WP4 Introduction to Housing: A collaborative learning space on the fundamentals of housing design and representation

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Ciprus,
The purpose of this presentation is to describe the evolution of the workspace “Introduction to Housing”.

- The work has been led by Carla Sentieri from the School of Architecture, Valencia and Nadia Charalambous from University of Cyprus.
INTRODUCTION

IMPLEMENTING OIKODOMOS WORKSPACE

AF BELGRADE

ETSA UPV

UCY

PROGRAMME WITH OIKONET STRUCTURE

PROGRAMME WITH OIKONET STRUCTURE

PROGRAMME WITH OIKONET STRUCTURE

OIKONET PROGRAMME COURSE
Due to time limitations the School of Architecture of Valencia build on the program of their introductory course and developed a learning structure of activities and tasks for the workspace.

The other two schools incorporated these activities and tasks into their programs and introduced new ones into the workspace.
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<th>Active: ✓</th>
<th>LAS3 RECOGNIZE THE SPACE created by Sentieri, Carla ETS Arquitectura de Valencia</th>
<th>Description</th>
<th>Keywords</th>
<th>Learning Outcomes</th>
<th>Workspaces</th>
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<td>LAS4 INTERPRETACION OF A TEXT created by Sentieri, Carla ETS Arquitectura de Valencia</td>
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**Learnings Activities**

Order by: Id | Title | Author | Institution

- **Active: ✓ LASS Precedent Analysis** created by Charalambous, Nadia University of Cyprus
- **Active: ✓ LASS User Profile Analysis** created by Charalambous, Nadia University of Cyprus
- **Active: LASS Context Analysis** created by Charalambous, Nadia University of Cyprus
- **Active: ✓ LASS At home new design proposals** created by Charalambous, Nadia University of Cyprus
## TASK 3.2_ ANALYSIS OF RESIDENTIAL 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 ALCÚDIA</th>
<th>CASAS GEMILAS</th>
<th>DE VORE HOUSE</th>
<th>RICARDA</th>
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<tbody>
<tr>
<td>Stenanas, Suecia</td>
<td>Porto Petro, Mallorca</td>
<td>Peñola, Formentera</td>
<td>Alcúdia, Mallorca</td>
<td>Tarifa, Cádiz</td>
<td>Springfield township, Pennsylvania</td>
<td>Parque La Rícara, Barcelona</td>
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### EXAMPLE: STUDENT: JORGE LÓPEZ_ ETSA VALENCIA_UPV_COURSE: PROYECTOS 1

**Structure formed by pillars:**
- Construction on piles.
- Stone and concrete construction.
- Stone walls and concrete columns.
- Arches and columns.
- Stone and concrete.

*El giro permite la visual del sur entre la habitación.*

**Structure formed by pillars and beams:**
- Concrete and steel structure.
- Stone and concrete.
- Arches and columns.
- Stone and concrete.

*La intervención de la casa esta formada por columnas de hormigón y vigas de acero.*

**Structure formed by stone and concrete:**
- Stone walls and concrete columns.
- Arches and columns.
- Stone and concrete.

*El edificio está compuesto por muros de piedra y columnas de concreto.*

**Structure formed by metal beams:**
- Steel structure.
- Stone and concrete.
- Arches and columns.
- Stone and concrete.

*La estructura está formada por vigas de acero.*

**Structure formed by stone:**
- Stone walls and columns.
- Arches and columns.
- Stone and concrete.

*La estructura está formada por muros de piedra.*

**Structure formed by steel beams:**
- Steel structure.
- Stone and concrete.
- Arches and columns.
- Stone and concrete.

*La estructura está formada por vigas de acero.*

**Structure formed by stone and concrete:**
- Stone walls and concrete columns.
- Arches and columns.
- Stone and concrete.

*La estructura está formada por muros de piedra y columnas de concreto.*

**Structure formed by stone and metal beams:**
- Stone and concrete.
- Arches and columns.
- Stone and concrete.

*La estructura está formada por muros de piedra y vigas de acero.*

**Structure formed by stone and concrete:**
- Stone walls and concrete columns.
- Arches and columns.
- Stone and concrete.

*La estructura está formada por muros de piedra y columnas de concreto.*
TASK 3.2_ ANALYSIS OF RESIDENTIAL ARCHITECTURE (TK11)

EXAMPLE. STUDENT: MARINA FERNANDEZ GARCIA_ ETSA VALENCIA_UPV_COURSE PROYECTOS
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 Charalambous, 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 (verbally, 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
INTRODUCTION COURSE Task: USER PROFILE ANALYSIS

TASK 4.1_ ANALYSIS OF POTENTIAL USERS PROFILE (TK12)

EXAMPLE. STUDENT: _ UNIVERSITY OF CIPRUS
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, 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 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 Formulation
- Mapping
- Spatial and Social Patterns

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

Tasks:
- TK13 visual mapping of context
INTRODUCTION COURSE Task: CONTEXT ANALYSIS

TASK 5.1_ VISUAL MAPPING OF CONTEXT (TK13)

EXAMPLE. STUDENT: _ UNIVERSITY OF CYPRUS
Students are asked to develop initial ideas of new residential spaces for a given context and user profile.
### 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
- Home
- Spatial and Social Patterns
- House design proposals

### Tasks

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

### Resources
INTRODUCTION COURSE Task: HOUSE DESIGN PROPOSALS

Frames as experience and gradual disclosure

Activities relation

The place you are

The place you will be

The place you will discover
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 strengthening 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.

**UCY**: At UCY studio work and resources are uploaded on a blog site (athome201.com) but both students and tutors found OIKODOMOS Workspaces both useful and interesting.
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. Yes, and the students have made more comments.

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).
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)

Yes, they have commented the works.

UCY: Work uploaded from partner universities was presented and discussed in class by the tutors but students did not engage actively through the Workspace.
TK11 analysis of residential architecture-single houses / Deliverable 01 March 2015

Deliverable

Kilidara, Inni; Kypranou, Stefanos; Konstantinou, Andreas;

[Image: slow-house-diller-and-scolidio.pdf]

Comments

Tur, Maria Reyes on [06/03/2015]:

Hello, I found a page explaining this project and I think it will be interesting to you.


Maximum 255 characters

Muñoz, Andrea on [06/03/2015]:

Good job! But, can you explain us about the way to access? Thank you.

Muñoz, Andrea on [06/03/2015]:

Good job! But, can you explain us about the way to access? Thank you.
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.
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.

To coordinate the exercises better so that we are aligned in terms of time and deadlines.

UCY: We would suggest to continue like spring semester 2015; ie 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.
- Review the learning activities and the tasks together (in Cottbus or…?)

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

- To create a “rubric”, “questions” or “points” for evaluation and for the comments. This will facilitate peer evaluation and comments.
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