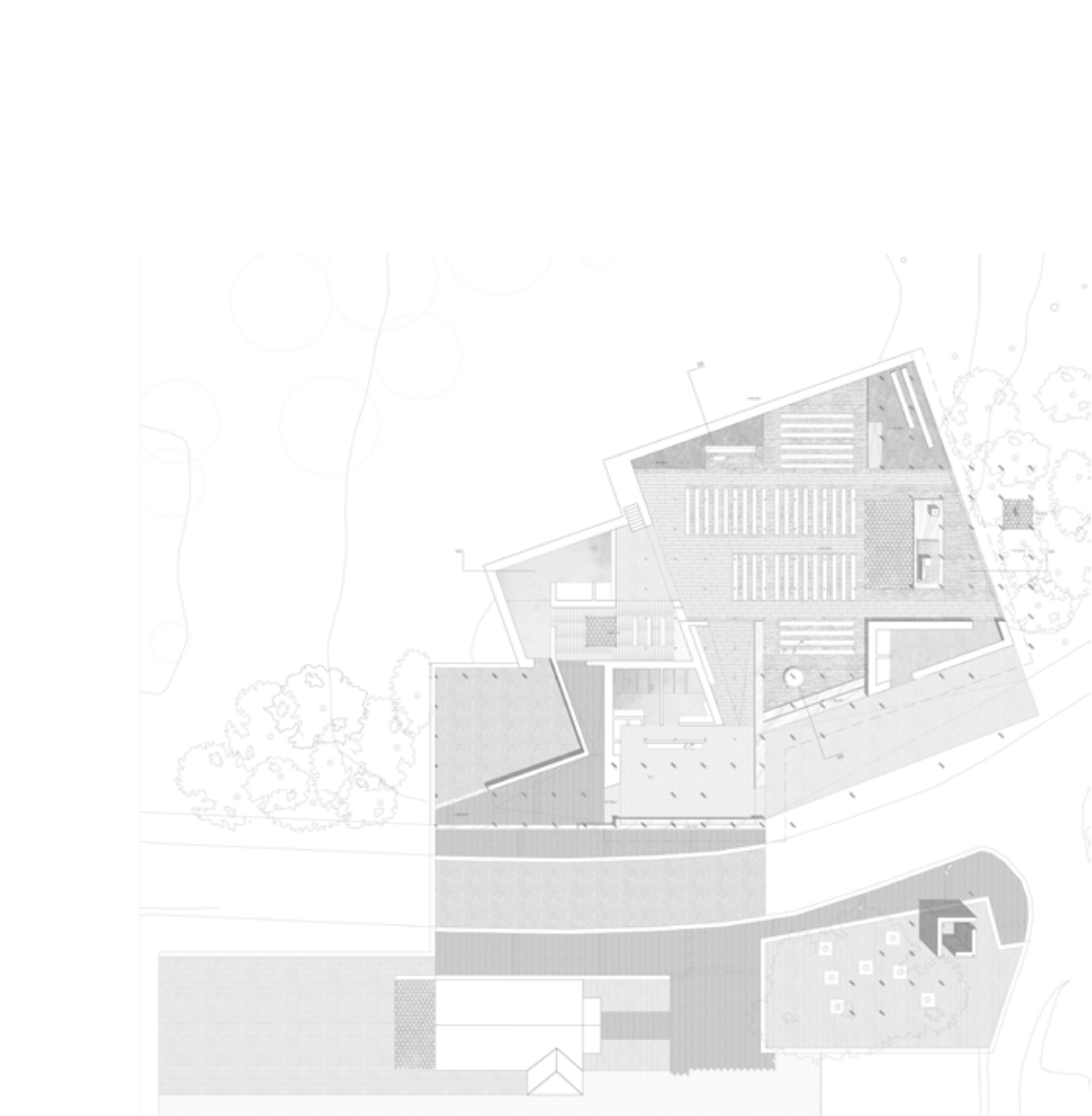
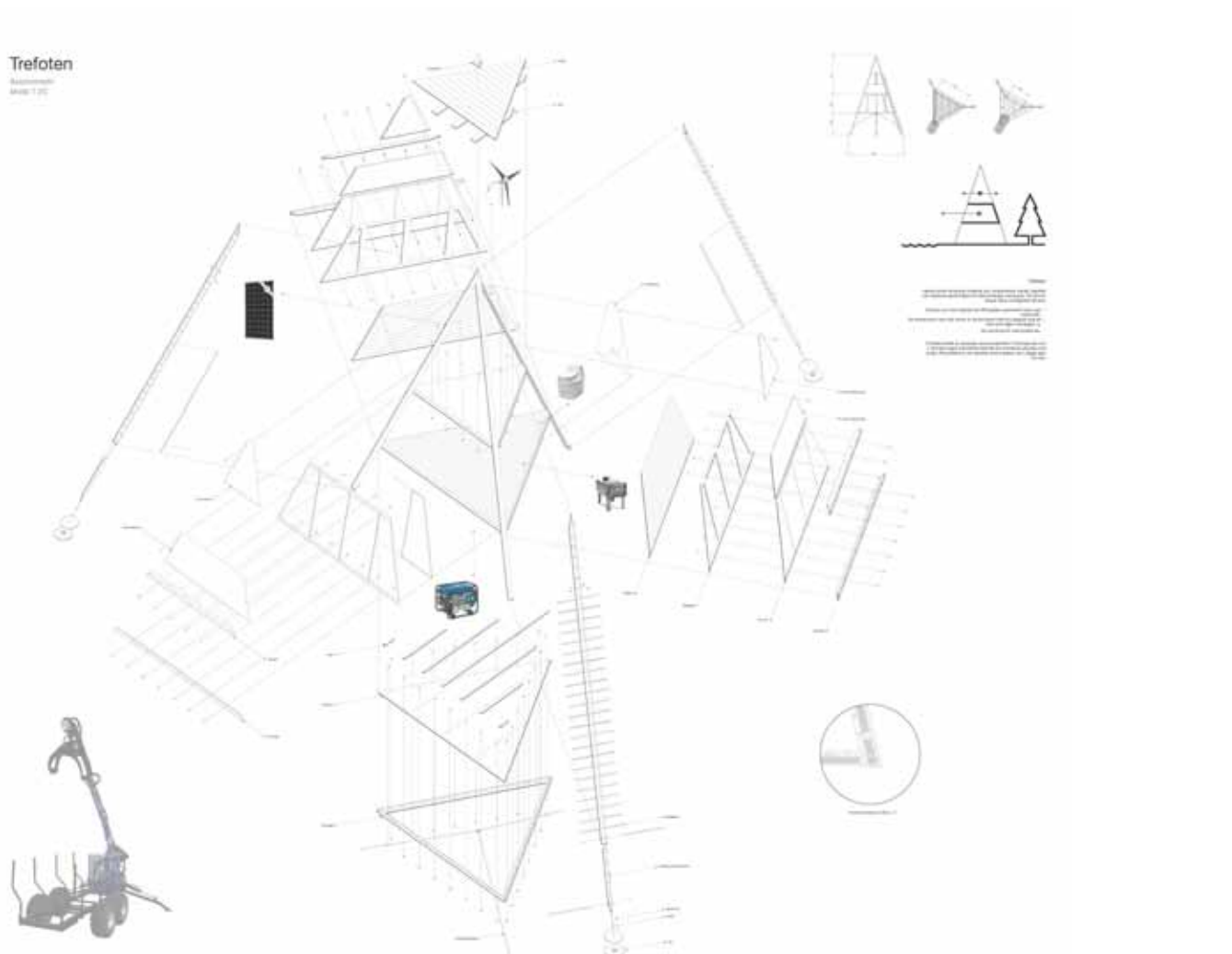
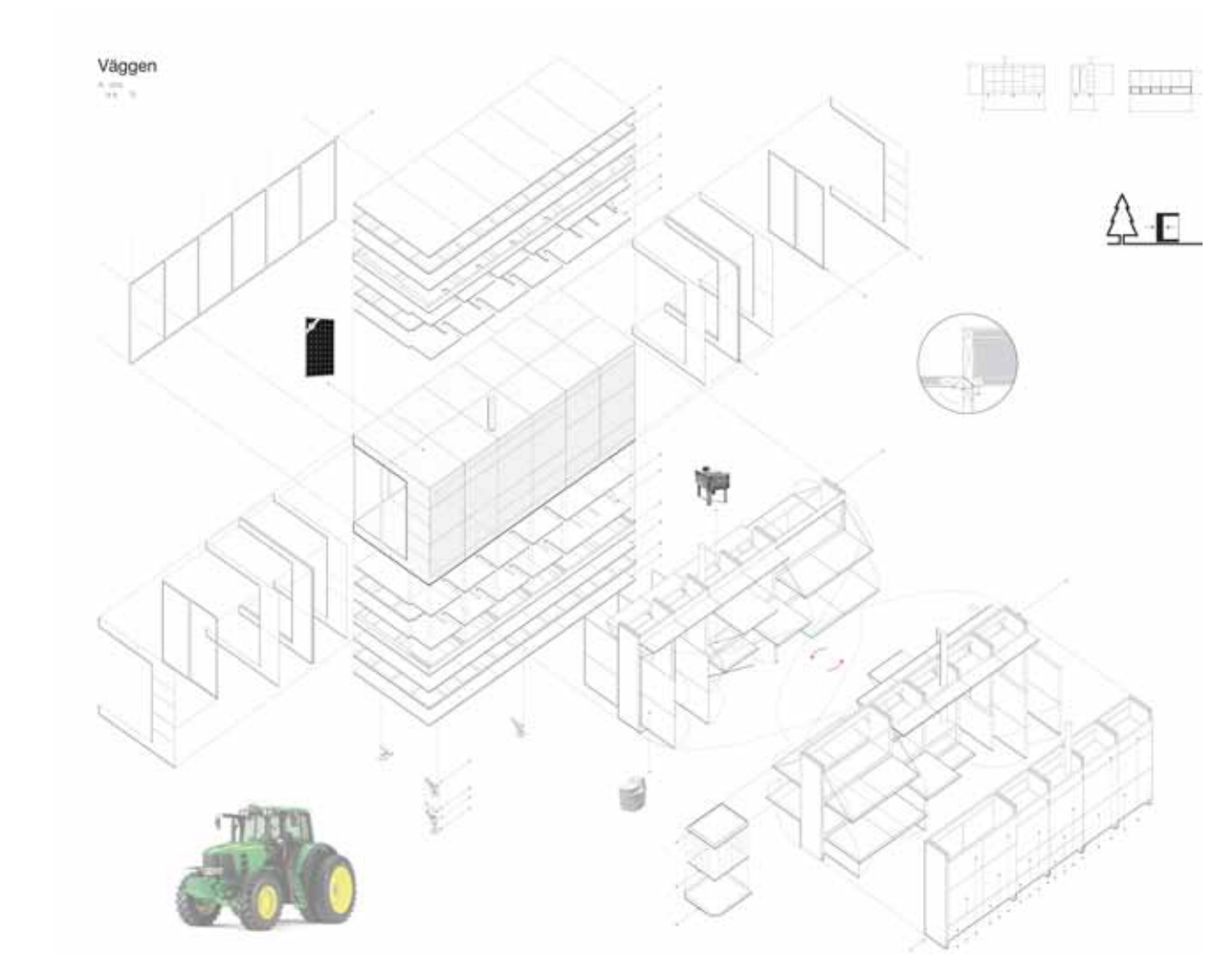
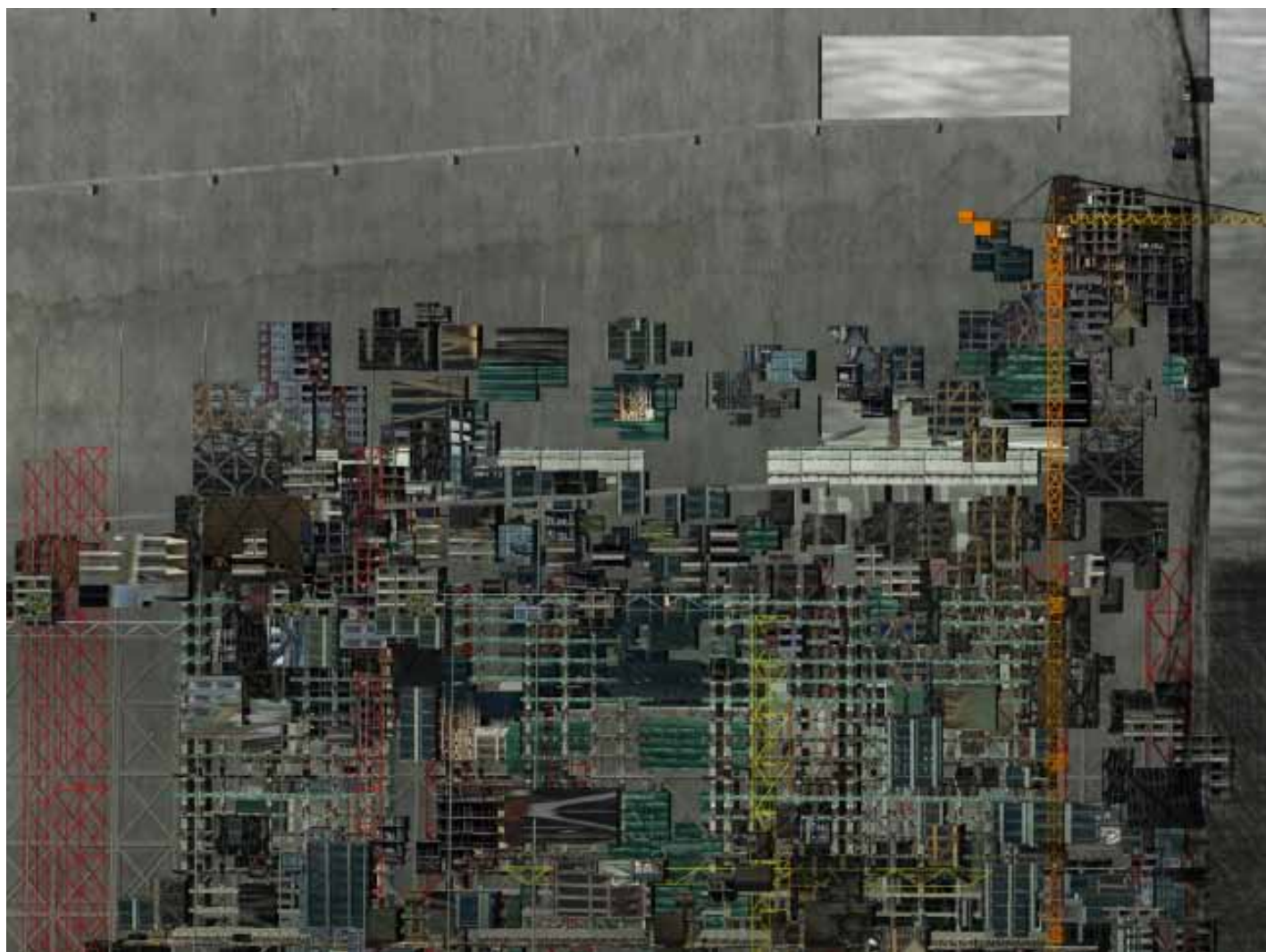


PRACTICE-BASED RESEARCH STUDIO



About the Studio

Teaching architecture involves, in our opinion, a pact of trust between teachers and students. The pact is about personal development and involves the challenge of transformation. Students are asked to entertain abstract ideas, turn them into a cohesive concept, and then translate all in a creative way to a physical entity. Meanwhile, they have to consider a large number of variables. The challenge of Architectural education arises from the teachers' dual role: they are asked to lead yet play only a supportive role. Students are taught to develop and act on their own vision and creativity (rather than their teachers'), within a frame of meaning and purpose of a living human complex interpreted with the help of teachers. Success means that students managed to form their own architectural identity, understand their strengths and weaknesses, exploit the former and find ways to overcome the latter. These assumptions form the conceptual foundations of my pedagogical vision.

From an abstract point of view the heart of my vision can be depicted as a funnel in which individual development forms the vertical axis while the program and teachers produce a spinning momentum which gains students lift. The funnel framework involves four efforts. First, to create custom tailored education that supports the specific development of each student. Second, to establish a holistic teaching program that inspires students to think broadly and in interdisciplinary manner. Third, to amalgamate learning and research into a program that supports the study of applied issues and sustainability in a cost effective manner. Fourth, to form opportunities for students to experiment with a variety of building materials and architectural tools (such as CAM and nanotechnology), and work/research in proximity to the industry, while strictly preserving ethical standards.

Courses

4:1 (A42Y1B) Future Workplaces

The two fall and winter courses will deal with the A to Z of the concept of work and the future of the workplace. Throughout the course we will explore the workplace's full range from interior furnishing to the physical spaces – ending with the building in a real site within the context of the city. This assignment is a real life project, it is sponsored by a large real estate outfit that would like to “SEE THE FUTURE” and believes that your creative and unspoiled mind can unravel this mystery.

The course will start with a sponsored study trip to Denmark. On our return we shall start to investigate the location of the future building, be lectured and informed about all issues concerning the subject; materials communication, technology, future human interaction, and psychology. The site is in Stockholm and the assignment is partly renovation partly a new construction.

The final design shall be of superior state of the art quality, we shall design a holistic product; concept design, production, three-D simulations, models and presentation shall be a complete and academically presentable material. We shall work in singles and/or pairs and will be coached by all experts necessary.

4:2 (A42Y2B) The Future Working Place

We will continue to develop the project down to 1:1 solution (material details etc.)

Final critique will occur during December in Stockholm and the best micro solutions room-meeting room furnishings will be produced 1:1 in the real facility.

Course 1 and 2 shall be coached and criticized as one large project (with our Israeli teachers as critiques). Note: The strictly qualitative and innovative architecture will guaranty a sponsorship that we shall use in the third leg of the study year: the Prometheus.

4:3 (42Y3B) “Prometheus”

Practise Based Research studio –Europe's border conflicts:

Today's middle east is a boiling point in a restless world, it consists of several groups with various interests, among them Israel; restless complicated, at times unjust but more often than not an exiting and unconventional democracy built of several migrated minorities. We shall visit Israel and Jordan (Petra) (in all 3 weeks), learn about the complexities of these sites and then move to the south of Israel, the Negev desert.

We shall settle down in the Kibbutz “Neot Smadar” www.neot-semadar.com, an extraordinary social and ecological environment representing a unique way of life. Here, on location, our team will investigate the ideas upon which this place was erected, and propose a architectural strategy for developing all aspects of this society: general layout (town planning), communications, industries, housing, schools, social meeting places etc. We shall deal with “strictly qualitative innovative architecture” (not trends). After spending some days (5-15?) we shall deliver fully coherent sketches summarizing our idea. Once at home (Sweden), we will develop these into a state of the art design and presentation, and a few of us shall travel back to the kibbutz for presentation.

This project is a real life project coached and supported by the “Neot Smadar” community and KTH (the course covers 50% of the trip guiding and living costs), expecting unorthodox and superior design solutions to be applied by the community.

4:4 (42Y4B) International Architecture Competition

Practise Based Research studio-Competitive edge: Through participation in an international architectural competition in 8-10 teams of teachers and students, this Studio shall investigate different creative processes and advanced Holistic design production strategies. Teachers are the “producers and consultants” to the students' teams, yet this part of the course is a “joint venture” between teachers (that are also practising architects) and students. **Year 5 students can choose between the fourth year courses or the proposals below**

5:1 (A52Y1B) Full Proof 1

Students shall engage in an international competition in teams or single handed.

With each team/individual a teacher will be coach, alternatively partner, of the proposal. The purpose is to create an optimum project in a given frame of time and a clearly defined program and goal, a good repetition for the thesis work.

5:2 (A52Y2B) Full Proof 2

A pre project related to the thesis, with accentuation on methodology presentation and general portfolio preparation (could be updating, upgrading and professionalizing the presentation portfolio)

5:3 (A52Y3B) and 5:4 (A52Y4B) Full Proof 3-4

Thesis Project

Studio Culture

Our studio deals with your personal capacity (we have no ism's), and strives for holistic apprehension of architecture, there fore our study process and final presentation shall take you through all available media from free hand sketches to the outmost sophisticated 3-d modelling digital and physical as well as a heavy dose of animations.

We cover with you (based on your personal judgment) a full complex process from concept to perfect presentation and, if asked, down to cost calculations. For us, design is everything and everything should be designed from your project down to the lettering you choose. And back to the perfect portfolio material you shall have at the end of this study year.

If research or theory is your aim we shall create with you a program to fit your personal needs and see to it that you achieve your personal goals. Some projects shall be individual and some personal - you will do both. We travel but in a different manner than the rest of the studios (trend is rather mundane to us) this year's study trip is a good example. We shall learn about the Socio-Economical and cultural background of this region. Again, we deal with holistic understanding and complex projects – not with trends. Our teachers are available at least two days a week as personal coaches in class. Based on our long experience we achieve with each one of you results that are highly personal and extra ordinary.

Tutors, Teachers, Professors

- Ori Merom
- Dr. Charlie Gullström Hughes
- Ori Vidan (KOV Architects Israel)
- Peter Ullstad