P2 GRADUATION PLAN
Research & Design

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R. Nottrot, J. Heintz, Y. Cuperus, B. Gremmen
Data

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Studio
Theme
Explorelab
Teachers
Robert Nottrot, John Heintz & Ype Cuperus
Argumentation of choice of
the studio
After years of given projects I wanted to formulate my own graduation project and incorporate my own fascinations.

Title
Title of the graduation project
Towards a better architecture student’s workspace
Subtitle of the graduation project
An architecture school in the city

Product

Problem statement

While architecture is the main subject in a school of architecture, surprisingly the architecture of architecture schools has never received much attention. The buildings of most schools were never intended for their use as architecture schools and the few that were, were built on ideals. The typology however never was thoroughly reviewed and consequently the most important part: the studio, the students’ workspace never spatially critically examined. Unlike the pedagogy of the studio which has received quite some attention in the past decades. Of course some ideas about the function and layout of the architecture students’ workspace have surfaced and have been put in to practice, but no substantial research has been done to assess the effects of the characteristics of the workspace of architecture students on the students. On the effects of the more common office workspace much had been researched and published. In my graduation project I want to use that research to formulate my own research on the effects of workspaces of architecture students on the students. As my research time and design will not allow me to firmly prove any effects, I will focus on the wants and needs expressed by architecture students and their tutors.
My main research question is:

**What are the key qualities desired by architecture students and their tutors of the architecture student workspaces?**

My sub questions are:
- Where do architecture students work most often?
- Why do architecture students choose to work in the place they work?
- What do architecture students do in their workspace?
- What stuff do architecture students use in their personal workspace?
- What determines what stuff architecture students use in their personal workspace?
- How much space do architecture students use as their personal workspace?
- What or who determines how much space architecture students use as their personal workspace?

**Goal**

In my graduation project I want to research the workspaces of architecture students. For some time I have wanted to something with the education of designers, having been in the process myself for several years now. At times I was frustrated, at others delighted, but I always had a hunch that things could be better, could be improved. I wanted to improve it. Experiences good and bad with quite a number of different workspaces while studying architecture in Delft, led to my interest in the possible relationships between space and learning, and specifically learning to design, learning architecture. The research goal of my graduation project is thus to 'uncover desired qualities essential to a good workspace according to architecture students.' My design goal then is 'designing an architecture school in a city, incorporating the desired qualities resulting from my research.' Located in Den Haag, a city with so much potential that has found a place in my heart in the past years and in which I would like to do my graduation project.

**Process**

**Method description**

To build a theoretical framework for my research I am using literature on environmental psychology, the relationship between learning and space, architectural education and the studio. Additionally I also draw from literature on the effects of office spaces which have many similarities with workspaces for students, and of which the body of literature is far vaster than that on the effects of educational spaces. In my research I am comparing the workplaces of architecture students at three architecture schools in Europe: the Faculty of Architecture of the Technical University of Delft, the Faculty of Architecture and Civil engineering of the University of Bath and the Aarhus School of Architecture. The locations, buildings, the student workspaces and the educational ideas of these schools are all different, to make a meaningful comparison of the different workspaces and experiences of the students and tutors. Delft is my own school, Bath I visited this November and I am planning my visit to Aarhus. In preparation to the trips to Bath and Aarhus I have read up on the schools educational ideas, studied their buildings in photographs.
and drawings and arranged meetings with staff there. In addition I tested my proposed interview questions 
and methods on some fellow students and some tutors here in Delft and tried out my planned photograph 
techniques in my own studio and reviewed the results, to refine my tactics and skills. The interviews I 
record, to transcribe later and I take notes and small sketches of what I see and hear while being in the 
schools. Of the individual student workspaces I take sets of documenting photographs and I also 
photograph the larger space and as much as possible of the rest of the school. After processing and 
organizing all my data, I will analyse it, searching for common phenomena and try to find connections 
with my theoretical framework. The result will hopefully be somewhat like a set of guidelines, principles or 
desired qualities for the architecture student’s workspace. These I will then incorporate in my design for an 
arriage school in Den Haag.

Proposed literature


and employee concentration: Identifying causes of 
disruption and potential improvements." Ergonomics 

into the connection between built learning spaces and 
student outcomes."

Bluyssen, P. M., M. Aries, et al. (2011). "Comfort of 
workers in office buildings: The European HOPE 

Boys, J. (2011). Towards creative learning spaces: Re-
thinking the architecture of post-compulsory 
education, Taylor & Francis.

versus Open Office Design A Longitudinal Field 

"Personalization in non-territorial offices: a study of a 
human need." Journal of Corporate Real Estate 

Brunia, S., F. Thoolen, et al. (2012). De Academische 
Werkplek. Delft, Stichting Kenniscentrum Center for 
People and Buildings: 18.


office concepts on worker health and performance: a 
systematic review of the literature." Ergonomics 
48(2): 119-134.

places for people; a handbook on human behavior for 
architects, designers and facility managers, Whitney 
Library of Design.

Bouwkunde, een jaar na de brand: brand, 
noodhuisveting, slopen, zoeken, vinden, ontwerpen, 
renoveren, bouwen, inrichten, gebruiken - terugblik 
op een meeslepend jaar Bouwkunde, TU Delft.

identities: The role of office décor." Journal of 


Grovès, K. and W. Knight (2010). I Wished I Worked There! A look inside the most creative spaces in business, John Wiley & Sons Ltd.


Samani, S. A. "The Influence of Light on Student’s Learning Performance in Learning Environments: A Knowledge Internalization Perspective."


Reflection

Relevance

The architecture of architecture schools is often overlooked. Not much is written on the subject and extraordinarily only a small number of the many schools of architecture in the world are housed in buildings originally intended to function as such. However, the relationship between learning and space in primary education has received quite some attention in the past few years and the research and writing on higher education facilities is slowly increasing. Still, almost no recent publication covers the field of design or architecture education. Even more, besides the obvious, direct relationships between learning and space useful for designers have not been uncovered. Like Jos Boys, author of the book Towards Creative Learning Spaces, Rethinking the architecture of post-compulsory education argues: “of course we are affected by poor quality environment (too hot, too cold, without a view, drab, etc.) and improvements in comfort and quality are likely to enhance our experience of space”, this emphasis on basic functional and physiological dimensions of material space is less useful for dissecting “multiplicity of everyday social and spatial intersections that occur when particular participant groupings come together and engage in specific cultural –here learning – practices, embedded in situated contexts.” She advises caution and stress the lack of knowledge in this field. I hope with my research on the workspaces of architecture students to make a small start with filling both gaps.

Time planning

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Description</th>
<th>Products</th>
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<tbody>
<tr>
<td>15/01</td>
<td>Processing &amp; organising Bath data.</td>
<td>Data:</td>
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<tr>
<td></td>
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<td>- Interview transcripts</td>
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<td></td>
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<td>- Typed out notes</td>
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<td>- Selection of photographs</td>
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<td>- Sketch of studio floor plans &amp; sections</td>
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<tr>
<td>09/01</td>
<td>Hand in P2 Graduation Contract.</td>
<td>P2 Graduation Contract</td>
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<tr>
<td>11/01</td>
<td>1st partial thesis draft.</td>
<td>Two to three draft chapters</td>
</tr>
<tr>
<td>To be arranged</td>
<td>P2: Building technology assessment</td>
<td>First ideas about BT: climate, construction and façade in diagrams &amp; sketches Preliminary design drawings</td>
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<tr>
<td>16/01</td>
<td>P2: the go/no go. Review of the provisional research and provisional design.</td>
<td>Digital presentation Preliminary research results &amp; conclusions Preliminary design drawings: - Floor plans - Sections</td>
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<td>Date</td>
<td>Activity</td>
<td>Data:</td>
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| 17/01, 18/01 & 21/01 | Delft: 3 full days re-gathering data IF possible, since it’s already exam time. Else it’ll be somewhere in February. | - Notes  
- Photographs  
- Interview recordings  
- Sketches |
| 25/01              | Processing & organising Delft data.                                       | - Interview transcripts  
- Typed out notes  
- Selection of photographs  
- Sketch of studio floor plans & sections |
| 22/01 – 01/02      | Writing 2nd partial thesis draft.                                         | Drafts of all chapters, so far possible, excluding Aarhus                                                                         |
|                    |                                                                          | Drafts of all chapters, so far possible, excluding Aarhus                                                                         |
|                    |                                                                          | Drafts of all chapters, so far possible, excluding Aarhus                                                                         |
| Somewhere in the second half of February | Aarhus: 3 full days gathering data, a week trip.                          | Data  
- Notes  
- Photographs  
- Interview recordings  
- Sketches |
| If possible: long weekend/midweek somewhere in February | Holiday: visiting sister-in-law in Barcelona.                             | Drafts of all chapters, so far possible, excluding Aarhus                                                                         |
| 28/02              | All data gathered of all three schools.                                   | Drafts of all chapters, so far possible, excluding Aarhus                                                                         |
| 04/03              | Processing & organising Aarhus data.                                      | Drafts of all chapters, so far possible, excluding Aarhus                                                                         |
| 04/03              | All results processed, organised and analysed.                            | Drafts of all chapters, so far possible, excluding Aarhus                                                                         |
| 07/03              | Thesis complete draft.                                                    | Drafts of all chapters, so far possible, excluding Aarhus                                                                         |
| 05/04 14:00        | P3: midterm review.                                                       | Refined design drawings:  
- Floor plans  
- Sections  
- Elevations  
- Situation  
- Façade fragment  
- Details |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>19/04</td>
<td>Final application date P4.</td>
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<tr>
<td>19/04</td>
<td>Thesis finished.</td>
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<tr>
<td>At least a week before the P4</td>
<td>Make P4 documents available for mentors and external examiner</td>
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<tr>
<td>13/05 – 24/05</td>
<td>P4: the exam.</td>
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<tr>
<td>24/05</td>
<td>Final application date P5.</td>
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<td>At least 2 working days before the P5</td>
<td>Digitally store the graduation project at TU Delft repository.</td>
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Impressions:
- Interior
- Exterior

Sketch models:
- Building 1:500
- Building 1:200

Refined BT explanatory drawings & diagrams
Refined research results & conclusions

Final design drawings:
- Floor plans
- Sections
- Elevations
- Situation
- Façade fragment
- Details

Impressions:
- Interior
- Exterior

Final BT explanatory drawings & diagrams
Final research results & conclusions
Reflection report as a separate document or distinct chapter of the thesis

Graduation project:
- Graduation plan (P2)
- Reflection report (P4)
- Presentation P5
- Set of final drawings
| 24/06 – 05/07 | P5: the public presentation | Digital presentation  
Posters  
Reworked final design drawings:  
- Floor plans  
- Sections  
- Elevations  
- Situation  
- Façade fragment  
- Details  
Impressions:  
- Interior  
- Exterior  
Final models:  
- Building 1:500  
- Building 1:200  
Reworked final BT explanatory drawings & diagrams  
Final research results & conclusions |