Changing architectural education towards human-centered architecture.

P5 23.06.2015
Explorelab

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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
05|68
The Story - context

06|68
The Story - context

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1.2 The Change
2. The Building
The Building- Site Entrance View
21|68
Bridges
Connection between the public part and the School of Architecture

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: View
31|68
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.

“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 Impplode: 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.
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
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.
3.3 It relates to the architectural preferences of the residents of the community.
‘Familok’ building type
The Difference - Relating to cultural context

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.
Classrooms/
Meeting rooms

Toilets/ Kitchen/
Print Point

Small, private
working rooms

Open working room
(2 storey height)

Classrooms/
Meeting rooms
The Difference-Furniture
50|68
The Difference-Studio Arrangement Possibilities
52|68
4. The Structure
Brickwork
Mineral wool 20cm
Ventilated cavity 4.1cm
Curtain brickwall
Adjustment
Hollow core slab
Polystyrene EPS 70
Foam underlay
Floor panel
Floor heating
Wooden flooring panels
Steel lintel
Spray Foam insulation
Roller Blinds
4.1 Structure—atrium
Openable panels

Glass curtain wall
Bridges
Connection between the public part and the School of Architecture

Trusses- support for the glass curtain wall
The Structure- Atrium Facade
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Detail F

- Copper cladding
- Watertight membrane
- Roof insulation box (eg Kingspan Unidek)
- Glass Facade System (eg Reynaers CW50+)
- Steel beam 300x200x15
5. Climate design
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
Thank you.