GRADUATION PLAN

CHRISTOPH PSYKALLA 2024 PUBLIC BUILDING GRADUATION STUDIO

CONTENTS

Personal information	
Name	Christoph Psykalla
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Studio		
Name / Theme	Public Building | The Vertical Campus	
Main mentor	Paul Kuitenbrouwer	Project Design
Second mentor	Piero Medici	Technical Building Design
Third mentor	Gosia Golabek	Theory & Delineation
Argumentation of choice of the studio	My decision to join the Vertical Campus Graduation Studio is driven by a passion for integrating practical skills with creative design. My journey has spanned various fields, including product design and architecture. I have completed multiple internships and gained work experience in different countries, in addition to performing freelance work. These experiences have significantly contributed to my personal and professional growth. My diverse background has deepened my interest in educational systems and fueled my eagerness to contribute ideas from my personal appreciation for the dynamic and purposeful connections I've made with industry professionals through field-based projects. Sometimes, the traditional university setting can feel outdated compared to the vibrant, opportunity-rich environments of the professional world, where dynamic collaborations and real-world challenges stimulate growth and innovation. The studio's commitment to sustainable and innovative solutions for urban densification mirrors my own dedication to practical, environmentally conscious design. I strongly advocate for learning through hands-on experiences, an approach that the studio promotes with its research-by-design method. This method combines theoretical knowledge with rapid experimentation and iteration. Moreover, the studio’s exploration of new educational architectural forms, such as the 'fifth generation' campus, resonates with my belief that architecture can unlock new potentials for a generation of students navigating a rapidly changing world—particularly now, with modern tools that are not yet fully leveraged in learning environments. Joining the Vertical Campus Studio represents a significant opportunity to advance my architectural journey by	

	integrating sustainability, practicality, and societal impact with a topic that is personally relevant and for which I have developed a passion.

Graduation project	
Title of the graduation project	The marketplace of ideas, sharing and discovery.
Goal	
Location:	The Hague, The Netherlands, Prins Clauslaan/Utrechtsebaan
The posed problem,	The educational landscape is currently facing significant challenges as it adapts to a world where traditional learning methods are increasingly supplemented or replaced by digital platforms. While online courses can efficiently deliver knowledge, they often lack the human interaction and collaboration that are crucial for developing soft skills and practical experience. The COVID-19 pandemic underscored the need for educational environments that balance digital learning with face-to-face interactions. Furthermore, as technology rapidly evolves, universities struggle to keep up with industry trends and tools, limiting their ability to prepare students effectively for the workforce. The shift towards digital learning also heightens the risk of misinformation, making direct interaction and collaboration essential not only for combating misinformation but also for fostering a deeper understanding of subjects. Additionally, the specific location chosen for the project, east of The Hague's main station, presents unique challenges. This area is home to many political institutions, leading to a high presence of security personnel and many government buildings that are often inaccessible to the public. The A12 highway divides this part of the city, reducing public spaces and limiting interaction. The proximity to major developments within a 400-meter radius reflects the segregated nature of the city. Many government buildings in the area are also underused, with low occupancy rates. This contributes to several urban challenges: the city is split by roads, there

	is little public space for street-level activities, and government buildings are largely closed off. In terms of education, these conditions lead to isolated educational institutions with limited interaction between different faculties and areas of study. Students often graduate with inadequate real-world knowledge, and some student projects may seem detached from practical applications. Furthermore, educational institutions are slow to adapt to the current political and societal agendas, and there's a lack of opportunities for educational contributions to political decisions.
research questions and	How can The Hague's new campus be a dynamic, cross-disciplinary forum betwen the public, industry and politics that promotes practical learning and real-world application?
design assignment in which these result.	1. Enhance public accessibility and interaction by designing the campus as an open and inviting center of the city that integrates seamlessly with the surrounding cityscape, and reduces barriers created by roads and isolated, closed off government buildings. Integrate these underused spaces with low occupancy rates. Address the segmentation caused by the A12 highway that splits the city. 2. Balance digital and physical learning by designing spaces that promote in-person interactions and provide practical experience, along with flexible communal areas for events and gatherings. Reimagine the role of universities by shifting from primarily disseminating information, which digital platforms do efficiently, to fostering a network of interaction, debate, and practical engagement. This not only enriches the educational experience but also cultivates comprehensive understanding and application of knowledge. Promote real-world connections by creating interdisciplinary, hybrid spaces that encourage collaboration among students from different faculties and link them with local businesses and government organizations. Transform the campus into an open public forum where politics, industry, and the community converge, supporting

	traditional educational goals and serving as a hub for networking, innovation, and practical problem-solving.
Process	
Method description	
	1. Literature Review: Starting with a comprehensive review of current educational methods, campus designs, and spatial configurations that emphasize physical interaction, communication, and collaboration. 2. Contextual Investigations: Exploring The Hague's specific identity, potentials, and shortcomings to address local challenges and opportunities effectively. 3. Spatial Design Proposals: Utilizing insights from the analysis to design university spaces that integrate the findings from the previous points, focusing on flexibility and urban integration to seamlessly incorporate the new campus into the city's fabric. 4. Prototyping and Feedback: Developing architectural models based on these designs and refining them through feedback from tutors, teachers, and students. 5. Final Design: Concluding the research with the final design of the new campus, incorporating the findings and feedback into a comprehensive architectural plan.

Literature and general practical references

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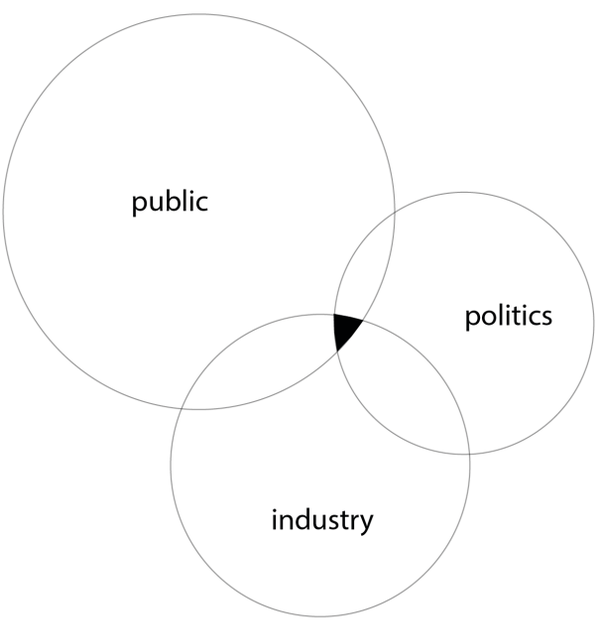

Reflection

1. Summary: How can The Hague's new campus be a dynamic, cross-disciplinary forum between the public, industry and politics that promotes practical learning and real-world application?

Horizontally, the design integrates adjacent governmental buildings, international organizations, schools, and industry groups by limiting or rerouting traffic, creating connecting elements between buildings, establishing new parks, and proposing strategically placed pavilions to activate street-level spaces.

Vertically, the design blends with this horizontal plane through a seamless indoor-outdoor transition, and a network of interior "streets" across all towers. The design features a modular, adaptable design suited for dynamic use and future changes. A dynamic grid system responds to programmatic spatial needs. It employs an architectural system that integrates various programs leading to multiple spatial configurations from large halls for workshops or event spaces to smaller, densely packed study and research areas. Each area can be compared to a city's layout, with different plot sizes and specialized buildings depending on the users' needs, offering unique qualities which are designed based on relevant learning methods reflecting the diverse users and ways of learning.

These more specialized spaces connect to plaza-like areas within the building where the arrangement of programs is broken up. They serve as communal hubs for sharing knowledge and encouraging social connections. These are the heart project and called the marketplaces of the campus, where knowledge and programs intersect – encouraging interdisciplinary work.

In summary, the project proposes a seamlessly combined horizontal, city-integrated campus with a vertical university building. In both dimensions, the campus functions as a network where the public, politics, and industry intersect. The proposal directly translates an agenda based on the potential and shortcomings of university teaching and the unique qualities and limitations of the location into the built environment.

2. 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 approach to university teaching is translated into architecture with a strong emphasis on sustainability, resiliency, multiplicity, and hybridity. This aligns with the Public Building Graduation Studio's exploration of new vertical campus types, its core values, and contributes to the broader discourse on embedding educational environments in contemporary cities.

Sustainability: The design utilizes sustainable construction featuring wooden structures, circular design principles, rainwater collection, green roofs, decentralized ventilation, and pedestrian-friendly spaces. It also involves industry partners to nurture emerging talents and repurposes nearby underutilized spaces. A sustainable

approach is demonstrated from start to finish in this project, responding to the climate urgency and shift in European legislature.

Resilience: The campus incorporates reversible connections, adaptable layouts, exposed construction elements, and intelligent detailing for future modifications. This flexible, holistic system ensures the building can adapt to changing needs without extensive overhauls. A university building should be able to quickly adapt to changing needs, especially when it serves as a public center.

Multiplicity: The design features diverse spaces developed with varied learning methods, making each unique and effective. The development of the surrounding area and the utilization of neighboring buildings and institutions further enhance this multifaceted approach.

Hybridity: The project merges educational, public, political, and industrial functions, creating a dynamic hub for interdisciplinary activities and community interaction. It connects seamlessly with The Hague's central governmental and international zone, offering a hybrid program for people of all ages.

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

Social Relevance: The thesis demonstrates how a university can become the cornerstone of public life in a society increasingly shifting toward the digital realm.

The university campus design transforms urban space by integrating a previously divided area, promoting inclusivity and diversity. By replacing car-dominated areas with parks, open spaces, and public venues at street level, the design creates a pedestrian-friendly environment that encourages community interaction. This approach combats social isolation and enhances urban vitality, reflecting successful developments in major European cities where a people centered design is more and more adopted.

Professional Relevance: The design positions the campus as a catalyst for urban and societal transformation, highlighting the significant impact of architectural innovation on city development instead of isolated, self-centered design approaches often seen in contemporary architecture. Incorporating educational, political and professional functions, the campus is a dynamic, public space for political debate and professional discourse. This strategy effectively addresses misinformation and counters populism through direct communication and the exchange of ideas. This demonstrates the role and ability of the profession in aiding and shaping public discourse and policy development.

Scientific Relevance: The design encourages and integrates a new urban development approach. It is informed by current scientific research in sustainable architecture, environmental psychology and user interaction research. These are integrated into the spatial arrangement to ensure effectve spaces for learning and social interaction.

Conclusion
This graduation project reimagines the physical layout of a university campus and proposes the development of a vibrant urban heart and interdisciplinary educational hub. The design incorporates spatial strategies and sustainable practices making it relevant within the social, professional, and scientific frameworks.