



A global multidisciplinary network on  
housing research and learning

**Civic Housing.**

**Empowering dwellers to shape their living environments**

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- PRECEDENTS
- PEDAGOGIC OBJECTIVES
- LEARNING ACTIVITIES
- CONCLUSIONS

# 1 - PRECEDENTS

“User participation, by involving in the design process those who will be affected by its outcome, may provide a means for eliminating many potential problems at their source”  
(Cross, 1972, p. 6).

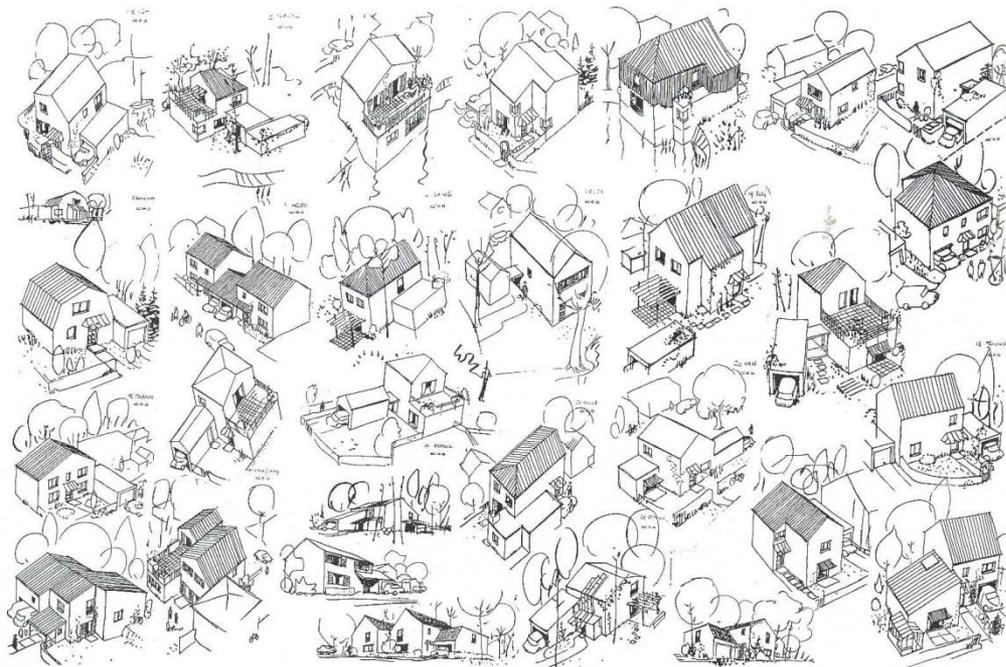
“Working on ‘how’ without rigorous control of ‘why’ inevitably excludes reality from the planning process.”, Di Carlo (2005).



“...towns and buildings will not be able to become alive, unless they are made by people in society, and unless these people share a common **pattern language**, within which to make these buildings, and unless this common pattern is alive itself.” C. Alexander (1979)



“Diversity encourages creativity, while repetition anaesthetizes it.” L. Kroll



## 2 - PEDAGOGIC OBJECTIVES

The workshop has a pedagogic purpose both for dwellers and architecture students

### For dwellers:

- To empower citizens to be able to participate in the definition of the living environment
  - To make them aware of their actual living environment: what is good about it, what they appreciate or not of the place they live in,....
  - To facilitate them the appropriate instruments to express and communicate their ideas

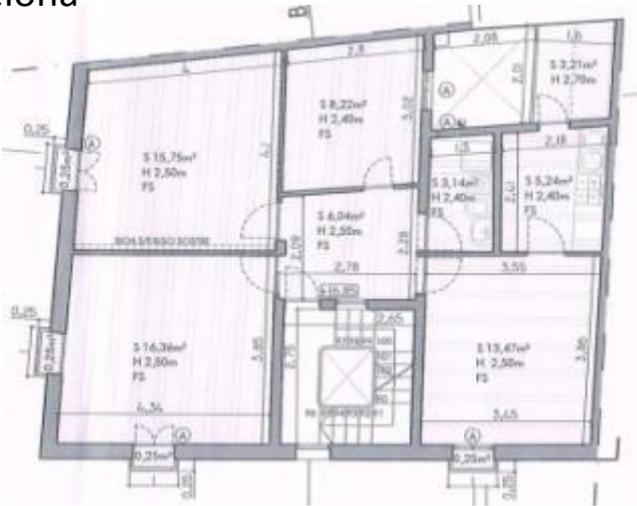
### For architecture students:

- To learn from dwellers –rather than from the building regulations or building typologies- what they consider to be an appropriate dwelling.
- To design the communication process: tools, analyses and processing of the inputs,..
- To apply the results of the interaction with dwellers as input in the subsequent design process.

## 3 - LEARNING ACTIVITIES



- Refurbishment of a 5 story building at El Born neighbourhood, Barcelona
- 5 families, members of Sostre Civic association



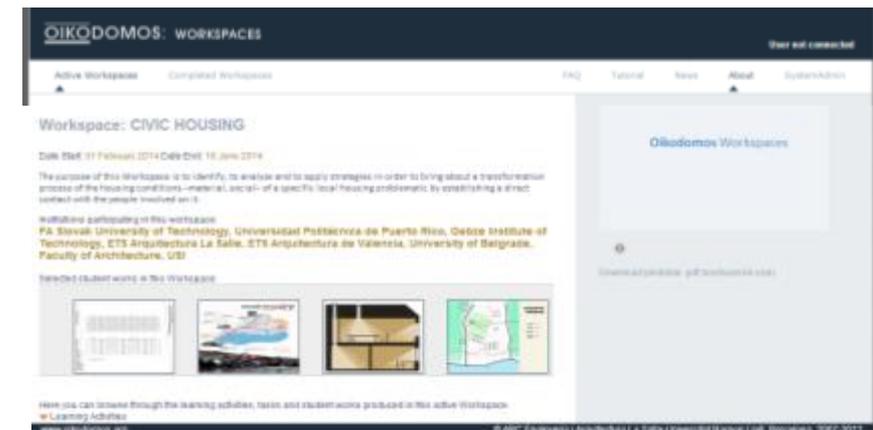
## Sostre Cívic

Non-profit organization where possession of the houses and lands belongs to the cooperative and members participate and enjoy a long term right of use, transmissible and affordable through a returnable initial fee and monthly quota.



## School of Architecture La Salle

A group of 10 international architecture students, Working in the Workspace “Civic Housing”.



- The activities started in October 2013 and ended in February 2014.

#### **Sequence of pedagogic tasks, involving students and citizens:**

1. Reflections on the pertinence of citizen participation on architecture
2. Design of participatory processes: methods and tools
3. First implementation of the processes with the participation of citizens and students -> WORKSHOP 1
4. Evaluation of inputs obtained in the participatory session
5. Re-design of participatory processes: new methods and tools
6. Second implementation of the processes with the participation of citizens and students -> WORKSHOP 2
7. Creating a design brief based on answers from participants

## INFORCING THE SENSE OF BELONGING

### DEFINE BELONGING VERB (USED WITHOUT OBJECT)

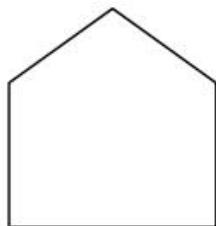
1. TO BE IN THE RELATION OF A MEMBER, ADHERENT, INHABITANT, ETC.
2. TO HAVE THE PROPER QUALIFICATIONS, ESPECIALLY SOCIAL QUALIFICATIONS, TO BE A MEMBER OF A GROUP:
3. TO BE PROPER OR DUE; BE PROPERLY OR APPROPRIATELY PLACED.

BELONGING IS A SOCIAL ACT  
BELONGING TO A HOUSE OR A COMMUNITY

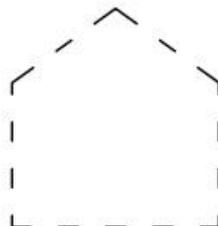
CREATING IDENTITY 'ONGOING PROCESS OF REDEFINING ONESELF'

ZYGMUNT BAUMAN

REDIFINING ONESELF IS REDEFINING HOW WE LIVE



FAMILIAR & RESTRICTED WORLD  
BOUNDARIES & BARRIERS FOR  
THE 'OUTSIDER'



OPEN BOUNDARIES  
LIVING IN A COMMUNITY  
EVERYONE CAN BE AN INSIDER

IN A CONSTANT CHANGING SOCIETY, REDIFINE IDENTITY  
REDFINE BELONGING  
REDFINE COMMUNITY  
REDFINE A HOME

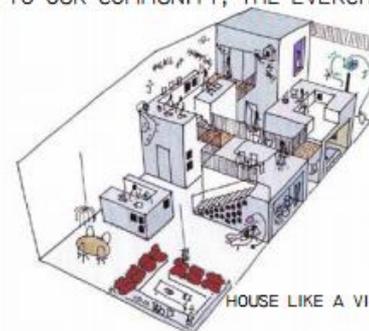
## THE NEED OF PARTICIPATION

WE CAN NOT BELONG TO THE WORLD OF YESTERDAY  
IN ORDER TO REDEFINE OUR SENSE OF BELONGING WE NEED TO OPEN OUR  
SOCIAL CONVENTIONS AND BOUNDARIES AND START LIVING IN THE WORLD  
OF TODAY. PEOPLE IS NEEDED TO MAKE A CHANGE. DON'T CLOSE THE  
DOOR OF YOUR HOUSE AND SAY YOU DON'T CARE AS THE WORLD KEEPS ON  
CHANGING WHILE YOUR DOOR IS CLOSED.



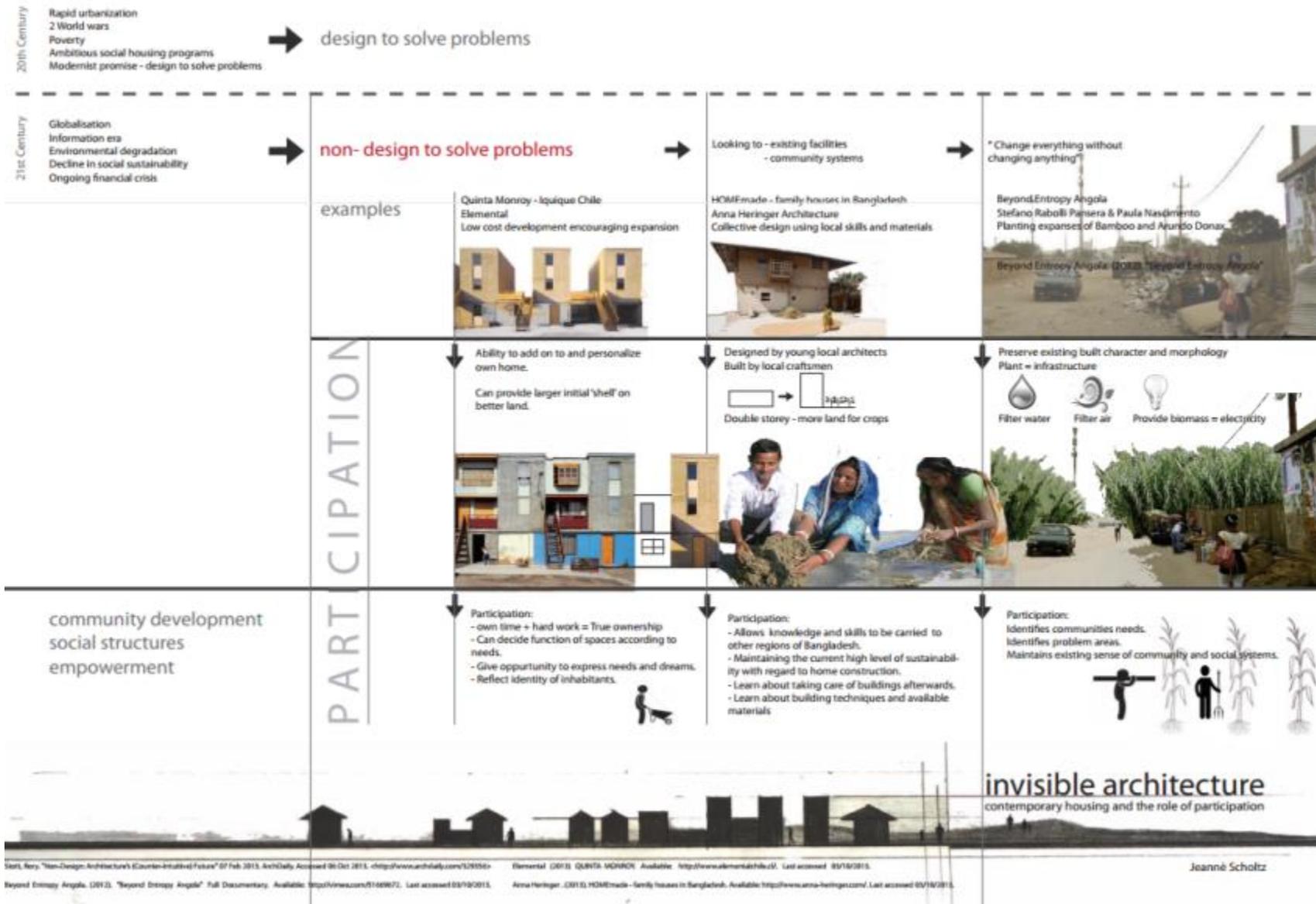
HOUSE NA, SOU FUJIMOTO

THE HYBRID MODEL WHERE WE SEE A HOUSE AS A COMMUNITY BUT  
WE STILL HAVE OUR OWN PLACE;  
DIFFERENT INPUTS, DIFFERENT PEOPLE;  
WE INTERACT, WE REDEFINE OUR HOMES, WE REDEFINE OUR IDENTITY  
CONSTANTLY.  
WE BELONG TO OUR COMMUNITY, THE EVERCHANGING COMMUNITY.



HOUSE LIKE A VILLAGE, MARK KOEHLER

# 3. LEARNING ACTIVITIES



Short, Rep. "Non-Design: Architecture's Counter-Installed Future" 07 Feb 2013. ArchDaily. Accessed 08 Oct 2013. <<http://www.archdaily.com/129356/>>

Elemental (2013) QUINTA MONROY. Available: <http://www.elementalchile.cl/>. Last accessed 03/10/2013.

Beyond Entropy Angola. (2012). "Beyond Entropy Angola" Full Documentary. Available: <https://vimeo.com/51469671>. Last accessed 03/10/2013.

Anna Heringer. (2013). HOMEmade - family houses in Bangladesh. Available: <http://www.anna-heringer.com/>. Last accessed 03/10/2013.

### 3. LEARNING ACTIVITIES

- Bakema's elements of transition, Smithson's signs of occupancy, Alexander's pattern language or De Carlo's participatory process

The screenshot displays a Zoom meeting interface. On the left, a video feed shows Omayra Rivera. Below it is a chat window with the following messages:

Chat (Todos)  
Mirjana: I can see the presentation  
Mirjana: We can hear you very well  
Omayra Rivera: este es el pdf  
Mirjana: we can hear you very, very well  
Omayra Rivera: i cant  
Maypi Torre: can you hear us Mirjana?  
Mirjana: yes

The main content area shows a presentation slide titled "Estrategias de Participación Comunitaria.pptx". The slide features four photographs illustrating participatory design techniques:

- Top-left: A group of people in an outdoor setting, possibly a courtyard, engaged in a community activity. A green arrow points to a person in the background.
- Top-right: A close-up of a hand holding a small card in front of a corkboard covered with various colored sticky notes and papers.
- Bottom-left: Two women sitting on the floor, looking at a large sheet of paper or a chalkboard.
- Bottom-right: A group of people standing around a large table, looking at a large-scale drawing or map on the table.

Below the images, the text reads: "Técnicas de representación utilizadas en Taller de Diseño Colaborativo en Alto del Cabro".

Dr. Omayra Rivera's Lecture

## SPACE

What means space?

Space is the collocation of elements. Every element creates a special

### ATMOSPHERE

and by combining and recurrent patterns of

### OCCOURRENCENS

the space gets its character<sup>1</sup>



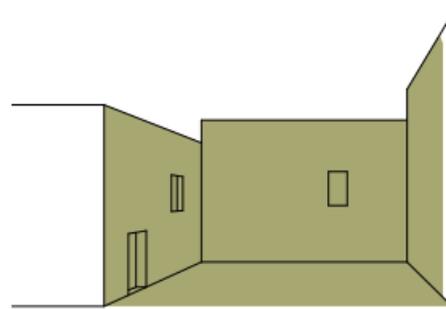
As much more patterns are set, as more variations and

### INDIVIDUAL

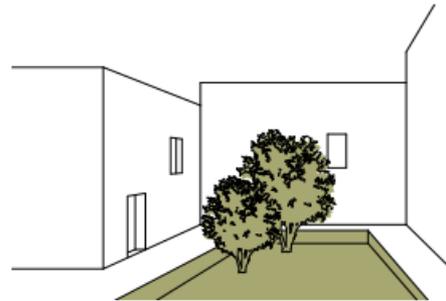
spaces can be created and

### ANIMATED.

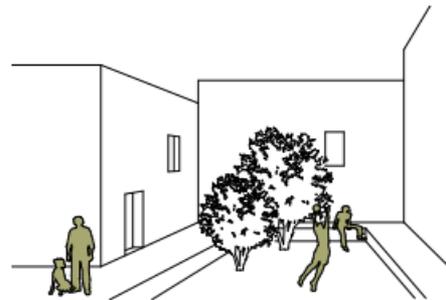
The aim is to design a space which Christopher Alexanders called „Quality without a name“<sup>2</sup>



Pattern: yard



Pattern: yard + serve a seat + shadow



Pattern: yard + serve a seat + shadow  
=  
animated space

How can we develop contemporary patterns?

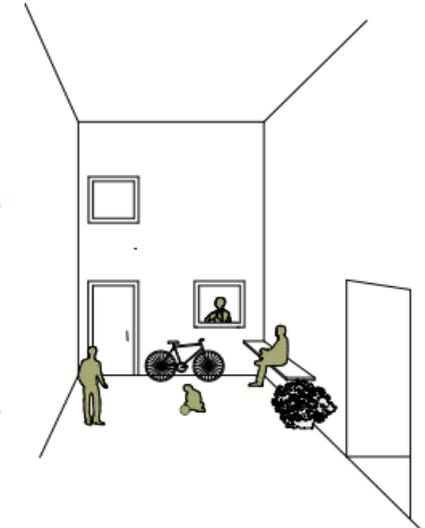
A pattern is always the combination of a context a problem and a solution. To develop pattern languages also means the

### INVOLVEMENT

with yourself and the context you live in. Your awareness, and attention are necessary to find new patterns for creating your own current collection of patterns.<sup>1</sup>



To find new patterns, we have to observe surroundings, split spaces in their elements and look out for the needs of the people who live there.<sup>2</sup>



Sources:

- <sup>1</sup> Jascha Rohr, „Qualität ohne Namen“ <http://www.geomanie.net/media/article/5773/hc29rohr.pdf>
- <sup>2</sup> Alexander, Christopher, Sara Ishikawa et al: A Pattern Language. Oxford University Press, New York 1977 (RPL)

Learning Activity: Participatory Processes  
Task: Participatory methods of communication  
Student: Buchberger, Raphaela  
La Salle Architecture School,  
Research seminar on contemporary housing,  
Winter semester 2013-14

# Present HOUSE - Future HOME

## Implementing Participatory Methods of Communication

Learning Activity: Participatory Processes  
Task: Implementing Participatory Methods of Communication  
Student: Jeanne Scholtz, Beatriz Ferrão, Sebastian Baier  
La Salle Architecture School, Research Seminar on Contemporary Housing

### STEP I

What do you like about your current housing and environment?



#### Post-It-Wall

The aim is to highlight positive aspects of the dwellers' current living setup, written on post - it notes that are arranged together on a wall. To be viewed, discussed etc.

### STEP II

What is your ideal home?

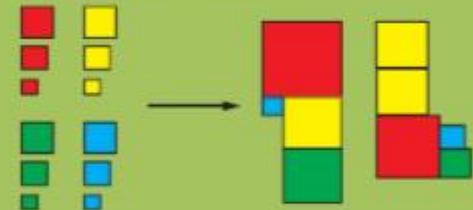


#### Collage

The aim is to provide images and create an emotional depiction of the ideal home environment of the dwellers through assembling a collage.

### STEP III

How would you like your home too function?



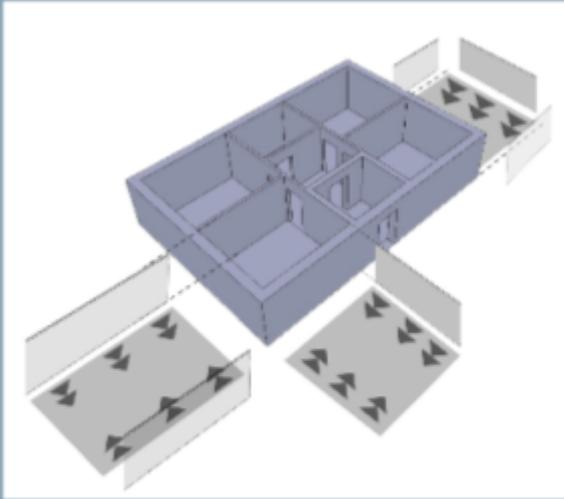
#### Building-Blocks

The objective is to provide different colored blocks, representing different room types and sizes, i.e. livingroom; kitchen; bedroom; bathroom. Individuals assemble the blocks according to their individual needs.

### 3. LEARNING ACTIVITIES

#### IMPLEMENTING PARTICIPATORY METHODS OF COMMUNICATION

##### BUILDING MODEL



**HOW?** THE USER GETS TO DECIDE THE SIZE OF THE ROOMS BY MOVING THE INFILL WALLS TO THEIR DESIRED ROOMSIZE.

**OBJECTIVE:** TO KNOW HOW IMPORTANT EACH SPACE IS FOR THE USER, WHETHER THEY FIND THE LIVING ROOM HAS TO BE THE BIGGEST SPACE OR THEIR SLEPPINGROOM.

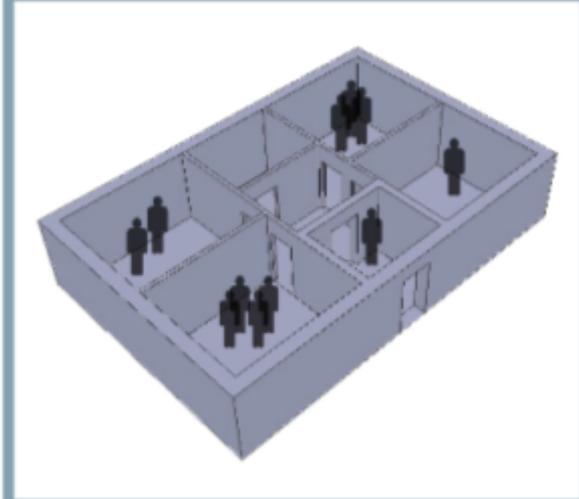
##### PRIORITY LIST



**HOW?** THE USER SETS A CROSS ON THE OPTION HE FINDS MORE ATTRACTIVE TO HAVE IN HIS HOUSE

**OBJECTIVE:** AS WE DON'T KNOW WHAT TYPE OF INCOME THE FAMILIES HAVE SOMETIMES THEY ARE NOT ABLE TO PAY FOR ALL THE COMMODITIES THEY WOULD WANT, WITH THIS LIST WE KNOW WHAT TYPE OF THINGS THEY

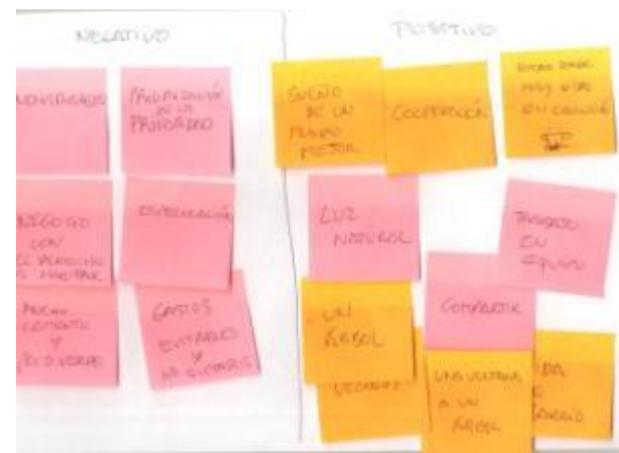
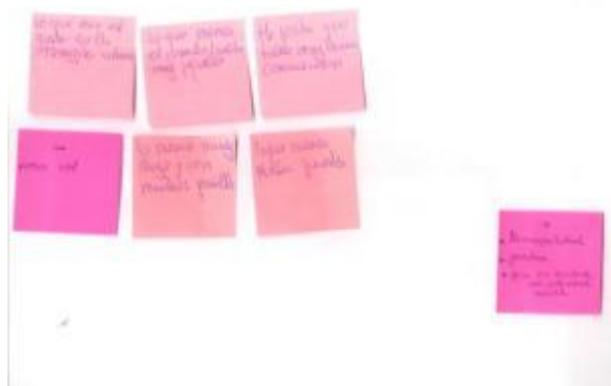
##### PLAN + PEOPLE



**HOW?** THE USER GETS A SET OF PEOPLE AND DECIDE HOW MANY PEOPLE THEY WOULD SEE USING THAT SPECIFIC ROOM

**OBJECTIVE:** TO KNOW HOW THE IMPORTANCE OF COMMUNAL SPACE AND INDIVIDUAL SPACE VARIES FROM FAMILY TO FAMILY AS THIS TENDS TO CHANGE IN EVERY CULTURE.

### 3. LEARNING ACTIVITIES



Activity 1: *DESCRIBE* your experience on the domestic space

What do you like the most about your current living environment?

What do you like the less about your current living environment?



#### Activity 2: *IMAGINE your ideal living space*

You will get photographs which convey certain feelings and ideas about domestic space. We will ask to choose some images which altogether represent your ideal living place and describe it in a few sentences.

### 3. LEARNING ACTIVITIES



Image / Object	Inference
Dining and food	Emphasis on enjoyment of food and dining
Multiple windows	Emphasis on connection with outside
Bed / bath / flowers	Relaxation/ meditation/ serenity
Desks, laptop, magnifying glass	Working environment

### 3. LEARNING ACTIVITIES



Image / Object	Inference
Texture samples: timber, woven, grain	Earth, raw, natural
Study lamps and earphones	Work space and convenience of technology
Kitchen: plates and stove	Emphasis on preparation and ritual of food and dining
Children and infants	Safe zone – play area for kids

Image / Object	Inference
Window, flower	Connection with nature, natural light, greenery,
Bed and people sleeping	Place of rest and meditation and tranquillity
Kitchen utensils: whisk, pots and stove	Emphasis on preparation and ritual of food and dining
Children and infants	Safe zone

### 3. LEARNING ACTIVITIES

#### 3- Evaluation of inputs

Recurrent themes

comfort

Relation with nature

Cooking/eating space NEW CENTER?

The importance of plants and natural light

RELATION WITH EXTERIOR

flexibility

identity

Reading and meditating space  
PERSONAL SPACE OR COMMON?

Resting/working/playing FLEXIBLE  
SPACE?

Importance of community

Hierarchy of spaces



## the cause-and-effect dilemma

the impact of a changing community identity on architecture-and-urban design and expression  
and  
the impact of changing architecture-and-urban design and expression on the identity of community



## identity

basis for sense of belonging and defining position within a community

belonging:  
\* be a member of  
\* have an affinity for a specified place

community:  
\* the condition of sharing or having certain attitudes and interests in common

## the reality

"shift from community society of physically localized connections to a network society of informational, ephemeral and temporal associations"



architect planned and established solution or response, available and marketed through the retail and logistic can be permanent or temporal



other connection: "McDonald" community, multiple, untraceable, temporary and unstable, constantly redefining



language  
architecture preservation  
expositions  
establishment of character through:  
art and culture  
vegetation  
public art  
education  
food  
community school  
galleries  
customs

## changes

informal gatherings  
outdoor - park activities  
markets  
establishment of character through:  
activity  
literature  
art venues  
music  
NGOs  
religion  
festivals  
restaurants

## factors influencing changing identities:



new population patterns



development in transport



electronic media



globalization

loosens the lines between residence and identity

residence: living in a particular place

identity: the fact of being who or what a person or thing is

## current crisis

mass integration  
cultural tension  
fluctuating identities  
community breakdown

## architectural implication

community breakdown



detroit



the bronx



indian slums

mass integration



tower blocks



rdpi housing



sustainable mask

fluctuating identities:



modernism: devoid of identity



the abstract object



regional re-integration

## COMFORT \_ feel it, have it, see it, obtain it

La Salle Architecture School\_ Research Seminar on Contemporary Housing  
 Task 4\_ Reflecting and Communicating  
 Student\_ Beatriz Ferrão

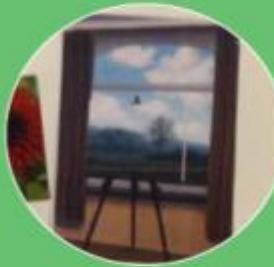
temperature

objects

with/without sunlight

colors

the arrangement of the space



## conclusions

the concept of comfort is something that can be reached in different ways and with different elements. during the activities realized with the dwellers, it seems that it is not only about the right temperature or the perfect room; it's a combination of physical elements that can also respond to psychological needs and feelings.

for example: TEMPERATURE\_ the apartment should be warm enough during the winter  
 fresh enough during the summer

COLORS AND OBJECTS\_ the dwellers should be able to choose his own preferences of colors and furniture to define his idea of home

SUNLIGHT\_ is not only about having windows but to be able to open them and have sunlight and fresh air when the dweller wants to

### TALLER PARTICIPATIVO - PROCESOS DE DISEÑO

SOSTRE CIVIC -15 ENERO- 19.00HR

"Un grupo de estudiantes y profesores de la Escuela de Arquitectura La Salle, Universitat Ramon Llull, en colaboración con SostreCívic, está llevando a cabo un proyecto cuyo objetivo es implicar a los habitantes en los procesos de diseño y rehabilitación de viviendas. Con este propósito, proponemos a nuestros socios e interesados a participar en el taller que se llevará a cabo el 15 de enero a las 19.00 hr en la sede de Sostre Cívic - C/ Casp 43-.

El objetivo de este taller es que los participantes expresen y manifiesten – mediante diagramas, textos, collages y actividades interactivas- sus experiencias, hábitos, usos y expectativas acerca del espacio doméstico. Las contribuciones de los participantes serán posteriormente analizadas por el grupo de Arquitectura La Salle y por SostreCívic, y servirán para elaborar una guía que les permita participar activamente, con un mayor conocimiento de sus deseos y necesidades, en la toma de decisiones relativas a sus futuras viviendas."



## Qué actividades te hacen sentir como en casa?



STEP 0: Every person gets an A4 sheet to write any activities which make them feel like home.

If they are ready, they can start the next step.

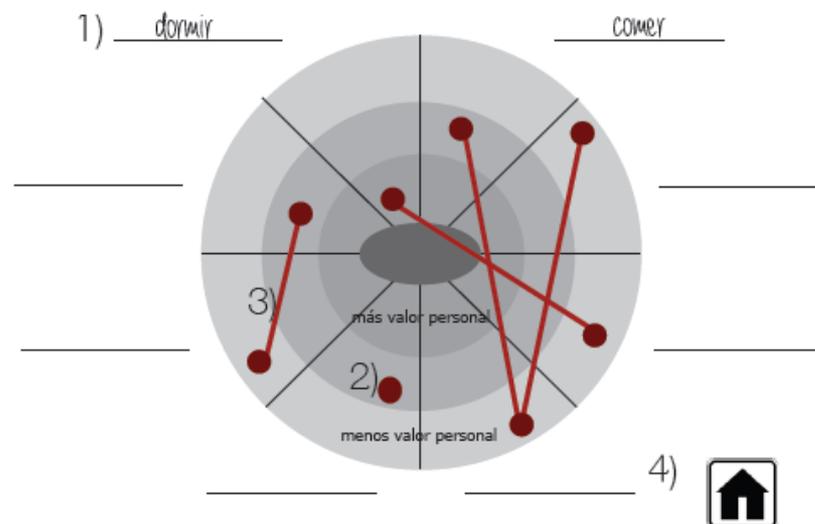
STEP 1: Now you are asked to choose 8 activities from step 0 and fill them in the gradient.

STEP 2: The next step is to put circular stickers to set in the gradient which personal value you give to each activity, the center means the most value.

STEP 3: We ask you to mark the relations between the activities and comment them on the sheet. For example: playing with the kids after eating is very valuable for me, because...

STEP 4: Please decide now, whether you do the activity inside, outside or in-between. With the help of a legend were symbols are given, you can draw next to the circle the symbol for each activity.

Please add all your notes and thoughts with your name on this sheet.



### Activity 3: *PLAN your future home– Part 1*

You will first describe what activities make you feel at home. Then you will choose eight activities to place them in the diagram. Then, you assign value to them, identify relations between them and describe them. Finally, you will locate the activities in space (inside, outside, in-between).

## Let's talk about your home.

In this game the dwellers will think about their four most important activities more in detail and arrange them in a limited area with regard to the space they need and the connections that exist between the different activities.

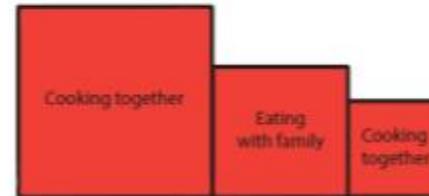
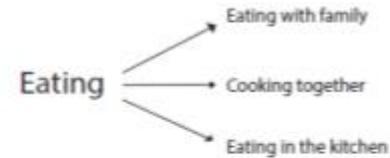
Step 1: Choose the four most important activities from the previous task

Step 2: After that, think about the activities more closely and subdivide them into more concrete "subactivities" - for example, in actions.

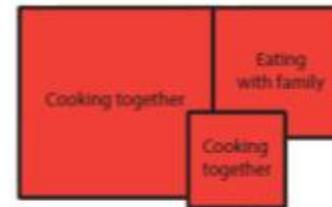
Step 3: These new activities shall be written on squares with different sizes, regarding to their importance

Step 4: These squares shall be arranged on a A3 sheet, to see proximities, overlappings or distances

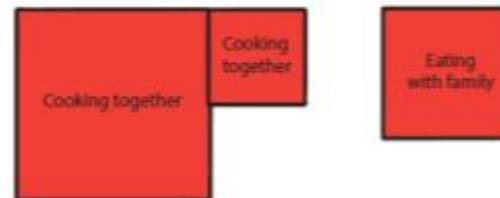
Step 5: At last, put buttons on certain activities of their arrangement, to tell whether they do them on their own, together with their family or even with the whole house-community



Example 1



Example 2



Example 3

### Activity 3: *PLAN your future home– Part 2*

First, you will choose some of the activities which are most relevant to you. Then, we will break-down the activity in actions taking place at different times and places. The actions will be organized in space according to the importance you assign to them. Clusters of actions will be related.

# 3. LEARNING ACTIVITIES

THEME

COMMUNITY

DESIGN GUIDE - OIKONET SEMINAR - SOSTRE CIVIC

USERS' INPUTS

- lots of people visiting by day and evening
- Eating in a community, with family, friends and neighbours
- Cooperate with neighbours, sharing
- Decorating, creating things in a workshop, open common space in the house

 x 12

DESCRIPTION

Almost all of the participants mentioned that they want to have an active community and they are willing to share not only rooms but activities. They are very into have their meals together and they would enjoy a space where they can meet, which is common. So in one hand they want to keep their privacy in their own flats but in the other hand they want to have contact with the neighbours they are living with. A topic which was also mentioned very often was to build things together, being creative together and learning from each other.

RELATED THEMES

SENSE OF BELONGING

SOCIAL ORGANIZATION

CREATIVE LEARNING ENVIRONMENT

PRIVACY

PROPOSAL

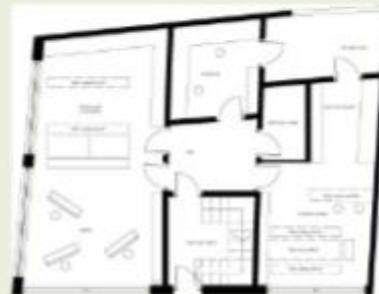
To satisfy these wishes, we want to bring all their ideas together in a common ground floor. There can be a common kitchen/ space where they can invite friends, preparing the food together or just meet there. Another proposal would be a small library, which offers a quiet reading space, where the inhabitants can share and borrow books from each other. This room could also include a workstation, where the working environment like a printer can be shared as well. The creative learning part could take place in a small workshop, which enables them to repair or create things on their own and the atelier, where drawing courses can be given or they can play instruments.

DIAGRAMS

The common floor offers a space for all the mentioned activities, which the dwellers prefer to do in a community. When the dwellers were asked about their feelings, which they combine with home



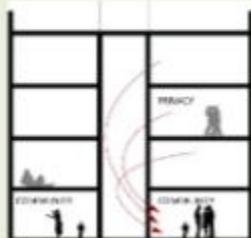
DESIGN PROPOSALS



FLEXIBLE AND CREATIVE COMMON SPACES



FOLD AWAY and MOVEABLE FURNITURE



Privacy in their flats

Common ground floor

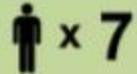
The ground plan shows a kitchen/eating and meeting room, where the inhabitants can come together. On the left side they can be creative in an atelier can be seen from the street and have lots of light. The small library includes two workstations for concentration. The workshop, which can be naturally ventilated offers two workbenches, where they can repair their bikes or build items. The proposal allows the dwellers to keep their privacy in their flats but also sharing spaces and activities.

PROJECT ELBORN

OPEN KITCHEN

USER'S INPUTS

- "It could be versatile to give the rooms different functions according to the activity that is wanted to be done at the moment"
- "To invite people", "A social space", "Be with friends for all day and all night long", "To be with people"
- "To eat and drink", "Invite people and have a party at home", "To eat with family", "Have a dinner with other people"
- "A place to have meetings and to share food with friends", "Lots of people visiting and living"
- "I like cooking with my daughter because it's something that we both love and we have a lot of fun doing it together"



DESCRIPTION

Many people wanted a room to share with friends and family for common activities like cooking, eating or just sitting together and talking.

RELATED THEMES

FAMILY

COMFORT

MULTIFUNCTIONAL SPACE

SOCIABILITY

PROPOSAL

In our proposal, we want to get away from the widespread standard of kitchen and dining room as two separate rooms. We prefer a combination of both, inside of one single room, which can be used for a lot of activities, like eating, cooking or inviting friends and family. In this way, the social activity will be concentrated in the same space. The proposal is based on fluid space with approximately 24 square meters and in this space can be constructed a little lavatory to attend the invited people and to concentrate even more the social activities in this space.

DIAGRAMS

DESIGN PROPOSALS



OPEN KITCHEN

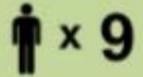
PROJECT ELBORN

SHARED SPACE FUNCTIONING AS A KITCHEN, DINING AND LIVING ZONE AND ACTING AS THE SOCIAL NUCLEUS OF THE APARTMENT

GREEN HOUSING

USER'S INPUTS

- "To share resources with my neighbours would also help me to feel better because I would be optimizing them"
- "Walk through the nature", "Collect my own food from the garden", "Utilization of natural material"
- "The life in a building with plants and flowers gives vitality", "To save resources"
- "My ideal place to live must have a place like a kitchen garden", "Green spaces to relax"
- "To cooperate with my neighbours", "Reduce, reuse, recycle"
- "To take care of the plants"



DESCRIPTION

Many dwellers would like to have green spaces in their houses. Especially in urban areas like Barcelona, this seems to be a very important point of ideal living. Some of them mentioned that sharing a place to plant fruits and vegetables would improve their feeling of living in community and make them feel better through optimizing natural resources.

RELATED THEMES

ECOLOGY

NATURE

COMMUNITY

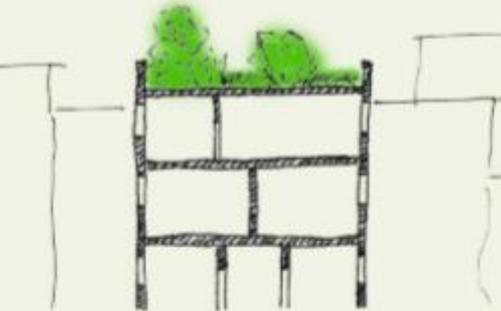
NEW RESOURCES

PROPOSAL

For this very important aspect we propose that a part of the rooftops should be used as private gardens for the building. They could be used by everyone interest in cultivate vegetables and fruits for their own consume. As an addition, this place can be the section of the building where the cooperation can happen in an very intensive way, as the dwellers can work and take care of the plants together and by that can socialize and spent some time in group.

DIAGRAMS

DESIGN PROPOSALS



ROOFTOP GARDEN & BALCONY GARDENING



BALCONIES AS THE GREEN BUFFERS BETWEEN INTERIOR AND EXTERIOR.



COMMUNITY GARDENING AS A FACTOR OF SATISFACTION, LABOR, NEIGHBORHOOD IMPROVEMENT, SENSE OF COMMUNITY AND CONNECTION TO THE ENVIRONMENT



GREEN EDUCATION AND CONSOLIDATION OF GOOD EXAMPLE OF A NEIGHBORLY COOPERATIVE



ROOF AS A COMMON SPACE FOR MEETINGS AND COMMUNITY EVENTS



SATISFACTION AND SAVINGS FROM OWN GROWN VEGETABLES

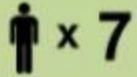


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PRODUCTIVE SPACE

USER'S INPUTS

- "Being alone reading and listening to some music", "To relax", "To listen to some music"
- "Possibility of isolation", "To enjoy the silence", "Tranquillity"
- "A place to work with light", "To do my lecture with comfort", "A peaceful place to work"
- "Spaces to do productive things", "A workspace with internet connection would be good", "A creative space"
- "A cosy place to work and read", "Is very important for me to have a private space", "Where I can forget everything and everyone"



DESCRIPTION

A lot of dwellers mentioned that they are also looking for space for their own, where they can work or study, do their hobbies or simply just relax, listening to some music and reading inside their own private space, that means, inside their apartment.

RELATED THEMES

PRIVACY

COMFORT

HOBBY

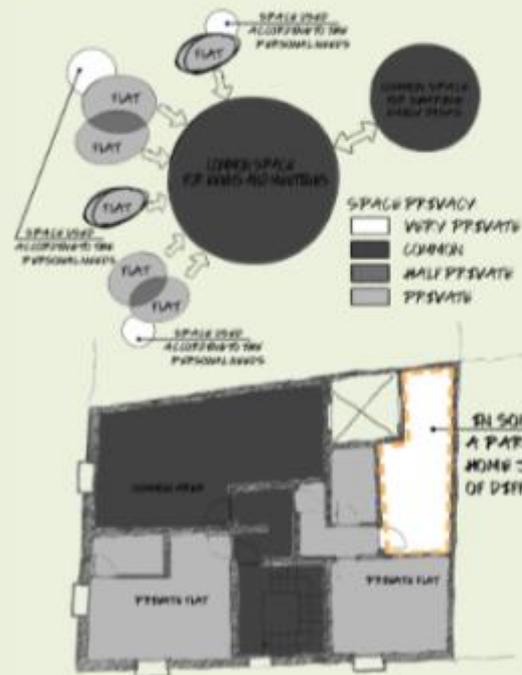
FLEXIBILITY

PROPOSAL

We propose a special room for those single activities. This room is separated from the common space and respects the feeling of privacy the dwellers want to have. Depending on the size of the flat and the number of persons living there, this room could also be transformed into a combination of bedroom and private living space.

DIAGRAMS

DESIGN PROPOSALS



VARIOUS PROPOSALS FOR INTERIOR EXPLOITATION

IMPLEMENTING DIFFERENT KINDS OF HOMEWORK

SPACE REALIZE ACCORDING TO THE HOBBIE

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## CONCLUSIONS – La Salle

- Each participatory process is unique and, therefore, it needs to be addressed much like any other design task: understanding its specific context and needs, using the materials at hand within the existing constraints, and producing results
- The learning space in which the collaborative activities have taken place has superseded the academic realm, in the physical and methodological sense.
- Architectural students were able to develop the skills they will need to play the role of “designers of design processes” rather than “designers of architectural artefacts”.
- Besides guiding the development of the students’ work, teachers have played the role of learning designers, creating a blended learning space which integrates academic and civic activities

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Lifelong  
Learning  
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