

224.358 PROJECT BRIEF S2 2015

tuakiri: d(WELL?)ing

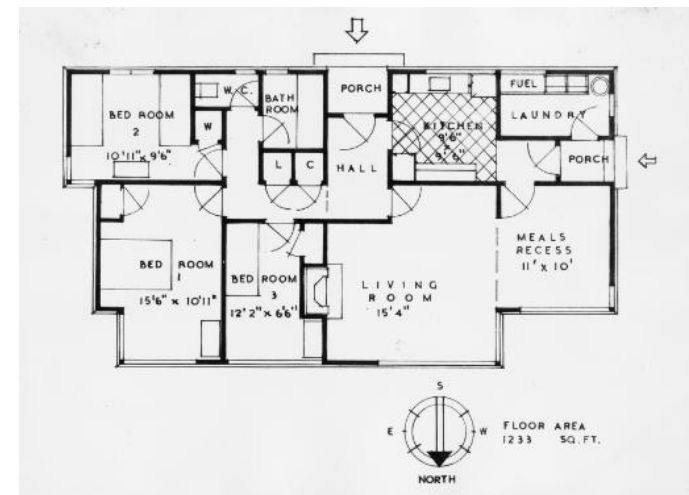
This project addresses the notion of 'home' and the acts and architectures of dwelling. It considers this in relation to the meta-topic of 'wellbeing' and the framing concept of 'tuakiri' (identity).

We will consider wellbeing through a critical lens, encompassing ideas of wellness, sustainability and resilience, whilst challenging the use, meaning and associated practices of these 'buzz-words'. We will take as a starting point the notion of the HEALTH AND WELLBEING OF INTERCONNECTED ECOLOGIES - human, non-human and environmental. The relationship between identity - personal, social, and cultural - and place will be explored.

The locus for this design-led enquiry will be the design of a dwelling-place, using the New Zealand State House as a starting point. The project seeks to develop new dwelling typologies through iterative testing and application to various design scenarios. Students will shape their dwelling concept through this process and then propose a case study, contextualised through a specific site.



Archives New Zealand. (nd). *State houses at Arapuni hydro works*. Retrieved from: <https://www.flickr.com/photos/archivesnz/3307743669/>



Alexander Turnbull Library. (nd). *1930s state house*. Retrieved from: https://commons.wikimedia.org/wiki/File:1930s_state_house.jpg

learning outcomes

- 1.** Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants, citizens.
(Connectedness - Whanaungatanga)
- 2.** Skillfully apply exploratory and transformative thinking, together with critical reflection, to an individual or collaborative project.
(Creativity - Toi, Understanding - Matauranga)
- 3.** Manipulate materials, media, processes, technologies and environments with spatial design expertise.
(Virtuosity - Mohio)
- 4.** Adeptly utilise analytical, evaluative and synthesising iterative processes in order to transform ideas into material outcomes.
(Virtuosity - Mohio)
- 5.** Communicate and present work proficiently, persuasively and professionally, utilising well-sourced information in a variety of forms and contexts.
(Connectedness - Whanaungatanga, Understanding - Matauranga)
- 6.** Interact effectively, ethically and professionally with others, whether through collaboration or dialogue.
(Connectedness - Whanaungatanga)

ASSESSMENT CRITERIA

- consideration of tuakiri/identity of dwelling users and their place in the wider community/ecosystem
- evidence of engagement with rapid projects and critical reflection
- transformative integration of critical reflection into design development
- evidence of engagement with skill acquisition and development
- appropriate integration of technical understanding into design process
- evidence of iterative processes
- level of resolution of material outcomes
- proficiency of technical communication
- effectiveness of presentation and appropriate use of media
- evidence of participation in collaborative moments and integration of alternative perspectives

tuakiri [identity]

The identity of yourself or your group and the identities of others are influenced by contemporary factors or influences. Identity (including gender/class/ethnicity) affects the positions that you take up, it also affects the positions of ourselves and others within interactions and communication.

What are the influences and factors that condition your approaches? How do these impact on your own position or the positions of others you might work with? How might these be organised within society?

rapid projects

design scenarios

We will be running a series of 'rapid projects' which will supplement and support the semester-long project and will form part of the assessment.

These rapid projects are experimental 'safe spaces' for research and development - testing design scenarios that extend the individual projects beyond the single dwelling, considering its connections to the wider social and geographical landscape, and across both space and time scales.

There will be various opportunities for collaborative work, both within the class and potentially with students from other subject areas.

skills & knowledge sessions

building blocks

Students will build their technical skill-set through a series of 'skills & knowledge sessions' which will supplement and support the semester-long project and will form part of the assessment.

These sessions will allow students to collect various 'building blocks' that will expand their technical repertoire. They are safe spaces for learning and exploring and will be supported through the availability of technical assistance.

There will be various opportunities for peer-to-peer learning and collaboration.

open studio

individual project development

Each week will consist of one structured session and one 'open studio' session.

In these open studio sessions students will be expected to take ownership of their own design process and time management. This is where the real work of the project development occurs, through reflection, iteration and synthesis. Insights gathered through the rapid projects, skills sessions and EX-CHANGE collaborative moments will be distilled and incorporated into the design development process.

These sessions are to be documented in an online blog along with developments occurring in independent study time.

presentation

formative feedback moments and summative assessment

FORMATIVE FEEDBACK MOMENTS

As well as the EX-CHANGE collaborative moments, there will be two in-class formative assessment moments - one in Week 6 and the other in Week 10.

Week 6 - Review

- Presentation of design concept.
- Overview of design scenarios and building blocks and their synthesis into the project.
- Overview of insights from EX-CHANGE collaborative moments and their incorporation into the project.

Week 10 - Critique

Presentation of developed design proposal for peer, staff, and guest (tbc) critique.

SUMMATIVE ASSESSMENT

Dissemination of the project will occur in Week 12, via an exhibition or other platform to be decided. This will be followed by the final submission for summative assessment.

Week 12 - Exhibition (?)

Week 12 - Submission

- Submission of developed design proposal, to include:
 - hero images
 - drawing set
 - specification document
 - building code report
 - sectional scale model/drodel showing structure
 - 1:1 detail
 - materials/finishes samples
- Submission of exhibition material, to include:
 - exhibition content
 - documentation of installed work
- Submission of reflection diary, to include reflections from:
 - overall project
 - rapid projects
 - skills sessions
 - EX-CHANGE collaborative moments

EX-CHANGE

collaborative assessment component

Olga Kozar (2010, p.16) defines *collaborative learning* as "working in a group of two or more to achieve a common goal, while respecting each individual's contribution to the whole". Kozar contrasts this with *cooperation*; whereas *cooperative work* can consist of separate contributions, *collaboration* "implies direct interaction among individuals to produce a product and involves negotiations, discussions, and accommodating others' perspectives", "creating a new product through the combination of different perspectives, talents, and ideas, which is quite different from what each of the participants could have created on his or her own" (ibid. p.17).

In your papers you will have been exposed to many different forms and levels of both cooperation and collaboration, and will continue to explore these throughout this semester. In addition, we are introducing an interdisciplinary collaboration platform - [EX-CHANGE] - in which all third year students will participate. The goal of this assessed component is to focus on those aspects of collaboration that create new insights and understanding of different perspectives, and to share and celebrate the different skills, knowledge and ideas of individuals. This will be a resource to help you develop, test and refine your individual projects.

The [EX-CHANGE] collaboration component will be assessed based on your reflective documentation of outcomes from each of the four [EX-CHANGE] moments: GATHER (wk2), LOCATE (wk4), TEST (wk7), SHOW (wk9). Your reflection diary will document your contribution to the collaborative discussion, in terms of what you bring to the table from your own work, the perspectives or skills you share with others, and the contribution of others toward your project.

You will consider:

- What was the nature of your participation?
- How did engagement with others generate new insights for your project?
- How have different perspectives or contributions been incorporated into your project?
- How have you acknowledged these contributions?

224.358 students will also be asked to reflect on collaboration that occurs outside of these [EX-CHANGE] moments, including:

- Rapid Projects or Skills Sessions where collaboration occurs
- The collaborative culture within the studio, supporting each other to work together toward a collective output

Kozar, O. (2010). Towards Better Group Work. *English Teaching Forum* (2). pp 16-23. Retrieved from http://www.olgakozar.com/uploads/2/6/0/0/2600791/48_2-etf-towards-better-group-work-seeing-the-difference-between-cooperation-and-collaboration.pdf

SCHEDULE

1 T STUDIO <i>Intro</i> <i>S&K - Building Code</i> F STUDIO <i>Initial response & planning</i>	2 W CLINIC <i>CAD - Revit/Vectorworks</i> T STUDIO <i>S&K - NZS3604</i> F STUDIO <i>Open studio</i>	3 W CLINIC <i>3604/Structure</i> T STUDIO <i>S&K - Drawing Sets</i> F STUDIO <i>Open studio</i>	4 W CLINIC <i>Student choice</i> T STUDIO <i>Rapid Project</i> F STUDIO <i>Open studio</i>	5 W CLINIC <i>Student choice</i> T STUDIO <i>Rapid Project</i> F STUDIO <i>Open studio</i>	6 Review
SHARED EX-CHANGE Gather			SHARED EX-CHANGE Locate		
7 W CLINIC <i>TBC</i> T STUDIO <i>Rapid Project</i> F STUDIO <i>Open studio</i>	8 W CLINIC <i>TBC</i> T STUDIO <i>S&K</i> F STUDIO <i>Open studio</i>	9 W CLINIC <i>TBC</i> T STUDIO <i>S&K / Rapid Project</i> F STUDIO <i>Open studio</i>	10 Critique	11 W CLINIC <i>Student choice</i> T STUDIO <i>Rapid Project</i> F STUDIO <i>Open studio</i>	12 Disseminate
SHARED EX-CHANGE Test			SHARED EX-CHANGE Show		