

*Changing architectural education
towards human-centered architecture.*

P5 23.06.2015

Explorelab

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P5 Presentation

1.The Story

1.1 The Context

1.2 The Change

2.The Building

3. The Difference

3.1 It is public

3.2 It improves the community

3.3 It relates to the architectural preferences of
the residents of the community

3.4 It can be adjusted to the needs of users.

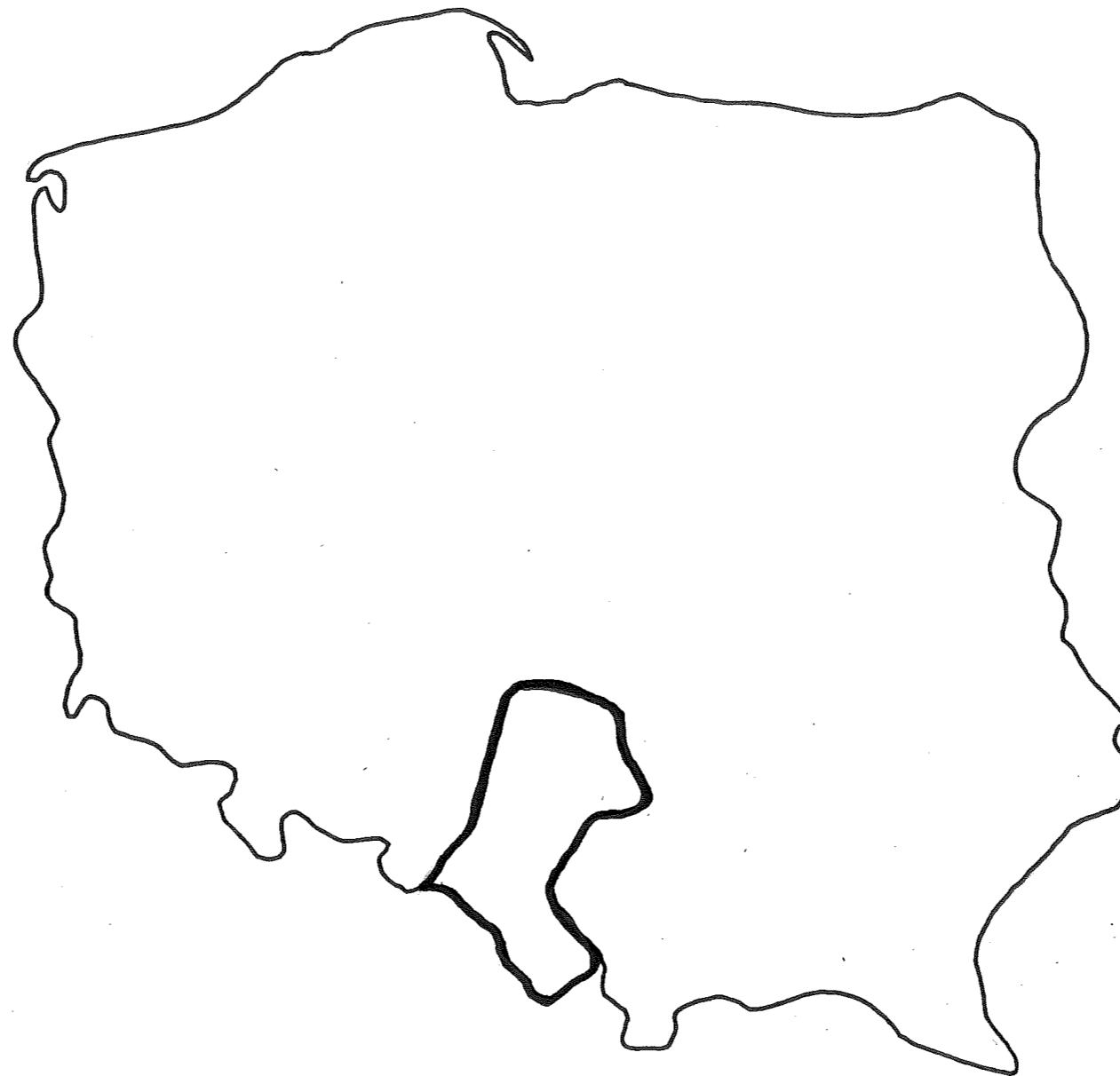
4. The Structure

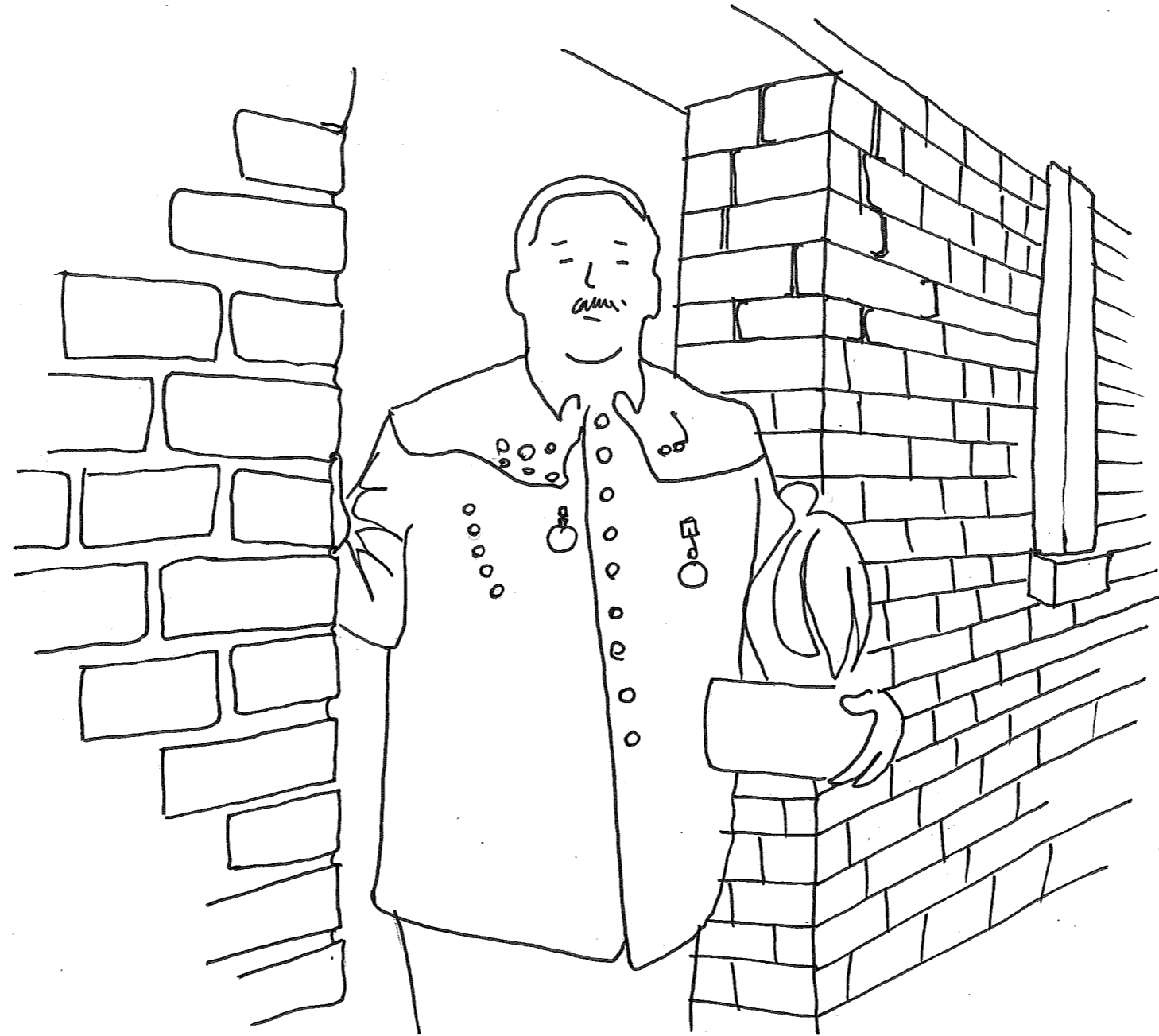
3.1 Atrium

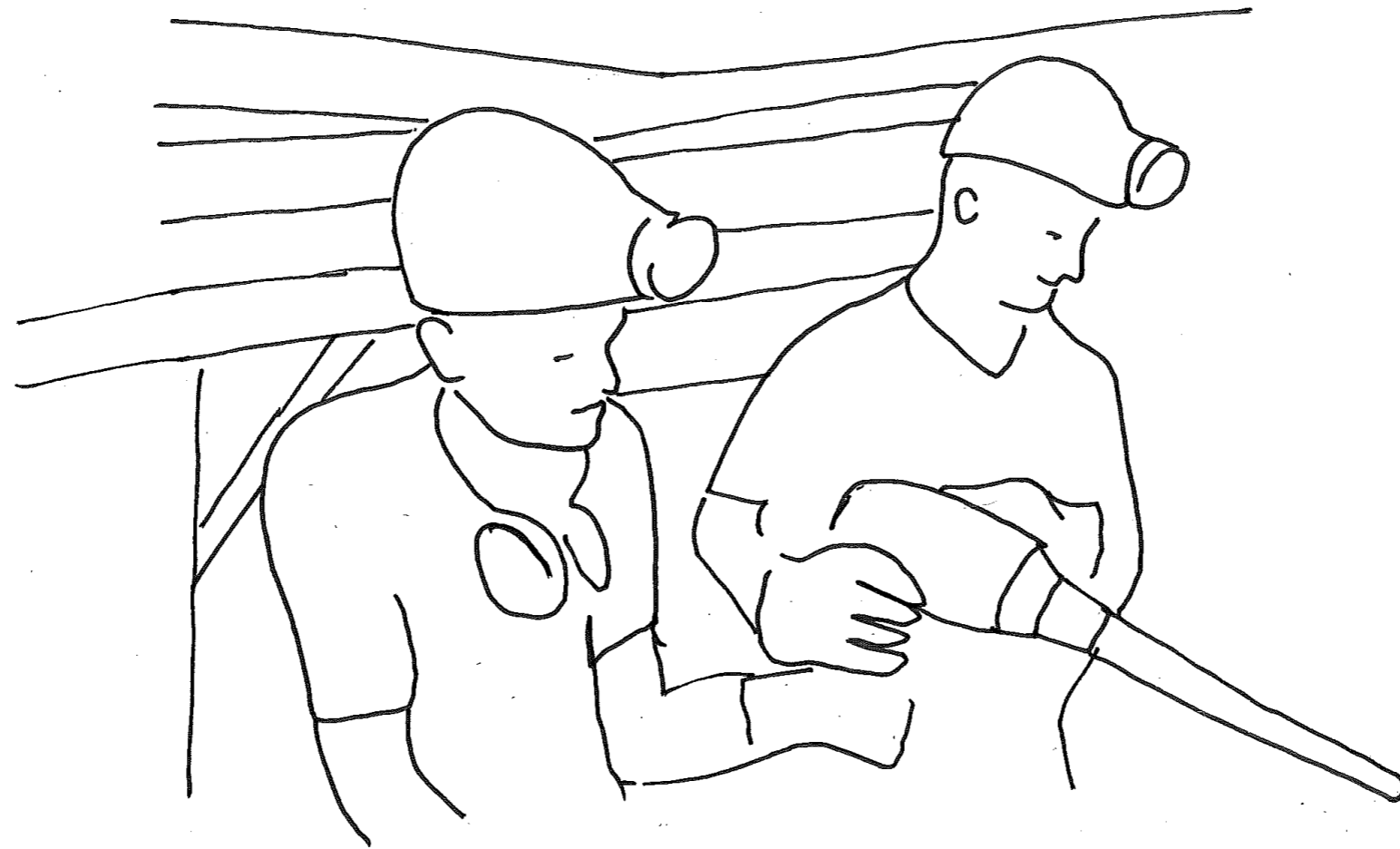
5. The Climate Design

1. The Story

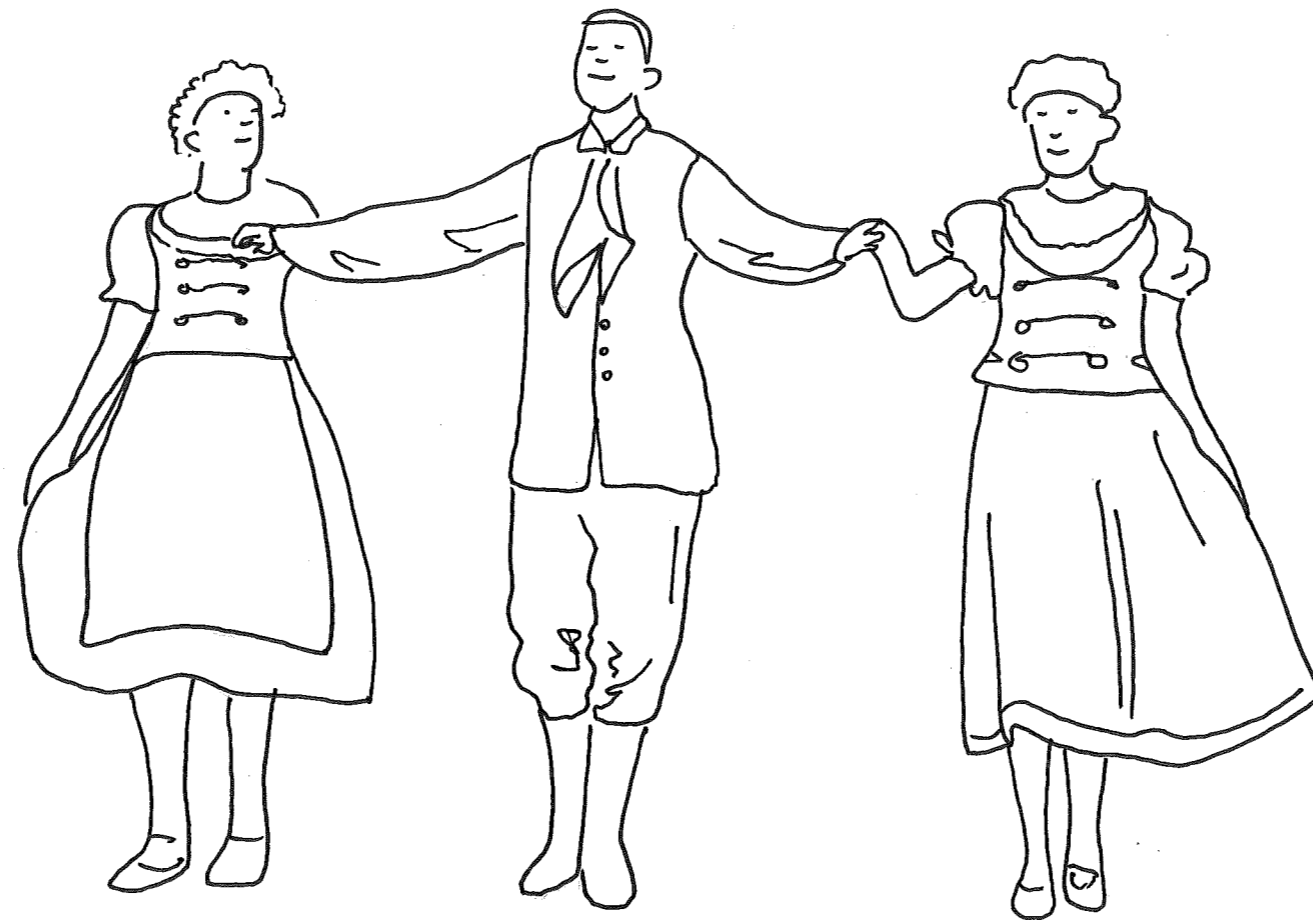
1.1 *The Context*



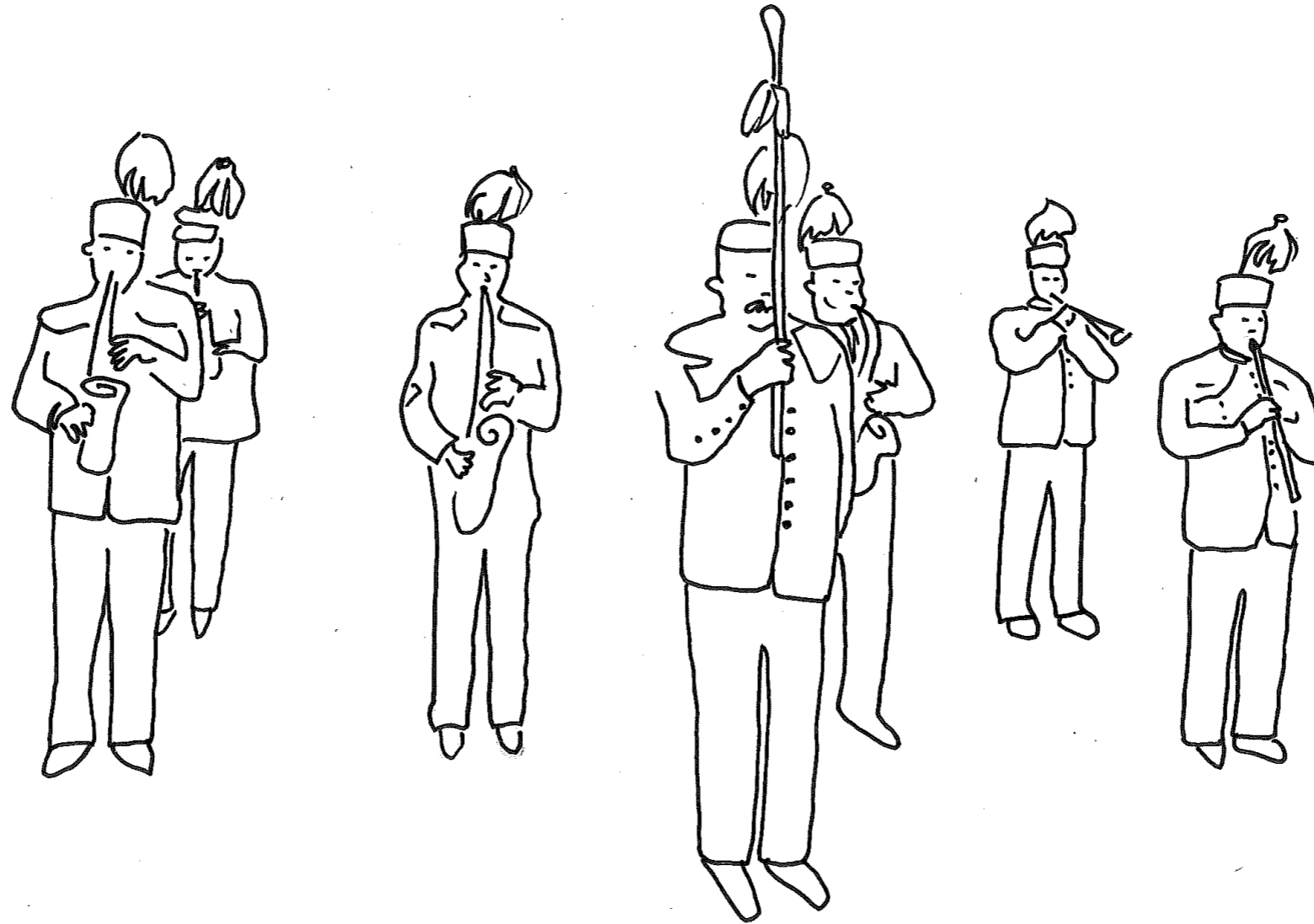


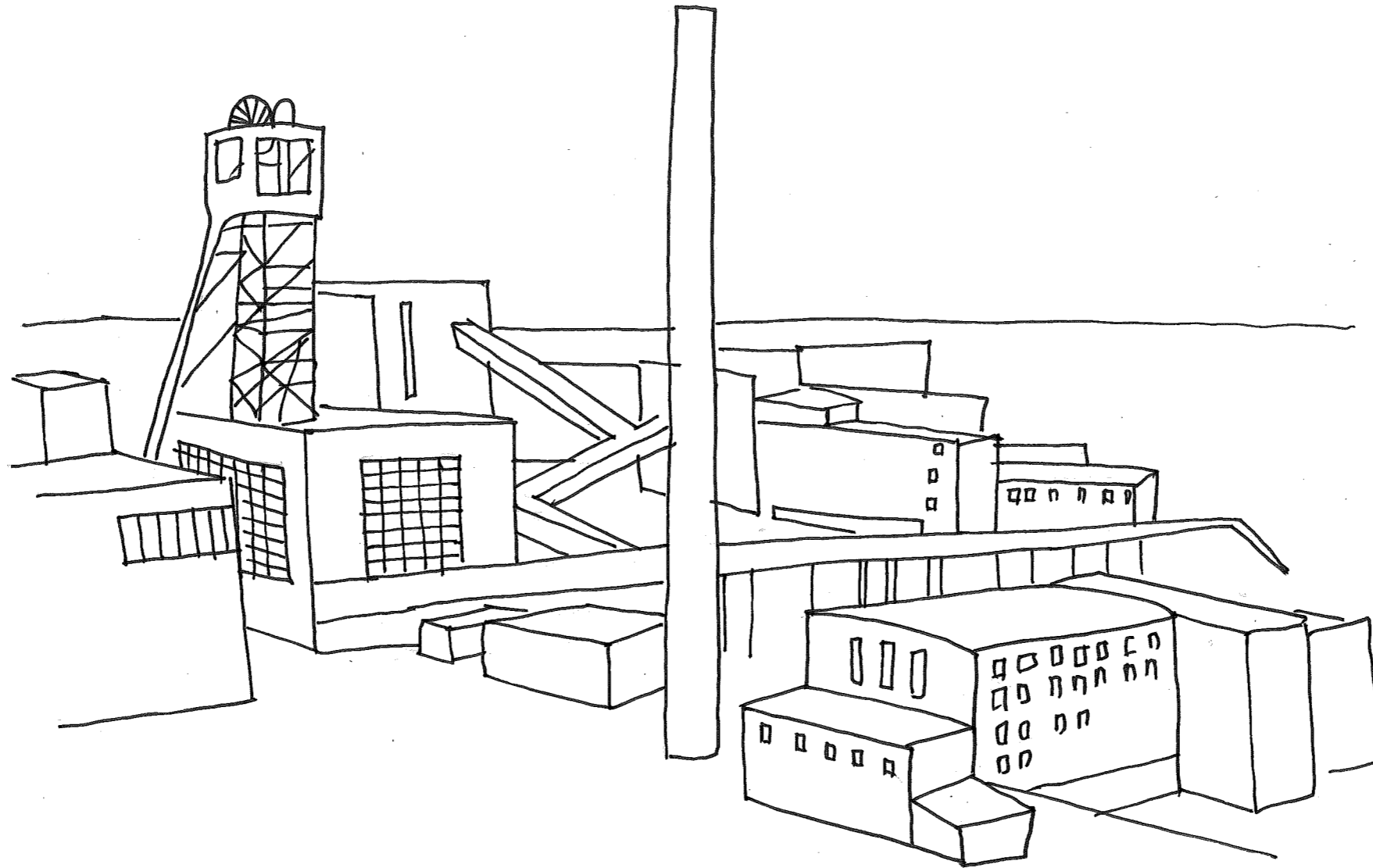


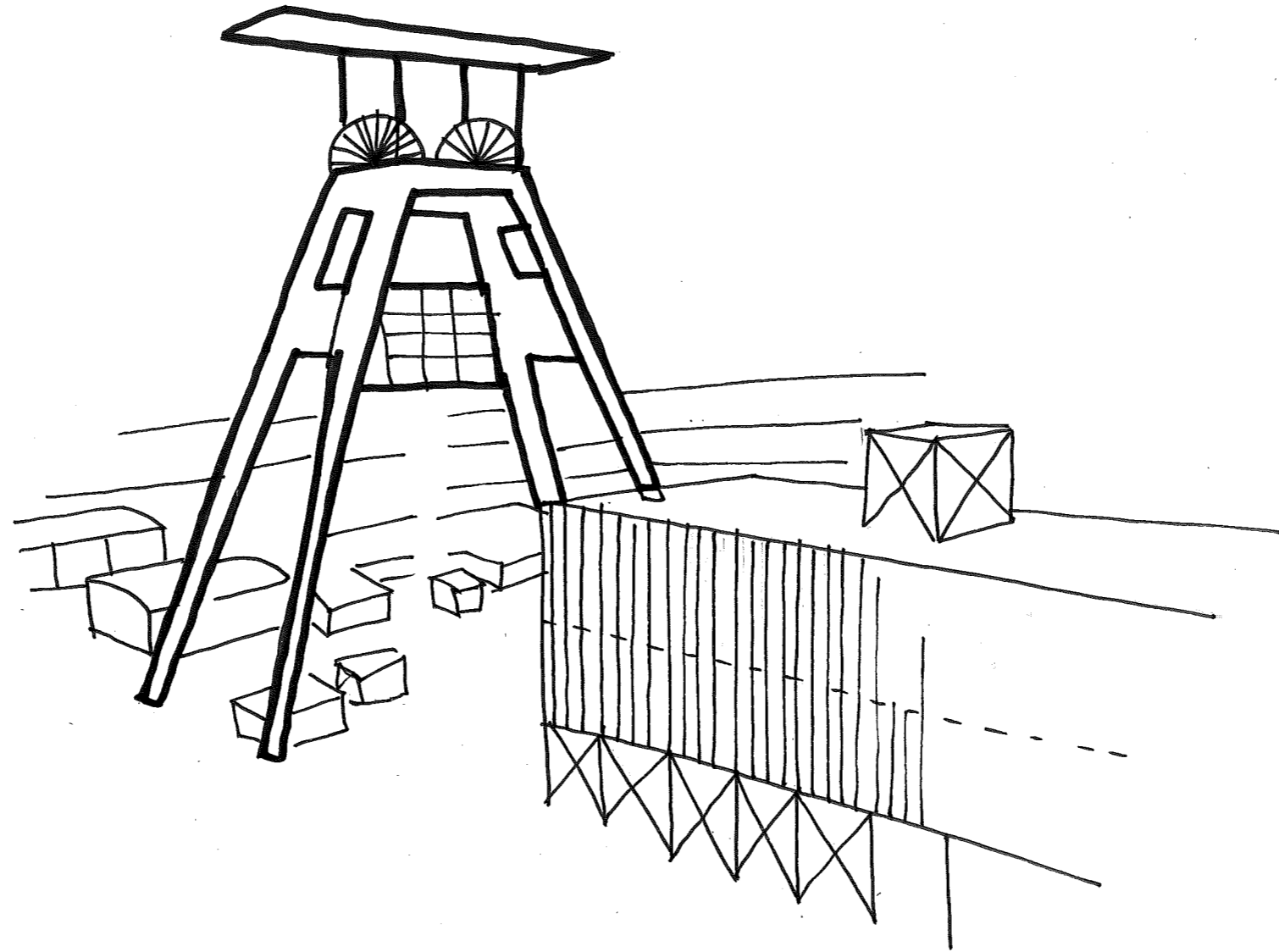
The Story- context
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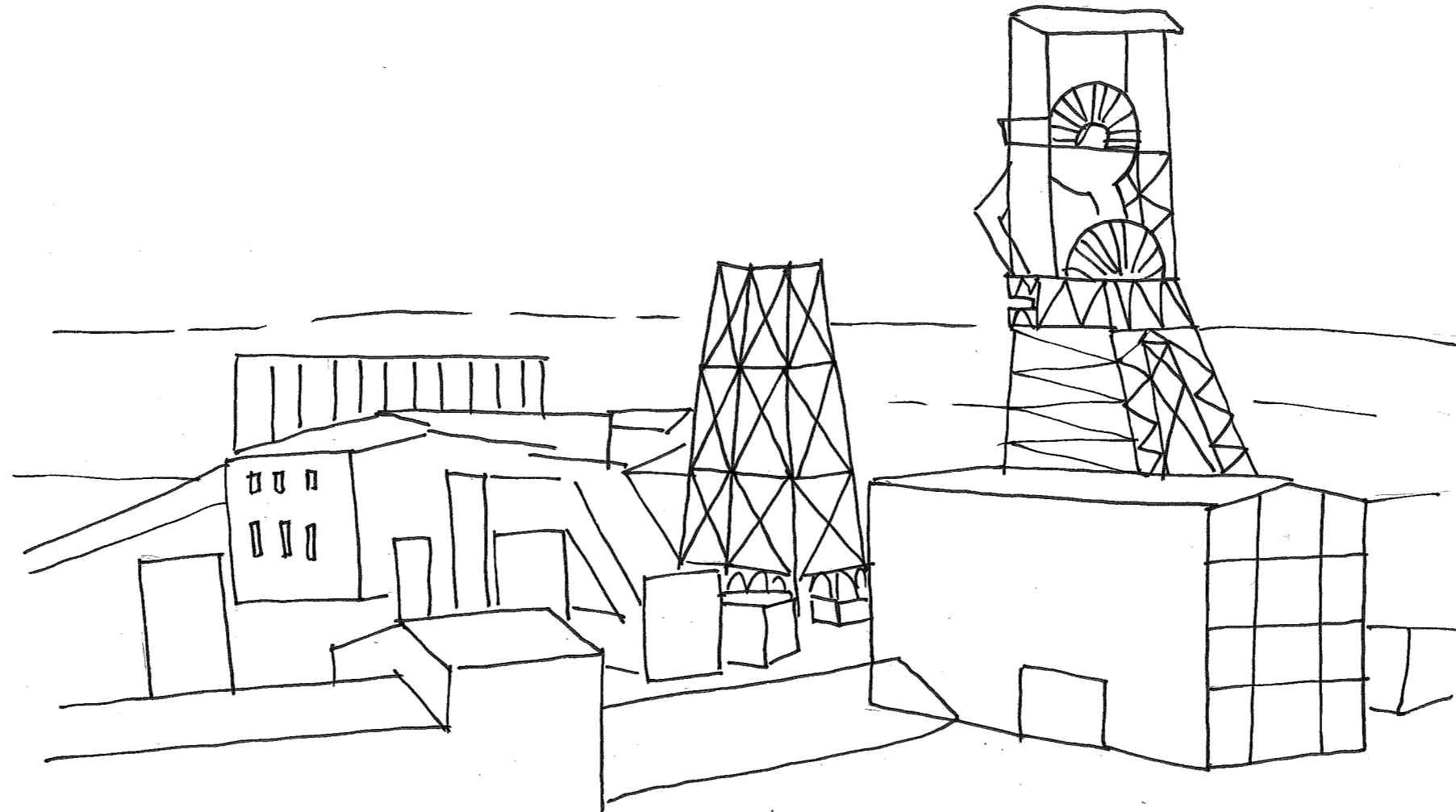


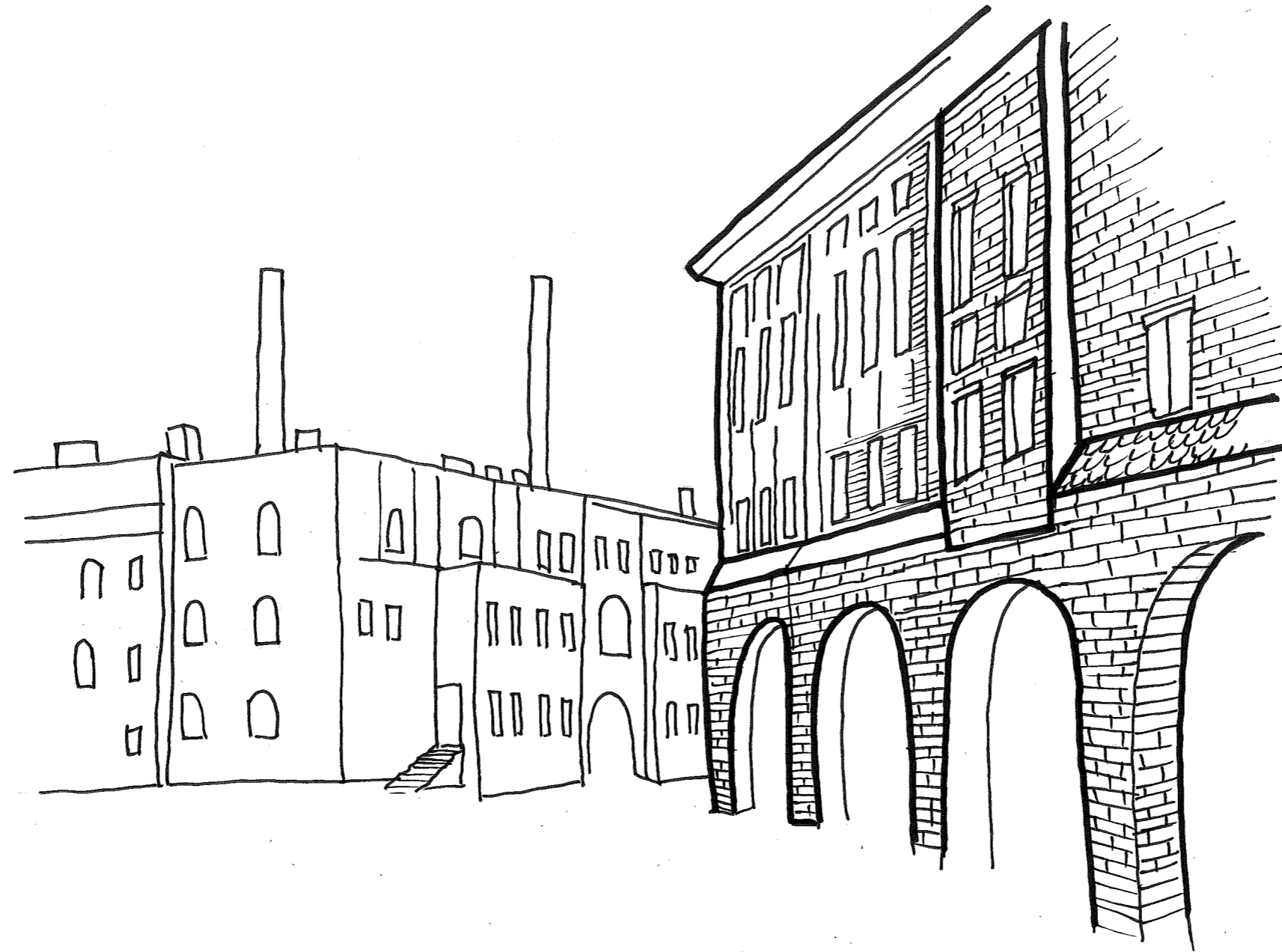
The Story- context
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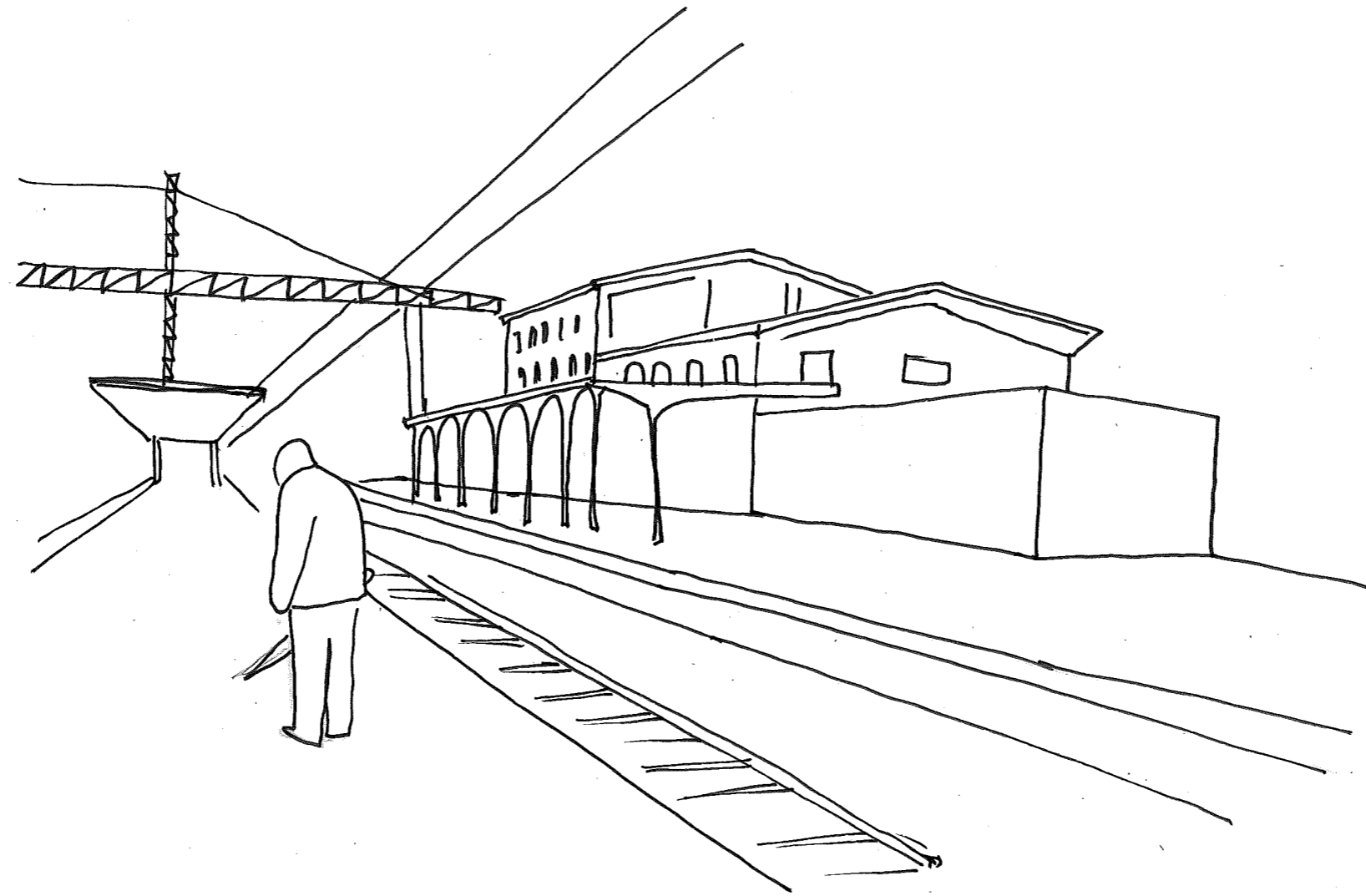


1.2 The Change

The Change- Świętochłowice
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The Change
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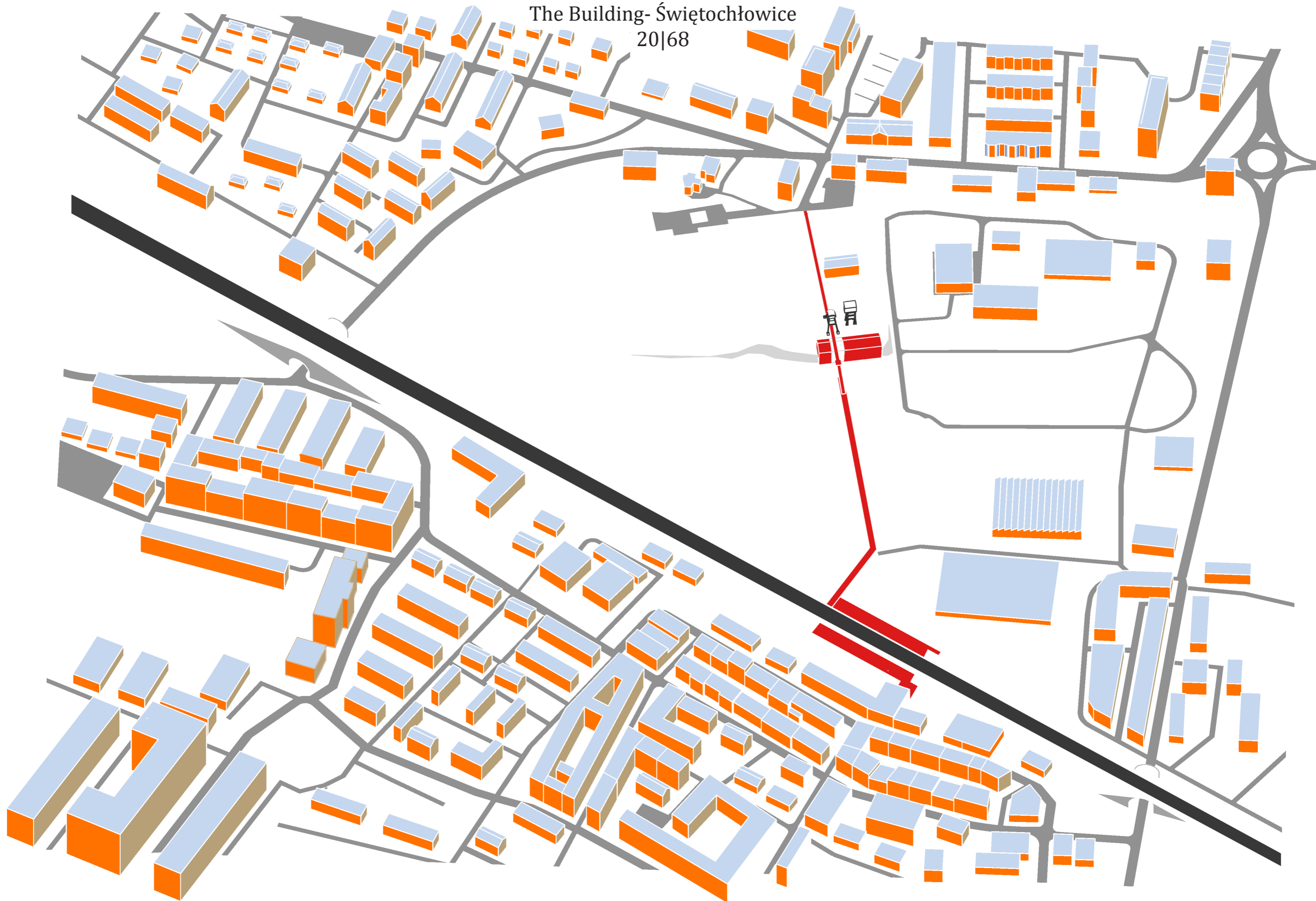


2. *The Building*

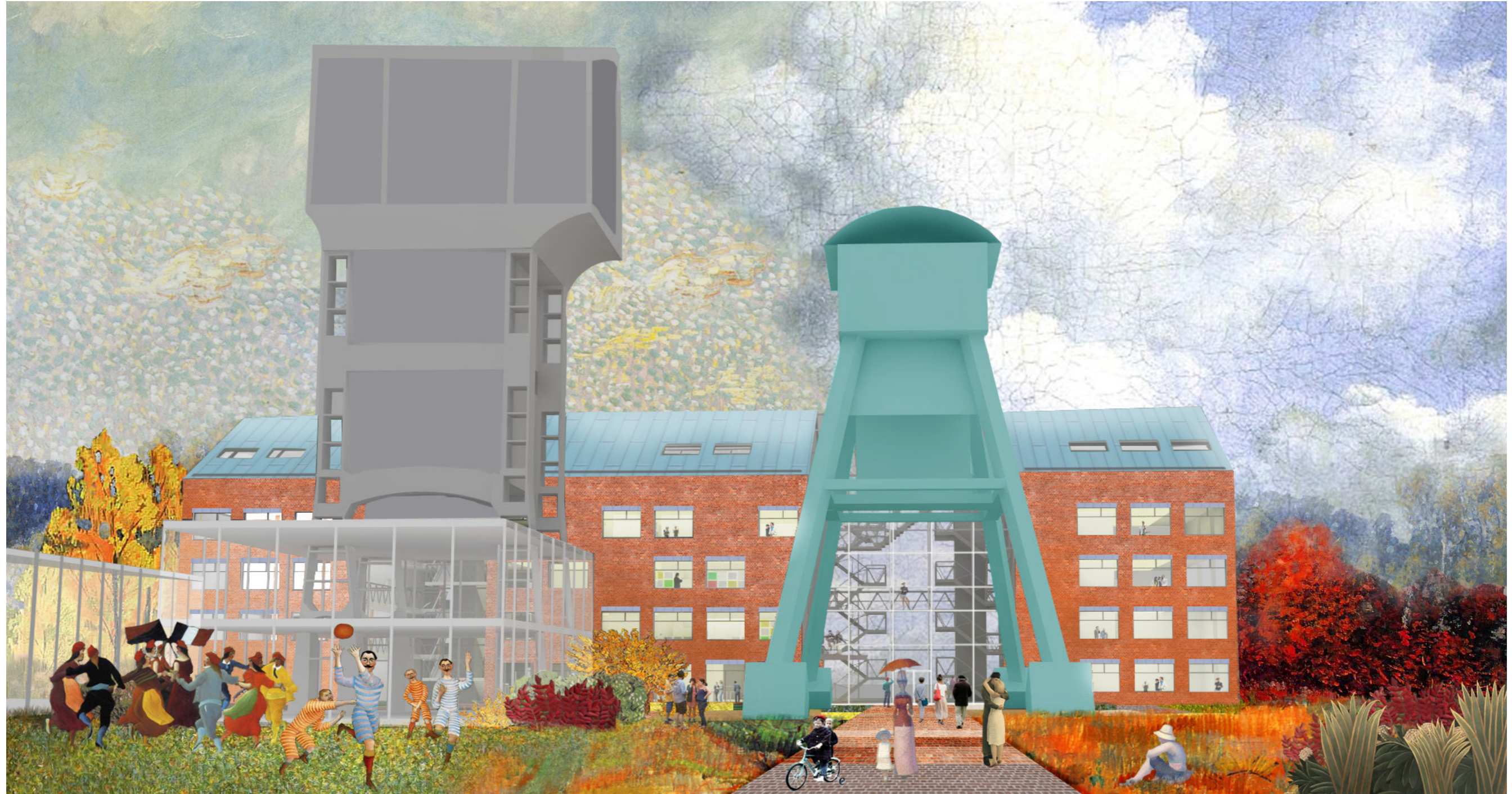
The Building
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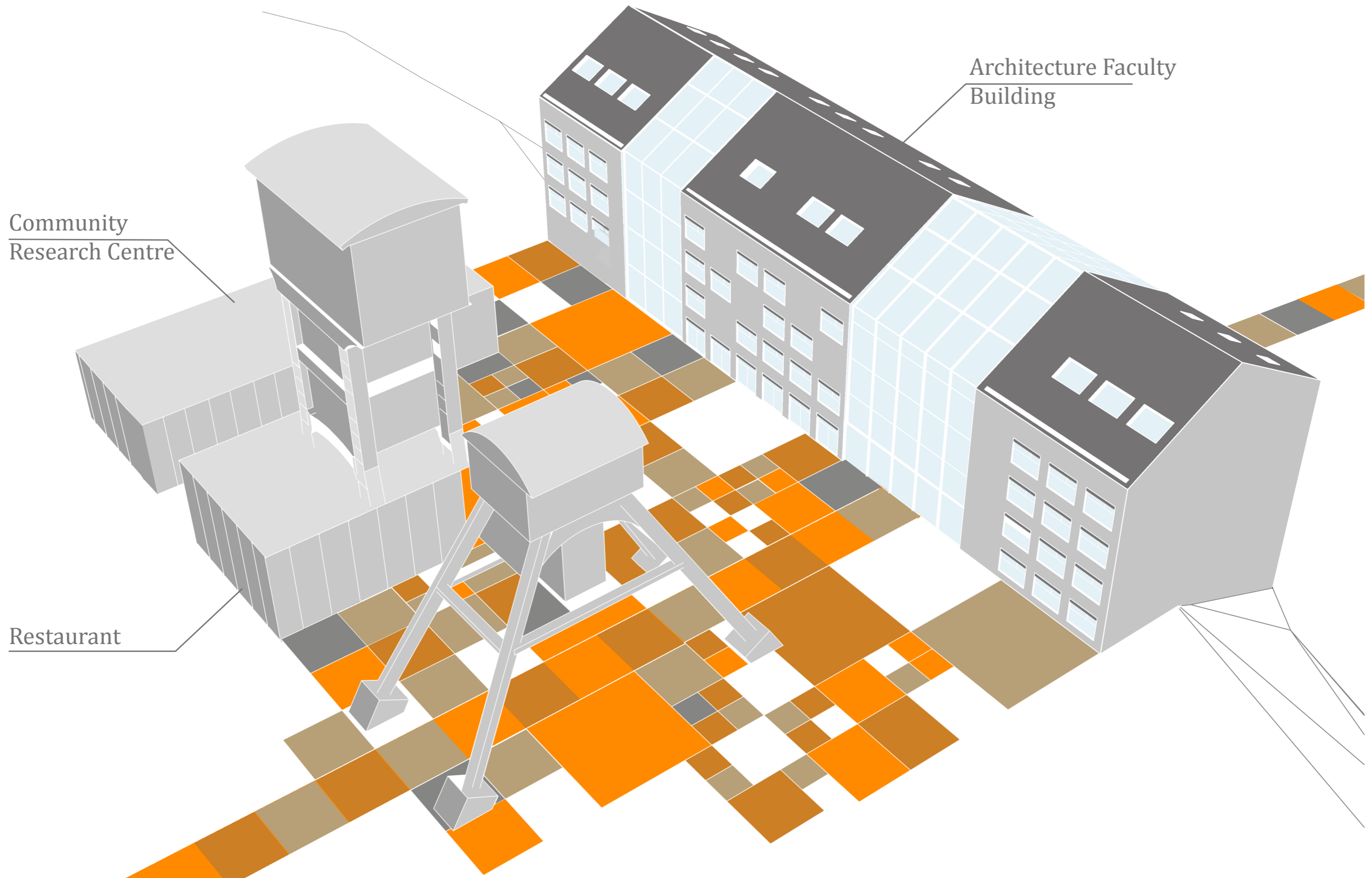
The Building- Świętochłowice
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The Building- Site Entrance View
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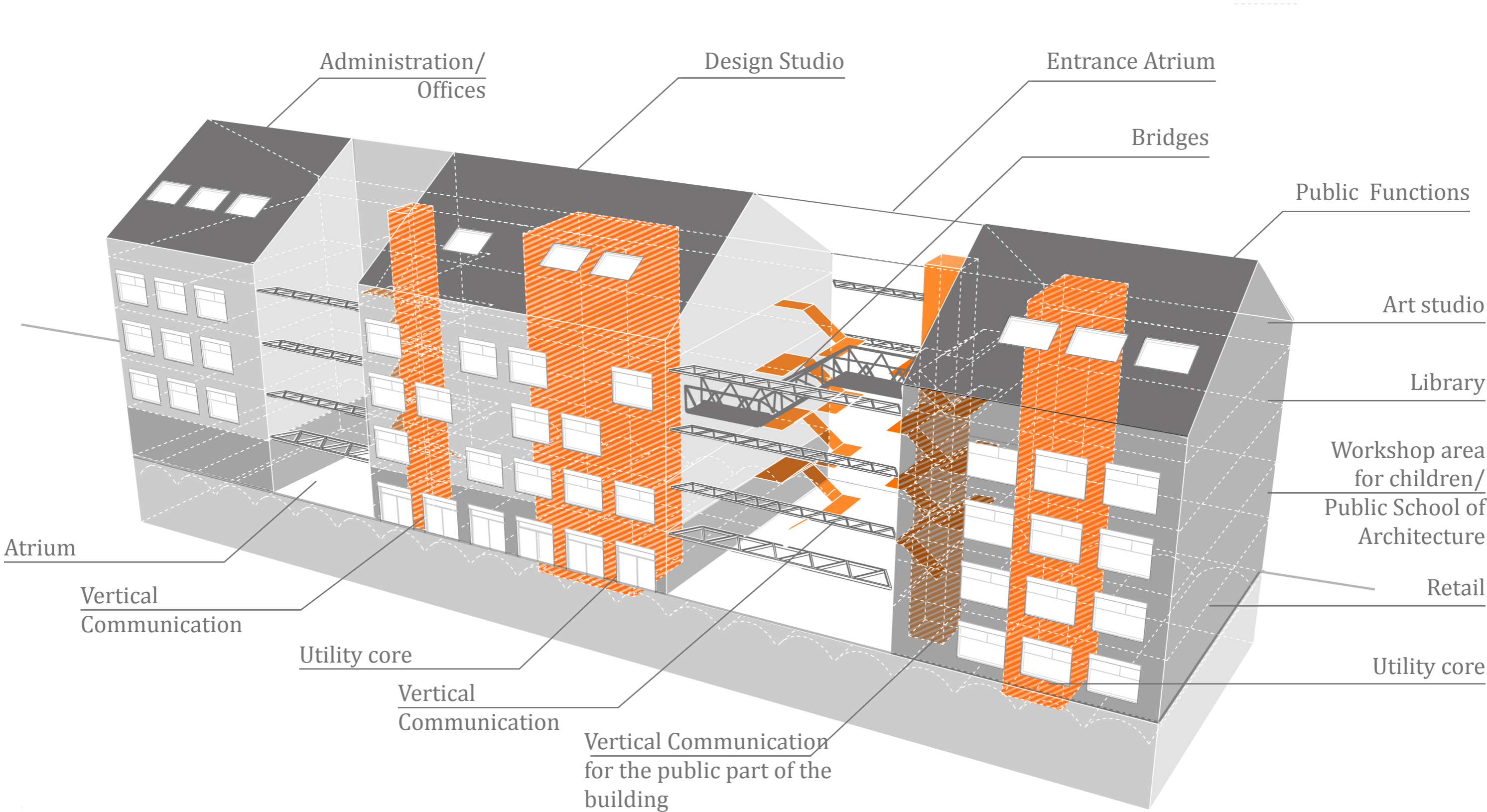
The Building- Site Axonometry
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The Building- Courtyard View
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The Building- Axonometry
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The Building- Atrium Axonometry

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Trusses- support for the
glass curtain wall

Vertical Communication
for the School

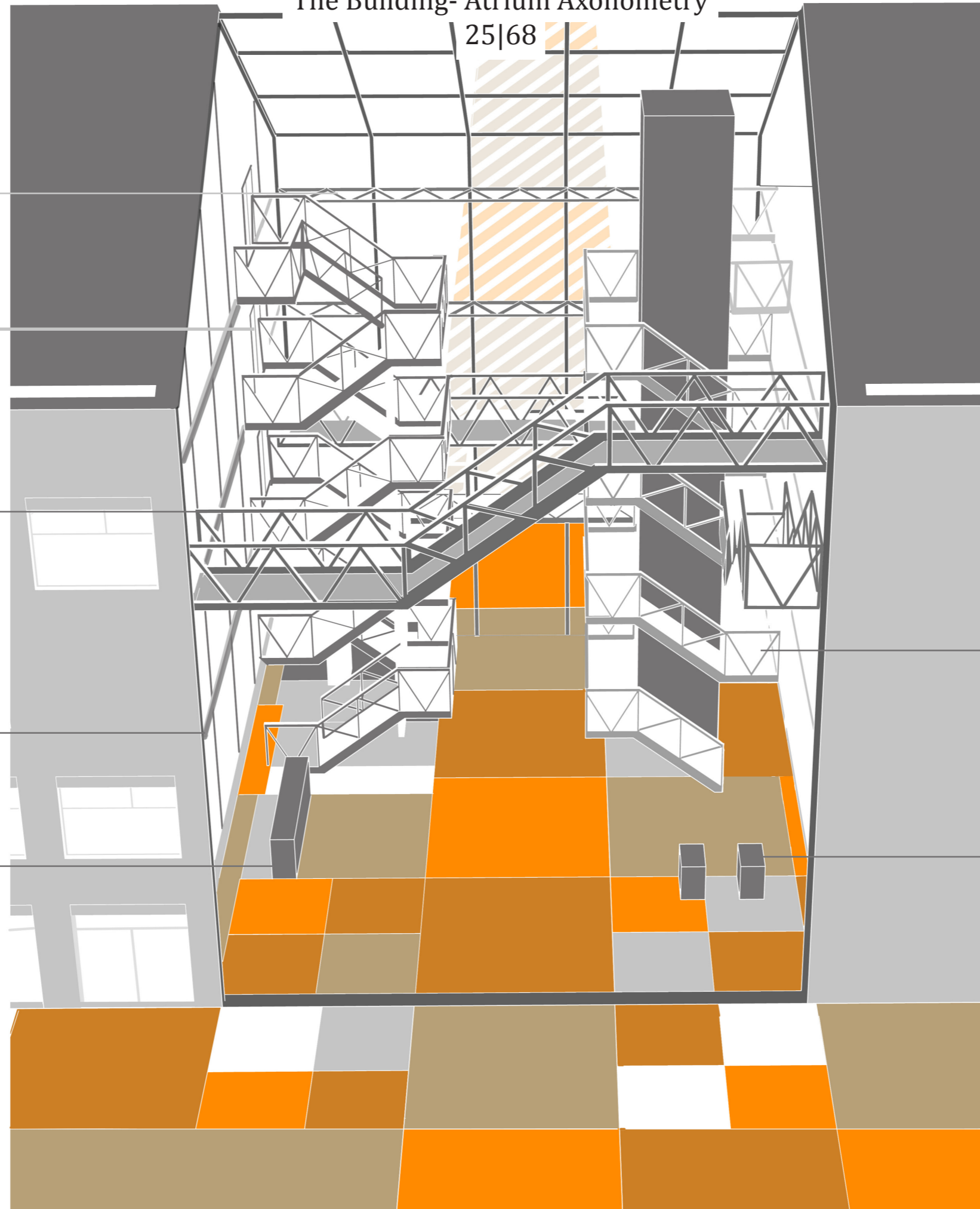
'Bridges'
Connection between the
public part and the School
of Architecture

Roll-down security doors

Info-point/ Guard post

Vertical Communication
for the public part of the
building

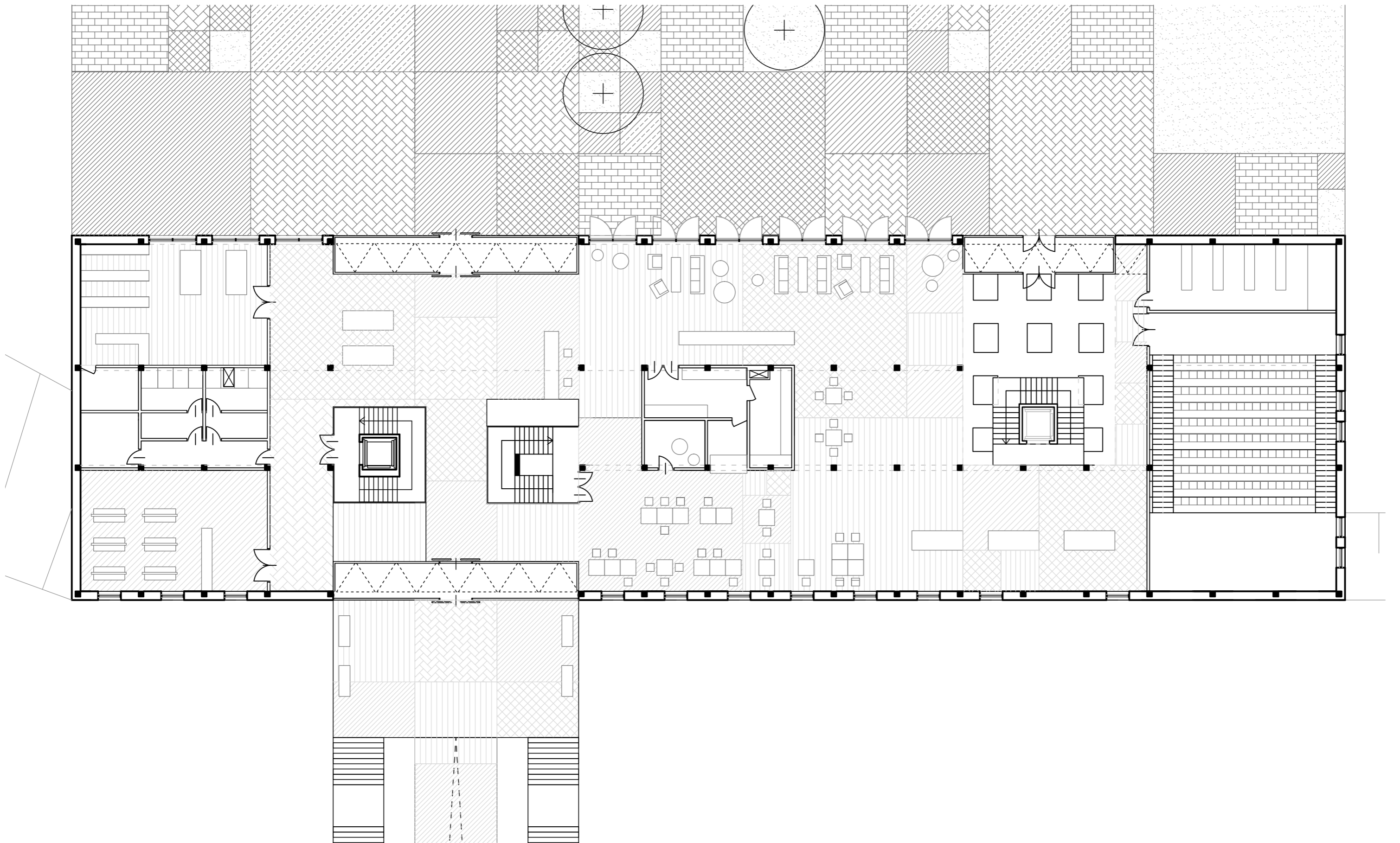
Community Projects
Exhibition area



The Building- Atrium View
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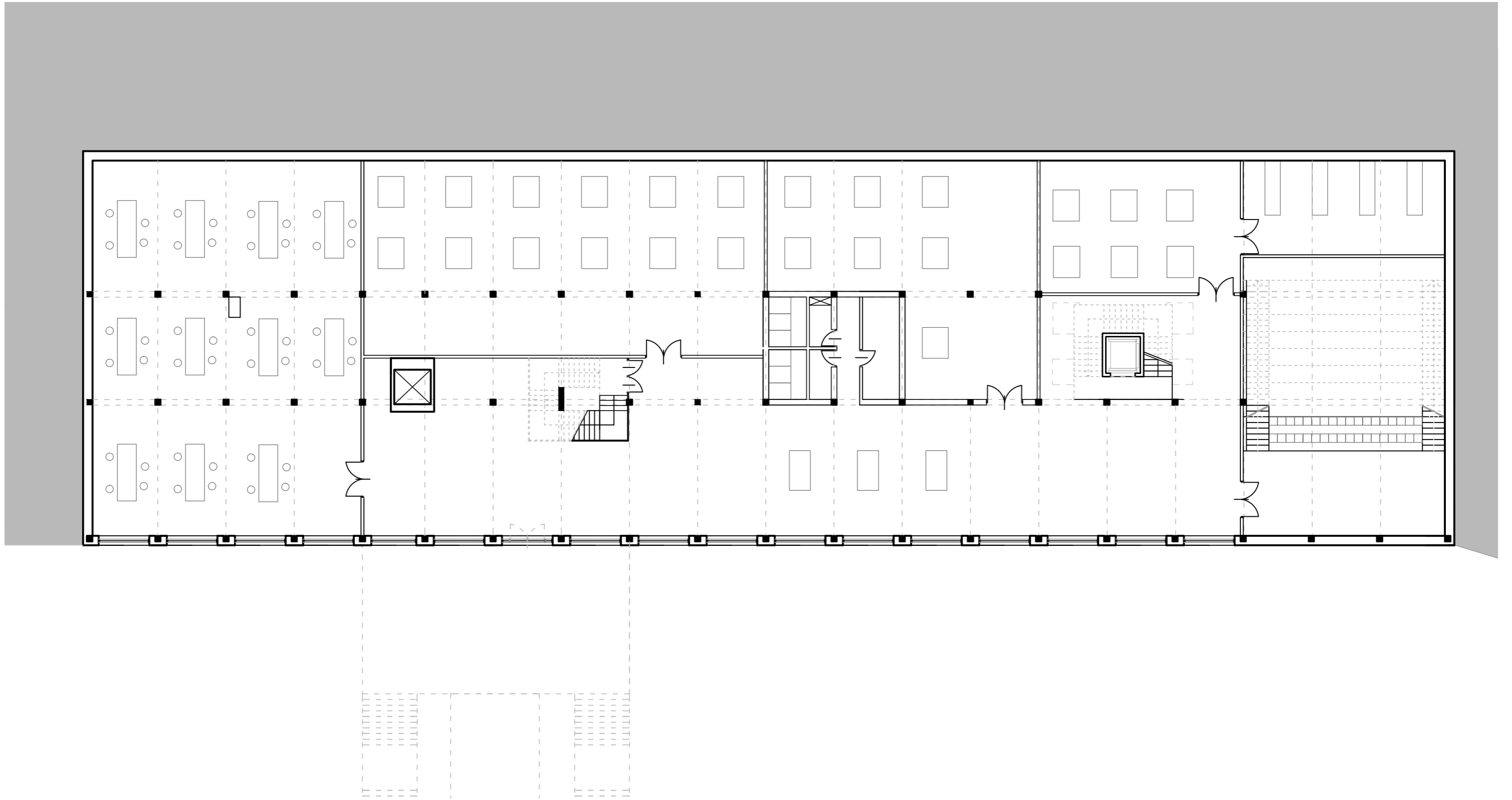
The Building- Groundfloor Plan
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The Building- Coffee Place View
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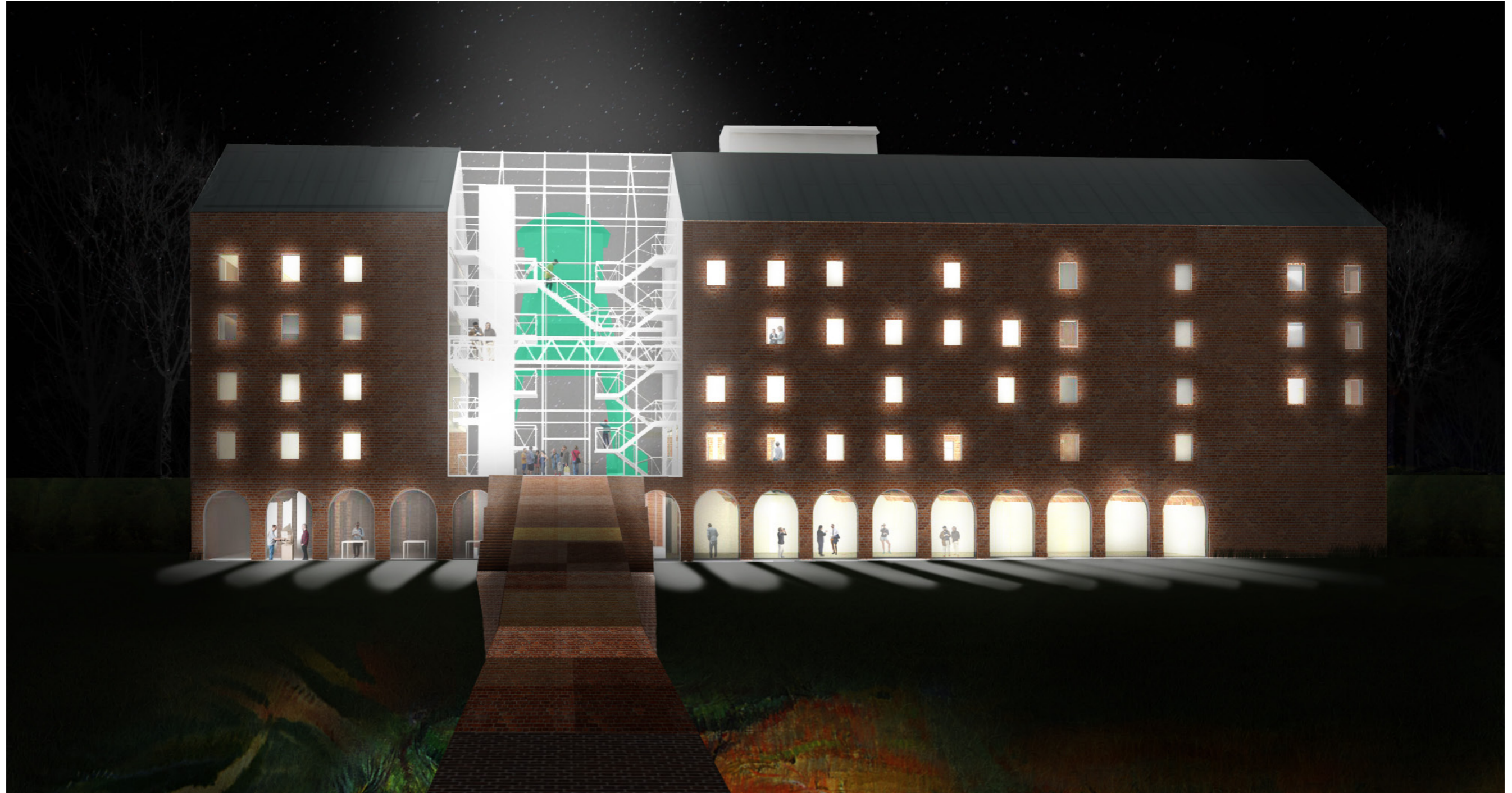
The Building- 'Cellar' Plan
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The Building- Cellar View
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The Building- View
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3. The Difference.

How and why is this Architecture Faculty Building different?

3.1. *It is public.*



Do architects and laypeople judge architecture differently?

This question has been asked by a number of sociologists and architects and most of the research came to the same conclusion, namely, that architects and laypeople differ significantly in their judgment of built environment. The differences refer to both the aesthetical and stylistic preferences and the meaning prescribed to buildings.

(Hershberger 1969, Groat 1982, Devlin and Nasar 1989, Gifford et al 2002, Fawcett et al 2008)

“Architects are increasingly incapable (...) of creating artful, harmonious work that resonates with a broad swath of the general population, the very people they are, at least theoretically, meant to serve.”



The New York Times

“How to rebuild Architecture?”

Steven Bingler and Martin C. Pedersen 15.12.2014

“For too long architecture has flatly dismissed the general public’s take on its work, even as architects talk about making that work more relevant with worthy ideas like sustainability, smart growth and ‘resilience planning.’”



Forbes®

“Architecture Continues To Implore: More Insiders Admit The Profession Is Failing”

Justin Shubow, 06.01.2015

Habitus—

the set of values, worldview, expectations, taste, and lifestyle that every individual possess, and it is a result of his/her upbringing, experience, education, and class discrimination.

Making sure, that the habitus of the individual aligns with those encouraged by the profession is a big part of architect's education and is gained through a number of psychological, and sociological tools such as the education based on the empty vase model, the studio environment, reinforcement of certain behaviours (pulling all-nighters before the presentation), language, poses presented by the student, enhancement of competition between students, and many others.

The 'social action' model of the school, where students are developing projects with neighbours and activists, where the abecedarian architects have opportunities to interact and talk about architecture with laypeople could help the future architects understand better the public taste and perception of architecture , teach them how to talk about the built environment with non- architects, and not let the future building designers forget, that architecture is made for people.

The Difference- Case Studies
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Public School of architecture



Community Design Center



Sci Arc



Universitaet der Nachbarschaften



Jugend Architektur Stadt



Rural Studio, Auburn University



Bauhaus



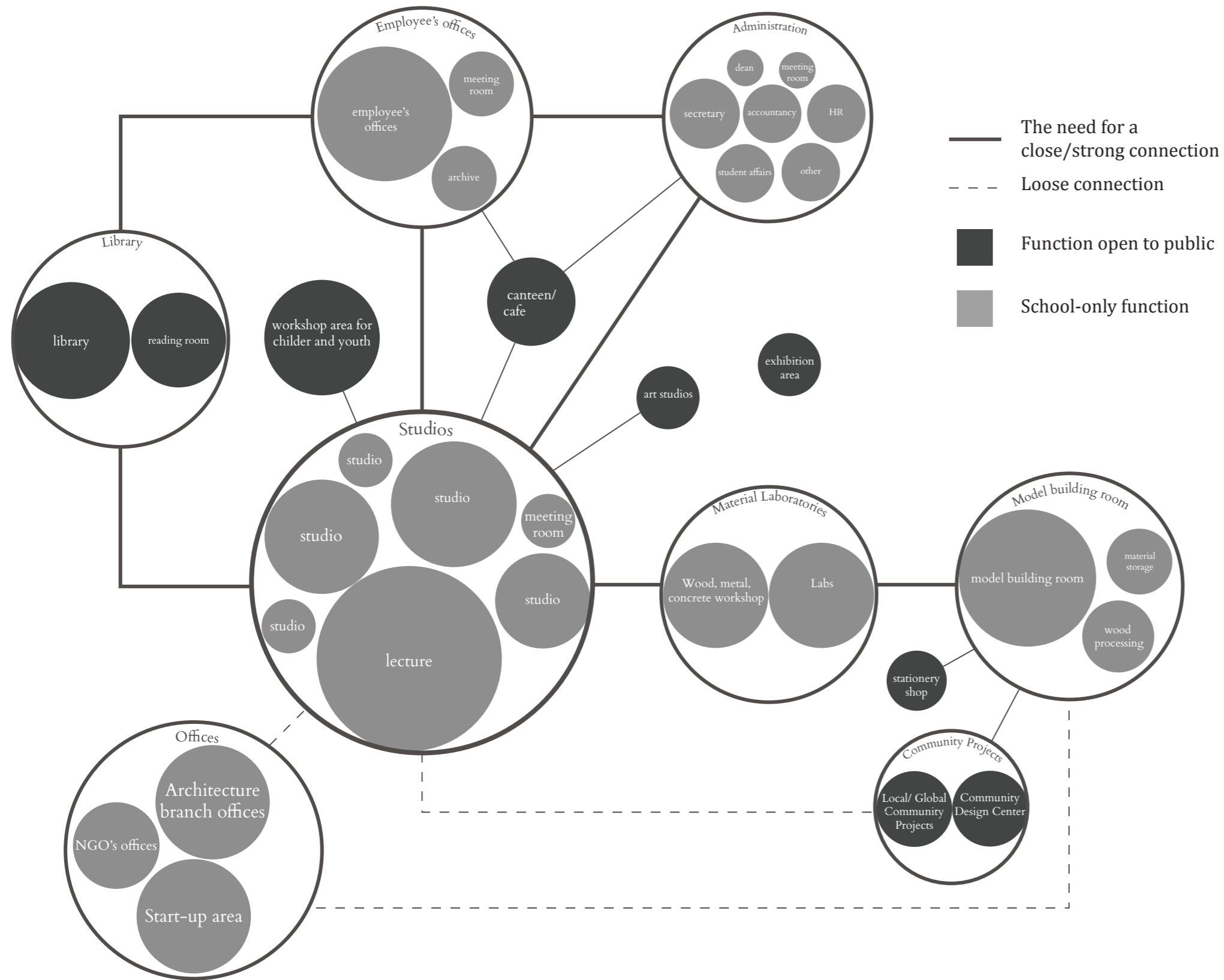
Taliesin West



VIA University, Horsens, Denmark

The Difference- Building Program

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Architecture Faculty for 175-250 students.

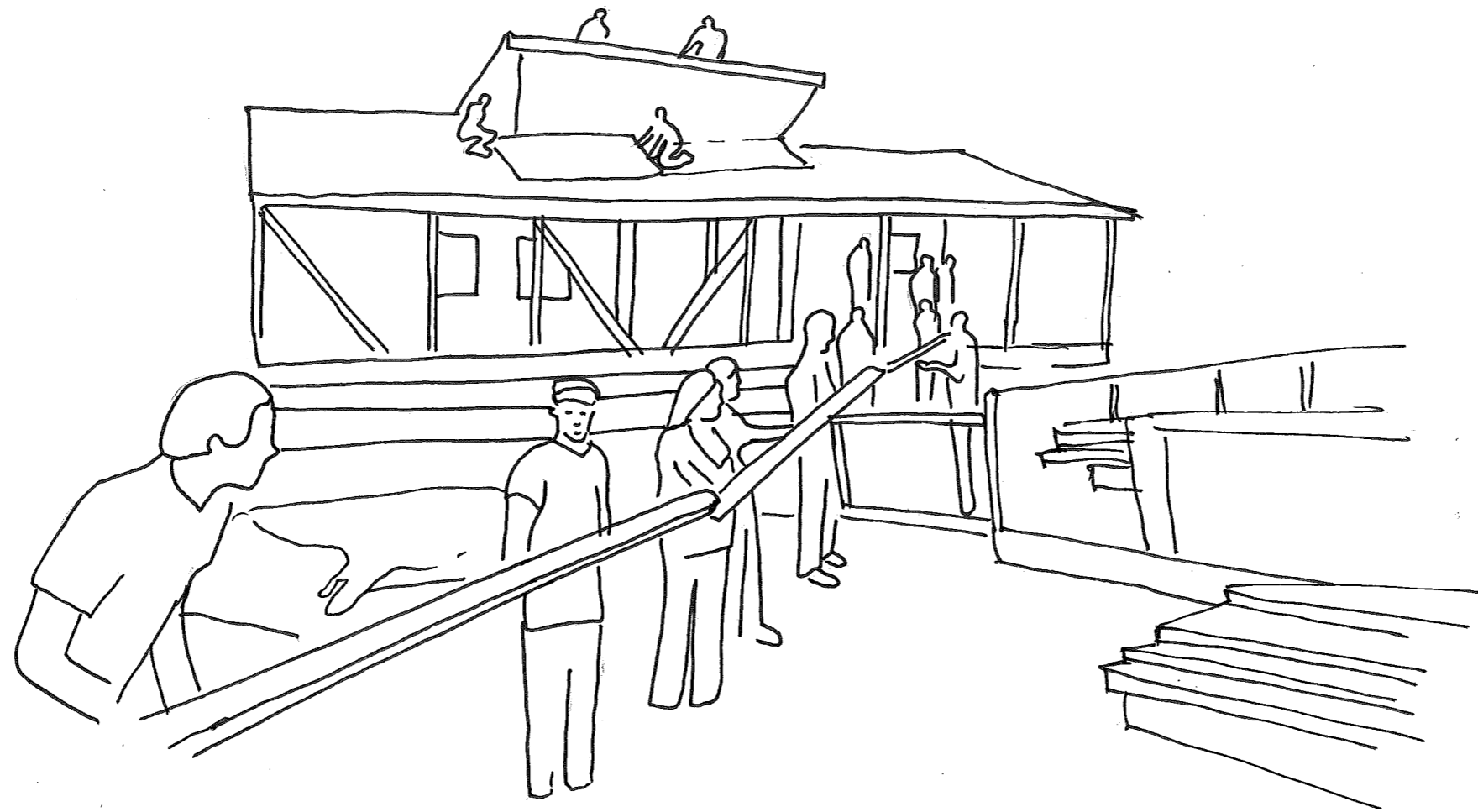
studios	850 sqm
model building room	500 sqm
library (+additional public reading room and conference/ exhibition)	450 sqm
restaurant/cafe/pub	430 sqm
materials laboratories	120 sqm
lecture(+ public lecture theater)	200 sqm
employees offices	500 sqm
administration	400 sqm
print shop/ stationary/ bookshop	200 sqm
technical/ storage	150 sqm
bathrooms	120 sqm
workshop for children/ youth	100 sqm
Public School of Architecture	100 sqm
student support/ info point	70 sqm

Total: 4200 sqm

3.2. It improves the community.

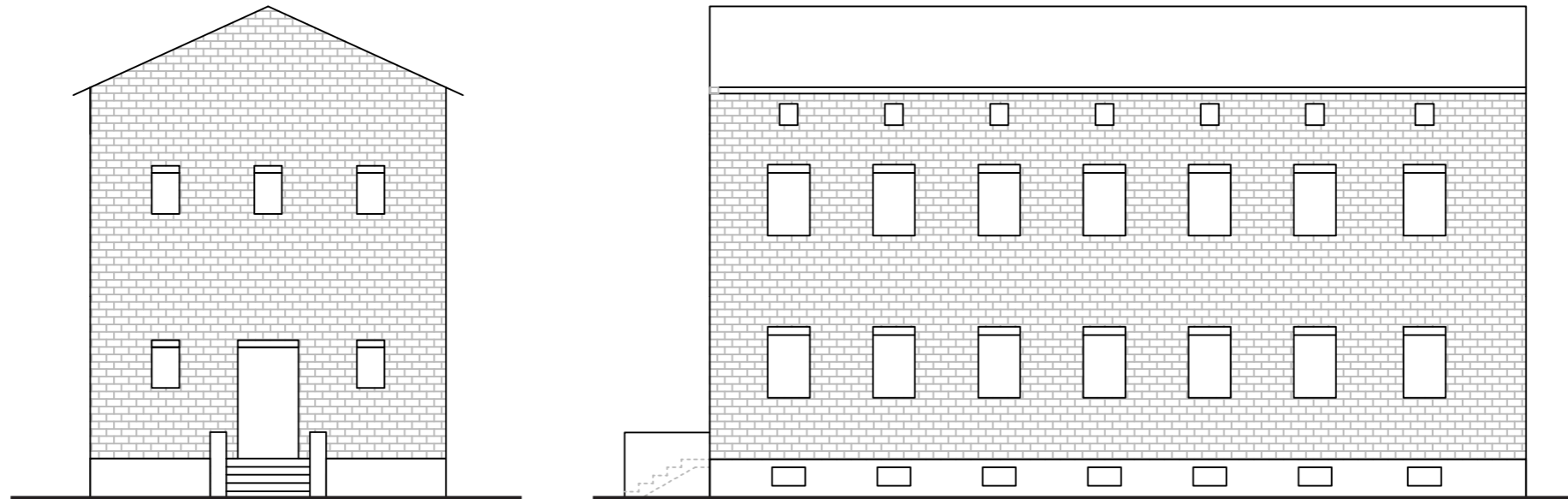
The Difference- Social Model

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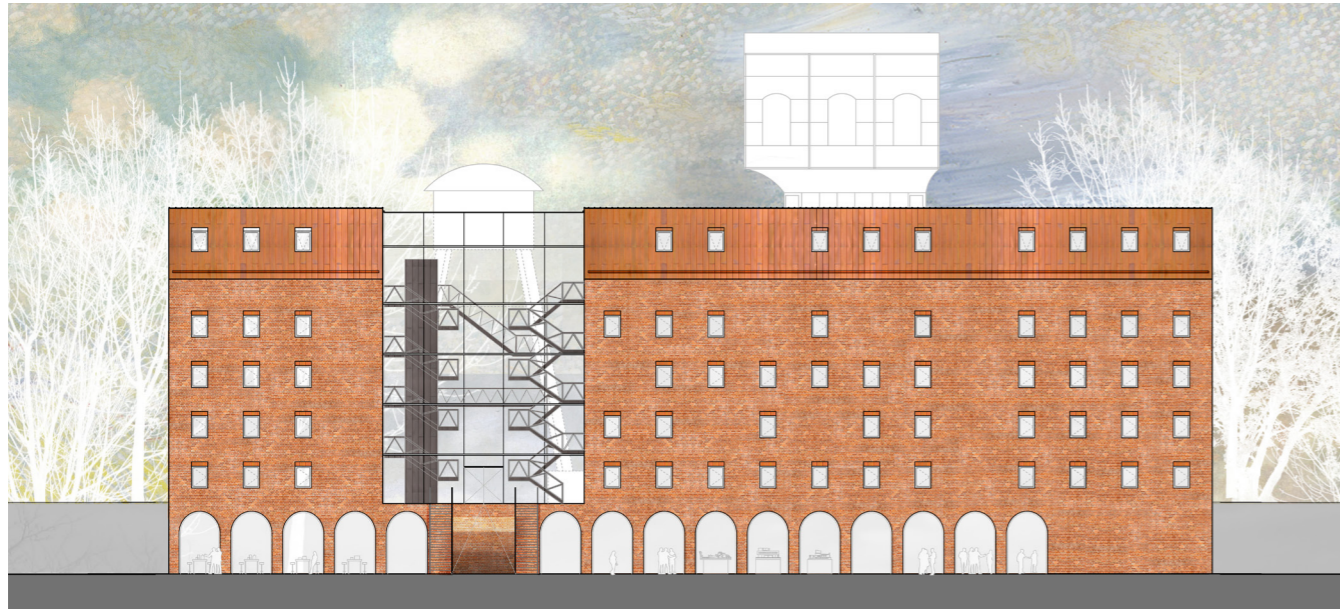
3.3. It relates to the architectural preferences of the residents of the community.

'Familok' building type

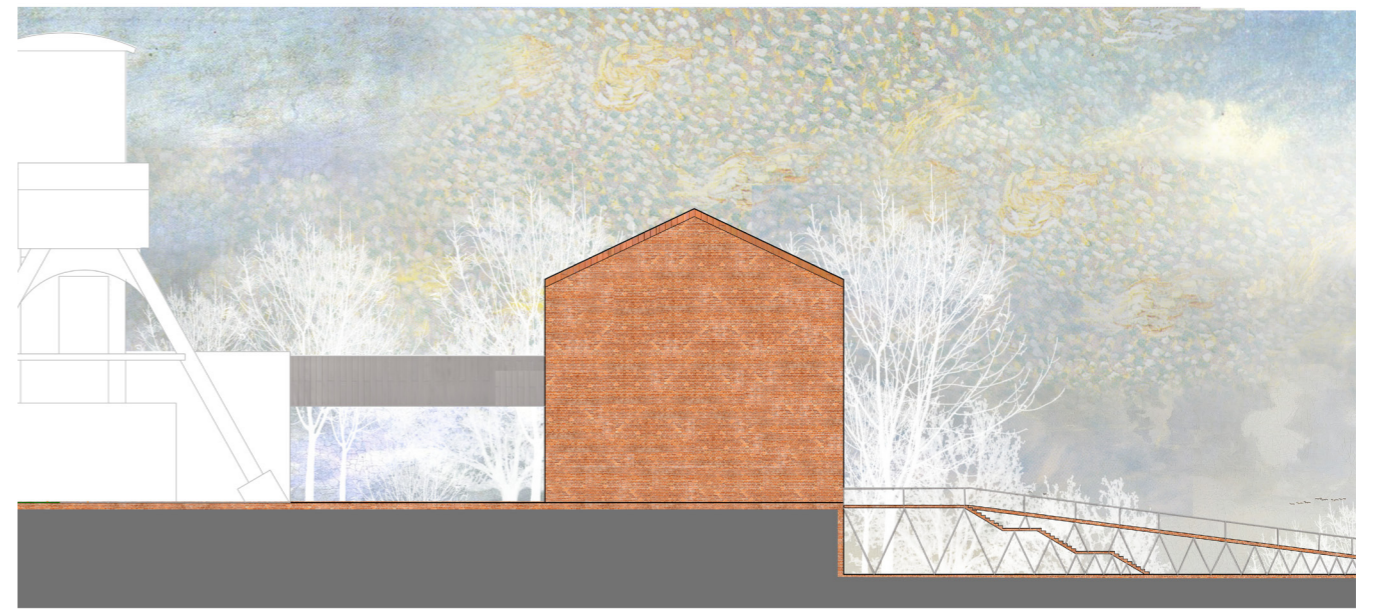


The Difference- Relating to cultural context
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North Facade



East Facade



South 'Courtyard' Facade



West Facade



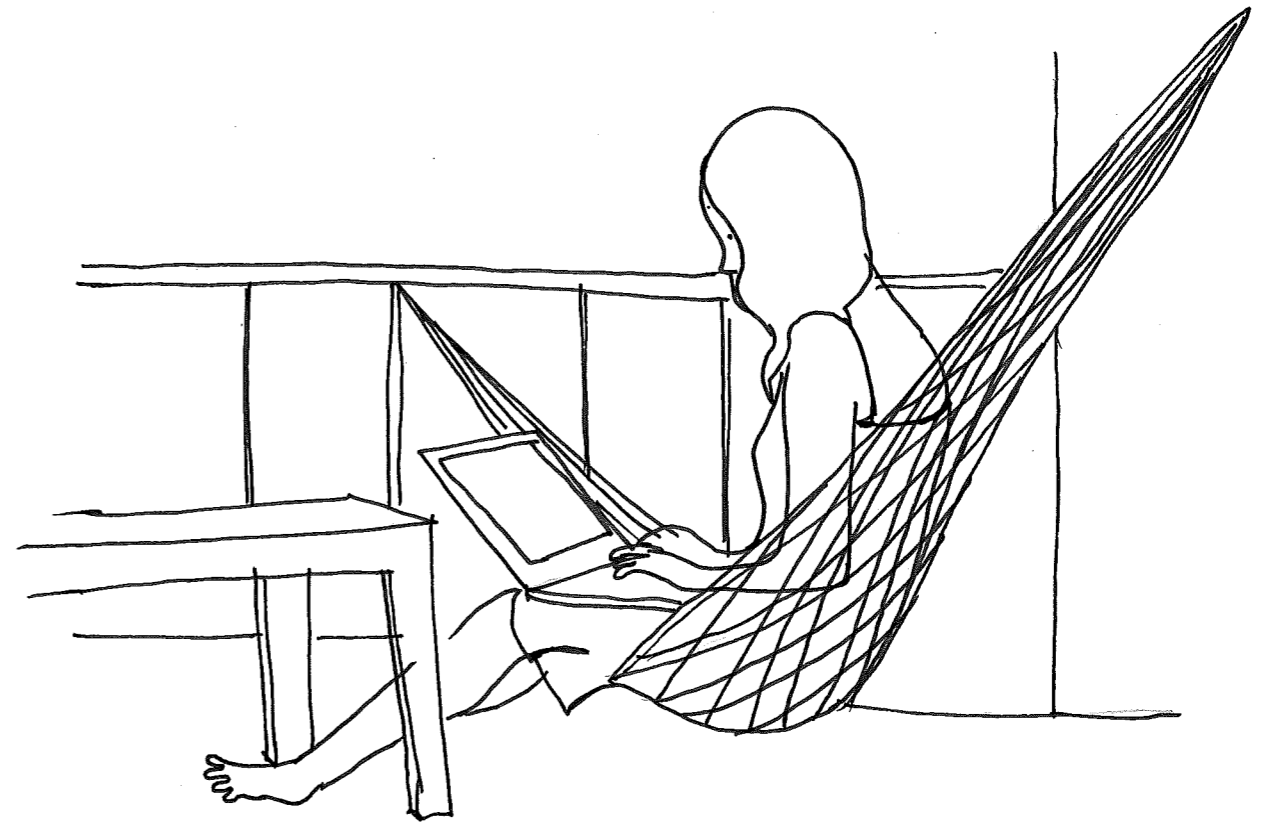
3.4. It can be adjusted to the needs of the users.
It enhances the creativity of students.

Users of an Architecture Faculty have various, sometimes
contradictory preferences.

"Being together helps."

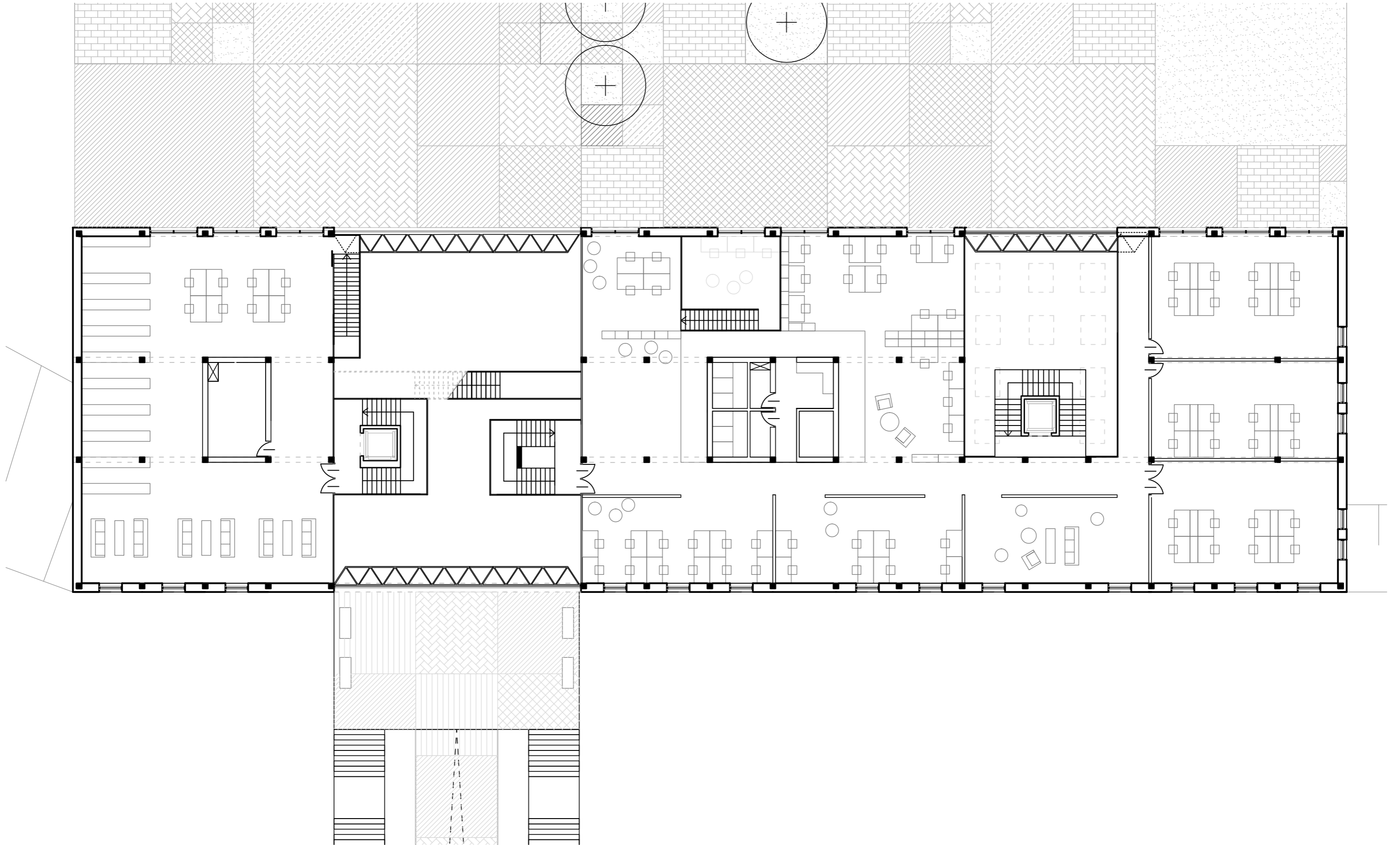


"I always work alone"

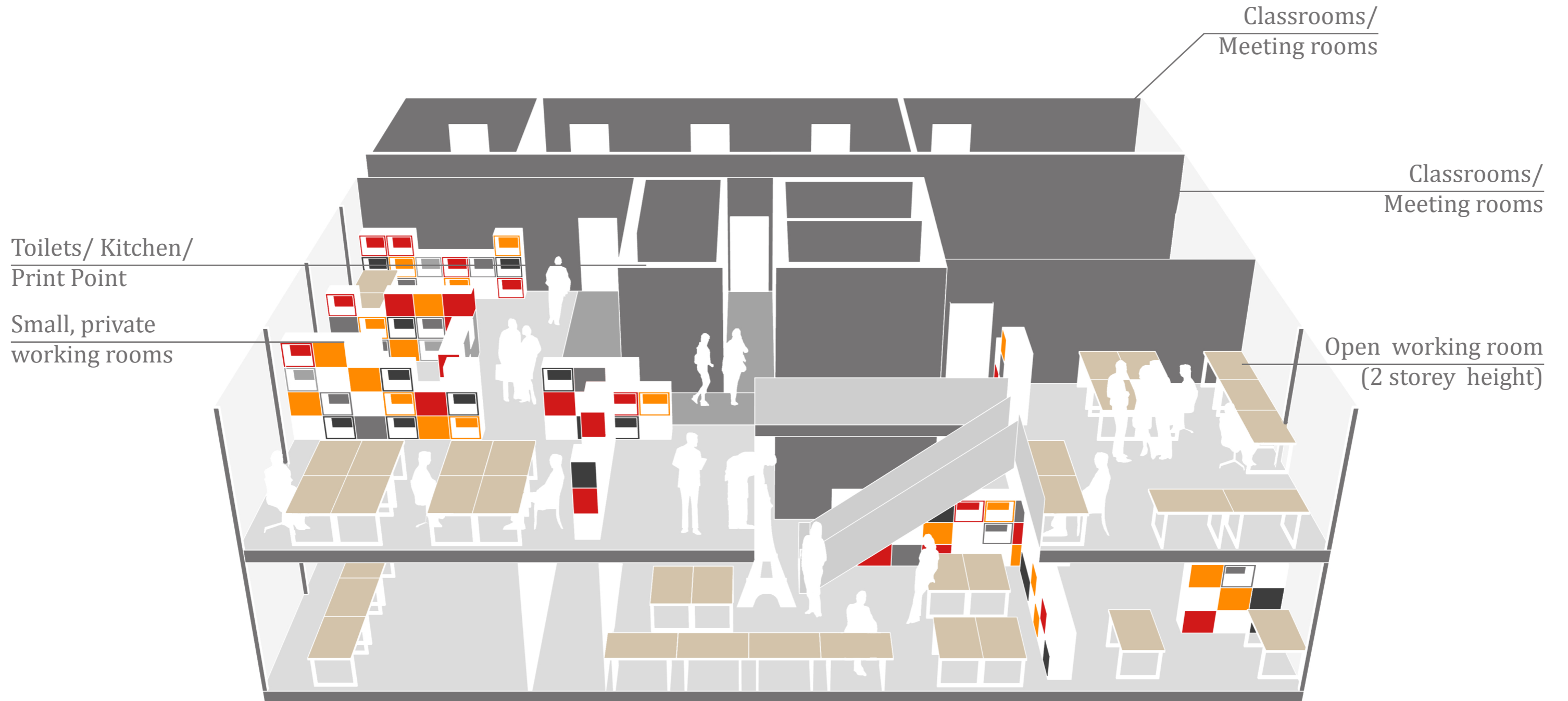


The Difference-Studio Plan

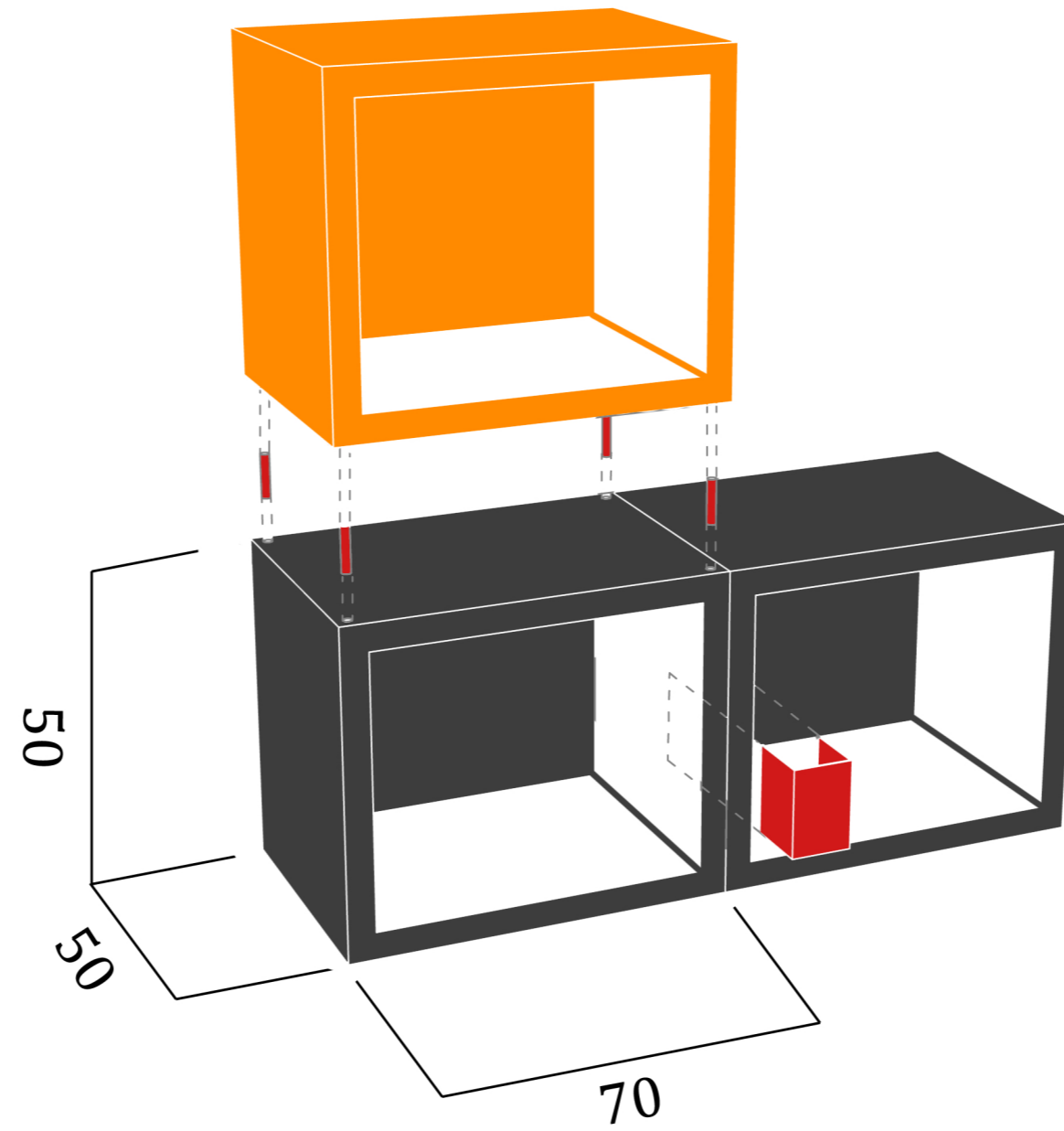
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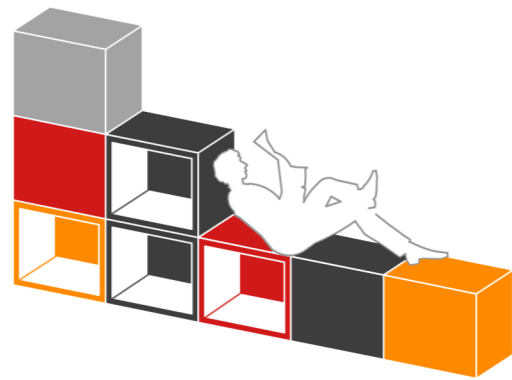
The Difference-Studio Axonometry
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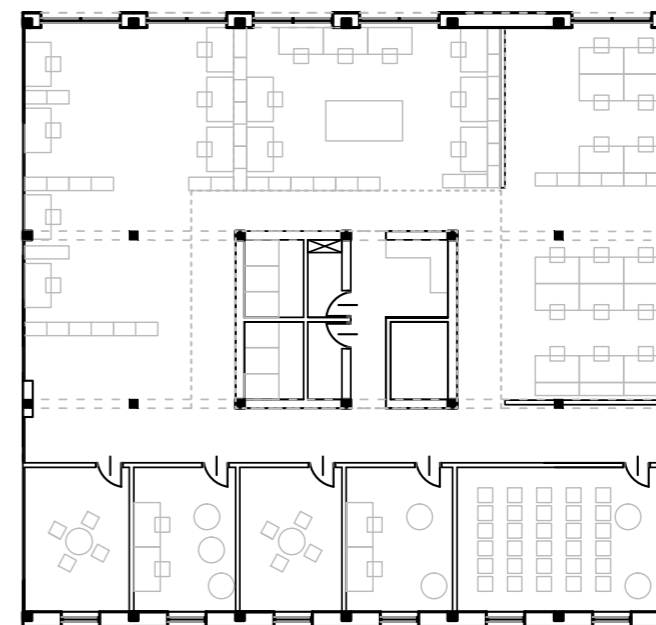
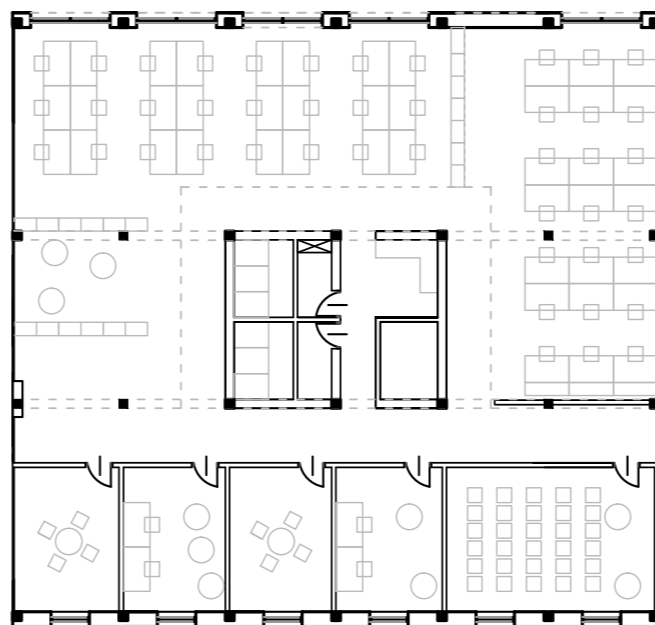
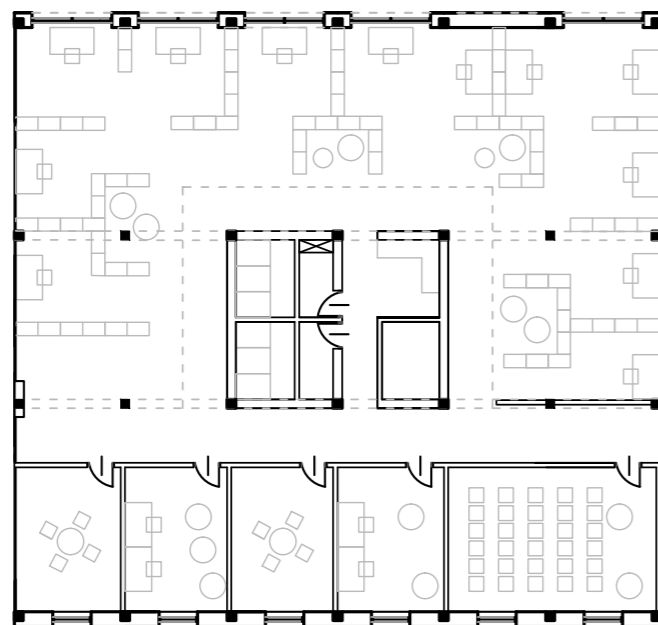
The Difference-Furniture
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The Difference-Furniture
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The Difference-Studio Arrangement Possibilities
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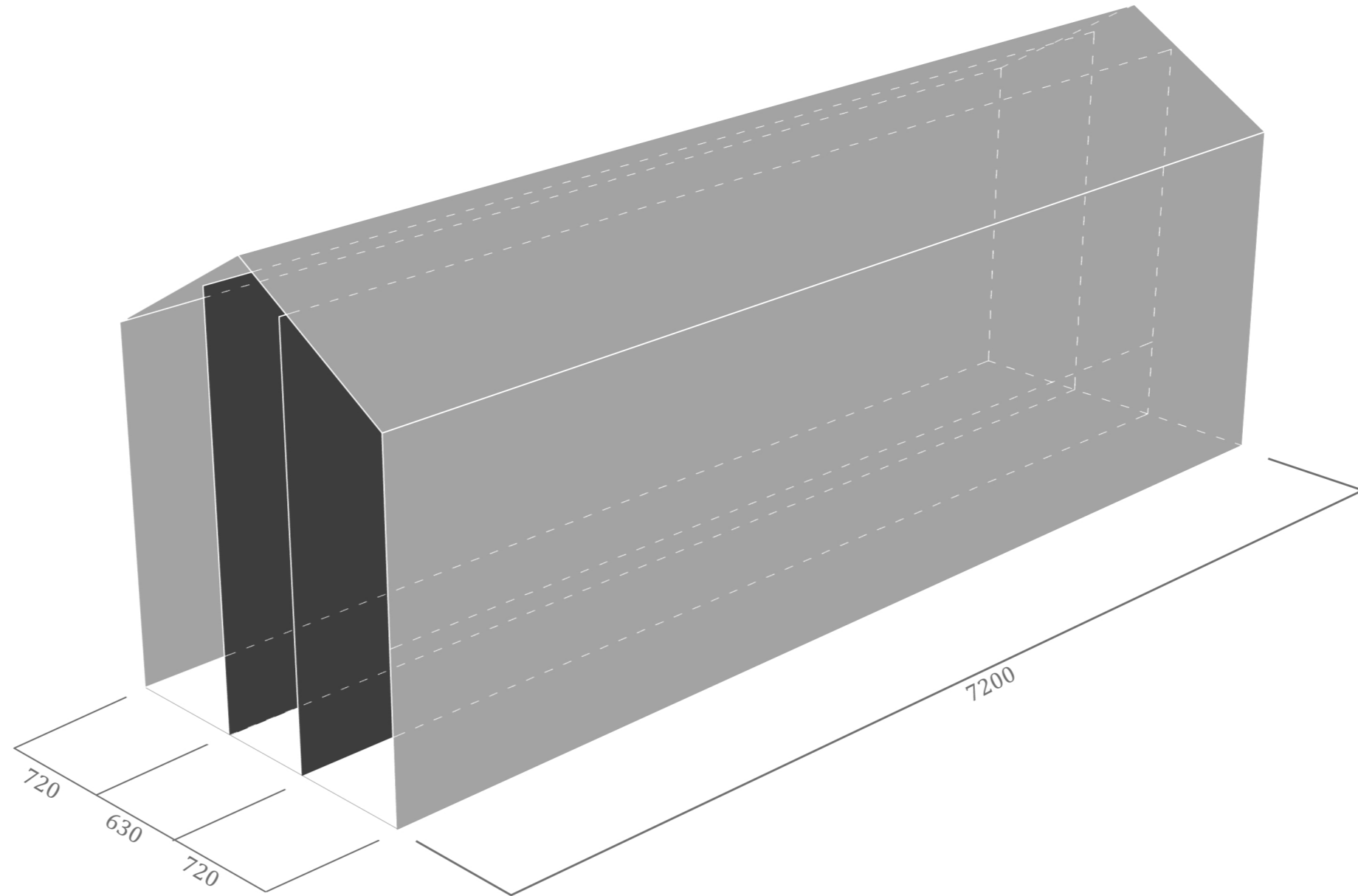


The Difference-Studio View
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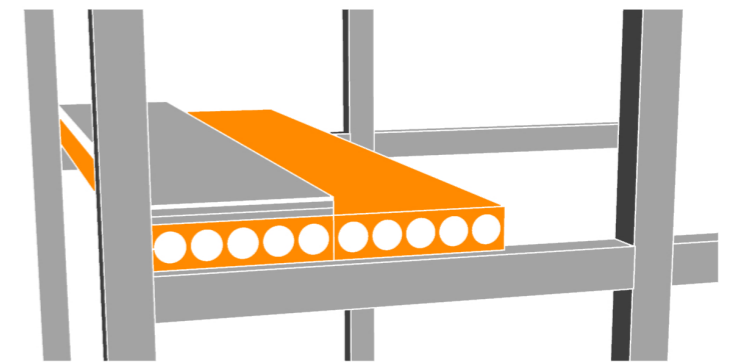
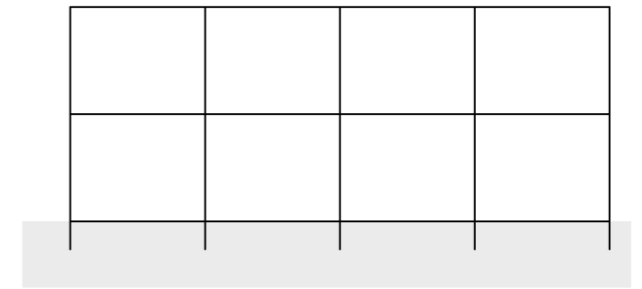
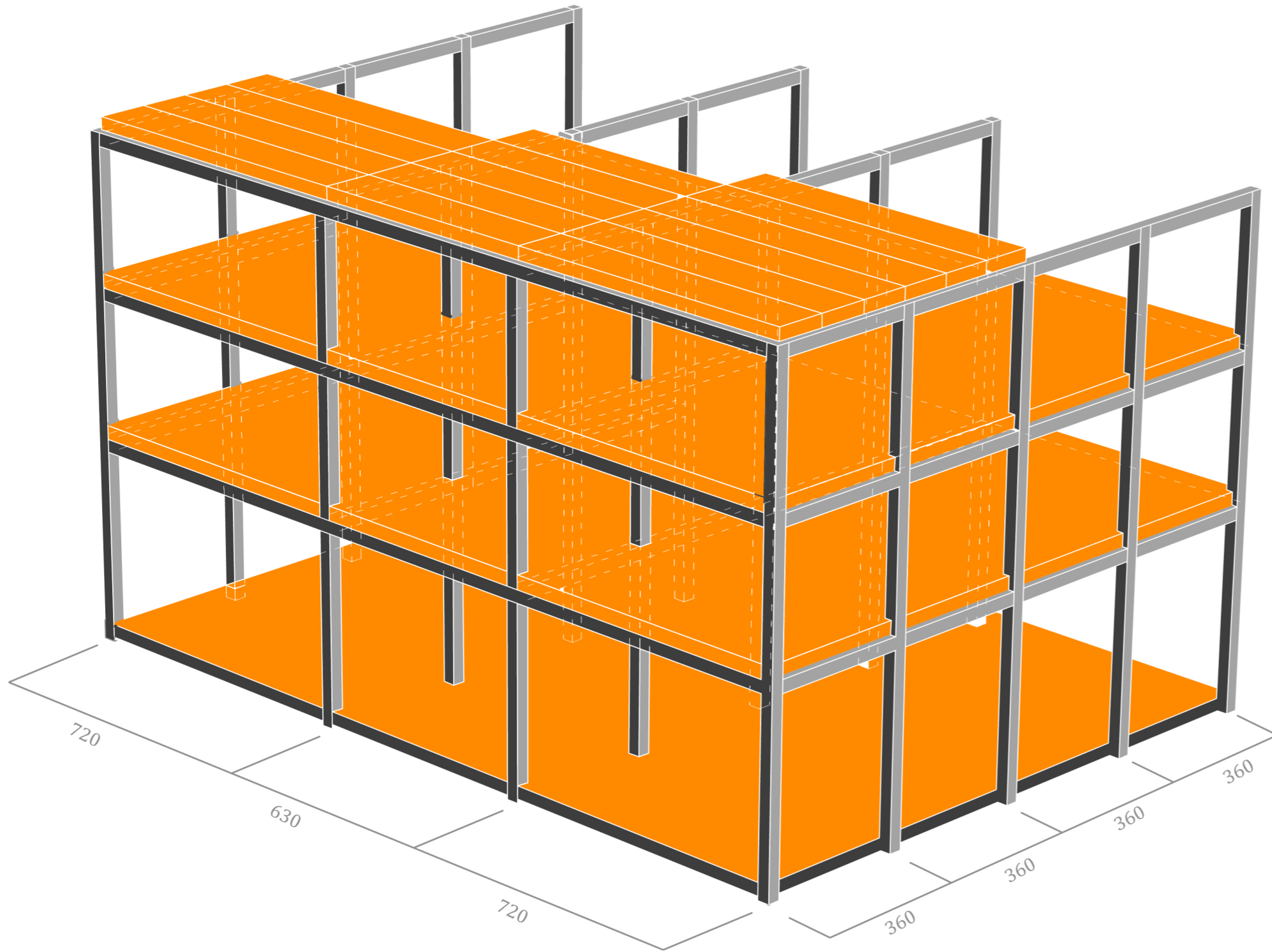


4. The Structure

The Structure
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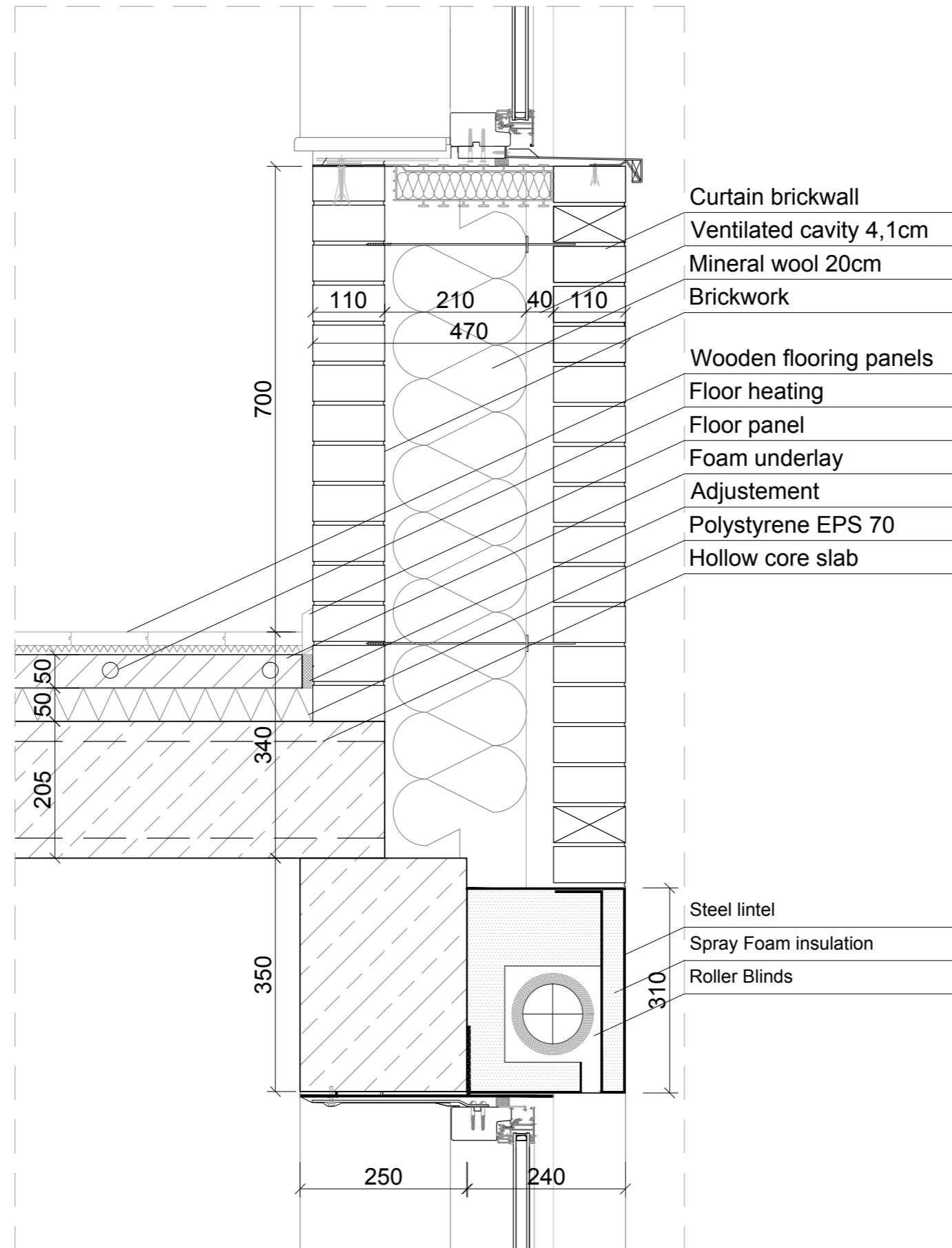


The Structure
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The Structure- External Wall

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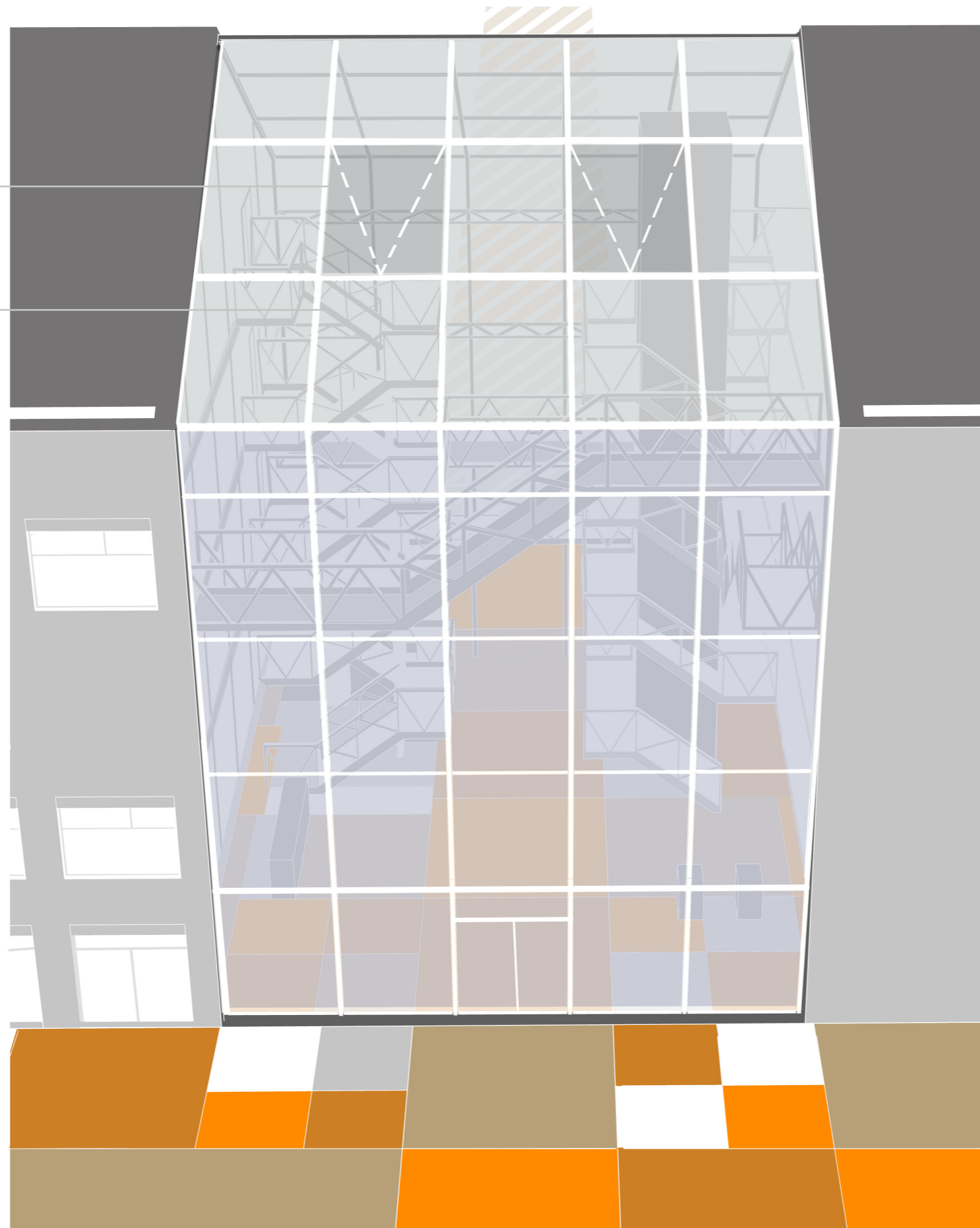


4.1 Structure—atrium

The Structure- Atrium
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Openable panels

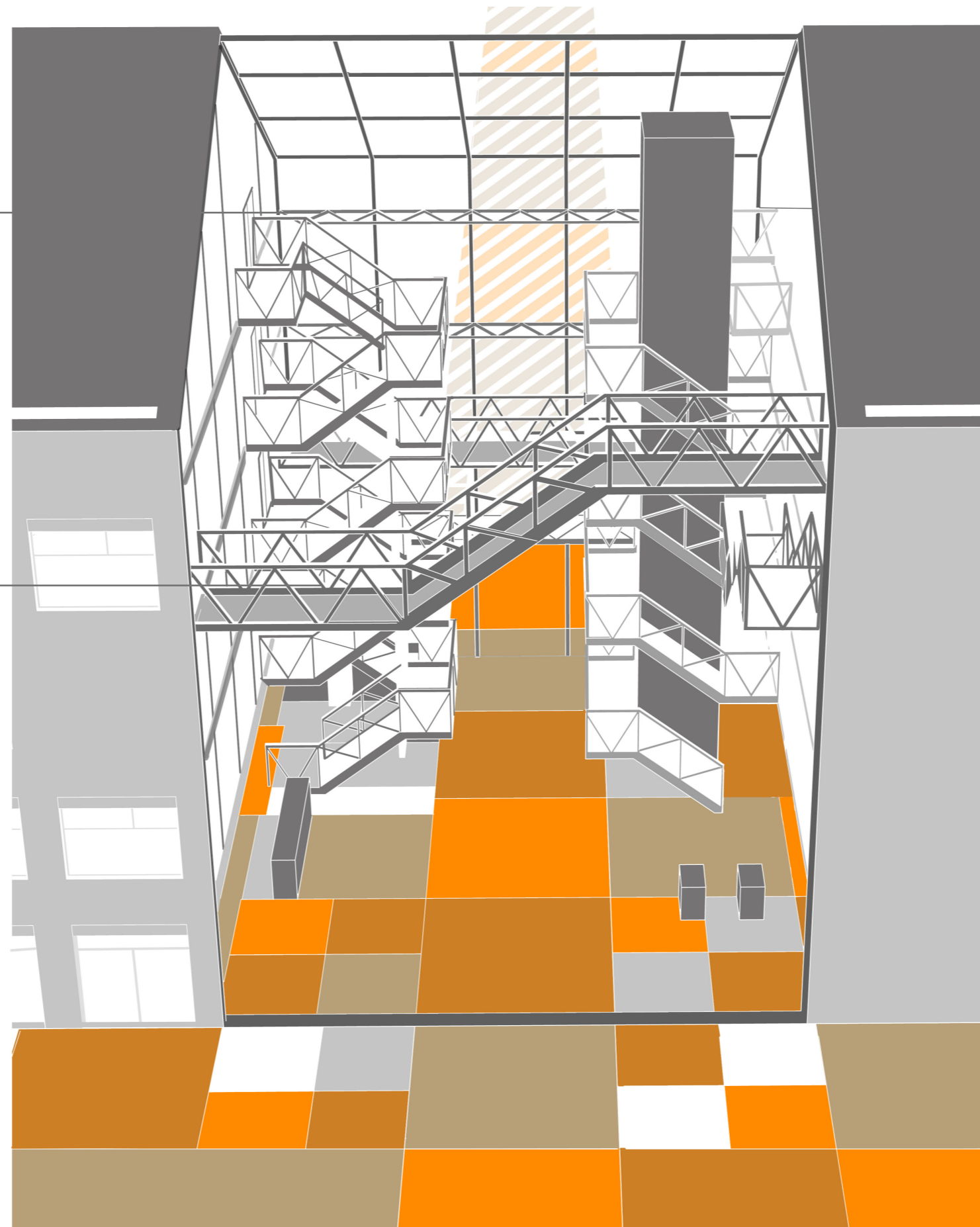
Glass curtain wall



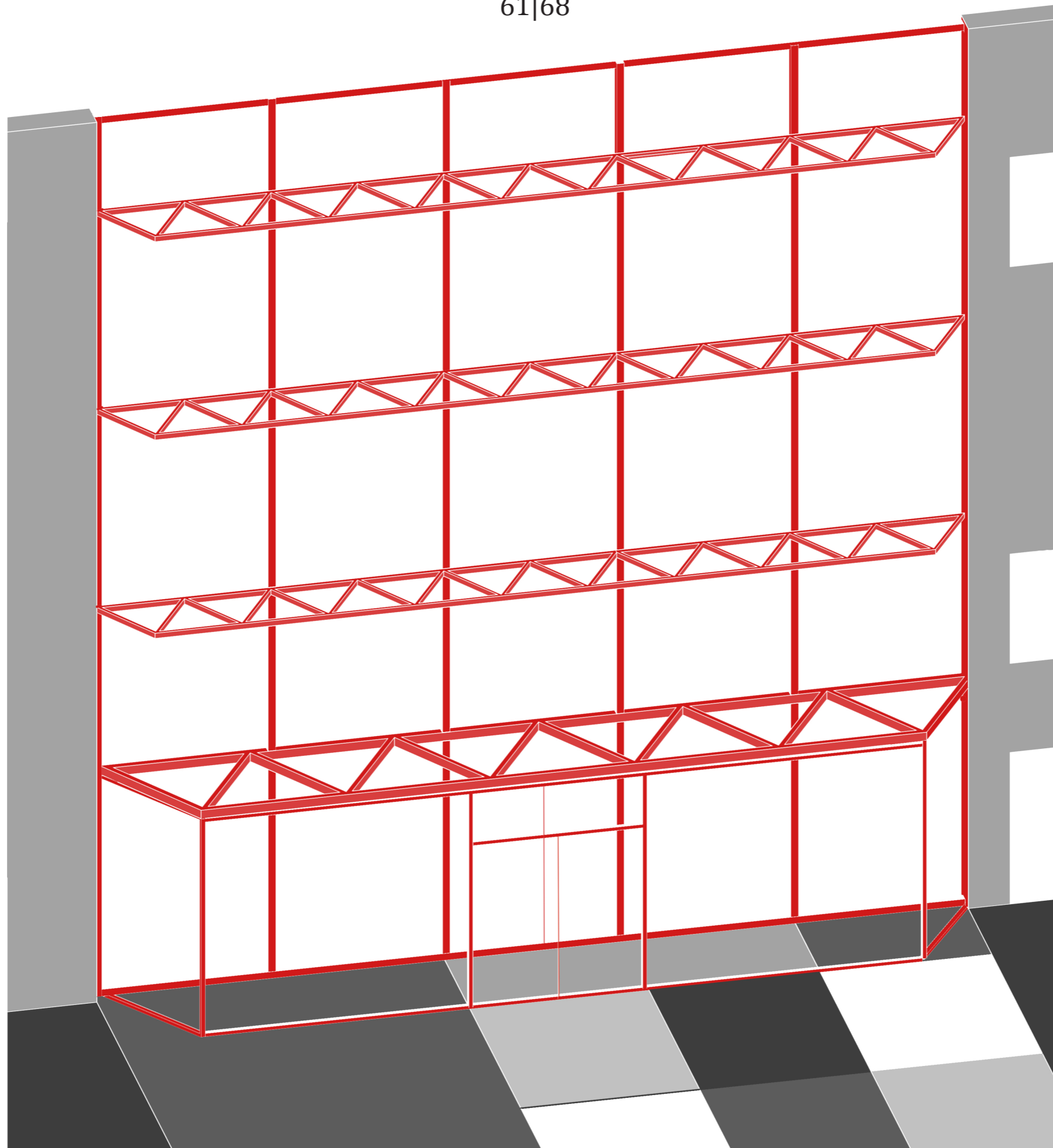
The Structure- Atrium 60|68

Trusses- support for the
glass curtain wall

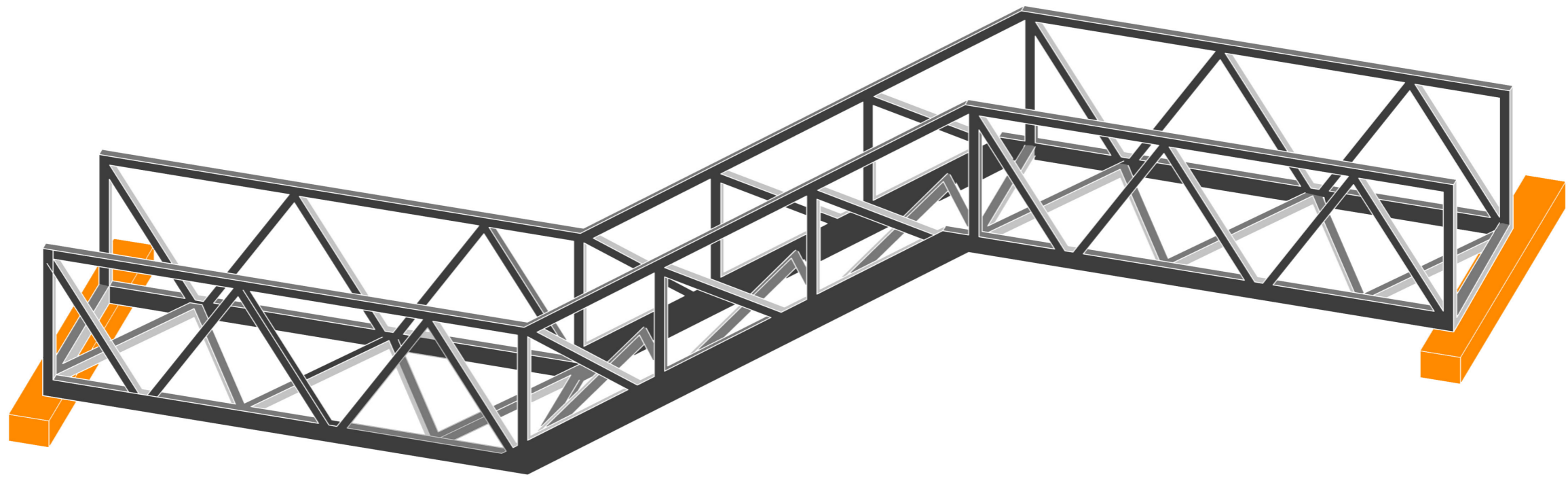
'Bridges'
Connection between the
public part and the School
of Architecture



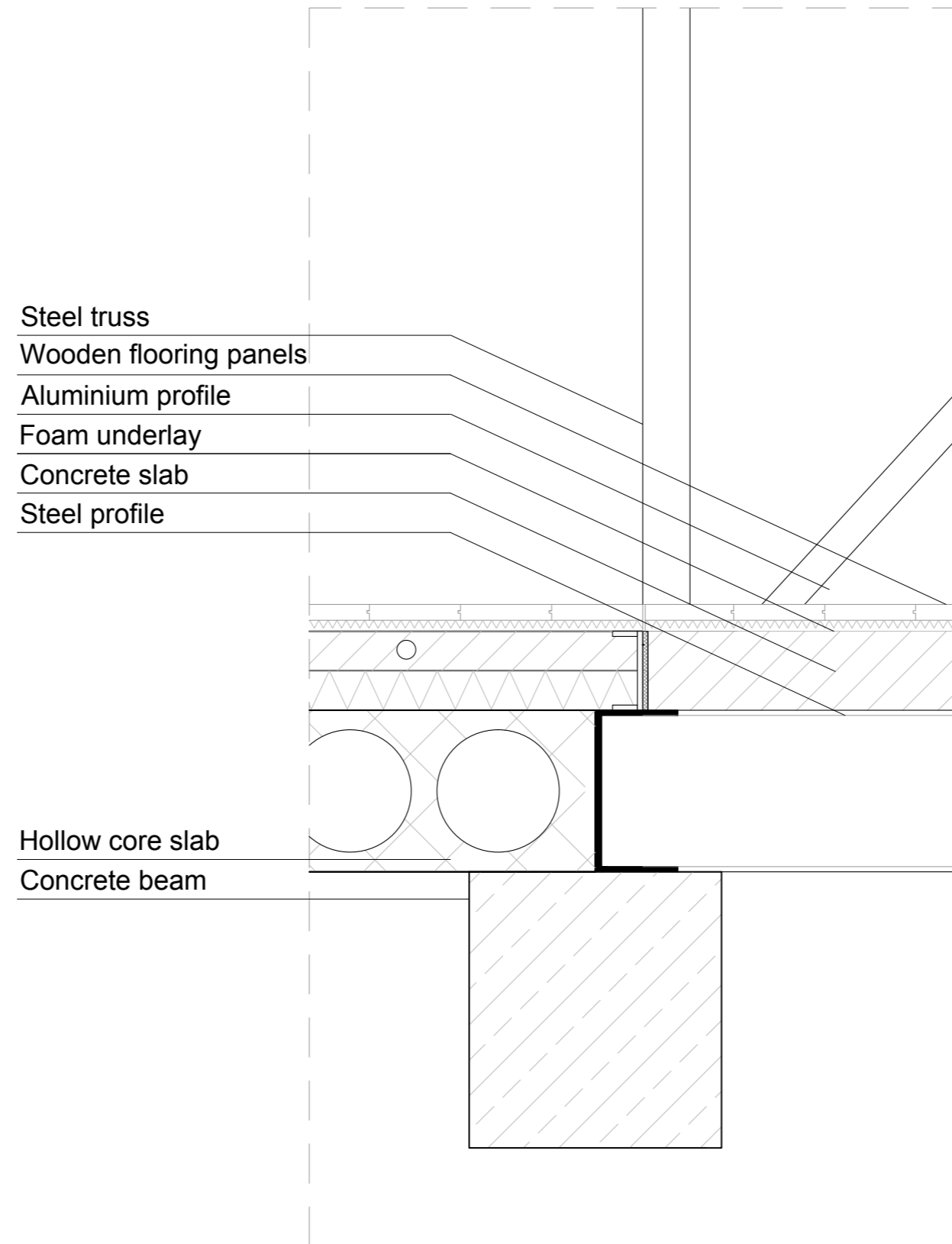
The Structure- Atrium Facade
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The Structure- Bridges
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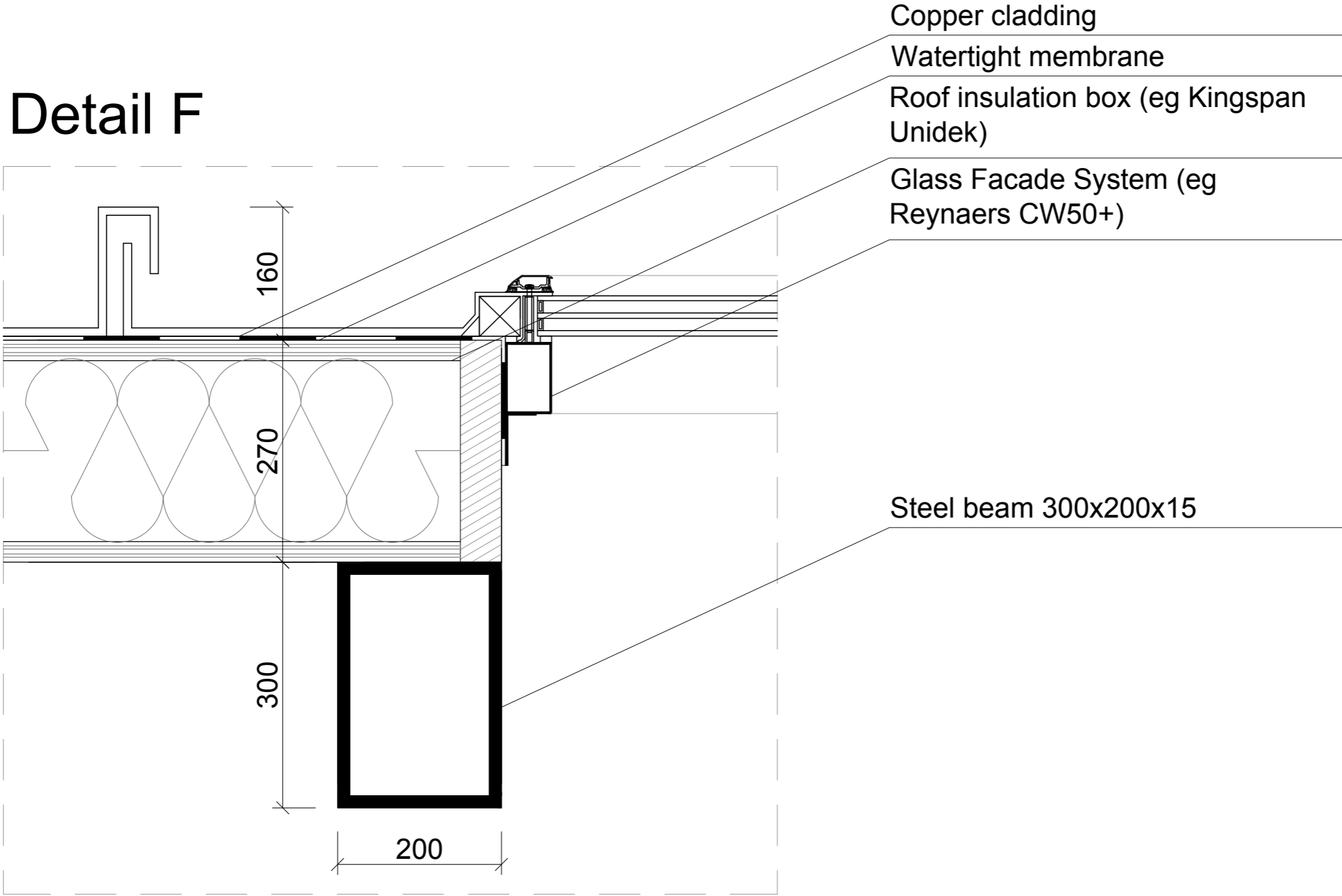
The Structure- Slab and Bridge connection
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The Structure- Glass Roof and Copper Roof Connection

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Detail F

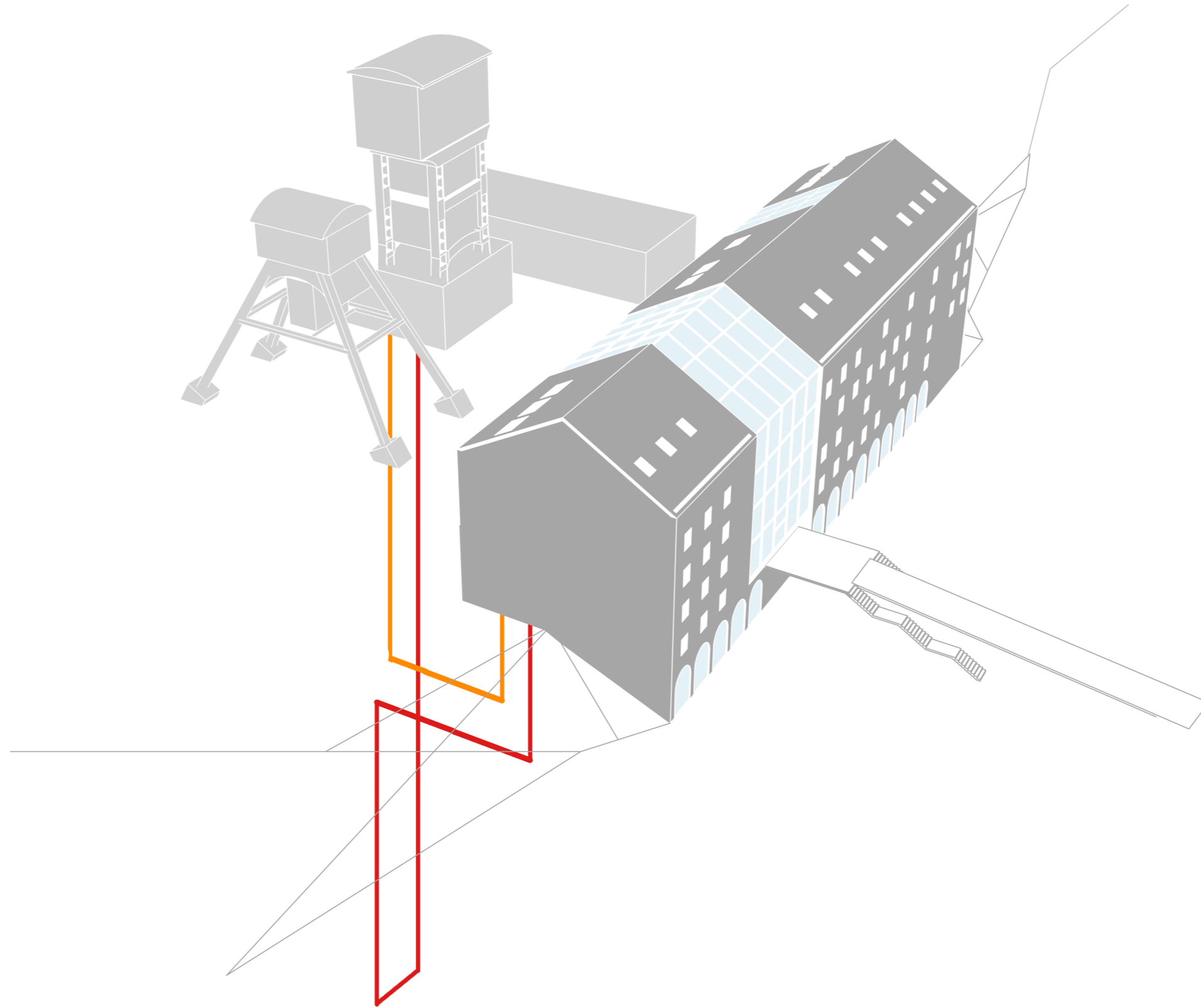


5. *Climate design*

Climate Design
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Temperature in Poland at -1,2m is over 0 degrees all year long.

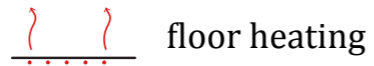
at -10m -> 10
at -100m -> 13
at -200m -> 16
at -300m -> 20



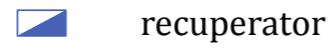
Climate Design 67|68



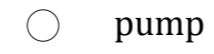
heater



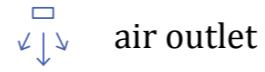
floor heating



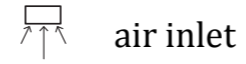
recuperator



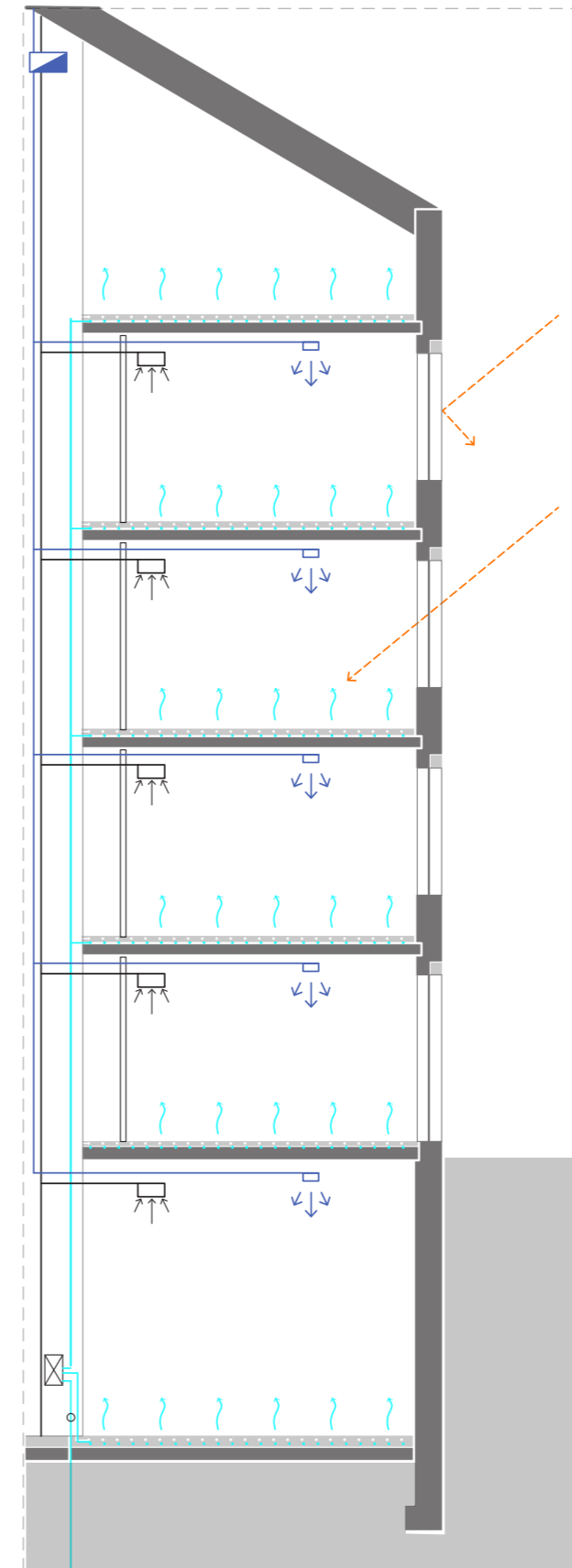
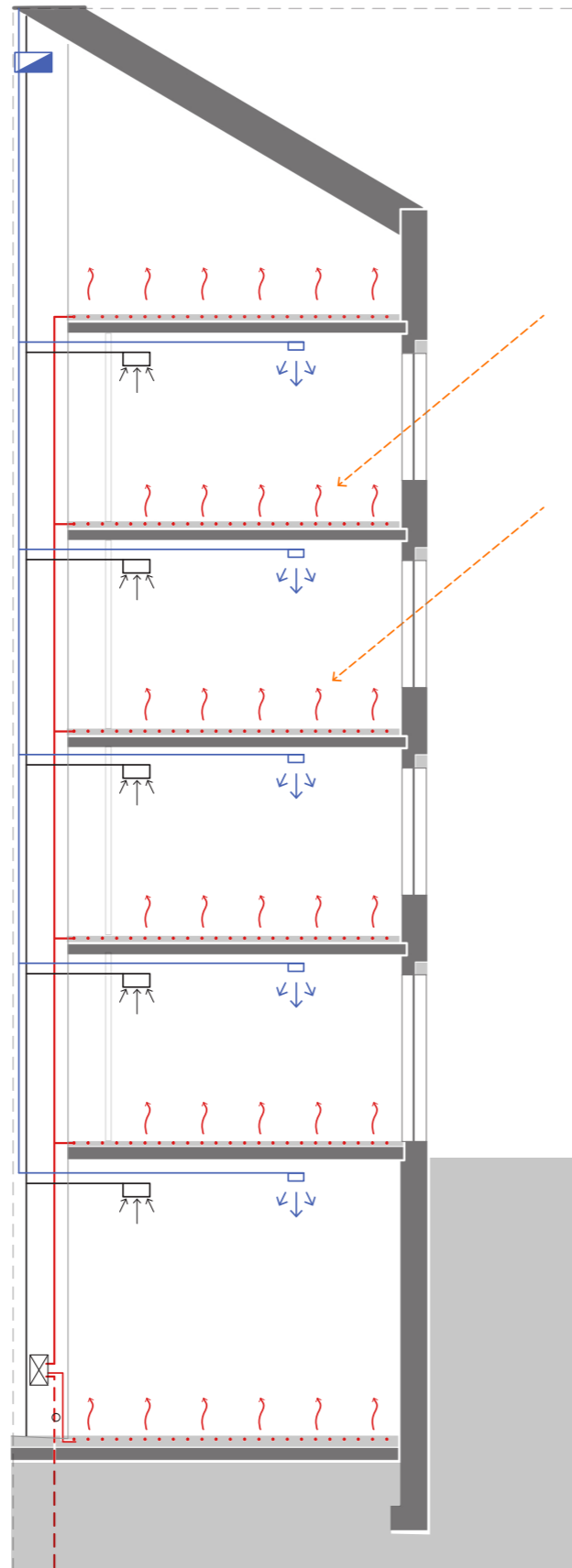
pump



air outlet



air inlet



Thank you.

