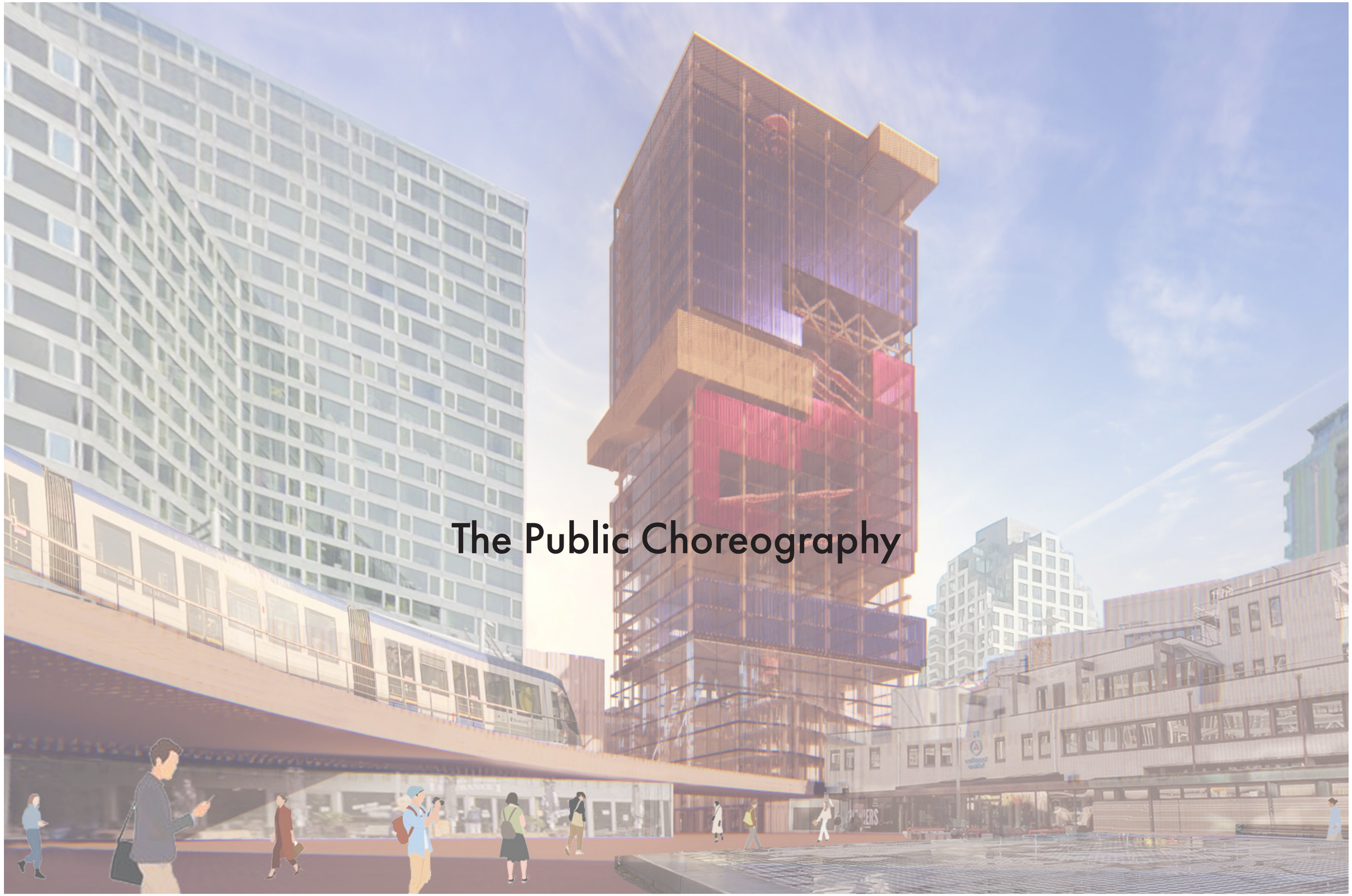


The Public Choreography

Research	**by**	**Design**
The Hague		Highly-densed Urban Fabric
Problem		People do not stay + lifeless site
Approach		Learning through changing tempos
Aim		Injecting life to the site and giving character to the new campus
Contribution		Reaffirms role of spatial rhythm

Content


De-Facto Capital
Extensive Infrastructures
Extensive Network
Bustling Metropolitan

The Hague


City Center
High-rise Zone
Highly-densed
Educational & Governmental

The Hague



& MOVEMENT

***Flow*:**
- *move steadily and continuously in a current or stream.*
- *the rate or speed at which something flows*

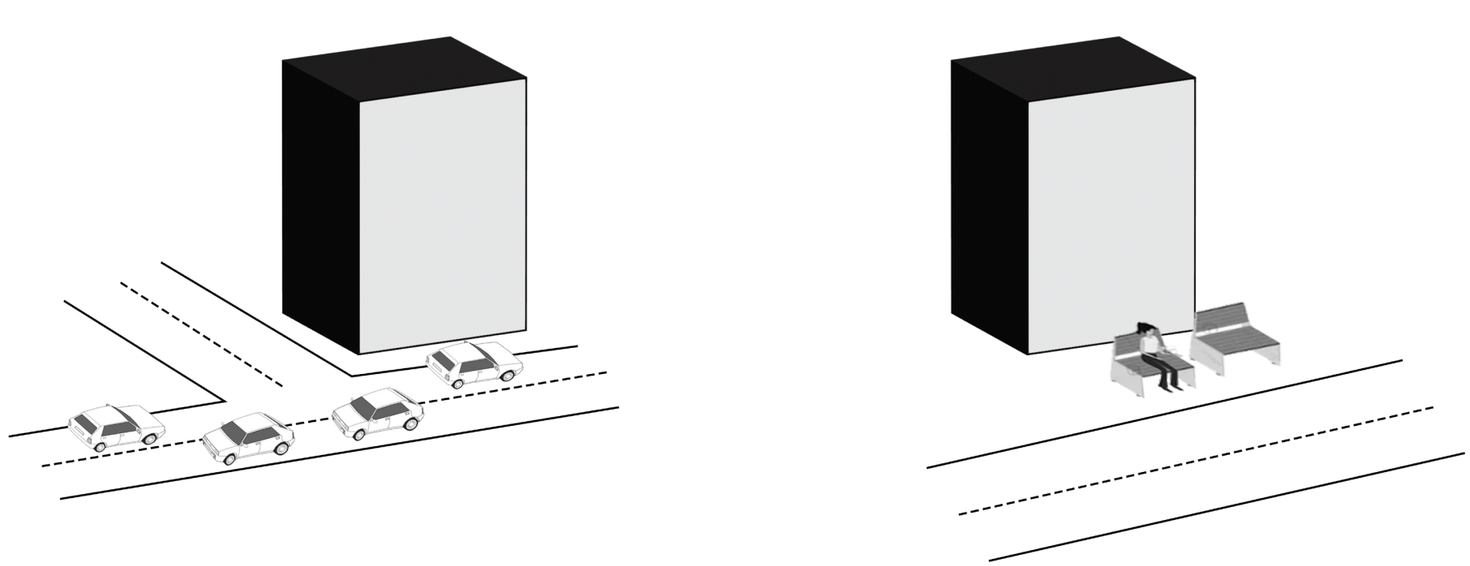
-Oxford-

Movement:
- *the action or process of moving. Also a particular act or manner of moving. (In a poem or narrative; progress or incidents, development of a plot; the quality of having plenty of incident)*

-Bernard Tschumi-


Semi-outdoor
Threshold
SPEED & TEMPOS
Lively Edges
Visual Interest

The Hague



Fast → Slow

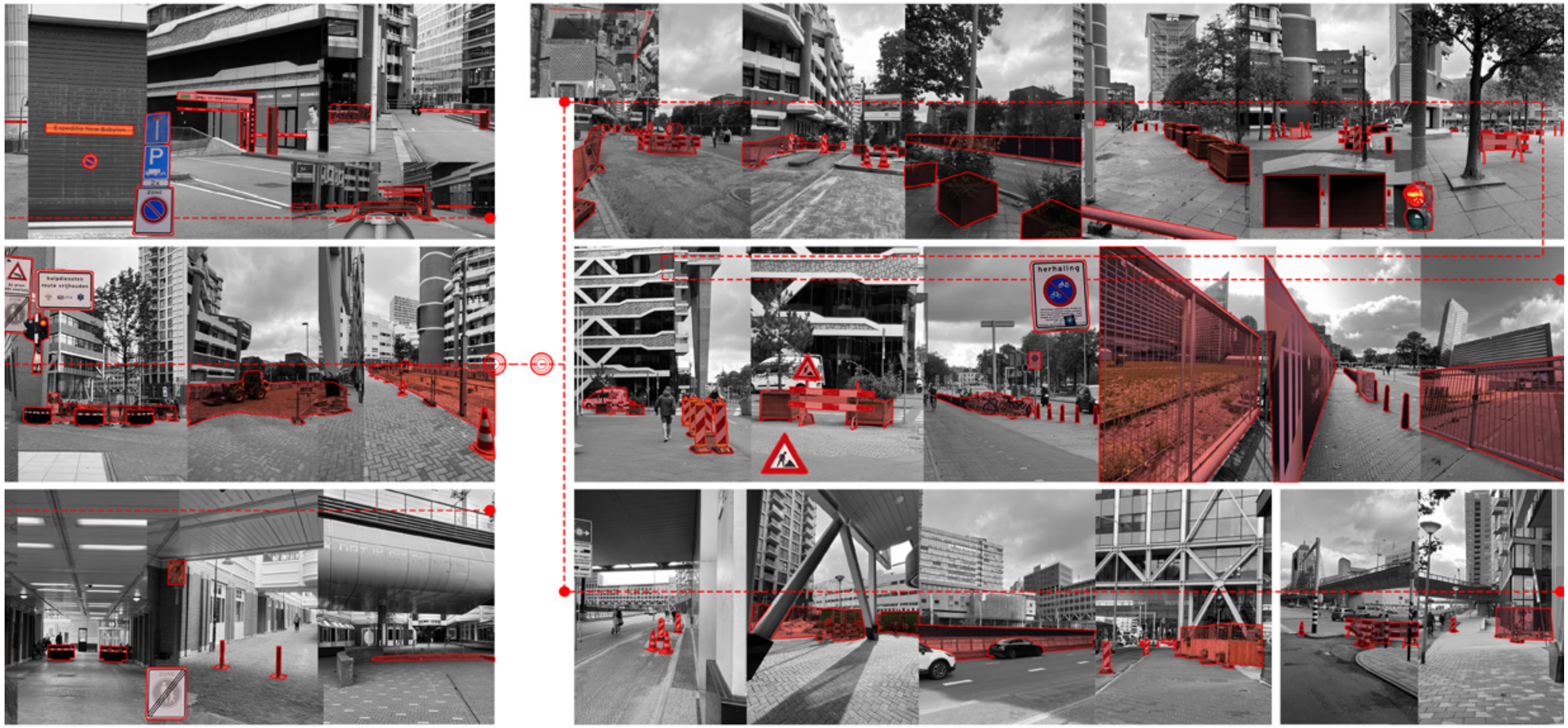
Spatial Configurations



The High Density Urban Fabric



Psychogeographical Map



Psychogeographical Map

How does the change in tempo of programs and movement influence the design of spaces and vertical typology?

Research Question

How does the change in tempo of programs and movement influence the design of spaces and vertical typology?

Identity of 21st-Century Campus

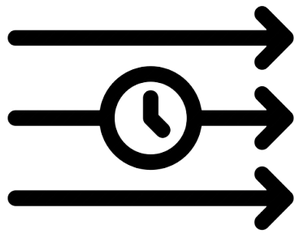
Different learning speed in fast paced digital age



Speed & tempo through spaces

Speed Gradient

Learning Trajectories



Phenomenology

Changing Spatial Qualities

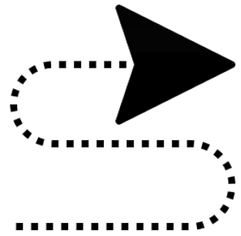
Sequence of spaces



Integrated Urban Fabric

Continuous journey

Connected ‘spines’ and ‘streets’



Tempos & Configuration

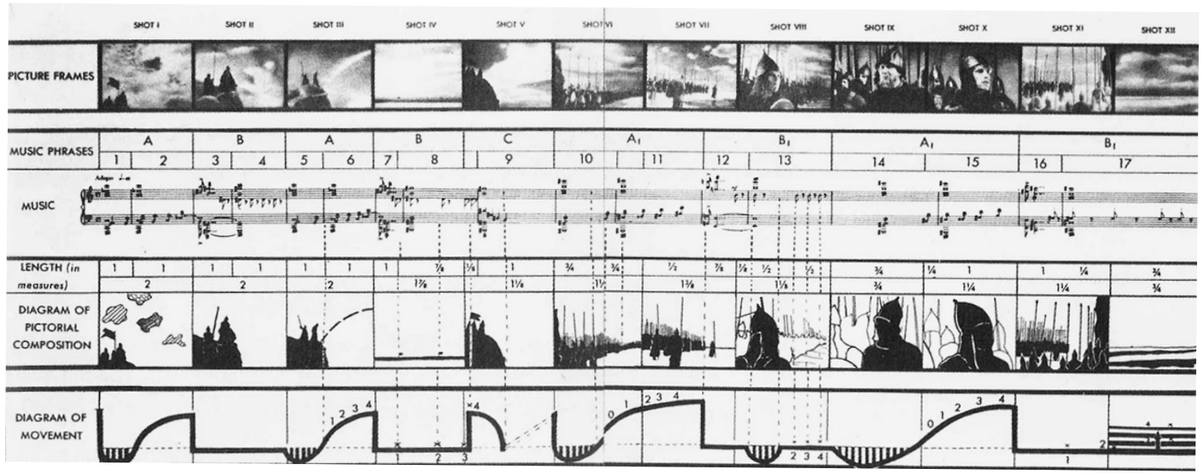


Diagram 1: Eisenstein Montage

Perspective Montages

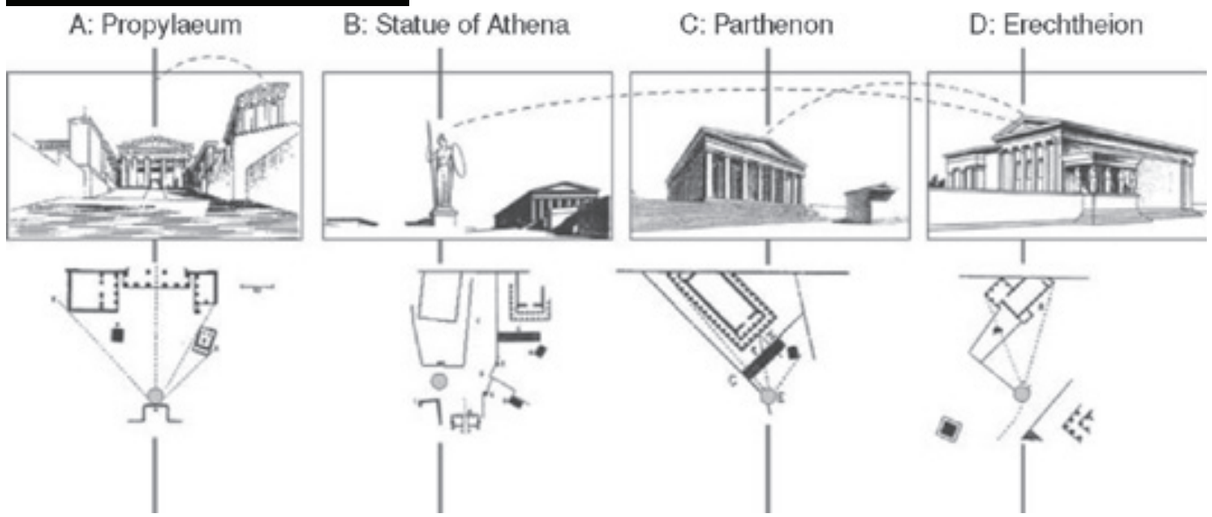


Diagram 2: Diagram based on Choisy's perceptual experience of the Acropolis (Space of Montage)

Verticality- Movement Carving Space

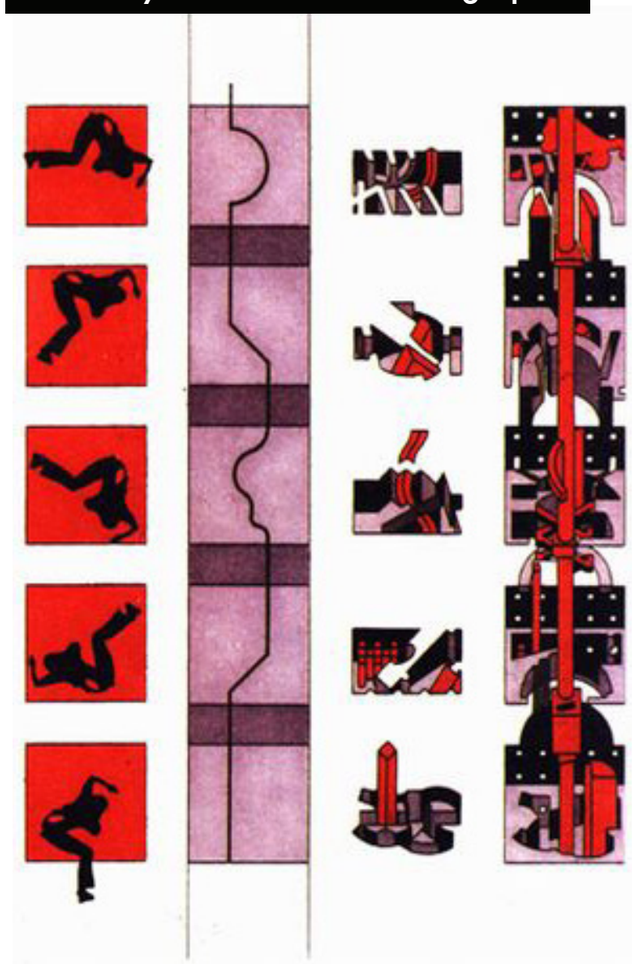
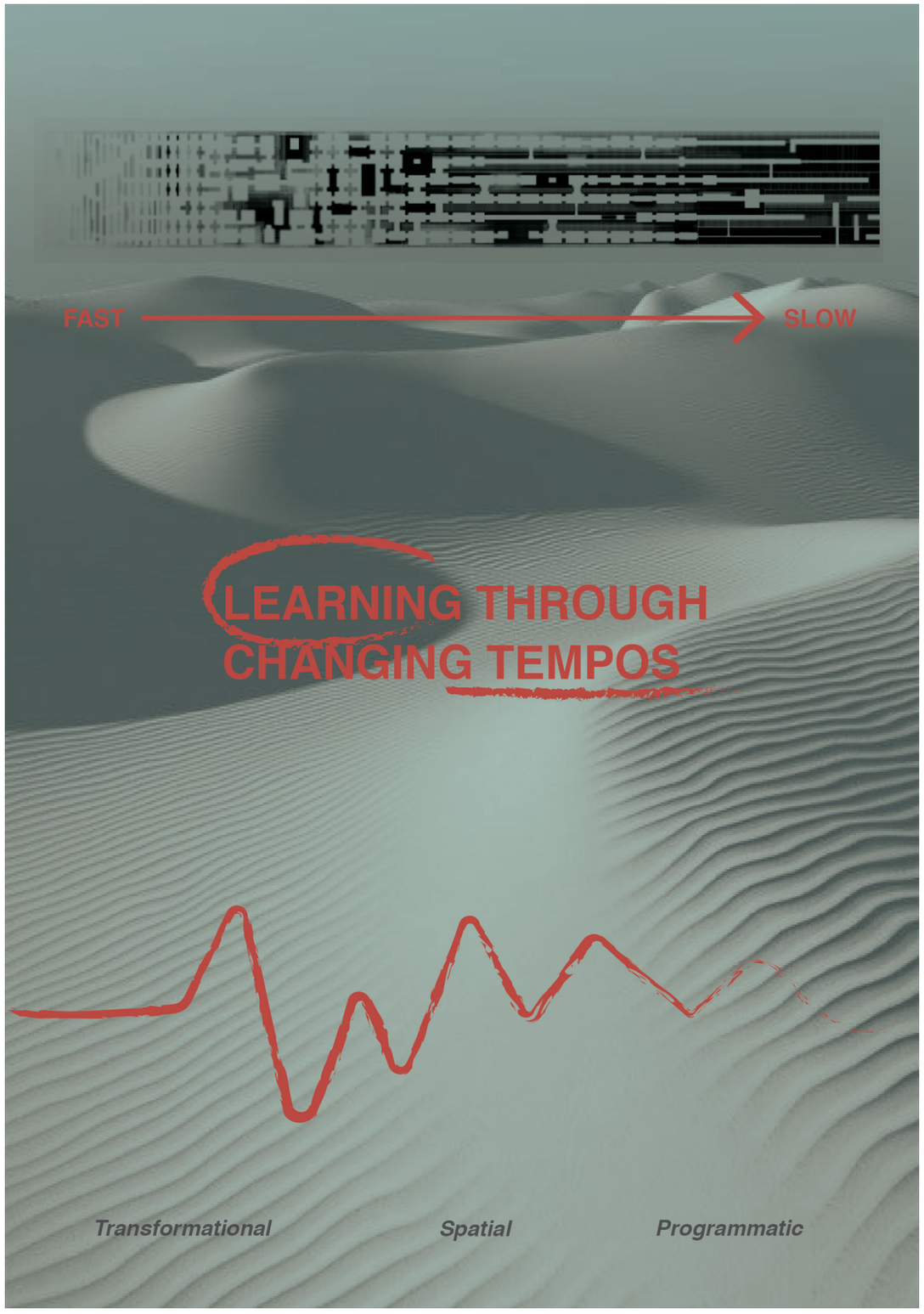


Diagram 3: Notation on Space, Events, and Movement on 'The Tower' (Vertical Movement)

Research References



Main Concept

Slow-Paced Learning: The Most Effective Way to Retain 90% of What You Learn

Cramming or skimming doesn't work if your long-term goal is knowledge retention. In desperation to pick up ideas quickly, you are likely to miss out on valuable ideas.

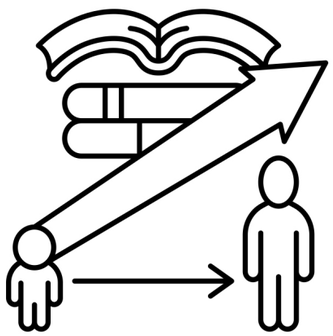
> In fact, there are many empirical data that tell us how **slowness** is an element that **favors learning**, and therefore it can not only **not be a problem**, but rather it becomes a **desirable trait** of the student.

> "..slowing down the pace, even for a few minutes a day, and giving yourself time, decreases the emotional tension and, consequently, **improves the "performance"**, whether for study or work," writes Valentina Tobia, a psychologist, with a PhD in Experimental Psychology, Linguistics and Cognitive Neuroscience.

BACKGROUND: LEARNING WITH SPEED

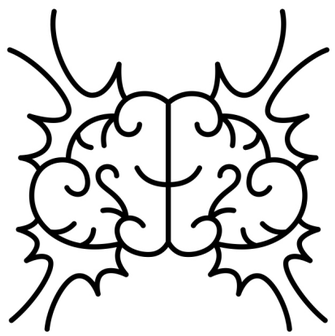
speed-readers and double-speed listeners seem to process information faster, are these people actually *learning*? A new study from UCLA provides some fascinating insight into how fast we can process information.

> In a second experiment, one group watched a video at average speed, then another at double speed. A separate group did the opposite: double speed and then normal speed. A comprehension quiz showed that the **normal then double speeders performed better.**



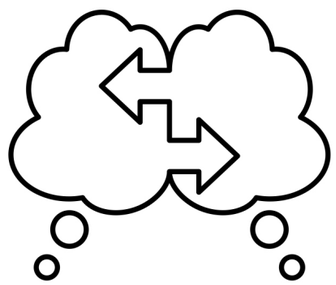
Lifelong-learning

Open / Accessible



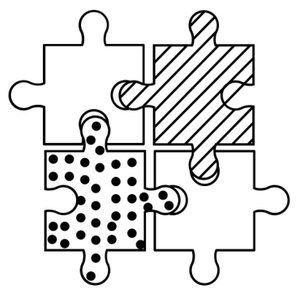
Knowledge Rentention

Innovative Hub



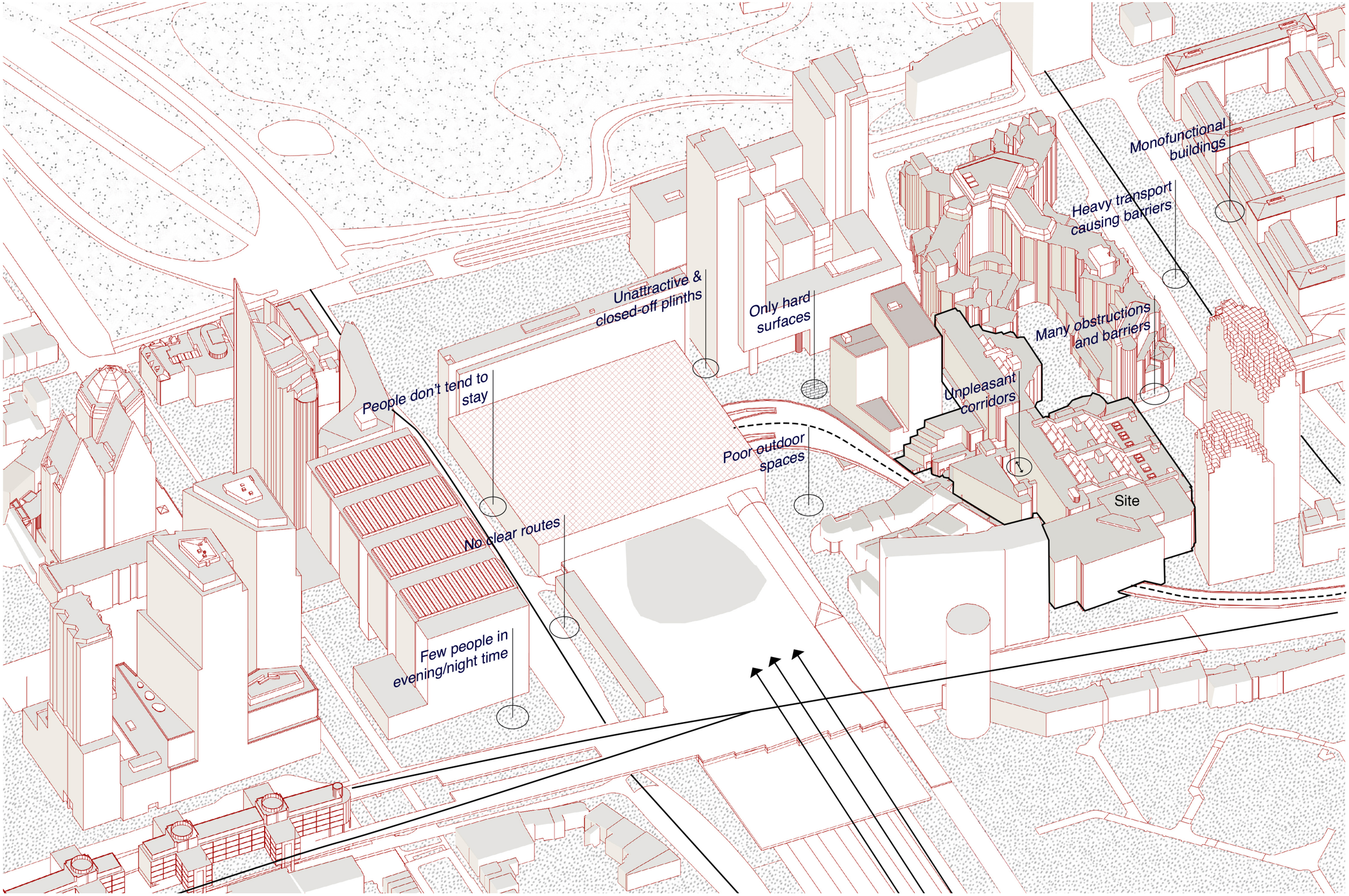
Think-tank Hub

Interdisciplinary



Hybrid Learning Options

Diverse



Existing Condition / Main Concerns



Fragmentation

Existing Condition / Main Concerns



Lifeless Routes / Corridors

Existing Condition / Main Concerns

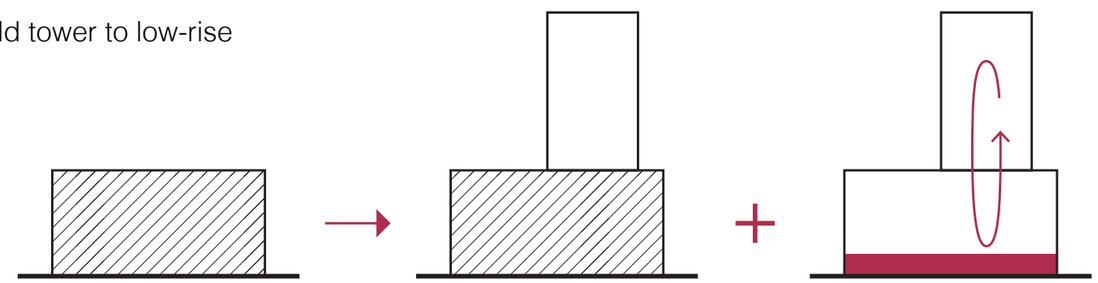




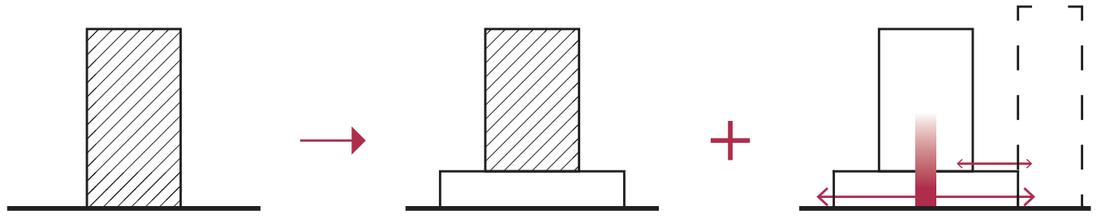
Closed-off Ground Floors

Existing Condition / Main Concerns

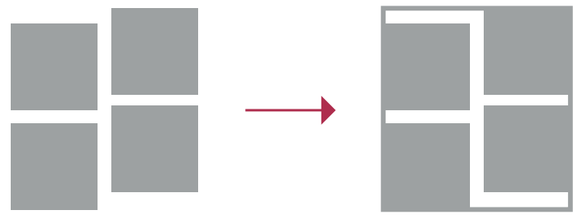
Add tower to low-rise



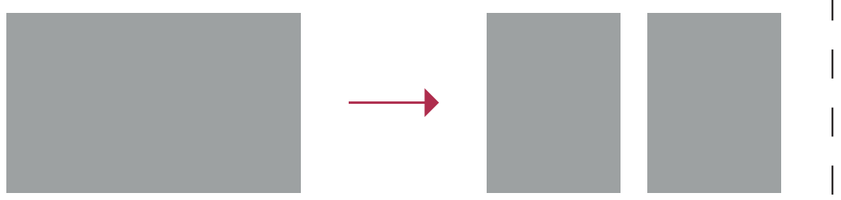
Add plinth to towers



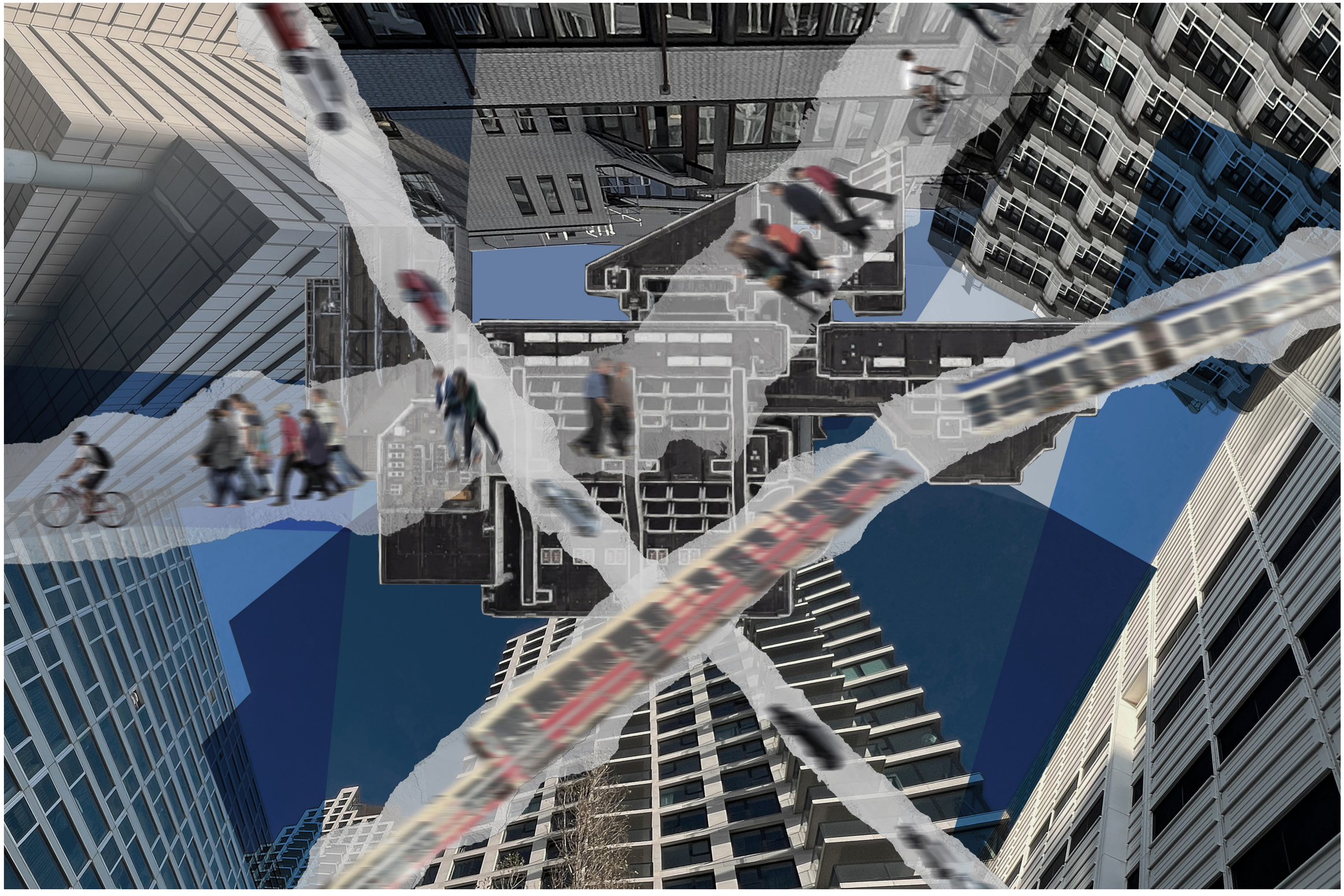
Create coherent volumes



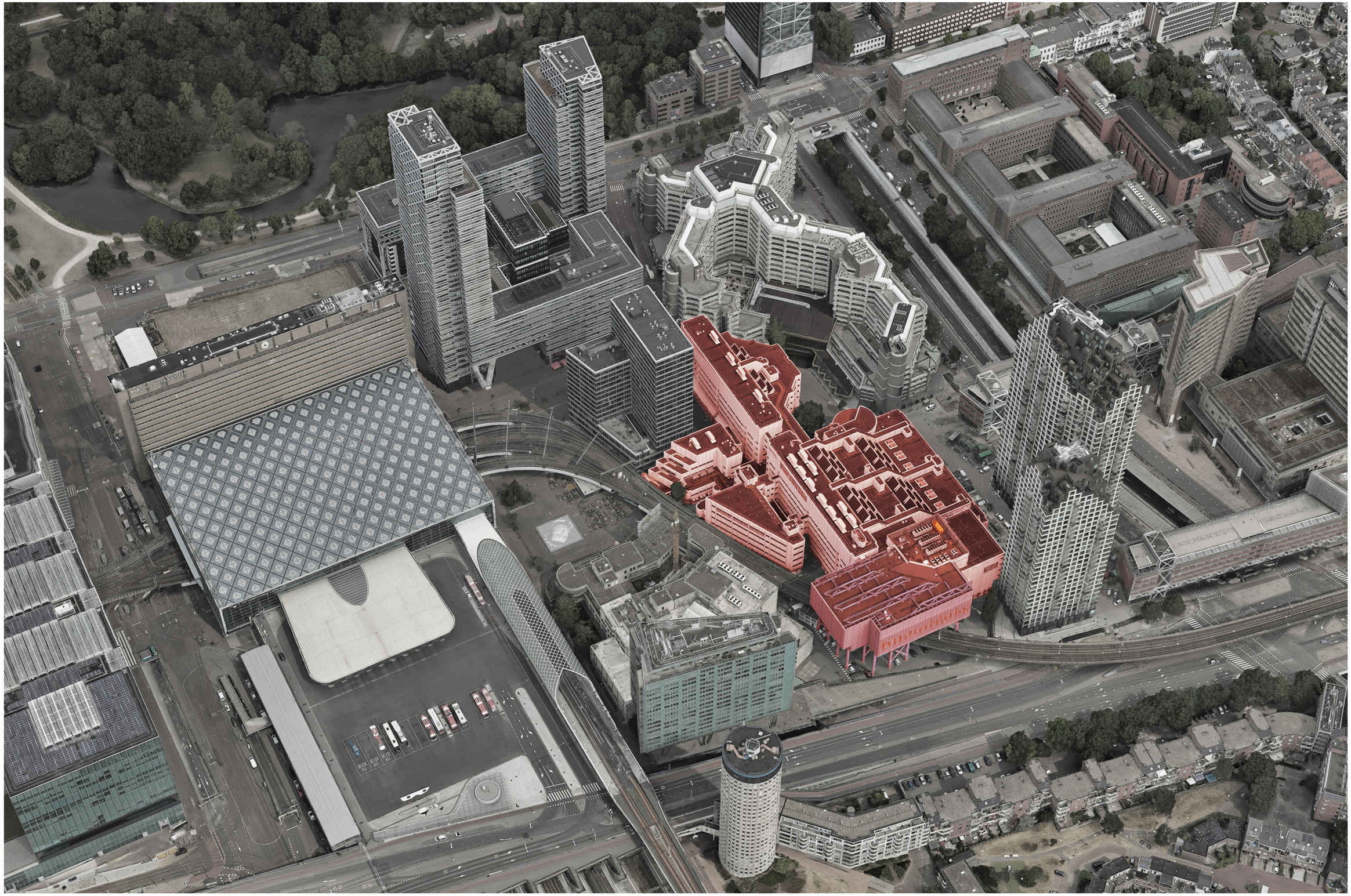
Open up large building volumes



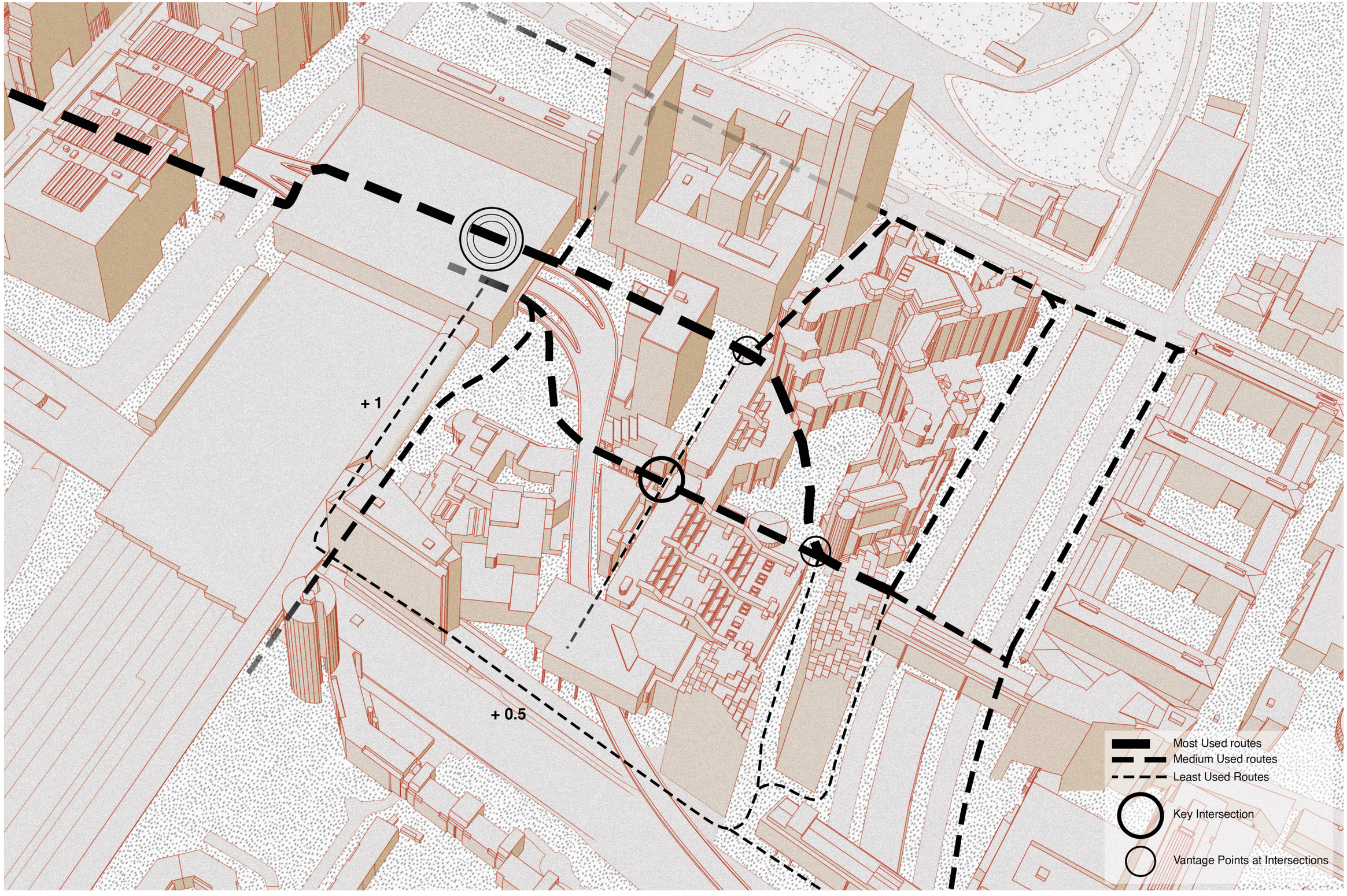
Capacity Plan



Site Impression



The Royal Library



Existing Fast Flows



Converging Vantage Points & Flows



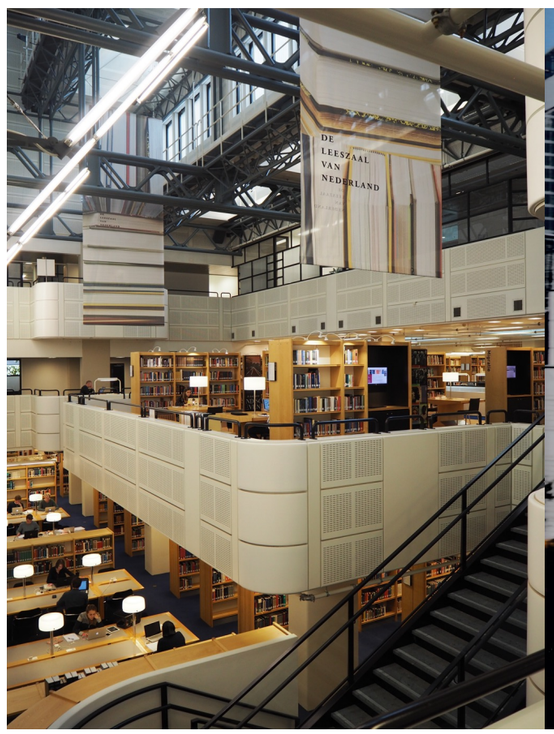
New Flows' Tempos

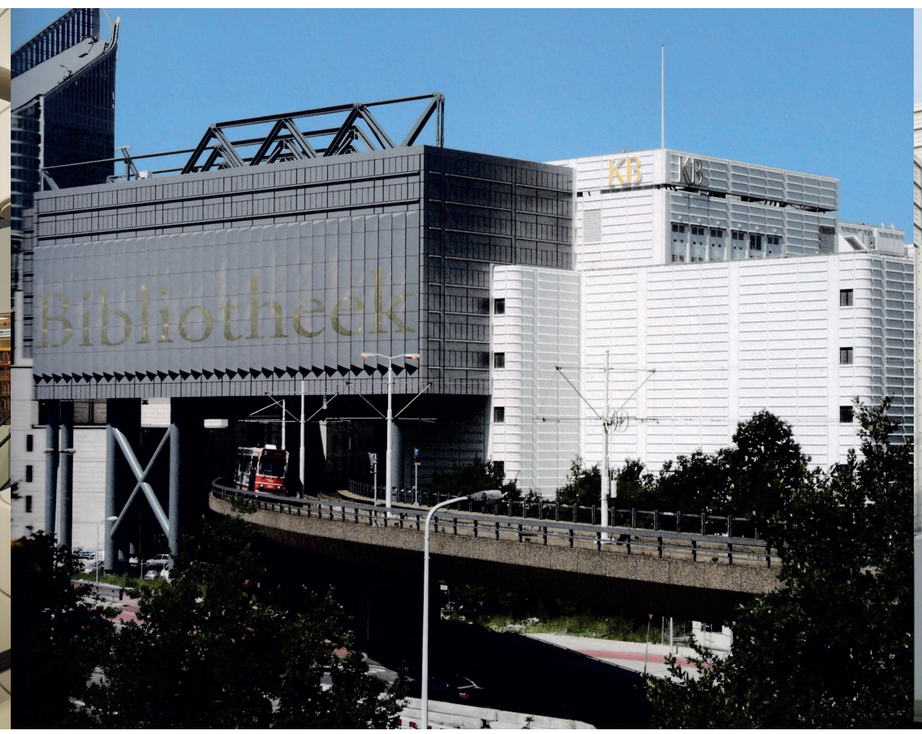


The Royal Library



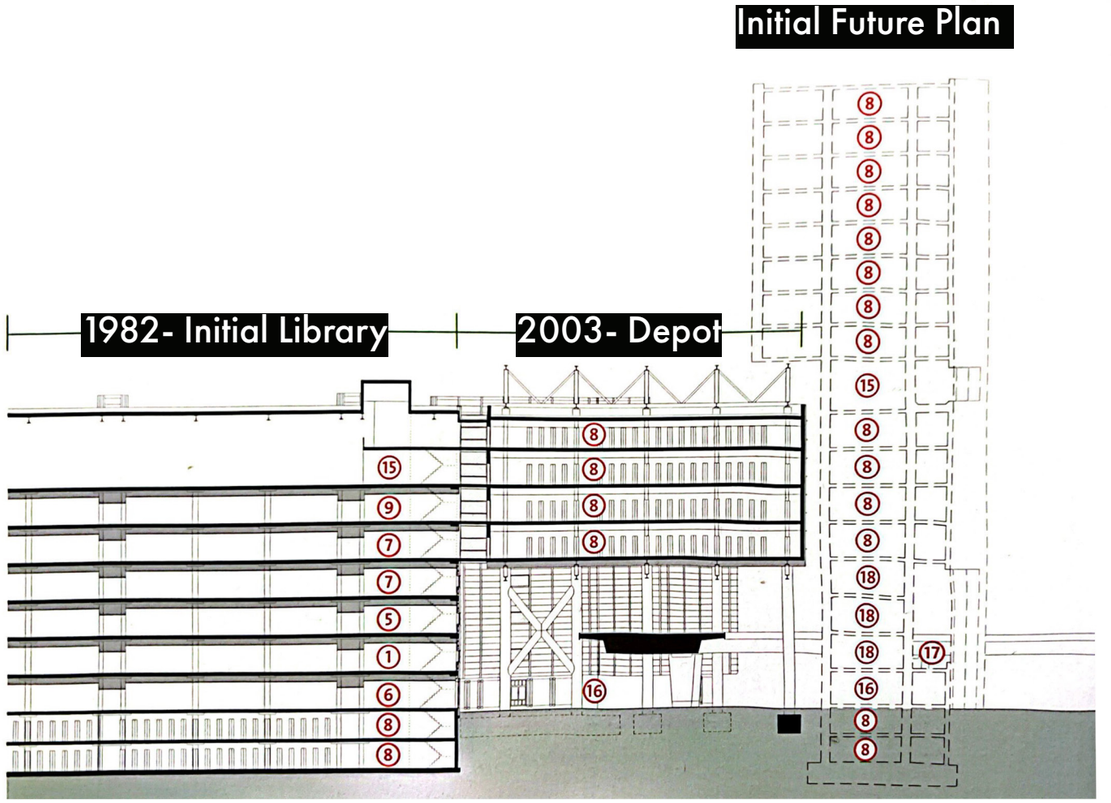








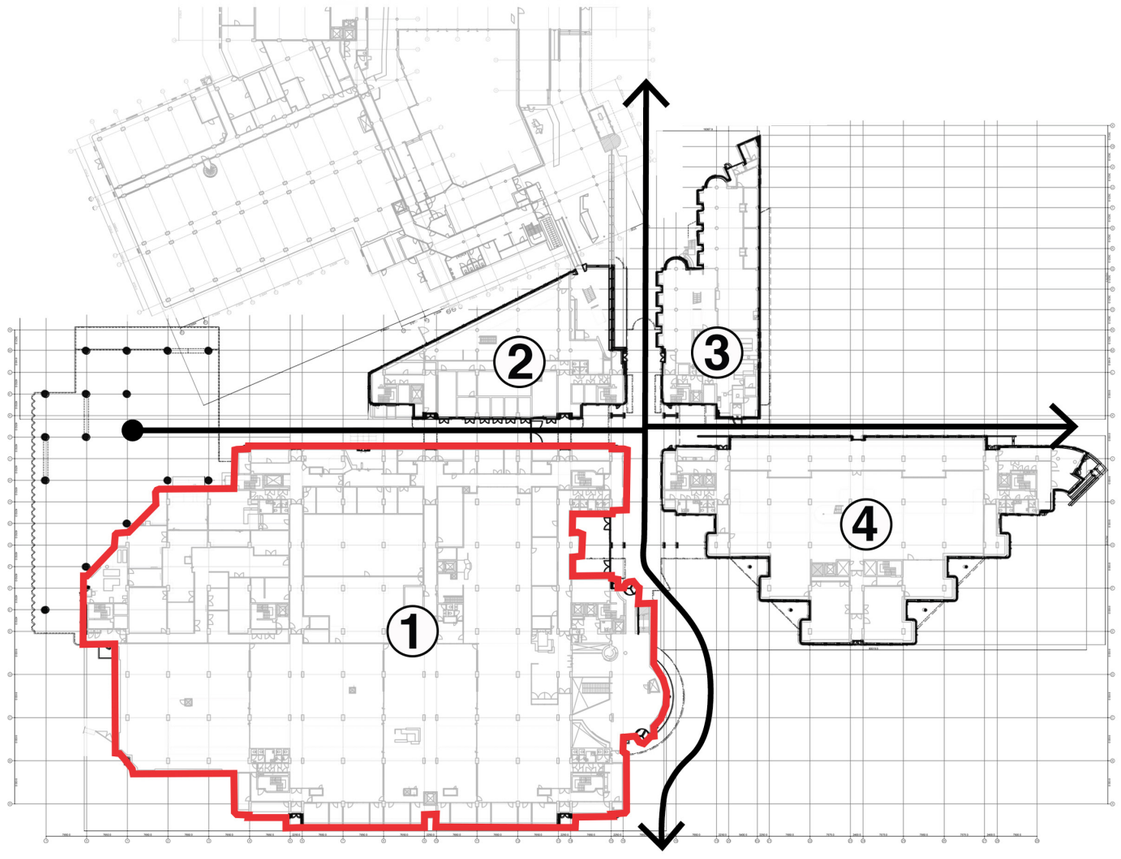
The Royal Library



2007 - New Entrance



Building Timeline Summary



Main Library Spaces



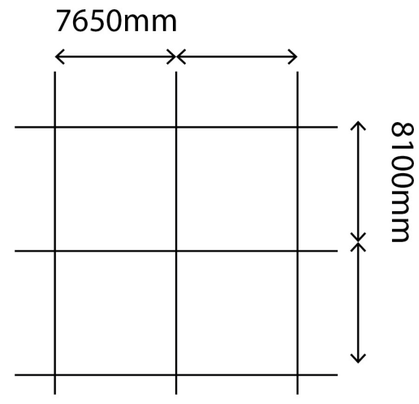
Diffused Light



Visual Connectivity

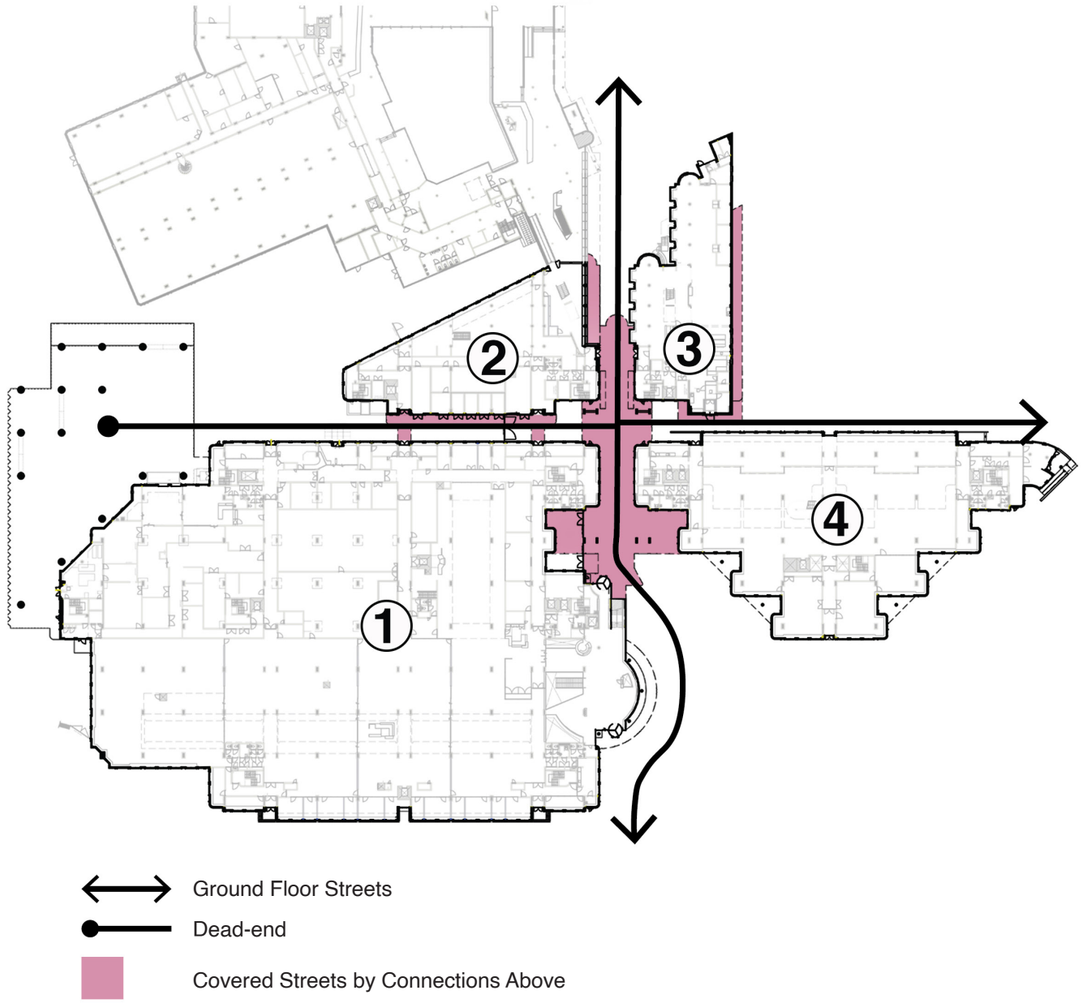


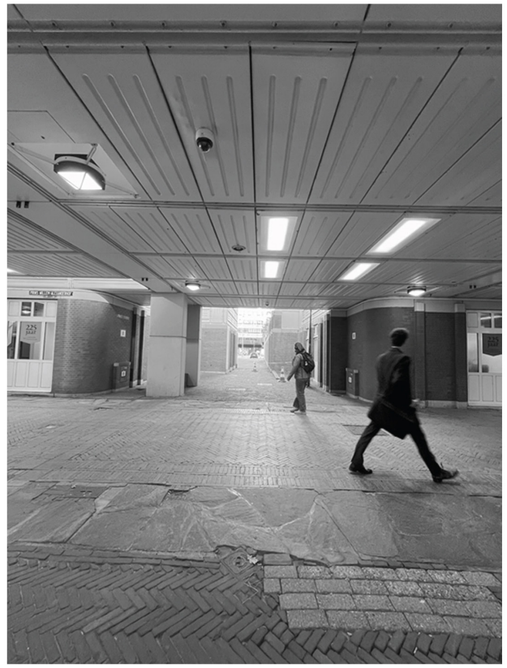
Tranquil Spaces



Modular Grids

Advantages of the Existing Royal Library





Dark Streets/ Routes



Lifeless/ Narrow Streets

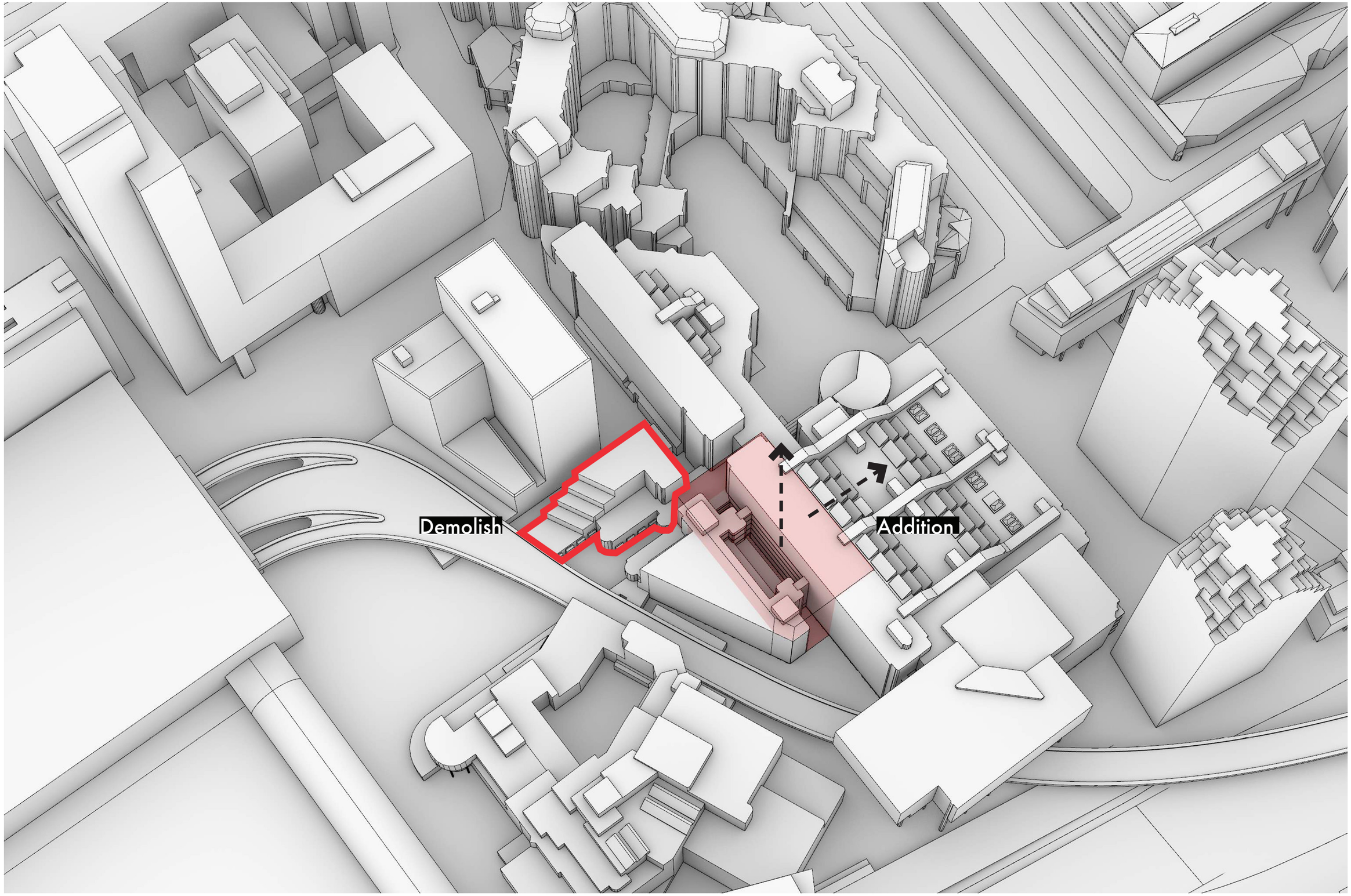


No Active/ Transparent Plinths

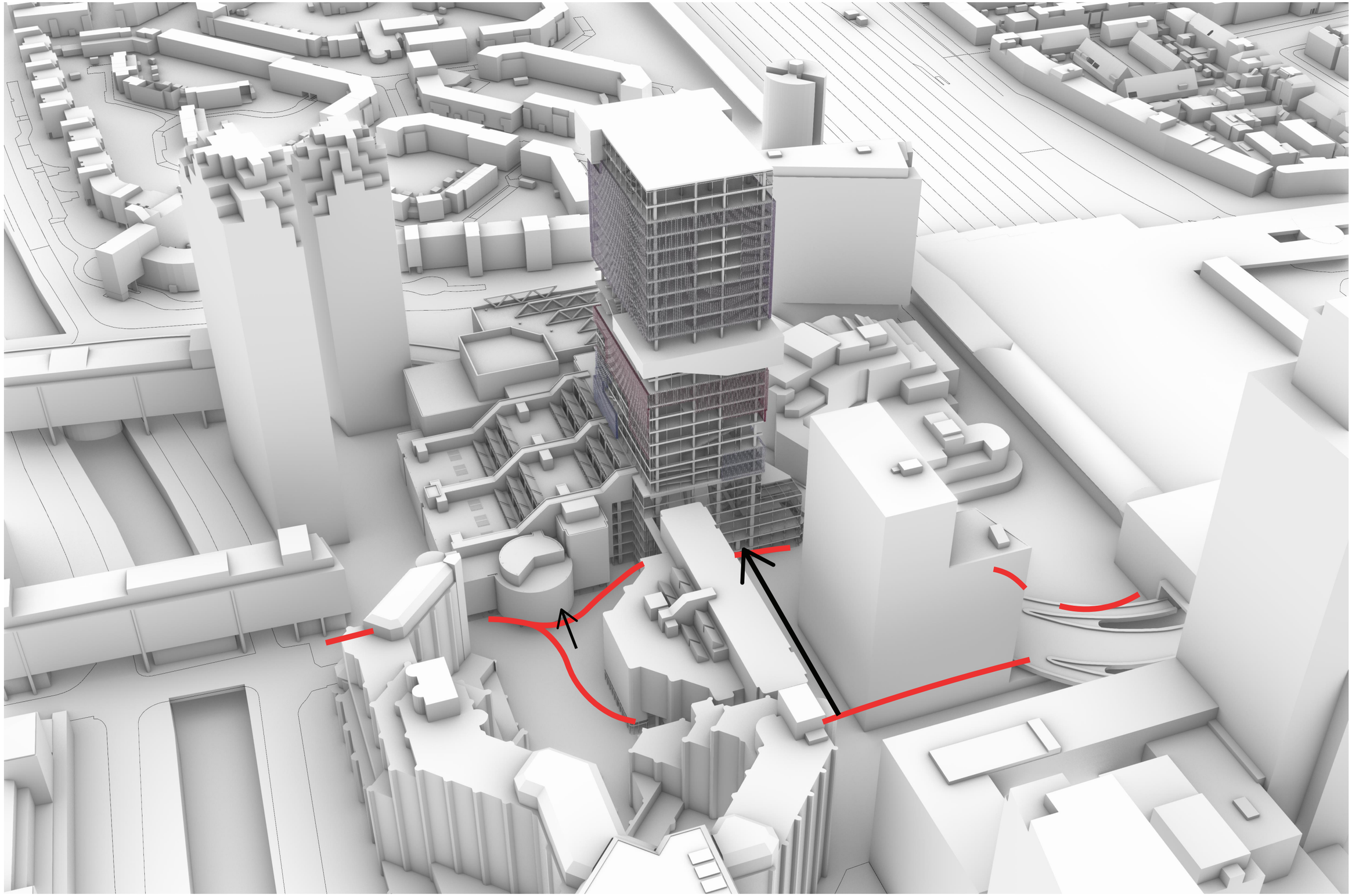


Closed-off Volumes

Disadvantages of the Existing Royal Library



Demolition and Addition



Access


3.
2.
4.
1.
New
Old
N
1. Entrance/ Lobby
2. Cafe/ Study Lounge
3. Commercial Spaces
4. Shared Outdoor Spaces

Site Plan

soft edges — and hard

Scale & Rhythm



5 km/h – 3 mph



or 60 km/h – 37 mph scale

Transparency



Open



or closed

Appeal to Senses



Interactive



or passive

Structure & Details



Interesting



or boring

Mixed Functions



Varied



or uniform

Vertical Facade Rhythm



Vertical



or horizontal

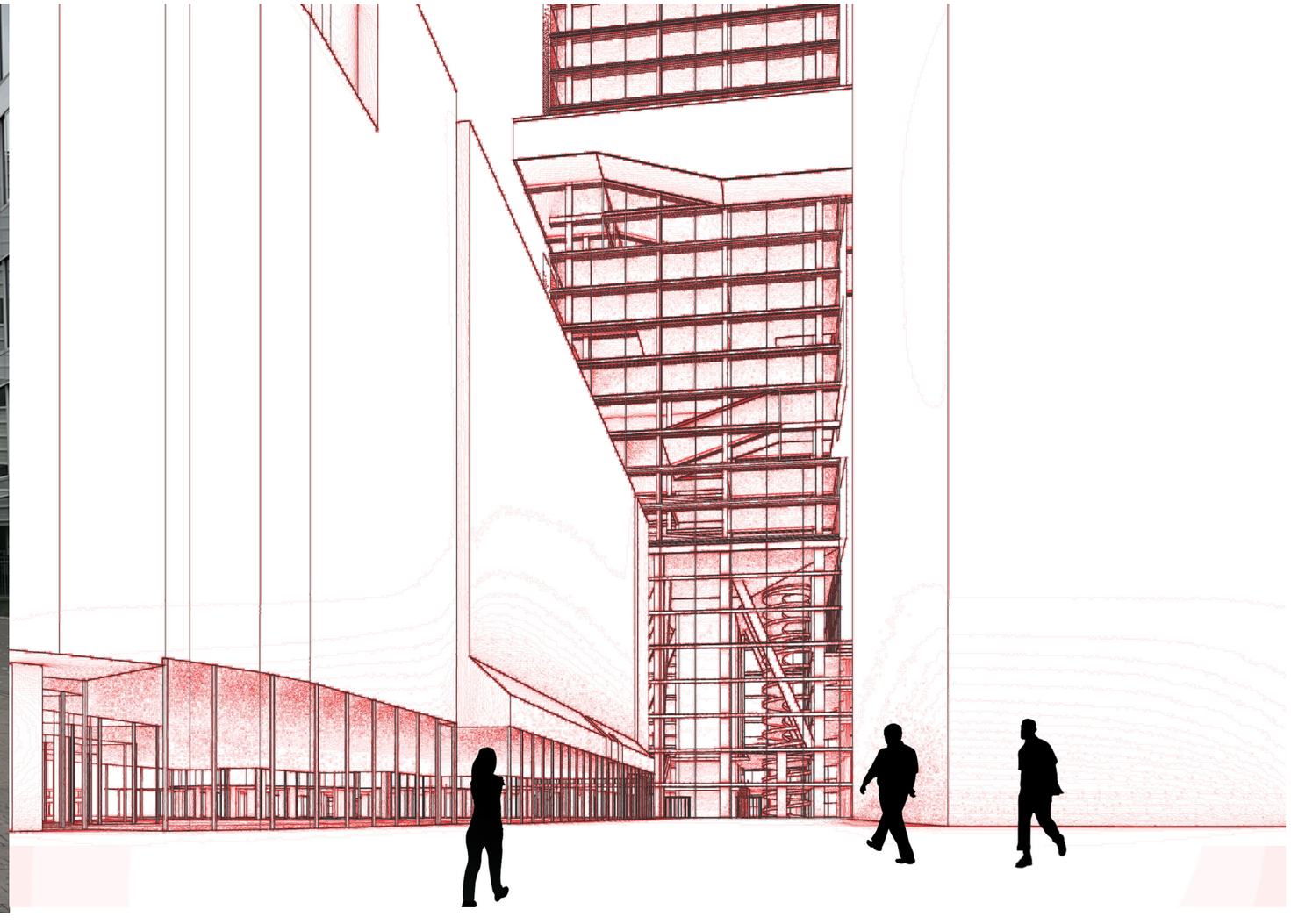
Source: "Close encounters with buildings," Urban Design International, 2006.

Exterior Vantage Points



Exterior Vantage Points



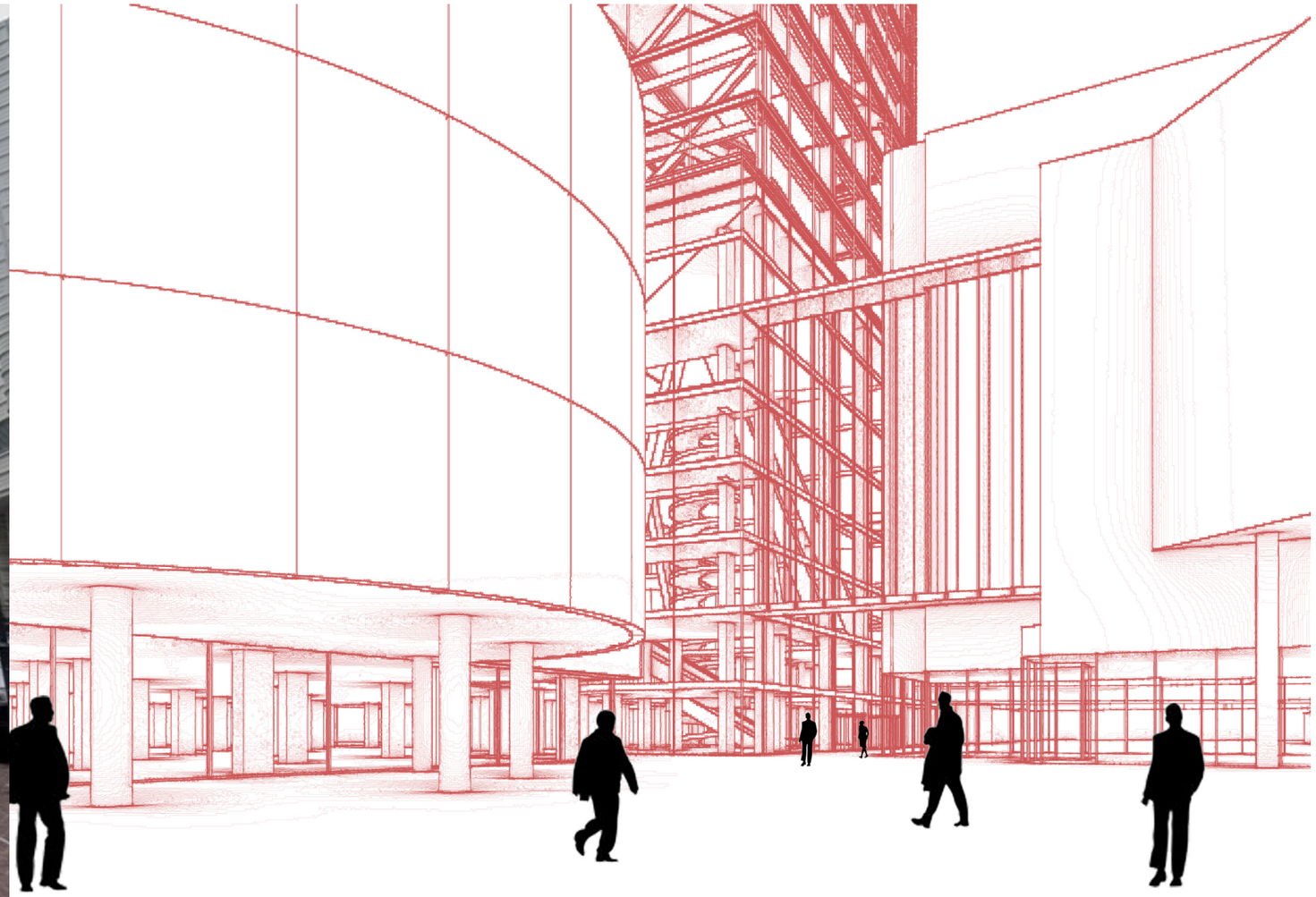


Exterior Vantage Points



Exterior Vantage Points





Exterior Vantage Points

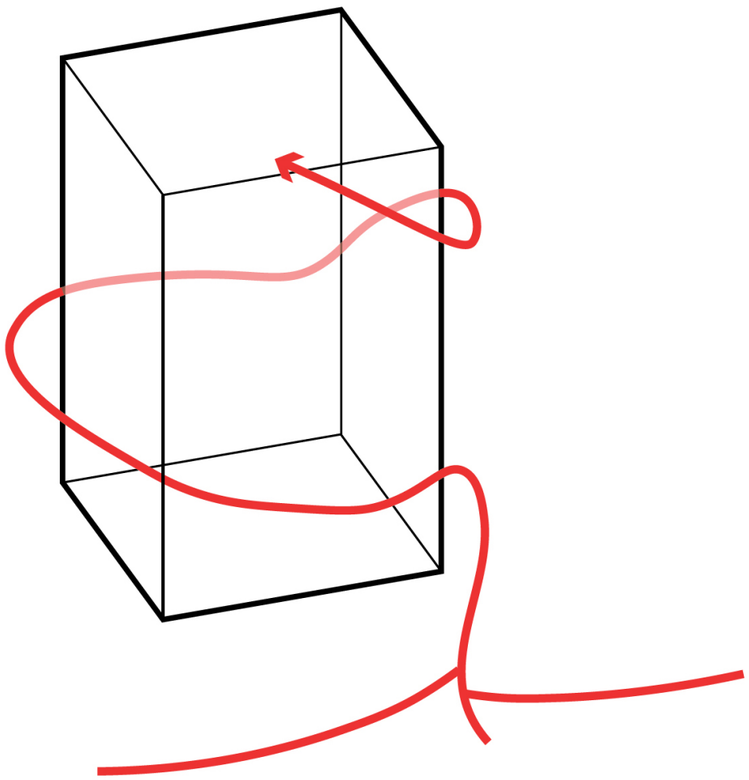




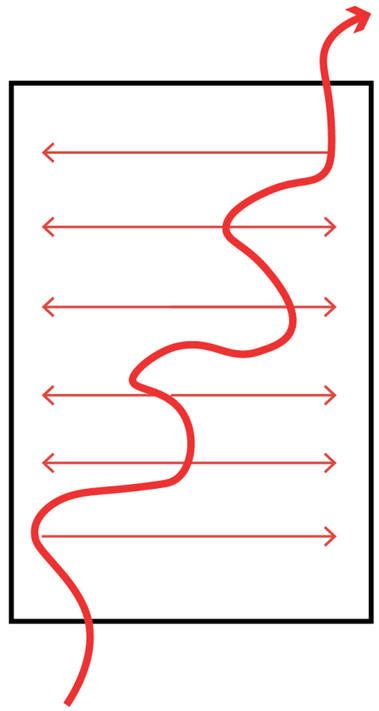
Exterior Vantage Points



Exterior Vantage Points

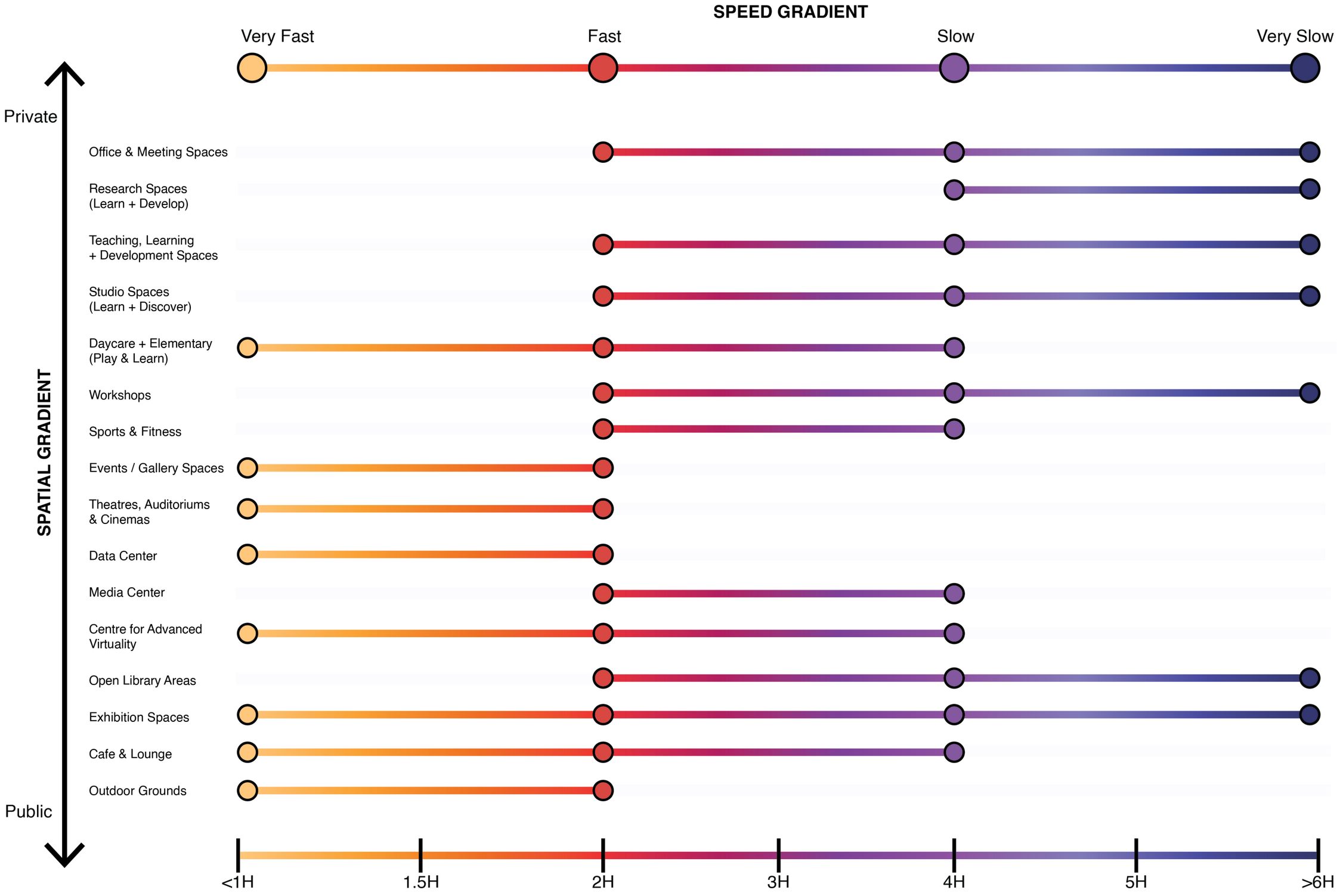


‘Public Cascade’
Exterior to Interior



‘Fast Spine’
Distributing speed + ‘carving spaces’

Design Strategies



Learning Trajectories / Tempos vs Spatial Gradient



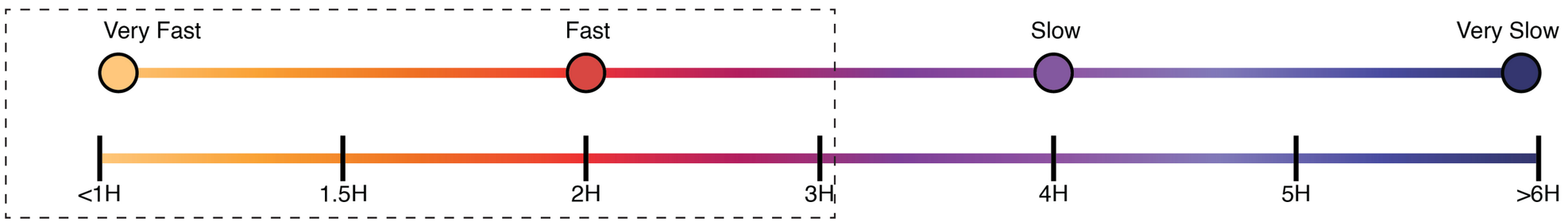
Lecture



Events



Play & Learn



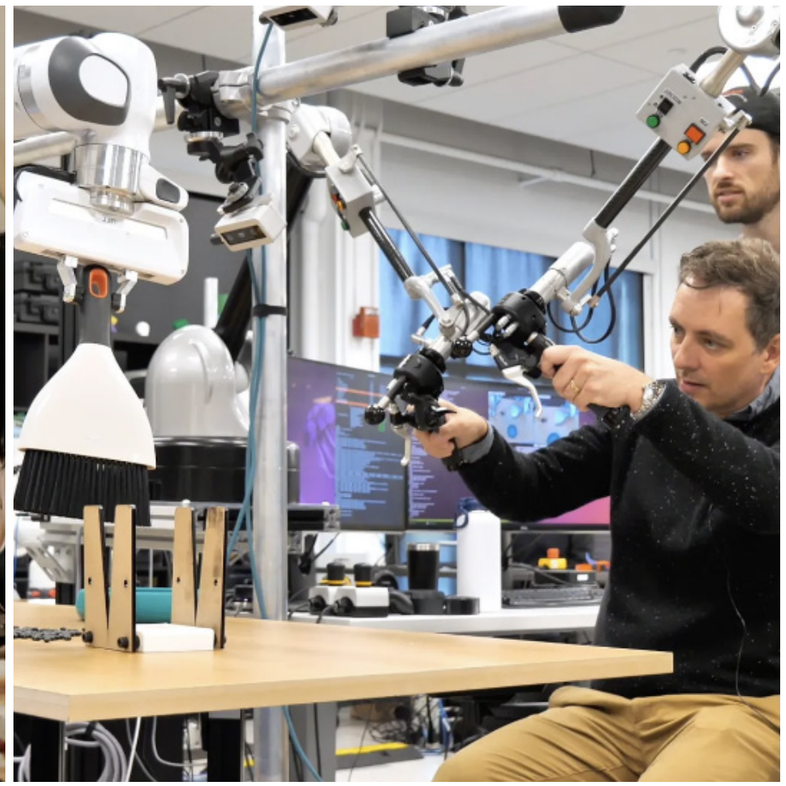
Examples of Fast Learning



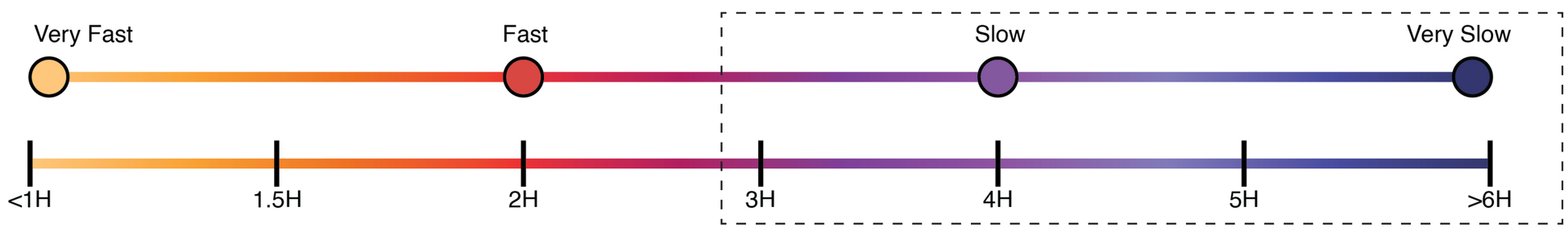
Library Focus Area



Workshop



Research

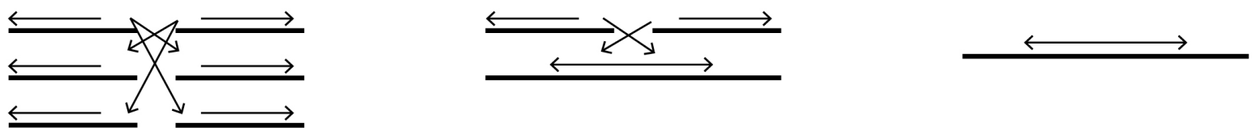


Examples of Slow Learning

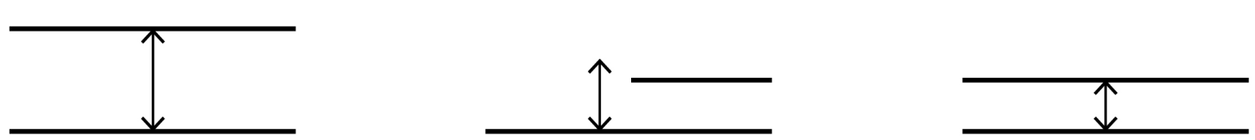




Visual Interests



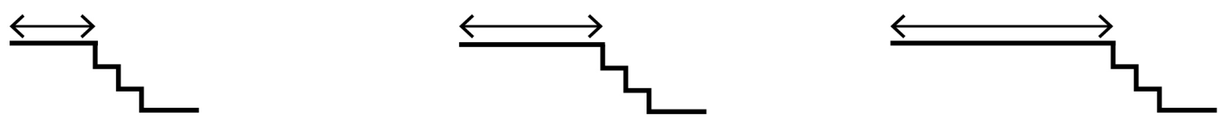
Height Variation



Transparency



Distance to
Main Connection



Programme/ Spatial Strategies



London Design Museum


Deichman Bjorvika- Oslo Public Library

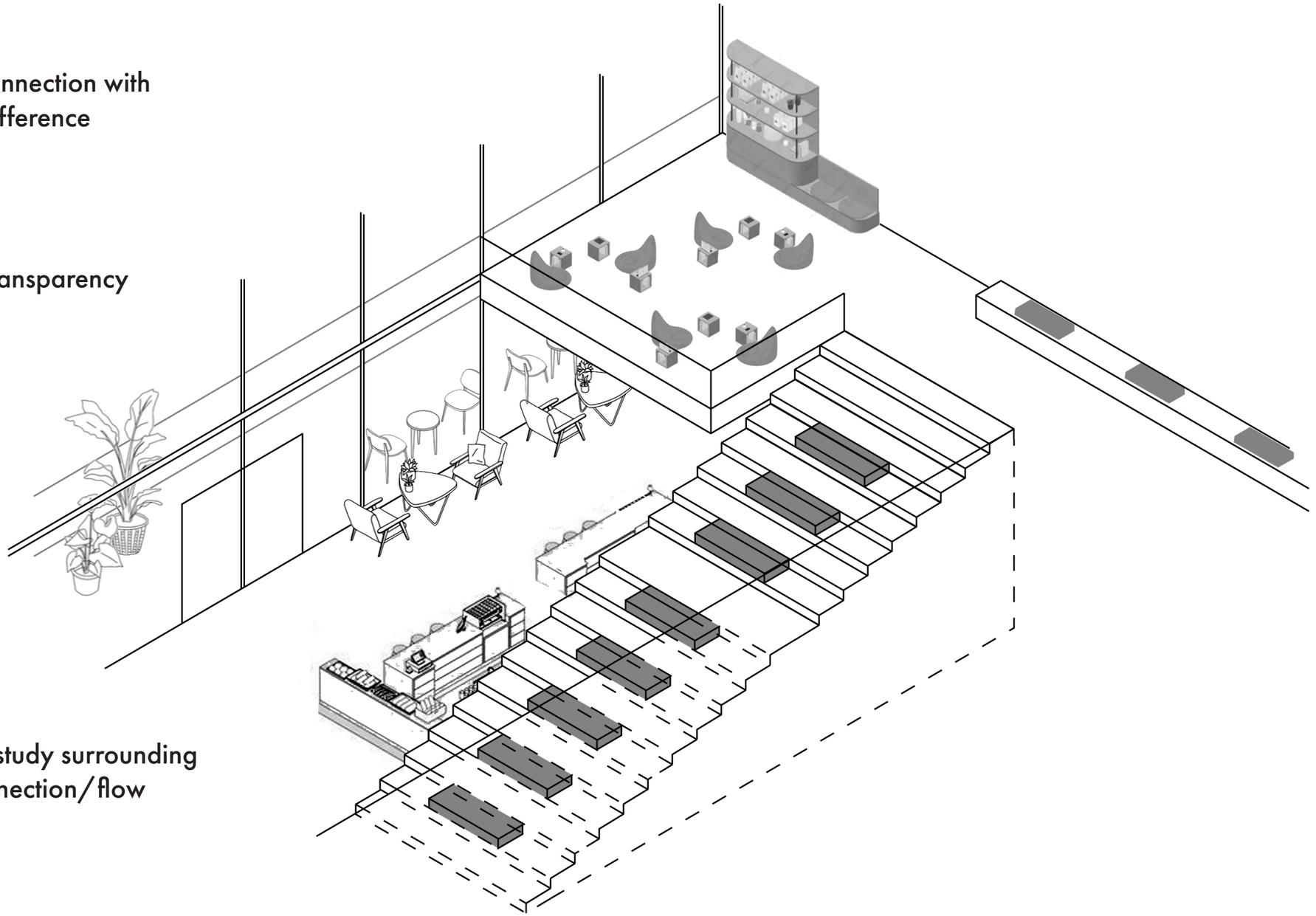

London Bloomberg Headquarter


London Design Museum - Exhibition Space

Precedents- Fast Learning Spaces/ Public & Semi-public

Visual Connection with
Height Difference

Higher Transparency



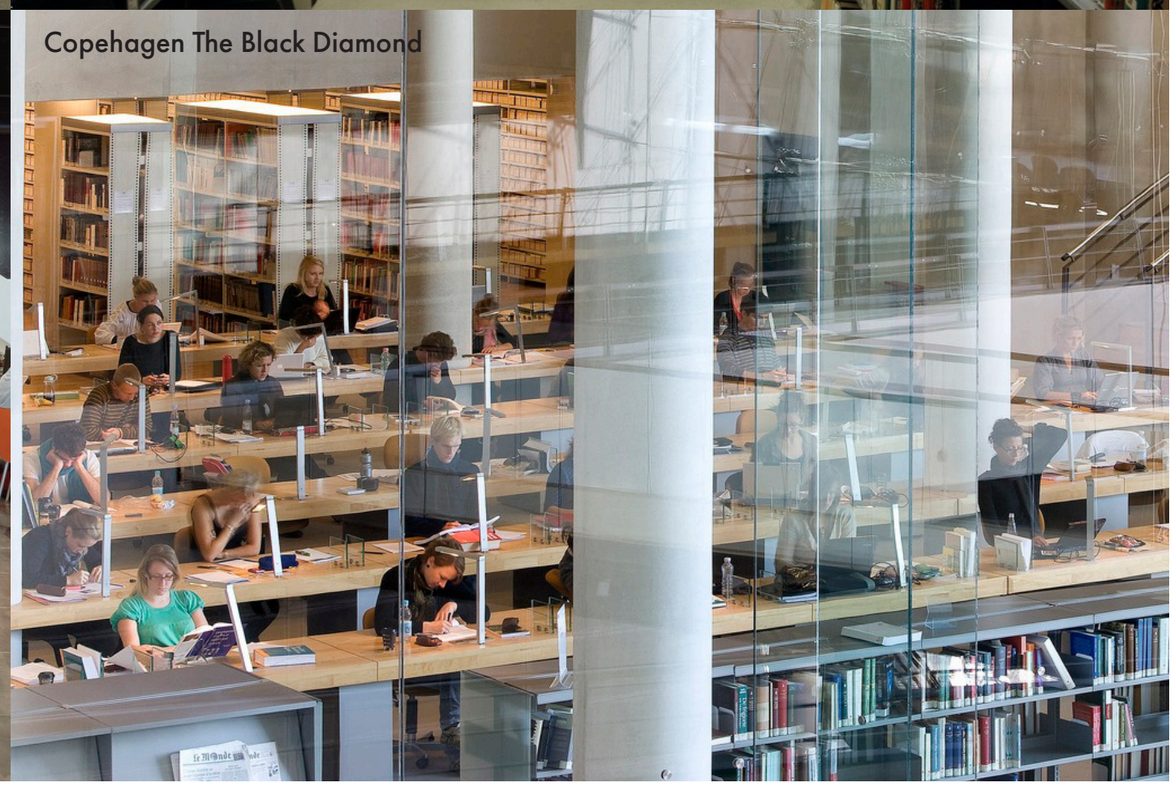
Informal study surrounding
main connection/flow

Phenomenology - Faster Learning Spaces

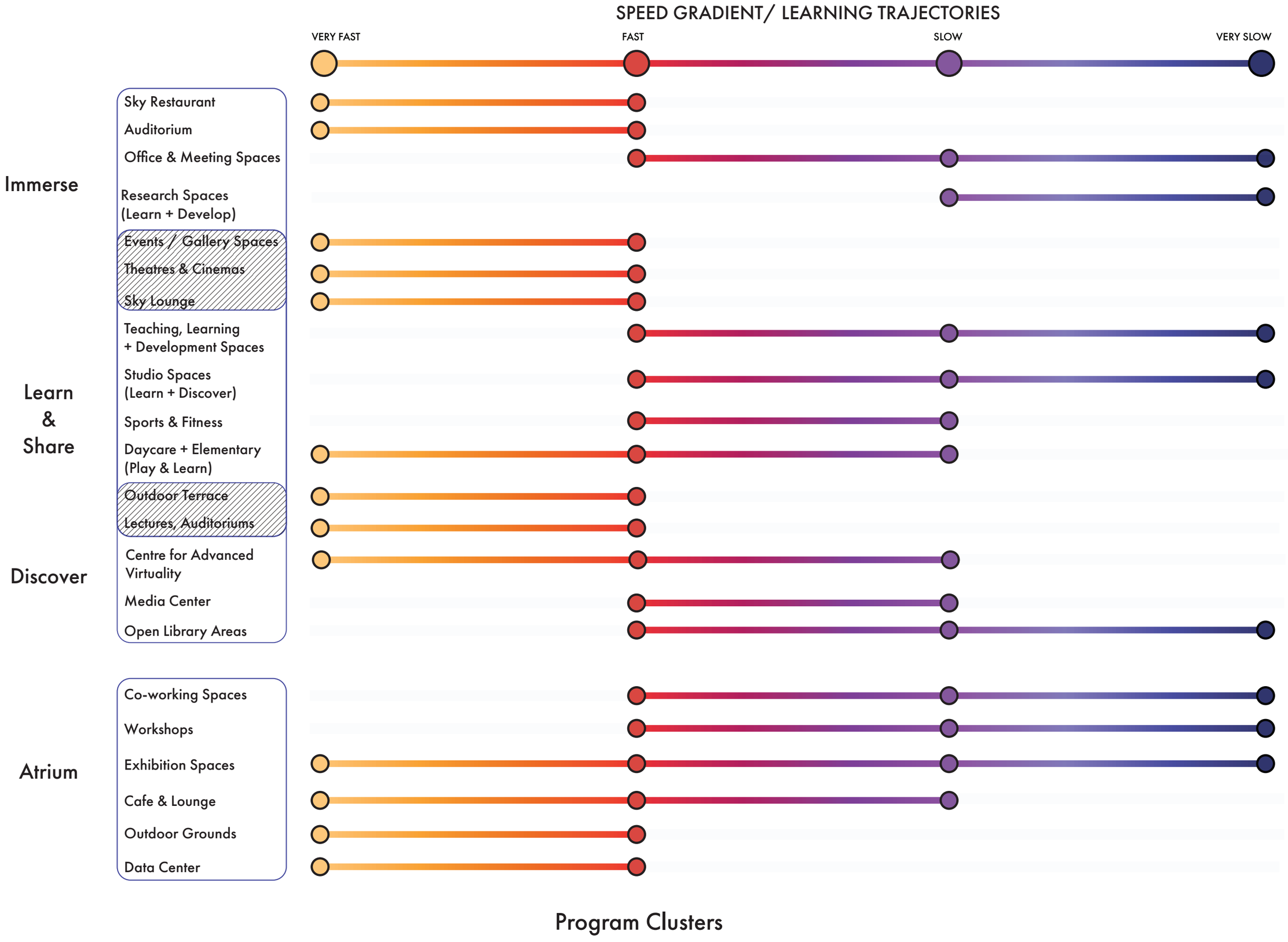

Deichman Bjorvika, Oslo Public Library


Seattle Central Library


Seattle Central Library


Copehagen The Black Diamond

Precedents- Slow Learning Spaces/ Semi-private & Private


SPEED GRADIENT/ LEARNING TRAJECTORIES
VERY FAST
FAST
SLOW
VERY SLOW
Immerse
Sky Restaurant
Auditorium
Office & Meeting Spaces
Research Spaces (Learn + Develop)
Learn & Share
Events / Gallery Spaces
Theatres & Cinemas
Sky Lounge
Teaching, Learning + Development Spaces
Studio Spaces (Learn + Discover)
Sports & Fitness
Daycare + Elementary (Play & Learn)
Discover
Outdoor Terrace
Lectures, Auditoriums
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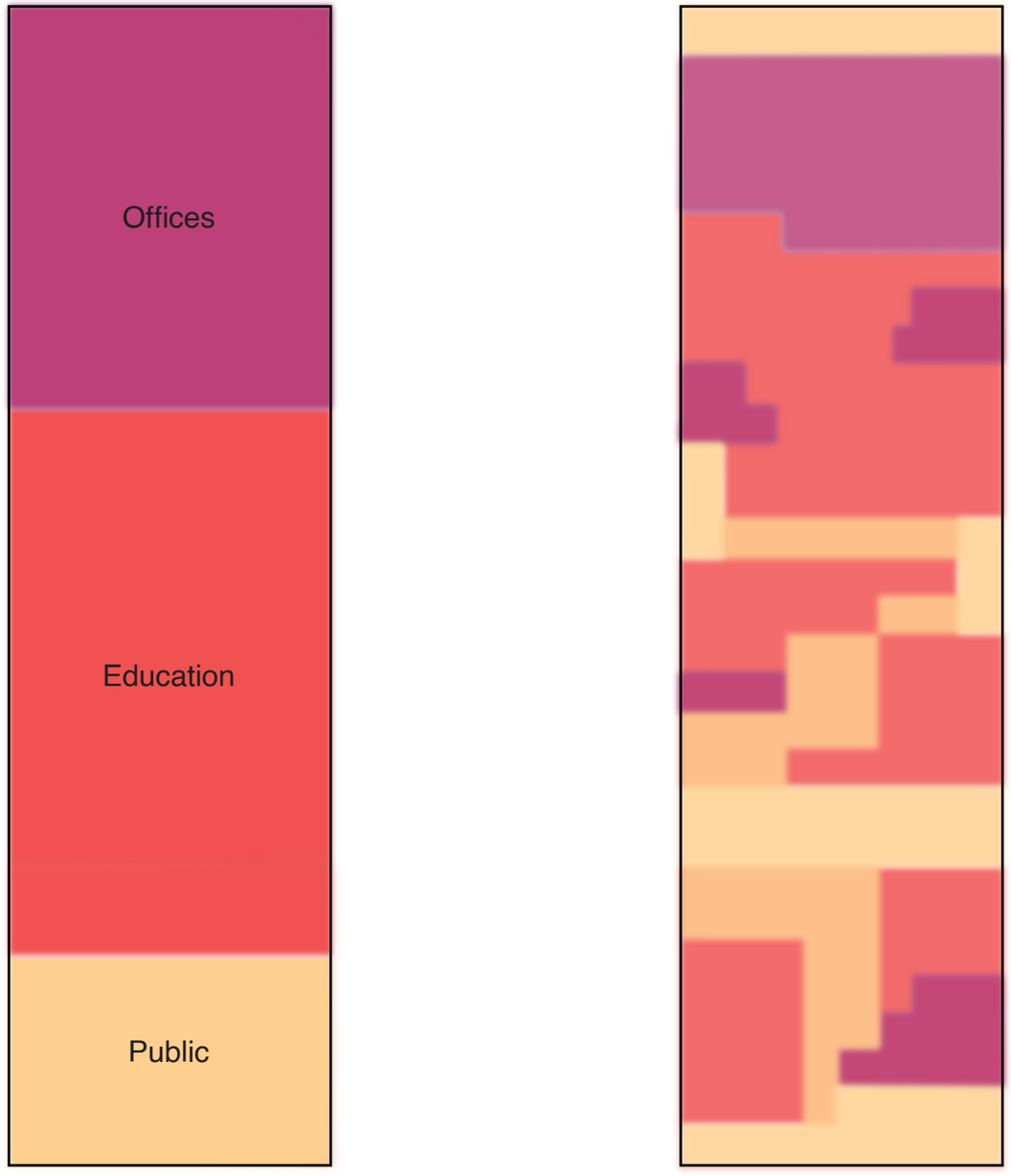
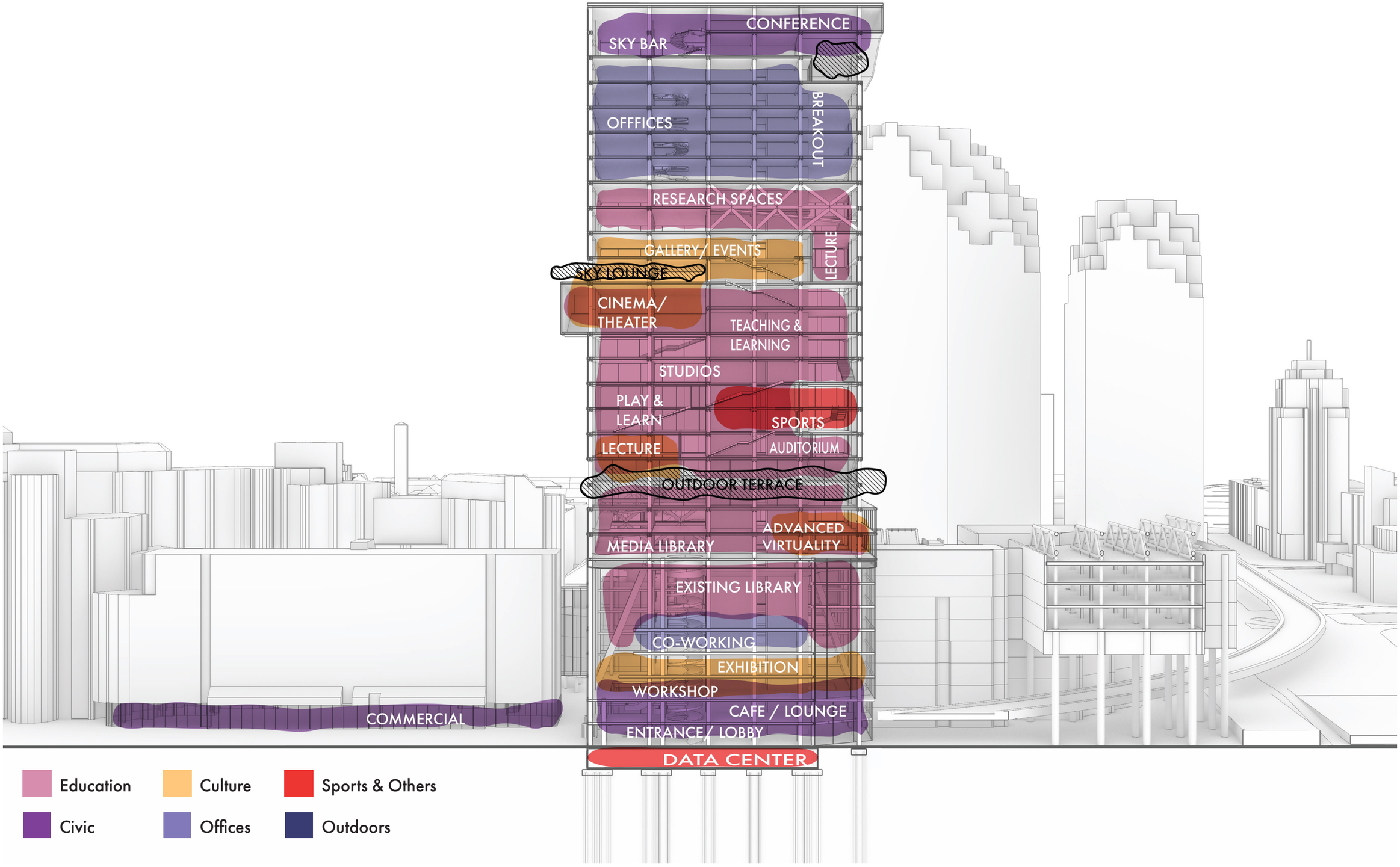
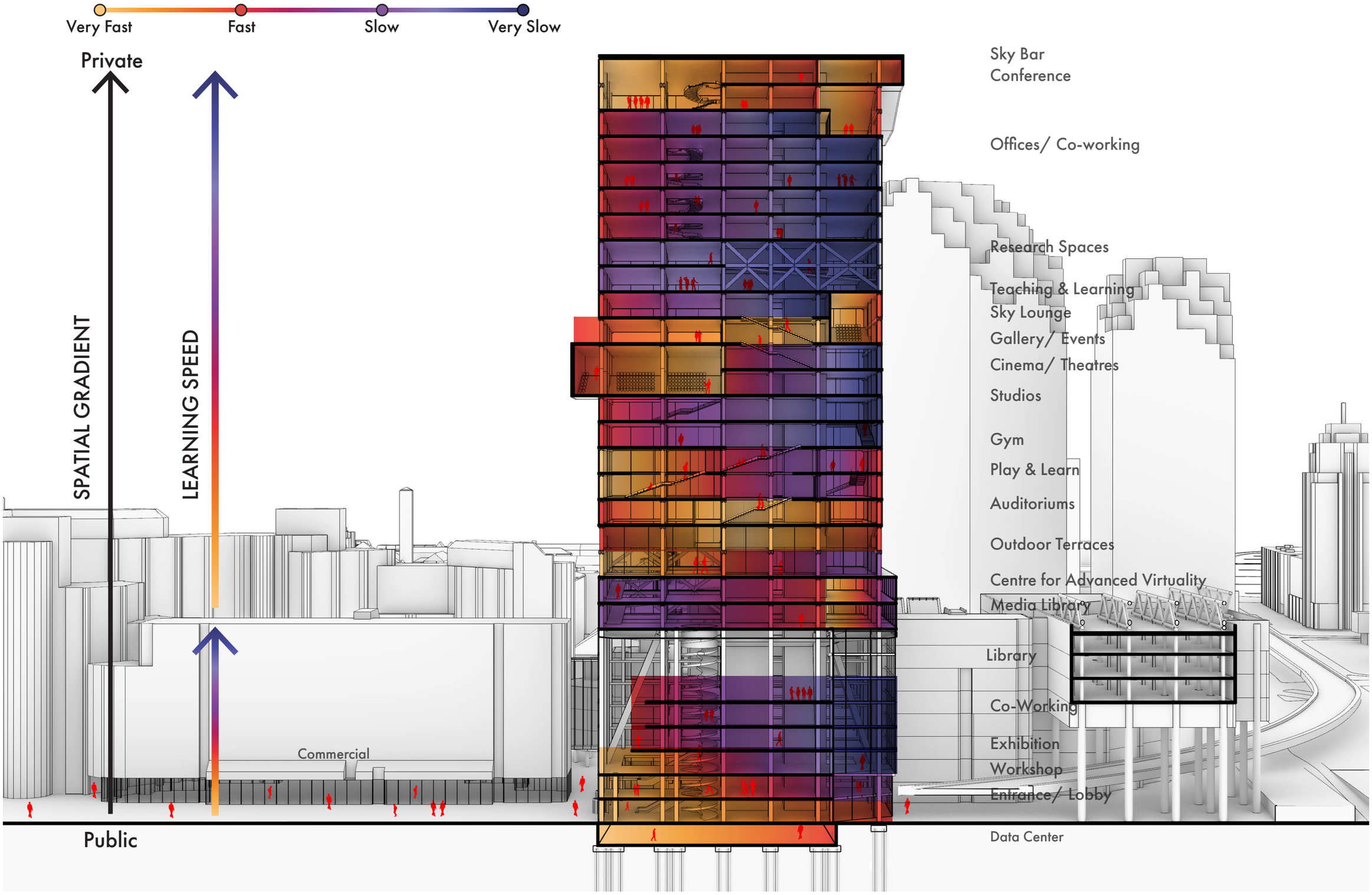
Cafe & Lounge
Outdoor Grounds
Data Center
Program Clusters



Programme/ Spatial Strategies



Programmatic Distribution



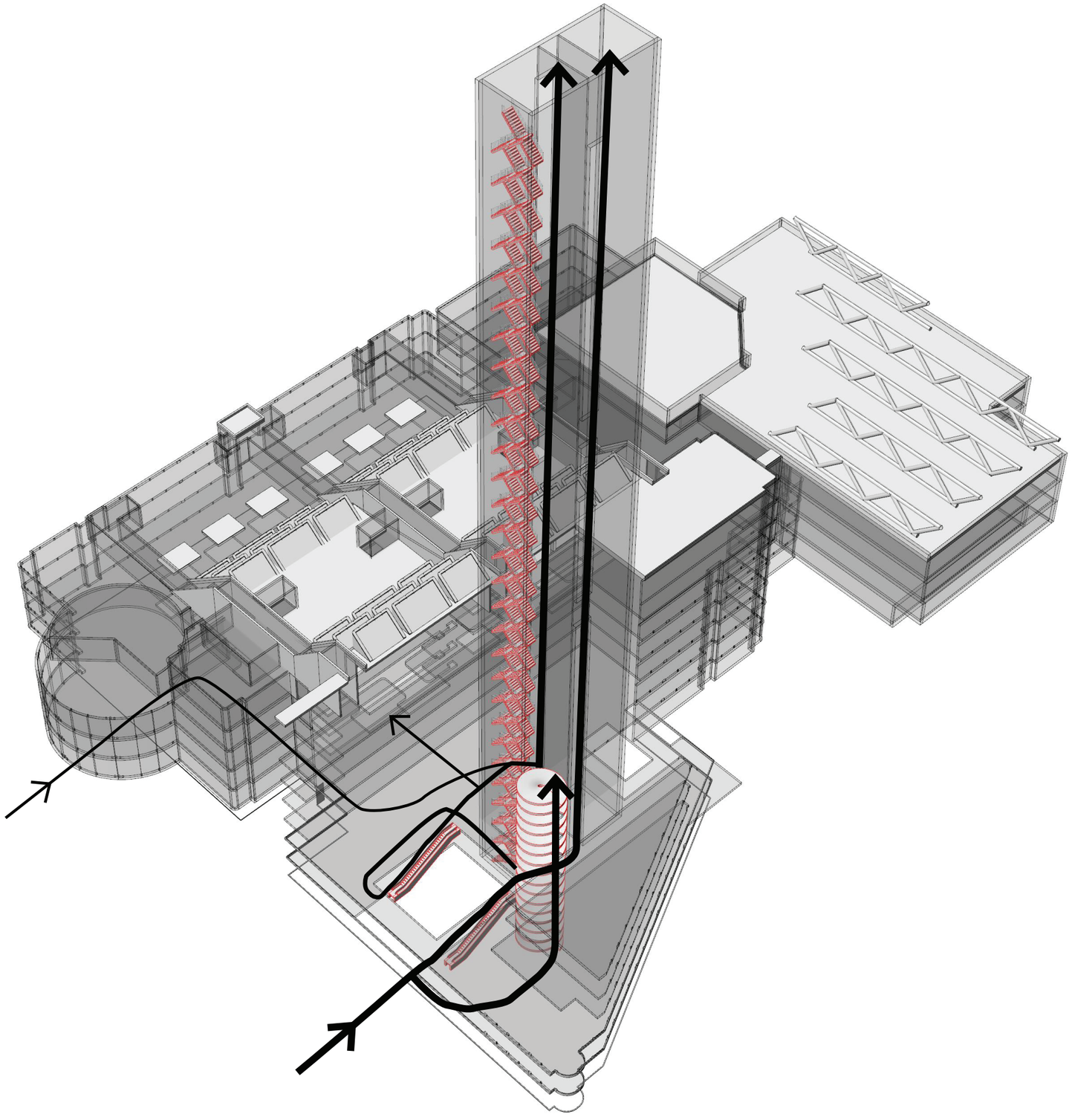
Tempo of Programs



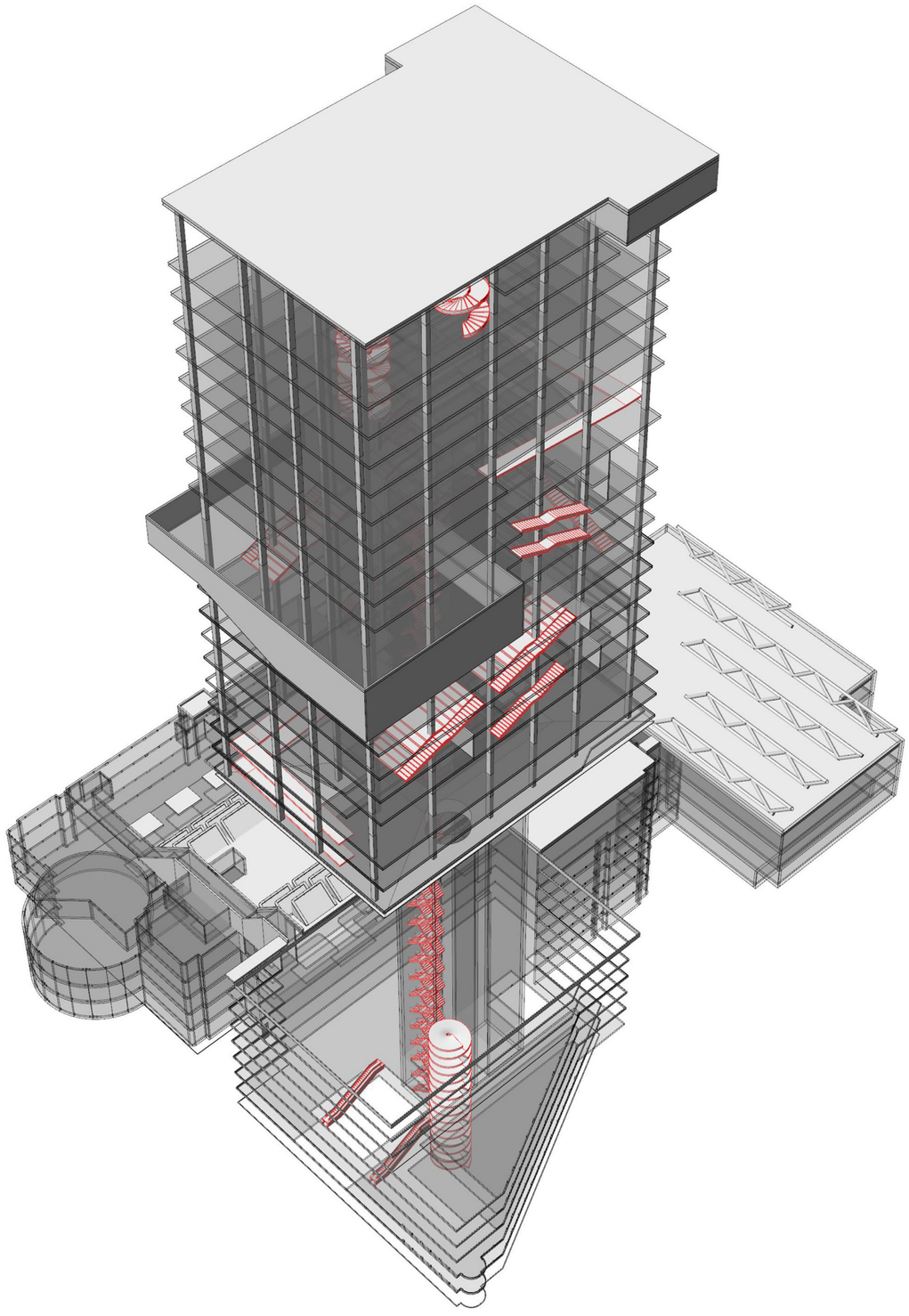
Ground Floor Plan



3rd Floor Plan



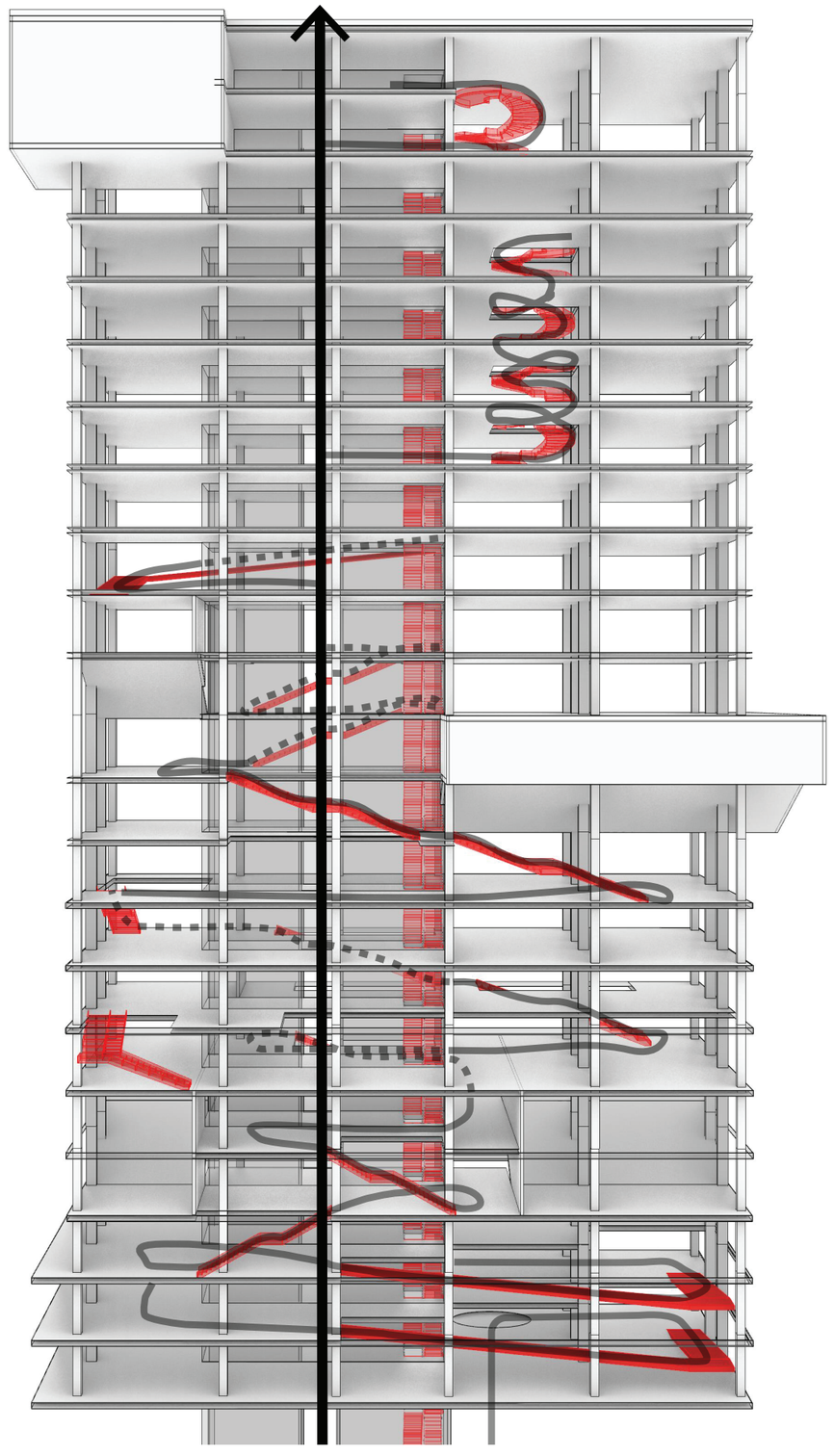
Circulation / Access



Tower

Plinth

Circulation



Tower Circulation



NW-SE Section



Professor

Age: 60 (estimated)
Occupation: Proffessor at Department of Public Administration
Interview Location: Leiden University, location Wijnhaven, The Hague
Education: PhD in Adminstration and Communication
Living Location: Noordwijk
Nationality: Dutch

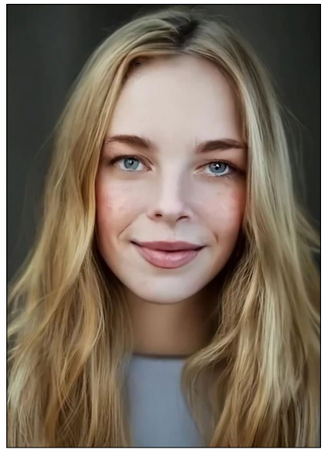
Statement for Persona: Mr. de Ruiter is a humble professor who dedicates his time to helping and mentoring his students and sees positivity in everything in life.



Security guard University of Leiden

Age: 59
Occupation: Sercurity / receptionist at the library
Education: Vocational education and training (BBL)
Living Location: The Hague
Nationality: Netherlands

Statement for Persona: She seems to be enjoying to work with, meet with and talk with new people and has a passion for reading romantic thrillers



STUDENT

Age: 22
Occupation: Master's student
Interview Location: The Hague (Universiteit Leiden, Turfmarkt)
Education: Bachelor's Degree in Business Management
Living Location: Zoetermeer
Nationality: Dutch

Statement for Persona: She seemed very eager to learn about our research. She is an extroverted person but still has not adapted to the new educational environment.



ARCHITECT / HUMAN ACTIVIST

Age: 38 (estimated)
Occupation: Architect (Human Activist part-time)
Interview Location: The Hague (in front of Tweede Kamer der Staten-Generaal
Education: Equivalent to Qualified Architect
Living Location: Amsterdam
Nationality: Iranian

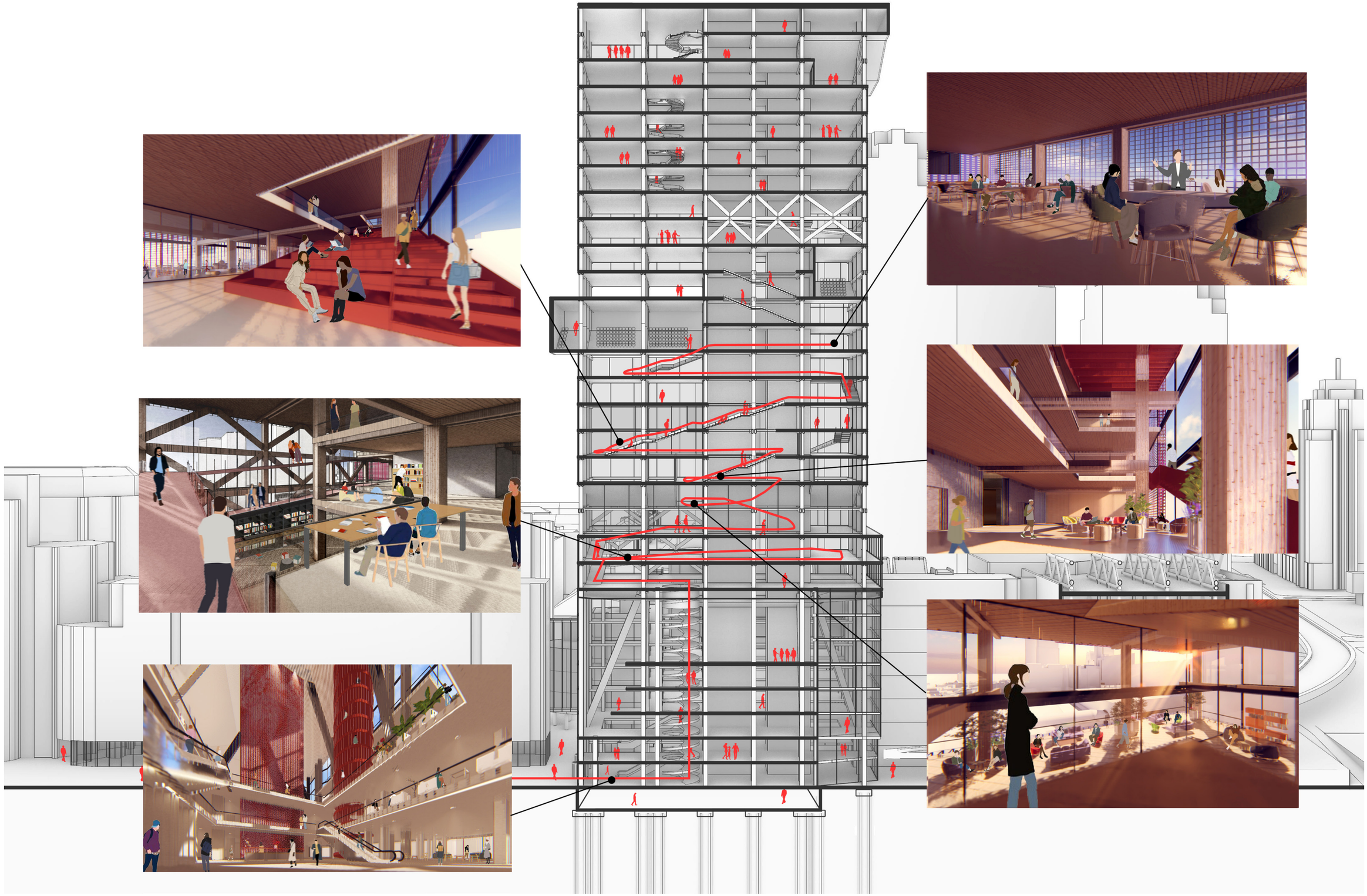
Statement for Persona: She seems to be a passionate individual staying true to her upbringing and background, always thinking for all walks of life through peaceful protest and architecture.



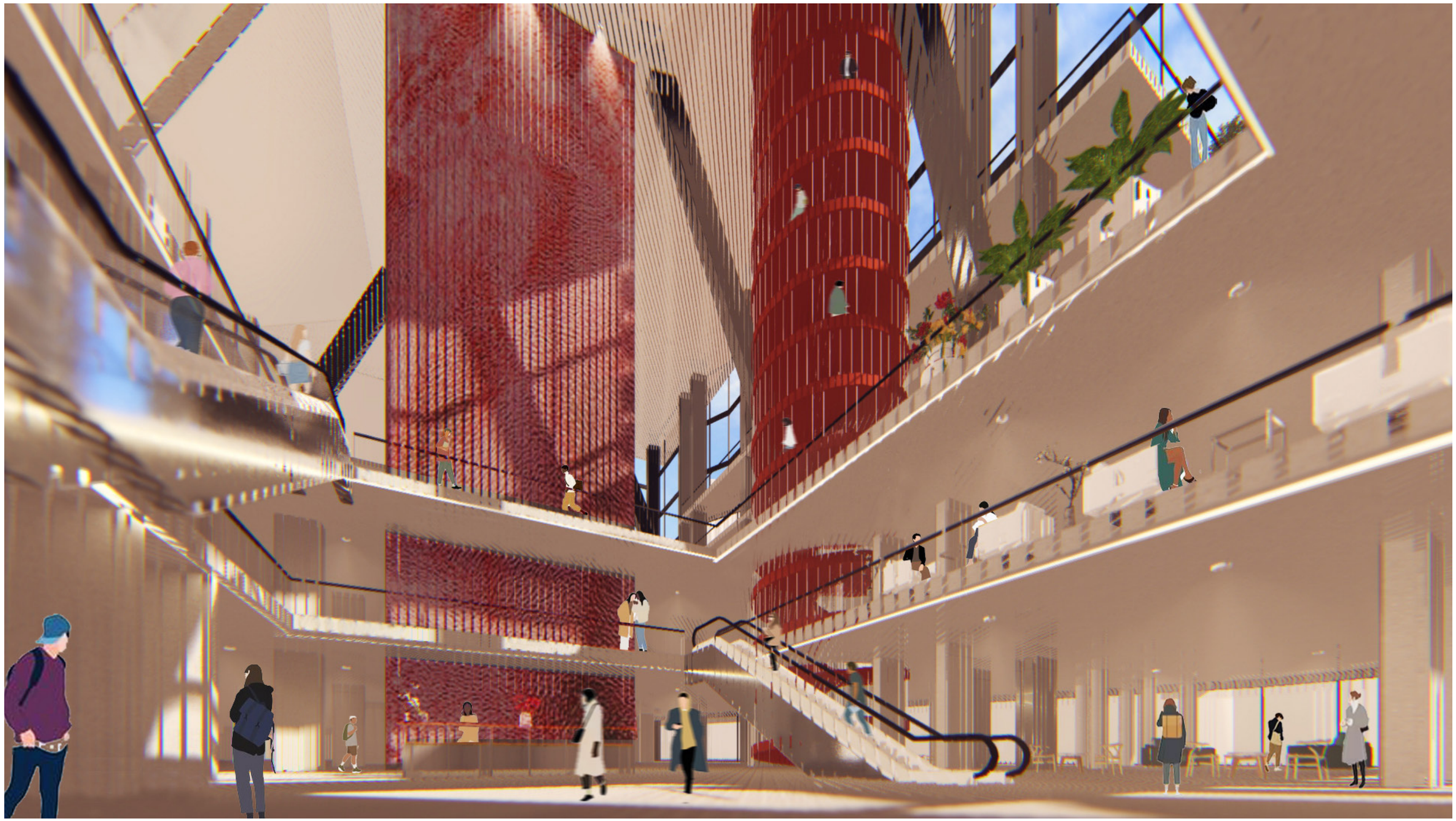
HTM EMPLOYEE

Age: 45 (estimated)
Occupation: Ticket seller mainly at The Hague Central Station, sometimes Delft and Holland Spoor
Interview Location: The Hague (at The Hague Central Station)
Education: Vocational Studies
Living Location: The Hague
Nationality: Dutch

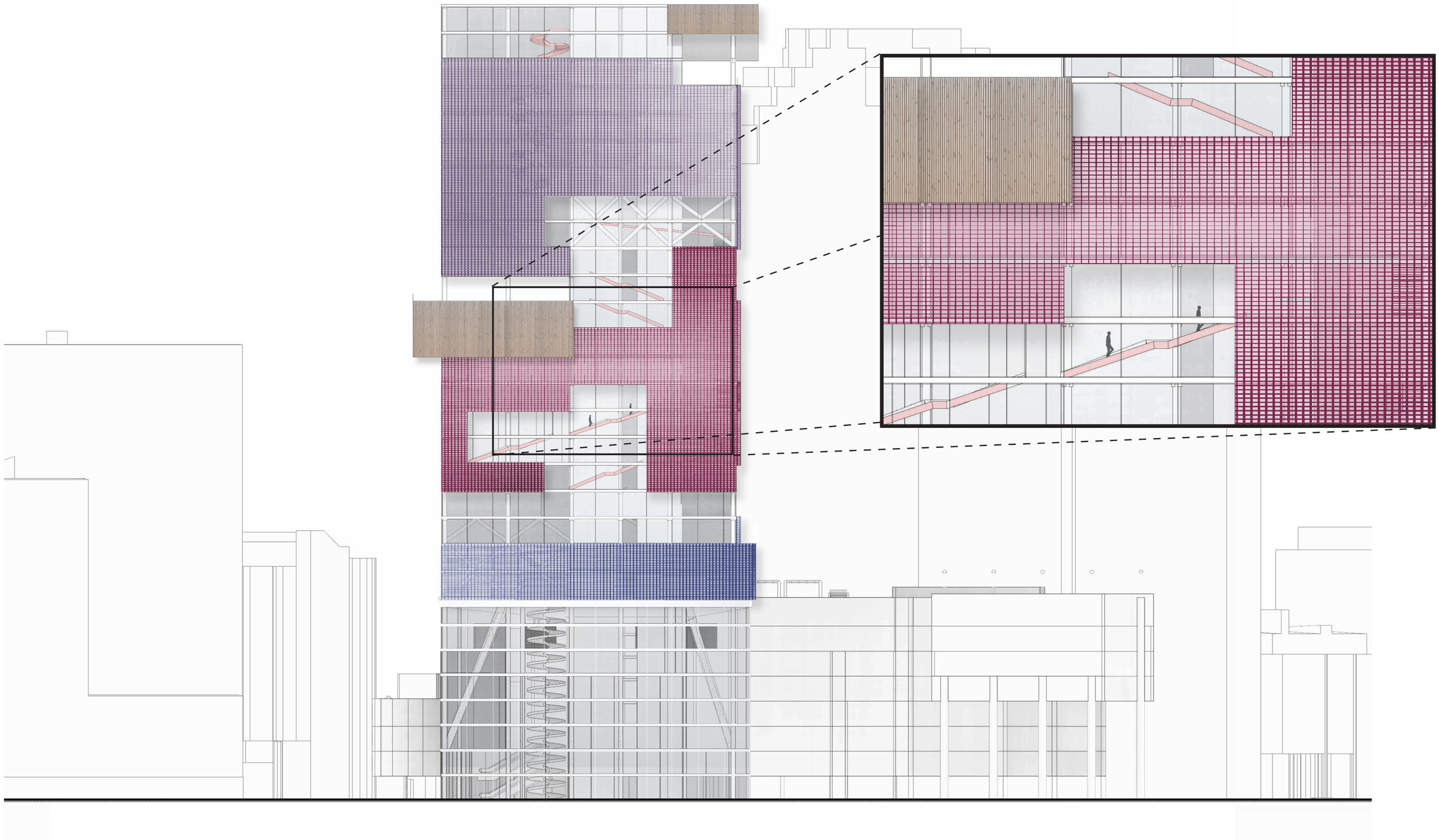
Statement for Persona: Seemed friendly, kind and approachable when asking for help, however less approachable when asking about personal matters. He usually travels 20 minutes by tram to the central station.



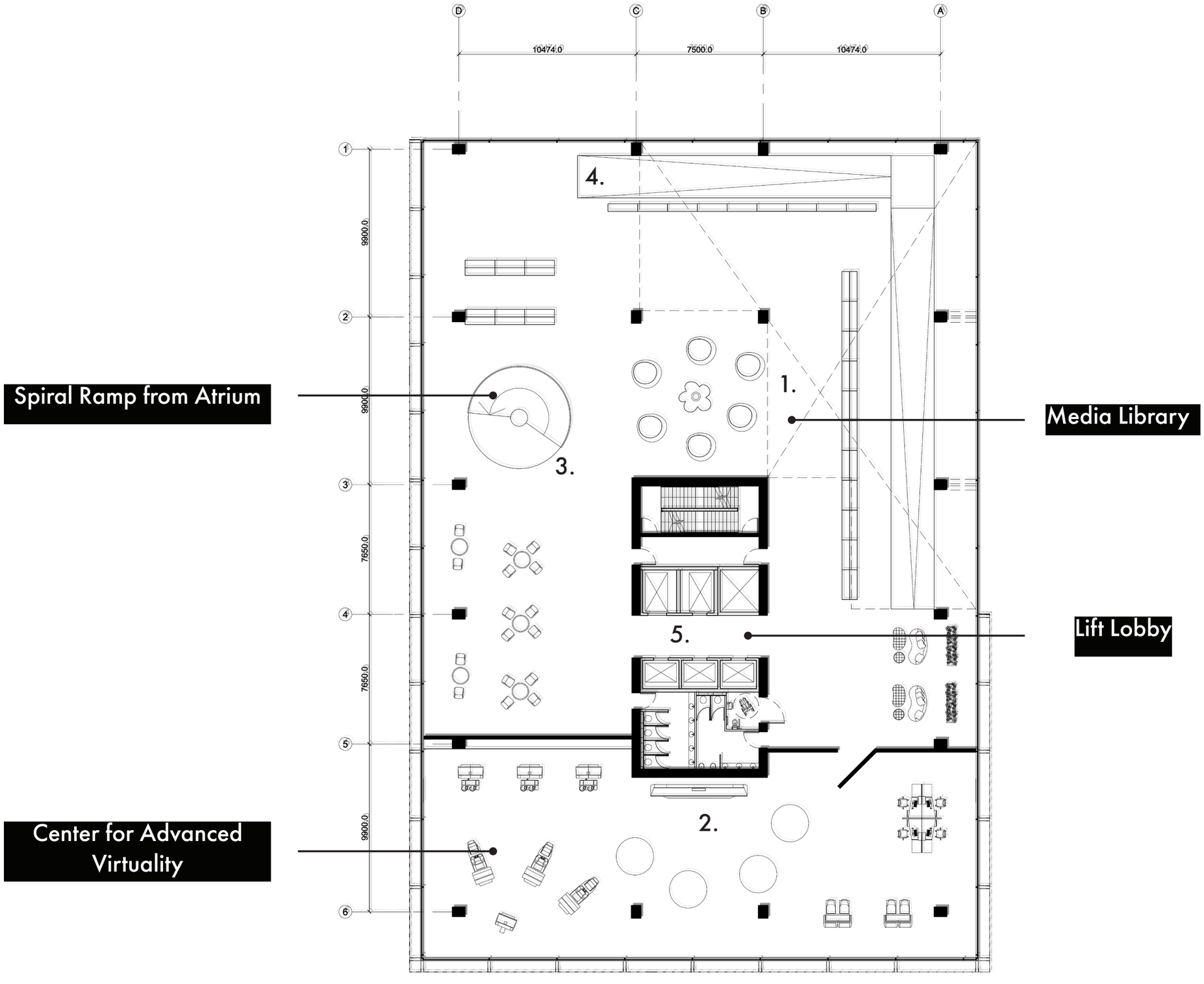
Persona's Route



Persona's Route



South-West Elevation



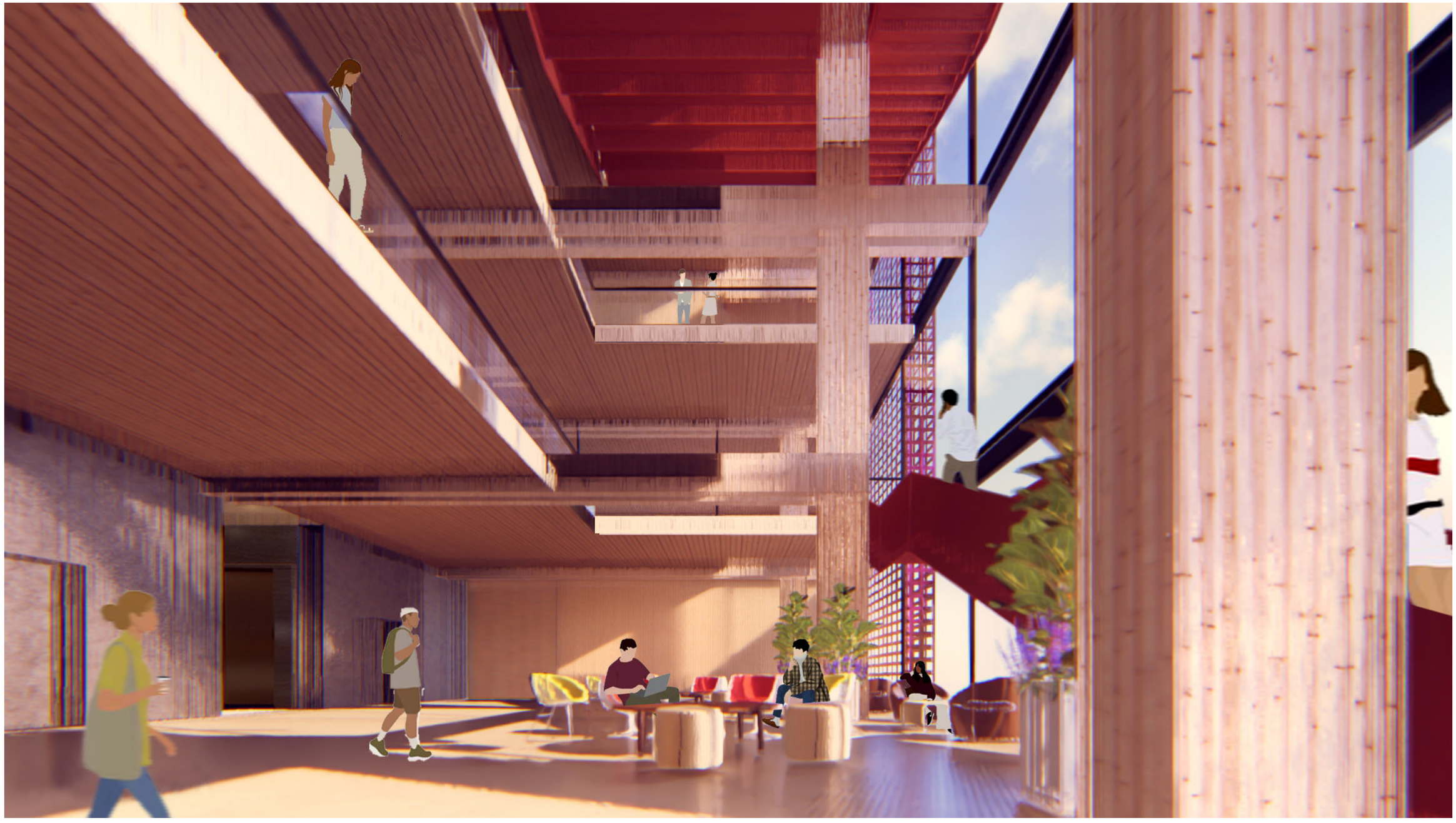
8th Floor Plan



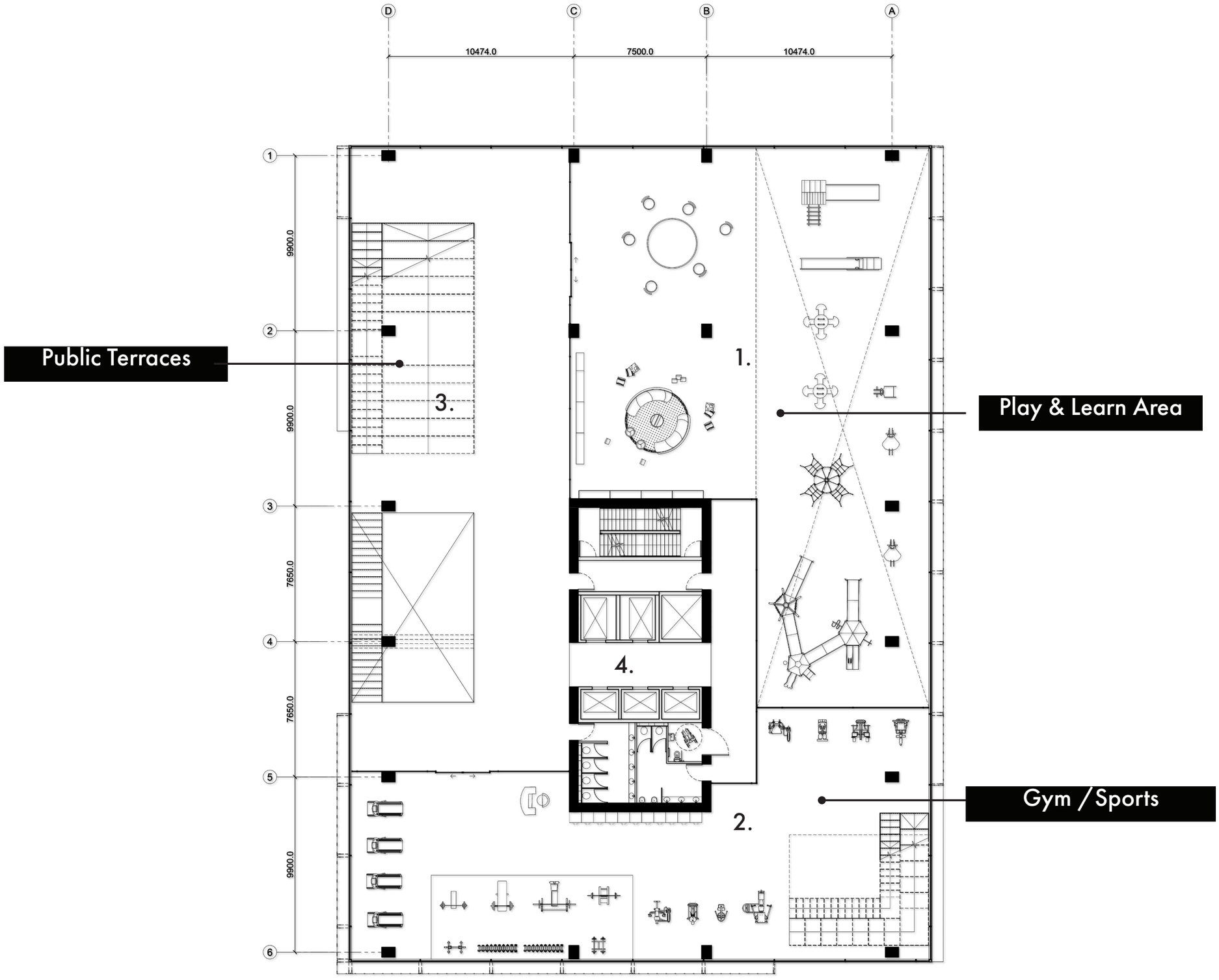
Interior Impression (Fast Learning Spaces)



Persona's Route



Persona's Route



13th Floor Plan



Persona's Route



Persona's Route

1. - 36.5 LVL Floor Panel
- 24mm Concrete Screed
- 50mm Concrete Floor Heating
- 40mm Rockwool Sound Insulation
- 100mm Wood wool Insulation
- Vapour Membrane
- 51mmx 325mm LVL Floor Beams/Ribs with floor battens
- 36mm LVL Bottom Floor Panel
- Suspended Ceiling + Cove lights
- Mounting Tracks
- Acoustic Backing
- Timber battens with linear lights flushed

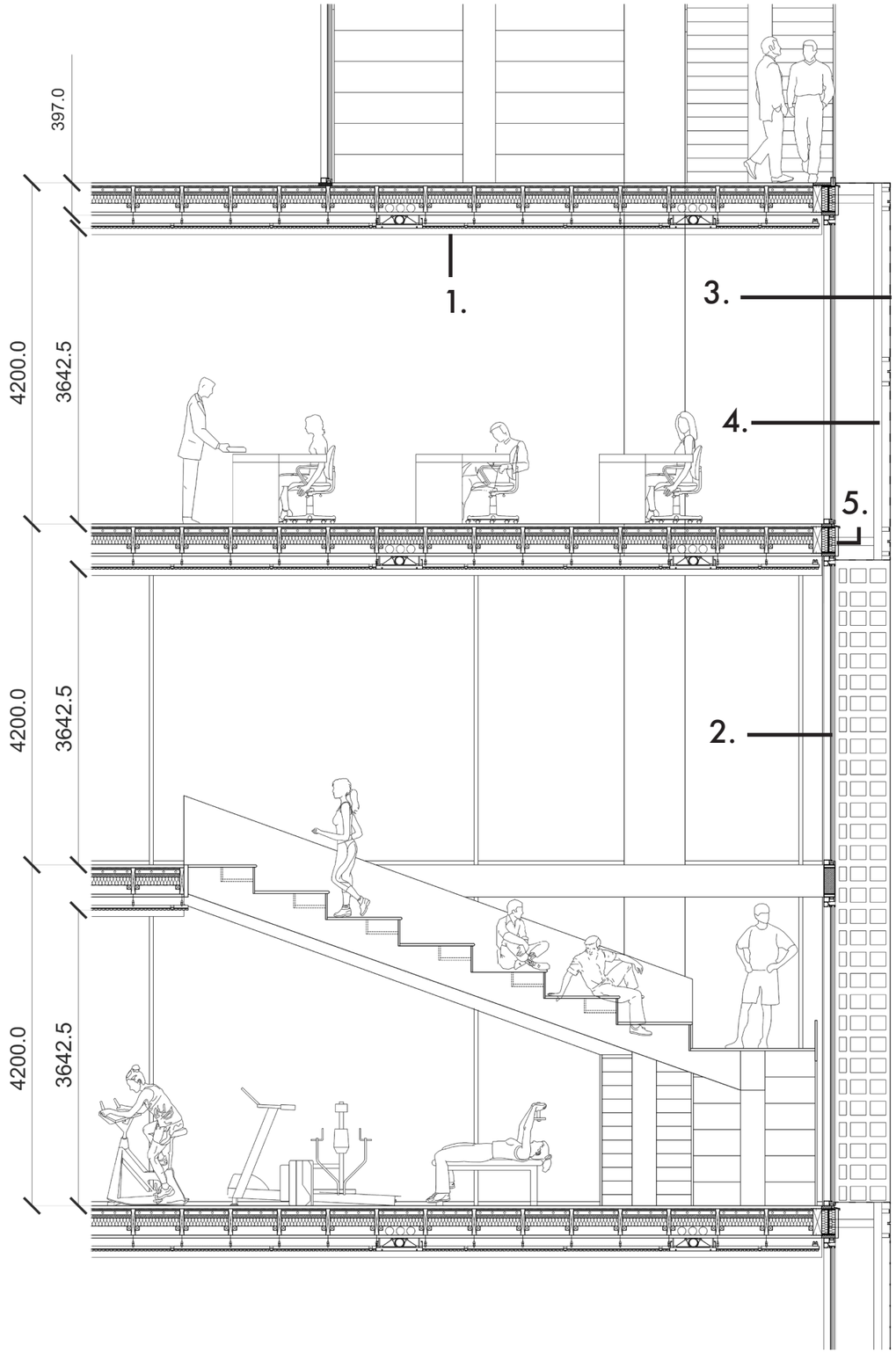
2. Doubled Glazed Wall Panel:
- 8mm Float Glass + 16mm Argon Filled Cavity + 22mm Laminated Safety Glass

3. - Painted Copper Sheet, Perforated (2300mm/3900mm/4mm) fastening via stainless steel screws on powder coated substructure

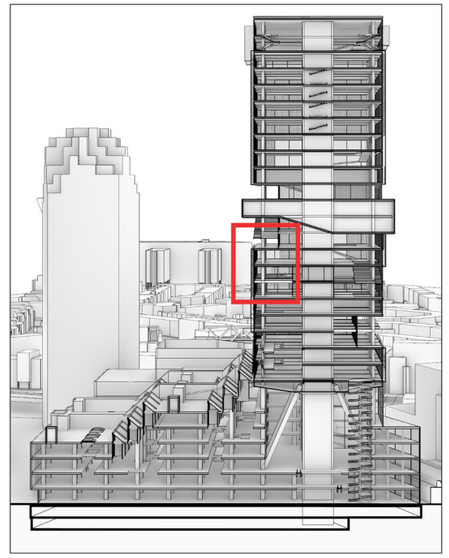
4. Flat steel (100/6mm)

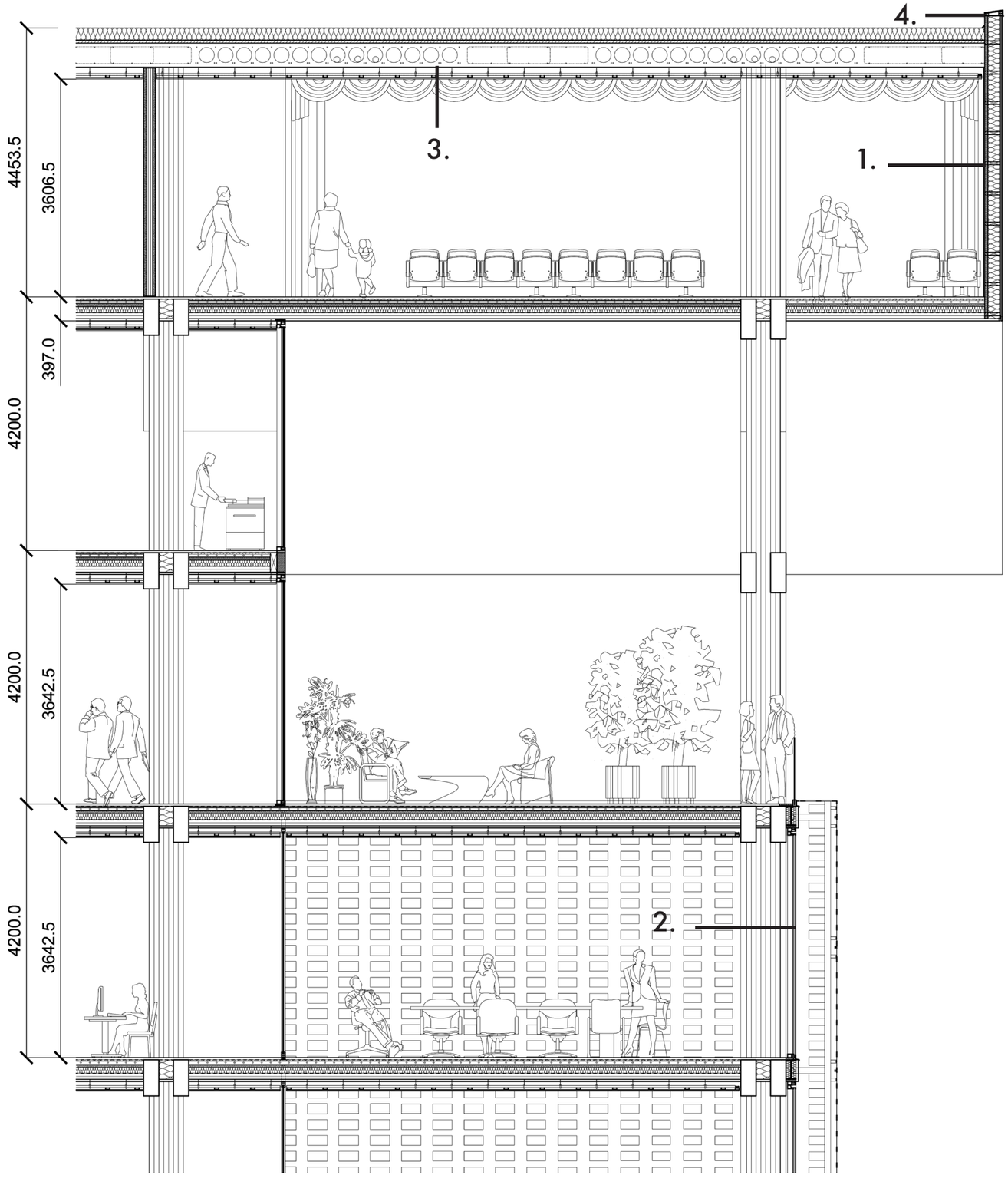
5. - Coated MDF Board
- Rigid Foam Board Insulation
-Angle bracket connected back to I-beam

6. Chilled Beam Units

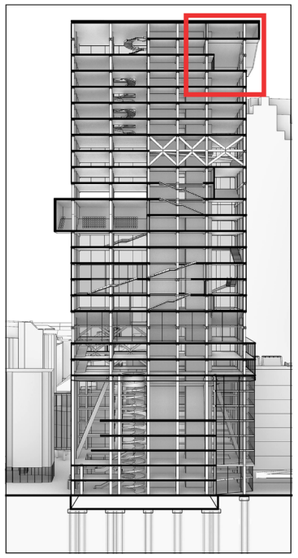


1:50 Detail Section





1:50 Detail Section

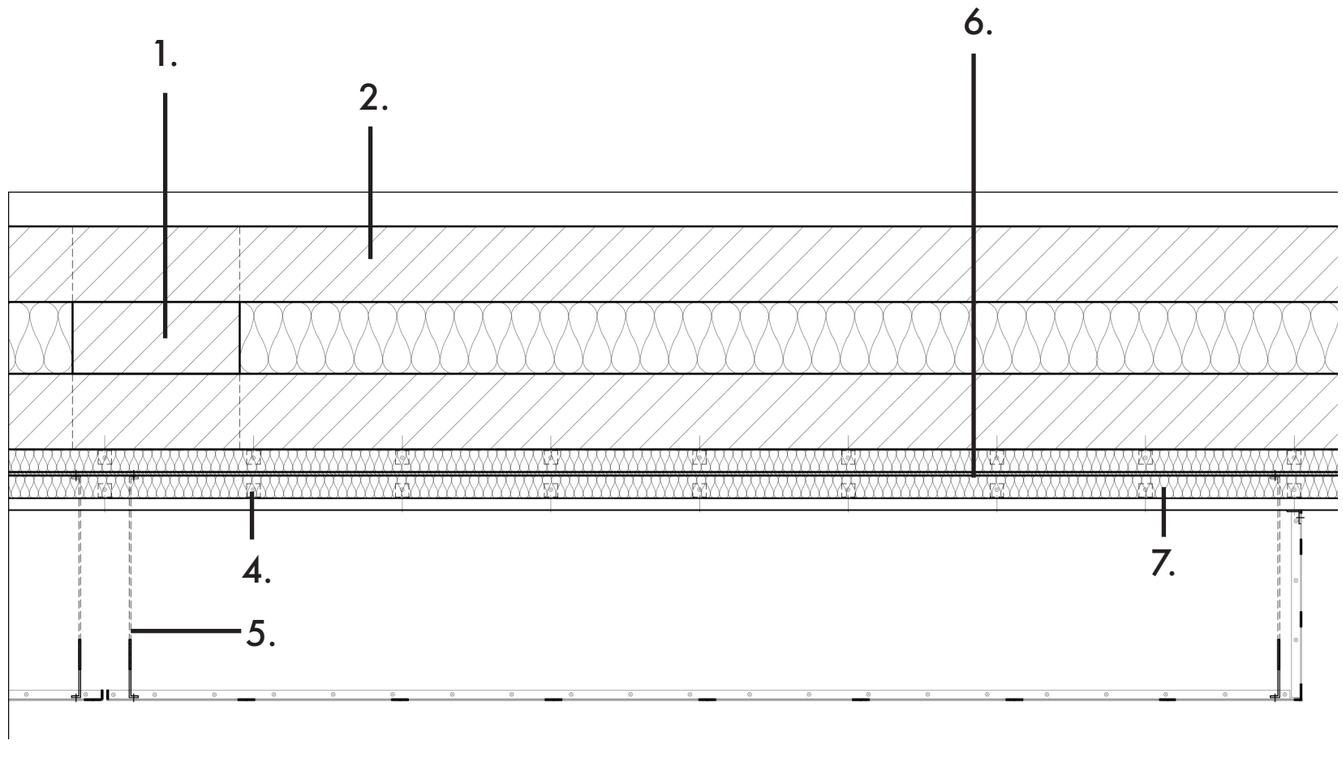


1. - 20mm Interior Acoustic Wall Lining
- 50mm Rockwool Sound Insulation
- 20mm Wood Wool Insulation
- 21mm Ventilated Cavity
- 21mm Wood Panel Cladding

2. - 22mm Anti-reflective glass
- Embedding Layer
- Solar Cells
- Embedding Layer
- 8mm Rear Glass

3. -Damp Proof Membrane
- 200mm Wood wool Insulation
- 50mm Concrete Screed
- 400mm Hollowcore Slab with Beam Strips
- Vapour Membrane

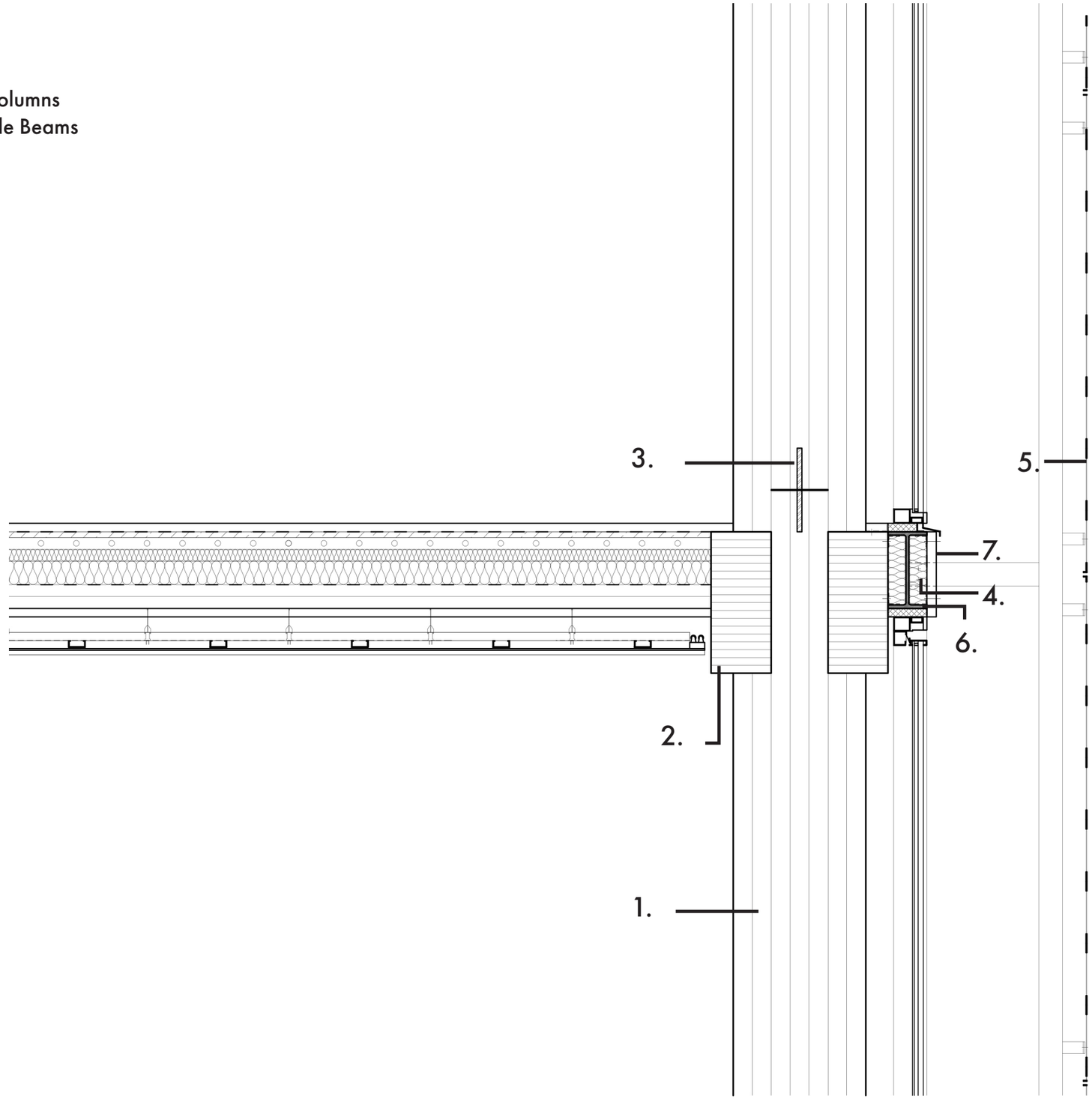
4. Steel Roof Flashing



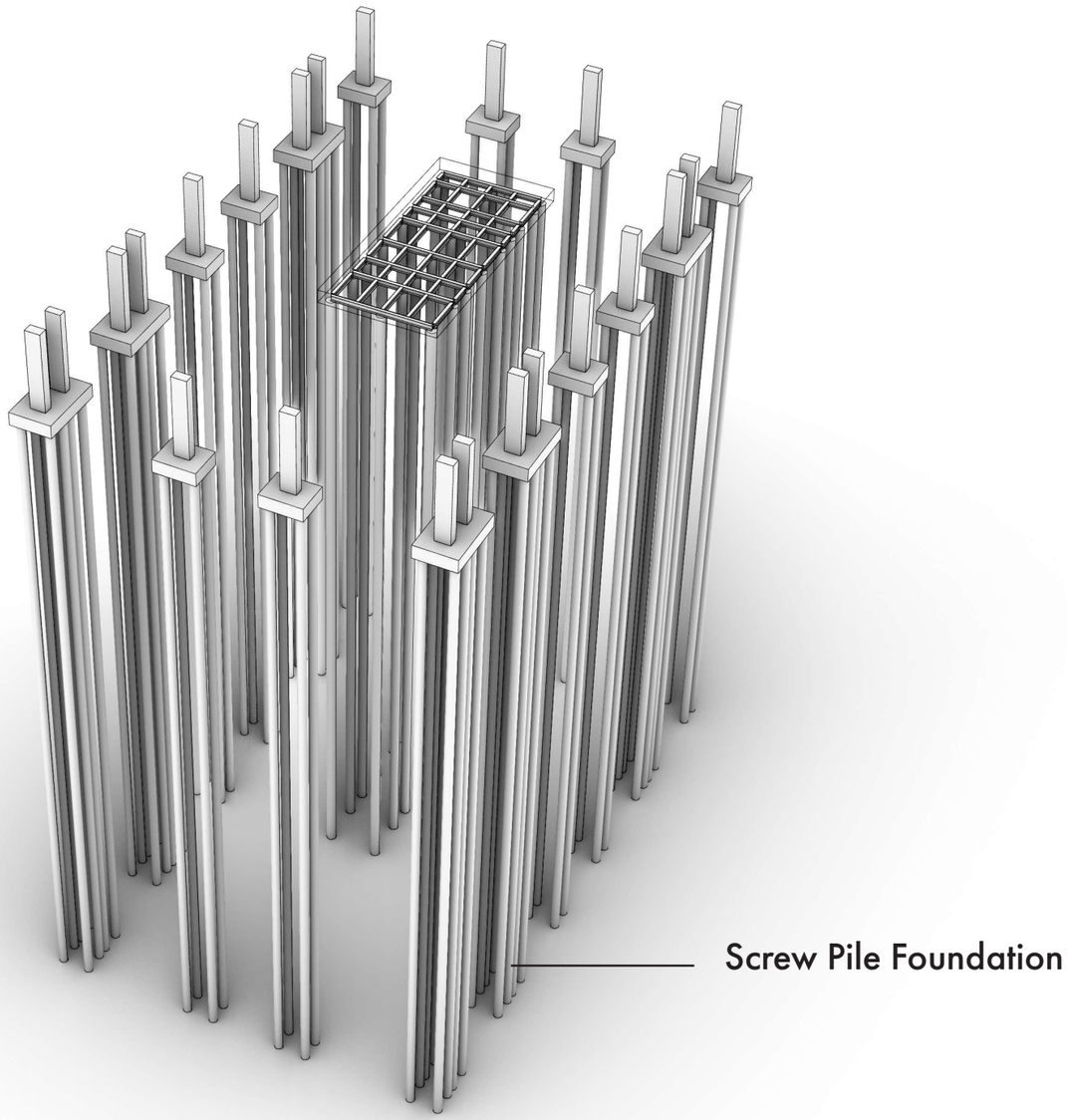
1. 750mm x 563mm Glulam Columns
2. 600x 255mm Glulam Double Beams
3. Column Steel Connections
4. Angle Bracket Connections
5. Flat Steel (100/ 6mm)
6. I-beams (165/365mm)
7. Rigid Foam Insulation Board

1:20 Facade Detail

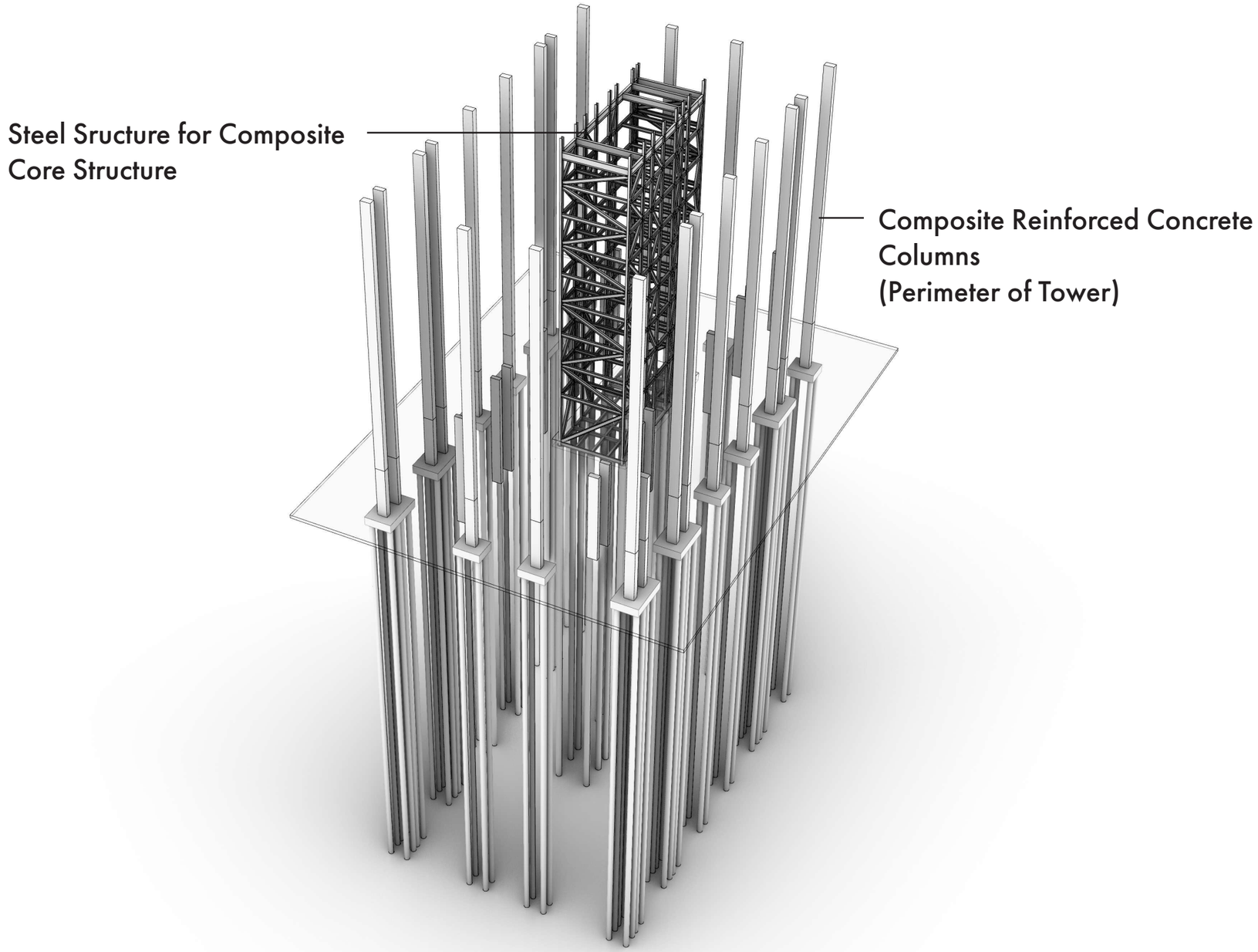
1. 750mm x 563mm Glulam Columns
2. 600x 255mm Glulam Double Beams
3. Column Steel Connections
4. Angle Bracket Connections
5. Flat Steel (100/ 6mm)
6. I-beams (165/365mm)
7. Rigid Foam Insulation Board



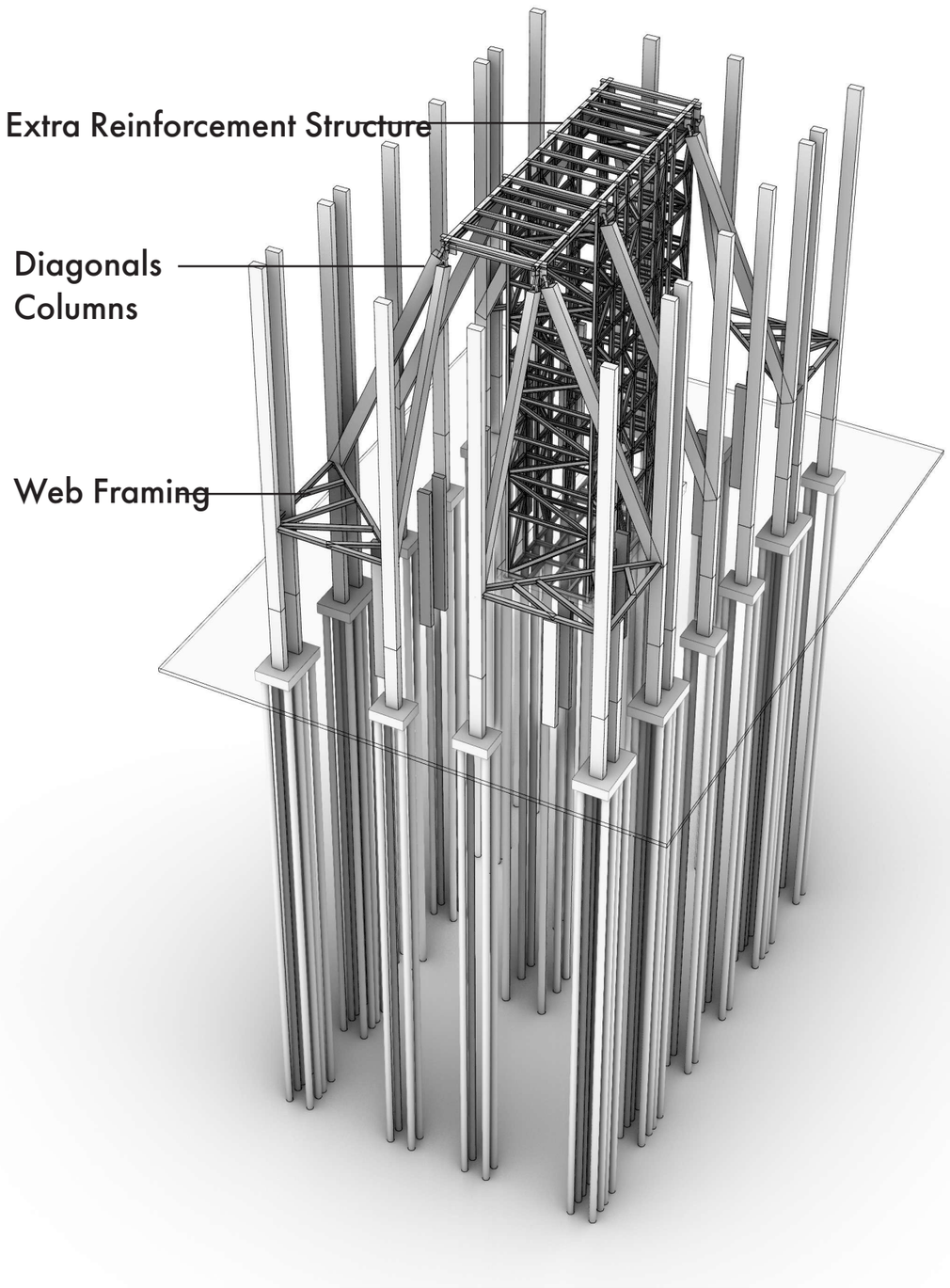
1:20 Facade Detail

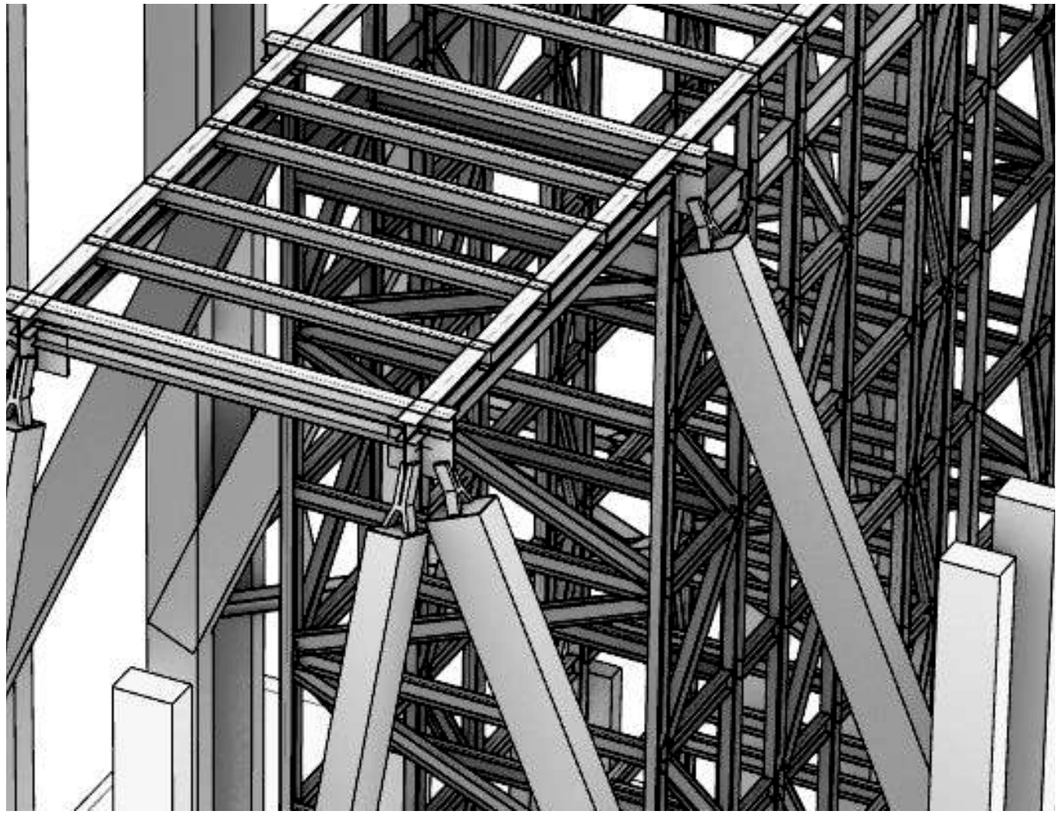


Structural Diagram



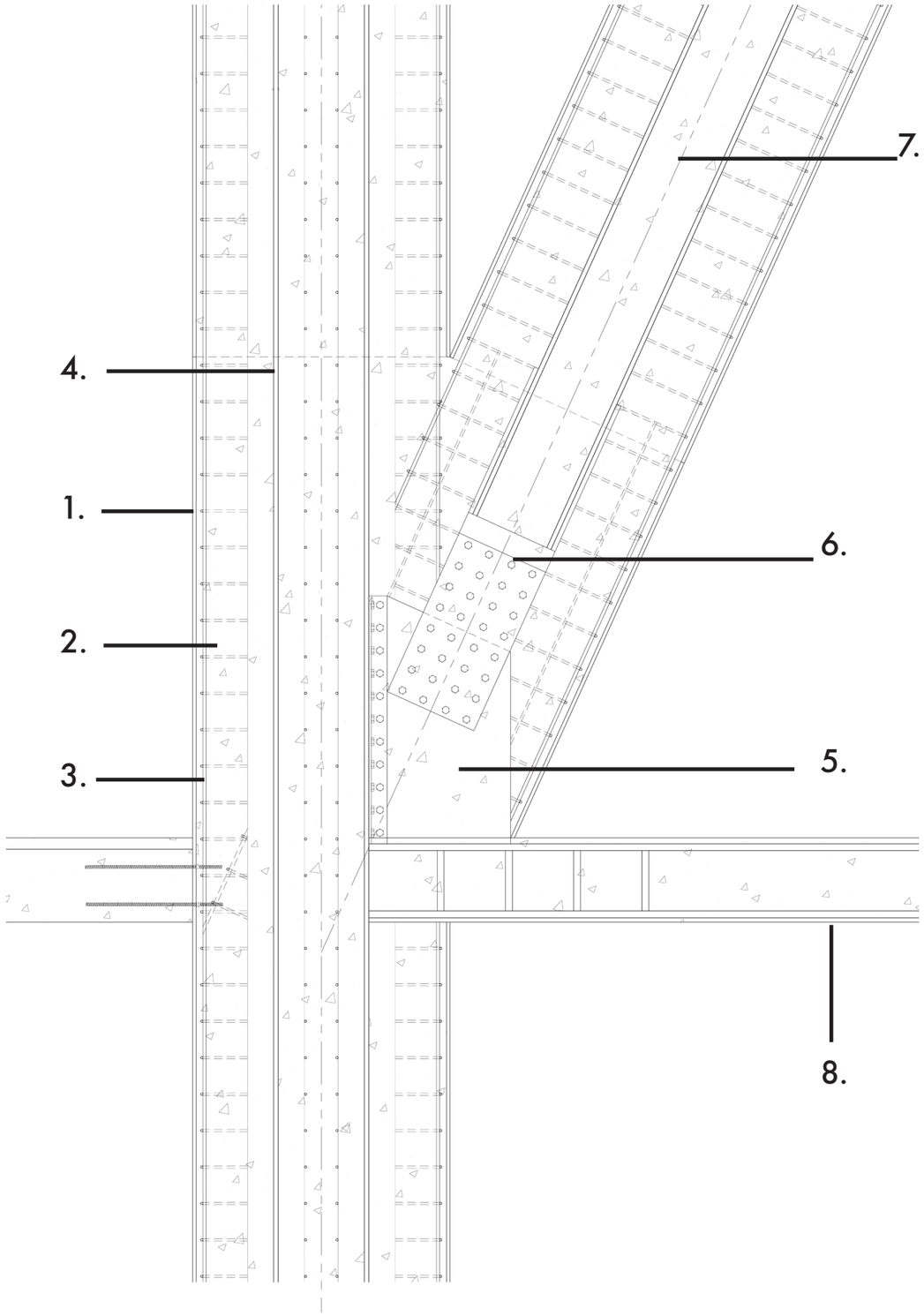
Structural Diagram

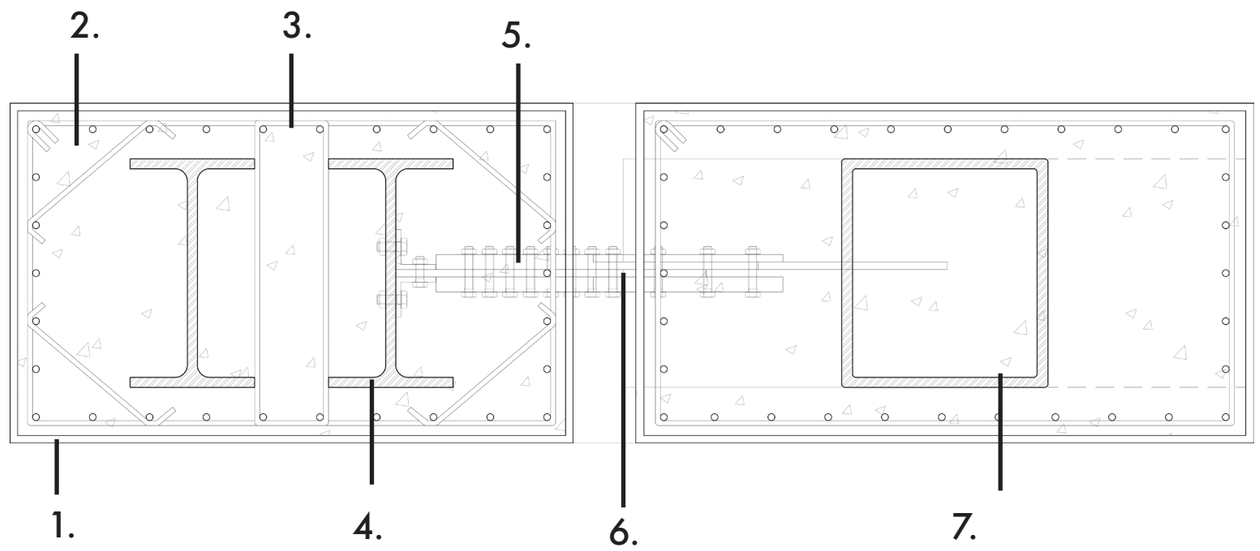






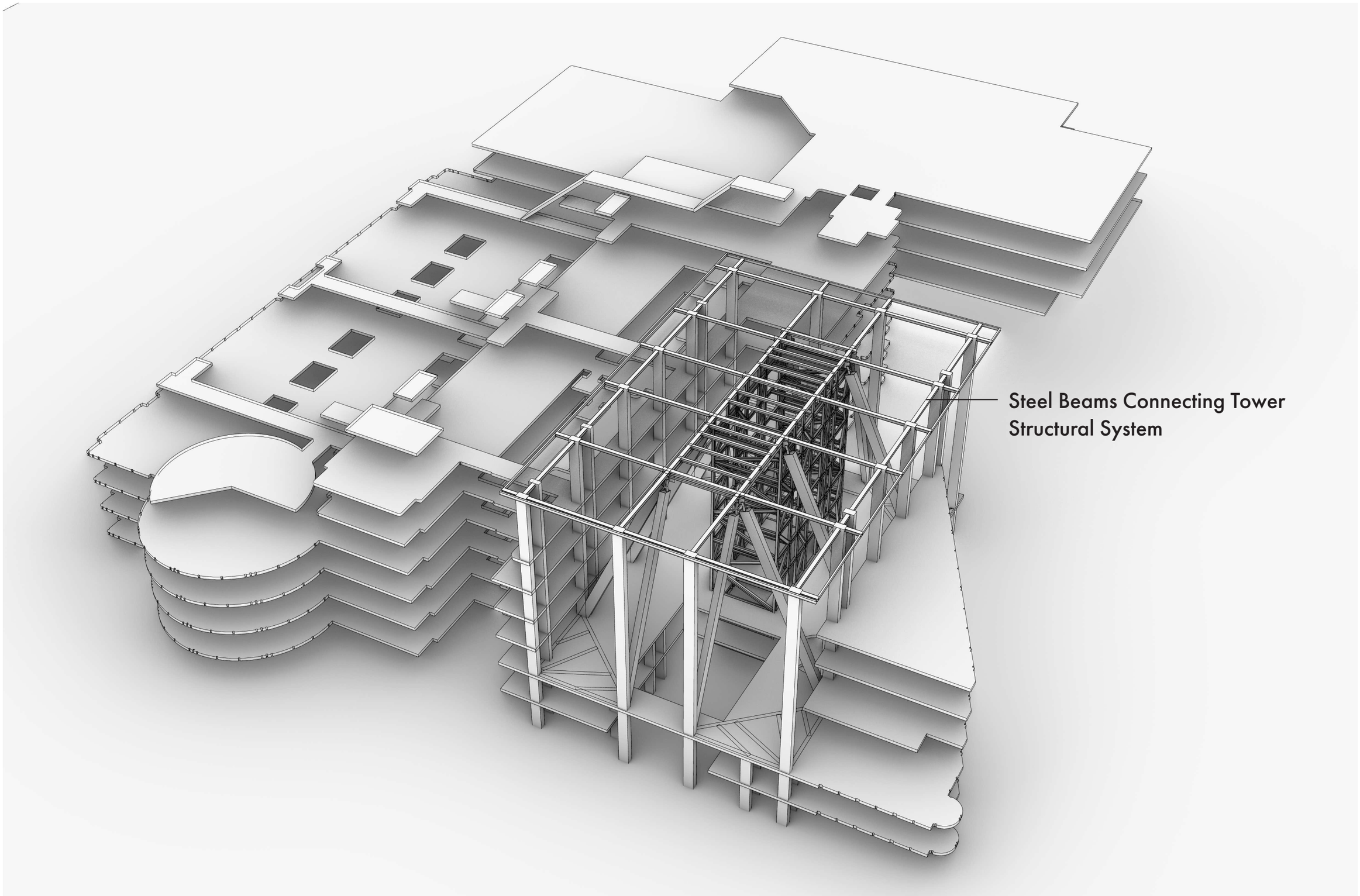
Structural Diagram



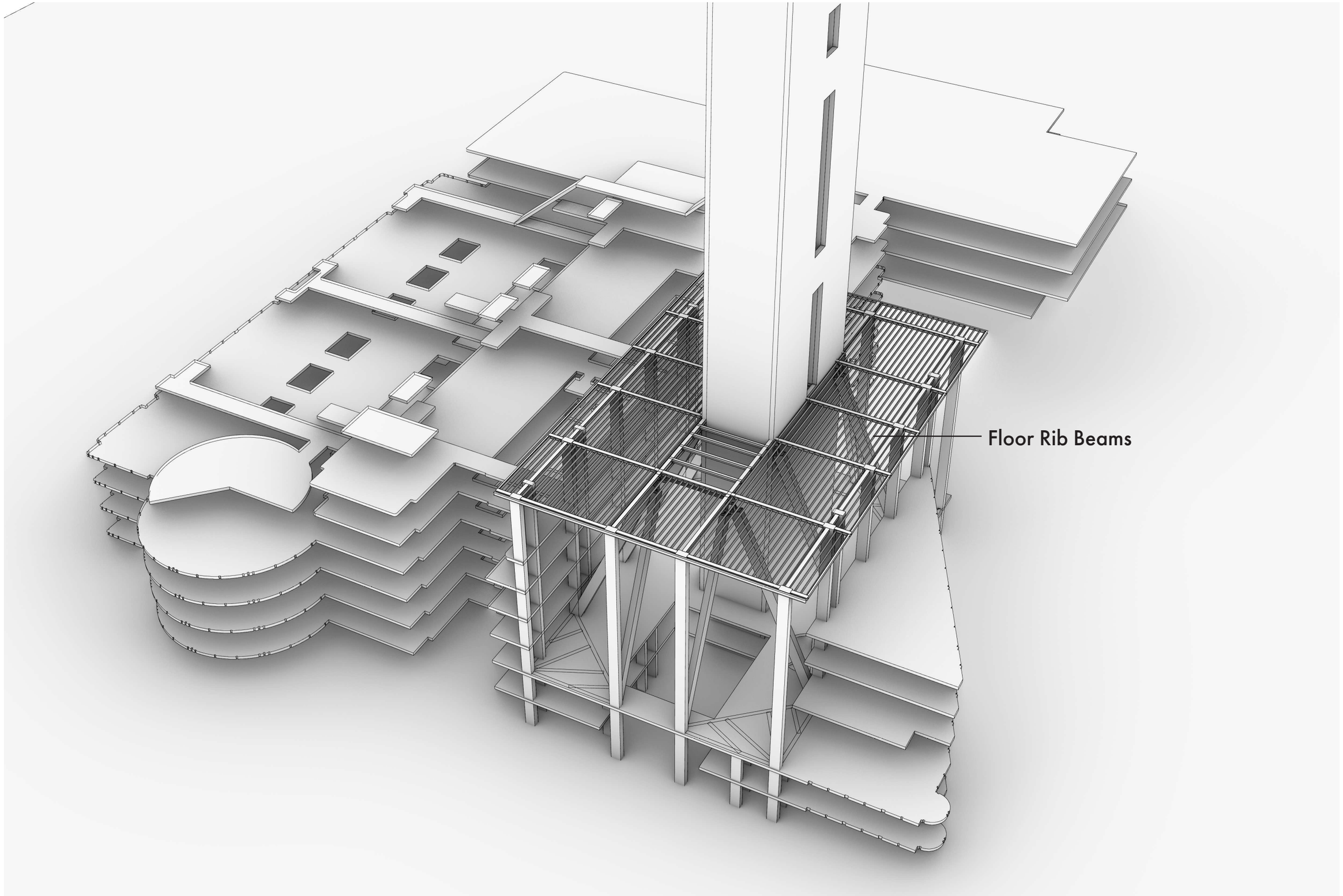


1. Exterior Steel Tube Channel
2. Reinforced Concrete
3. Steel Reinforcement Bars
4. I-beam Channel
5. Bolted Fin Plate Connection
6. Angled Steel Plate Connection
7. Angled Steel Tube Channel
8. Concrete Floor with I-Beams and Reinforcement Plate

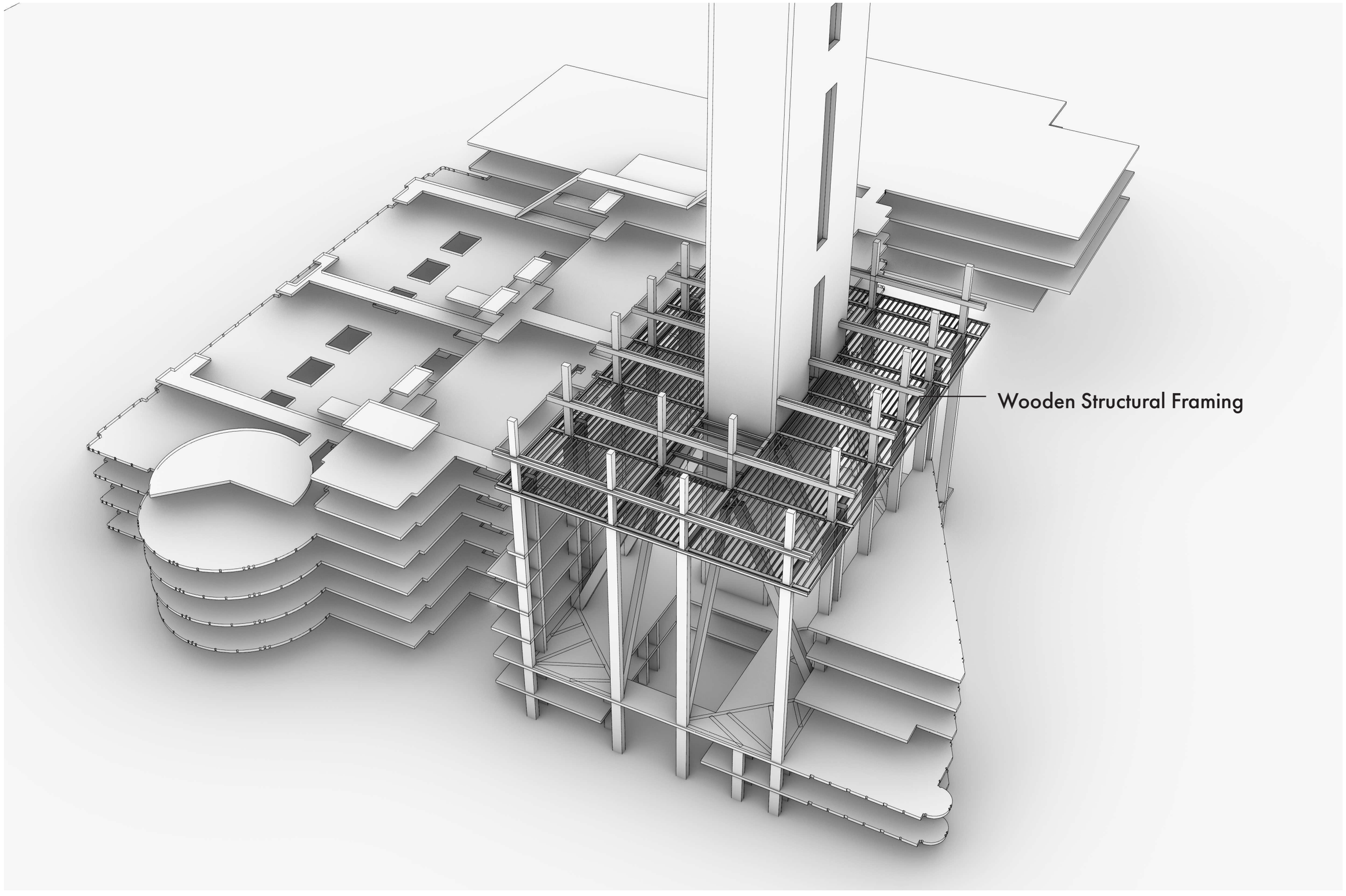
1:5 Part Detail



Structural Diagram

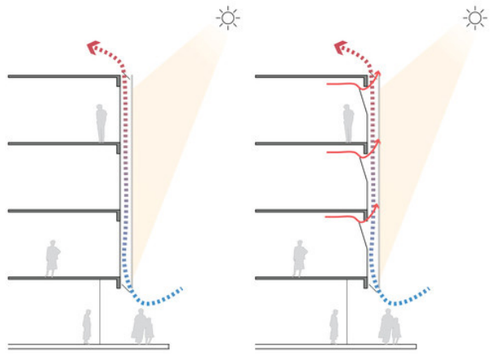


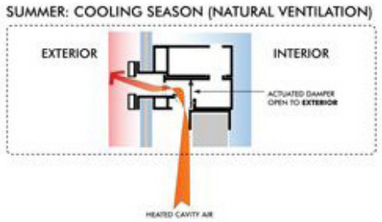
Structural Diagram



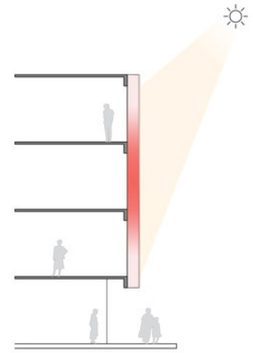
Structural Diagram

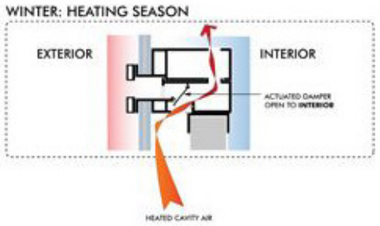
Summer

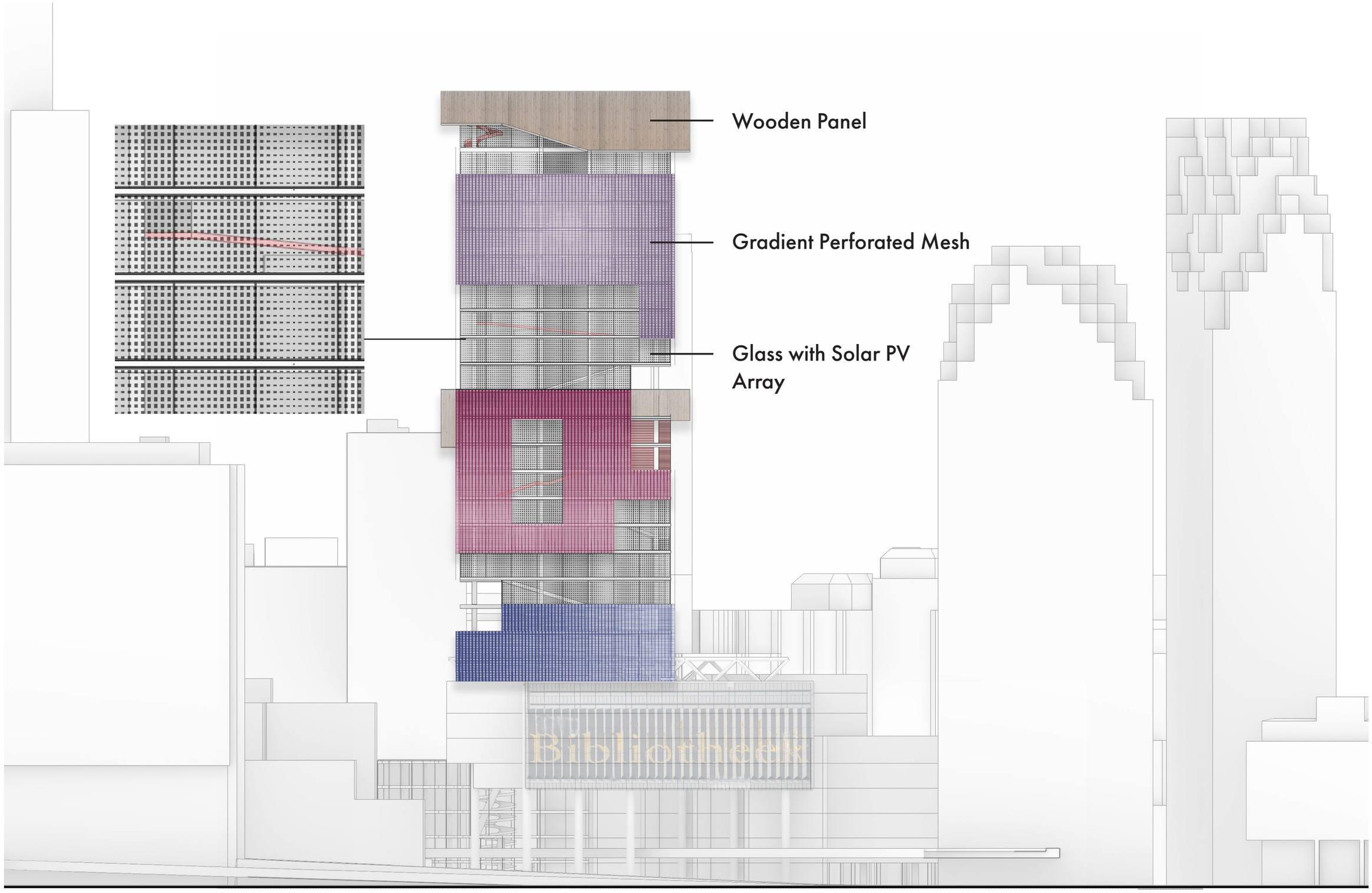




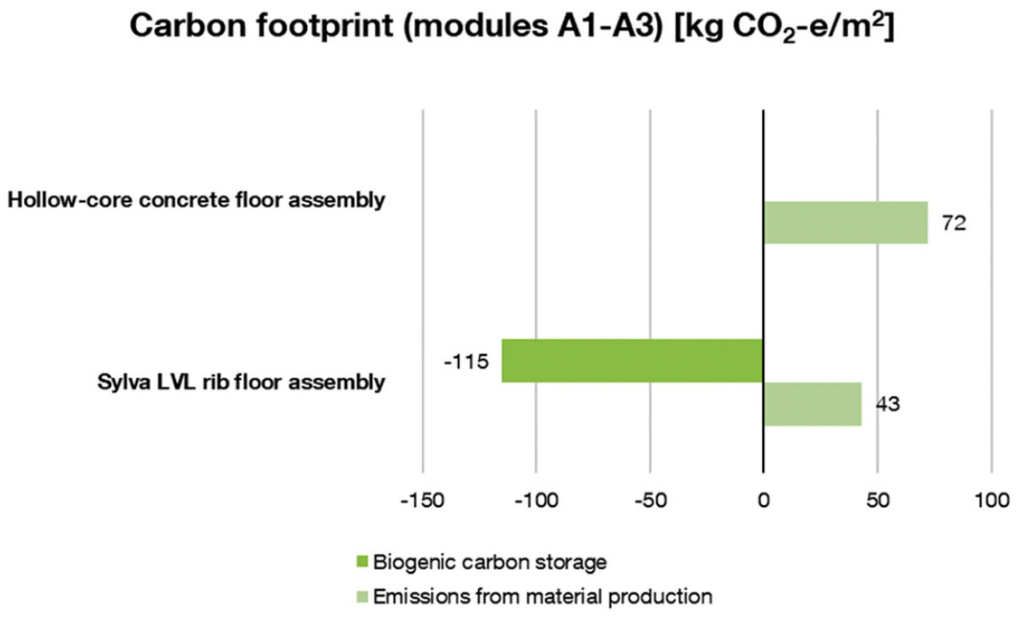
Winter

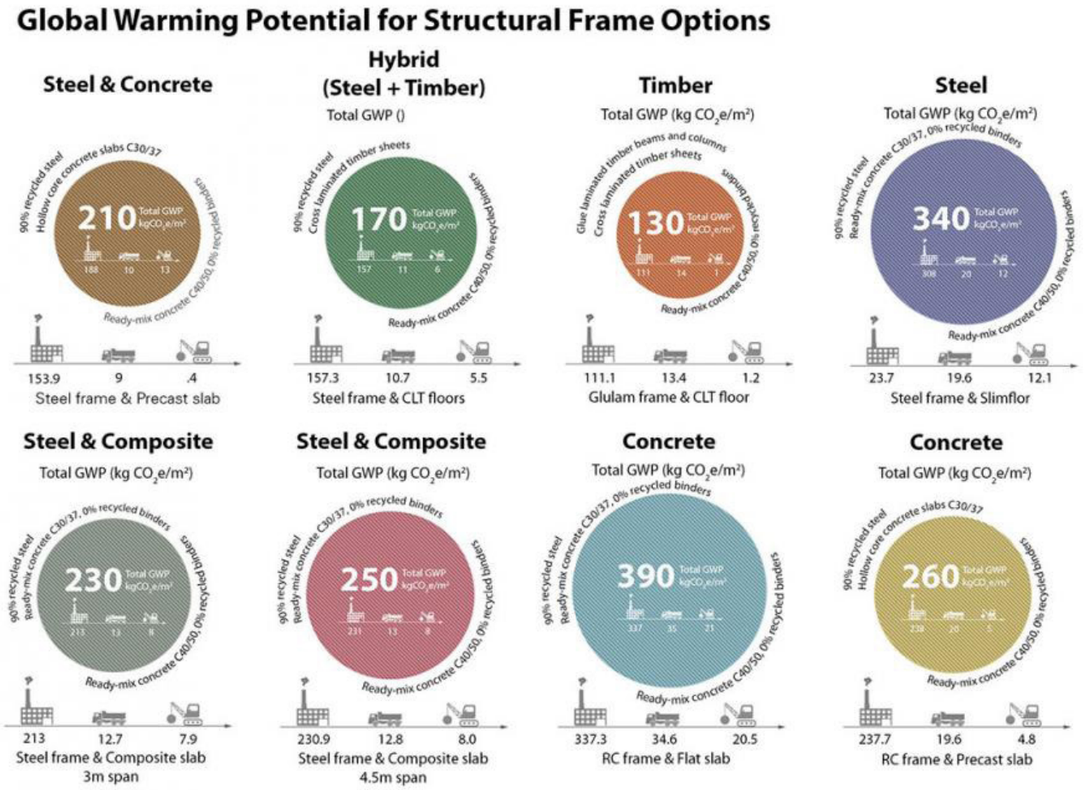


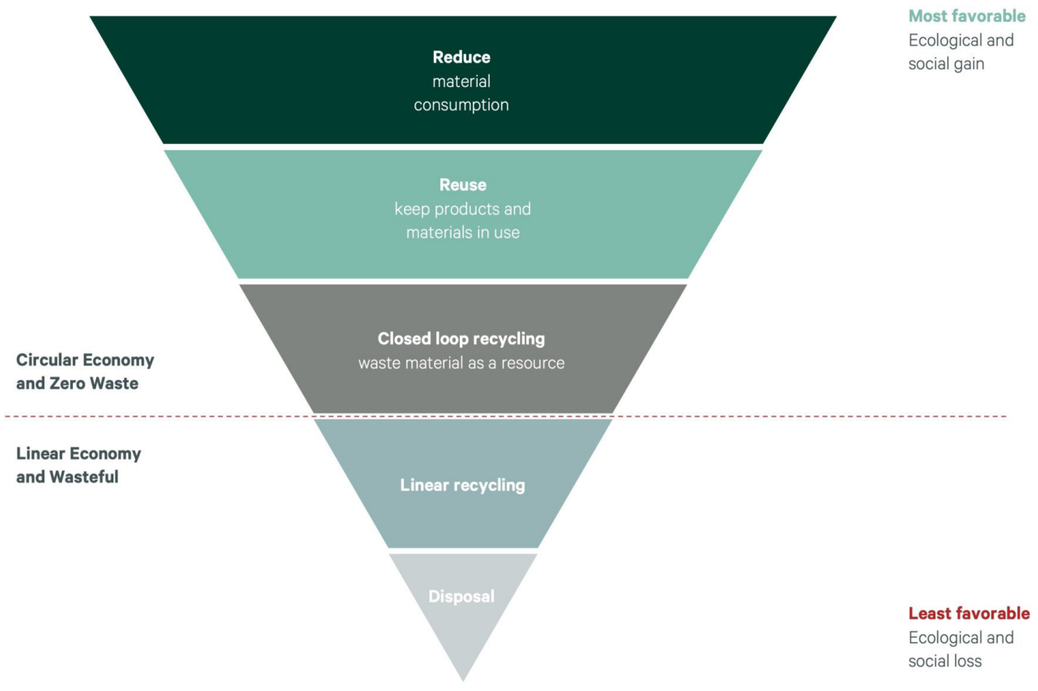




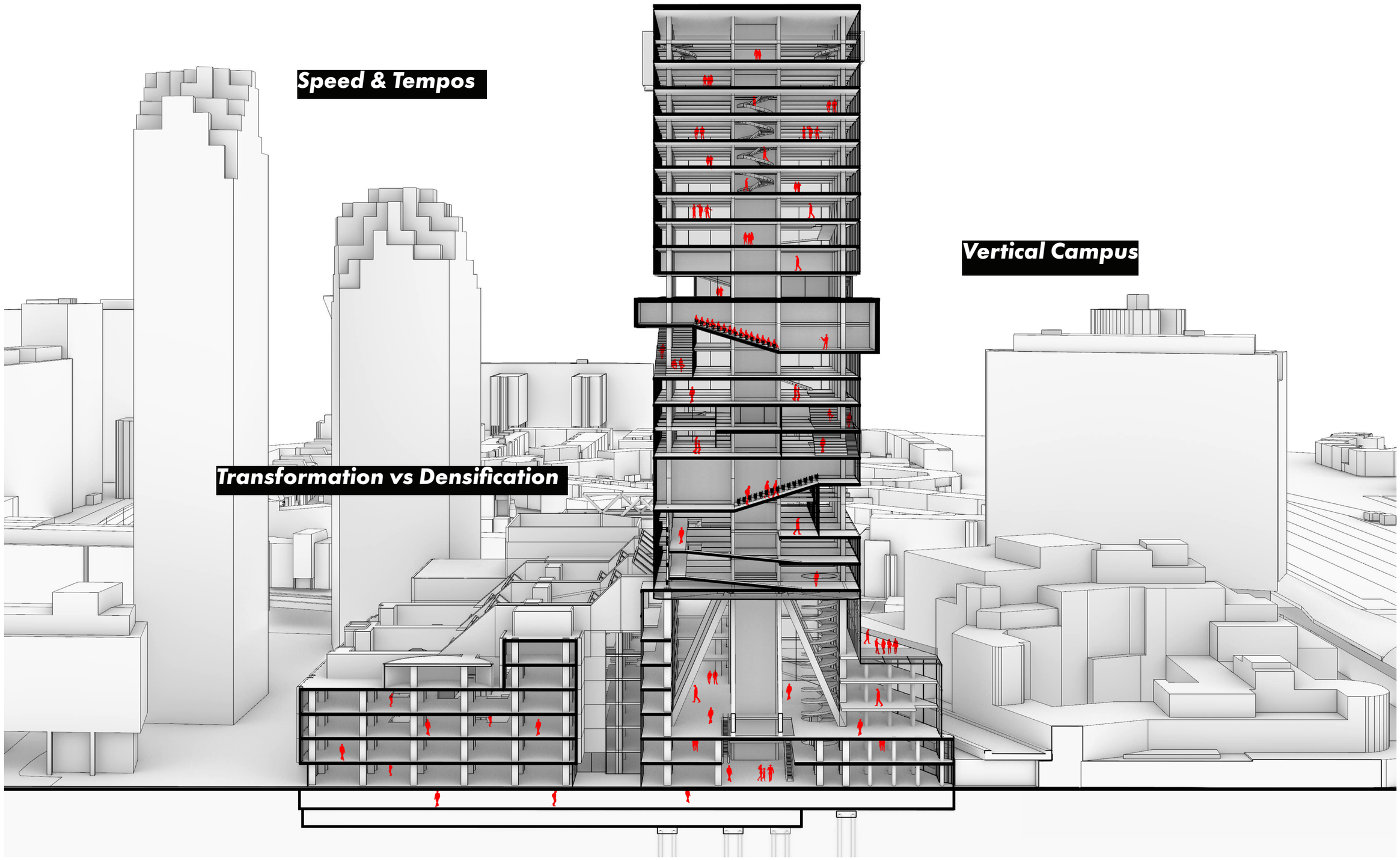
South-East Elevation







Sustainability Strategies


Speed & Tempos
Vertical Campus
Transformation vs Densification

Thank you!