

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	Giammarco Emili
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Studio		
Name / Theme	Public Building Graduation Studio The Vertical Campus A Public Hub of the Future in The Hague	
Main mentor	Henk Bulstra	Project Design
Second mentor	Ger Warriess	Technical Building Design
Third mentor	Sien Van Dam	Theory and Delineation
Argumentation of choice of the studio	A fascination towards the topics of the studio is inspired by the innovative approach and expected outcome which characterize it, all calling for creative and unexpected solutions to current and arising challenges. Additionally, its public vocation is a source of intense attraction, one welcomed with enthusiasm – as well as a sense of responsibility – when tasked with reflections and decisions that can affect the wider public in so intense and extensive ways. Lastly, a sincere interest in spatial solutions concerned about educational offerings leads me to elect “Public Building Graduation Studio, The Vertical Campus, A Public Hub of the Future in The Hague” as my Graduation Studio.	

Graduation project	
Title of the graduation project	Identifying a Sustainable Open-access Campus
Goal	
Location:	The Hague Central Station Area
The posed problem,	Our present is under the influence of extensive and intense challenges. Among these, are societal and economic ones, like an ageing population and market specialization. Also, environmental issues assume a major relevance, directly linked to spatial concerns like urban sprawl, or

	<p>increase pressure on cities. In addition, technological advancements like digitalization and virtualization of processes and products are responsible for constant, quick shifts affecting our lives from several perspectives: for example, demanding new competencies, or opening up new possibilities, for both companies and individuals. In this complex scenario, the role of education is as significant as ever. In fact, education is the instrument capable of empowering individuals and communities with adequate tools to respond to these challenges in an effective and efficient way. Through Knowledge, we are capable of addressing change. However, the adequacy, in turn, of educational models and systems can be questioned. The introduced set of present – and future – issues calls for different models. Models that instead promote more integration between the urban fabric and university campuses, which tend to act as “isolated islands”. Or models that challenge the historically applied division of subjects and segregation of functions and, in turn, places. Greater integration, interrelation and accessibility in higher education facilities extend the scope and power of education, and so our ability to respond better to change and challenge.</p>
<p>research questions and</p>	<p>The set of conditions introduced calls for new models to better address change and its intrinsic challenges and potentials. Consequently, the research question is: “How can architectural planning promote openness, interrelation, integration among activities through innovative spatial solutions in educational fields?” Sub-questions can be derived from the first, focused on addressing specific challenges. Linking to the urban perspective of the discourse, our concern is about “How can we foster a more prolific exchange between the city and the campus, fostering a stronger integration among them?”</p>

	<p>Complementary, a societal perspective on the dialogue wonders: "How can a campus become an open social activator?" Finally, aware of the increasingly higher degree of diverse activities that characterize our lives, we are interested in "How can we promote multiplicity in educational buildings to enhance the dynamic exchange of interrelations?"</p>
<p>design assignment in which these result.</p>	<p>A response to these reflections takes form in the architectural entity of the Vertical Campus. This is located in the already dense built environment of the Central Station area of The Hague. In this respect, the potential solution can benefit from the highly diversified eco-system present there. Moreover, interventions on green fields are so limited, reducing urban sprawl and demand for infrastructural additions. Furthermore, such Vertical Campus is conceived as a wider-public destination, readily capable of sharing facilities with the surrounding city and area altogether.</p>
<p>Ambition of this research is to understand and express the potential of a new spatial solution to respond with adequacy, innovativeness and significance to the challenges introduced. The envisioned Vertical Campus is one entrusted with the potential of becoming an explorative reference model, owing to a set of project-specific objectives which translate into specific architectural solutions. Aiming at establishing a deeper connection between the educational facility and the city, urban integration is assumed as a central objective. The Vertical Campus is understood as one entity part of a civic eco-system. At the same time, spatial openness – enabling the Campus to participate in the wider urban fabric – is as well comprehended as a social tool. Objective is to transform an educational space into a community territory, capable of establishing profound and meaningful relationships among individuals. This campus can foster the transfer of social and moral knowledge aside an academic one. Lastly, one objective of a further interrelation between activities found within educational borders – and outside of them – is recognized. This is addressed through the use of hybridity in design, to promote an intense exchange of mutual relationships amid activities and spaces.</p>	
<p>Process</p>	
<p>Method description</p>	
<p>To understand adequate, innovative and meaningful architectural solutions to the introduced challenges a specific methodology is identified. Influenced by a historical</p>	

perspective and foundation of study, this method is one comprising in turn different tools. These include qualitative one, like literature review and analysis of academic and professional productions – e.g., papers, essays, articles. But also first-hand sources of analysis, like direct observation, surveys, questionnaires, implemented in the relevant and respective field of study recognized. But the spatial attribute of our discourse calls for additional tools to the ones above-mentioned. These include analysis of relevant case-studies – comprising projects, practices, studios – and use of field-specific tools – such as mapping, diagrammatic studies and visualizations. Goal is to promote the building of a fertile field of research and reference, and foster, in turn, a contemporary response. In addition, Research-by-Design is used as a tool to foster innovative solutions, driven by an explorative approach in which design work is assumed as a special form of research. Projection and Speculation, supported by the use of tools such as of modelling, formal and typological comparing studies, mapping in advanced forms, drive the exploration of new and original ways to address challenges and questions.

Literature and general practical references

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Reflection

A Vertical Campus as introduced in the discussion is certainly one with a profound public vocation: indeed, the public dimension of such a spatial entity has been understood as a primary means of comprehension since the very first phases and reflections. The project is constantly inspired and supported by fundamental dialogues at the Studio level, concerned with every aspect of Public Buildings, from a more general perspective all the way to assignment-specific discussions. In this respect, knowledge, competencies, methodologies built across the several academic components that belong to the Architecture track all come together to provide an essential set of instruments to address the particular topic effectively. A sensitivity towards the wider economic, social and environmental implications of spatial solutions is fostered by past studio experiences – which have inspired a broader perspective on the designer’s responsibility – while a methodology of research and analysis towards academic works is promoted by theoretical courses. Furthermore, the project is addressed in all its components and scales, from that of the city and beyond to the singular constructive and technical solution, owing to the collaboration and dialogue with the other disciplines belonging to the Master Programme. A work that acts as a moment of reflection and proposal, then, with an ambition to represent a positive contribution to the discussion happening in the practices and academic environments of the architectural field. But also to external agents and stakeholders, which may very likely find themselves represented in the set of groups and individuals touched and influenced, and pro-active part of a discussion whose foundations and implications are of the strongest scope. A first contribution may be recognized in its call for the building of a collective and individual conscience towards the phenomena acting as its principles, or foundation of research. A recognition of their urgency, of their influence over our lives, but also a recognition of the role the built environment has, and can

have, in shaping our existence as a primal and final cause, acting as principle and objective. But a contribution also as a work whose outcome is a proposal which can be looked at as a potential model for future interventions, promoting a creative exchange of analysis, studies, intentions, expectations, and a reasoned collection of spatial solutions, examples, items for the creative practice in the wider sense.