Graduation Plan

Master of Science Architecture, Urbanism & Building Sciences

Graduation Plan: All tracks

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

Personal information	
Name	Niels Jan Oude Wolbers
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Studio	
Name / Theme	Heritage and Architecture – Westfort
Teachers / tutors	Job Roos, Nicholas Clarke, Marieke Kuipers
Argumentation of choice of the studio	I have done a Master 1 heritage track. And I am very interested in the field of heritage, this because of the way it deals with bigger problems of sustainability. In my opinion it is not a solution to keep obtaining non urbanized land to build new buildings while there is unused urban land. Heritage gives me a solution to find my position in Architecture. The specific choice for the studio has to do with an interest for other cultures. During my studies I have had the opportunity to travel and spent time in Surinam and as South Africa it has a cultural link with the Netherlands.

Graduation project	
Title of the graduation project	The Healthy School

Goal	
Location:	Westfort (former leprosy colony), Pretoria, South Africa
The posed problem,	How can a heritage site be activated again through the means of a secondary school?
research questions and	How the education in South Africa organized and what are important factors to address? How can the heritage be implemented in the new programme?
design assignment in which these result.	Design a secondary school in a former leprosy colony that reactivates the site as an important place in the region of Pretoria as it has once been. With as a major theme the use of climatic design solutions as already used in Wierda's designs in Westfort and his schools.

Process
Method description

Research methods
To find answers to the questions raised regarding the research, I investigate programmatic requirements that exist in South Africa. I study literature on the topic of school design and learning environments. I will do research to schools designed by Sietze Wierda (main architect Westfort) in the Netherlands and South Africa. I analyze and investigate the urban area in which Westfort is currently located.

Design Methods
Methods I use for design are methods that have been handed to me during my studies at this faculty. I will do architectural investigations through modelling, sketching and analysis. Sketching and modelling variants will make me able to choose the best solutions. Analysis will proof me what the best solutions could be.

Literature and general practical preference

I use the methods and experience I have acquired during my education at this faculty and the knowledge and experience with which my tutors can provide me. Besides this I use literature and studies about South Africa and Education.
Sources so far include:

Balfour, R. (2015). *Education in a New South Africa*: Cambridge University Press.

Banks, J. A. (2012). *Encyclopedia of Diversity in Education*: SAGE Publications.

Barnard, H. (1848). *School Architecture: Or, Contributions to the Improvement of School-houses in the United States*: A.S. Barnes.

Castaldi, B. (1987). *Educational Facilities: Planning, Modernization, and Management*: Allyn and Bacon.

Coleman, M., Thurlow, M., & Bush, T. (2003). *Leadership and Strategic Management in South African Schools*: Commonwealth Secretariat.

Dudek, M. (2012). *Architecture of Schools: The New Learning Environments*: Taylor & Francis.

Education Renewal Strategy: Management Solutions for Education in South Africa. (1992). Department of National Education.

Fleisch, B. (2008). *Primary Education in Crisis: Why South African Schoolchildren Underachieve in Reading and Mathematics*: Juta.

Harrison, A., & Hutton, L. (2013). *Design for the Changing Educational Landscape: Space, Place and the Future of Learning*: Taylor & Francis.

Hille, T. (2012). *Modern Schools: A Century of Design for Education*: Wiley.

Hutchison, D. C. (2004). *A Natural History of Place in Education*: Teachers College Press.

Lackney, J. A. (1994). *Educational Facilities: The Impact and Role of the Physical Environment of the School on Teaching, Learning and Educational Outcomes*: Center for Architecture and Urban Planning Research, University of Wisconsin-Milwaukee.

Lesage, J. S. (1994). South Africa: Bridging the Gap. *New African*(321), 20-21. Retrieved from https://books.google.nl/books?id=K2QpAQAAIAAJ

McCormick, V. E. (2001). *Educational Architecture in Ohio: From One-room Schools and Carnegie Libraries to Community Education Villages*: Kent State University Press.

Nkabinde, Z. P. (1997). *An Analysis of Educational Challenges in the New South Africa*: University Press

of America.

Nkomo, M. O. (1990). *Pedagogy of domination: toward a democratic education in South Africa*: Africa World Press.

Phurutse, M. C. (2005). *Factors Affecting Teaching and Learning in South African Public Schools* (9780796921116). Retrieved from https://books.google.nl/books?id=Z84H4brYxusC

Ross, R. (2008). *A Concise History of South Africa*: Cambridge University Press.

Taylor, A., & Enggass, K. (2009). *Linking Architecture and Education: Sustainable Design for Learning Environments*: University of New Mexico Press.

Wilkinson, K. (Producer). (2013, 11-13-2015). Is SA's education system the worst in Africa? Not according to the data. *Africa Check*. Retrieved from https://africacheck.org/reports/is-sas-education-system-the-worst-in-africa-not-according-to-the-data/

Reflection

Relevance

I see my graduation project as an investigation into the activation of heritage in developing countries. I want to proof that these sites have the potential of an increased value for its immediate surroundings are beyond. Also I want to act upon the notion of a decreasing educational environment that exists in South Africa.

Time planning

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Inlezen in Literatuur Zuid Afrika	■	■	■	■	■	■	■																
Studiereis naar Pretoria		■	■	■																			
Analyse				■	■	■	■	■	■	P1									■	■			
History Thesis											■	■	■	■	■	■							
Schetsontwerp											■	■	■	■	■	■	■	■	■	■	P2		
Position Paper											■	■							■	■			
Research Report													■	■	■	■						■	■
Ontwerp Semester																							
Reaction on critiques																						■	■

	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
Research Report	■	■																			
Ontwerp Semester																					
Reaction on critiques		■	■	■																	
Formeel ontwerp en ontwerp onderzoek			■	■	■	■	■	■	■	■	■				P4						P5
Onderzoek naar bouwtechnische uitwerkingen			■	■	■	■	■	■	■												
Bouwkundig ontwerp						■	■	■	■	■	■	■	■								
Uitwerken Presentatie										■	■	■	■	■							
Bouw maquette													■	■	■						
Uitwerken presentatie voor P5																■	■	■	■	■	■
Maquette P5																■	■	■	■	■	