

# 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](mailto: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:

| <b>Personal information</b> |                  |
|-----------------------------|------------------|
| Name                        | Reinder Versloot |
| Student number              | 5045878          |

| <b>Studio</b>                         |  |                     |
|---------------------------------------|--|---------------------|
| Name / Theme                          | Urban Architecture – Glaneurs, Glaneuses   |                     |
| Main mentor                           | Paul Vermeulen   | Architecture        |
| Second mentor                         | Lex van Deudekom   | Building technology |
| Third mentor                          | Leeke Reinders   | Research mentor     |
| Argumentation of choice of the studio | <p>I was not familiar with the term 'Gleaners' before I've heard about it during the studio presentation. The literal definition of gleaning is "to gather grain or other produce left by reapers." and "to gather information or material bit by bit" (Merriam-Webster, 2021). An architect can therefore be seen as a gleaner, someone who collects information and material and translates that into a design. I have always been interested in how to deal with the existing by means of design. By looking at where there is potential and where not, in order to breathe new life into it.</p> <p>What appealed to me most about this studio is the theme 'Glaneurs, Glaneuses' in combination with working on different scales; from an urban scale masterplan to the building scale and its details.</p> |                     |

| <b>Graduation project</b>       |  |
|---------------------------------|--|
| Title of the graduation project | Left-over spaces   |
| <b>Goal</b>                     |  |
| Location:                       | Maastricht, Netherlands  |
| The posed problem,              | Initial fieldwork during P1 during has revealed that the industrial area of Maastricht was once a lively environment, but feels nowadays more and more detached from the inner city, even though it is only a few minutes' walk. When asking people in Maastricht about it, they mention, among other things, that the area does not |

belong to the city center and that they don't have a reason to visit the area in the first place.

In addition to the fieldwork during P1, both in groups and individually, Maastricht was mapped out by making various analyses. With these maps, various topics were investigated, such as the different functions, infrastructure, mobility, flora fauna, literal borders, etc. We analyzed these layers to show and understand their meaning and influence on the area. When these maps were placed on top of each other, a number of places immediately stood out where these layers interact with each other or not at all. These are the so-called 'entanglements'. It can be stated that the project site consists of many entanglements of complex connections and disconnections which are both spatial and social and act as different borders and territories, making the area less accessible and unpleasant to visit. These entanglements lead to the inefficient use of spaces and so called 'leftover' or 'in-between' spaces. *"We've built too much, too big, unnecessary, and/or in the wrong places, creating unused space"* (Hens et al., 2020, pp. 41). These spaces have no positive contribution to the surrounding urban fabric and are in need of a redesign (Trancik, 1986).

This is noticeable in the entanglements both on an urban scale and building scale. The Sappi factory is a nice example of this. More than half of the factory site consists of empty storage that Sappi no longer uses, but does not want to get rid of in case it might be needed again in the future. This happens throughout the entire city. The city is increasingly built up, pushing certain functions further and further out of the city center. P1 research has shown that there are very little sports opportunities, and few schools and childcare facilities for children. In addition, Maastricht is a real student city, and it is striking that people leave the city after graduation. There are remarkably few people between the ages of 25 and 35, the ages that want to settle down and possibly have children. In my opinion, this is partly due to the fact that there is little to offer for this target group.

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| <p>research questions and</p>                   | <p>“How can left-over spaces be used for sports and play in the inner city of Maastricht?”</p> <ul style="list-style-type: none"> <li>- What are the left-over spaces in the industrial quarter of Maastricht?</li> <li>- Which (architectural) elements create these left-over spaces in Maastricht?</li> <li>- What elements that are currently present on the site can be re-imagined to stimulate sports and play?</li> <li>- What is the influence of architecture and urban design on sports &amp; play?</li> </ul>   |
| <p>design assignment in which these result.</p> | <p>The earlier mentioned entanglements are the result of a world that continues to build until there is no more space left and what remains is called waste. We hardly pay attention to the possibilities of what has already been built. Making use of these left-over, underused spaces is where I see my opportunity as a designer. To glean the so-called waste and turn it into something of value. These in-between spaces can be used to bring different activities and character together in a way that creates valuable connections and exchanges (Carmona, 2010, pp. 126).</p> <p>We don't necessarily have too few buildings in the Netherlands, but we should use them better. My aim is the necessity of spatially cleaning up the industrial area of Maastricht by reorganizing and using what is already there, in such a way that it is multifunctional and more efficiently. It's not just about designing unique objects for me, but also about cleaning up. Not only breaking down what is no longer needed, but above all using it differently and better. By reusing existing spaces, we rediscover forgotten beauty and not only let functions determine the space. And last of all combine this with functions that are nowadays less and less common in the city center. I will therefore respond to these missing functions by combining a primary school with before &amp; after school care together with sports. In order to create a place of functions that can hardly be found in the city center today. By combining and interweaving the functions, I will show that these functions belong in the city center and do not need to be pushed out.</p> |
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## **Process**

### **Method description**

Literature studies will be carried out to answer the sub-questions and therefore, also the main question. This is necessary to better understand the existing theories and views on the in-between and leftover spaces and way-finding etcetera. In addition to the literature studies, mapping and sketching will be primarily used throughout the entire graduation period. The mapping and sketching will be done both from a bird-eye view and on site. With mapping I will be making 2D analyses on the basis of maps and plans and visualizing behavior on site using sketches and other visualization methods. Making sketches and maps of the current left-over spaces that exists and mapping and sketching out the current routes and landmarks will be essential to find out how the site works and how it can be improved; this can be done like Gordon Cullen's serial vision. By means of this research method I will be able to gain more insight into the left-over spaces, and what elements create these spaces. Throughout P2 I will also conduct various case studies and typologies. Looking at other urban renewal projects to make a city or area more vibrant can provide answers and insights in how to achieve this through sports and play.

## Literature and general practical preference

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## 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)?

The concept of 'Gleaning' is the central theme of the studio, which means "to gather grain or other produce left by reapers." and "to gather information or material bit by bit". I do this with my thesis by looking at the existing situation. What produce is left by the reapers. What existing urban fabric is left and what kind of potential does it hold? The existing urban fabric can be very inefficient. "We've built too much, too big, unnecessary, and/or in the wrong places, creating unused space" (Hens et al., 2020, pp. 41). These spaces have no positive contribution to the surrounding urban fabric and are in need of a redesign (Trancik, 1986). My thesis will look into these left-over spaces and how to deal and avoid further left-over space.

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

The research and graduation work has to do with a trending social problem. The world is becoming more and more crowded. But are we actually taking a good look at what has already been built? With my research I want to take a critical look at the existing urban fabric. We have minimum requirements for buildings and functions, but often no maximum requirements. The existing tissue can and should be used more efficiently. Left-over space explores a new the urban design, landscape and architecture. It's not just about designing unique objects, but also about cleaning up. Not only breaking down what is not needed, but above all using it differently and better. "*Activating left-over space starts with rediscovering what you have*" (Hens et al., 2020, pp. 67).