

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	Jasmijn Ooijevaar	
Student number	4647548	
Studio		
Name / Theme	Urban Architecture	
Main mentor	Paul Vermeulen	Architecture
Second mentor	Lex van Deudekom	Building technology
Research mentor	Eireen Schreurs	Architecture & Architectural research
Argumentation of choice of the studio	<p>The studio theme of the 'scarred city' sparked my interest when choosing a studio. The city Liège has a great history of transformation: The ever-changing path of the river, the enormous slagheaps created by a now abandoned form of industry. workers neighborhoods where work is disappearing or changing its form, the changing functions and occupancy of buildings. However, the studio theme of the 'scarred city' can be interpreted in many ways, not just the scars in the build environment. The more invisible scars (or sometimes still unhealed wounds) of the social structures are to be acknowledged as well and this is where my interests can be found. I feel that architecture in an urban area with many social, historical, and architectural layers should learn and work with these layers in a respectful way. How can my project connect to the existing infrastructures and layers and contribute on a social level to the area for its people. How can the potential healing of an urban area can be started by generating opportunities for the inhabitants of certain neighborhoods? Could I find ways in the studio to make these people a focal point in my project and research? These are questions that inspired me to choose this studio.</p>	

Graduation project	
Title of the graduation project	Nurture in Nature
Goal	
Location:	Bressoux/Droixhe - Liège
The posed problem,	<p>The area of Bressoux, which was created as a worker's neighborhood, is characterized by a dense grid of building blocks which results in a noticeable lack of public space. Droixhe also copes with this issue despite being designed to have more open areas; cars and unused green space still leave little room for qualitative public gathering spaces. In both neighborhoods this means that the necessary spaces for the younger generation to meet up, play and develop themselves are also scarce. So, for example, a book club (Bibliothèque du rue) finds its required space in a small church garden without much shelter or protection from outside conditions. The small portion of existing green that can be found in the area offers little in terms of biodiversity and flourishing nature. The lack of public space plus the strong border between inside and outside observed in most buildings additionally results in a lack of social control on the streets. This, along with a car dominated streetscape, prevents children from using the streets as a safe play space. For me, the regeneration of this area finds its base in focusing on its future. By helping this new generation develop themselves by more qualitative facilities and to give them the opportunity to experience more than the existing dense urban context they grow up in.</p>

research questions and

To understand my graduation project, it is important to ask myself:

*what is nurture and what is nature?
and how do these two terms manifest
themselves in my project?*

There are a few themes that form the base of my project:

- Nurture (development of children)
- Nature
- Strengthening of the public social fabric

The research questions connecting to those themes are:

How do the children in Bressoux and Droixhe make use of their living environment (especially in their free time)?

Why should nature and public spaces for children re-enter the urban fabric and could they strengthen the development and social connections of children?

Can my project strengthen the understanding and value of nature within the upbringing and development of children in Bressoux and Droixhe?

What assets can my building bring into the development of the new generation of Bressoux and Droixhe?

How can safe, social, play spaces for children reinforce the social fabric of the area?

An important question in my research through design is:

How will nature & ecology and architecture collaborate in my design project?

design assignment in which these result.

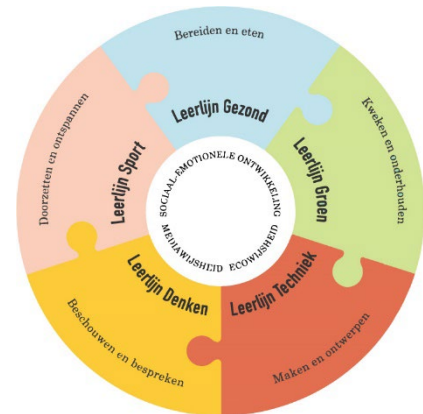
[Design Assignment]



Project plot in larger context

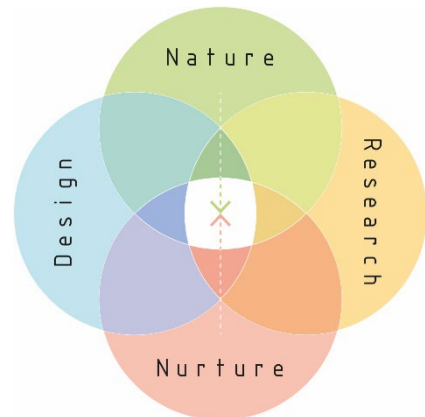
These research questions result in a design brief for an inside and outside space dedicated to the children of Droixhe and Bressoux, where nature, creativity and play meet. The green park on the west side of the allotment gardens is one of the few larger green spots in the area which can accommodate this design brief.

Because this area is situated adjacent to the allotment gardens it allows for a powerful connection to nature, vegetation, and food production. The program consists of multiple creative spaces (art, music, theatre), gardening space, sports areas and supporting functions such as a café, storage spaces, reception, First-aid room, sanitary facilities, etc. These functions are decided on based on different aspects of children’s development. The eco-social circle based on the ideology of Vakmanstad (Rotterdam) on the right explains this method.



The overarching design question is to incorporate 'nature' and 'play' throughout and around the building.

To aid to the development of the main user (children) I want to test/derive my design choices to and from the development on a cognitive and social level as well as motor learning, since play functions as a base for this first development in childhood according to Berte Daan, et al. (2019).



Process

Method description

As for the research, the focus is and will be on fieldwork. A few interviews with adults, such as parents and teachers have already been conducted and will play an important role in my research, but through those interviews, literature and my own point of view the research needs direct information from children in the neighborhood. My current visits to Liège have brought into contact with two schools

(Ecole fondamentale communale de Droixhe & Ecole Fondamentale Bressoux – Piron). I want to map the perception of children on their neighborhood, nature, and leisure time. In the coming period (if the weather is more cooperative) I want to spend a few afternoons in public areas and gathering spaces to observe how children make use of their environment and what sort of social network is existing around the outside endeavors of children. With a workshop in a primary school class of the primary school in Droixhe, I will ask questions about nature, play and their free-time and let them answer these questions in drawings. By possibly bringing nature into this workshop (leaves, earth, flowers) I want to stimulate a conversation or thought process about what they regard as nature. I will be present to talk to the children during the workshop to further understand their reasoning behind these drawings. A modest literature study on architectural, psychological, and pedagogical aspects of children's leisure time and use of space helped and will continue to help me in the understanding of my topic.

For the design I will determine what 'building blocks' are necessary in the building (defining the program and its requirements). To be as realistic as possible with the necessities of this leisure building, I will visit a few existing projects with a program related to children (daycare, schools, activity spaces). An important aspect of the building will be its relation to the environment and nature, thus exploring ways of establishing this connection will be a key element in the design process.

Literature and general practical preference

Literature on children's perception on space and their neighborhood help me to understand different ways of approaching my research and the design for children, such as:

Kinderen buiten spel - Hans Bleeker en Karel Mulderij (1978)

Spelen in de stad - Berte Daan, Karin Peeters, Anna Fink (2019)

Other literature:

Sorting out Neighbourhood Effects Using Sibling Data - Hedman L.K.; Manley D.J.; van Ham M. (2017)

De speelplaats herdacht – Laute J, et al. (2021)

Promoting Neighborhood Diversity - Turner M.A.; Rawlings L. (2009)

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)?

Through my project I aim to improve the opportunities and possibilities for children and nature in the urban fabric. By redesigning/ designing places in the city to achieve this goal, the building can also start to function as a catalyst. Children's places attract not just children, but parents/ caregivers as well, which gives a boost to the social network of a neighbourhood and can strengthen the

social resilience and safety. When designing a building I find it of extreme importance to be aware of the surroundings and what an architectural project could potentially add to those surroundings. Therefore, the building is not only designed for its own purpose but provides a greater meaning and function for a larger (social) area. This multi-layered approach to design asks for an understanding of different fields within architecture. Combining urbanism, landscape architecture, architecture and building technologies.

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

The current literature shows overlap in the described problems regarding children's presence in the urban fabric, even though some of this literature has been written generations apart (H. Bleeker, K. Mulderij; 1978) (B. Daan, et al.; 2019). This indicates the actuality and ongoing significance of this topic in the architectural and social field. Furthermore, the lack of biodiversity and functional or flourishing green spaces in dense urban areas (like Liège) is an issue that's commonly addressed in the architectural field. By focusing on the children's

experience while growing up in these neighbourhoods with a relation to nurture and nature (flora), I connect both actualities in favour of the regeneration of Droixhe and Bressoux. I aim to connect research strategies and my own data to a design that integrates nature and nurture in physical forms in the city.



By generating opportunities for children with good quality amenities and spaces their chances increase. The regeneration of an area then also focusses on its future and uses the younger generation as a catalyst for the current inhabitants and its social structures.