Introduction to Housing: A collaborative learning space on the fundamentals of housing design and representation

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The purpose of this presentation is to describe the learning structure created for the Workspace “Introduction to Housing”.

- The work has been led by Carla Sentieri from the School of Architecture, Valencia. The learning structure created in the workspace is the result of transposing an introductory course from the Valencia programme.

- Two other partners have added activities and tasks to this structure: Nadia Charalambous, from University of Cyprus, and Mirjana Devetakovic, from Faculty of Architecture of the Belgrade University.

- The combination of the inputs of the three schools has not been completely integrated in a common pedagogic structure. This will be an objective for the next edition of the learning space, in the course 2014/15.
During the first meeting of the subnetwork Pedagogic Activities held in January in Barcelona, it was agreed to create a learning space dedicated to introduce students to architectural principles focusing on housing.

A MOOC would be developed from a pedagogic structure implemented in OIKODOMOS Workspaces.

The Students are from the first courses of each school: first and second year.
The goal of this learning workspace is to introduce first year students to some of the fundamental principles of architecture.

Students learn the basic design tools thought different activities. The experience that the students acquired through this work on representation and analysis of an architectural work is then applied to make a basic design of a single family residence.
INTRODUCTION

REPRESENTATION + ANALYSIS

RECONIZING SPACE

INTERPRETATION OF AN IDEA

PRECEDENT ANALYSIS

A COURTYARD HOUSE
The **activities and tasks** which are part of this workspace have been jointly **designed by the 3 schools**. This collaboration has enabled the participating teachers to exchange the contents of their academic programs and to share their experiences about teaching introductory courses at their respective institutions.

At the beginning, teachers put together- their respective subjects in one single learning program.
IMPLEMENTING OIKODOMOS WORKSPACE

INTRODUCTION TO HOUSING

AF BELGRADE

ETSA UPV

UCY

PROGRAMME WITH OIKONET STRUCTURE

PROGRAMME WITH OIKONET STRUCTURE

PROGRAMME WITH OIKONET STRUCTURE

OIKONET PROGRAMME COURSE
IMPLEMENTING OIKODOMOS WORKSPACE

AF BELGRADE

ETSA UPV

UCY

INTRODUCTION TO HOUSING

NO TIME
At the end the School of Architecture of Valencia transpose the program of their introductory course onto the learning structure of activities and tasks which the workspace provides.

The other two schools try to incorporate this activities and tasks into their programs and introduce another one into the workspace.
INTRODUCTION

AF BELGRADE

ETSA UPV

UCY

OIKONET STRUCTURE

PROGRAMME COURSE

OIKONET PLATFORM
# Learning Activities

## Learnings Activities

Order by: Id ▲ | Title ▲ | Author ▲ | Institution ▲

| Active: ✓ | LA53 RECOGNIZE THE SPACE created by Sentieri, Carla ETS Arquitectura de Valencia | Description | Keywords | Learning Outcomes | Workspaces |
| Active: ✓ | LA54 INTERPRETACION OF A TEXT created by Sentieri, Carla ETS Arquitectura de Valencia | Description | Keywords | Learning Outcomes | Workspaces |
| Active: ✓ | LA55 Precedent Analysis created by Charalambous, Nadia University of Cyprus | Description | Keywords | Learning Outcomes | Workspaces |
| Active: ✓ | LA58 User Profile Analysis created by Charalambous, Nadia University of Cyprus | Description | Keywords | Learning Outcomes | Workspaces |
| Active: ✓ | LA59 Context Analysis created by Charalambous, Nadia University of Cyprus | Description | Keywords | Learning Outcomes | Workspaces |
| Active: ✓ | LA60 At home new design proposals created by Charalambous, Nadia University of Cyprus | Description | Keywords | Learning Outcomes | Workspaces |
Architects create spaces. Therefore, it makes sense that the first step in an introduction to architecture is to learn, to perceive and to represent space. The purpose of this activity is to learn to recognize the places we inhabit.

Students can develop this capacity by analyzing designs or by observing the spaces where they live in.

All the tasks included in this learning activity focus on the analysis of the interior spaces of a house: rooms and space-defining elements, furniture, pieces and other objects place inside the rooms, deal with the house as a home and work with the inside space to recognize its dimensions and particularities.
Learning Activity 1: Recognizing Space (LA53)

**Learning Outcomes**
- The student will be able to make appropriate use of different representation techniques (verbally, textually, and graphic-digital and analogue) in order to communicate the ideas (concepts and design proposals) in an effective manner.
- The student will be able to demonstrate teamwork working skills through their contribution to the project.
- The student will be able to recognize the elements and the dimension of a space.
- The student will be able to establish the graphic criteria for the representation of the project on paper.
- The student will be able to recognize the process of a Project.
- The student will be able to critique their own work and that of others by reference to established models of good practice and the appropriate standards.
- The student will be able to illustrate the importance of spatial imagination and presentation (e.g., expressed by sketches, models).
- The student will be able to describe the social determinants of housing design (e.g., dispositions, typology, national policy and standards).

**Keywords**
- Learning Process
- House
- Home
- Space
- Spatial and Social Patterns
- Visible/Invisible Distances

**Workspaces**
- Introduction to Housing

**Tasks**
- TK1: What is a House?
- TK2: The Objects
- TK3: The Room
- TK4: The House
- TK8: Collective Housing
- TK10: A human and the objects in a living space

**Resources**
The goal of this task is to distinguish the concepts of house and home: what makes a house important for us and why.

Students are expected to address issues such as: what makes you feel good at a home?

These reflections are summarized in a A3 document combining different materials and techniques (texts, drawings, photographs).
What is a house?
A house is not only a building with four external walls, it’s a Space for the development of the daily life.

So, what’s a house?
In my opinion, a house is made for people, it has the right measurements and it’s made to provide comfort and satisfaction.

What is a Space?
A space, can be created by physical or perceptual limits, it’s creates an atmosphere, sensations. It’s the unique combination of several elements transfers the quality of space.

What kind of Spaces are there?
• Internal/external
• Public/private
• Servidos/servientes
• Day/night
Each of these points can classify a different “space”.

How is it organized?
Depending on the scale. Functionality and requirements, spaces do have an order, For e.g.: the dinner room can be placed next to the kitchen, for convenience and also logically.

Does it change over time?
Yes, spaces do transform with the pass of time. Everyday, the technology takes a step further, new material, new functions... 100 years ago, the thickness of the wall defined the scale, the feeling and the perception of a space, the we met the pilotos, and nowadays, we are capable to create huge volumes... an different concept of space has been announced...continuity

Does it depend on different culture?
Different cultures has separate habits, it’s also rely on the climate.
Yes, it does depends!
This task aims to provide the students with the language and graphic skills for describing their ideas and projects.

First, students are requested to read the book “Experiencing Architecture” by Steen- Eiler Rasmussen.

Then, they select five everyday objects and propose a serie of five images expressing the following concepts: natural light, scale and proportion, rhythm, limit and texture.

The student work is presented in a A4 document.
**TASK 1.2 _ THE OBJECTS (TK2)**

- **Texture**
- **Rhythm**
- **Scale and Proportion**
- **Natural Light**
- **Limit**

EXAMPLE. STUDENT: YICK-MEN CHEUNG_ ETSA VALENCIA_UPV_COURSE INTRODUCCIÓN AL PROYECTO_FIRST YEAR_SECOND SEMESTER
Continuing with the process started in the previous task, *students are requested to draw plans and sections of their house*, all the rooms.

In this task *they learn the size and the form of the spaces as well as the usual furniture.*

They are able to start considering the use of the spaces, they can recognize the different spaces you can find in a home.

They must present an A3 document - plans and sections at a scale of 1:100.
TASK 1.4 _ THE HOUSE (TK4)
TASK 1.4 _ THE HOUSE (TK4)
Following with the sequence of tasks, the **next step** after describing the house as a separate object is to **group single dwellings to create collective housing**.

Examples of collective housing projects are presented and discussed in the classroom. Then, students make their own reflections about collective housing and present them in a A3 document.
SOCIAL HOUSING RIJ SEC - SANTA TECLA ARQUITECTOS

The plot is located on the edge of a housing estate next to the Campus of the University Jaume I. Thanks to its slightly elevated position, we can enjoy distant views of Castellón’s contour as well as views of the sea from upper floors.

Regarding the surroundings, the project proposes completing the façade’s outline with a first building block aligned, maintaining the same height as the rest of those foreseen by the planning. In the background, a 15 story block with the necessary slenderness gives answer to the need of providing an adequate finish to the end of the avenue. This achieves a finishing point at an urban scale.

The housing blocks are passing by areas, with spaces that flow along the facades. The corridor and the terrace are parallel circulation alternatives to ease communication between blocks.

The main structure is made of reinforced concrete. Architectural precast white concrete panels are used for cladding.

At ground level, a slightly elevated communal space is generated; accessible from the houses and primarily designed as a space whose use is left to the tenants’ initiative, provided with part of the social equipment requested in the program.
TASK 1.5 _ COLLECTIVE HOUSING (TK8)

REFLEXION ABOUT THE HOUSE.
HIDE-AND-SEEK.

As in the hide-and-seek game, in a house are needed two places, both with the same importation. On the one hand it is required a public place where relations between all the participants could be carried out. On the other hand, are also needed other areas with a private character, that allow the refuge of the hidden person. From these areas, the hidden person can see but can’t be seen. It only would be seen in the flying meetings. This game has sense at different scales.

In a big scale it is established a relation between the street and the building. In this case the pedestrian is the one who pays and the host the one who has to hide himself. The street would be the place where relationships can be established, and the house would be the place where the privacy can be found. The connection between these two areas is obtained across the windows from which the host can see the open air. The building shouldn’t have to be very shocking, because in this case it would be easy to find. Nevertheless, it has to produce a surprise to the people who see it, similar to the surprise of finding that thing that has been looking for. This can be traduced to the relation with the environment. The house must be integrated in the environment without harming it, in any case it should improve it.

In a minor scale, to a level of a collective housing, it happens the same. It must be a common area where all the neighbors could meet. This area works as a bridge between the street and the building, it has to combine both characters. It has to be a private and warm place, but being also more exposed, integrating part of the street, as the light, the nature or the atmosphere.

Finally, inside the scale of the own housing, they arrange a series of rooms, some of public character and others of a private nature. The first ones are usually the living room and the kitchen and the second ones, the bedrooms, but next to them can also appear some other rooms in which varied activities can be developed. In conclusion, a home is the place where are concentrated private and public areas that allow the meeting among the people who live in, and the relation with the environment where it is located, without causing any conflict.
The students model a set of elements of a living space and represent their dimensions with regard to human scale. To create the model, they use SketchUp software (open source available at http://www.sketchup.com/).
TASK 1.6_ A HUMAN AND THE OBJECTS IN A LIVING SPACE (TK10)
This activity could be named: **interpretation of an idea**.

Argumentation is very important for architects, it is the way we explain our ideas to people who are not familiar with drawings. Also, the interpretation of a text is never unique.

The purpose of this activity is to explore the transformation of the ideas described in a text— or, more precisely, the interpretation of those ideas—into drawings that will become inhabited spaces.
**LEARNING ACTIVITY 2 _INTERPRETATION OF A TEXT (LA54)_**

**Keywords**
- Space
- Learning Process
- Space

**Workspaces**
- INTRODUCTION TO HOUSING
- TK5 LECTURE AND INTERPRETATION
- TK8 MODEL OF THE PLACE
- TK7 CONSTRUCTION OF AN IDEA

**Learning Outcomes**
- The student will be able to integrate and synthesise relevant information into a new context and solution, based on a clear concept.
- The student will be able to illustrate the importance of spatial imagination and presentation (e.g., expressed by sketches, models).
- The student will be able to critique their own work and that of others, by reference to established models of good practice and the appropriate standards.
- The student will be able to develop a professional working basis of processes, organisation and communication skills appropriate to their professional practice (e.g., design and construction).
- The student will be able to demonstrate the ability to search, select and apply information to the problem in hand.
- The student will be able to make adequate use of different representation techniques (verbally, textual and graphic-digital and analogue) in order to communicate the ideas (concepts and design proposals) in an effective manner.
- The student will be able to demonstrate teamwork working skills through personal contribution to a joint presentation.
This task aims to provide the students with the graphic skills which enable them to translate a text into drawings.

The tutor reads 2 texts from the book “Invisible cities”, from Italo Calvino which describes cities and places. Then, students draw the spaces described in the reading. Drawings are delivered in an A4 document.
TASK 2.1_ LECTURE AND INTERPRETATION (TK5)
Continuing with the process, they are divided in two sub-groups, each one for a different text. The purpose of this task is to **discuss about the translation of ideas from words onto one group-idea**.

To make a model of the place described in the text. By doing the model, they become aware of the kind of decisions the architect needs to make in the process of translating a brief into a building.

Photographs of the model are presented in an A4 document.
TASK 2.2_ MODEL OF THE PLACE (TK6)

MODEL OF THE CITY

EXAMPLE. STUDENT: OF STUDENT JAVIER MAGAN_ ETSA VALENCIA_UPV_COURSE PROYECTOS 1
At the end of this sequence of tasks, each student reflects back on the process that has been followed. Students describe the process in a storyboard and compare it with the process of a design process. Is this a process of a project? What have you done?
TASK 2.3_ CONSTRUCTION OF AN IDEA (TK7)
TASK 2.3_ CONSTRUCTION OF AN IDEA (TK7)

EXAMPLE. STUDENT: HELENA JIMENEZ_ ETSA VALENCIA_UPV_COURSE: PROYECTOS 1
TASK 2.1_ LECTURE AND INTERPRETATION (TK5)
TASK 2.2_ MODEL OF THE PLACE (TK6)
TASK 2.2_ MODEL OF THE PLACE (TK6)
TASK 2.2_ MODEL OF THE PLACE (TK6)

EXAMPLE. STUDENT: MARTA GINES_ ETSA VALENCIA_UPV_COURSE: INTRODUCCIÓN AL PROYECTO_FIRST YEAR_SECOND SEMESTER
TASK 2.2_ MODEL OF THE PLACE (TK6)

EXAMPLE. STUDENT: MARTA GINES_ ETSA VALENCIA_UPV_COURSE: INTRODUCCIÓN AL PROYECTO_FIRST YEAR_SECOND SEMESTER
TASK 2.2_ MODEL OF THE PLACE (TK6)
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EXAMPLE. STUDENT: MARTA GINES_ ETSAl VALENcia_UPV_COURSE: INTRODUCCIóN AL PROYECTo_FIRST YEAR_SECONd SEMESTER
TASK 2.2_ MODEL OF THE PLACE (TK6)
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EXAMPLE. STUDENT: MARTA GINES_ ETSA VALENCIA_UPV_COURSE: INTRODUCCIÓN AL PROYECTO_FIRST YEAR_SECOND SEMESTER
TASK 2.3_ CONSTRUCTION OF AN IDEA (TK7)
The **purpose** of this activity is **to learn from precedents**, to identify solutions provided from previous projects and to transform them into new ones.
LEARNING ACTIVITY 3_PRECEDENT ANALYSIS (LA55)

LA55 Precedent Analysis created by Charalampos, Nadia University of Cyprus

Multidimensional analysis of existing examples of residential architecture in relation to context (spatial, social, environmental) and user profiles

Learning Outcomes
- The student will be able to analyze the multiple variables that influence existing housing designs.
- The student will be able to define the issues affecting the actual design of residential architecture (following the new social structures, globalization, materials...).
- The student will be able to make appropriate use of different representation techniques (verbally, texturally and graphic-digital and analogue) in order to communicate their ideas (concepts and design proposals) in an effective manner.

Keywords
- House Analysis

Workspaces
- INTRODUCTION TO HOUSING

Tasks
- TK9 Analysis courtyard houses
- TK11 Analysis of domestic architecture

Resources
- F01_NP2_Courtyard housing
- F01_NP1_examples of susstraction
- F01_NP3_Courtyard housing
TASK 3.1_ ANALYSIS COURTYARD HOUSES (TK9)
TASK 3.1_ ANALYSIS COURTYARD HOUSES (TK9)

ANÁLISIS DE VIVIENDAS

Morote Mas, Nicolas

Proyecto 1: Complejo automático de Port Alpha

Proyecto 2: Casas pedo, Espadarte, Portugal 1996/2003

Proyecto 3: Casa para un vecino, St. John's Belguim (Alemania) 1994/1996

EXAMPLE. STUDENT: NICOLAS MOROTE_ETSA VALENCIA_UPV_COURSE: INTRODUCCIÓN AL PROYECTO_FIRST YEAR_SECOND SEMESTER
**TASK 3.2_ ANALYSIS OF DOMESTIC ARCHITECTURE (TK11)**

<table>
<thead>
<tr>
<th>CASA EN STENNAS</th>
<th>CASA EN PORTO PETRO</th>
<th>CASA EN VRIES</th>
<th>CASA EN LA ALCUDIA</th>
<th>CASAS GEMELAS</th>
<th>DE VORE HOUSE</th>
<th>RICARDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stenas, Suecia</td>
<td>Porto Petro, Mallorca</td>
<td>Pujols, Formentera</td>
<td>Alcudia, Mallorca</td>
<td>Tarifa, Cádiz</td>
<td>Springfield township, Pennsylvania</td>
<td>Parque la Ricarda, Barcelona</td>
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| Example: Student: JORGE LÓPEZ_ ETSA VALENCIA_UPV_COURSE: PROYECTOS 1 |
TASK 3.2 _ ANALYSIS OF DOMESTIC ARCHITECTURE (TK11)

EXAMPLE. STUDENT: MARINA FERNANDEZ GARCIA_ ETSA VALENCIA_UPV_COURSE PROYECTOS 1
Students are encouraged to understand that the design of a “home” needs to address the practicalities of everyday living while responding at the same time to the owner’s idiosyncrasy, personality and dreams. It is therefore important to be able to analyse, understand and address possible users’ profile.
LEARNING ACTIVITY 4_USER PROFILE ANALYSIS (LA58)

LA58 User Profile Analysis created by Charalambour, Nadia University of Cyprus

Analysis of potential domestic users

Learning Outcomes
- Ability to analyse potential user profiles that demonstrate understanding of the relationship between social and spatial patterns.
- The student will be able to make appropriate use of different representation techniques (verbal, textual and graphic-digital and analogue) in order to communicate the ideas (concepts and design proposals) in an effective manner.

Keywords
- Spatial and Social Patterns
- Mapping
- User profile analysis

Workspaces
- INTRODUCTION TO HOUSING

Tasks
- TK12 analysis of potential domestic users

Resources
TASK 4.1 - ANALYSIS OF POTENTIAL DOMESTIC USERS (TK12)
TASK 4.1 _ ANALYSIS OF POTENTIAL DOMESTIC USERS (TK12)

EXAMPLE. STUDENT: _ UNIVERSITY OF CIPRUS
TASK 4.1 _ ANALYSIS OF POTENTIAL DOMESTIC USERS (TK12)
The way these differences are found in the house may vary in different cultures and different geographic areas and may be observed in the way domestic space is designed and organized.

Students are encouraged to understand through this activity the ways in which domestic space is site/context specific.
LEARNING ACTIVITY 5_CONTEXT ANALYSIS (LA59)

Learning Outcomes
- The student will be able to apply the principles of urban analysis.
- The student will be able to demonstrate the ability to search, adapt and apply information to the problem in hand.
- The student will be able to make appropriate use of different representation techniques (verbally, textual and graphic-digital and analogue) in order to communicate the ideas (concepts and design proposals) in an effective manner.
- The student will be able to develop an awareness for various processes shaping architecture.
- Develop an understanding of the multiple and complex variables in relation to context that influence existing and new proposals.

Keywords
- Urban Analysis
- Enquiry Formation
- Mapping
- Spatial and Social Patterns

Workspaces
- INTRODUCTION TO HOUSING
- Integrative urban design in urban regeneration: Savama case

Tasks
- TK13 visual mapping of context

Resources
TASK 5.1_ VISUAL MAPPING OF CONTEXT (TK13)

EXAMPLE. STUDENT: _ UNIVERSITY OF CYPRUS
TASK 5.1_ VISUAL MAPPING OF CONTEXT (TK13)

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EXAMPLE. STUDENT: _ UNIVERSITY OF CYPRUS
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EXAMPLE. STUDENT: _ UNIVERSITY OF CYPRUS
TASK 5.1_ VISUAL MAPPING OF CONTEXT (TK13)

EXAMPLE. STUDENT: _ UNIVERSITY OF CYPRUS
Students are asked to develop initial ideas of new domestic spaces for a given context and user profile.
LEARNING ACTIVITY 6_HOUSE DESIGN PROPOSALS (LA60)

Learning Outcomes
- The student will be able to apply compositional skills on the level of a basic dwelling; expression of strategic development pre-scenarios of the analysed site.
- The student will be able to make a complex synthesis of cross-disciplinary approaches to the project.
- The student will be able to integrate and synthesise relevant information into a new context and solution, based on a clear concept.
- The student will be able to discuss and present development scenarios for the given site.
- The student will be able to demonstrate the ability to search, adapt and apply information to the problem in hand.
- The student will be able to make appropriate use of different representation techniques (verbally, textual and graphic/digital and analogue) in order to communicate the ideas (concepts and design proposals) in an effective manner.
- The student will be able to create designs (architectural, urban design, planning) that satisfy aesthetic, cultural, social and technical requirements.

Keywords
- Home
- Spatial and Social Patterns
- House design proposals

Workspaces
- INTRODUCTION TO HOUSING

Tasks
- TK14 house design proposals_initial
- COURTYARD HOUSE concepts
- TK15 Courtyard house project

Resources

students are asked to develop new design proposals in relation to the urban profile and site they have proposed.
TASK 6.1_ HOUSE DESIGN PROPOSALS. INITIAL CONCEPTS (TK14)

EXAMPLE. STUDENT: MARKO NEGOVANOVIĆ AF BELGRADE UB
TASK 6.2_ COURTYARD HOUSE PROJECT (TK15)

EXAMPLE. STUDENT: MIGUEL HERNANDEZ_ ETSA VALENCIA_UPV_COURSE INTRODUCCION AL PROYECTO
PROYECTO 01: UNA CASA ENTRE TAPIAS

EN ESTE PRIMER PROYECTO DEL CURSO, SE HA DESARROLLADO UNA VIVIENDA UNIFAMILIAR EN UNA PARCELAR RECTANGULAR ESFIJADA EN TAPIAS, POR LO QUE DEJAR ESPACIOS LIBRES PARA LA ENTRADA DE LUZ SE CONVIERTE EN UNA PREMISA.
LA VIVIENDA ESTÁ DESTINADA A SER VIVIDA Y A CUBRIR LAS NECESIDADES DE TRES ESTUDIANTES INDEPENDIENTES, CADA UNO CON SU PROPIO ESPACIO, BAÑO Y VESTIDOR.
LA CASA CUENTA ADICIONALMENTE CON UN ESPACIO COMÚN HABITADO CON COMEDOR, COCINA, SALA DE ESTAR, QUE JUNTO CON LOS PATIOS, CADA UNO EJERCITANDO UNA FUNCIÓN DISTINTA, COMPLETAN LA VIVIENDA.
This **first attempt** to create a collaborative learning space among ETSA_UPV, UCY and AF Belgrade has highlighted the **difficulties to structure a common learning program**. On the other hand, it has been useful to make each partner know about the program that is being carried out at each school.

**This provides a starting point for the next edition of the workspace**, which should focus on strengthen the collaboration among institutions (students and teachers).
How the blended learning approach has been implemented?

**ETSA_UPV**: In Valencia we use a platform inside the University and it has been a problem because they had to use two platforms at the same time. The **English language is not easy** for most of the students and the **participation was on voluntary basis**. **TWO DIFFERENT GROUPS: FIRST YEAR AND SECOND YEAR**

**UCY**: At UCY studio work and resources are uploaded on a blog site (athome201.com) but both students and tutors found **OIKODOMOS Wokspaces both useful and interesting**. However, we needed more time in order to make full use of the potentials of the Workspace.

**AF_Belgrade**: The contribution in the Workspace Introduction to Housing came from the same group of students, but two different courses supporting the design studio at first year of BArch programme. The courses were supported by virtual learning environments (which is the usual teaching practice):

3D Visual Communications -

CAAD principles -
Has the OIKODOMOS Workspaces been used in the classroom?

**ETSA_UPV:** In Valencia the workspace hasn´t been used in the classroom because in the classroom students comment their works directly between them and the platform was used outside of the classroom.

**UCY:** The Workspace has been used to set tasks and upload work. However, it has not been used to its full potential due to different deadlines set from the partners involved; this did not facilitate a smooth building up of tasks (preceding and succeeding tasks).

**AF_Belgrade:** The OIKODOMOS Workspace has been introduced during one class specially dedicated to explanation of the OIKONET project and the nature of the expected collaboration.

**CONCLUSIONS**
Have students commented the work of others?

ETSA_UPV: No, they haven’t. They have commented their works in the classroom and I think they didn’t have time to do more. We have 3 hours/week during 1 semester (50 hours in classroom_5 credits ECTS) in Introduccion al proyecto. 6 hours/week during 2 semesters (150 hours_15 credits ECTS)

UCY: Work uploaded from partner universities was presented and discussed in class by the tutors but students did not engage actively through the Workspace.

AF_Belgrade: During the introduction class students were stimulated and encouraged to comment the work of other students, but, since this was not a task explicitly assigned, students did not comment.
What has been the added value of the learning environment?

**ETSA_UPV**: The added value *could be added next year*, they know it exists and they can use for their works. For us, *teachers*, we have discovered *other ways to learn and new tasks and activities*.

**UCY**: Both *students and tutors appreciated the potential and possibilities* created through OIKODOMOS virtual environment and aim to take full advantage of it during the next studio.

**AF_Belgrade**: Exposing first year students to an international learning context *increases their motivation* and, sometimes, calls for *more effort in communicating ideas*. For *teachers* it widens understanding of related teaching process and inspires for new approaches to the housing issues.
What would be the next steps to improve the collaboration among partners in the next round of the learning space implementation?

ETSA_UPV: To organize the participation and to encourage the students to write comments about the works of the students of other schools.

UCY: We would suggest discussion of possible common activities and tasks through the Workspace well in advance so that they will form the structure of the studio and will be announced to the students through the course syllabus at the beginning of the semester.

AF_Belgrade: A review based on videoconference might be stimulating, yet very demanding tool to improve student communication. The written commenting seems to be too demanding for the first year students. If the communication among the students from various institutions is expected, this needs to be explicitly required from students. Some more common tools like FB “likes” or G+ +1s, could be introduced technically within the workspace, to foster some basic communication.
- Review the learning activities and the tasks together (in Lisbon?)

- Establish a timetable with the tasks and participation from the schools

- To create a “rubric”, “questions” or “points” for evaluation and for the comments. With an objective of evaluation, students could make comments easier

- Review new tools of communication
FURTHER WORK

LA1 (LA53)
- TK1.1 (TK1)
- TK1.2 (TK2)
- TK1.3 (TK3)
- TK1.4 (TK4)
- TK1.5 (TK8)

LA2 (LA54)
- TK2.1 (TK5)
- TK2.2 (TK6)
- TK2.3 (TK7)

LA3 (LA55)
- TK3.1 (TK9)
- TK3.2 (TK11)
- TK1.6 (TK10)
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