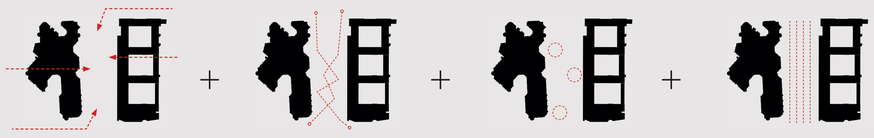
# THE MARKETPLACE OF IDEAS: UNCOVERING QUALITIES

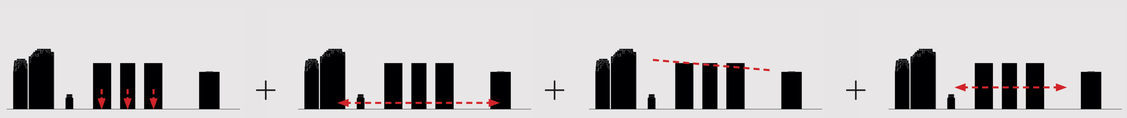
"Concentrated, cloistered universities, with closed admission policies and rigid procedures ....kill opportunities for learning."

Horizontal Principles

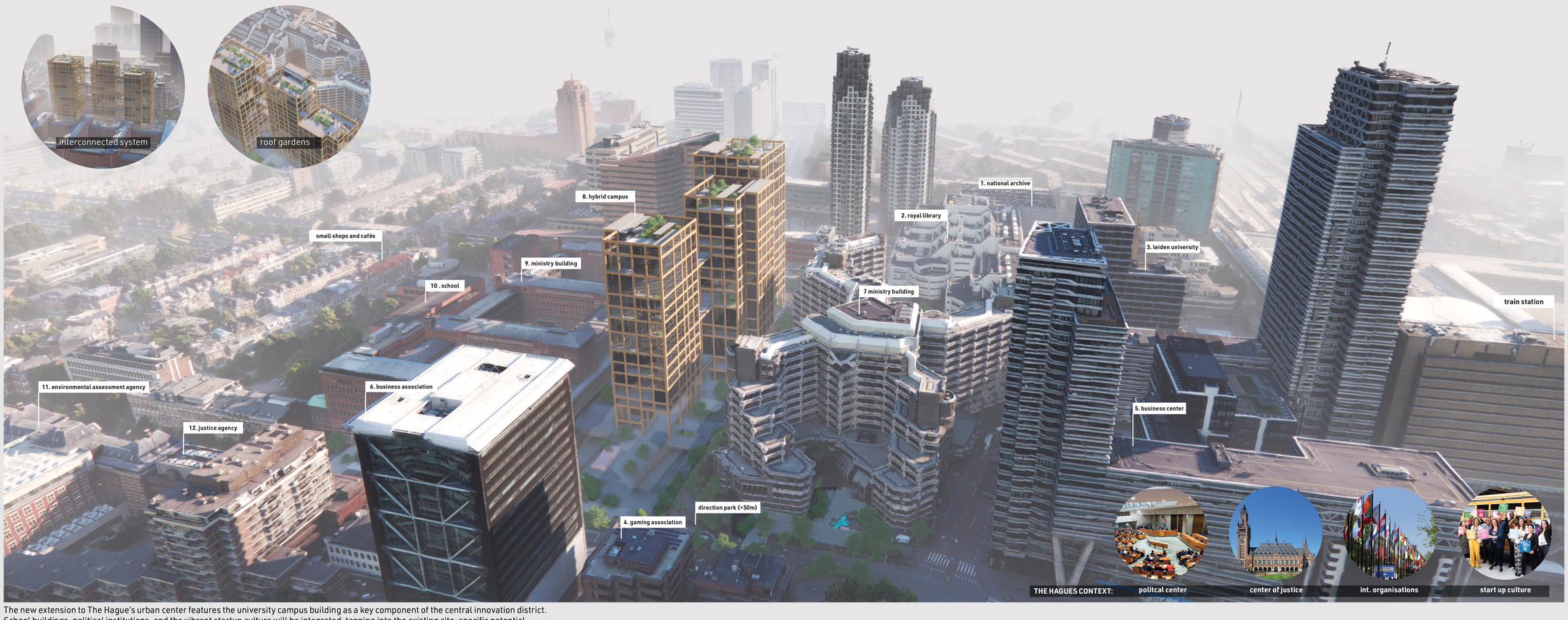


main entrance + accessible and explorable + street level spaces + considering structural grid from underground

Vertical Principles



distributing required floor area into multiple volumes and access points + open, inviting ground floor + blending into context + connections between towers



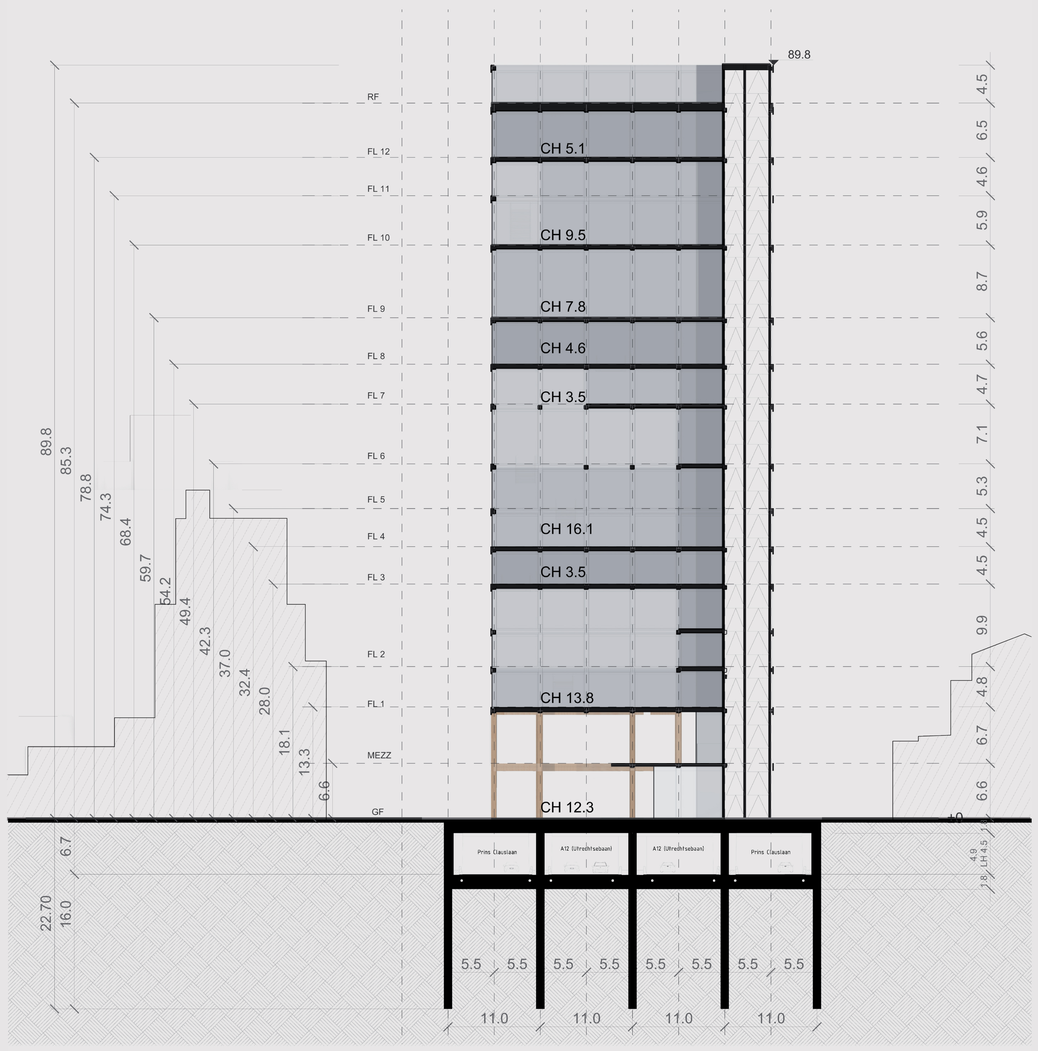

The new extension to The Hague's urban center features the university campus building as a key component of the central innovation district. School buildings, political institutions, and the vibrant startup culture will be integrated, tapping into the existing site-specific potential.

## POTENTIAL: URBAN EXTENTION BEYOND THE SITE

The proposal are three towers - but the same principle can be integrated on other sections of the A12.

## PERMEABLE SPACES

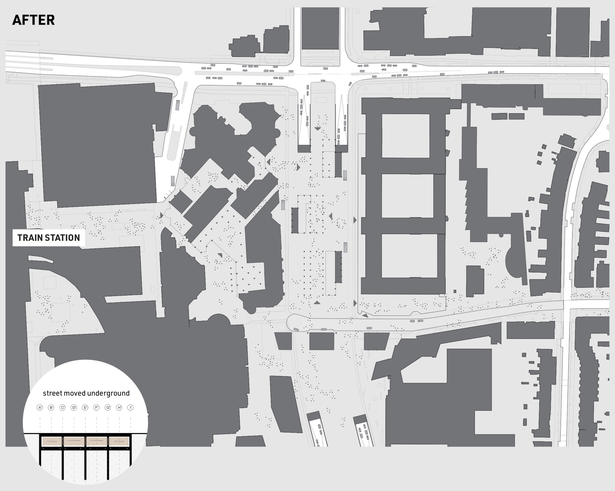
In this section, the structure aligns with the underground tunnel system, positioning the load directly above the separating walls between the lanes where possible. The tower is elevated to make space on the ground floor. The levels above vary in hight and in certain areas the structural system is broken-up.




## A NEW URBAN CENTER

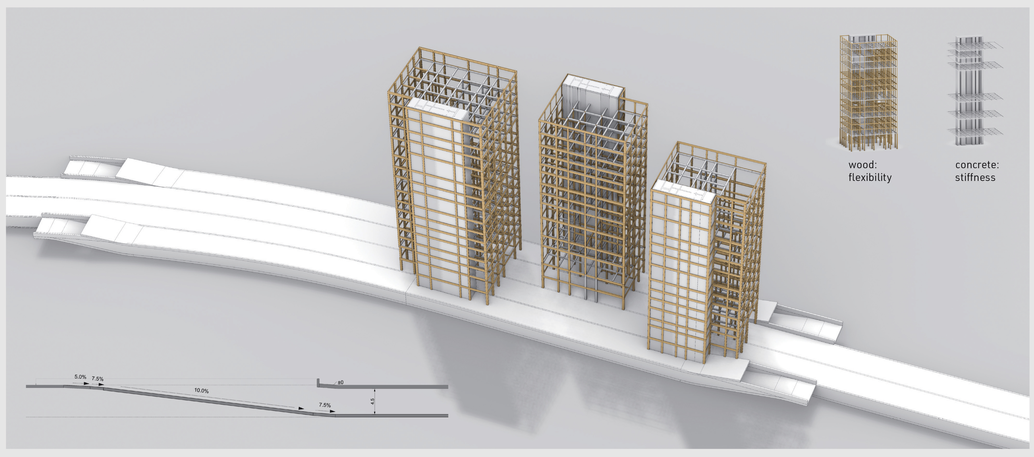
Before: A City for cars. After: A city for people.
Currently this region of The Hague is dominated by cars and closed-off facades.

The urban approach makes the development beyond the immediate vicinity of the train station possible.




## EFFICIENT HYBRID SYSTEM

For lateral stability, cores and certain elements are constructred out of concrete, everywhere else, the superstrucutre is made from timber.




Studio: The Public Building Graduation Studio AR3AP100 MSc 3/4 2023-24

Master Thesis of Christoph Psykalla 5858712

# THE MARKETPLACE OF IDEAS: FOR EVERYONE

University for everyone: Open to people of all ages, on a full-time, part-time, or course by course basis.

section 1-1

section 2-2

section 3-3

section 4-4

section 5-5

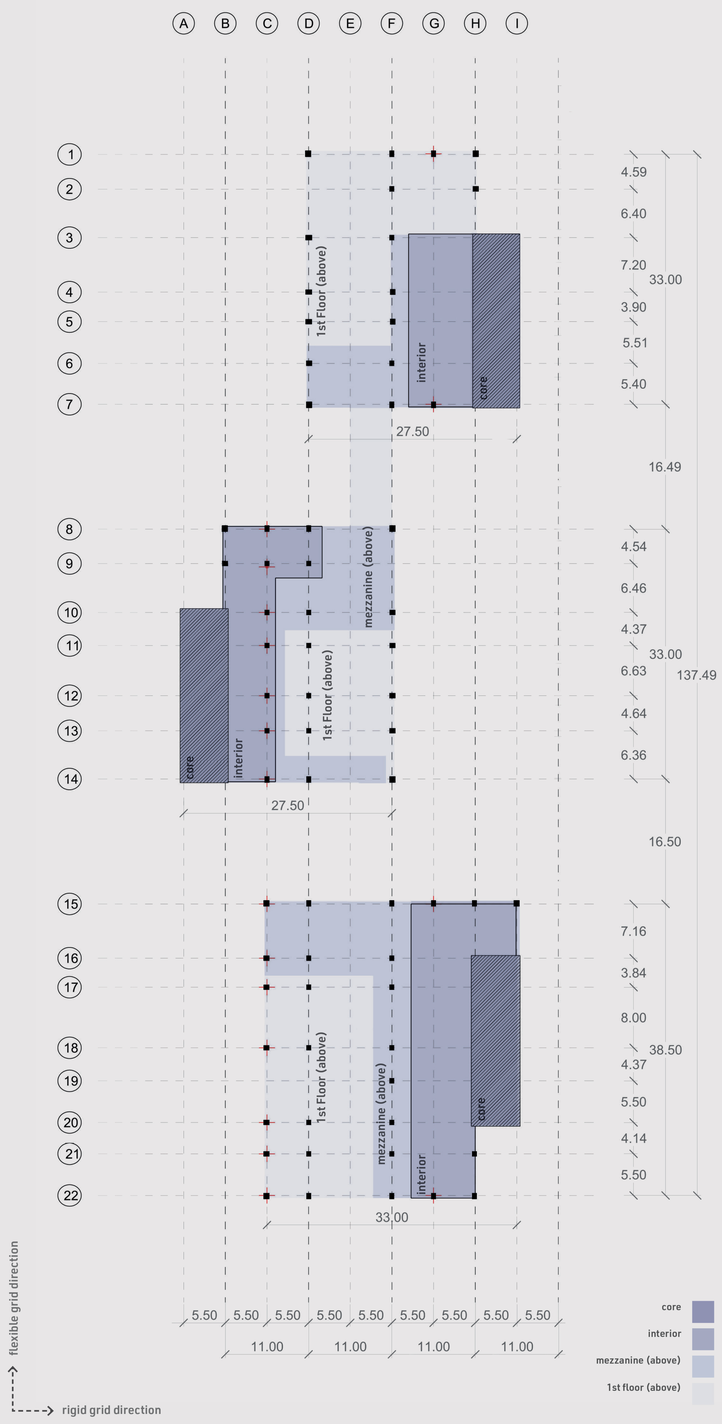
section locations

A space for the community

Unaccessible/Congested

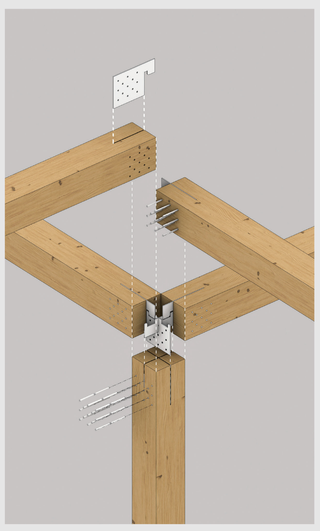
## BLURRED BORDERS: EXTERIOR <-> INTERIOR

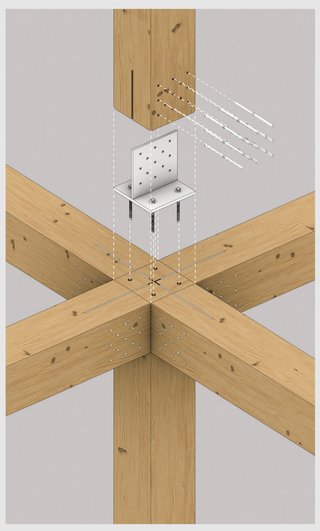
The elevated mezzanine floor, the high ceiling clearance, and the set-back facade at ground level seamlessly blend the open city space with the interior of the university building, creating a smooth transition without any perceived boundaries. This building is made for the public.

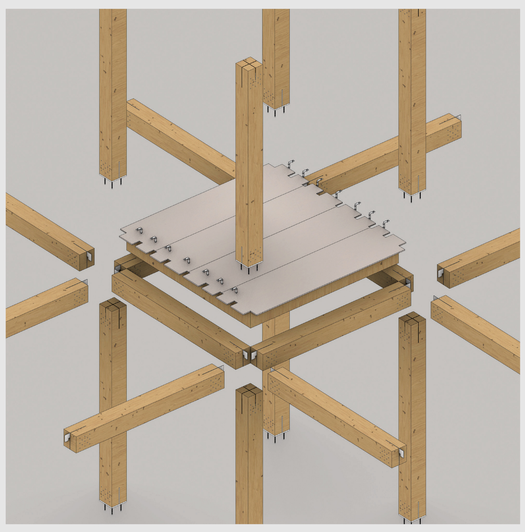



## REVERSIBLE AND ADAPTABLE

The structural system is designed for adaptability, enhancing resilience in a rapidly evolving society with shifting needs. In addition, prefabricated elements expedite both construction and disassembly.

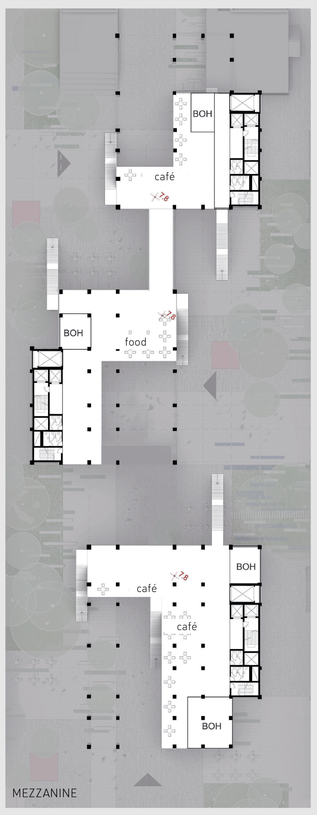


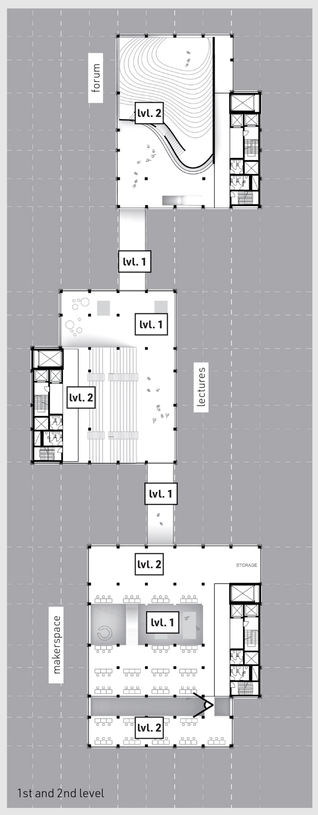




## OPENED AND INTERWOVEN

Not only does the ground floor transition smoothly into the building, but within the university building itself, the spaces are interconnected through a series of bridges and stairs.




Broken-up spaces like these are a recurring theme in the building. These include exhibition spaces, lecture halls, or hybrid areas designed for learning, socializing.

View: Exhibition Space

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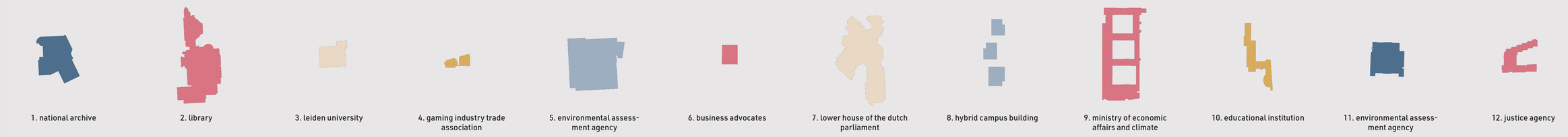
# THE MARKETPLACE OF IDEAS: AN URBAN NETWORK

Integrated with The Hague's specific environment, the campus is responsive to local needs and uncovers existing potential.




Together with the surrounding buildings, particularly the neighboring ministry buildings, the campus forms an urban network of learning. This network is freely accessible and explorable on the ground floor level.

direction HAAGSE BOS

connection to: 4. VAN KANSSPELEN BRANCHEORGANISATIE (Dutch gaming industry trade association)

connection to: . KONINGIN JULIANAPLEIN (High-rise residential and commercial development).

connection to: 6. VNO-NCW FEDERATION (advocate for business interests, has meeting and presentation rooms as well)

connection to: 12. Dienst Justitiele Inrichtingen

connection to: 11. NDL ENVIRONMENTAL ASSESSMENT AGENCY

WORKSHOP PAVILLION

FLEA MARKETS

CAFE/LOUNGE

FORUM

DELIVERY

BOH

connection to: NEW BABYLON (Mixed-use development: residential, commercial, recreational)

direction: TRAIN STATION

connection to: 7. TWEEDE KAMER DER STATEN-GENERAAL (Lower house of the Dutch Parliament, legislative functions).

connection to: 3. UNIVERSITY OF LEIDEN, THE HAGUE (Campus expansion in Central Innovation District).

EXHIBITION SPACE

PLAYGROUND

WATER FEATURE

FOOD TRUCKS

connection to: 9. MINISTRY OF ECONOMIC AFFAIRS AND CLIMATE (Policy development on economic growth and climate sustainability).

connection to: 10. HOGESCHOOL INHOLLAND (Educational institution offering higher education programs across various fields, emphasizing practical application and innovation).

connection to: NATIONAL ARCHIVE

connection to: BEZUIDENHOUT (Mixed-use residential and commercial area).

0 2.5 5 10 15 20 25

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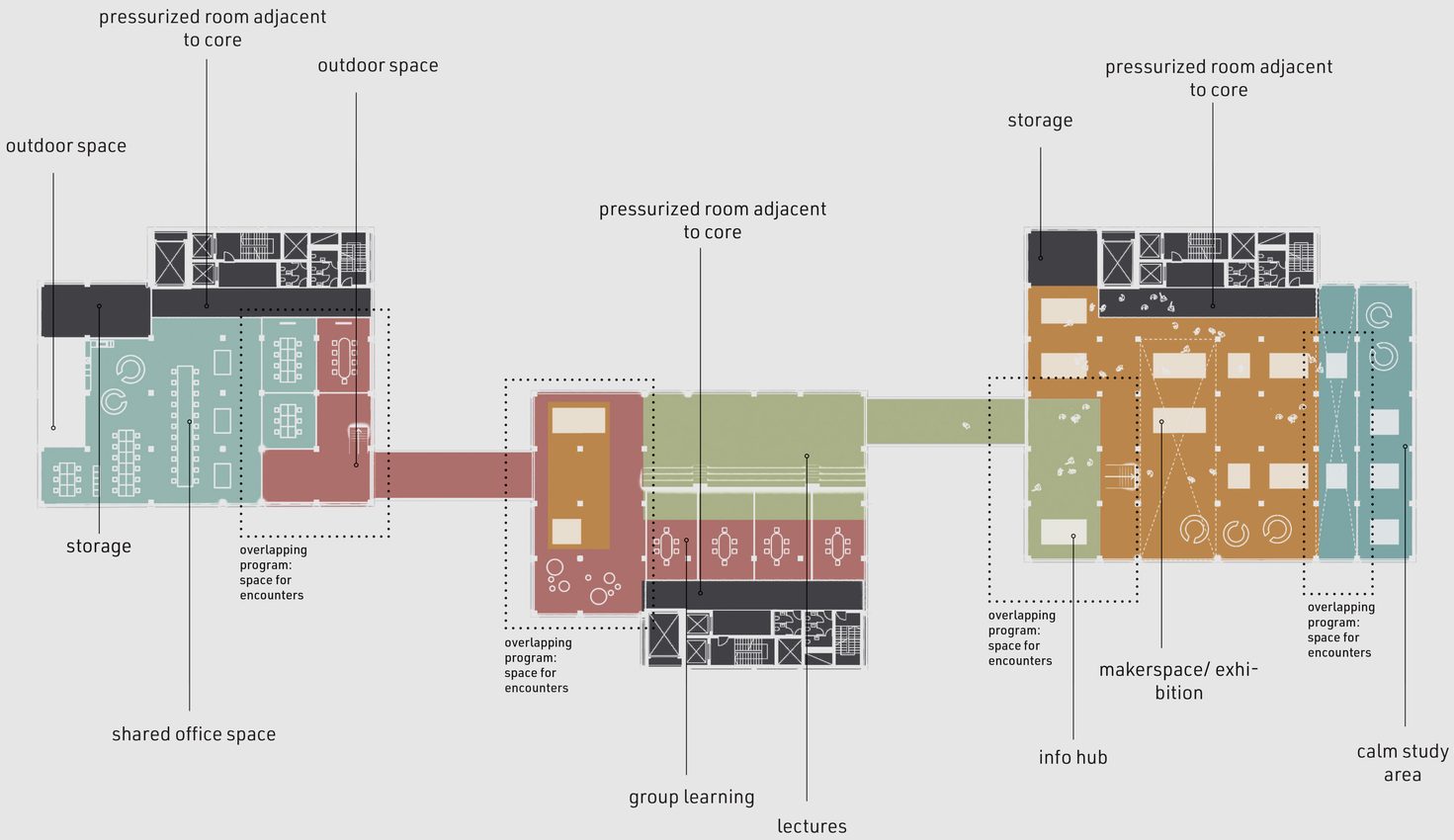
# THE MARKETPLACE OF IDEAS: COLLABORATION AND EXPLORATION

Spaces for open communication and exploration, enabling people from diverse backgrounds to collaborate on interdisciplinary projects.

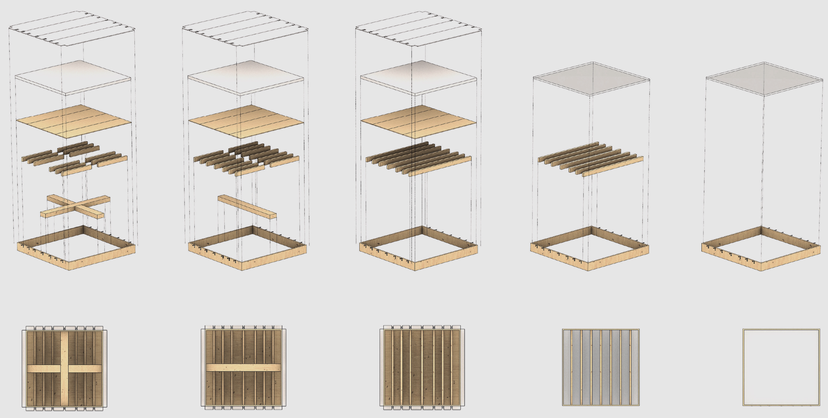
## SHARED SPACE: EDUCATION, INDUSTRY, POLITICS



## THE VERTICAL NETWORK OF LEARNING

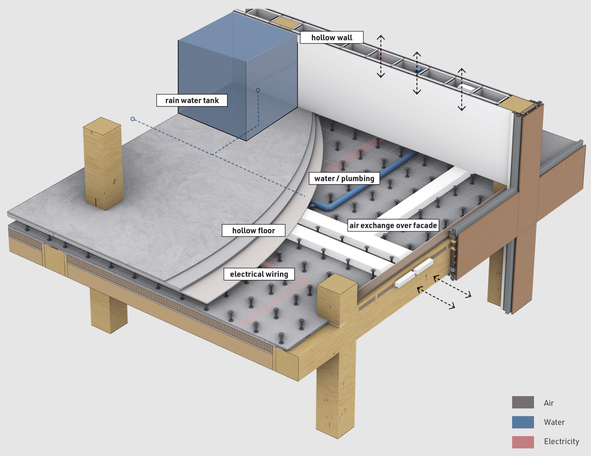
The complex includes three towers, yet they function as one interconnected system. An extensive open circulation system links the various spaces within these towers.

## MODULAR PREFABRICATION



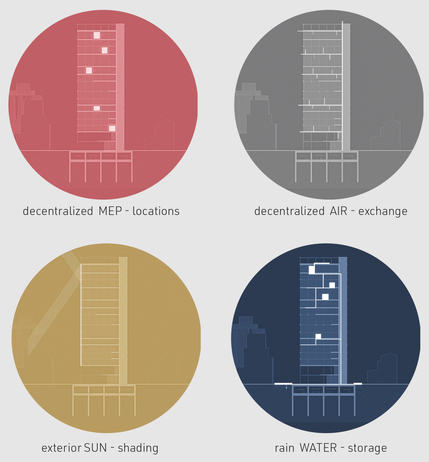
The prefabricated elements come in different versions, that allow for different use cases and expressions.

## BUILD-IN RESILIENCE: WHATEVER, WHEREVER, WHENEVER




The hollow floor and wall system is crucial for the flexible use of space, allowing any program to be located anywhere in the building without constraints. Now and for later rearrangements.

## MEP, AIR, SUN, WATER




Sustainability is central to the design. The construction details are flexible, allowing MEP (Mechanical, Electrical, and Plumbing) facilities to be placed at any location. The building features a decentralized ventilation system, outdoor sun shading, and rainwater storage, which is reused internally.

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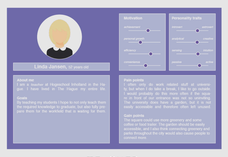
# THE MARKETPLACE OF IDEAS: DIVERSE LEARNING METHODS

Spatial Approach: A diverse user group benefits from a variety of learning spaces. Learning Methods as design driver to create unique educational environments.


TEACHER

STUDENT

POLITITIAN

NS WORKER

RESIDENT / FAMILY

OFFICE WORKER

**SKILLS** ⟷ evaluation based on effectiveness ⟷ **LEARNING METHODS** ⟶ selection of method to design learning spaces ⟶ **SPACES**

skills (to develop in students) →

learning methods ↓

29 number ranking = the lower the bette
24 the best three methods are marked in red
1 are marked in red

| | Critical Thinking | Problem-Solving | Communication Proficiency | Teamwork | Adaptability | Information Literacy | Creativity and Innovation | Digital Literacy | Global Awareness | Leadership and Initiative | Ethical Responsibility | Life-Long Learning | Emotional Intelligence | Practical Skills | Research Proficiency | Time Management | Resilience | Problem Identification | Cultural Competence | Public Speaking | Data Analysis | Technical Skills | Networking | Initiative | Project Management | Environmental Awareness | Conflict Resolution | Interdisciplinary Thinking |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Action Learning | 6 | 4 | 6 | 5 | 4 | 6 | 4 | 10 | 6 | 2 | 4 | 7 | 5 | 3 | 6 | 1 | 2 | 4 | 4 | 2 | 4 | 4 | 8 | 8 | 3 | 4 | 4 | 7 |
| Apprenticeship Model | 10 | 9 | 13 | 3 | 11 | 7 | 9 | 18 | 3 | 4 | 6 | 10 | 4 | 2 | 9 | 1 | 8 | 11 | 10 | 8 | 10 | 5 | 2 | 5 | 1 | 11 | | 16 |
| Behaviorism | 22 | | | | | | 28 | | | | | | 29 | | | | | | | | | | | | | 23 | | |
| Blended Learning | 17 | 15 | 19 | 18 | 15 | 16 | 14 | 2 | 13 | 16 | 17 | 18 | 14 | 16 | 11 | 16 | 10 | 13 | 16 | 17 | 15 | 19 | 17 | 21 | 12 | 25 | 19 | 10 |
| Constructivism | 8 | | 2 | | | | | 12 | | | 12 | 1 | 2 | 13 | 4 | 4 | 5 | 8 | 2 | 13 | 6 | 17 | 22 | 1 | 22 | 22 | 7 | 1 |
| Critical Pedagogy | 7 | 7 | 10 | 27 | 8 | 4 | 7 | 27 | 17 | 17 | 1 | 9 | 10 | 24 | 23 | 11 | 7 | 7 | 5 | 11 | 9 | 14 | 13 | 14 | 17 | 10 | 6 | 9 |
| Design Thinking | 5 | 1 | | 14 | 6 | | 1 | 20 | | 19 | | 4 | | 15 | 8 | | | 1 | | | 7 | | 28 | 4 | 15 | 18 | | 4 |
| Digital Storytelling | 28 | 27 | 29 | 26 | | 22 | 29 | 6 | 26 | 29 | 25 | 28 | 26 | 29 | 22 | 25 | 25 | 25 | 28 | | | 25 | | | 14 | 17 | 22 | 28 |
| E-Learning | 21 | 18 | 20 | 20 | 17 | 15 | 16 | 1 | 14 | 24 | 18 | 17 | 20 | 17 | 20 | 18 | 21 | 27 | 18 | 24 | 17 | 20 | 18 | 27 | 11 | 26 | 18 | 23 |
| Experiential Learning Theory (Kolb) | 4 | 5 | 3 | 1 | 1 | 5 | 5 | 13 | 1 | 1 | 2 | 2 | 1 | 1 | 5 | 5 | 1 | 6 | 3 | 1 | 1 | 1 | 6 | 2 | 4 | 1 | 1 | 2 |
| Flipped Classroom | 24 | 17 | | 28 | 14 | 19 | 26 | | 18 | 15 | 23 | 21 | 13 | 23 | 12 | 7 | 19 | 12 | 19 | 16 | 22 | 23 | 23 | 20 | | | 17 | 11 |
| Gamification | | 22 | 24 | 15 | 22 | 25 | 22 | 23 | 25 | 18 | 24 | 24 | 23 | 21 | 29 | 27 | 23 | 10 | 24 | 26 | 21 | 24 | 27 | 12 | 23 | 19 | 23 | 24 |
| Holistic Learning | 16 | 27 | | 29 | 23 | 20 | 17 | 29 | 23 | 14 | 21 | 14 | 12 | 23 | 25 | 9 | 22 | 19 | 9 | 19 | 12 | | 21 | 23 | 7 | 9 | 16 | 21 |
| Industry-Academia Collaboration Models | 23 | 10 | 15 | 11 | 13 | 11 | 12 | 19 | 4 | 9 | 7 | 11 | 16 | 9 | 10 | 22 | 9 | 15 | 11 | 15 | 11 | 9 | 1 | 19 | 6 | 13 | 12 | 15 |
| Inquiry-Based Learning | 3 | 6 | 9 | | | 1 | 6 | 15 | 27 | 21 | 13 | 8 | 9 | 25 | 3 | 12 | 13 | 5 | 29 | 10 | 5 | 16 | 14 | 13 | 16 | 7 | 5 | 8 |
| Internships | | 14 | 17 | 13 | 12 | | | 25 | 9 | 12 | 15 | 13 | 18 | 8 | 16 | | 16 | 17 | 13 | 21 | 14 | 10 | 3 | 17 | 5 | 15 | 14 | |
| Language Immersion | 26 | | 27 | 24 | 24 | 24 | 20 | | 10 | | 27 | 26 | 25 | 27 | 24 | 23 | 27 | 23 | 21 | 28 | 28 | 26 | | 29 | 28 | 20 | 26 | |
| Massive Open Online Courses (MOOCs) | 18 | 16 | 22 | 19 | 16 | 17 | 13 | 3 | 15 | 13 | 20 | 16 | 19 | 18 | 14 | 17 | 18 | 18 | 17 | 23 | 16 | 22 | 20 | 18 | 18 | 27 | 20 | 20 |
| Mentoring | 13 | | 14 | 9 | | 12 | | | 22 | 7 | 9 | 29 | | 11 | | 14 | 12 | 22 | 14 | 9 | 27 | 12 | 4 | 10 | | 12 | 10 | 17 |
| Microlearning | | 29 | | | | 28 | | | | | | | 28 | | | | | | | | 25 | 29 | 26 | | 26 | | 28 | |
| Mind Mapping | 27 | 28 | 28 | 25 | 27 | 23 | 21 | 28 | 28 | | 29 | 27 | 27 | 28 | 26 | 29 | 28 | 24 | 27 | 29 | | 27 | 29 | | 27 | | 27 | 27 |
| Mindfulness Training | | | | | 26 | 29 | 27 | | | 26 | 26 | | | | 28 | 10 | 29 | | 26 | | | | | 24 | 29 | 24 | | 29 |
| Mobile Learning | | 20 | 23 | | | | | 5 | | 27 | | | | 22 | | 26 | | 26 | | 25 | | | | 22 | | | | |
| Montessori Method | 25 | 25 | 12 | 16 | 25 | 21 | 24 | 26 | 24 | 25 | 28 | 25 | 24 | 26 | | 24 | | | 25 | | | 8 | | | | | 29 | 26 |
| Online Tutorials | 19 | 19 | 21 | 21 | 19 | 14 | 15 | 4 | 19 | 28 | 19 | 19 | 21 | 19 | 13 | 19 | 17 | 28 | | 22 | 18 | 21 | 19 | 25 | 21 | 28 | 21 | 19 |
| Peer Coaching | 12 | | 8 | 10 | 29 | 13 | | 22 | 21 | 8 | 10 | | 6 | 12 | 13 | 8 | 11 | 21 | 15 | 3 | 24 | 13 | 5 | 11 | 25 | 16 | 11 | 18 |
| Peer Learning | 11 | | 7 | 8 | 28 | | 29 | 21 | 20 | 23 | | | | | 1 | 28 | | | | | 23 | | 25 | 9 | 24 | | 9 | 12 |
| Problem-Based Learning | 1 | 3 | 4 | 6 | 2 | 2 | 2 | 8 | 16 | 5 | 3 | 5 | 7 | 5 | 1 | 2 | 3 | 2 | 7 | 5 | 2 | 2 | 10 | 6 | 19 | 2 | 2 | 5 |
| Project-Based Learning | 2 | 2 | 1 | 4 | 3 | 3 | 3 | 9 | 5 | 3 | 8 | 6 | 8 | 4 | 2 | 3 | 4 | 3 | 6 | 4 | 3 | 3 | 7 | 7 | 2 | 3 | 3 | 6 |
| Service Learning | 14 | 8 | 11 | 7 | 9 | 9 | 10 | 16 | 7 | 10 | 5 | 15 | 11 | 10 | 27 | 13 | 14 | 20 | 18 | 12 | 26 | 15 | 15 | 15 | 8 | 6 | 15 | 13 |
| Simulated Environments | 29 | 24 | 23 | 22 | 20 | 26 | 18 | 11 | 29 | 20 | 22 | 22 | 22 | 6 | 21 | 20 | 24 | 14 | 22 | | 20 | 6 | 9 | 26 | 13 | 5 | 24 | 25 |
| Socio-Cultural Theory (Vygotsky) | 9 | 11 | 13 | 2 | 7 | 8 | 8 | 14 | 2 | 6 | 11 | 3 | 3 | 14 | 7 | 15 | 6 | 9 | 1 | 14 | 8 | 18 | 11 | 3 | 20 | 21 | 8 | 3 |
| Traditional Classroom Learning | 20 | 26 | 18 | 17 | 18 | 18 | 25 | 24 | 12 | 22 | 16 | 20 | 15 | | 17 | | 20 | | 20 | 18 | 19 | 28 | 24 | 28 | 10 | 29 | | 22 |
| Virtual Reality (VR) Learning | | 23 | 26 | 23 | 21 | 27 | 23 | 7 | | | | 23 | | | | 21 | 26 | 29 | 23 | 27 | 29 | 7 | | | | | 25 | |
| Work-Integrated Learning (WIL) | 15 | 13 | 16 | 12 | 10 | 10 | 11 | 17 | 8 | 11 | 14 | 12 | 17 | 7 | 15 | | 15 | 16 | 12 | 20 | 13 | 11 | 16 | 16 | 9 | 14 | 13 | 14 |

## Theory: Zone of Proximal Development. (Vygotsky)

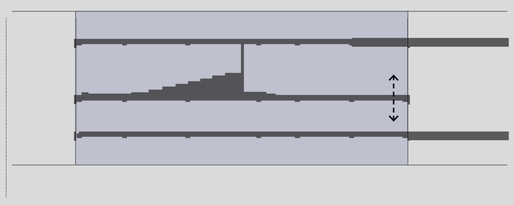
The forum embraces participation and initiative by a soft transition from "being a spectator" to "active participant"

**ZONES (marked in floorplan to the right)**

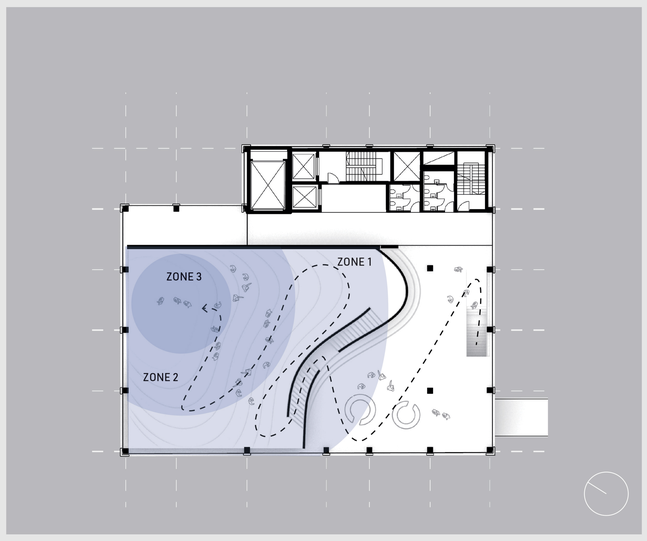
ZONE 1: Things that the learner already can do. Zone of comfortable observation.

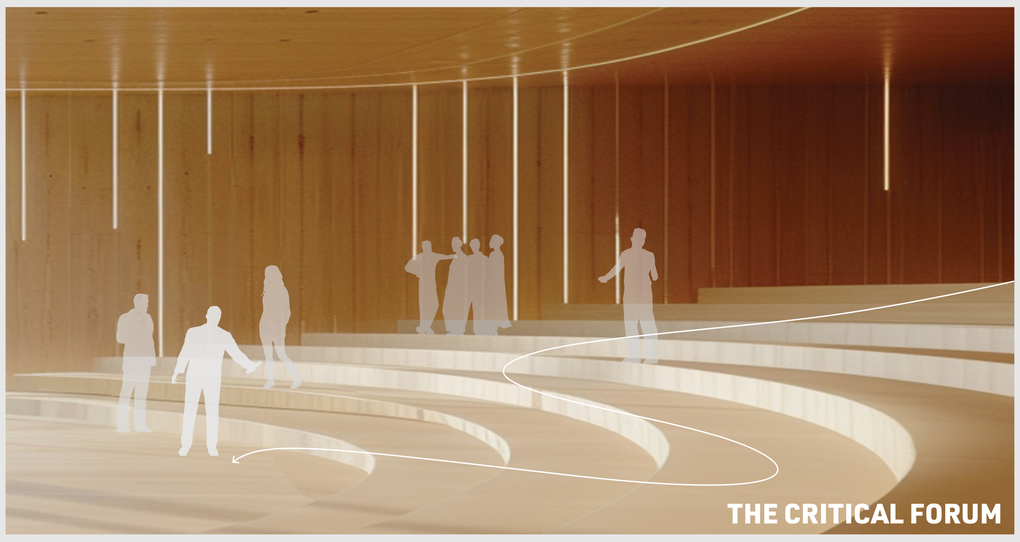
ZONE 2: Zone of proximal development (ZPD)

ZONE 3: What the learner can not do but others can do (MKO)



overview section Tower 3, level 2




## Theory: Experiental learning (Kolb)

Cyclical learning method in which the four stages of this theory are implemented, including Immersive Lab Studios for experimentation and a central group reflection space (gardens).

**ZONES (marked in floorplan to the right)**

ZONE 1: Feeling (Concrete Experience)

ZONE 2: Watching (Reflective Observation)

ZONE 3: Thinking (Abstract Conceptualization)

ZONE 4: Doing (Active Experiementation)

overview section Tower 1, level 5-6

## Theory: Problem/project based learning

This space includes Industry-Academia Collaboration with an emphasis on Mentorship and Interdisciplinary work.

**ZONES (marked in floorplan to the right)**

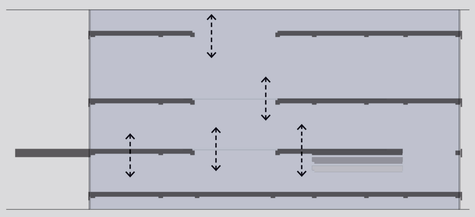
ZONE 1: Open prototyping space

ZONE 2: Industry collaboration terraces

ZONE 3: Presentations

ZONE 4: Outdoor terraces + group learning

ZONE 5: Kids workshop



overview section Tower 3, level 8-10

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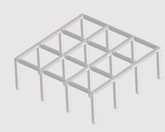
# THE MARKETPLACE OF IDEAS: FLEXIBILITY AND RESILIENCE IN DETAIL

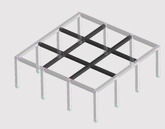
"As a social conception this means that the universit is open to people of all ages, on a full-time, part-time, or course by course basis.."

adjustable pedestal for hollow floor

metal fitting for prefab element



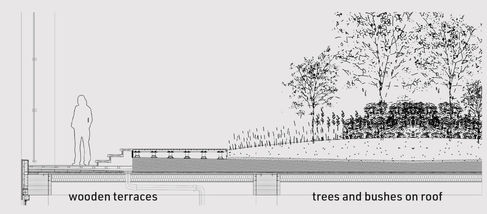
wooden skeleton



concrete beams for long spans

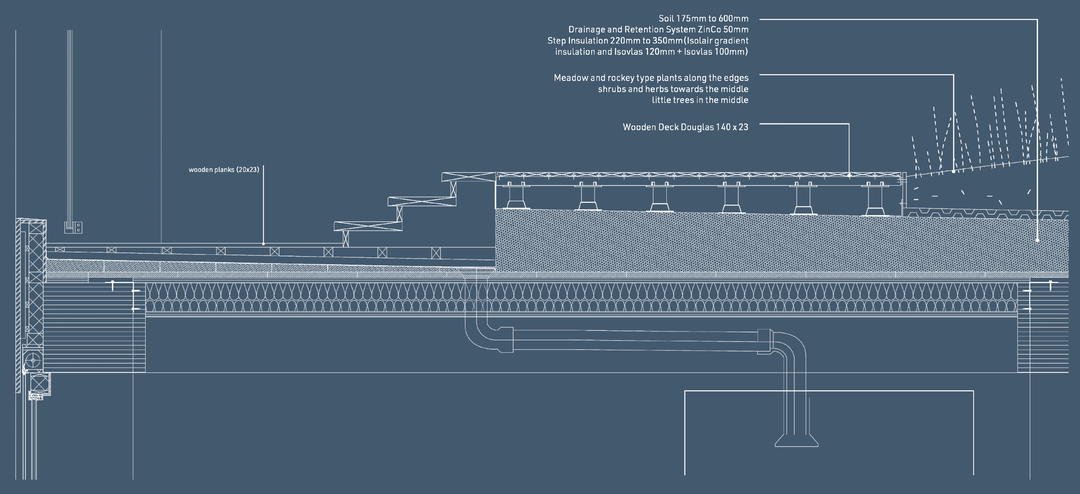
concrete columns at long buckling lenghts

hybrid system for maximal flexibility and effeciency

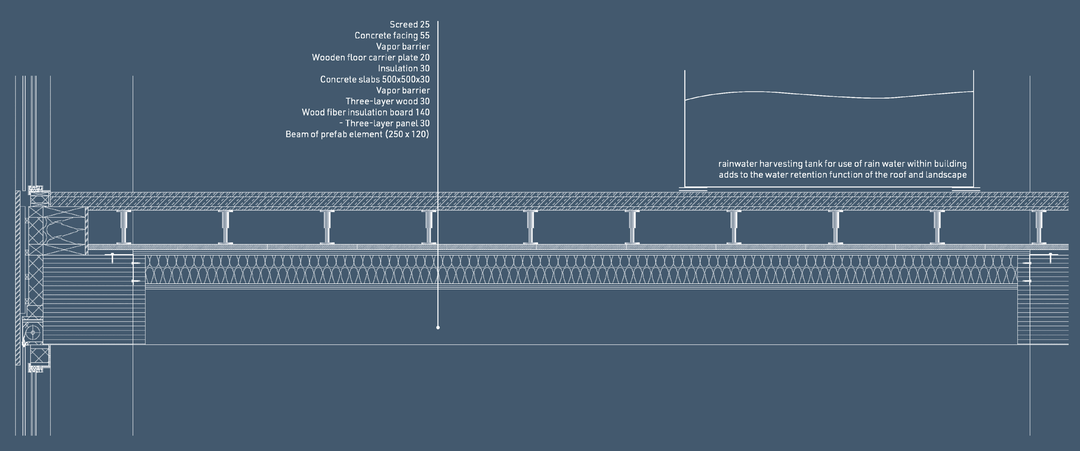


wooden terraces

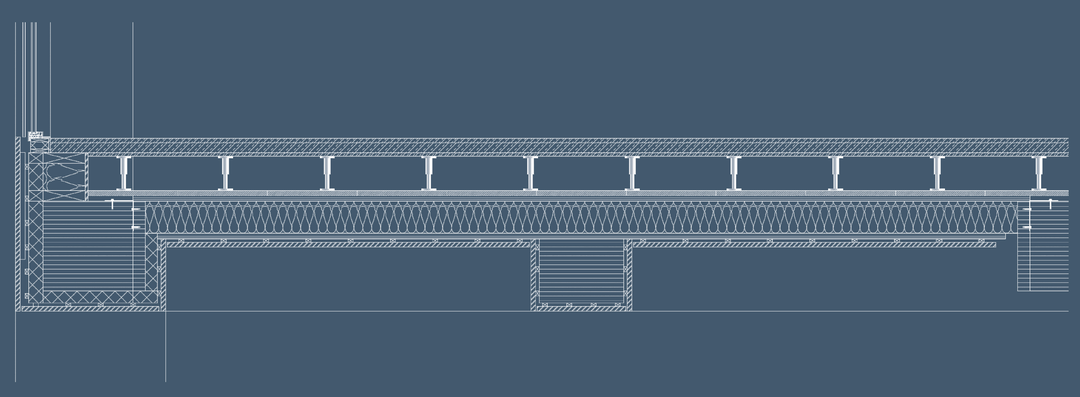
trees and bushes on roof




ROOF GARDENS 1:20




REGULAR FLOOR 1:20



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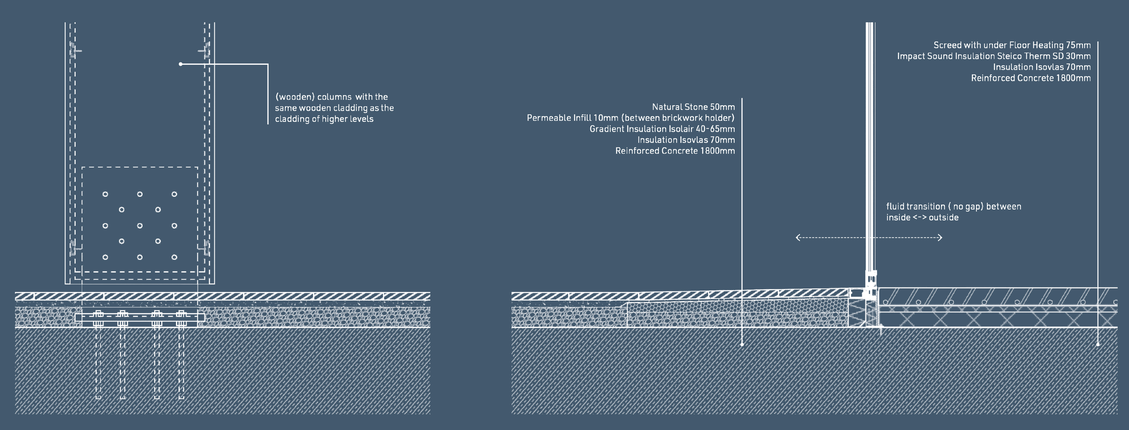


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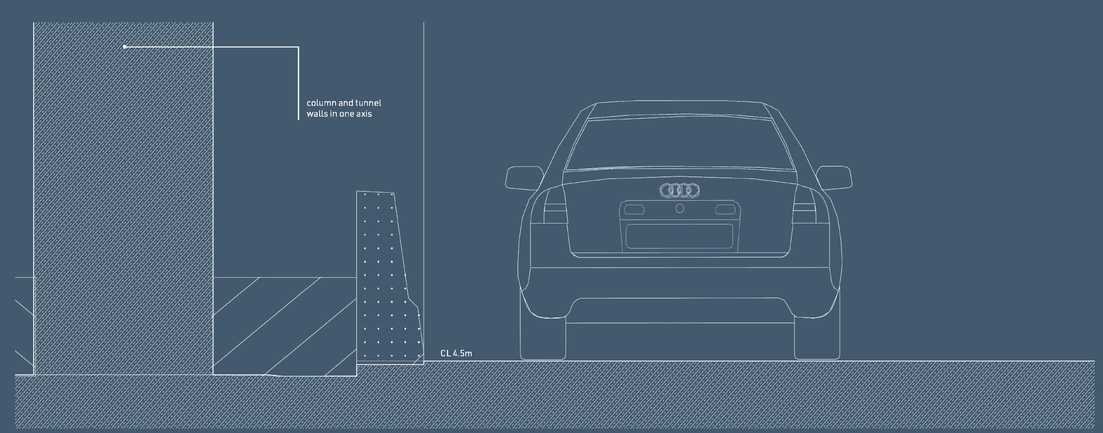
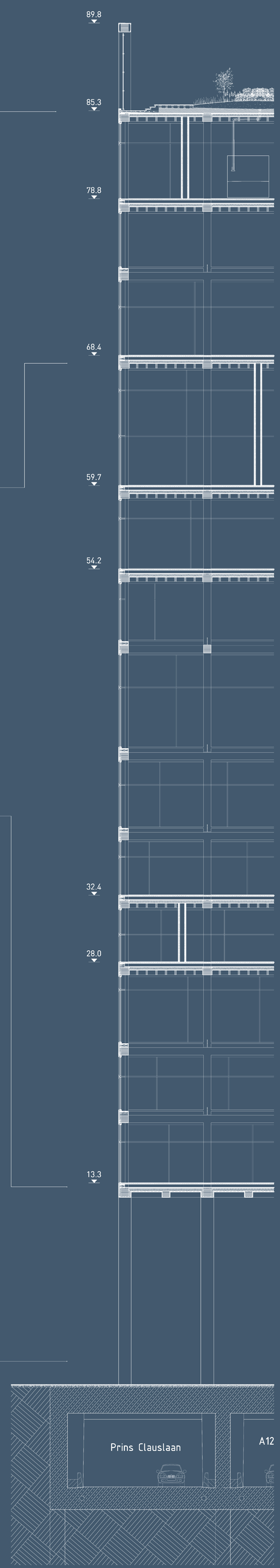



UNDERGROUND 1:20

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