

# 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](mailto: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	Ava de Haan
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Studio		
Name / Theme	Revitalizing Heritage	
Main mentor	Uta Pottgiesser	<i>Heritage &amp; Technology</i>
Second mentor	Emeline Lin	<i>Heritage &amp; Technology</i>
Argumentation of choice of the studio	<p>Working with existing buildings is both a sustainable and necessary approach in contemporary architecture, making the Heritage Studio of great relevance as of now. In a time of environmental decay, adaptive reuse and sensitive restoration offer valid alternatives to demolition. Not only does heritage conserve materials and therefore energy, simultaneously it stores our cultural identity. In this studio project, the use of an existing, unlisted historical building made the case particularly interesting, as it provided for creative freedom.</p> <p>In this case, it is not only the physical structure that has historical value and calls for a new identity, the functional role of the library itself is also in need of redefining. As a national library, its primary purpose used to be the storage of books. Now, with its archives being relocated, a significant part of its original identity is departing as well. This raises a fundamental question: what does the building stand for now?</p> <p>Ultimately, I see the Heritage Studio as an opportunity to develop design skills in sustainability, cultural identity, and architectural interventions.</p>	

Graduation project	
Title of the graduation project	Making Knowledge!
Goal	

Location:	Pr. Irenepad, The Hague, The Netherlands
The posed problem,	<p>As the building's original program departs, it raises an urgent question: how can we preserve as much of the structure as possible while introducing a new, meaningful program?</p> <p>Currently, the building lacks integration with its urban context and stands disconnected from its surroundings. In a city like The Hague, where social segregation is and has been, since the 19<sup>th</sup> century the norm, there is a need for spaces that foster social interaction. In public libraries a trend is evolving with the integration of makerspaces within libraries. In this research the social value of these spaces are tested in combination with their compatibility with the needs of the KB.</p>
research questions and	<ul style="list-style-type: none"> <li>- "What are the social values and attributes of Makerspaces?"</li> <li>- "What might be the specific needs and expectations of the KB for their social/public domain?"</li> <li>- "What are the added values &amp; possible attributes by bringing the "making" and the KB together?"</li> </ul>
design assignment in which these result.	Designing a library that blends its heritage with a proactive, "making" mindset. That engages visitors and sparks curiosity about the knowledge/heritage contained within its collection.
<b>Process</b>	
<b>Method description</b>	
<p>This research aims to find ways in which a makerspace can enhance the social values of the National Library. The sub-questions guiding this research have been developed from three key-perspectives; the making, the vision and the crossover.</p>	

To identify and assess the social values within the library, this research employs a framework grounded in two key-theories; the typology of values (Tarrafa Pereira da Silva and Pereira Roders 2012) and the taxonomy of attributes (Veldpaus 2015) (fig. 1).

In the value framework proposed by Tarafa Silva and Pereira Roders (2012) eight primary values are identified; social, economic, historic, scientific, age and ecological. These expand upon the four cultural values that are acknowledged in UNESCO's World Heritage Convention (2008); the historic, aesthetical/artistic, scientific and social values. The ecological, economical and political values are often considered to be interwoven with the social values. Each primary value is further specified through secondary values, offering a nuanced approach to evaluating heritage significance. This framework addresses the "why" of heritage preservation.

In addition to this, Veldpaus' (2015) taxonomy of attributes can be used to classify the tangible and intangible elements associated with the mentioned cultural values, providing a response to the "what" in relation to the "why." These are divided into six main categories, which are further broken down into eighteen sub-categories (Fig. 1), enabling a comprehensive understanding of how values manifest in tangible and intangible terms.

Asset-related	Concept or artistic trend	The ideas behind the design or place, e.g. period, style, design ideology (often related to, or represented by, a tangible heritage asset)
	Relation context - location	The relation with another connected element, location, place, or environment (relation object - object).
	Character	The character or image, as supported by specific design, e.g. typology, morphology, layout, composition and proportion, as well as, atmosphere e.g. tranquil, lively, urban, rural.
Social	Use, function	The specific (typical, common, special) use or function of a place or environment.
	Knowledge, traditions, customs	The (local) practices, traditions, knowledge, customs of a community or groups (often related to a location or tangible results, tools / instruments)
	Relation context - association	Human associations with a place, element, location, or environment (relation men - object).
Process	Community / people	A community or society itself (its members, or specific individuals / groups) and/ or their cultural identity or diversity.
	Management processes	The process of managing, the type of strategy or approach (instead of the result) is what is valuable.
	Development or evolution	The process of layering, development, or evolution (instead of the result).

  

Asset	Building element	Parts of buildings e.g. detail, parcel, facade, roof, material, or colours
	Building	Entire buildings
	Urban element	Man made elements in the urban landscape e.g. a square, bridge, street furniture, quay side, or public art.
	Natural element	Natural (or designed) green elements, flora or fauna, water elements, etc.
Area	Ensemble	A group of buildings or specific urban ensemble or configuration.
	Context or setting	The buildings or elements surrounding, supporting, contextualising the actual heritage.
	Area	A district in a wider (urban) landscape, a specific combination of cultural and or natural elements, e.g. a neighbourhood, urban fragment, urban structure, townscape, route or park.
Landscape	(Result of urban or natural) layering	A landscape illustrative of the evolution or development of human society and settlement over time, a diversity of manifestations of the interaction between humankind and its natural environment.
	Everything, based on level of significance	Every part of the (urban landscape) is considered to be of value, the attributes get a level of significance.

(VELDPAUS, 2015)

Fig. 1 Taxonomy of attributes, Veldpaus (2015)

## The Making

What are the social values and associated tangible/intangible attributes of makerspaces?

This question is explored through two case studies: the DOK Library in Delft, which integrates a dedicated "making" environment, and Nieuwe Veste in Breda, which similarly employs a maker mentality within a confined area. These cases help identify the potential social values and its complementary attributes that makerspaces could bring to the National Library (KB), with particular focus on social, economic, political, and ecological values and attributes.

## The Vision

What are the specific social needs and expectations of the KB?

This part of the research involves interviews with Jessica Wevers (Project Leader for the Renovation of Public Spaces) and Jeff Love (Coordinator of KBAtelier, an

implemented program to enhance social value, user programs), who provide insight into the desired future of the KB's public domain and its societal value. The interviews explore preferred visions and potential strategies for enhancing the library's social role.

#### The Crossover

What added values and attributes can result from integrating spaces for making into the KB?

In this section, underutilized or undervalued areas of the National Library are identified based on a group analysis using the values and attributes framework. The goal is to determine whether and how the inclusion of spaces designed for making could reinforce or introduce new values by enriching the building's existing attributes.

## Literature and general practical references

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## 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)?

Given that the studio focuses on Revitalizing Heritage, it is logically the aim of this project to envision and establish a new identity for the existing library, breathing new life into the existing structure. This aligns closely with the goals of the Architecture Master's program, as it centers on the physical re-design and transformation (of the National Library).

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

This research & design contributes to the broader topic of the evolution of the role of contemporary libraries within society in the 21<sup>st</sup> century. By examining the functions of the National Library and re-identifying the core of this institution this case could be used as an exemplary mode for public library networks whilst maintaining a fundamentally academic and research based starting point. By emphasizing the social and spatial dimensions of makerspaces this research positions libraries from a passive to be consumed repository of knowledge to a hub for participatory environments producing with the knowledge at hand.

Key stakeholders in this project include the National Library and its employees, who benefit from a renewed integration within the urban fabric of The Hague.

Simultaneously, local residents gain from a nearby center boosting accessibility for learning, collaboration and social interaction. Creating opportunities for everyone to create. Additionally, public libraries including existing makerspaces could draw

inspiration from a integrative approach to this "maker" mentality within the design. Architects and makerspace organizers may also benefit from this new exploration for spatial strategies in fostering social cohesiveness.