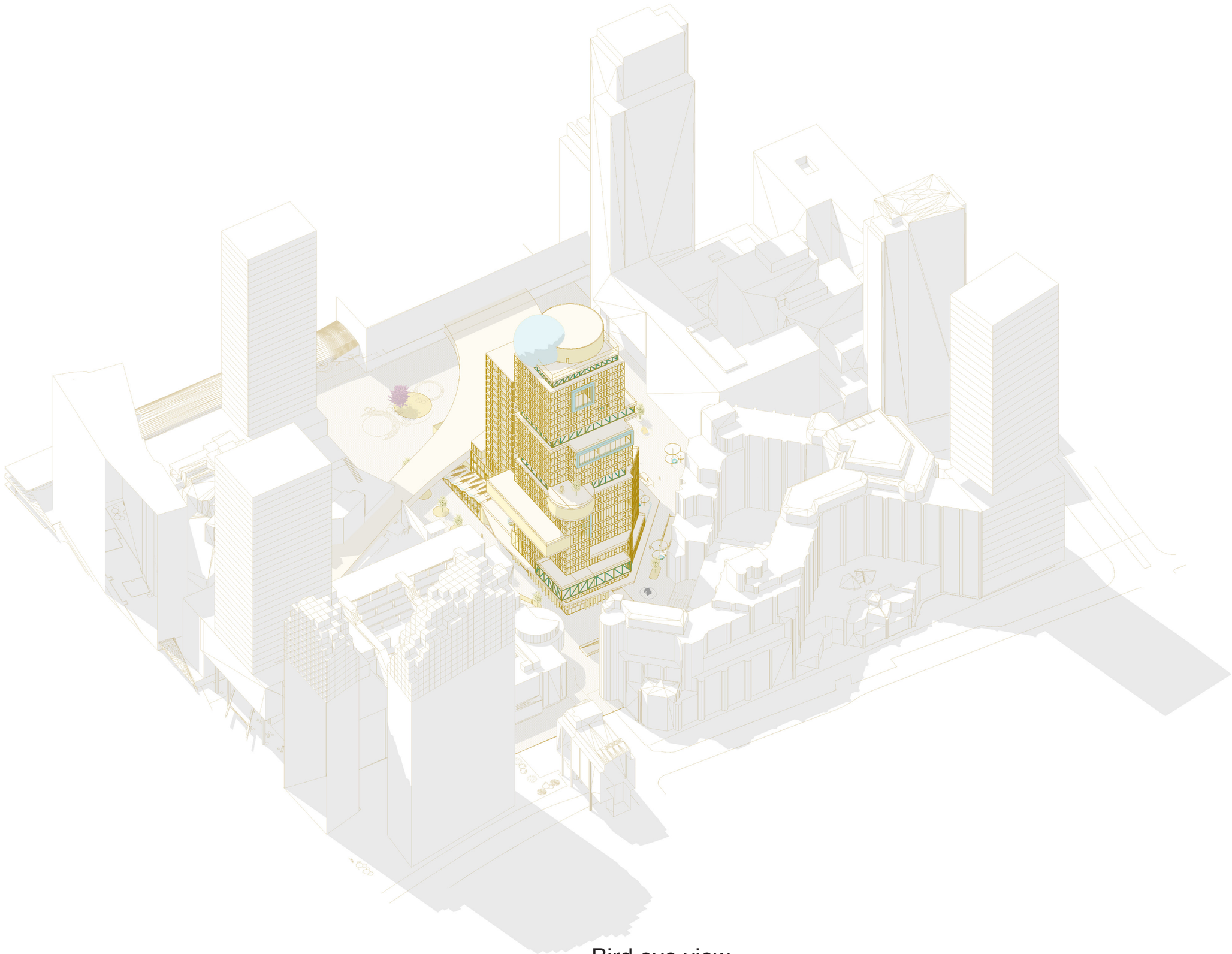


Circulation and program

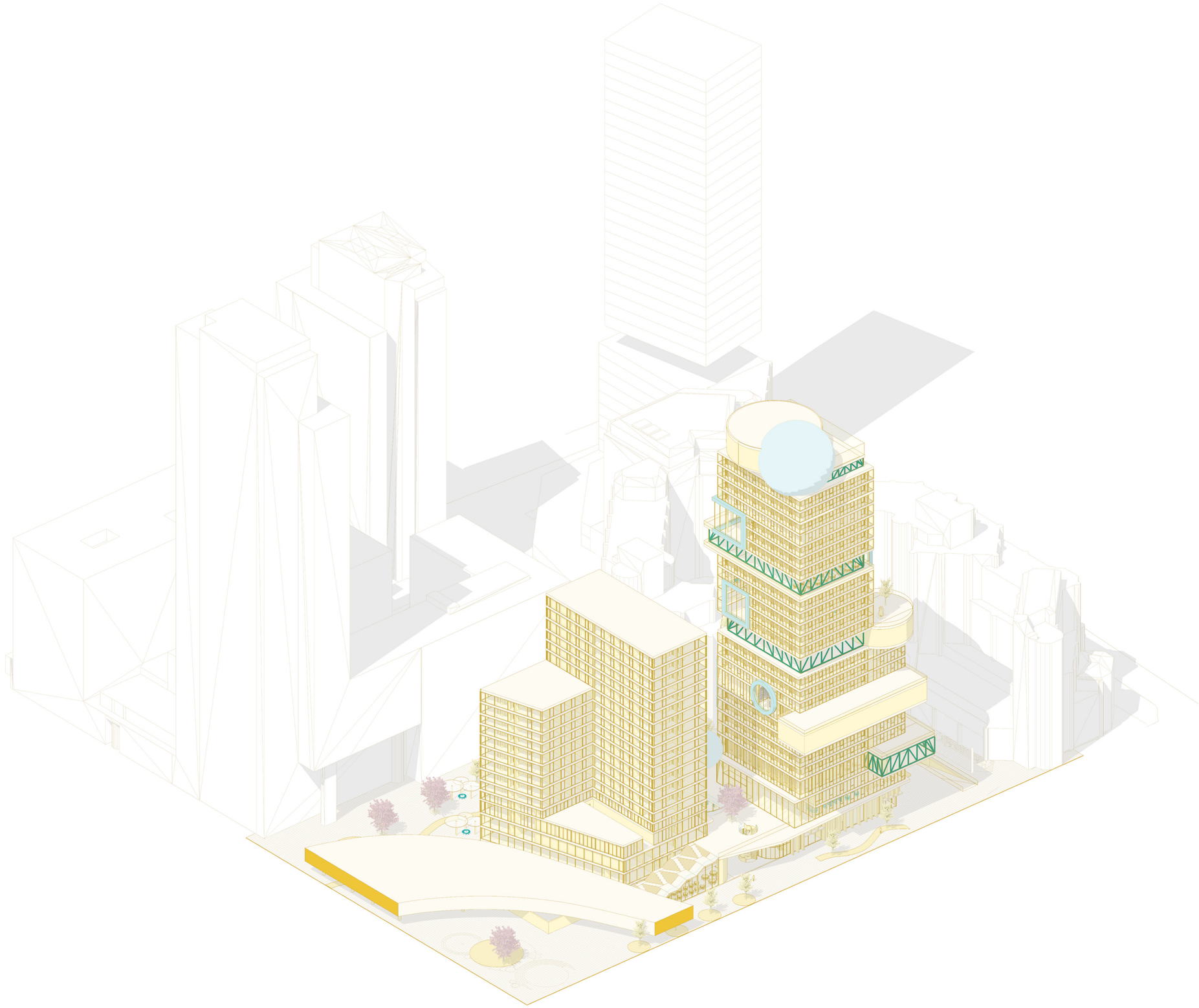


The Facade

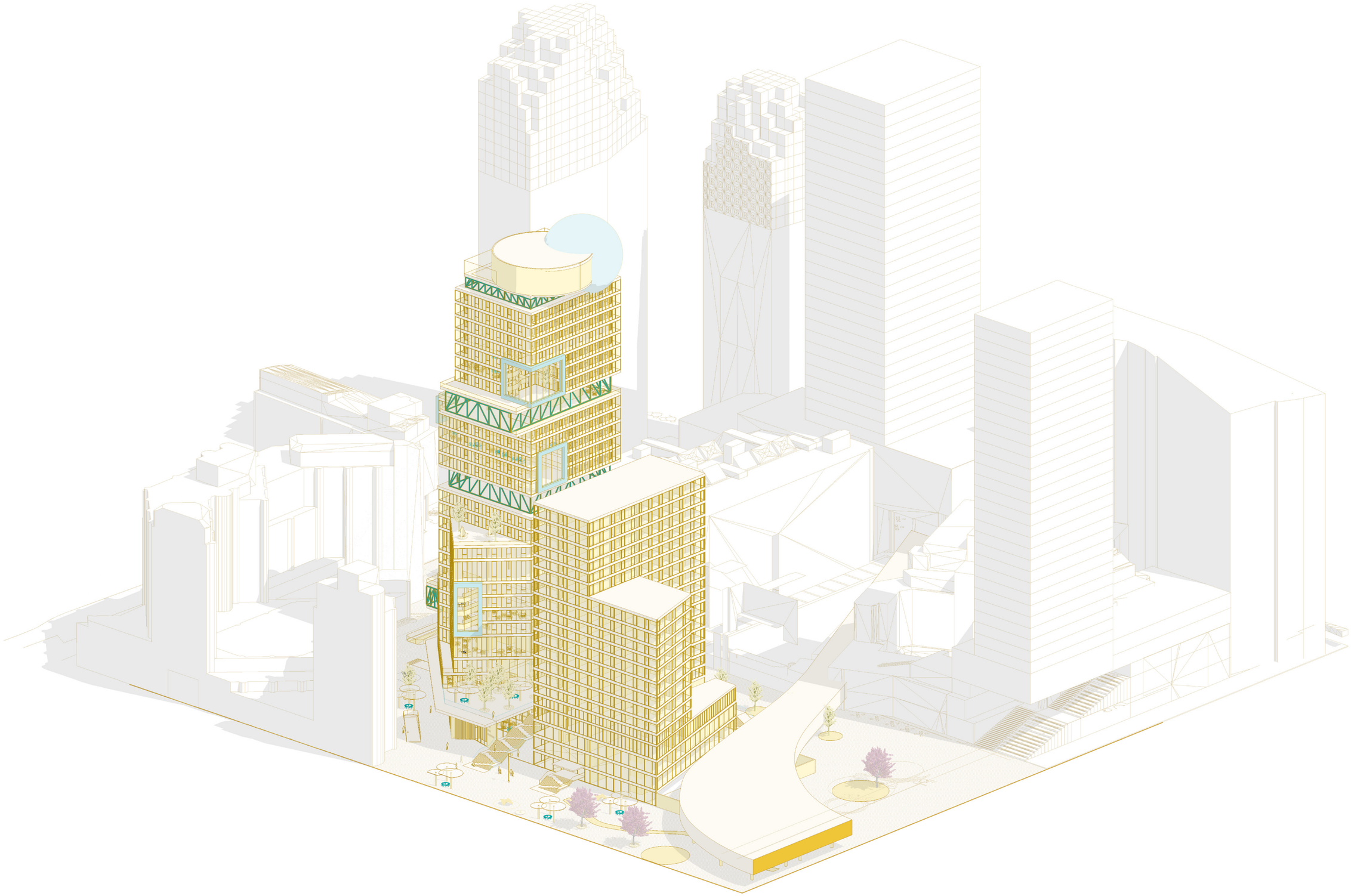
Strategy



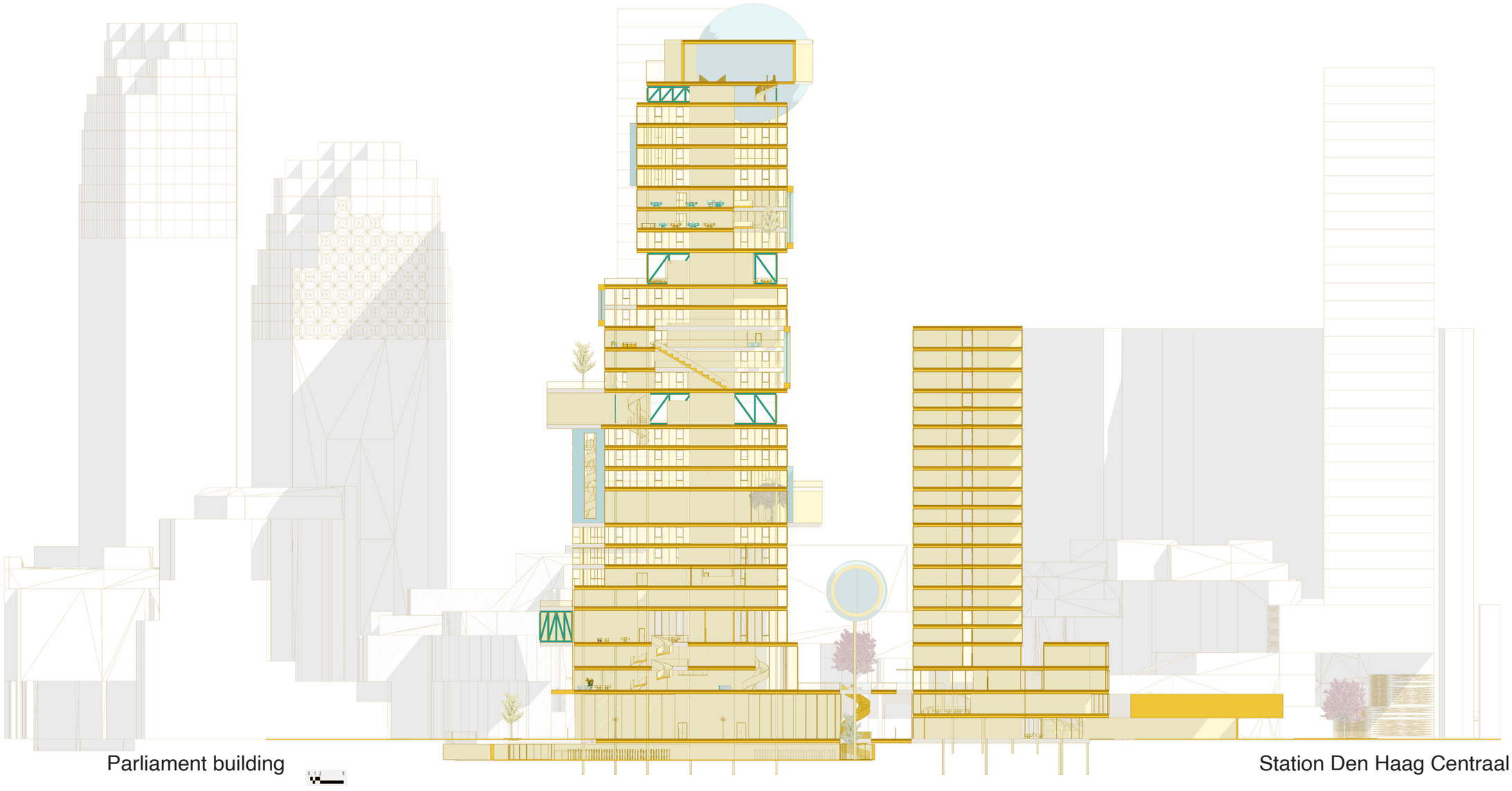
Bird eye view



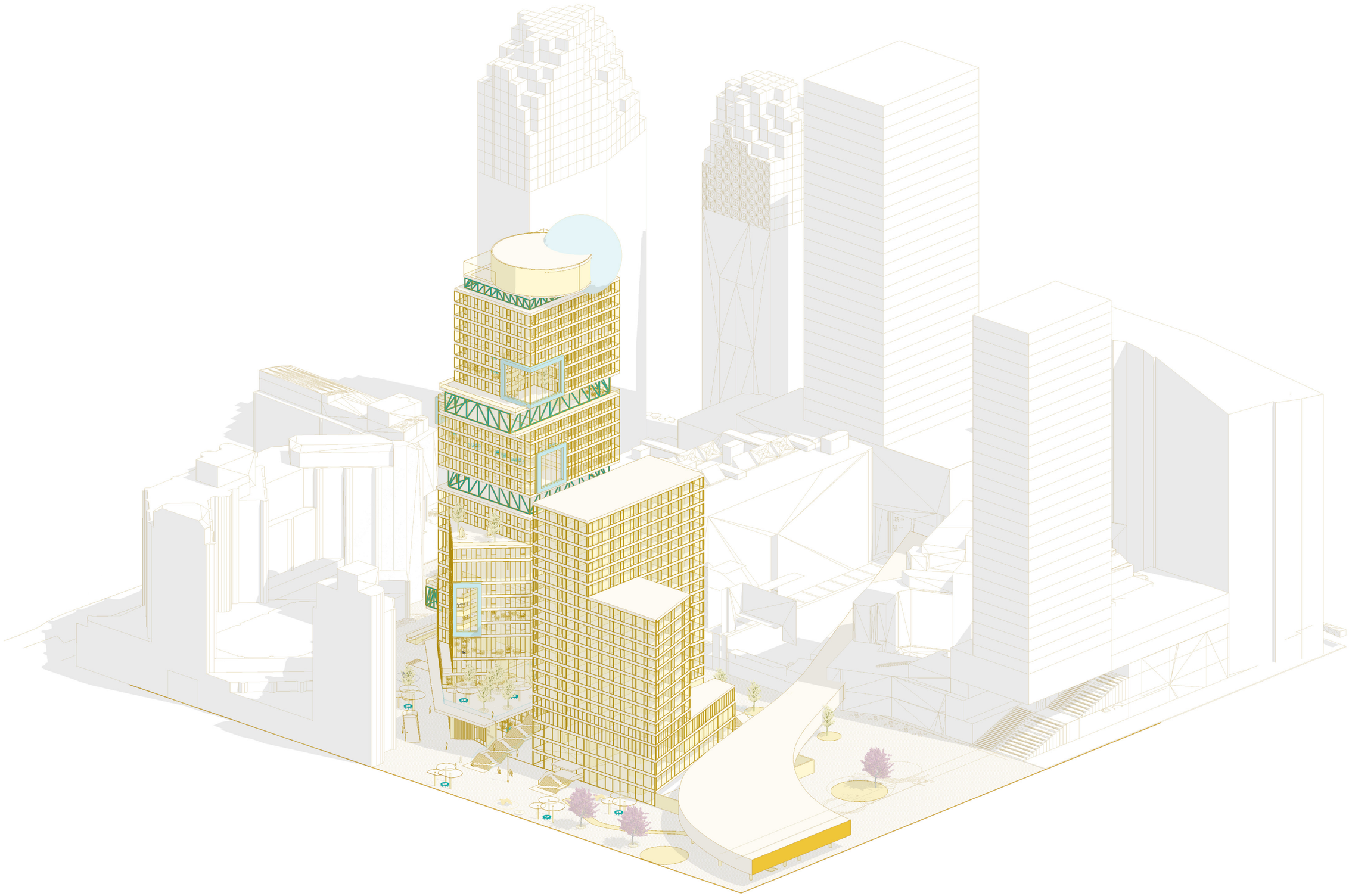
Axonometrie Buildiing connection to station

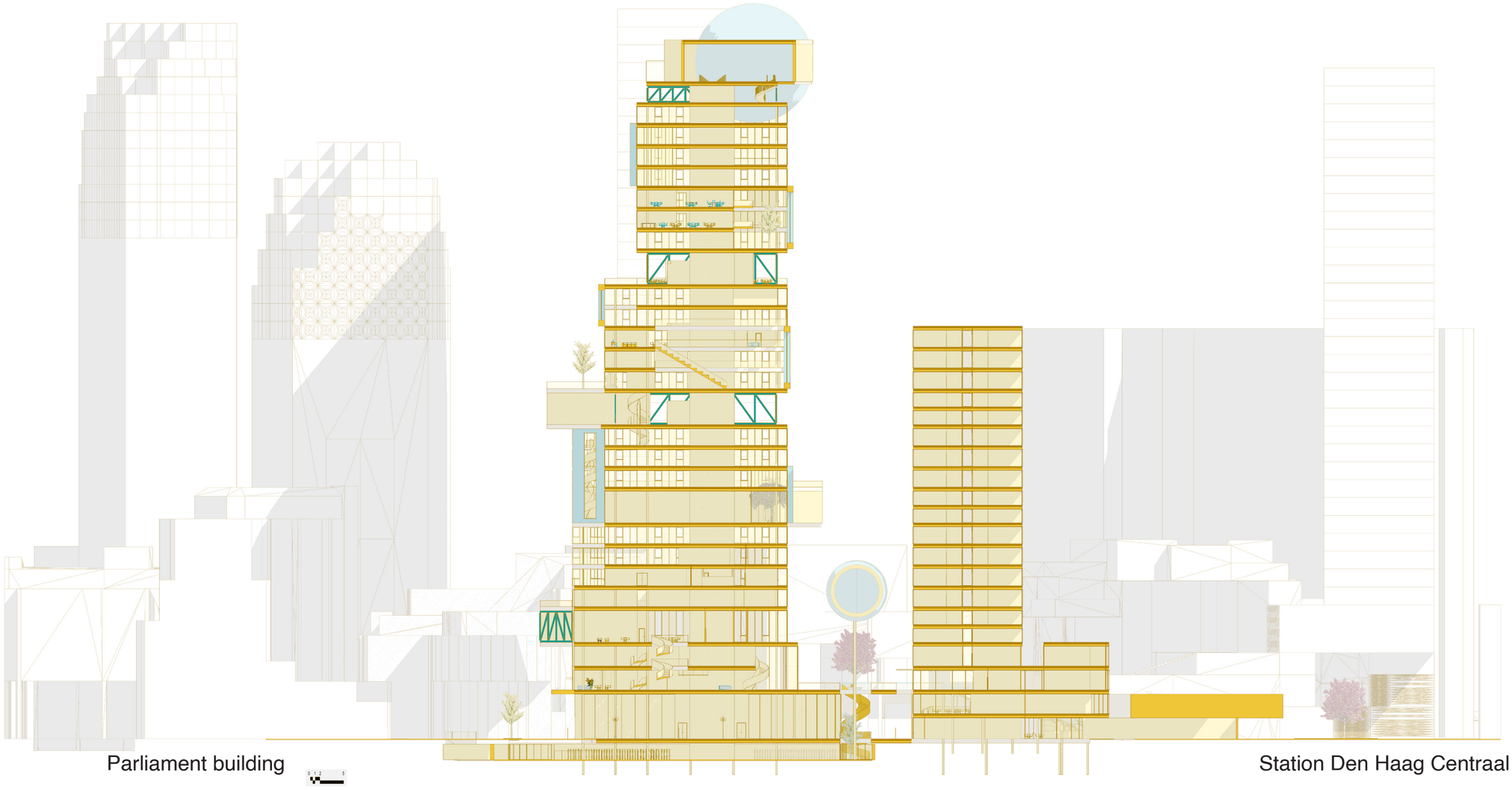


Axonometrie Buildiing and AvB Square

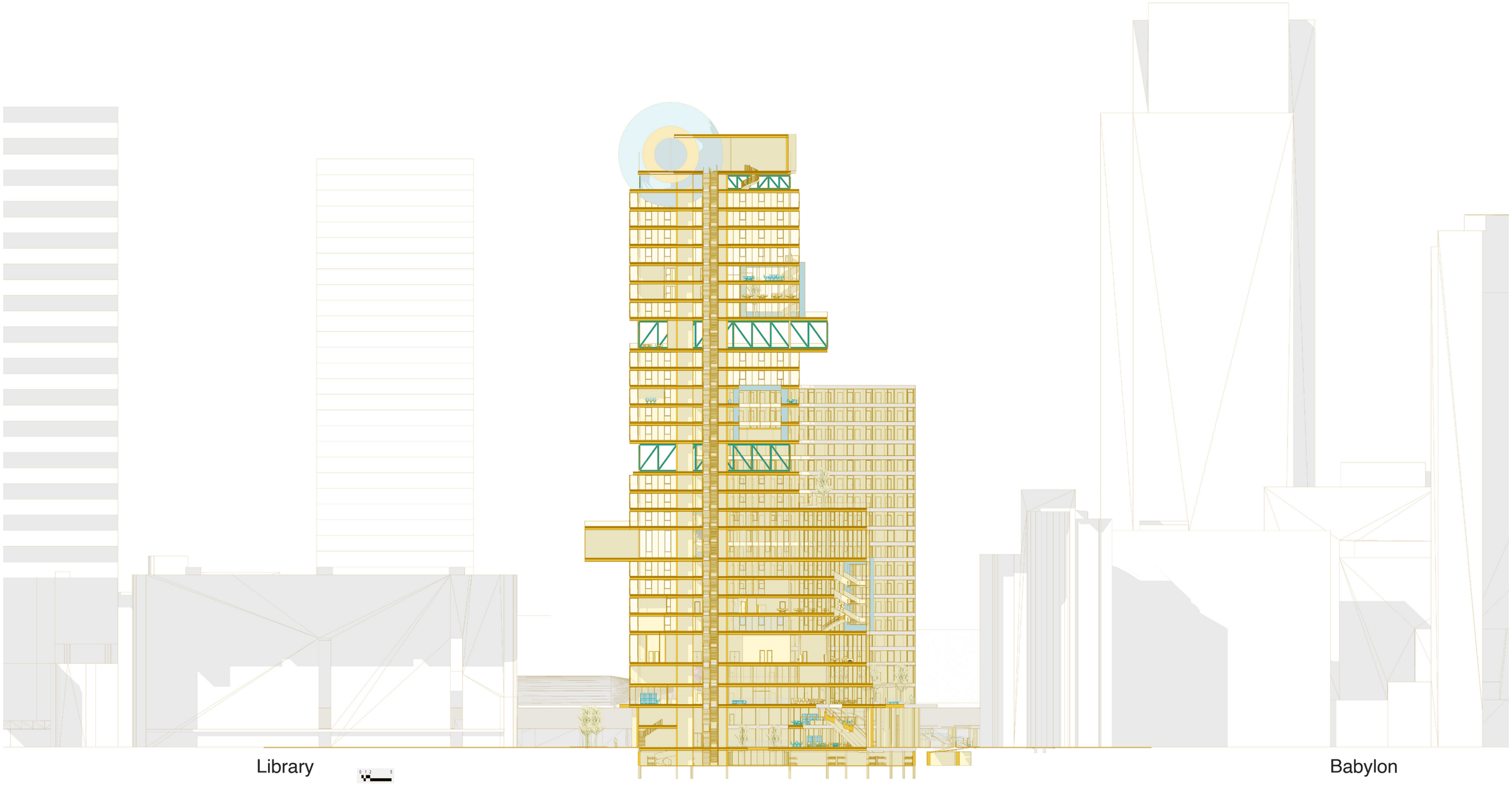


Urban section

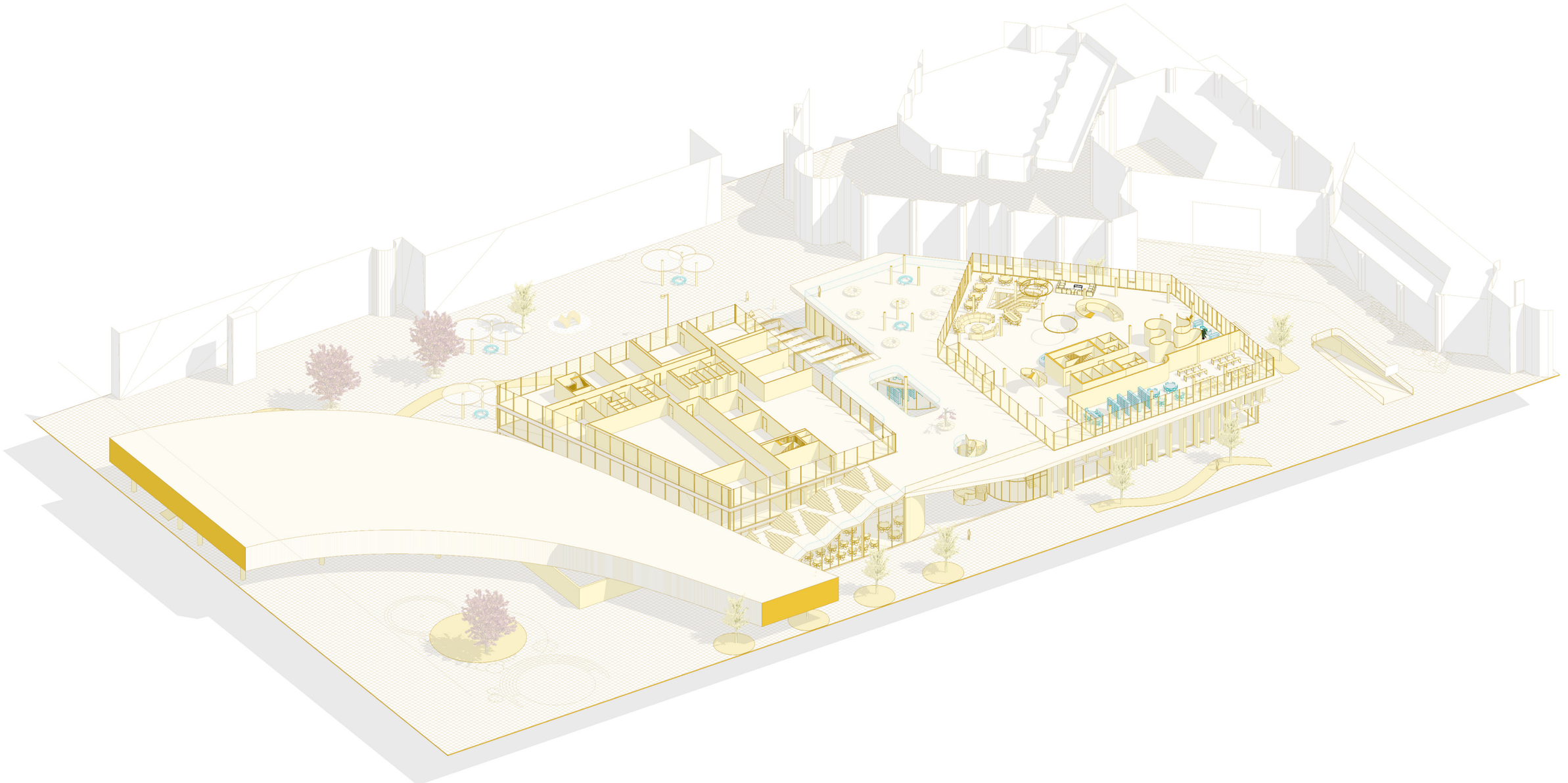




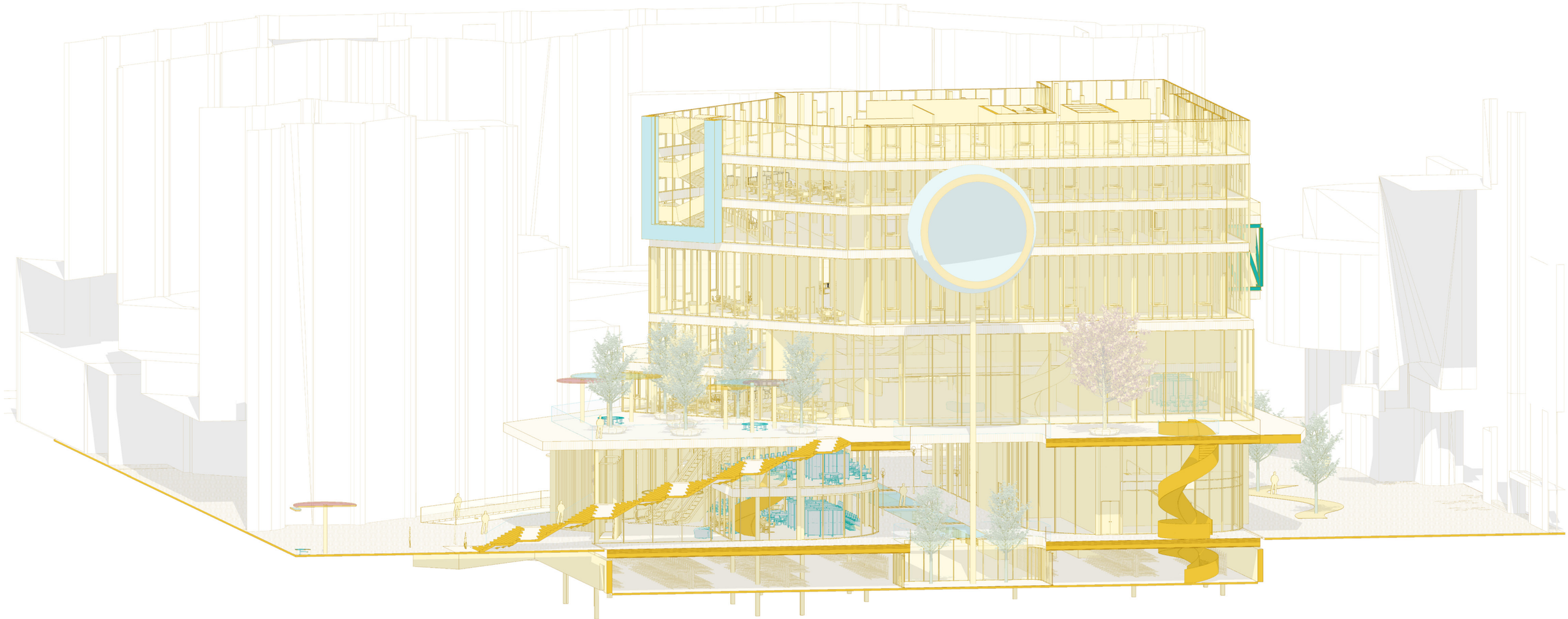
Urban section



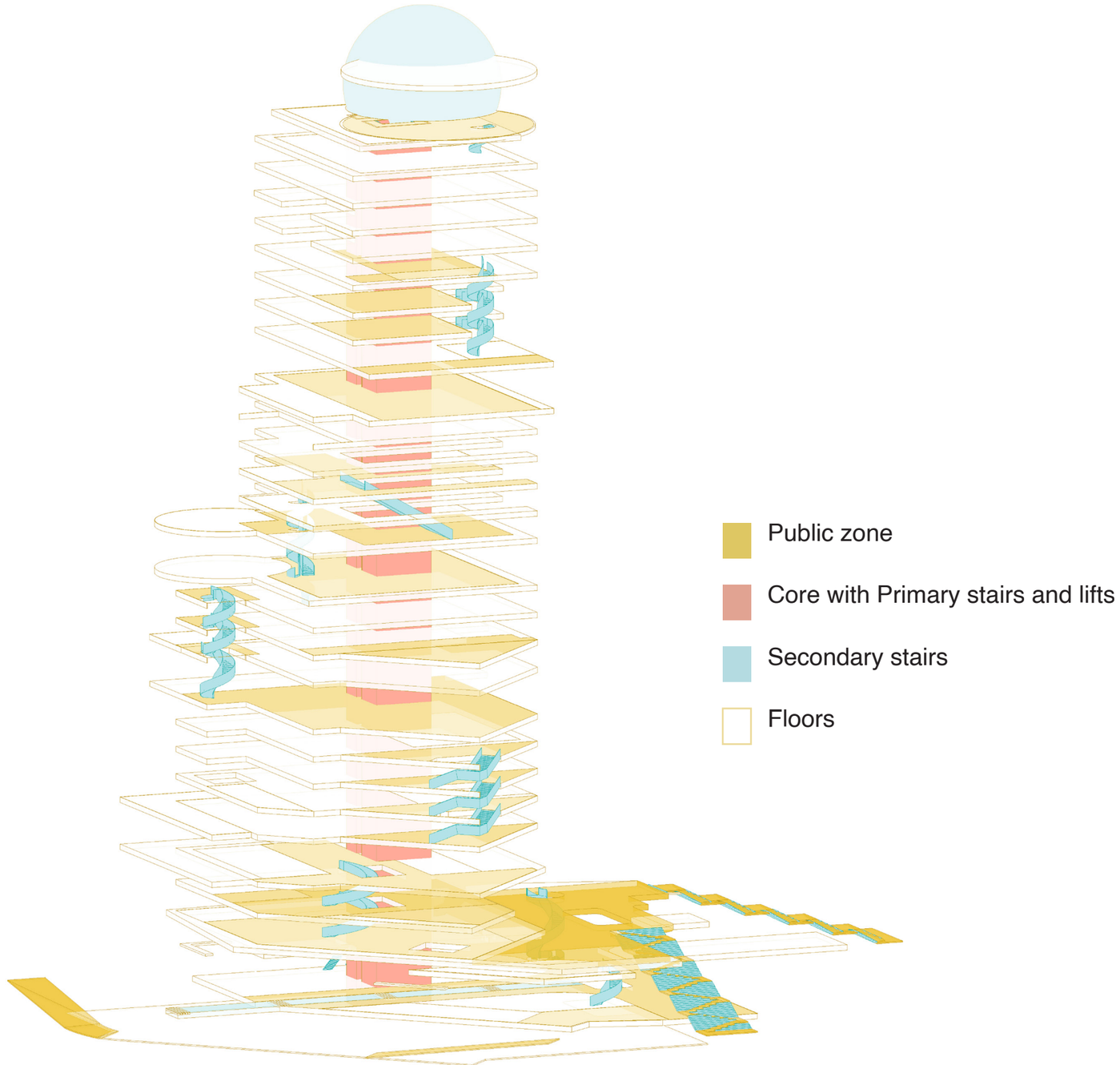
Urban section



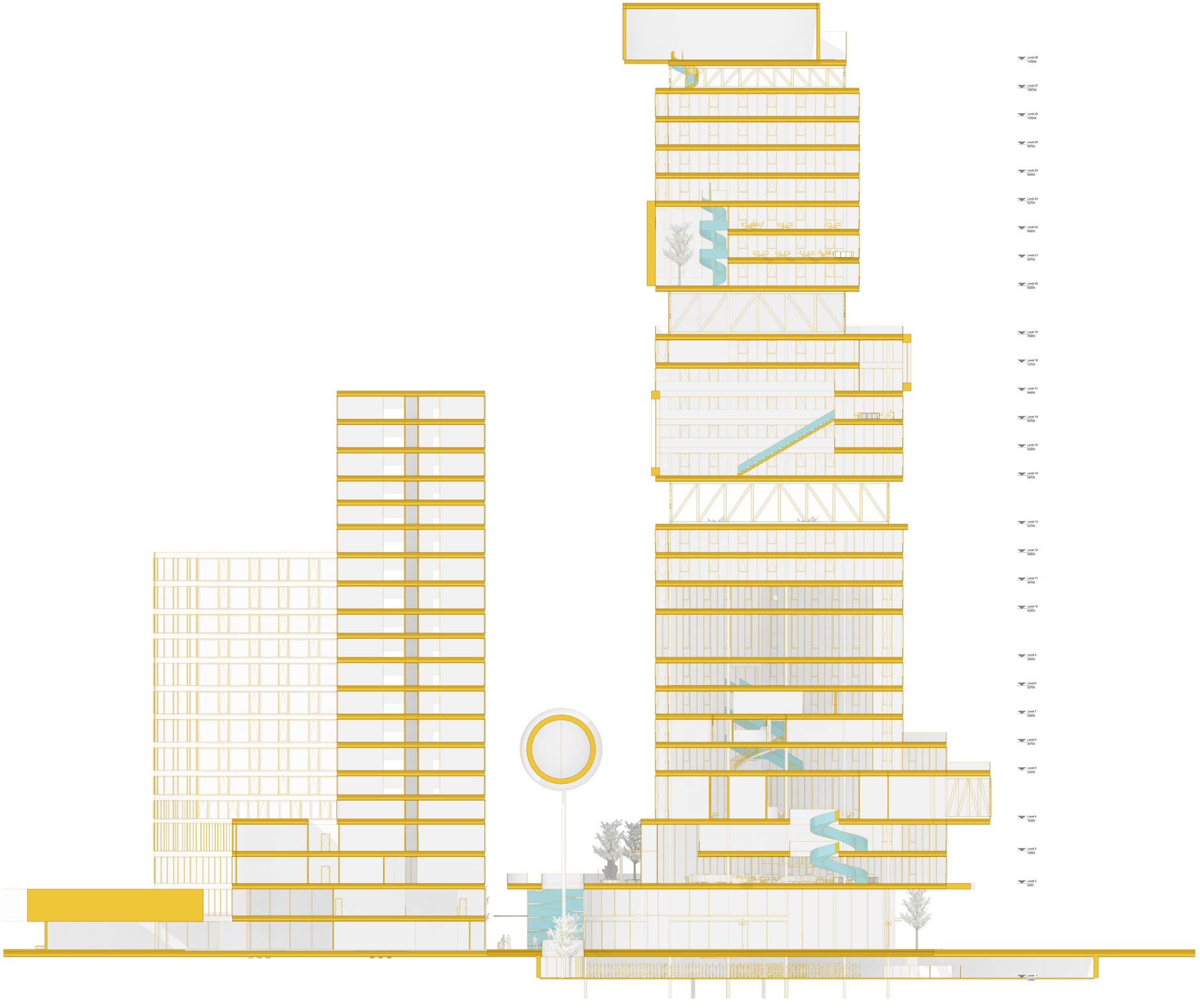
Activating the Urban Fabric



Extending the Plinth and creating Passages

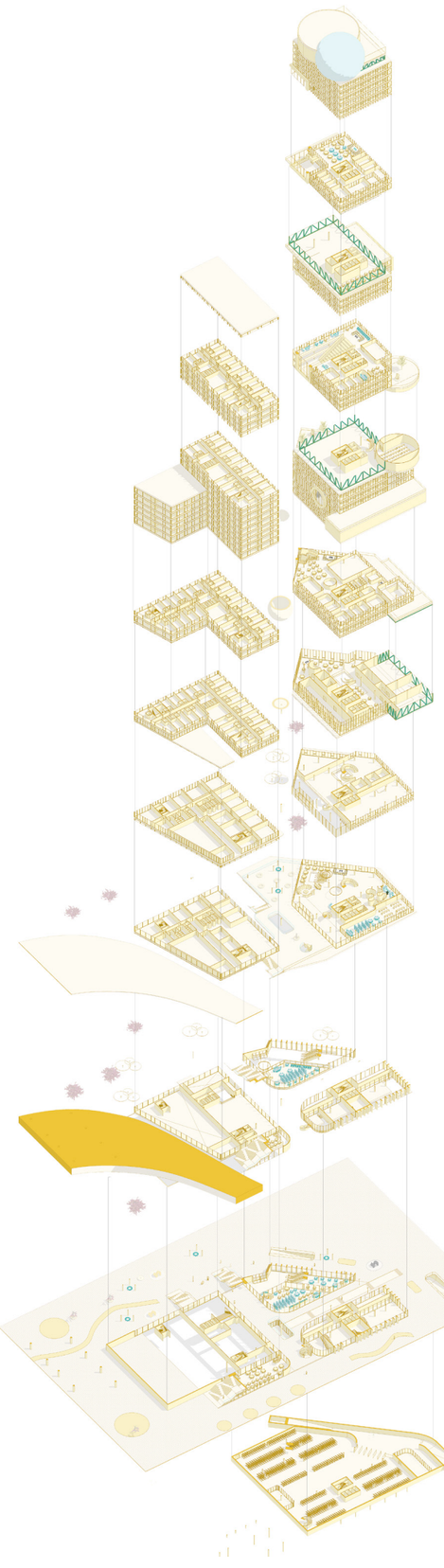


Circulation Diagram


Level 28
115200
Level 27
108700
Level 26
105200
Level 25
99700
Level 24
96200
Level 23
92700
Level 22
89200
Level 21
85700
Level 20
82200
Level 19
78200
Level 18
72700
Level 17
69200
Level 16
65700
Level 15
62200
Level 14
58700
Level 13
52700
Level 12
49200
Level 11
45700
Level 10
42200
Level 9
36200
Level 8
32700
Level 7
29200
Level 6
25700
Level 5
22200
Level 4
18200
Level 3
12200
Level 2
8200
Level -1
-3300

Section

Exploded View



28 Theatre and Sky Lounge

21 Office

19 Exhebition space

16 Educational floor

13 Small Lecture Hall

6 Play and Learn

4 Sport and Fitness

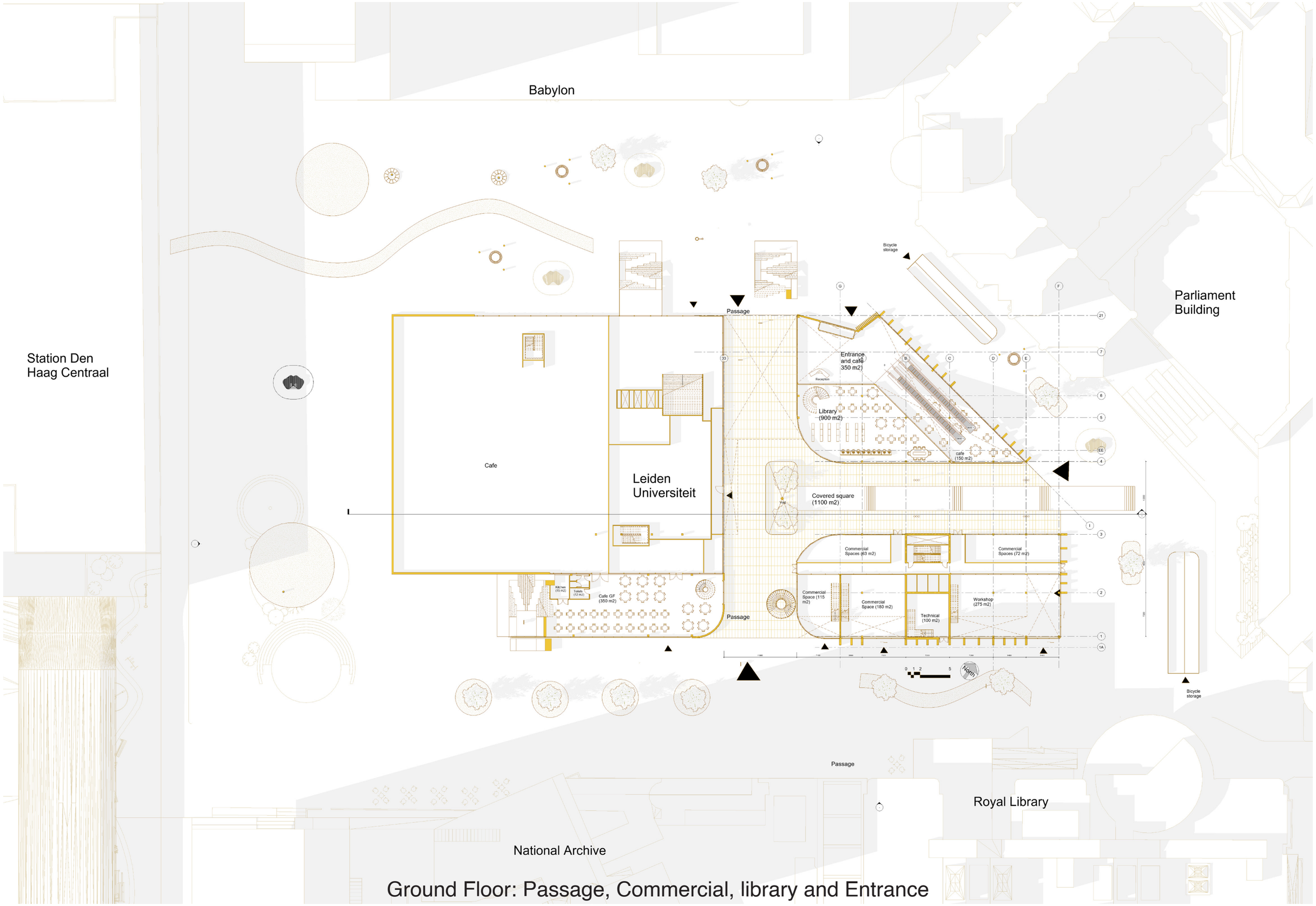
3 Wellness Centre

2 Entrance, Lounge and Media centre

1 Library and Commercial

Ground floor: Plinth , Library, Commercial and entrance

-1 Bicycle storage



Ground Floor: Passage, Commercial, library and Entrance

Passage and AvB square



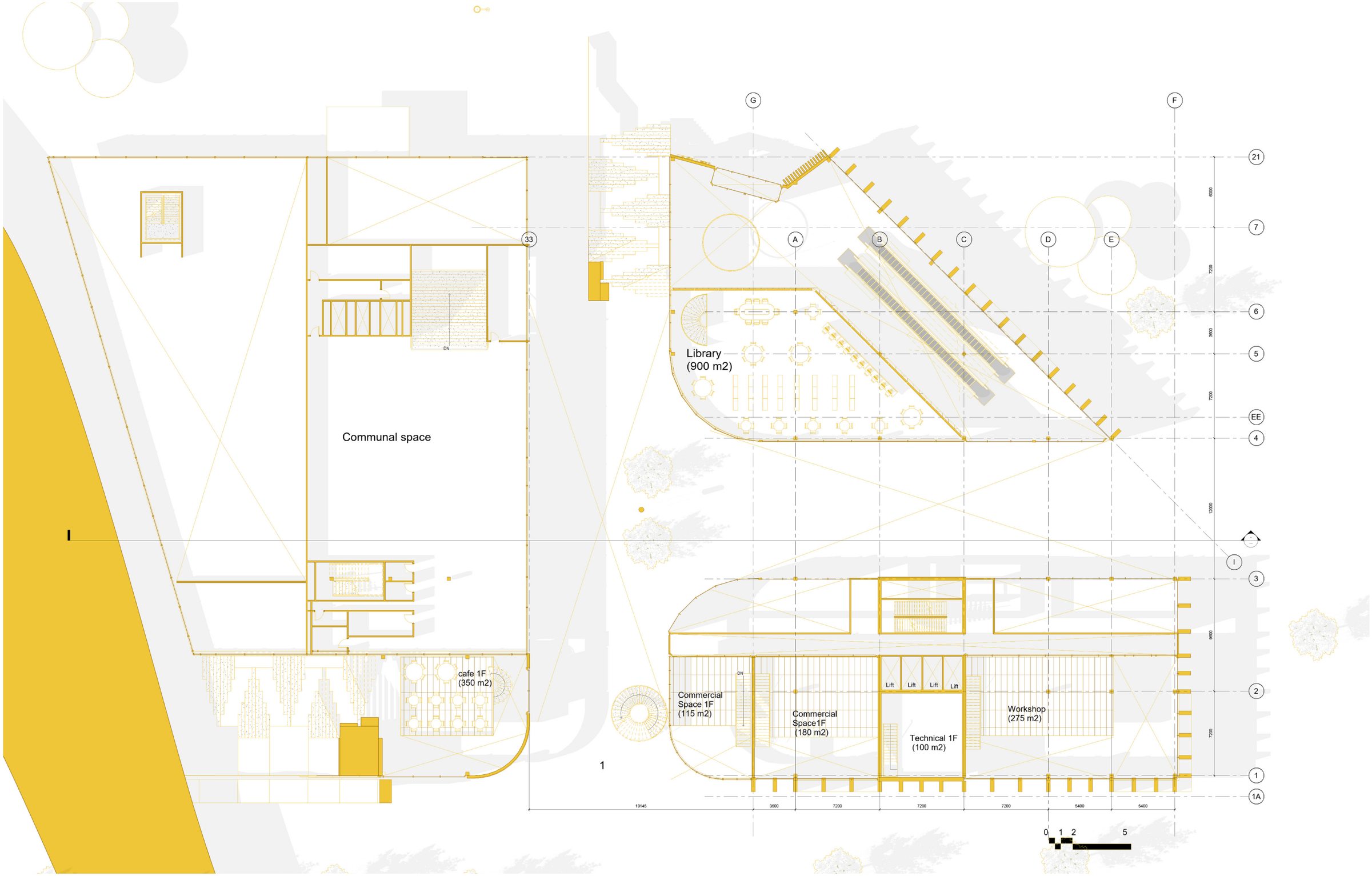
Third Entrance:
AvB Plein



2nd Floor Plateau Entrance: Active inclusivity, Social and public inclusivity



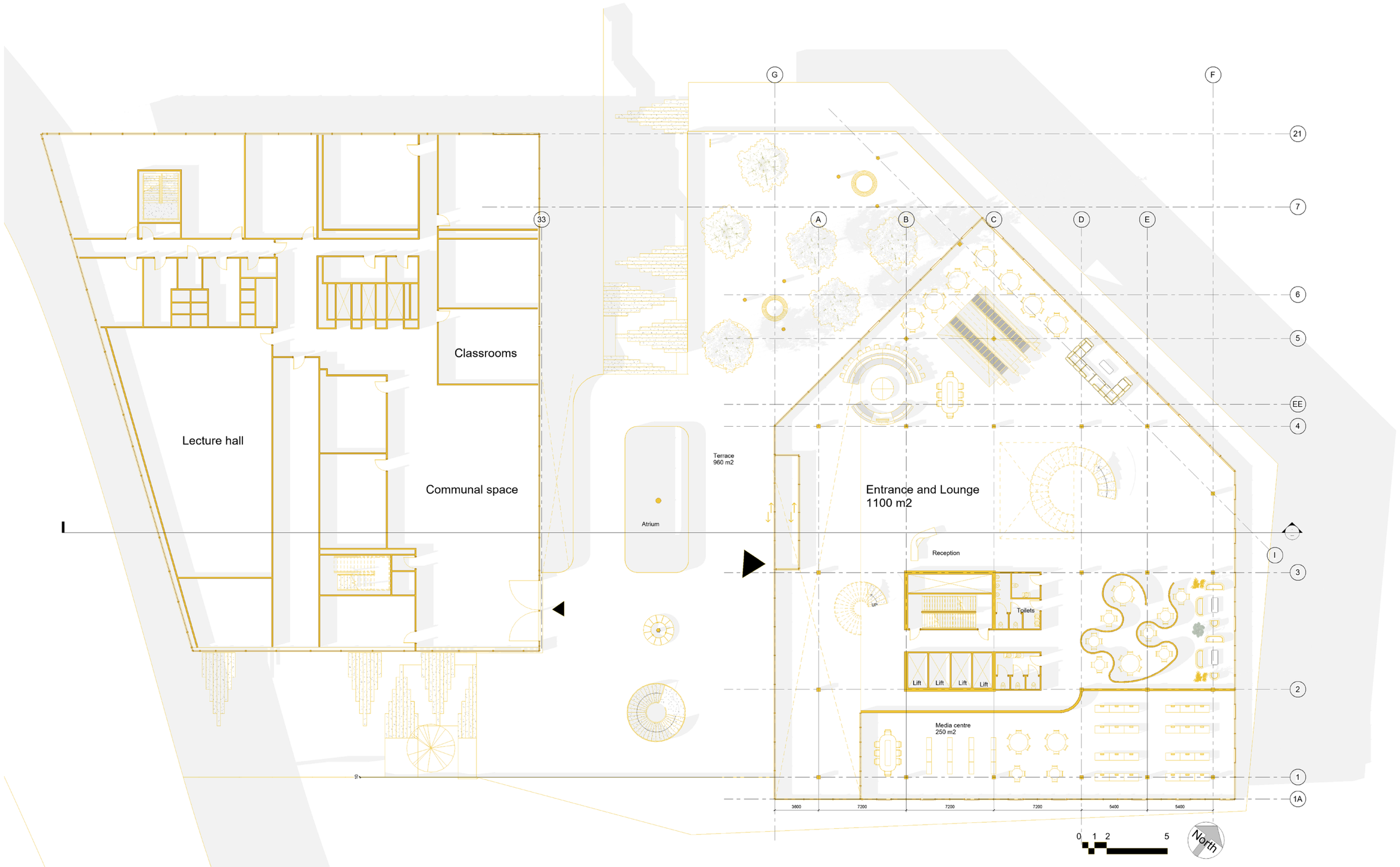
Ground Floor Entrance and Library: Social and public inclusivity


G
F
21
7
6
5
EE
4
3
2
1
1A
A
B
C
D
E
33
I
Library
(900 m2)
Communal space
cafe 1F
(350 m2)
Commercial
Space 1F
(115 m2)
Commercial
Space1F
(180 m2)
Lift
Lift
Lift
Lift
Technical 1F
(100 m2)
Workshop
(275 m2)
DN
1
19145
3600
7200
7200
7200
5400
5400
6000
7200
3600
12000
9000
7200
0 1 2 5

First Floor



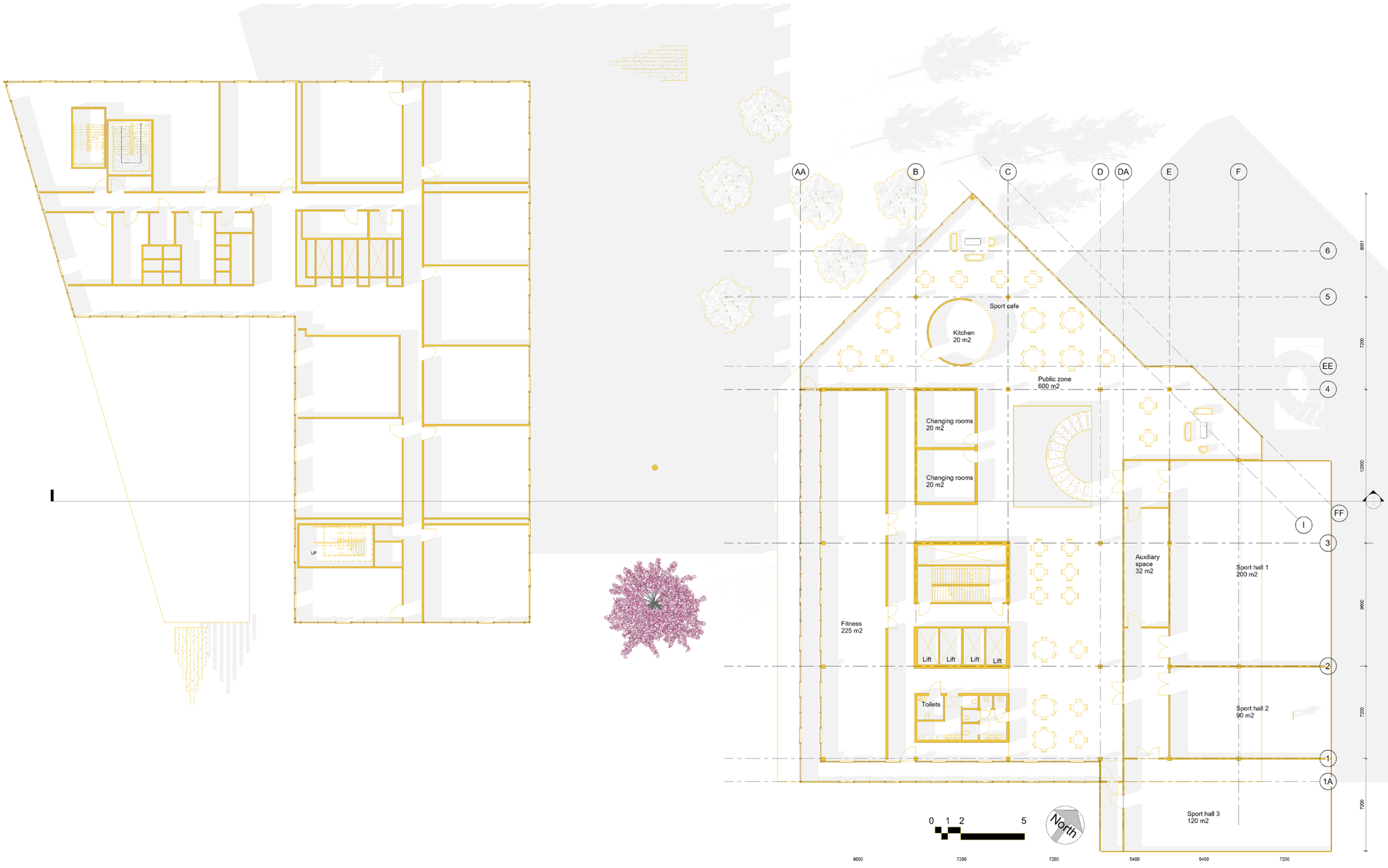
Entrance and Library 2nd Floor: Social and public inclusivity



Second Floor: Plateau, entrance and Media centre



Providing a variety of public and communal space: Private/ intimate inclusivity

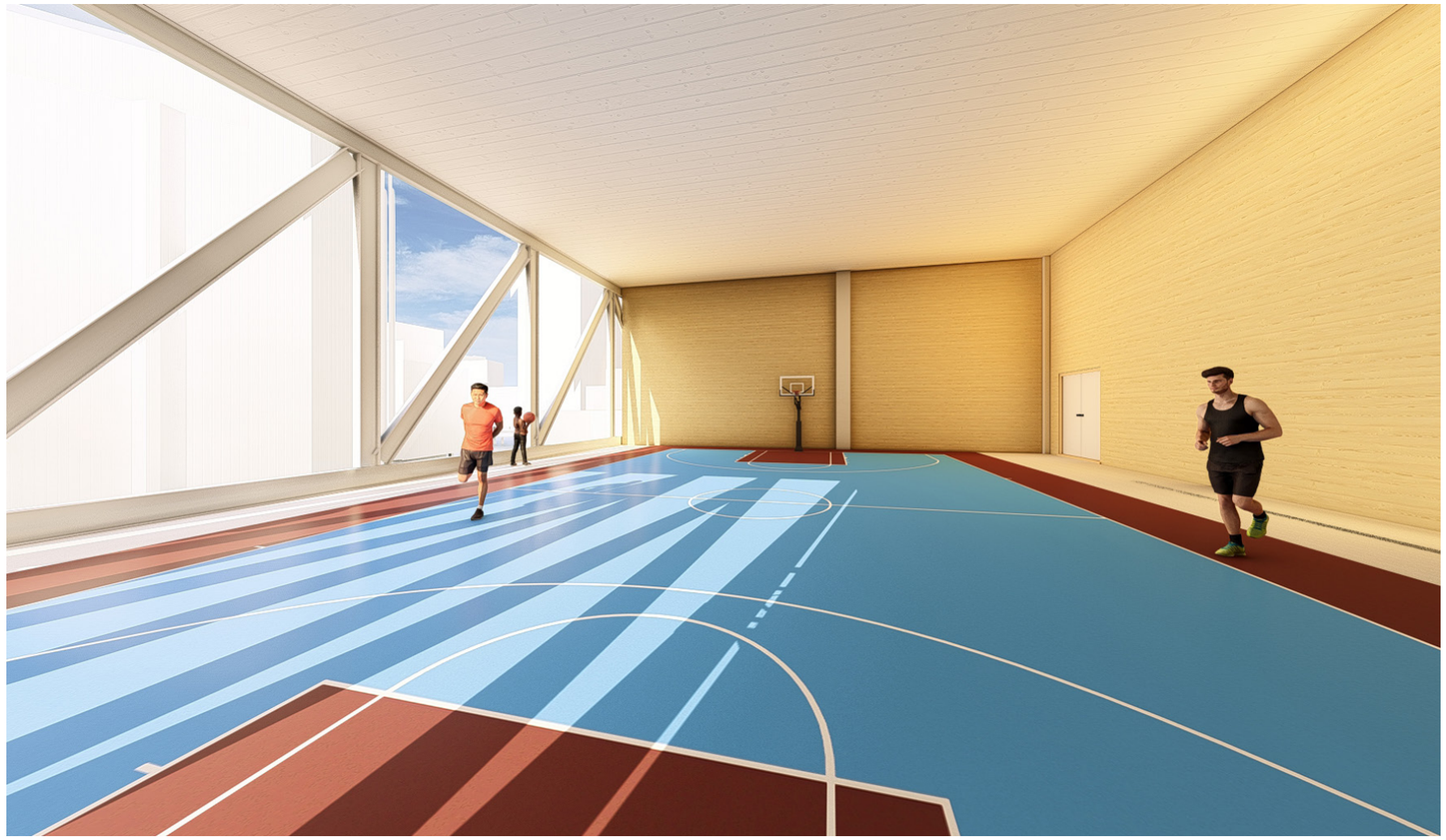


Fourth Floor: Sport

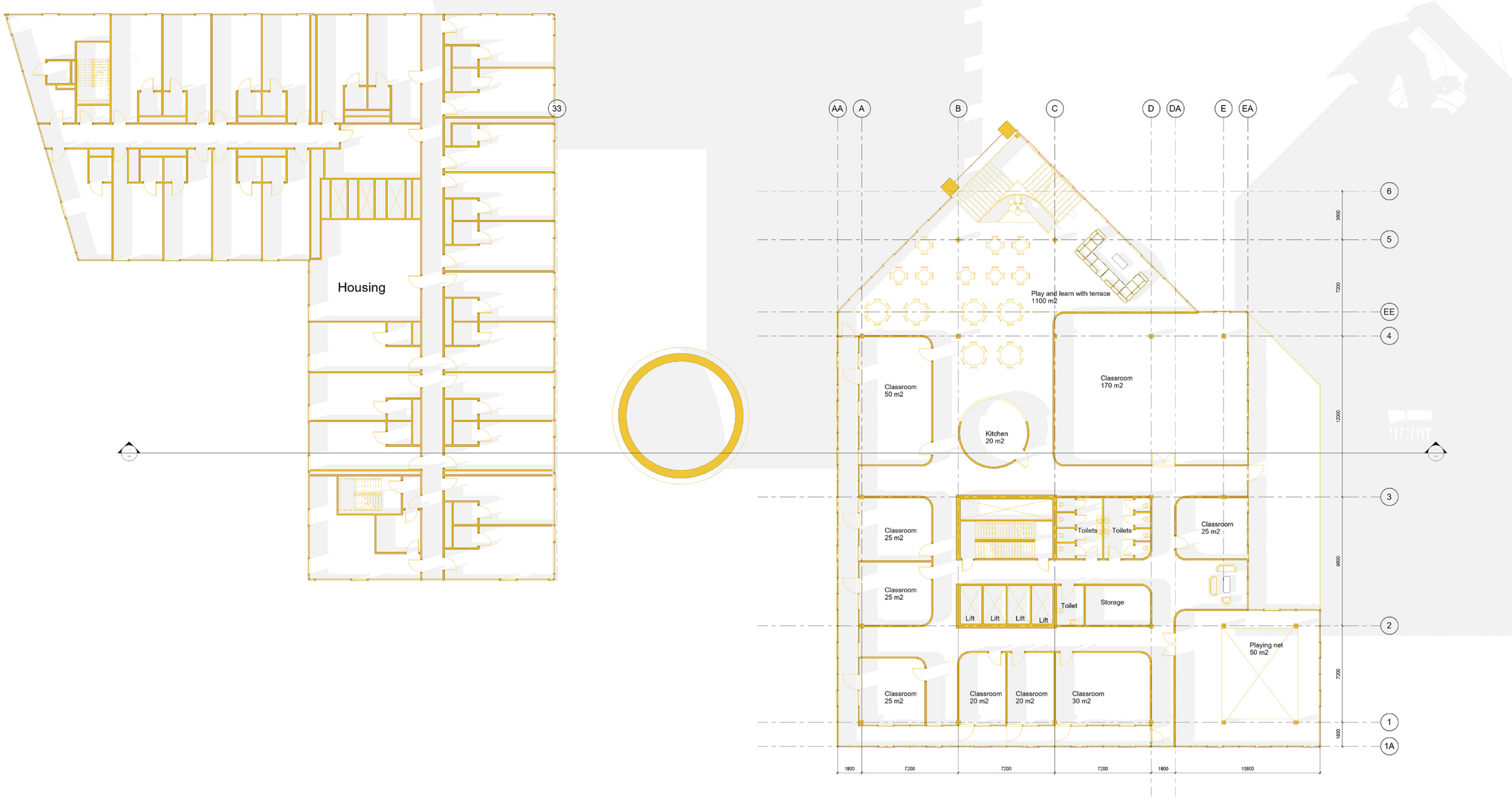
Active inlcusivity

Sport halls

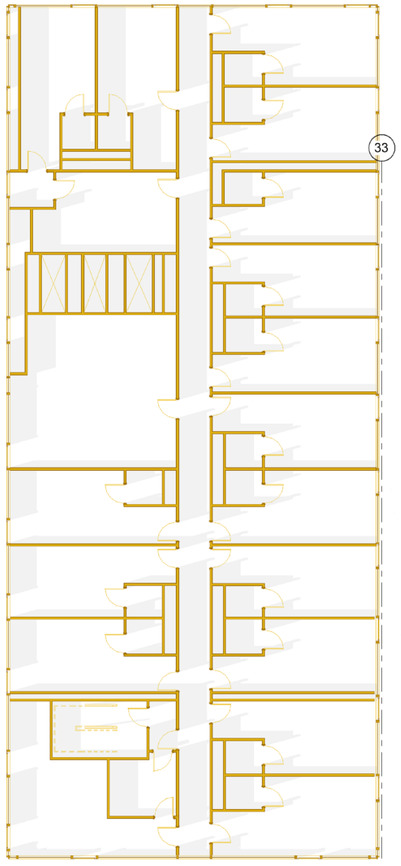


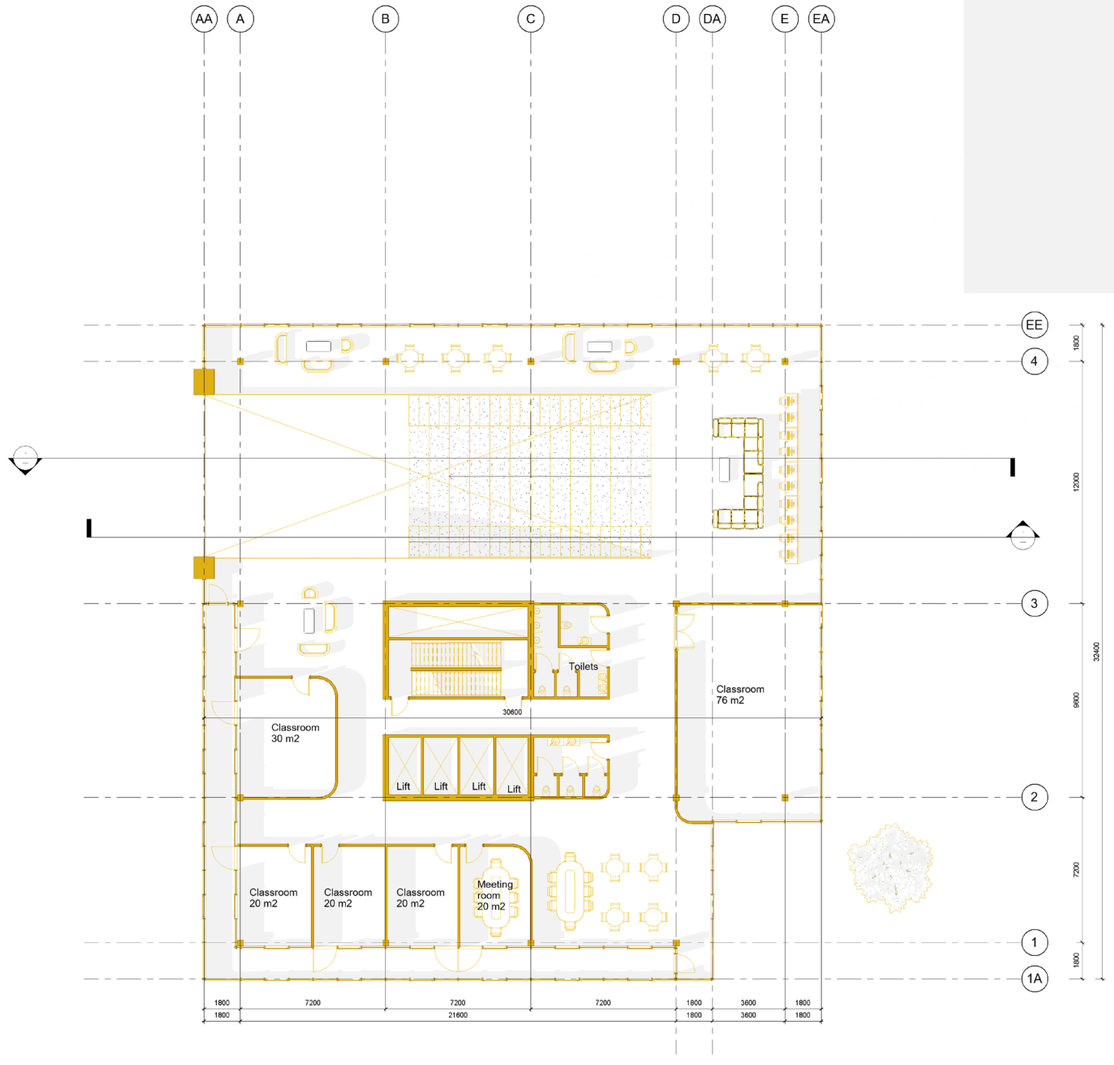


Connection and communication with the surroundings



6th Floor: Educational

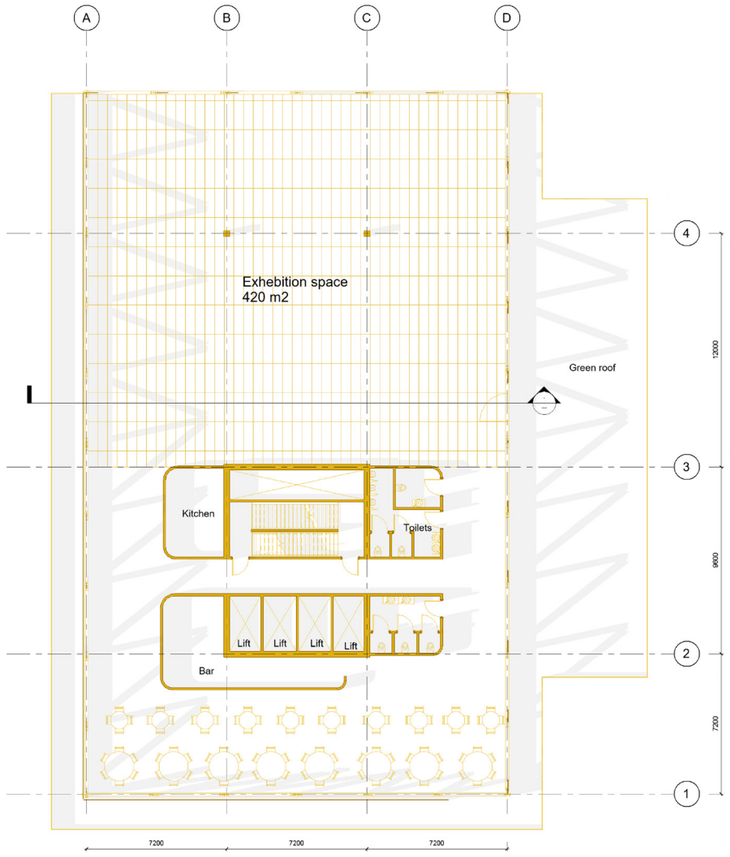

33


AA
A
B
C
D
DA
E
EA
EE
4
3
2
1
1A
Toilets
Classroom
76 m2
Classroom
30 m2
Lift
Lift
Lift
Lift
Classroom
20 m2
Classroom
20 m2
Classroom
20 m2
Meeting
room
20 m2
30600
1800
7200
7200
7200
1800
3600
1800
1800
21600
1800
3600
1800
1800
12000
6600
7200
1800
32400

16th Floor

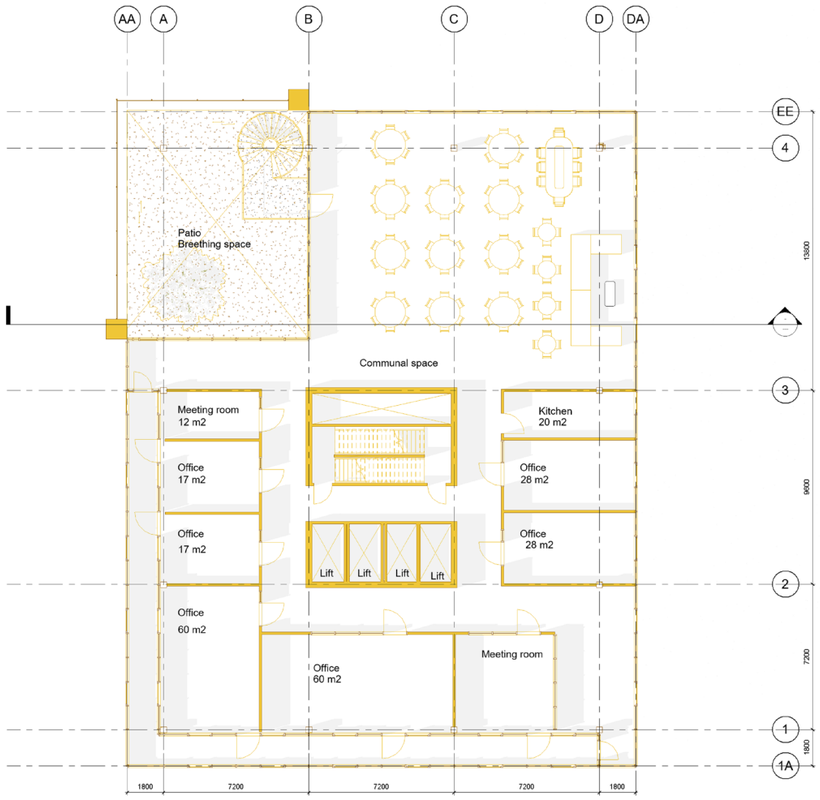
Social and public inclusivity





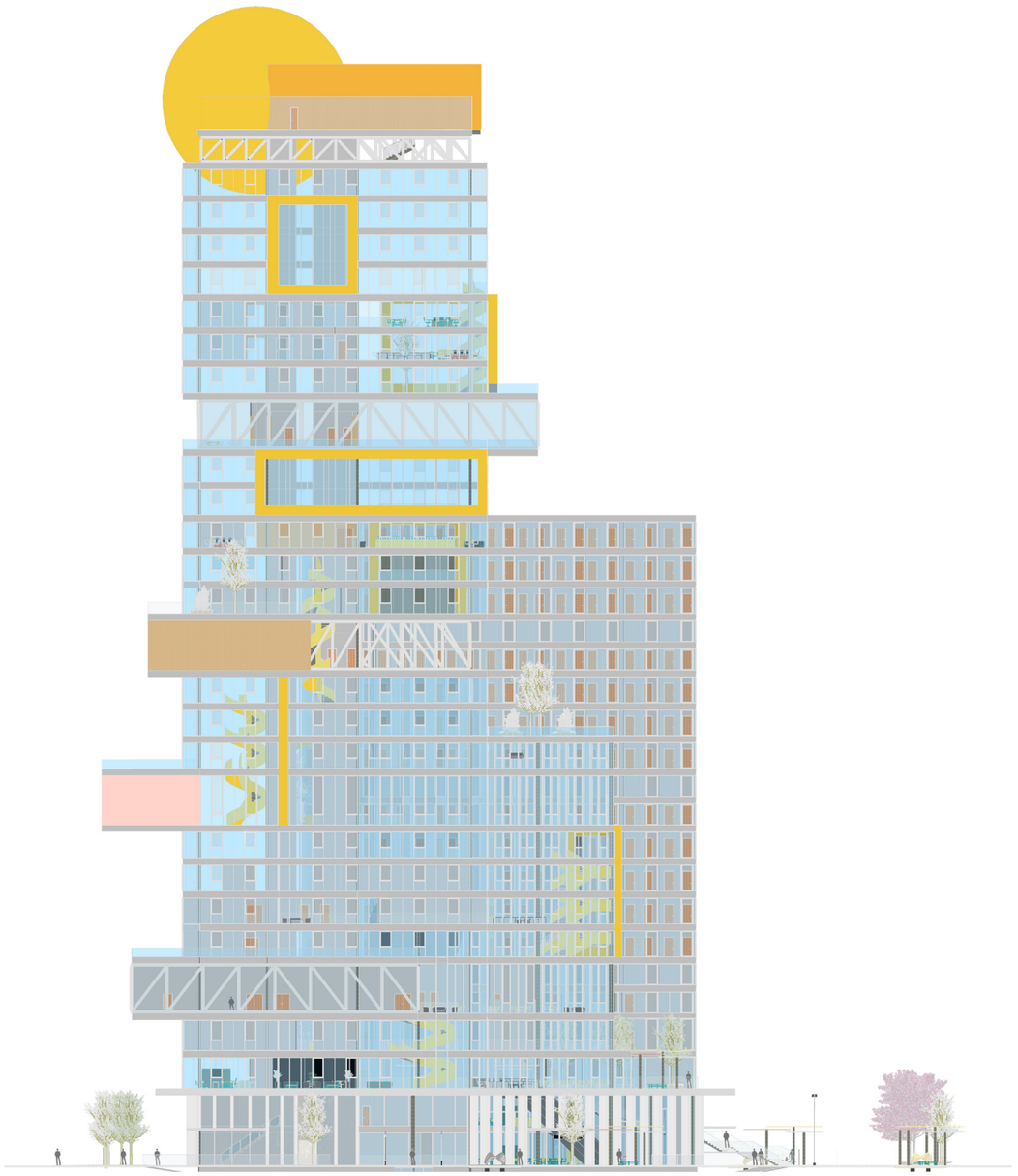
19th Floor

Social and public inclusivity



21th Floor

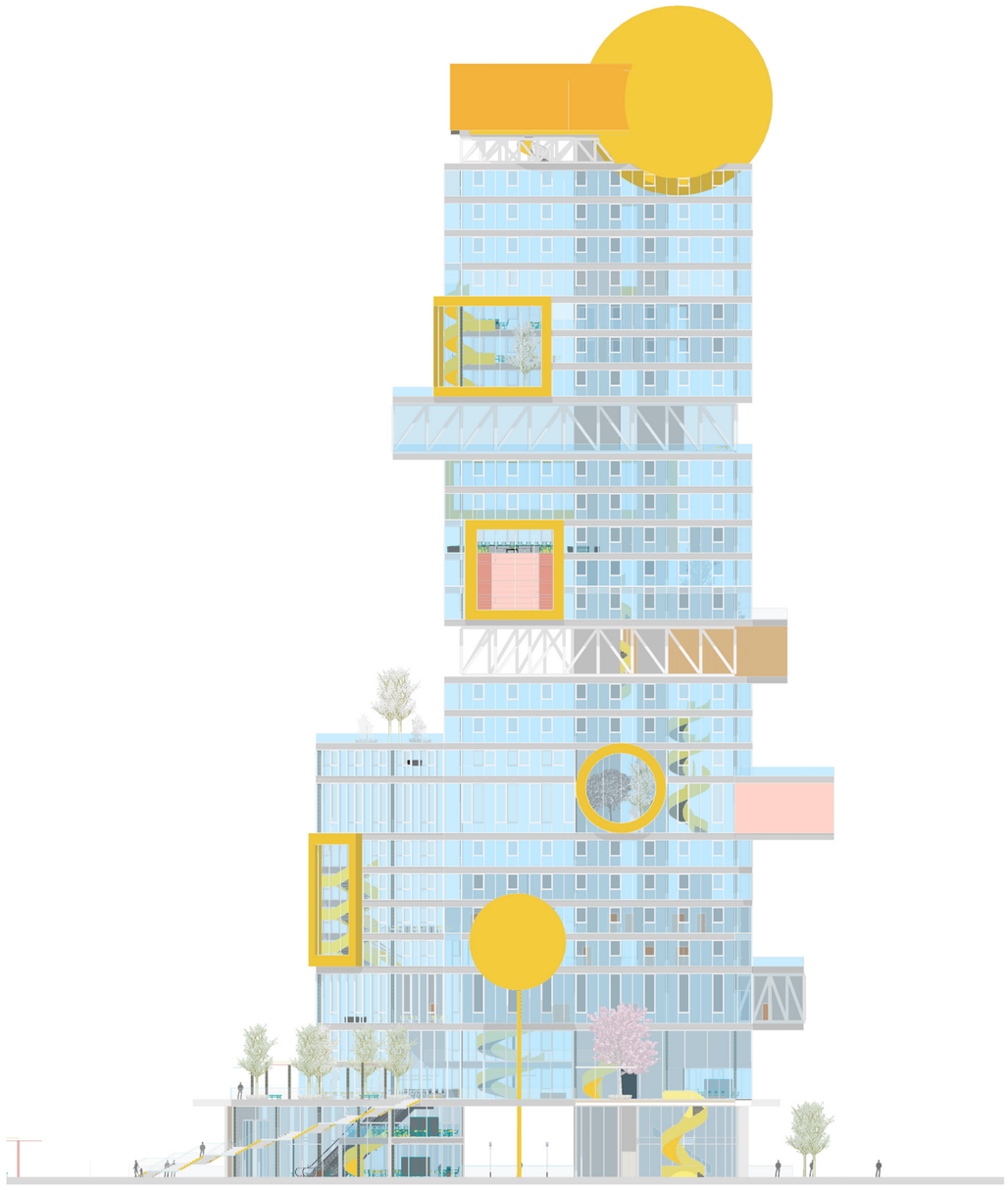
Social and public inclusivity
Professional inclusivity
Breething Space



North Elevation



East Elevation



South Elevation



West Elevation

Relation : Introvert vs. Extrovert



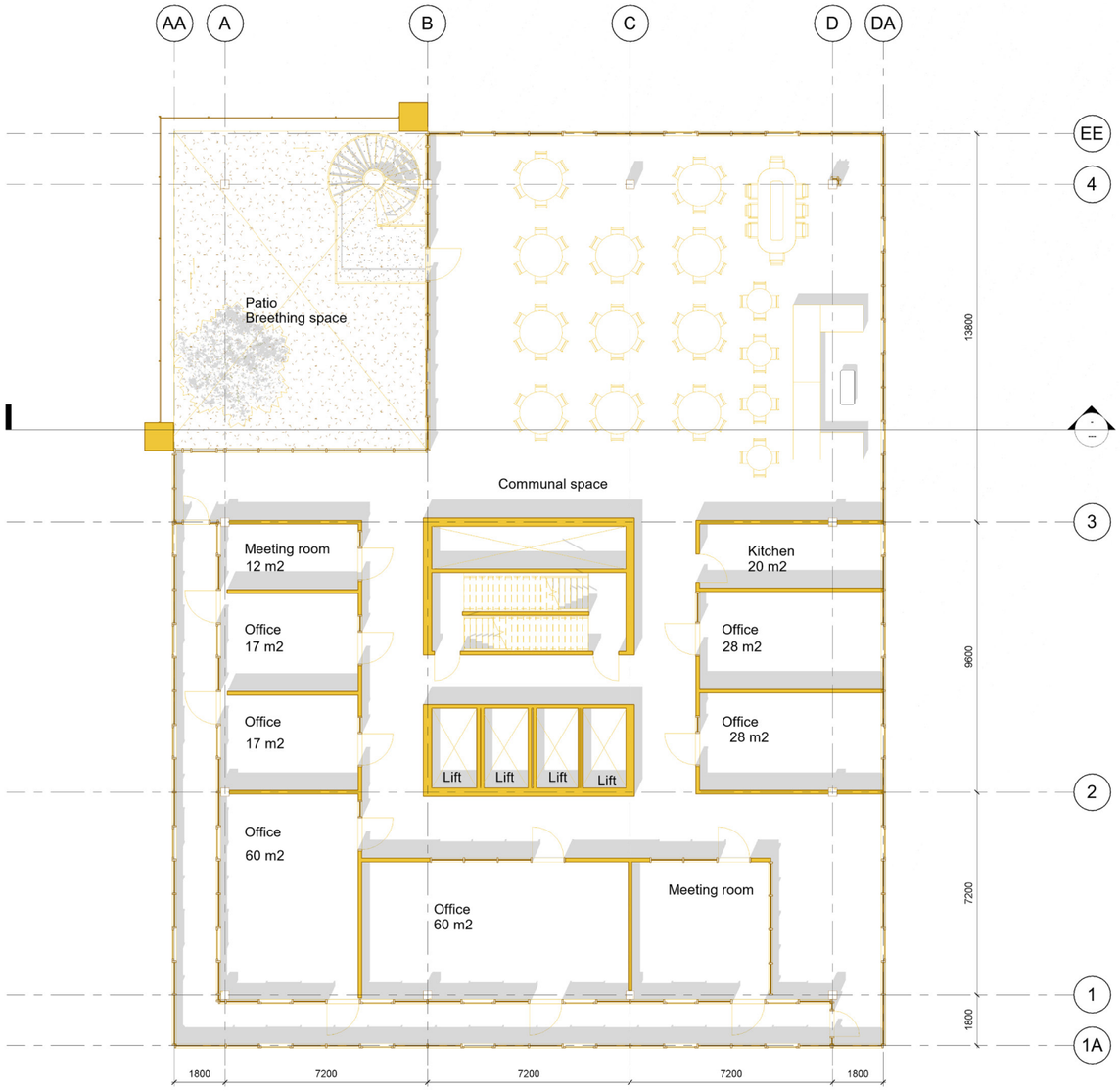


Impressions





Sun Study



0 1 2 5

North

1 June 12:00

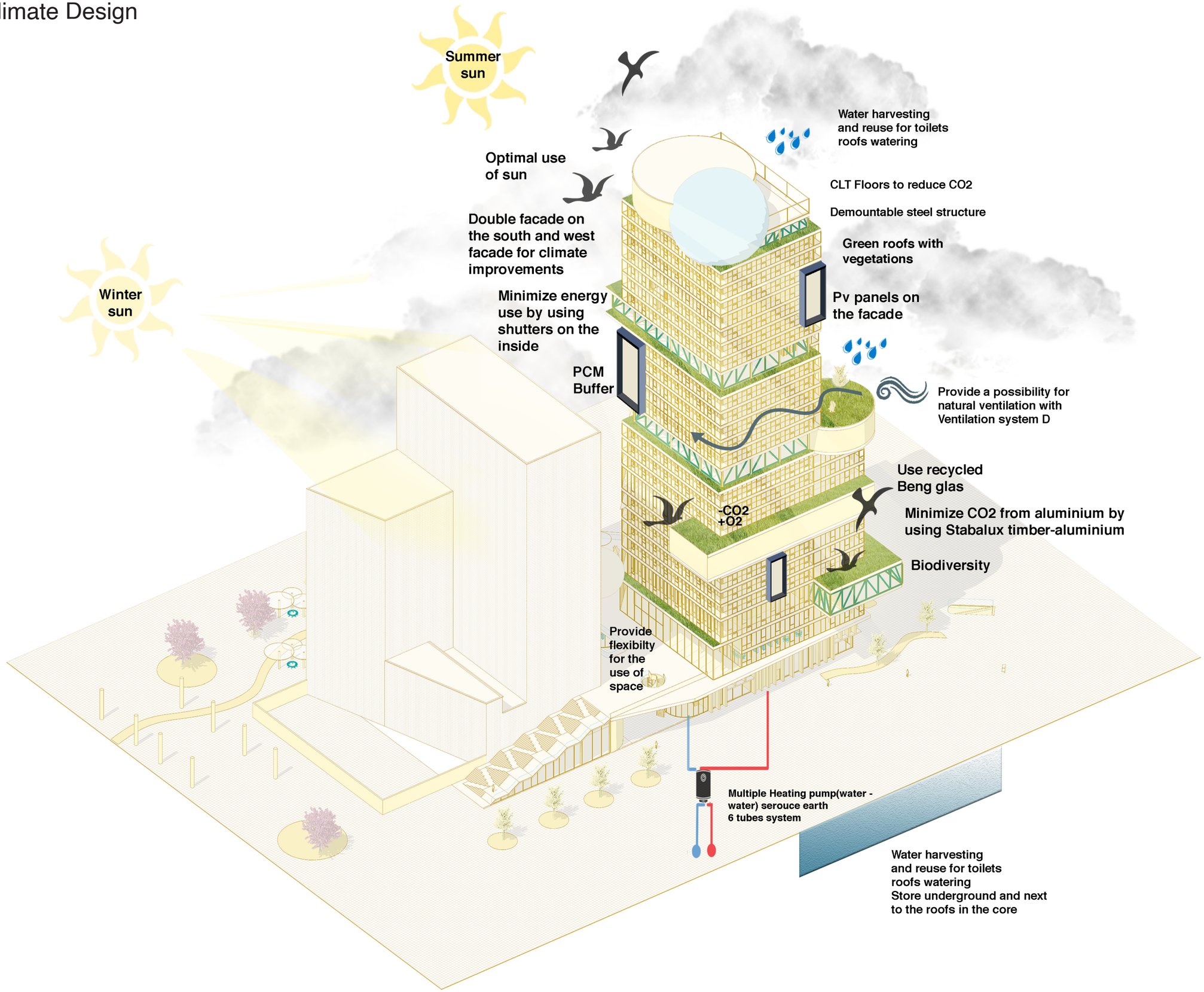


0 1 2 5

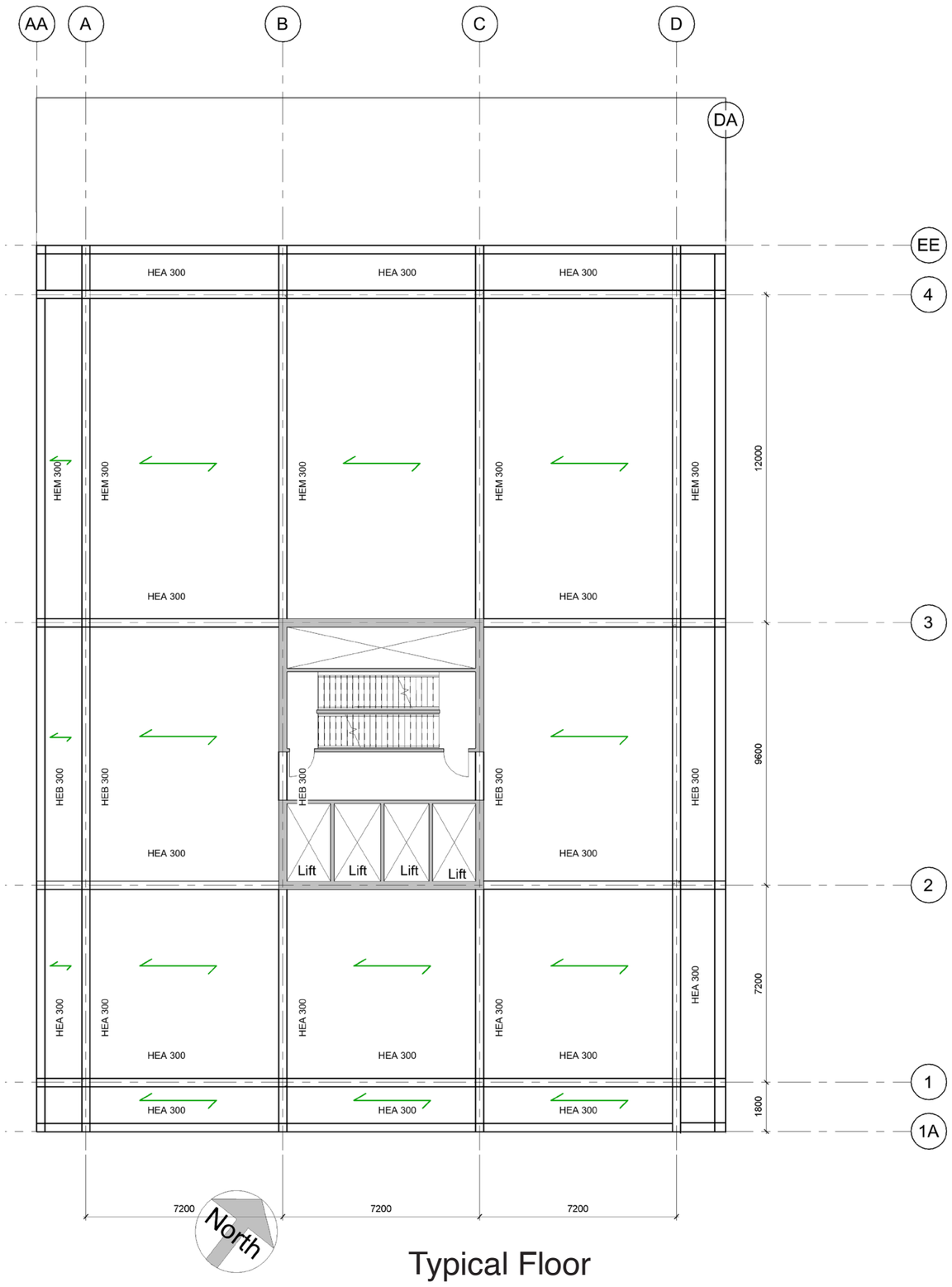
North

1 December 12:00

Climate Design



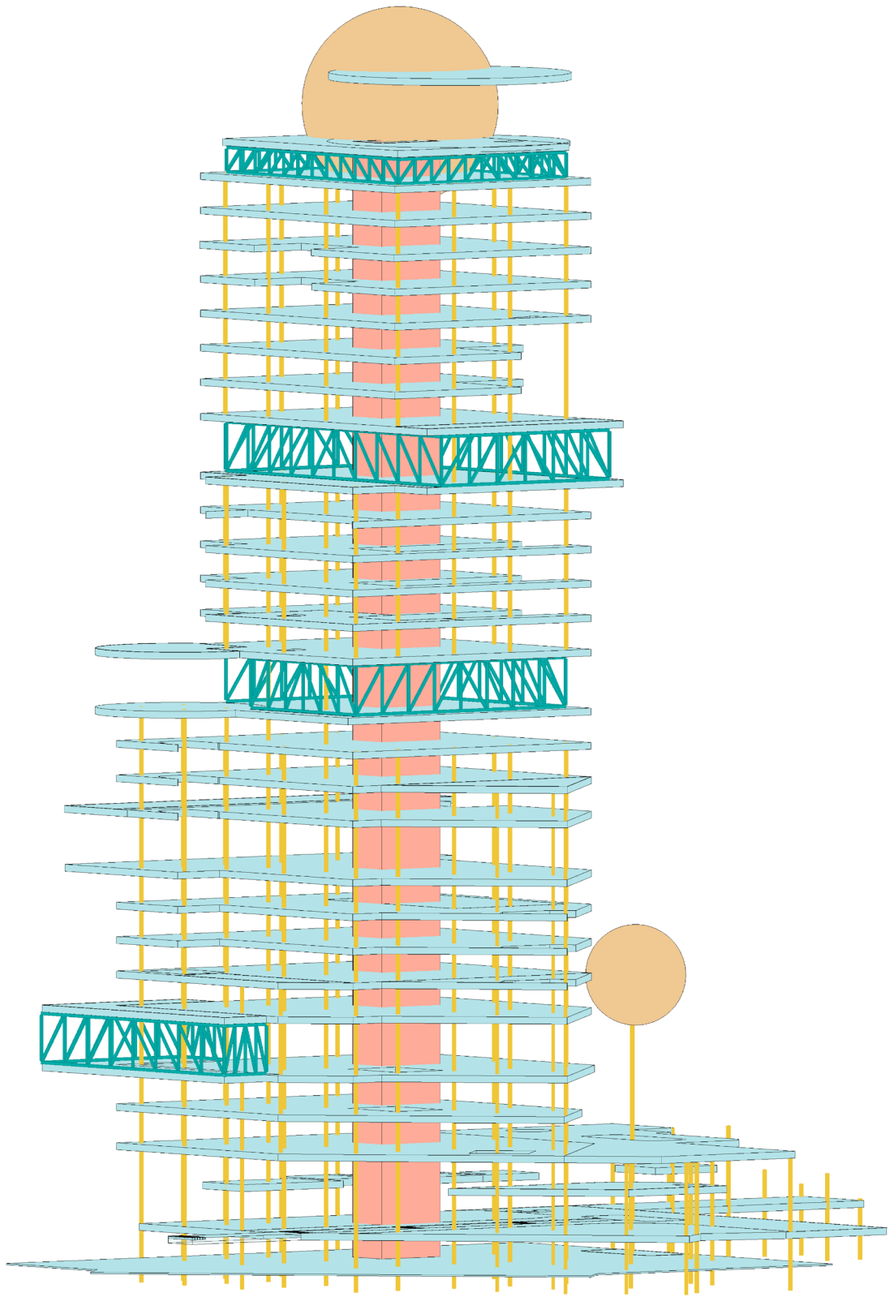
Structure



Typical Floor

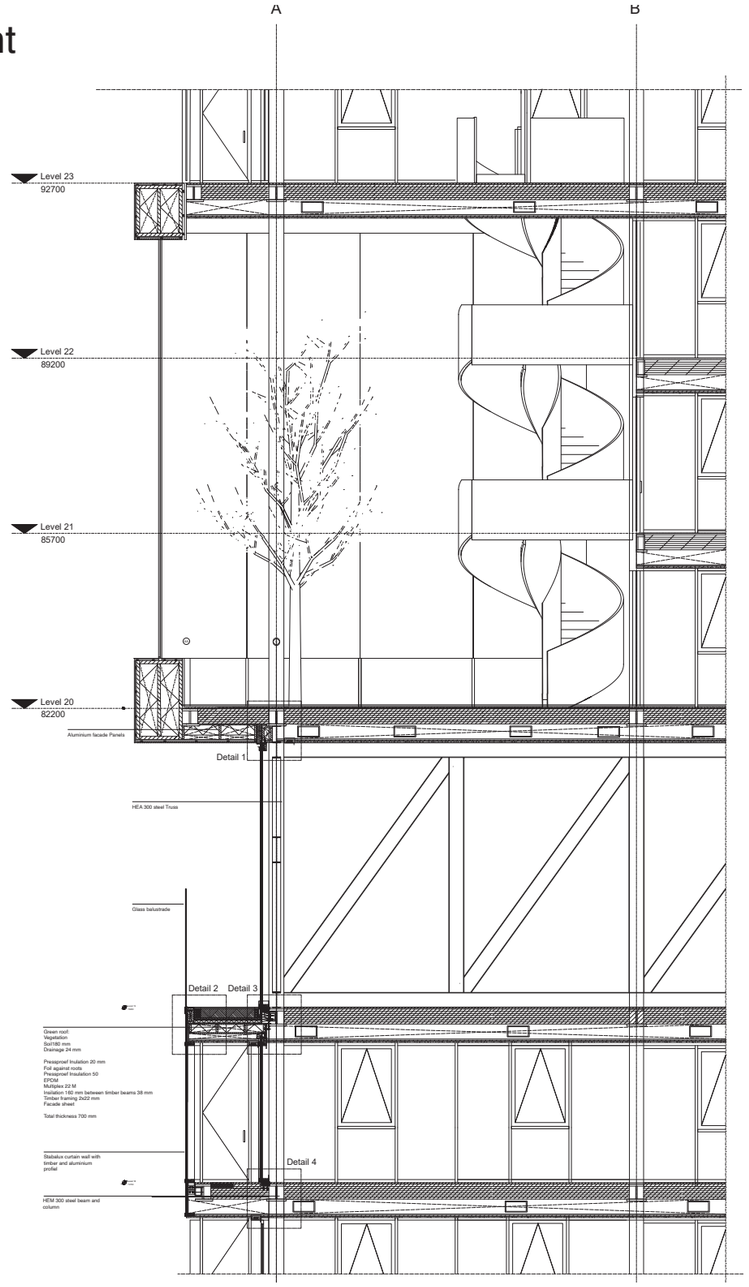


Special Floor



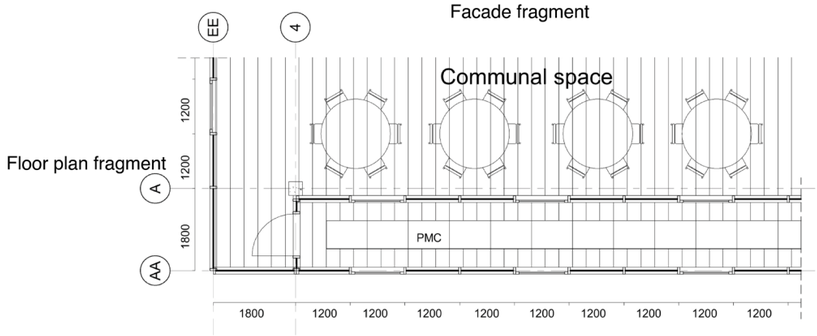
Structural Diagram

Facade Fragment

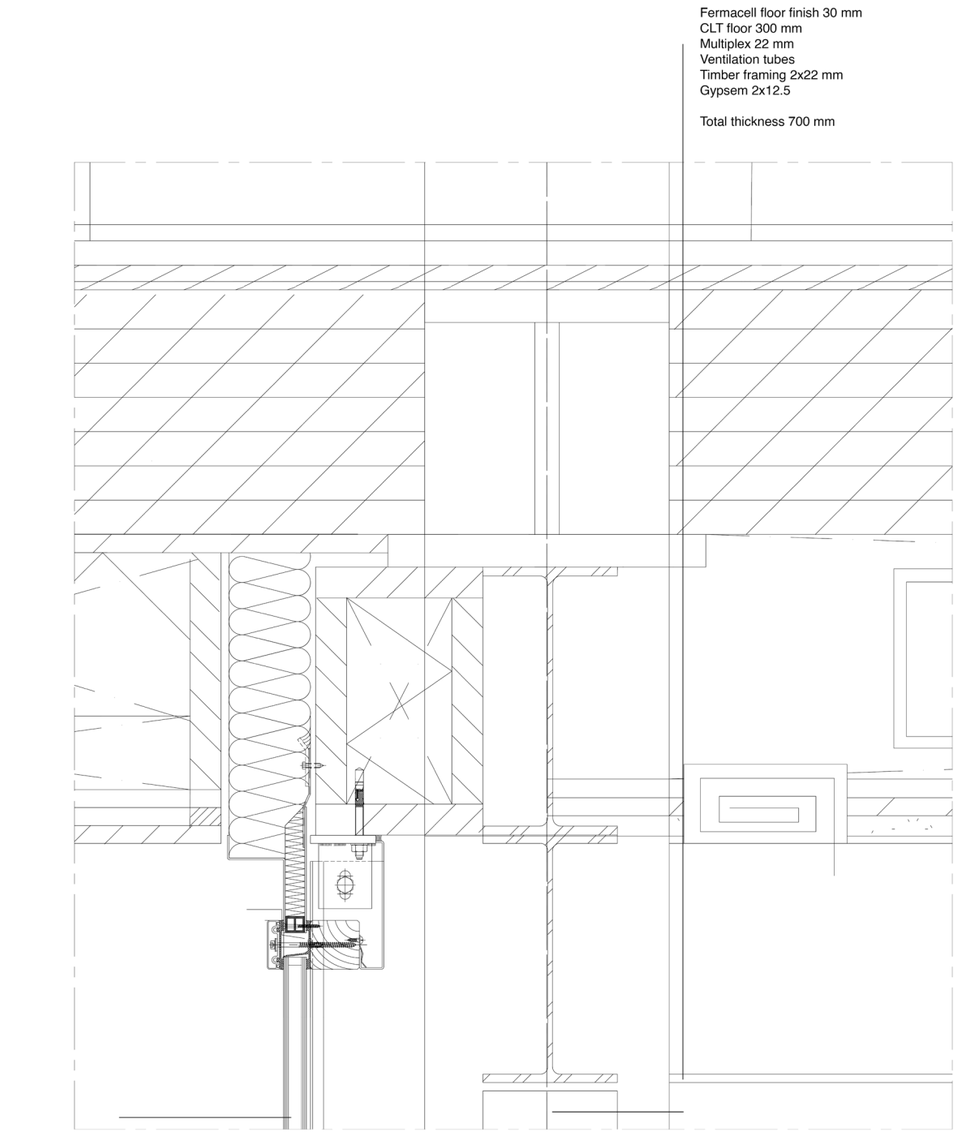




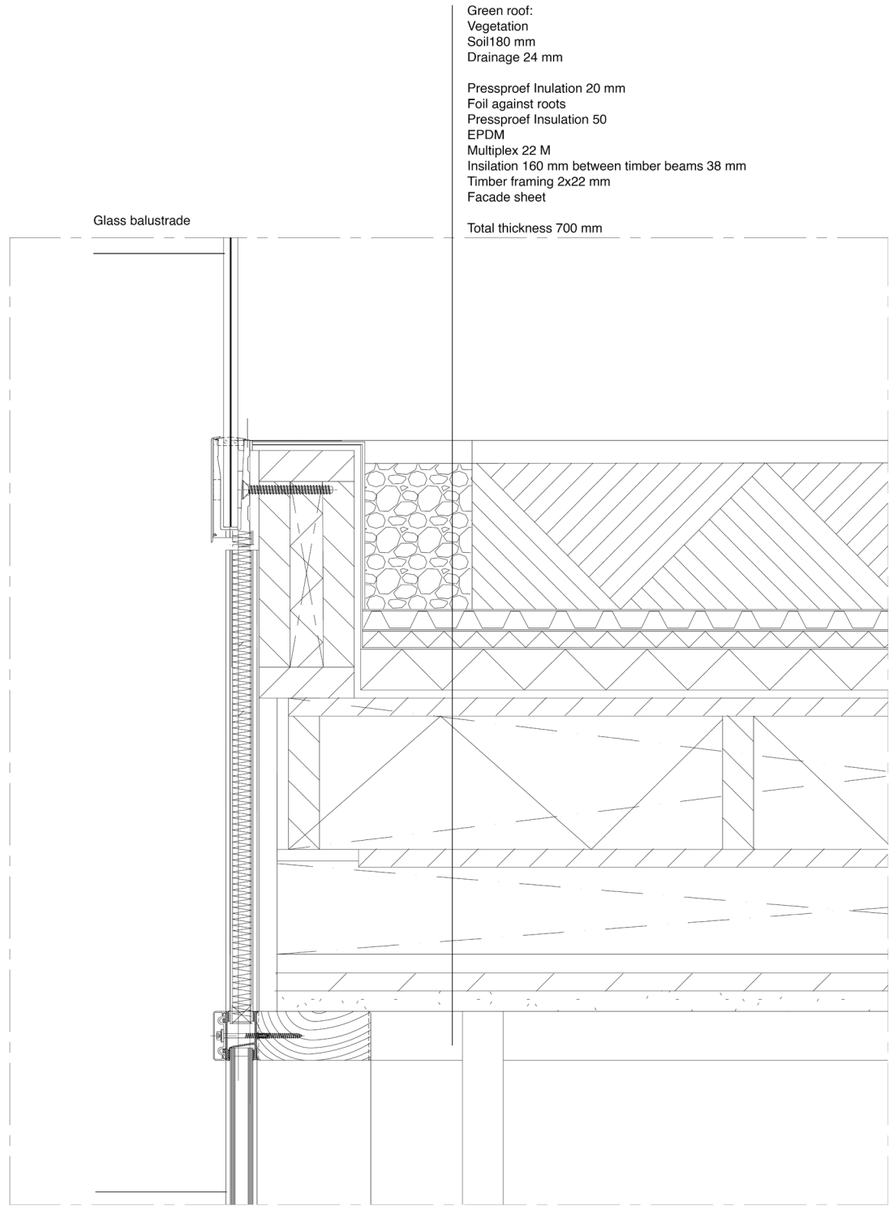
Facade fragment



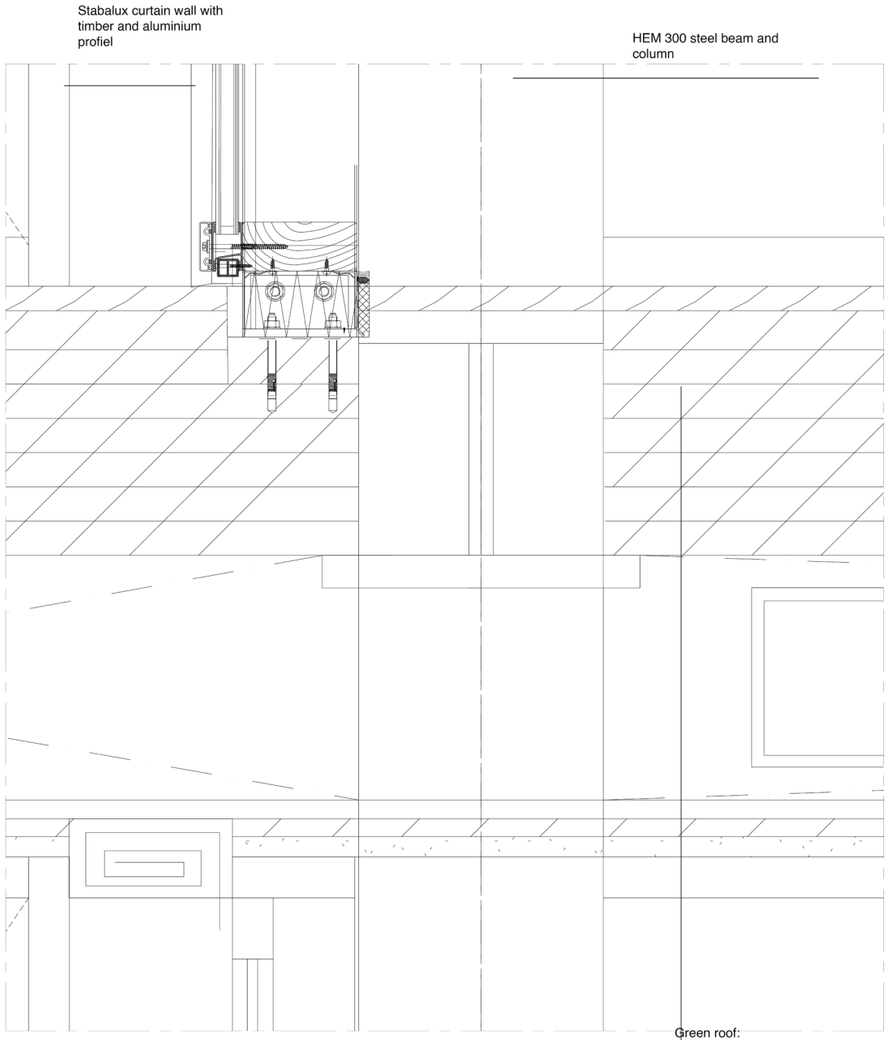
Details



Detail 1



Detail 2

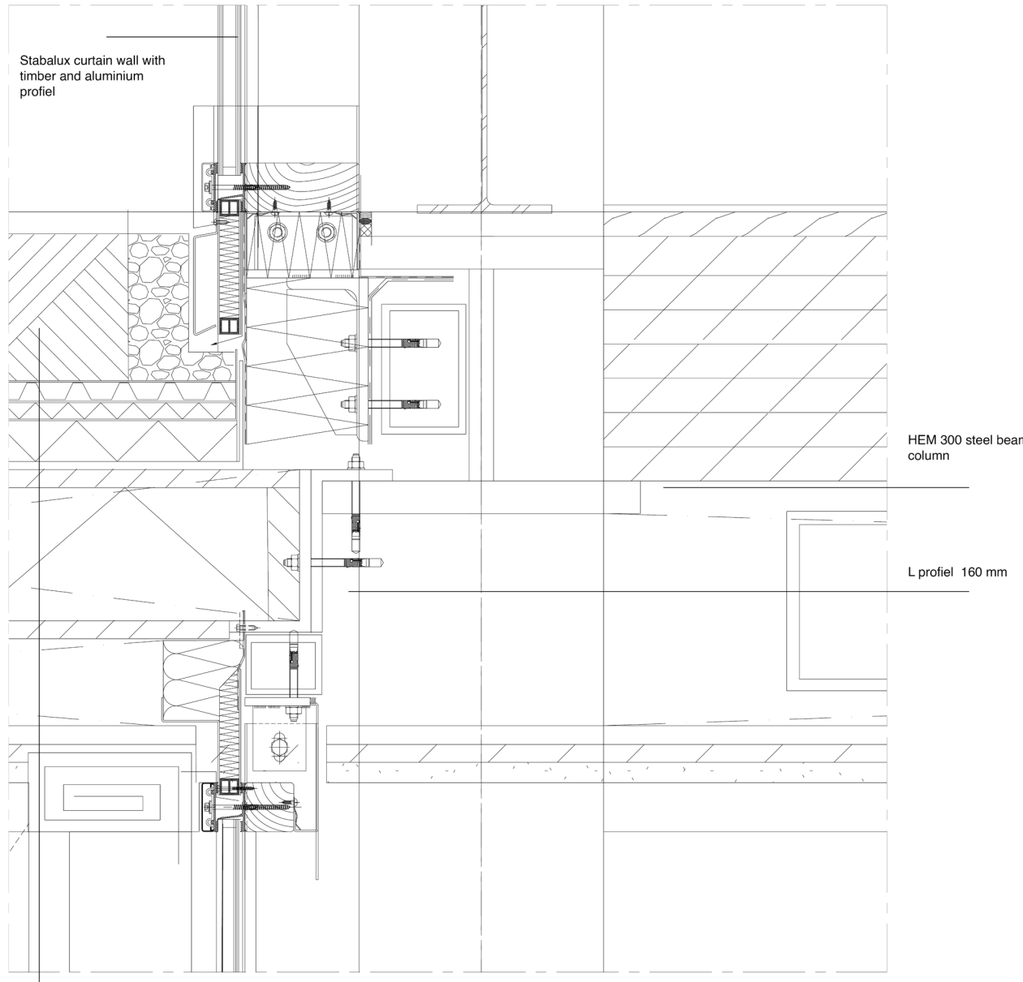


Green roof:
Vegetation
Soil180 mm
Drainage 24 mm

Pressproef Inulation 20 mm
Foil against roots
Pressproef Insulation 50
EPDM
Multiplex 22 M
Insilation 160 mm between timber beams 38 mm
Timber framing 2x22 mm
Facade sheet

Total thickness 700 mm

Detail 3



Green roof:
Vegetation
Soil180 mm
Drainage 24 mm

Pressproef Inulation 20 mm
Foil against roots
Pressproef Insulation 50
EPDM
Multiplex 22 M
Insilation 160 mm between timber beams 38 mm
Timber framing 2x22 mm
Facade sheet

Total thickness 700 mm

Detail 4





The Sphere

FINAL REFLECTION: THE FUN FACTORY

DESIGNING INCLUSIVITY: ELIMINATING SOCIAL BARRIERS, INCREASING COLLECTIVE IDENTITY

Introduction

In an era where public spaces often lack the warmth and accessibility necessary to foster genuine connections, and on a site that is dominated by closed buildings and transitional spots seen as non-place, this building emerges as a counterpoint—a destination in itself rather than a mere transition between destinations. By prioritizing social interaction, engagement, and inclusivity, it becomes a dynamic catalyst for community cohesion.

THE INFLUENCE OF DESIGNING FOR ACCESSIBILITY AND INCLUSIVITY ON THE DESIGN

The building is accessible to all, ensuring that everyone, regardless of ability, can navigate its spaces with ease. From ramps and elevators to quiet zones, every aspect of the design is carefully crafted to accommodate aa needs and preferences.

Accessibility is not an afterthought but a guiding principle woven into the fabric of the building. Ramps, elevators, and wide doorways ensure that everyone, regardless of mobility, can navigate the space with ease.

THE SPECIAL EXPERIENCE

Central to the building's ethos is the concept of shared spaces—areas where individuals can come together to connect, collaborate, and celebrate. These spaces are not just functional; they are designed to evoke specific emotional responses through the strategic use of color, texture, and form.
The use of colour plays an important role in shaping the emotional experience of the building. Warm, inviting hubs evoke feelings of comfort, while bold pops of colour inject energy and vitality into the space. Each colour is carefully chosen to elicit a specific emotional response and experience. Identity is another key consideration, with the building serving as a reflection of the communities it serves.

Shared spaces are designed to serve diverse needs and preferences. From green patios that invite relaxation to bustling communal hubs that celebrate cultures and social interactions. These spaces serve as the lifeblood of the building, fostering a sense of community and belonging among its occupants.

Collaborative use is encouraged, with flexible spaces that can easily adapt to a diverse range of activities and events. From art exhibitions to community workshops, the building serves as a canvas for creativity and expression, fostering a sense of ownership and investment among its users.

THE RELATION BETWEEN THE GRADUATION TOPIC, THE STUDIO TOPIC AND THE MASTER TRACK

The Public Building studio investigates the future of public buildings and their role in the built environment, by developing new spatial formulas, programmatic articulations, and building components. The work of the Public Building studio involves reinventing past structures and questioning existing typologies through research and design as well as research by design. The Graduation Studio aims to produce sustainable future-proof designs and investigates the possibilities of design thinking in a world where the definition of what an architect is and does ceaselessly shifts. Public architecture should respond to and accommodate today's needs while anticipating the future. That is why my graduation topic responds to the problems that The Hague's Central Station Area is facing such as lacking of quality public spaces, inaccessibility and disengagement of people with the site. By providing these qualities, the site will be transformed into an inclusive public hub.

During the first phase of this graduation project, an urban concept was made for the site around the Hague's Central Station which is further developed during P2. Further, the main focus during P2, P3 and P4 is the architectural design of a vertical campus through the method of research by design. Also, the project will be refined by paying attention to building technology and sustainability aspects.

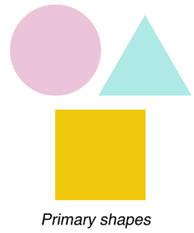
THE RELATION BETWEEN RESEARCH AND DESIGN

Research-by-Design focuses on design work as a special form of research. It considers theory and praxis, analysis, and imagination as inseparable and as a medium to help conceive and develop architectural ideation. Research is not only about preparation, description, and explanation but also more importantly about projection and speculation. Research is therefore a form of design and design is a form of research. The research process started with analysing The Hague with a special focus on the design site, which in my case was the high-density city fabric. Also, during P1 various famous campuses were studied and visited in London to get a clear idea of what a Campus can be. Based on the outcome of this research and the site analysis I came up with the research topic, Designing inclusivity and creating a sense of belonging, which is a reaction to the non-place phenomena on the site.

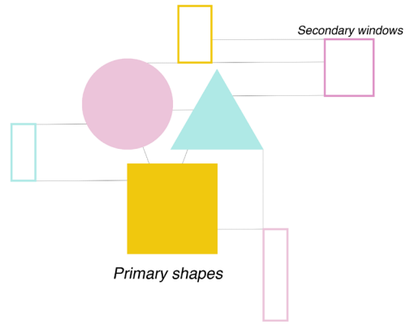
After translating these analyses into an urban design during P1, I started speculating and imagining how my idea on campus could take shape. One of the methods I used to imagine was creating different types of collages about my idea of campus, the experience in the building and the social manifesto. These collages were starting point of the preliminary design which I developed until P2.

Also, based on my research topic, the theoretical research and surveys about the site, I defined some basic elements for my project which are the three basic shapes: Square, Circle and Triangle. In addition, the campus will have colourful volumes which communicate with the surroundings and invite people to different levels of the building.

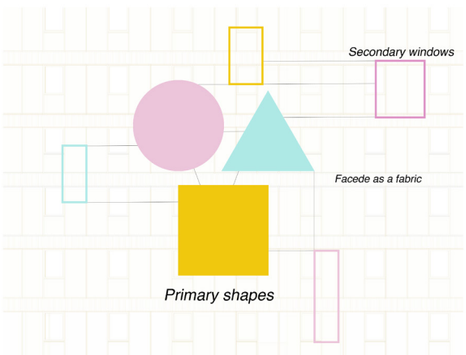
Further, after P2 I did research and thought about the technical aspects of the design and how to make the building future-proof, resilient and flexible. All of these different types of research led to an integrated design.



1. Primary shapes and colours



2. Secondary windows



3. Facade as a fabric

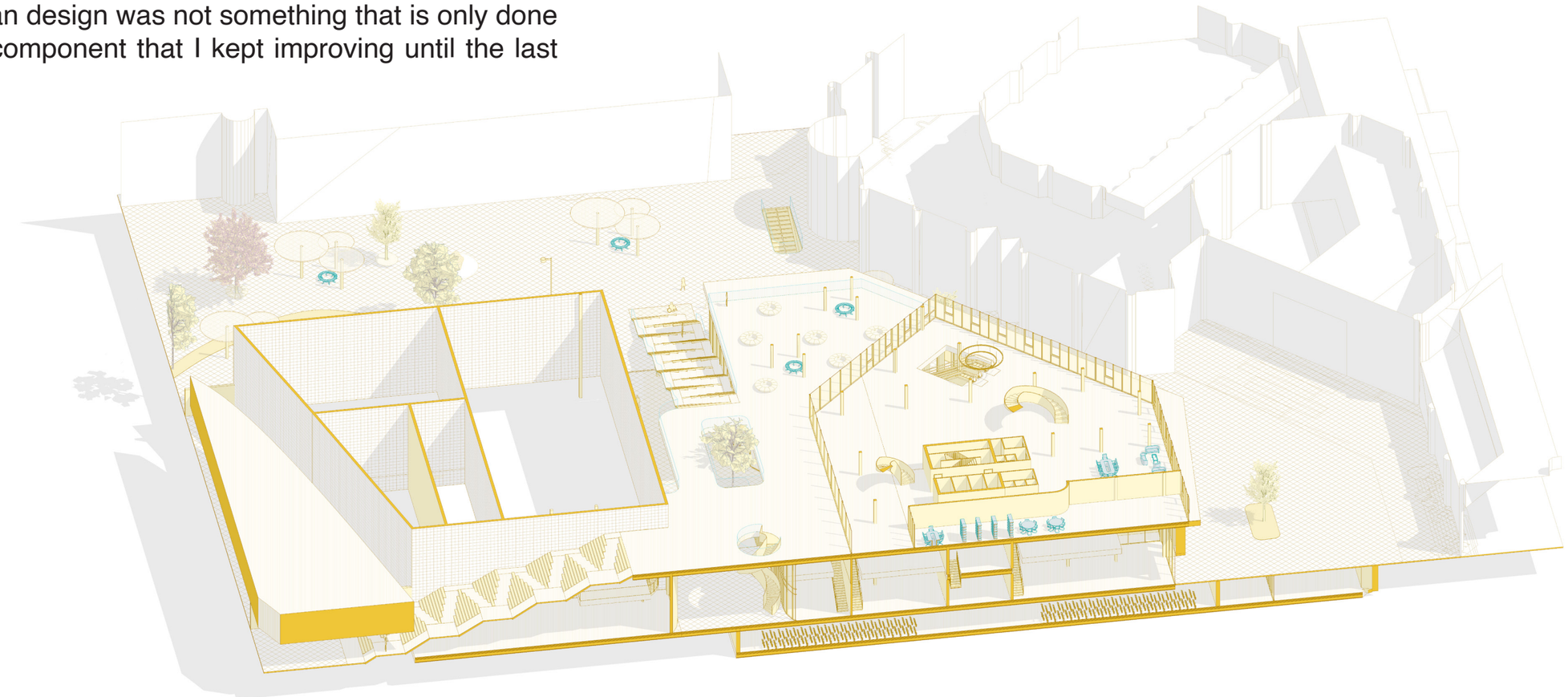
THE VALUE OF THE WAY OF WORKING DURING THE GRADUATION PERIOD

As mentioned in the paragraph before, I used different methods and ways of research to achieve my final design. This approach to research and design might be different from the classic way of designing, but in my opinion it was the perfect way for this assignment and this site. Because this design could not be achieved in a linear way of designing. The way I approached was more organic. For example, the collages I created at the beginning of p2 were always a sort of reference which I always went back to which helped me with making design choices.

Furthermore, the complexity of the location played an important role in making decisions because one of the challenges I wanted to solve was activating the closed-off and inaccessible buildings and extending the plinth. Therefore the urban design was not something that is only done during P1, but it was a component that I kept improving until the last moment.

Another tool I used and which I am very happy about is making physical models. These helped me examine the logic of my building and test its potential. Also, making illustrations and renders from an early stage of the design helped me visualise how I imagined the campus to look like, and also the complexity of this mixed-used tower required that.

The weekly tutoring sessions with the tutors were enlightening and helped a lot with widening my perspective and eliminating ideas that did not strengthen my concept. Therefore, I made sure to be well prepared every week and set deadlines and products I wanted to show for the next week.



Activating the urban fabric

THE ACADEMIC AND SOCIETAL VALUE, SCOPE AND IMPLICATION OF THE PROJECT, INCLUDING ETHICAL ASPECTS

The design described holds significant academic value within the field of architecture and urban planning. Firstly, it serves as a practical demonstration of theoretical concepts such as inclusive design, social sustainability, and accessibility. By implementing these principles in a tangible architectural form, the design offers valuable insights into how architecture can positively impact social dynamics and promote community well-being.

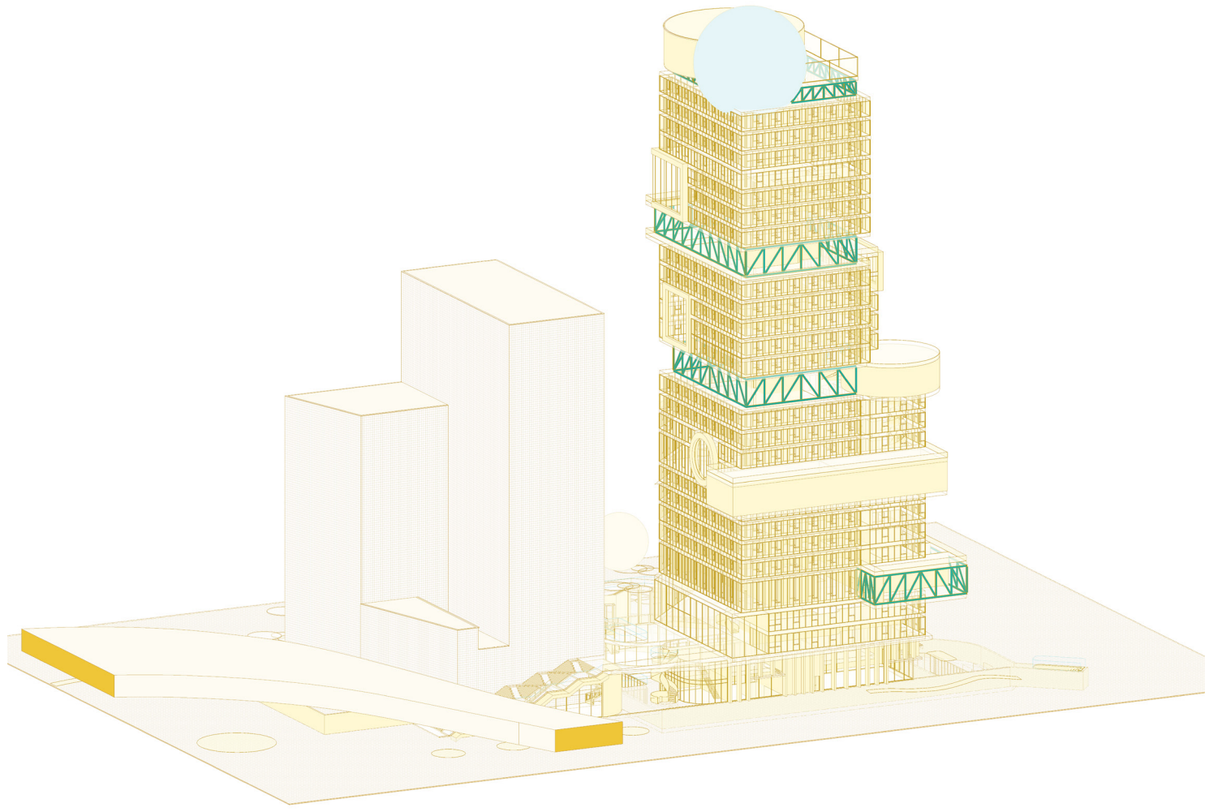
Moreover, the design encourages interdisciplinary collaboration and research across various academic disciplines. Scholars from fields such as sociology, anthropology, psychology, and urban studies can study the building's impact on social cohesion, cultural exchange, and individual well-being. This interdisciplinary approach fosters a deeper understanding of the complex interactions between built environments and human behaviour.

Furthermore, the design provides a case study for exploring innovative architectural strategies, such as climate-transparent facades, adaptable spaces, and colourful volumetric expressions.

The architectural design envisioned here embodies a vision of inclusivity, diversity, and social engagement. At its core, the design seeks to foster a sense of community by providing spaces that encourage social gathering and interaction among people from all backgrounds. With a commitment to accessibility, the building features open and inviting entrances, ramps, and elevators to ensure that everyone can navigate the space comfortably.

Transparent facades invite passersby to engage with the building, while vibrant, colourful volumes with distinct shapes serve as a celebration of diverse identities and cultures. And because these volumes hang on the building and are cantilevered they connect with the surroundings and invite people in.

Moreover, the design embraces the concept of lifelong learning by incorporating flexible spaces that can adapt to various educational and recreational activities, fostering a spirit of continuous growth and exploration within the community.



The design

THE TRANSFERABILITY VALUE OF THE PROJECT RESULTS

The transferability value of this project is significant, as the design principles and strategies employed can be adapted and applied to various contexts and settings beyond the specific project site. Firstly, the emphasis on inclusivity, diversity, and social gathering can be replicated in different communities and urban environments, regardless of cultural or geographical differences. The design's focus on creating welcoming and accessible spaces can serve as a model for architects and planners seeking to promote social cohesion and community engagement in diverse contexts.

Additionally, the transparent facades, colourful volumes, and adaptable spaces showcased in the project offer examples for architects and designers looking to create visually stimulating and flexible environments. These design elements can be integrated into a wide range of building typologies, including schools, community centres, cultural institutions, and commercial developments, enhancing their functionality and aesthetic appeal.

Also, the sports facilities, green spaces, and cultural/ public zones transform the campus into a vibrant hub of activity, where people can come together to unwind, socialize, and participate in leisure activities. This emphasis on FUN and enjoyment contributes to the overall liveliness and vibrancy of the campus, making it an attractive destination for students, faculty, and visitors alike.

Overall, the transferability value of this project lies in its potential to inspire and inform architectural and urban design practice across diverse contexts, offering examples and strategies for creating inclusive, vibrant, and socially engaging built environments.


THANK YOU!

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