

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), 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		
Student number		
Studio		
Name / Theme	The Vertical Campus	
Main mentor	Paul Kuitenbrouwer	Project Design
Second mentor	Piero Medici	Building Technology
Third mentor	Gosia Golabek	Theory & Research
Argumentation of choice of the studio	<p>I have always been interested in design through the lens of human experience, and believe that human-centered experience is crucial in the realm of architecture. Besides, I am interested in designing through various scales, as I believe they are inextricably linked to creating an integrated experience. Public building with the theme of Vertical Campus provides a valuable opportunity for me to integrate these aspects while redefining and reimagining the meaning of 'public hub' and 'campus of the future'. These aspects are also crucial in extending the publicness, which is often explored horizontally, in a vertical manner.</p>	
Graduation project		
Title of the graduation project	The Public Choreography	
Goal		
Location:	The Hague, the Netherlands	
Context and posed problem,	<p>The Hague is the country's administrative center and is often described as the de facto capital. By delving into and comparing the development of various areas in The Hague, one would realize the significance of the public realm. Successful design of the public realm helps develop a strong relationship between buildings and the 'in-between' spaces, as well as, within buildings themselves, thus forming an integrated urban experience, both horizontally and</p>	

	<p>vertically. More notably, this induces changing speed and tempo in movement, through various spaces and programs giving rise to the identity of a particular area.</p> <p>The zone Den Haag Central, forms the high-density urban fabric at the heart of the city and often provides the image of a Central Public Hub. However, the area appears to be rather lifeless, where people do not tend to stay or cross paths. The major issues identified are centered around flow and movement. Fragmented buildings and routes fail to provide an inviting and continuous urban experience, causing people to pass by at relatively high speeds, in and around the site. Other fast-moving transport such as trains and vehicles further contribute to the fragmentation of the urban landscape. These suggest the need for a perceptual approach to form an integrated public experience by introducing sequential encounters through changing speed and tempo to engage users.</p>
<p>research questions and</p>	<ol style="list-style-type: none"> 1. How does the change in tempo of movement and programs influence the design of spaces and vertical typology? 2. What fosters the change in speed and tempo through spaces? 3. How may sequences of spatial experience be informed by Phenomenology? 4. What enhances the concepts of life-long learning and identity of the 21st-century campus? 5. How can the vertical campus be integrated into the urban fabric allowing a continuous experience?

design assignment in which these results.

1. Defining the nature of different segment of the journey and the connections in between to form an integrated experience as a whole, enhancing hybridity and multiplicity
2. Zoning/mapping of programs with different learning trajectories and spatial qualities to define changing speed gradient
3. Incorporating different sensory experience in proportions, colour, light, materiality, visual connections in relation to the changing learning trajectories
4. Creating hybrid learning options through changing tempos in the realm of the fast-paced digital age, enhancing life-long learning and knowledge retention
5. Cataloguing the various tempos in urban and building scale in order to form a continuous experience and flow

Process

Method description

Analogization

Each musical piece is characterized by a particular form and its phrasal organization, with changing tempos and rhythms. The technique of structural sequencing in music will be compared to and inform the arrangement of programs or curation of successive scenes as in that of architecture.

Cataloguing

To form a sequential rhythm and facilitate the structuring of spatial qualities, a catalogue of the tempos of programs and different systems of movement will be produced. This will help in the formation of continuous journeys through various events with complimentary 'buffer zones', assemblages and connections in between.

Notation

In light of the inherent difficulty of expressing lines of motion concerning tempos with conventional plans and sections, a notational system will be developed to illustrate the learning trajectories, sensory experience and main users' flows. Each segment will feature distinct speed, tempos, spatial qualities, atmosphere and programs, which may be linear or in loops.

Case Study

Programmatic relationships in educational buildings will be analyzed especially in terms of learning trajectories, to inform the integrated campus with changing speed and tempo, as well as, connection in between. Individual projects that shed light on how flow and movement can influence architectonics, spaces and functions will also be studied.

Literature and general practical preference

Books

1. Gehl, Jan, and Birgite Svarre. *How to study public life*. Washington, D.C.: Island Press, 2013.
2. Gehl, Jan, and Jo Koch. *Life between buildings: Using public space*. Washington, D.C.: Island Press, 2011.
3. Gehl, Jan. *Cities for people*. Washington, D.C.: Island Press, 2010.
4. Jacobs, Jane. *Reprints of three reviews of the Death and Life of Great American Cities, by Jane Jacobs, Random House. 1961*. American Society of Planning Officials, 1962.
5. Lefebvre, Henri, and Donald Nicholson-Smith. *The production of space*. Oxford, OX, UK: Blackwell, 2017.
6. Montgomery, Charles. *Happy City: Transforming our lives through urban design*. Londres: Penguin Books, 2015.
7. Per, Aurora Fernández, Javier Mozas, and Javier Arpa. *This is hybrid: An analysis of mixed-use buildings*. Vitoria-Gasteiz, Spain: a+t architecture publishers, 2014.
8. Sim, David, and Jan Gehl. *Soft City: Building Density for Everyday Life*. Washington, District of Columbia: Island Press, 2019.
9. Speck, Jeff. *Walkable City: How downtown can save America, one step at a time*. New York: MCD Picador, 2022.
10. Till, Jeremy. *Architecture depends*. Cambridge, MA: MIT Press, 2013.
11. Tschumi, Bernard, and Robert Young. *Bernard Tschumi, the manhattan transcripts: Theoretical projects; on the occasion of their showing, together with Bernard Tschumi's recent projects, at the Museum of Modern Art, New York, April 21st - July 5th, 1994*. London: Academy Ed., 1994.
12. Whyte, William Hollingsworth. *The social life of small urban spaces*. Washington, D.C.: Conservation Foundation, 1995.

Website

13. June 2001 Fifth generation distance education - uol.de. Accessed October 11, 2023. <http://www.c3l.uni-oldenburg.de/cde/me-dia/readings/taylor01.pdf>.
14. "Space, Event, Movement: Bernard Tschumi." Pidgeon Digital. Accessed October 11, 2023. <https://www.pidgeondigital.com/talks/space-event-movement/chapters/>.
15. Tobia, Valentina. "Slowing down the Pace: The Advantages of 'Slow' Learning." UniScienza&Ricerca: il blog di UniSR. Accessed October 11, 2023. <https://blog.unisr.it/en/slowing-down-pace-advantages-slow-learning>.
16. Oppong, T. (2022a, March 30). Slow-Paced Learning: The Most Effective Way to Retain 90% of What You Learn. Hive. October 11, 2023, <https://hive.com/blog/slow-paced-learning/>

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)?

My graduation topic redefines the typology of public buildings and 'Vertical Campus' through the change in speed and tempos of programs and movement. This in turn helps develop and strengthen the themes of the studio – hybridity, multiplicity, lifelong learning, sustainability and resilience, through the integration of users, buildings and urban landscape. Thus, the graduation project aims to reinject life to the Central Public Hub and Innovation District at large, which echoes with the goal of the master track to "develop creative and innovative building projects that use design as a means to deal with the technical, social and spatial challenges encountered in the built environment."

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

The graduation work reaffirms the role of spatial movement in altering one's perception of architecture and the city. With the overlapping and combination of different rhythms, the relationship between movement, space and programs can be strengthened to form continuous experience. At the same time, it also allows the intertwining of campus and city life. This contributes to the larger discourse of flow and movement which has been a matter of concern in many disciplines.

Besides, the proposition emphasizes lifelong learning and redefines the 21st-century campus by introducing various learning trajectories, to support research which shows the significance of learning and interaction at different speeds in the realm of digitalization and flexible learning models, to allow deeper engagement for perpetual innovation.