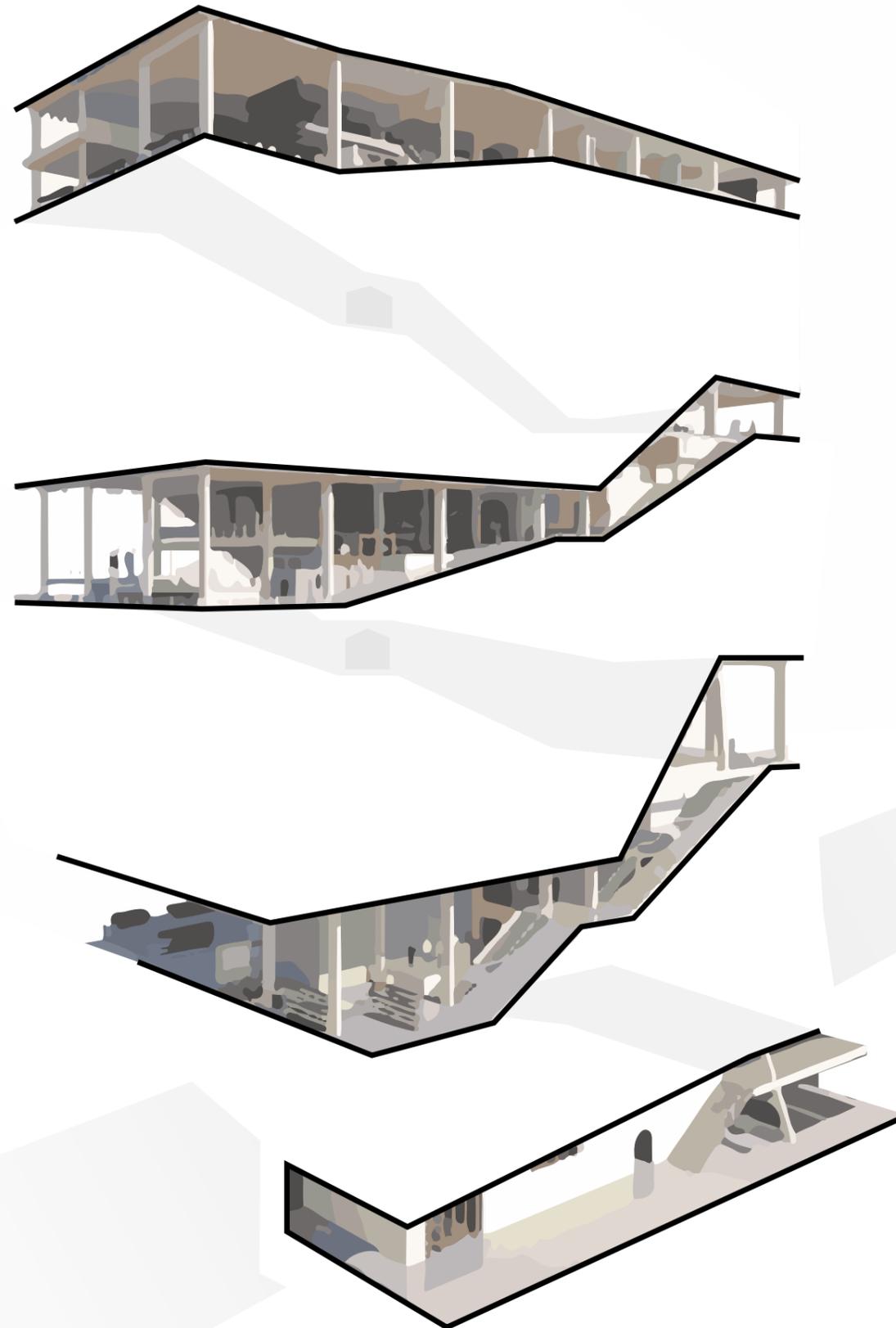


Vertical Campus

as an Interface

Encouraging interaction
between different actors
in The Hague



Importance of Interaction

for education

“Learning depends on interacting with others, though there will always be an important place for personal study.”

OECD handbook for
Innovative Learning Environments, 2017

Interface

1: A system of interaction or communication between different entities.

2: A point at which independent systems or diverse groups interact.

Importance of Interaction

for education

“Between 1924 and 1997, over **168 studies** were conducted comparing the relative efficacy of cooperative, competitive, and individualistic learning [...]. The results of these studies indicated that **cooperative learning promoted higher individual achievement** than did competitive (effect size=0.49) or individualistic (effect size=0.53) learning. These are significant and substantial increases in achievement.”

David W. Johnson, Roger T. Johnson, and Karl Smith, 'The State of Cooperative Learning in Postsecondary and Professional Settings', Educational Psychology Review 19, no. 1 (1 March 2007): 15–29, <https://doi.org/10.1007/s10648-006-9038-8>.

	Absolute frequency of data points			% of variables			
	Students ^a	Effect sizes	Variables	No effect	Small effect	Medium effect	Large effect
Overall	1,920,239	3,330	105	12	36	36	15
Instruction variables	208,711	1,595	42	5	26	45	24
Social interaction	26,860	123	5	0	0	40	60
Stimulating meaningful learning	49,272	229	9	0	22	56	22
Assessment	41,493	316	8	0	25	50	25
Presentation	46,157	354	9	0	33	33	33
Technology	29,022	401	6	17	33	50	0
Extracurricular training programs	15,907	172	5	20	40	40	0

Michael Schneider and Franzis Preckel, 'Variables Associated with Achievement in Higher Education: A Systematic Review of Meta-Analyses', Psychological Bulletin 143, no. 6 (2017): 565–600, <https://doi.org/10.1037/bul0000098>.

Importance of Interaction

for education

Lifelong learning = informal learning = interaction with industry & professionals

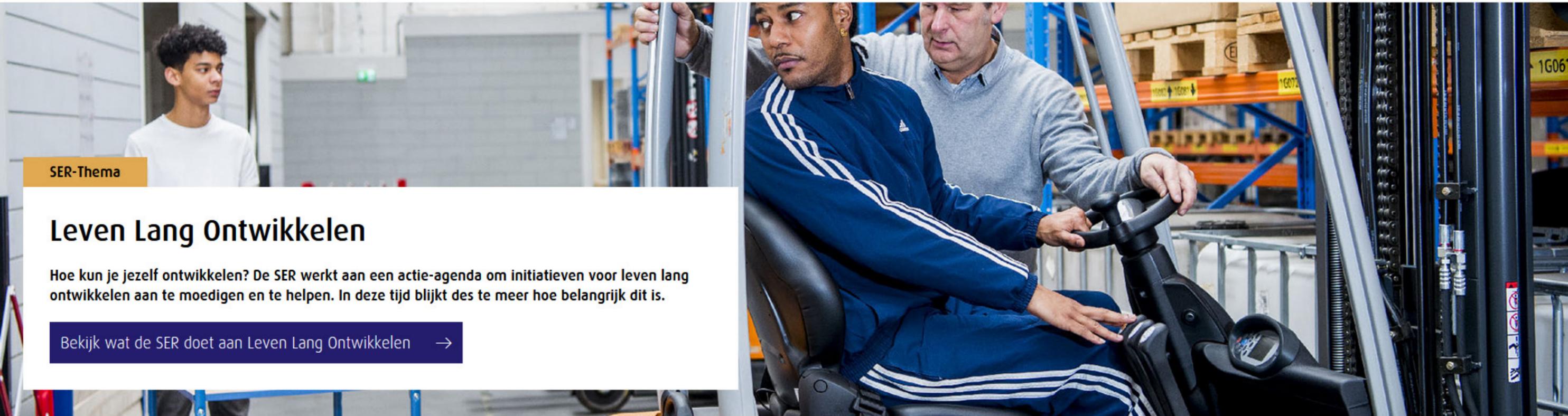
SER

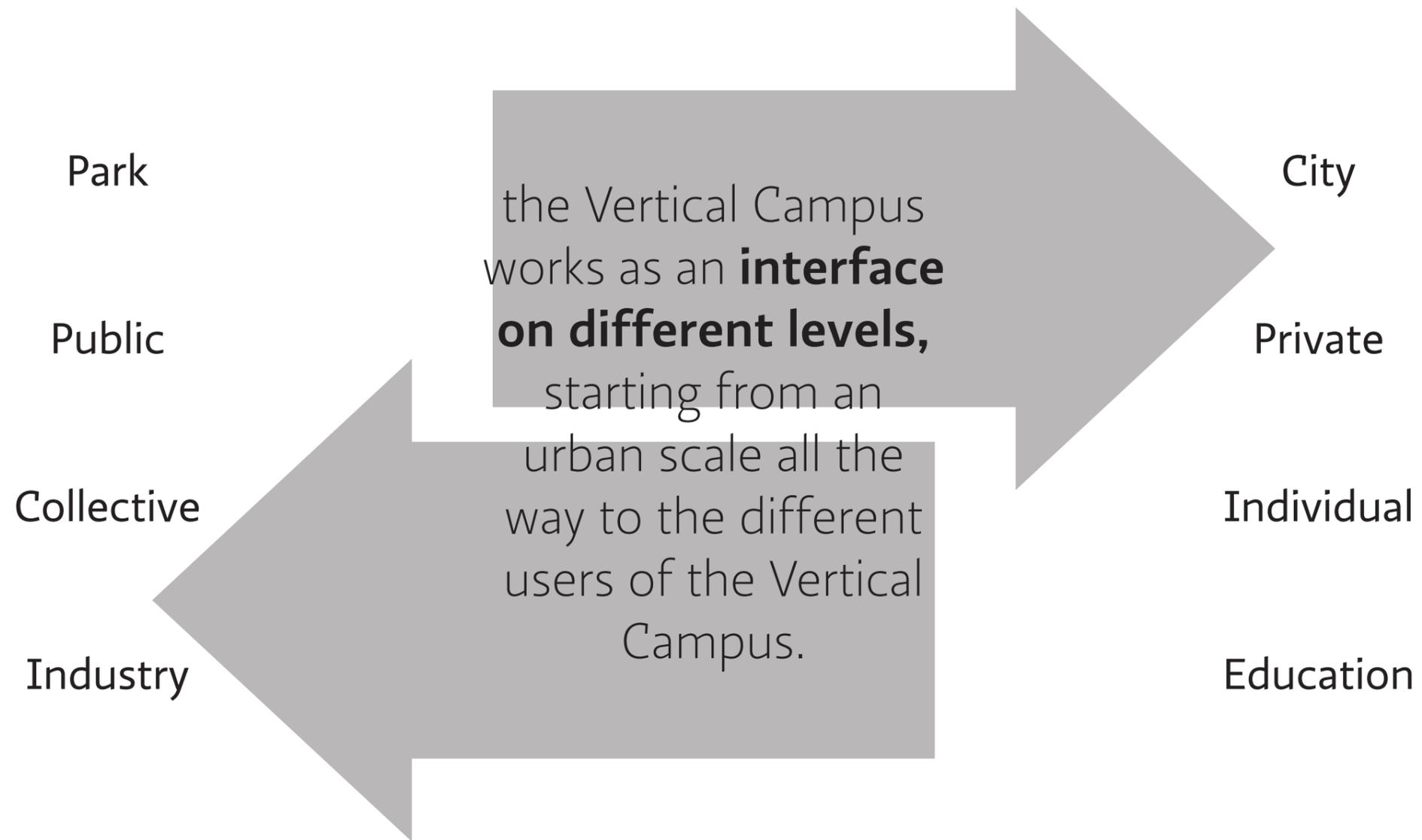
SER-Thema

Leven Lang Ontwikkelen

Hoe kun je jezelf ontwikkelen? De SER werkt aan een actie-agenda om initiatieven voor leven lang ontwikkelen aan te moedigen en te helpen. In deze tijd blijkt des te meer hoe belangrijk dit is.

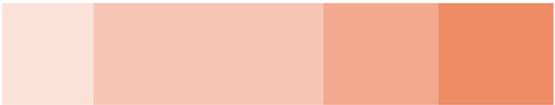
[Bekijk wat de SER doet aan Leven Lang Ontwikkelen](#) →





Brief from the syllabus

Leisure:
2.400



Learning:
10.400



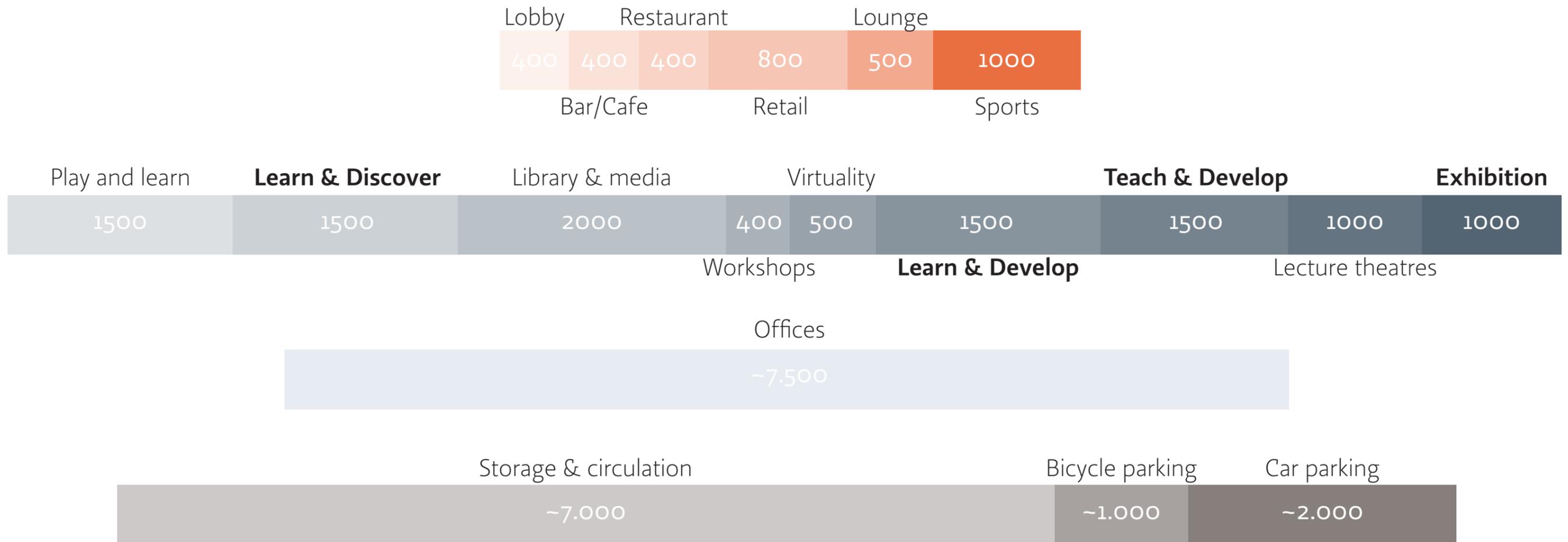
Offices:
10.000



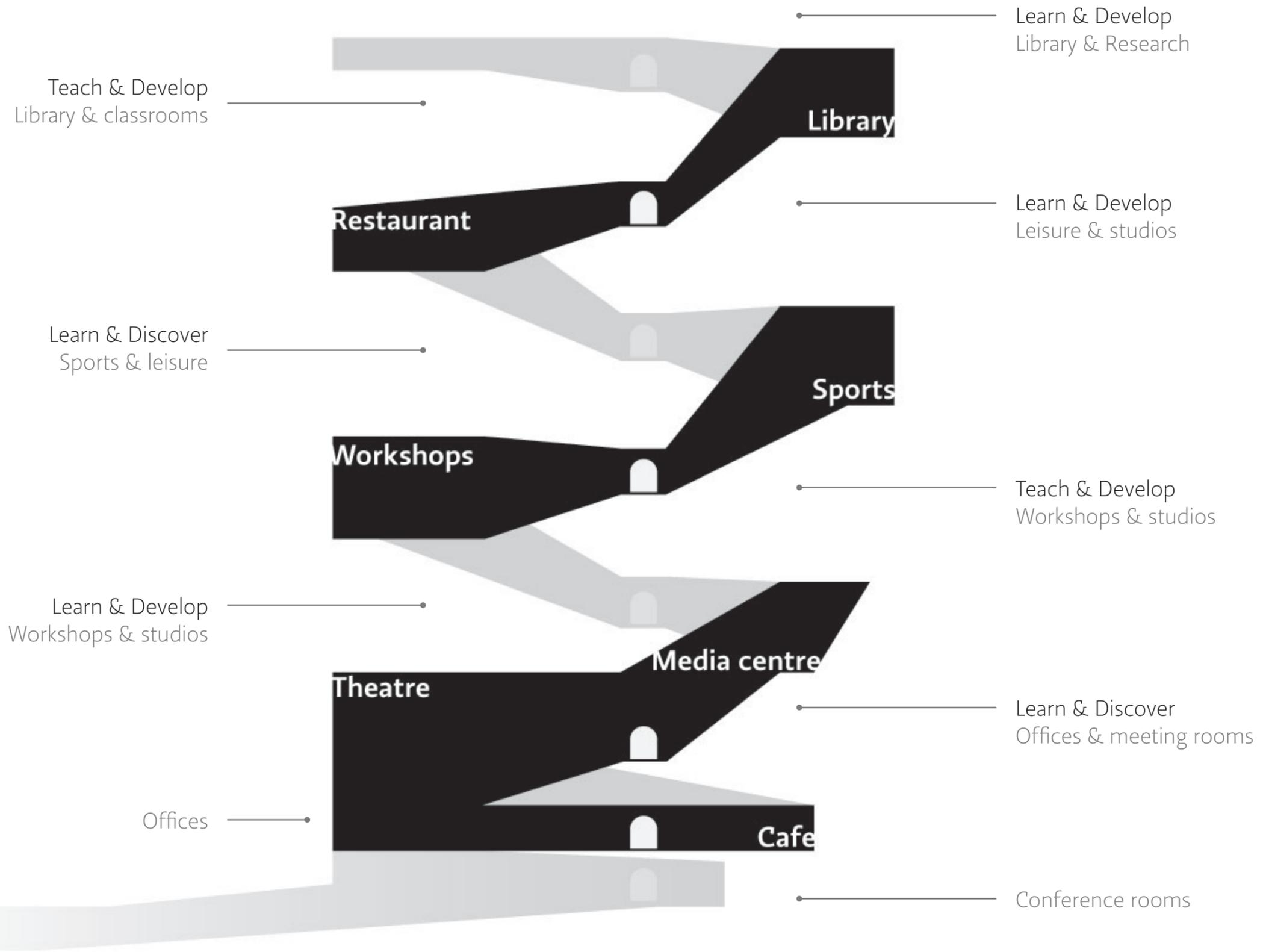
Storage:
10.000



Focus on interaction & leisure



Program & Circulation



Location

within The Hague



Density



High density

Low density

Zoning



Offices



Governmental
offices



Mixed



Residential



Educational

Flows



Heavy traffic



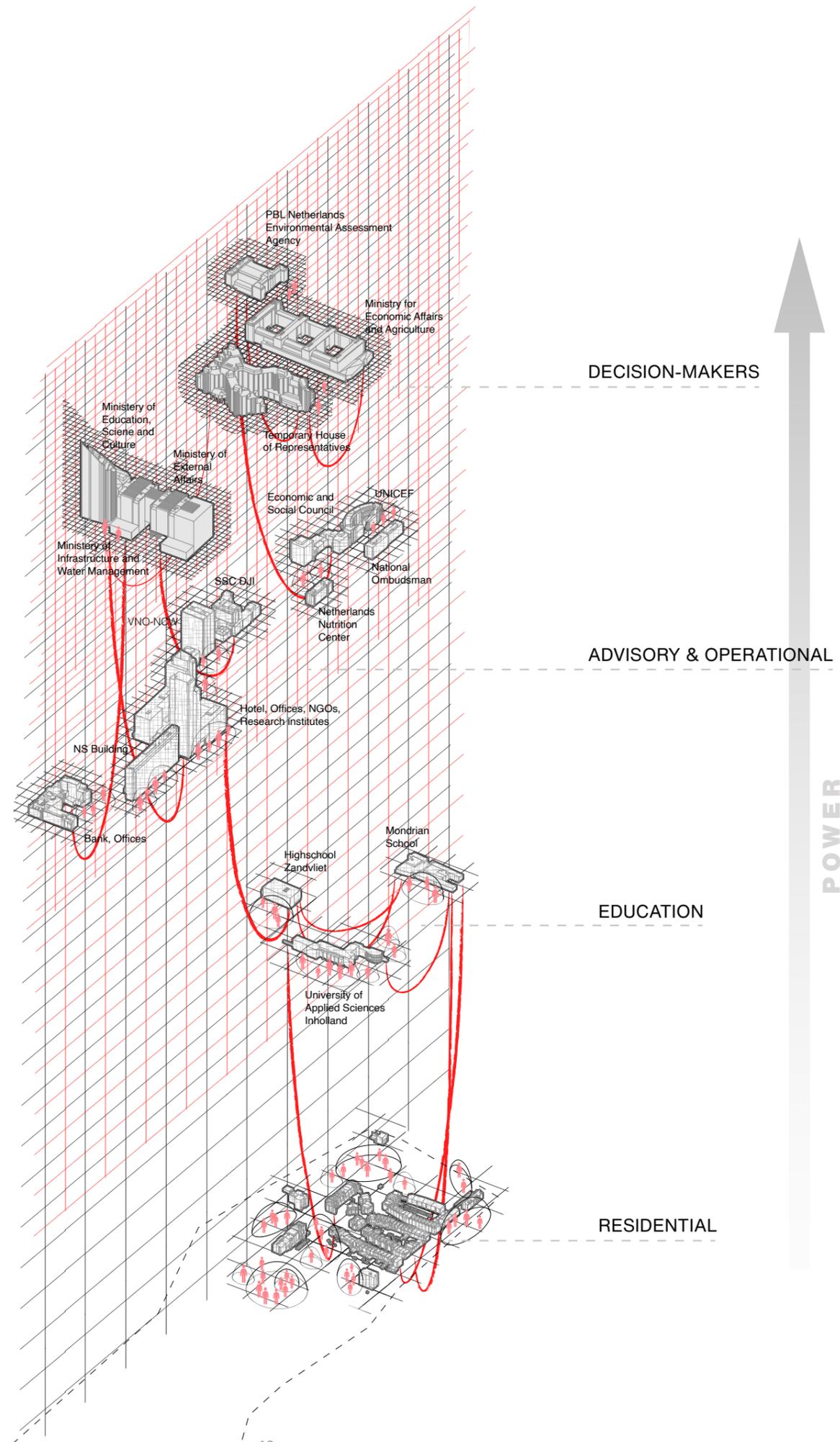
Light traffic



New access

P1 ambitions

Importance of Interaction for The Hague



Current situation

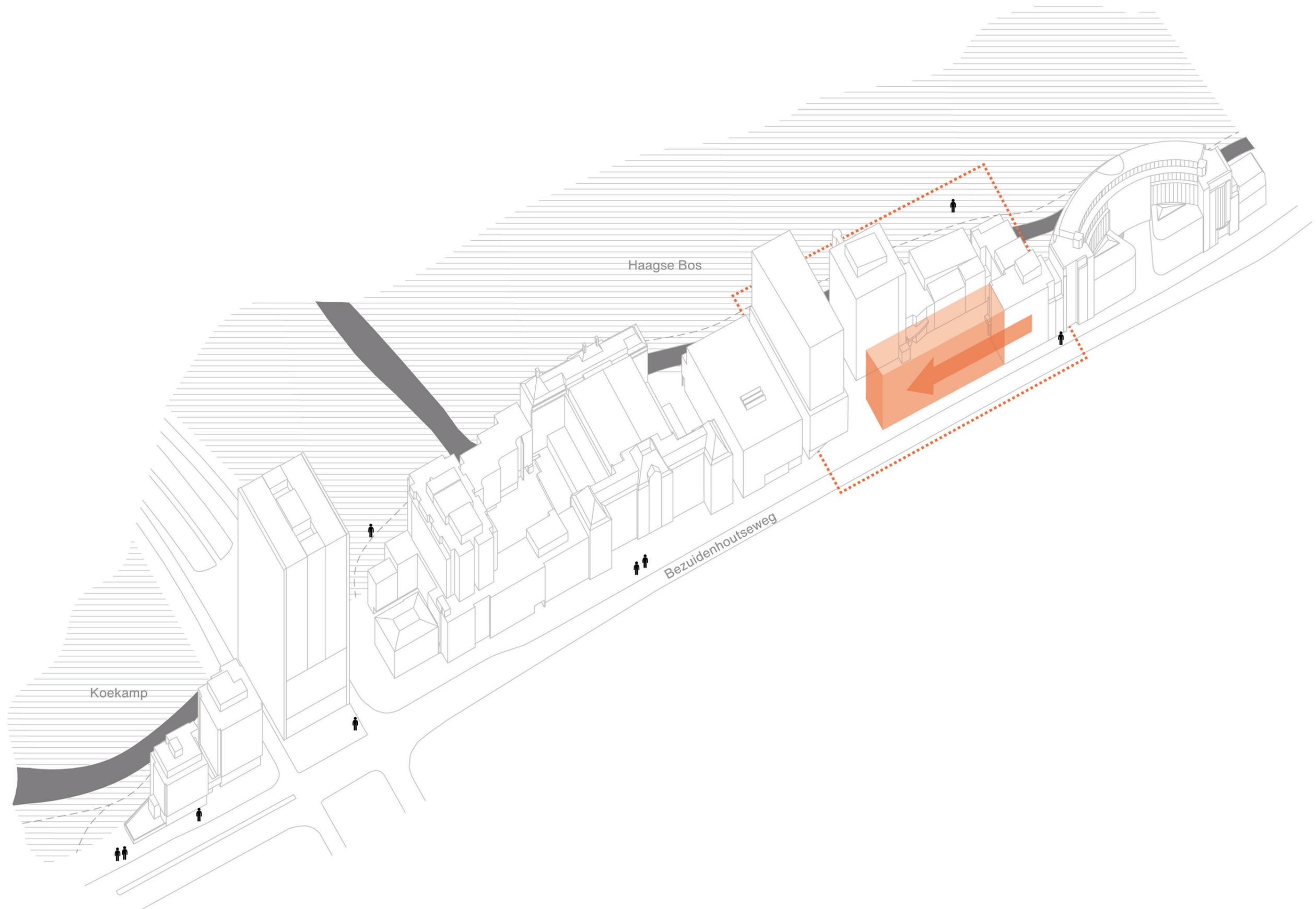


Capacity Plan

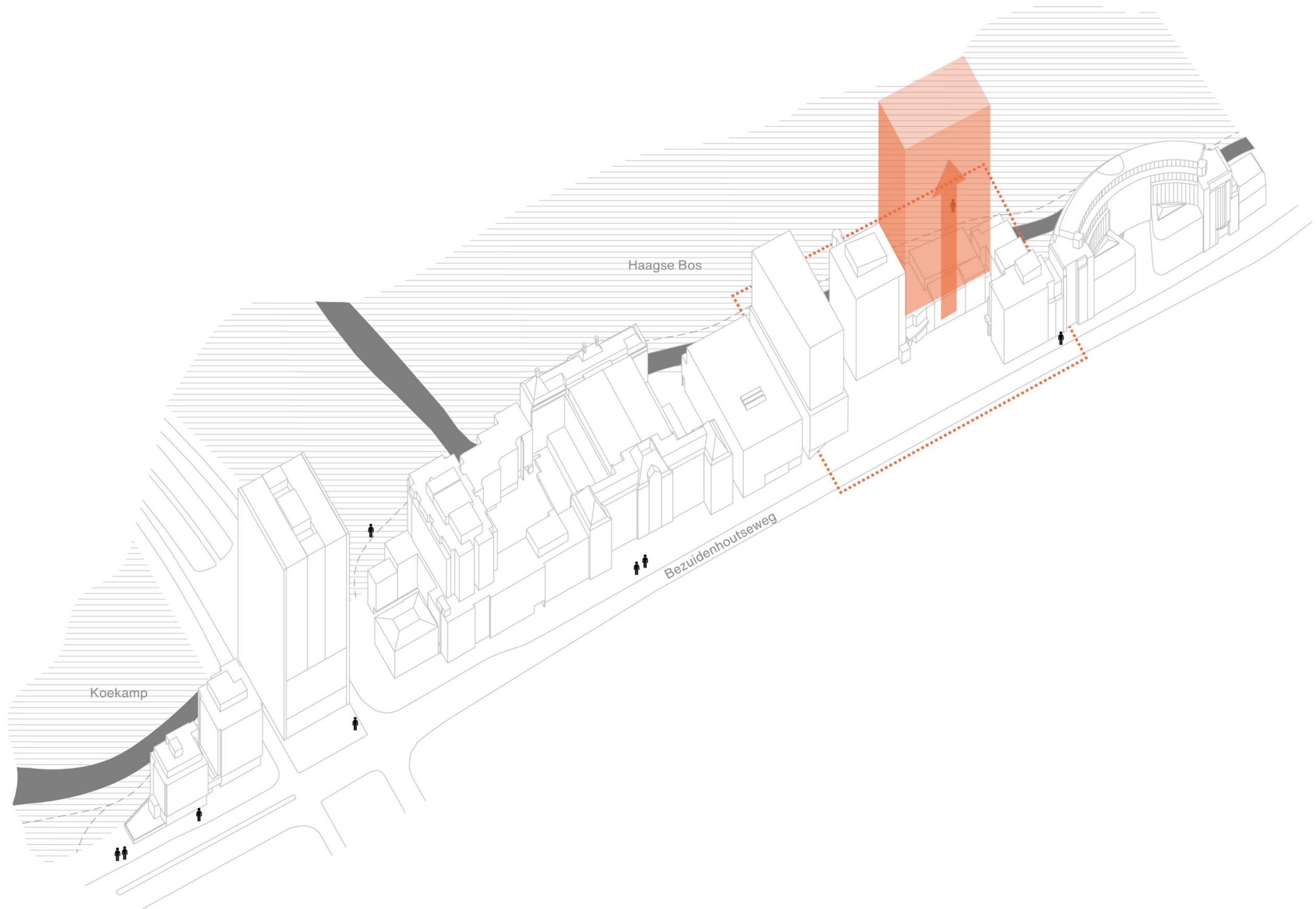
Strategies



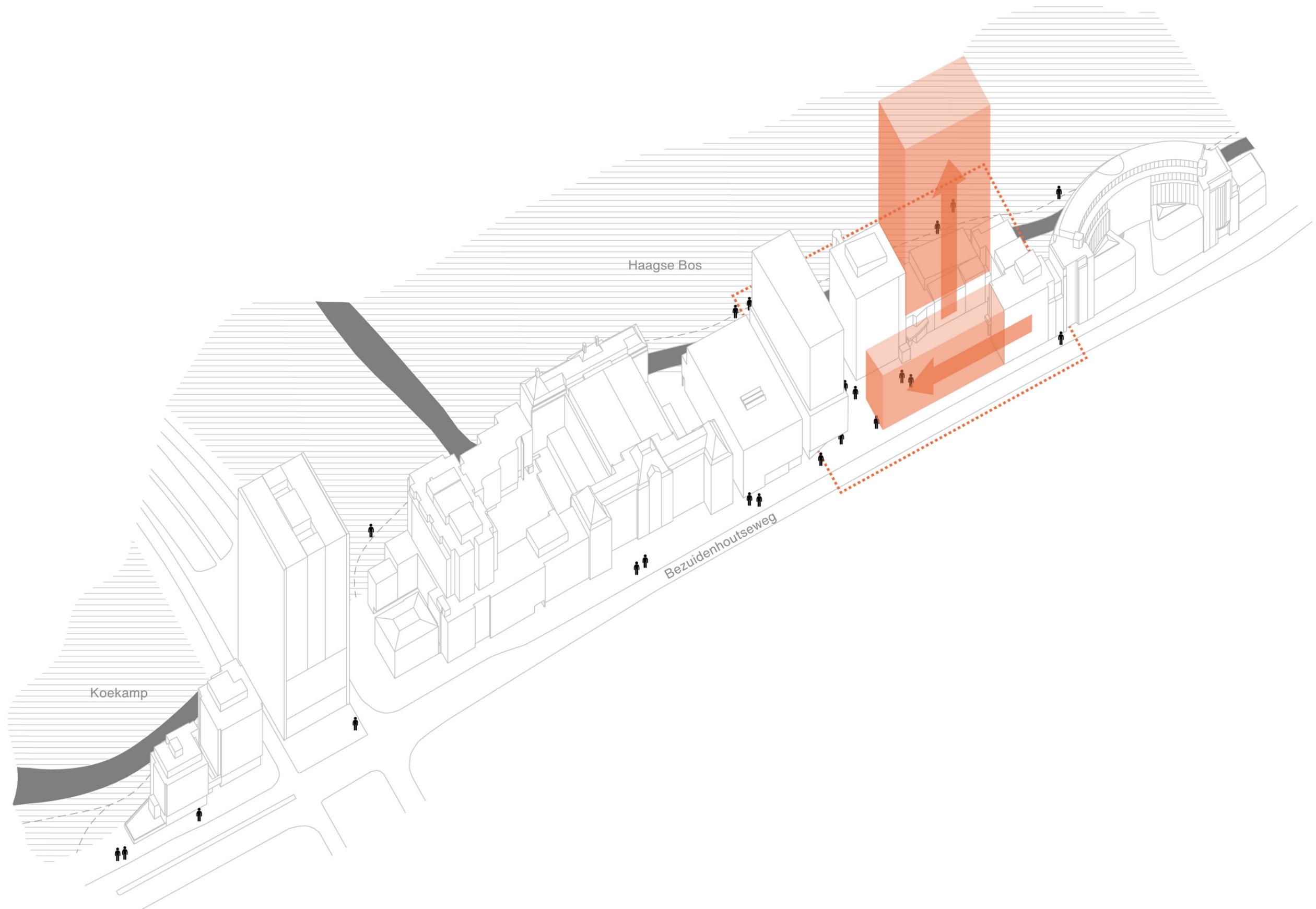
Evolution of form



Evolution of form

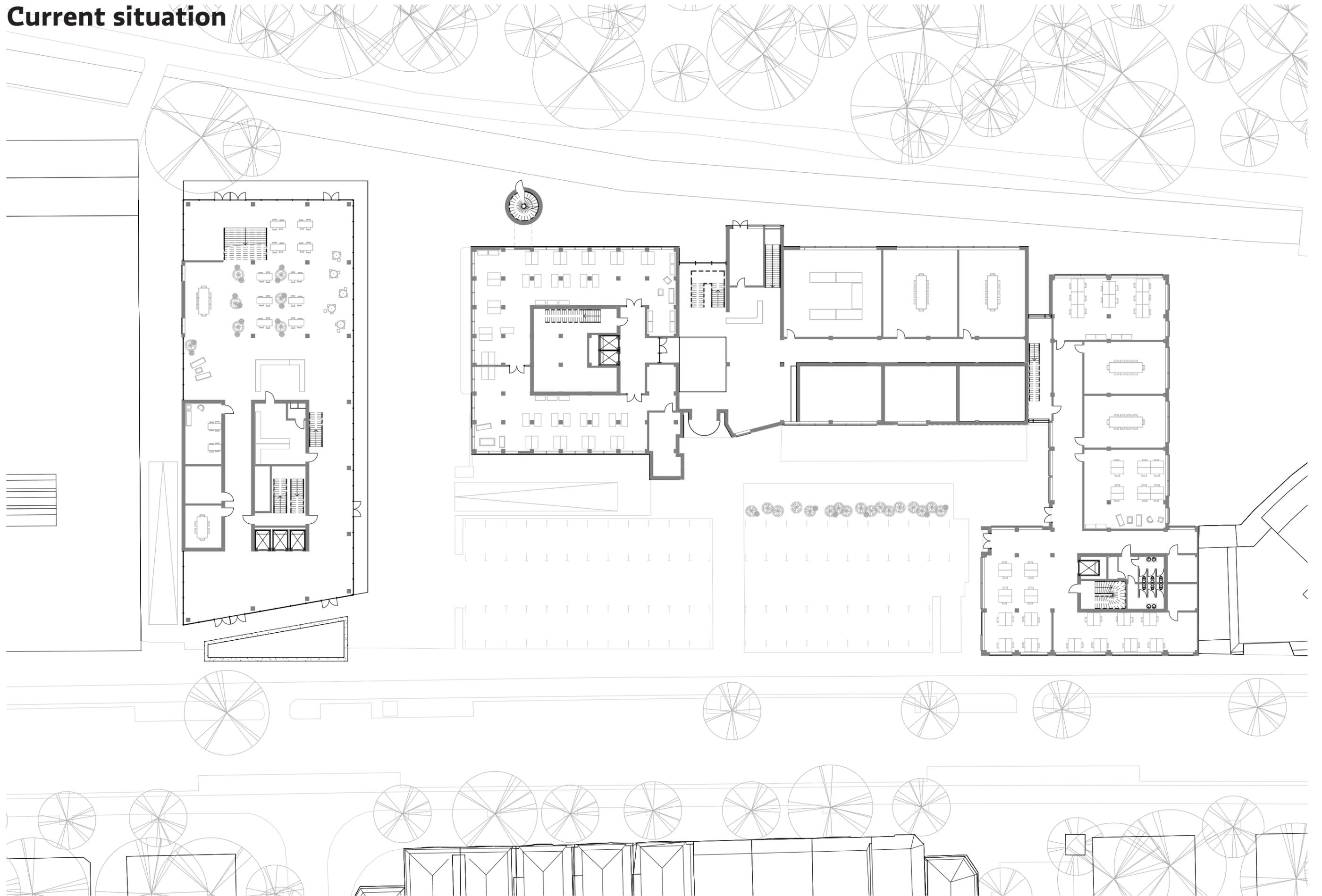


Evolution of form





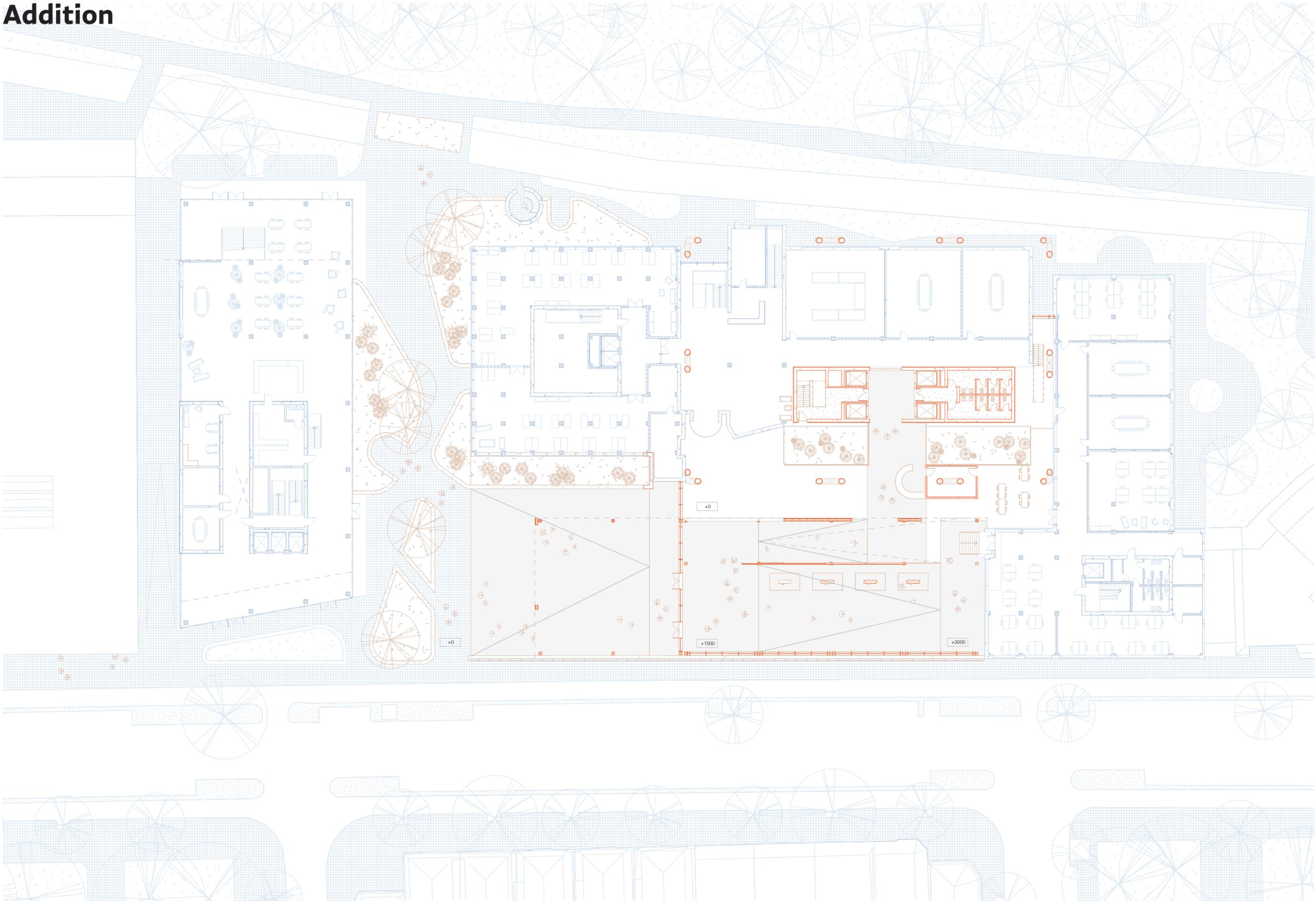
Current situation



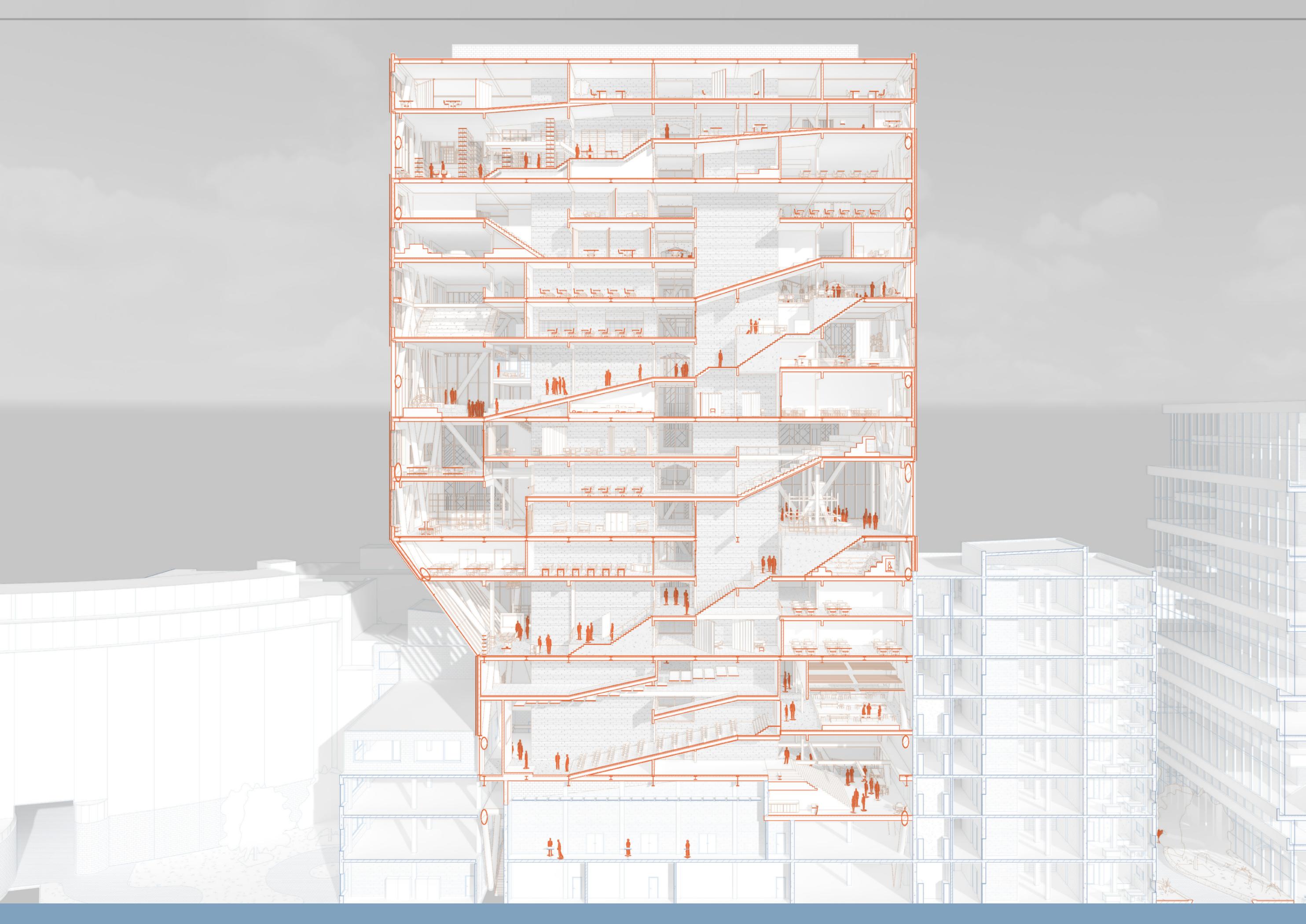
Demolition



Addition







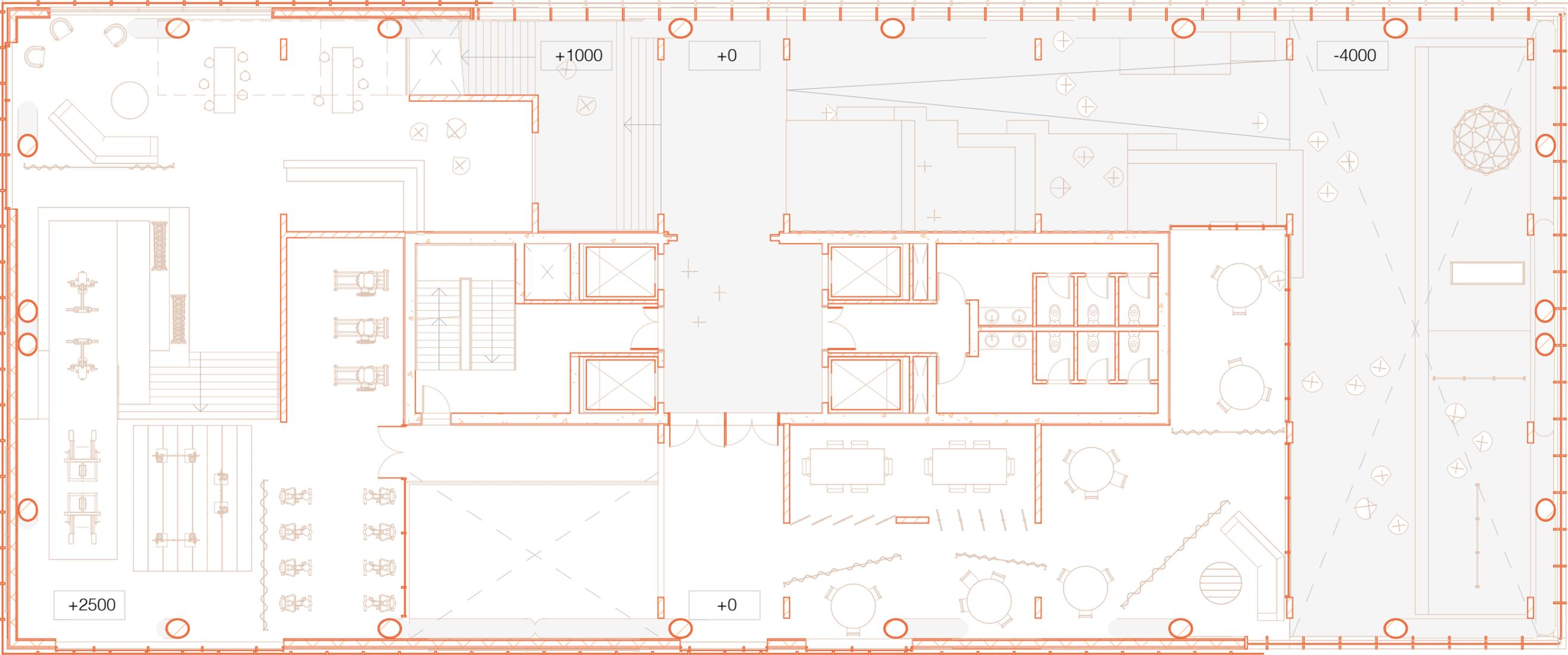






Typical floorplan

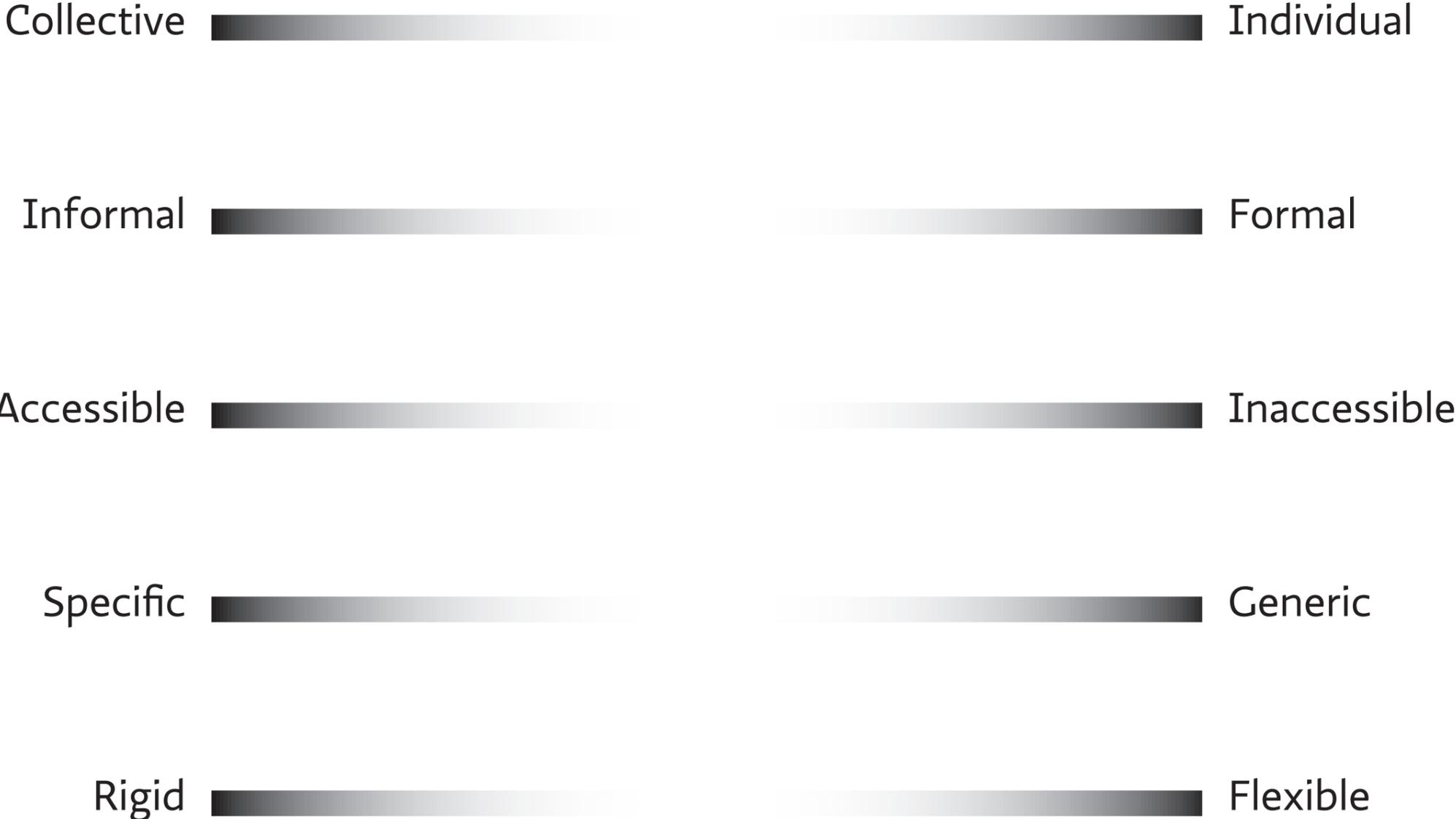
13th floor

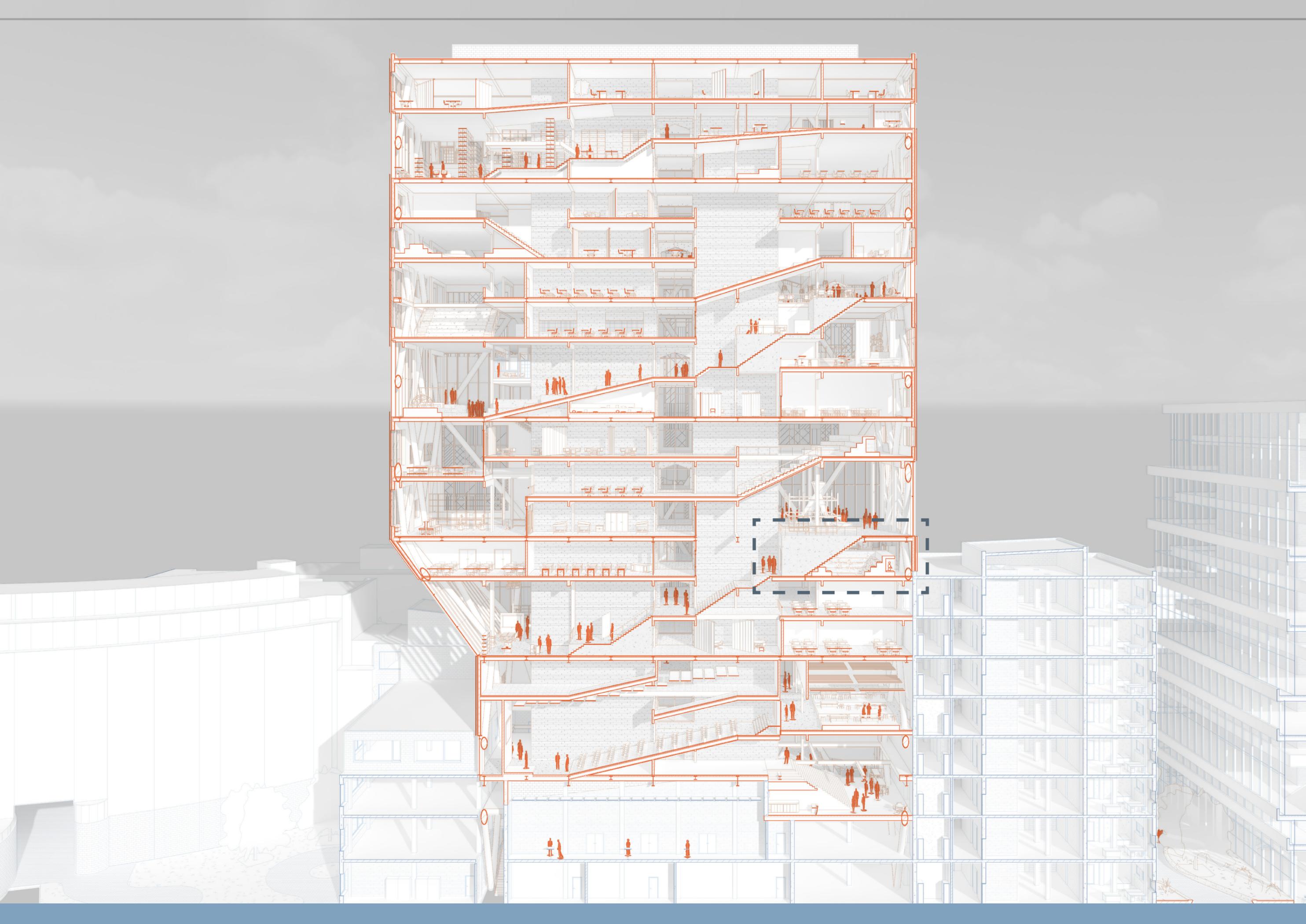




Characteristics of educational environments

The educational environments found throughout the Vertical Campus are based on combinations of the following aspects:





Typical learning environment

8th floor

Academic landscape

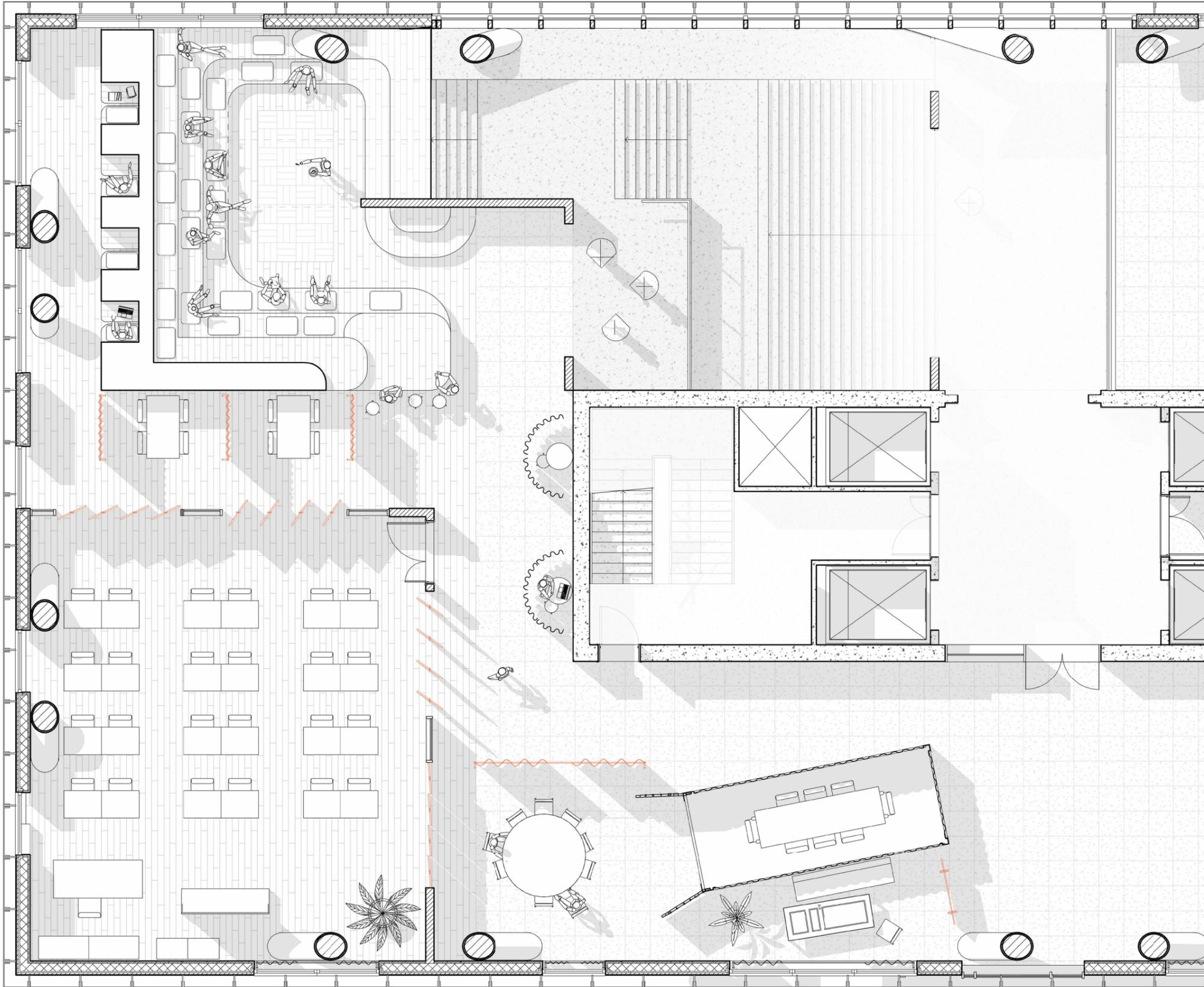
Focus alcove

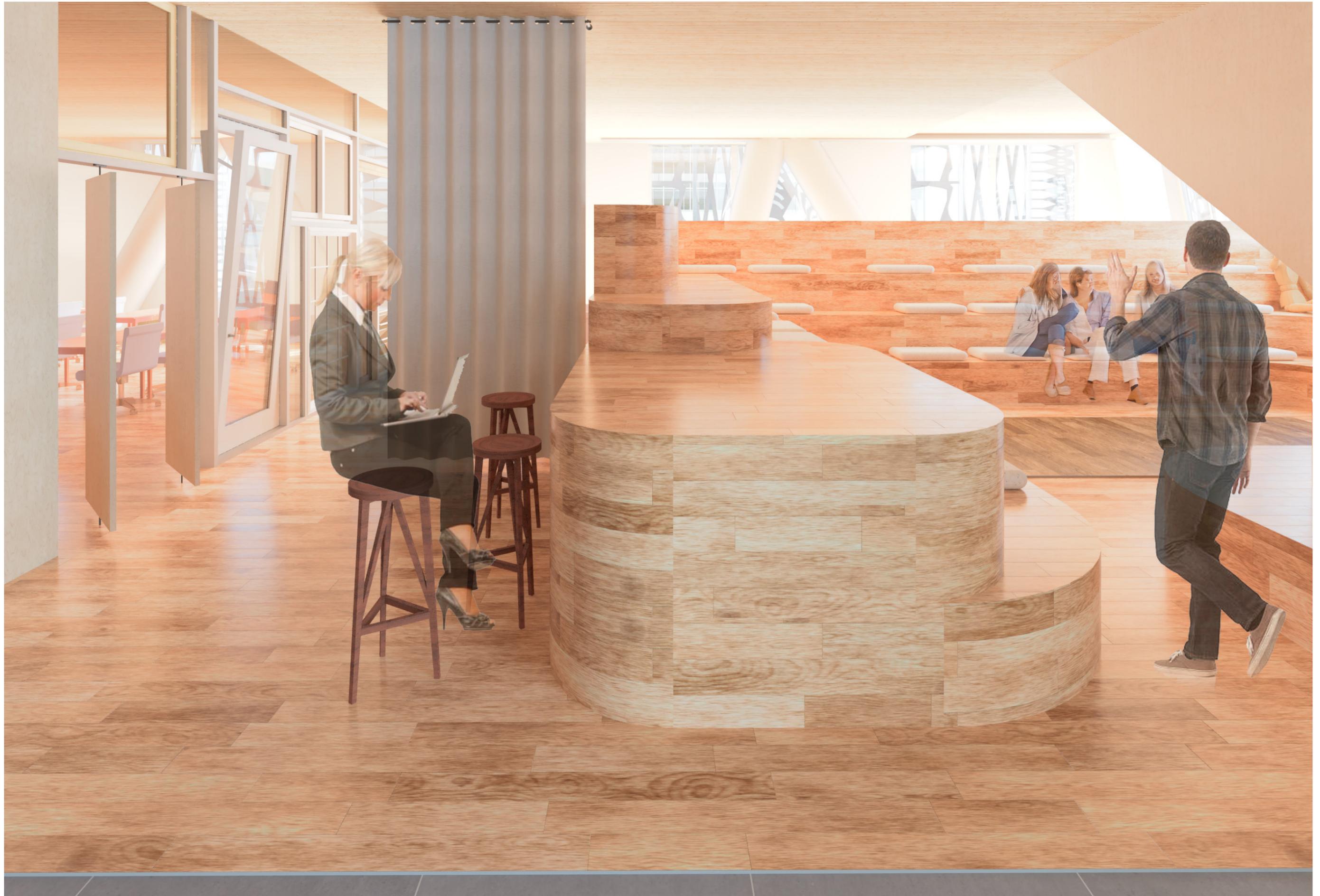
Group study

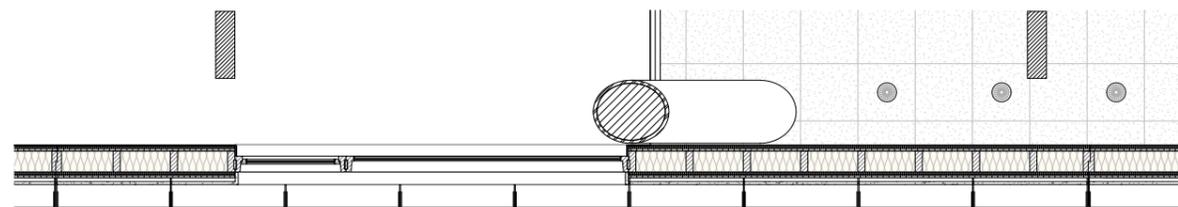
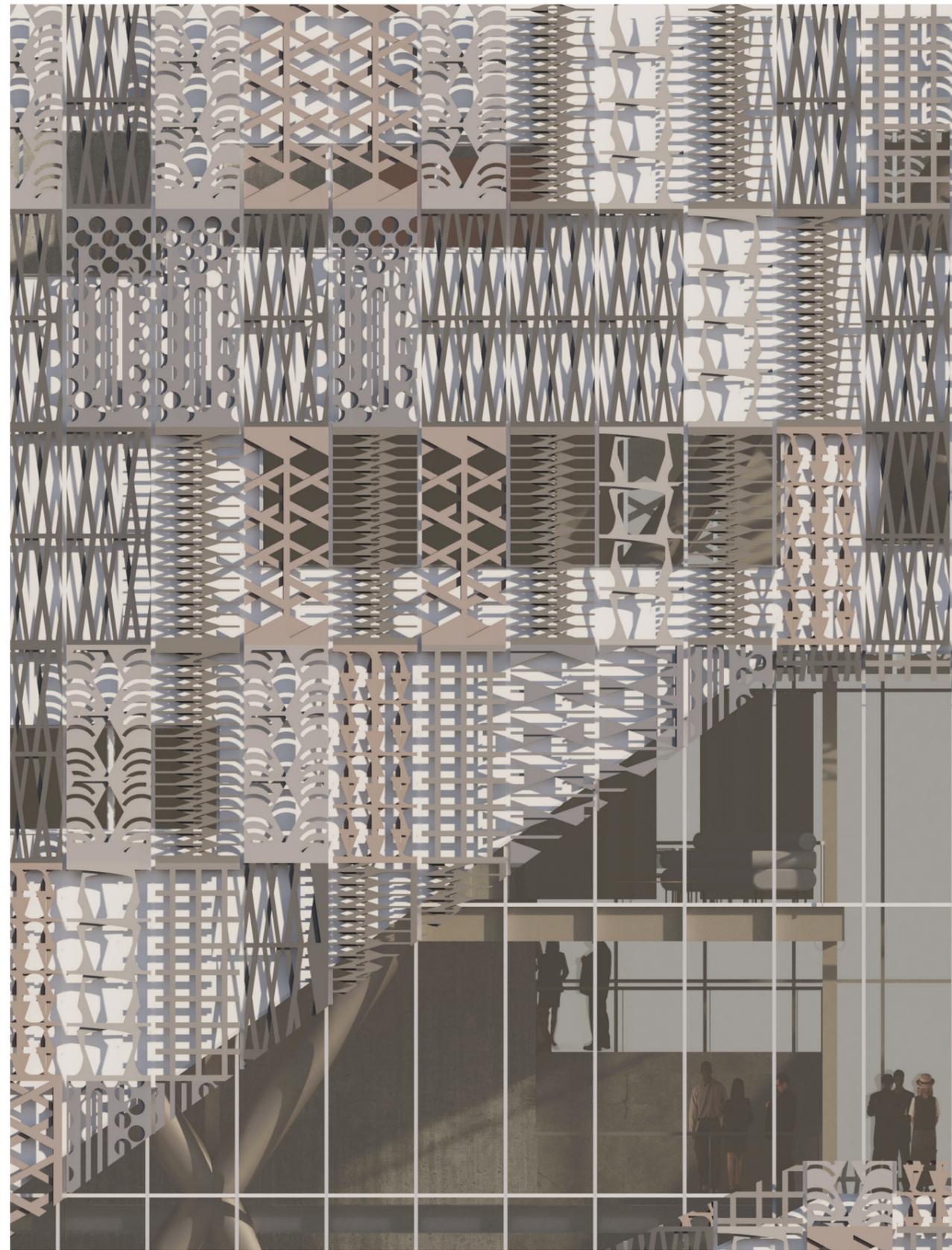
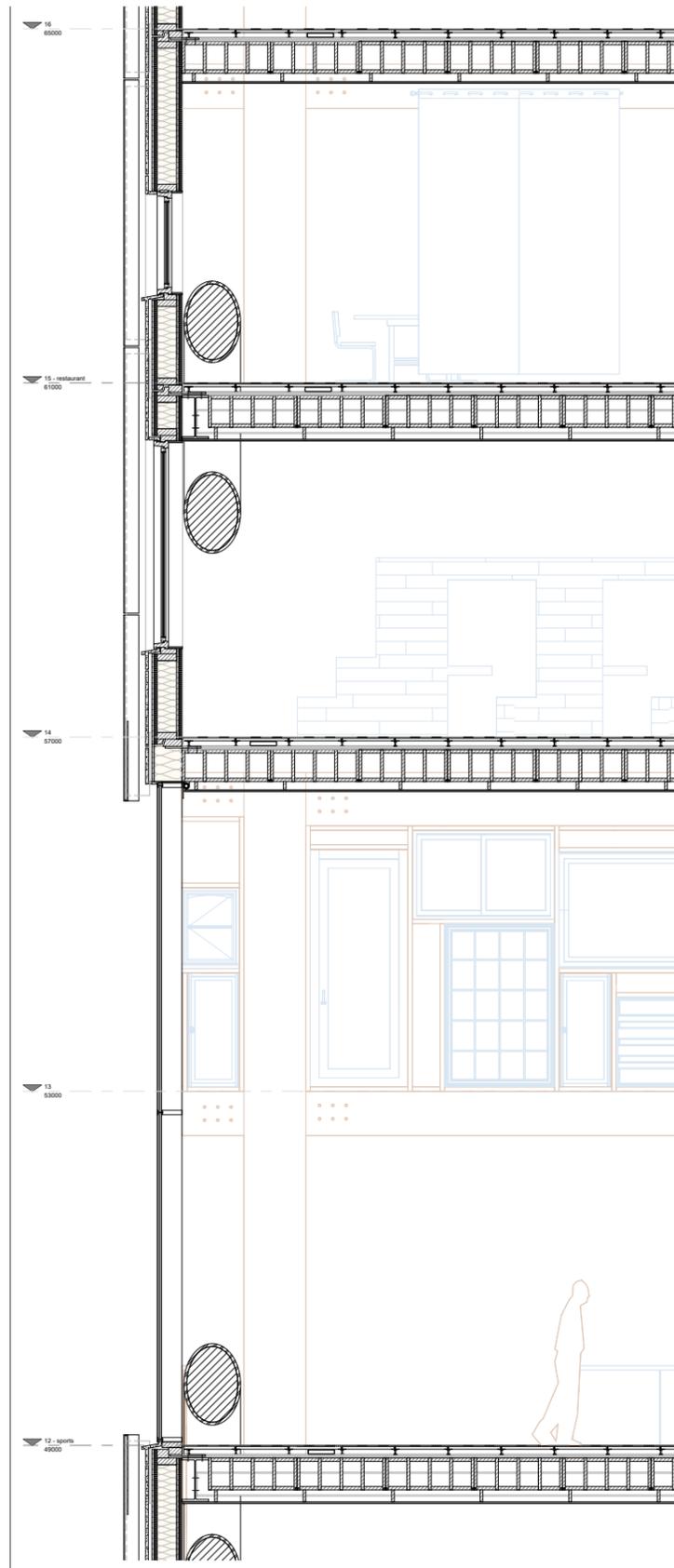
Phone booths

Permeable classroom

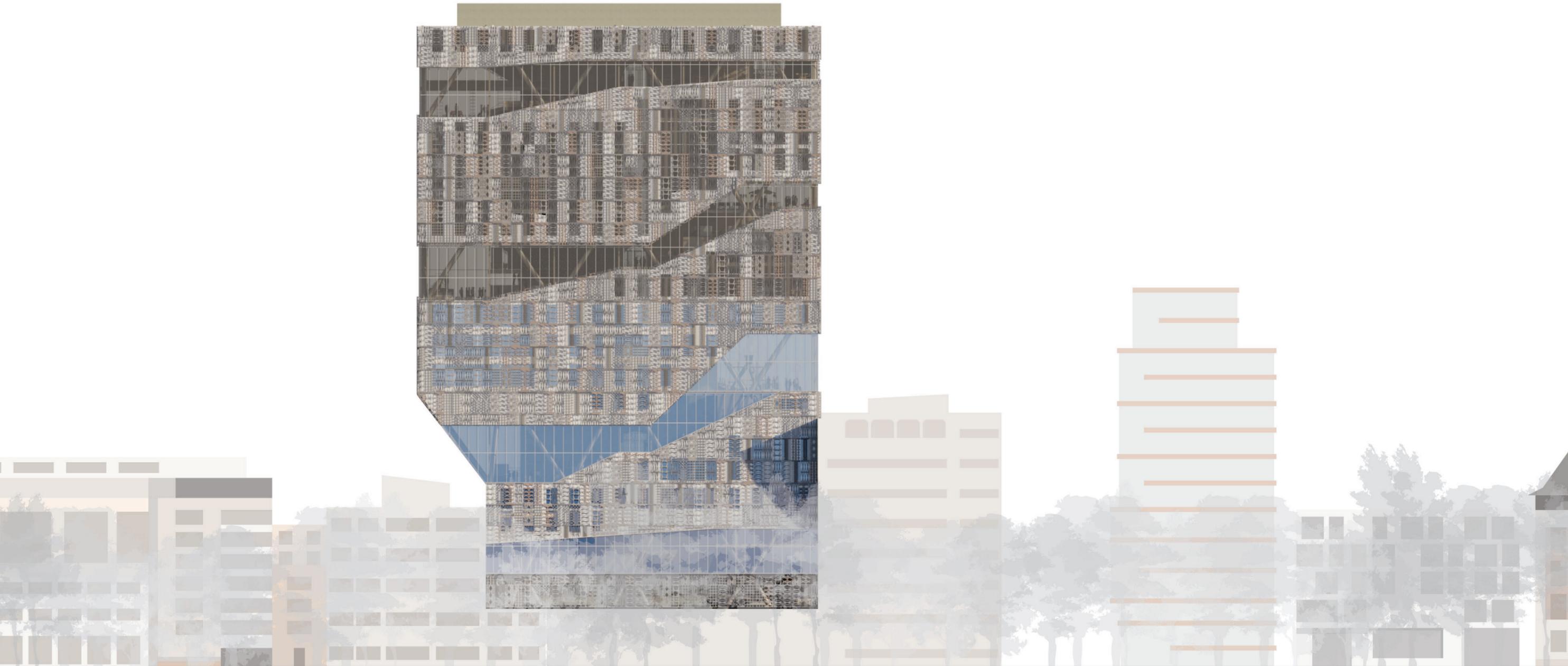
Flexible academy



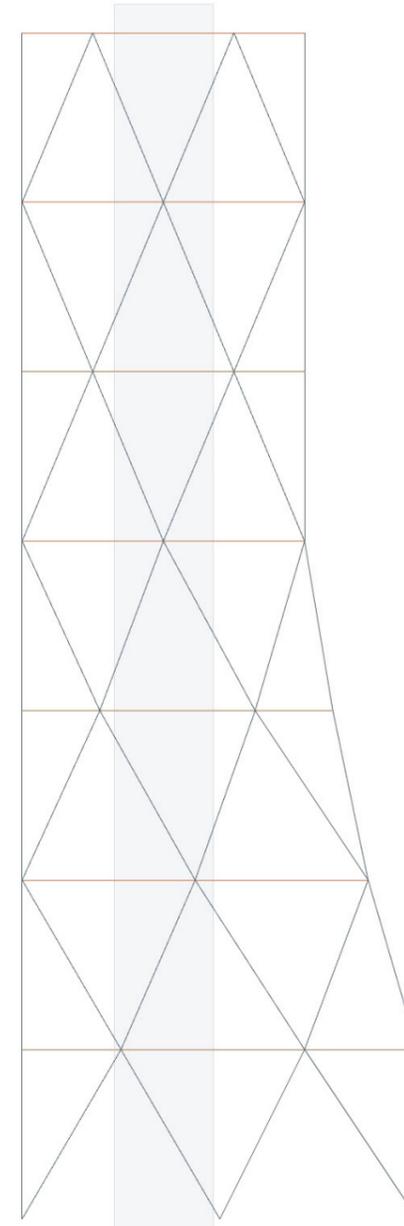
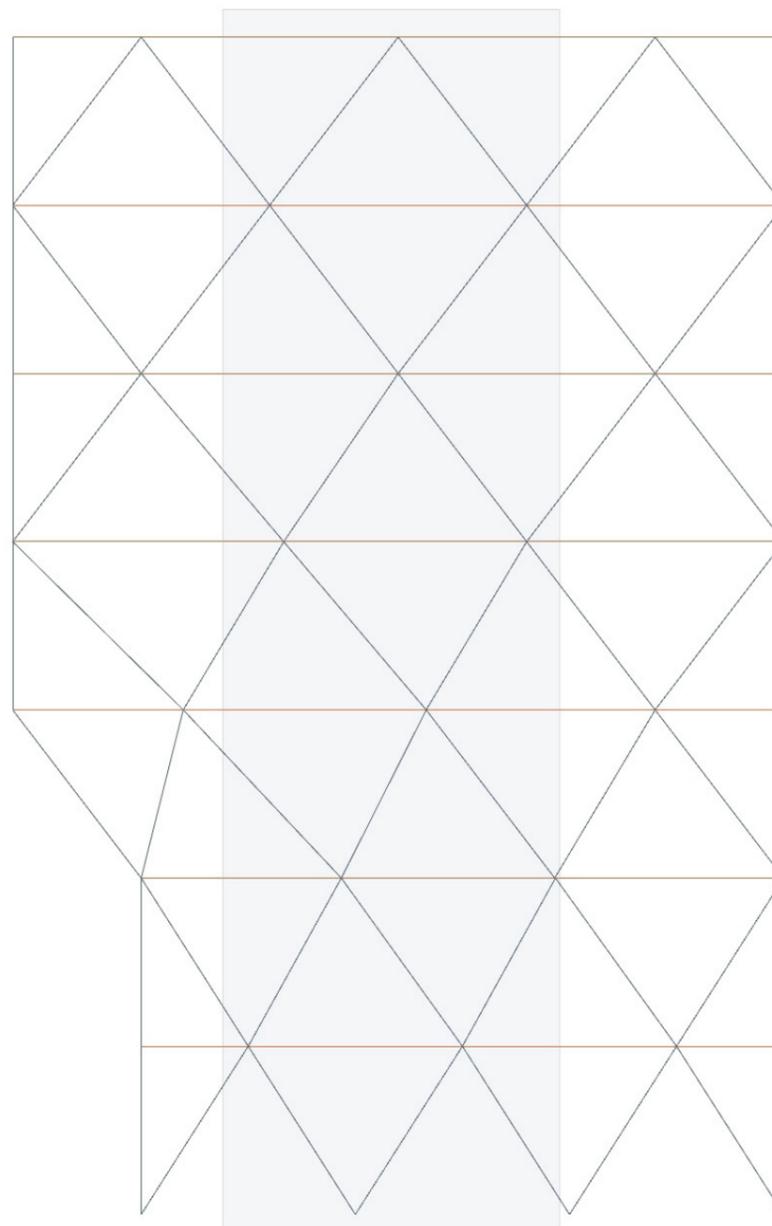
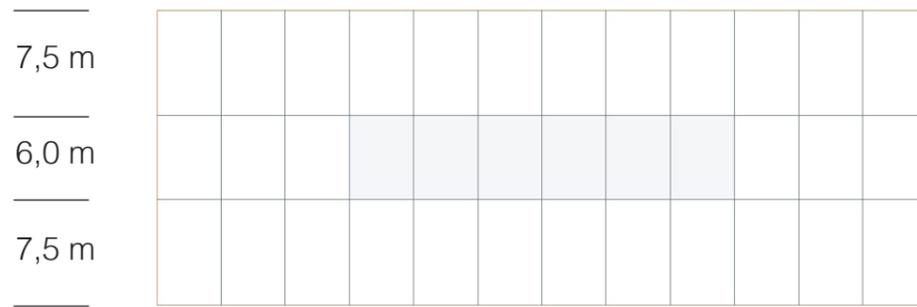




North Elevation

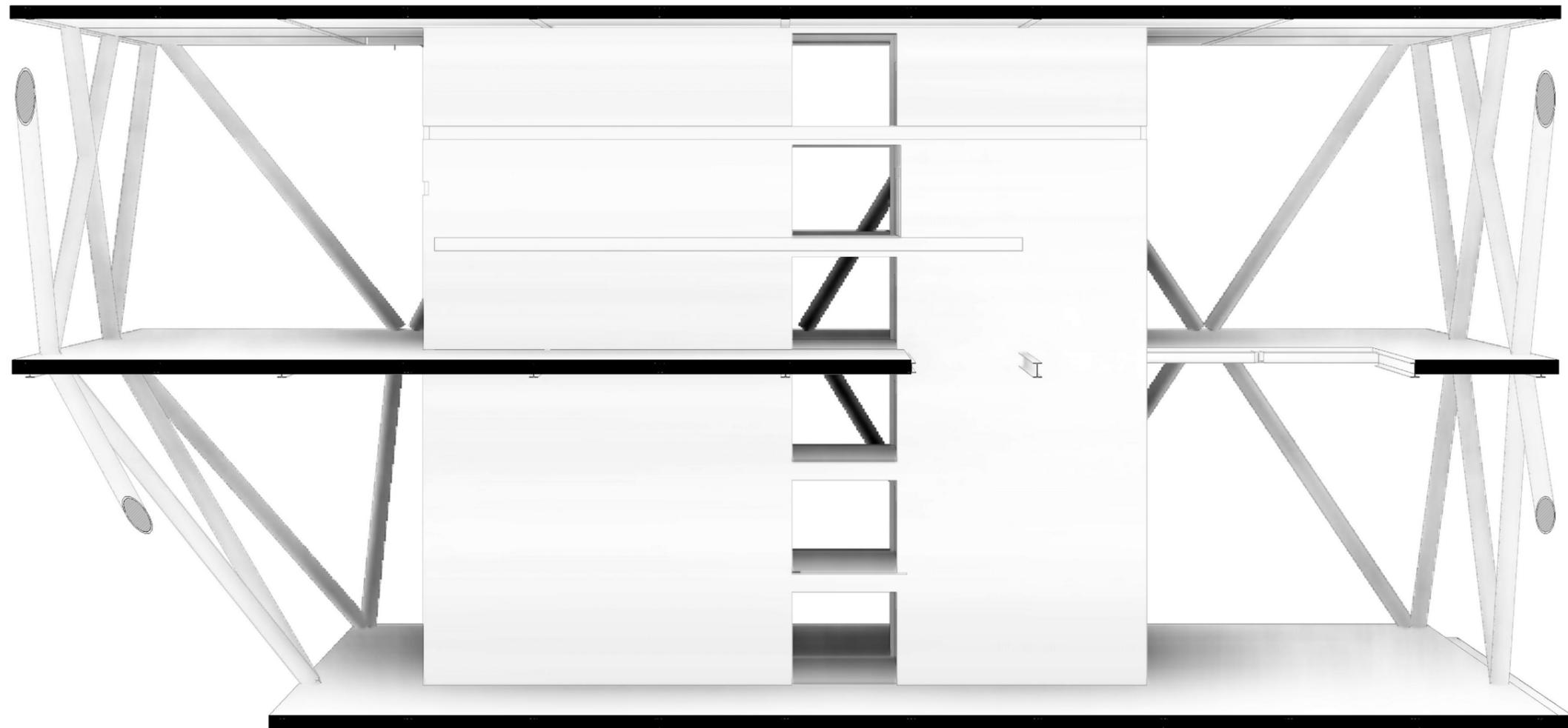


8,2 m



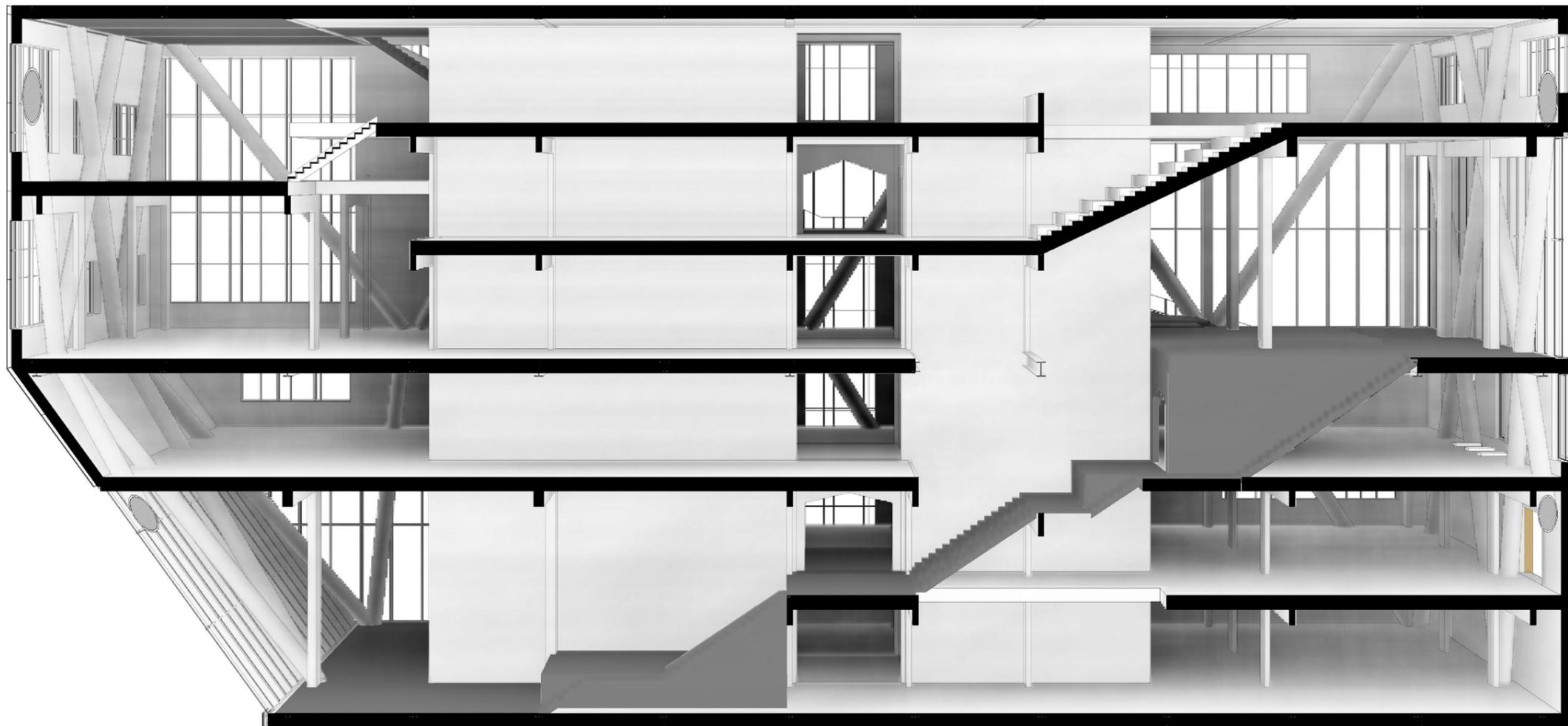
Assembly

Main structure



Assembly

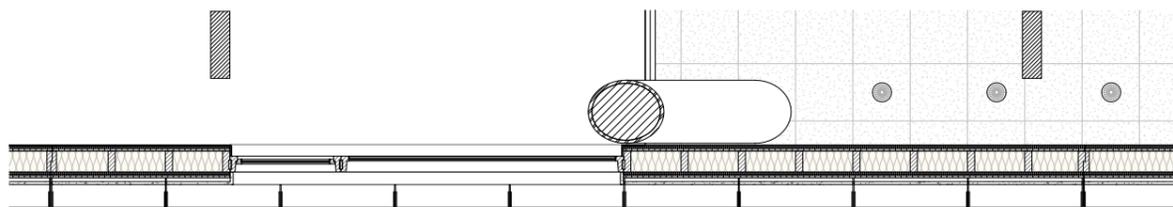
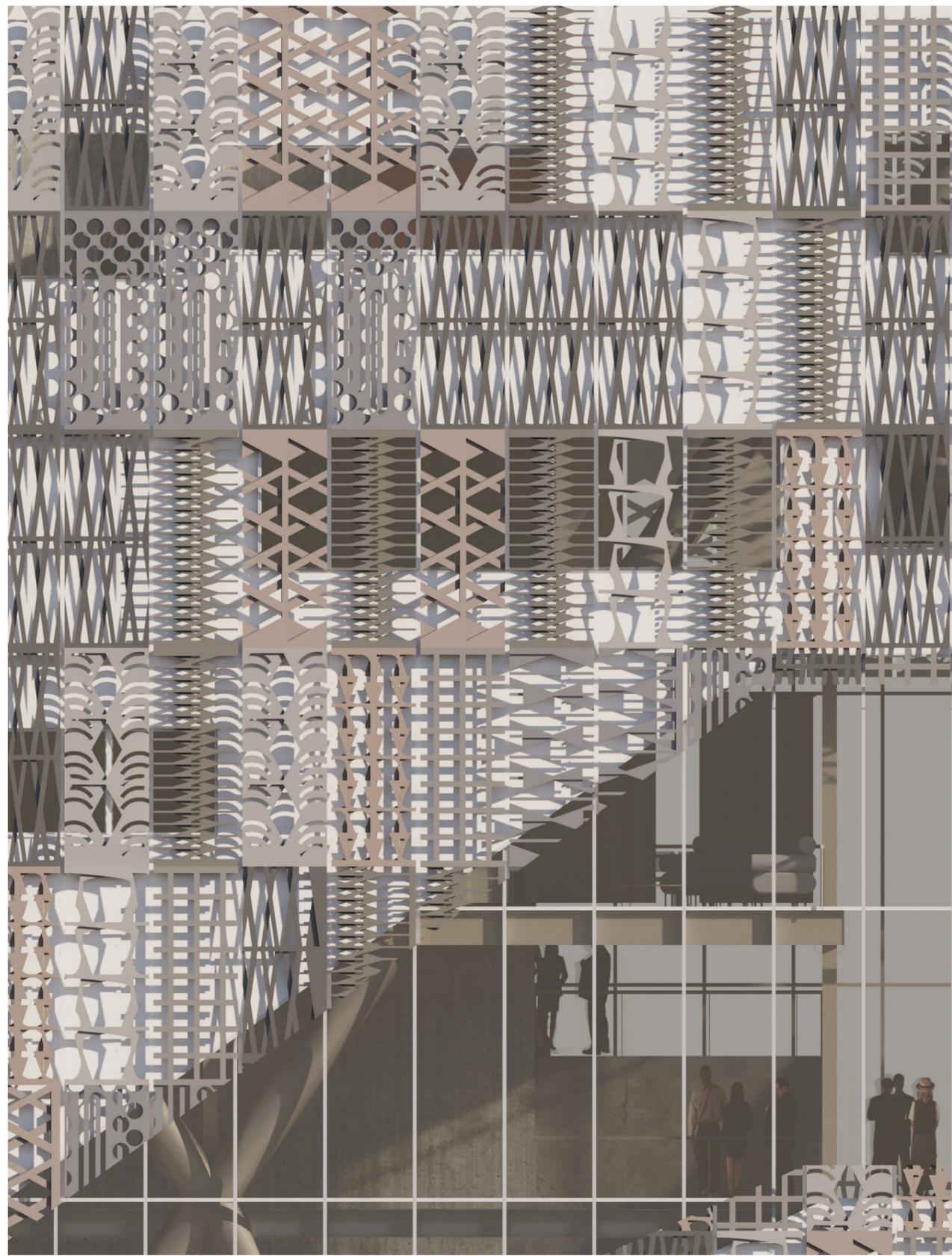
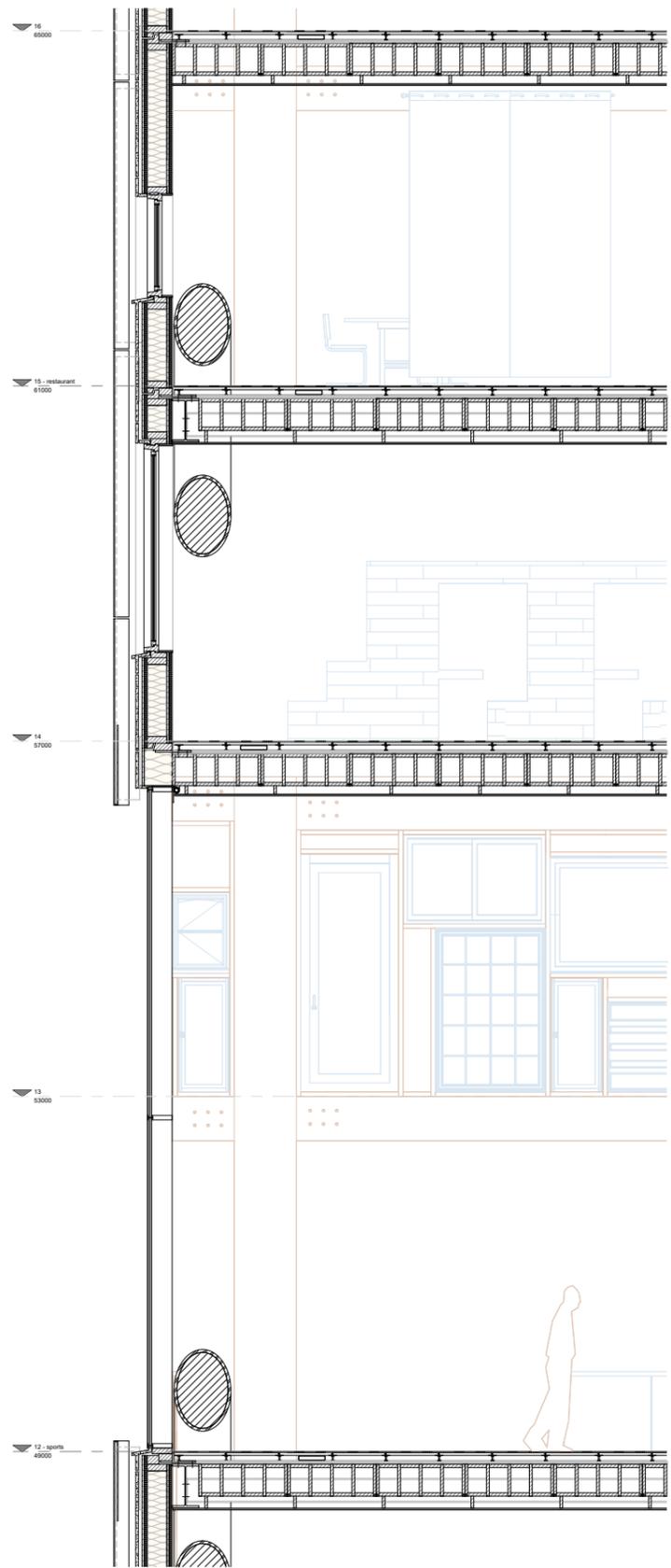
Main structure + infill



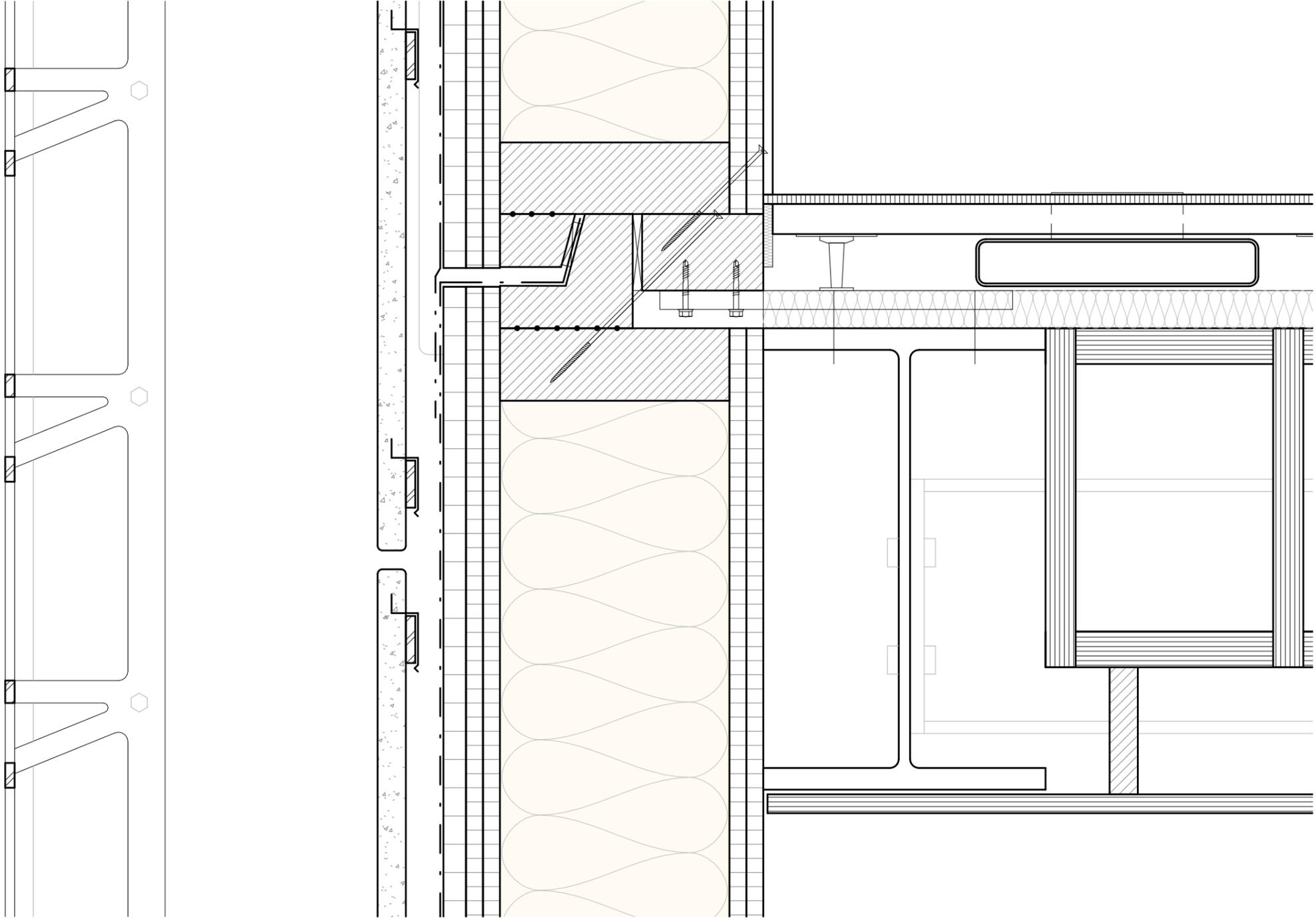
Assembly

Main structure + infill + reuse





Typical facade-floor detail



Climate

