

FACULTY OF DESIGN SCIENCES, UNIVERSITY OF ANTWERP
ECLS-CONFERENCE, 19 SEPTEMBER 2019, ANTWERP (BELGIUM)

3. CSL-case UAntwerpen:

Redesigning the interior in view of emerging societal (urban) challenges

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Team Societal Awareness and Design (HvdV Research Group):
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3.1 Context:

- *New curriculum Interior Architecture* (Faculty of Design Sciences, UAntwerpen)
- Competence of *societal awareness* (SA) of future interior architects

3.2 Focus :

- Bachelor thesis since 5 years (2nd semester)
- Topic: the (re)design of the interior of a public or social profit space/building in view of a particular societal challenge
- Goal: exit comfort zone + broaden and deepen the design scope (multi-disciplinary context) + trigger sensitivity for the design needs of special, vulnerable and/or minority citizens



- Examples:

The re-design of **4 public libraries** ... to support PL in their **new functions** in society , such as improving social cohesion (e.g. in a deprived urban neighbourhood, in a multi-cultural setting), supporting the life-long learning/work of target groups (e.g. youngsters, children, migrants), unlocking the digital society (e.g. make the digital world easy accessible, attractive, interesting and useful for all), ...



The re-design of **1 CAW housing project**... to support CAW in offering a tailor-made **shelter to homeless people** in an urban environment, such as providing facilities to sleep, eat, cure, being coached, being helped, feeling wellcome, ...

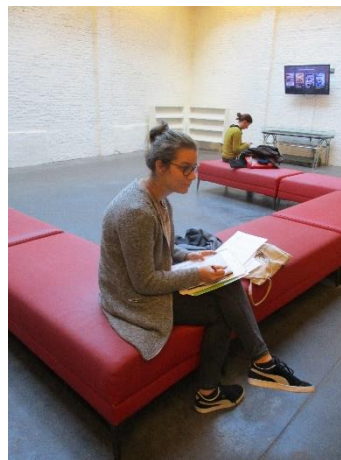
The re-design of **1 Urban community center** ... to support community centers in their **role** in society, such as improving social cohesion in the neighborhood, facilities to eat (e.g. hot meals), infrastructural support to local communities and initiatives), ...



3.3 Approach

- The use of a real-life case study assignments
- A concentrated collective kick-off week: consisting of lectures/seminars/workshops with multi-disciplinary academic and vocational experts (e.g. PL staff, elderman, social workers, ...), site visits, joint readings of books and articles, analyzing relevant spatial references, ...

- Thematic in-depth research realized in group – 4 weeks (e.g. the demographic neighborhood profile, the history of the institution/building, the visitor behaviour, ...) ... results = 1 collective reference paper for all students
- Intensive coaching and feedback during the design (i.e. weekly by 3 design experts of IA + 1 public policy expert of IA) ... stimulation of looking for additional info on the site by means of observations, interviews, picture collages, ...
- Critical evaluation and reflection of the end result by an academic and vocational jury (+ exhibition in situ)



3.4 Challenges... to be continued

- Surprising results ... societal awareness does not come that easily/self-evidently by (just) doing the assignment
- Three phenoma or disablers ... (see also publications !)
 - (A) An activated **selective perception** when presenting/confronting students with information outside their disciplinary focus *senso stricto* (e.g. material and technical spatial focus, limited analysis of spatial references)... do they really *see*, *listen* and *capture* the world by the assignment?
 - (B) A dominant **comfort zone reflex** when students start to design (e.g. not really self-exploring, creative, looking up the limits of their expertise, co-design intentions) ... do they really *learn* from the assignment and *change* themselves ?
 - (C) A **copy-cat behaviour** when students use professional frames of references to evaluate (e.g. copy their masters without societal thoughts or reflections)... do they really *change/alter* the future profession ?

- How to overcome these disablers? How to obtain a more profound and long-lasting impact on students' behavior ? To give a Civil Service Assignment on itself is not enough to make students more civil sensitive and conscious... **to be continued !**



...

A CIVIC-REFLECTION LEARNING PATH

Oswald Devisch, Marieke Swerts, Lut Van den Bosch,
Jan Vanrie & Danny Windmolders





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KNOWLEDGE IN ACTION

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Het onderwijs beleidsplan van de Universiteit Hasselt stelt dat een civic university studenten moet opleiden tot “kritische en geëngageerde wereldburgers die zich weten aan te passen aan een steeds veranderende maatschappelijke context” Dit vraagt om een interactief onderwijs dat o/a inzet op ‘zelfsturend en duurzaam leren’ en ‘kritisch en ethisch denken’.



Onderwijsbeleidsplan UHasselt 2018-2021 (RvB 08.11.2018)



1 / 36



Foto: Liesbeth Driessen

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AMBITION FAC ARCK: to learn students how to reflect on the (societal) roles that they can take up as designers

1 ^{STE} MASTER			2 ^{DE} MASTER		
OPLEIDINGSONDERDELEN	SEM 1	SEM 2	OPLEIDINGSONDERDELEN	SEM 1	SEM 2
STUDIO ONTWERPEN			STUDIO ONTWERPEN		
Ontwerpen 4A	10		Masterproof: project	6	11
Stedenbouw 4	3		Masterproof: scriptie	2	2
Ontwerpen 4B		10	Live project	3	
STUDIO BOUWKUNDE			STUDIO BOUWKUNDE		
Zero Pentathlon	4		Masterproof: bouwkunde		6
Draagstructuur 4		5			
Bouwfysica & installaties 4		3	STUDIO MENS & CULTUUR		
Geïntegreerde opdracht bouwkunde		4	Cultuurwetenschappen 5	4	
STUDIO MENS & CULTUUR			ONDERNEMERSCHAP		
Cultuurwetenschappen 4	4		Management 5	3	
ONDERNEMERSCHAP & ONDERZOEK			Bouwrecht /Beroepsethiek		4
Management 4		4	KEUZETRAJECT		
Onderzoeksmethodologie		4	Seminarie 2		8
KEUZETRAJECT			Optie ontwerper-ondernemer	9	
Seminarie 1	9		Optie ontwerper-onderzoeker	9	



Seminar Bouwkundig Concept: circular building

Seminar Stedenbouw: spatial capacity building

Seminar Beelding: feel universally, think globally, act locally

Seminar Mens & Cultuur: Genius Loci

Seminar Mens & Cultuur: Tactics

Seminar Mens & Cultuur: Designing for More



PROPOSAL 1: work with a reflection-cyclus

MOTIVATIENOTA	KEUZE OPLEIDINGS- ONDERDEEL	REFLECTIENOTA



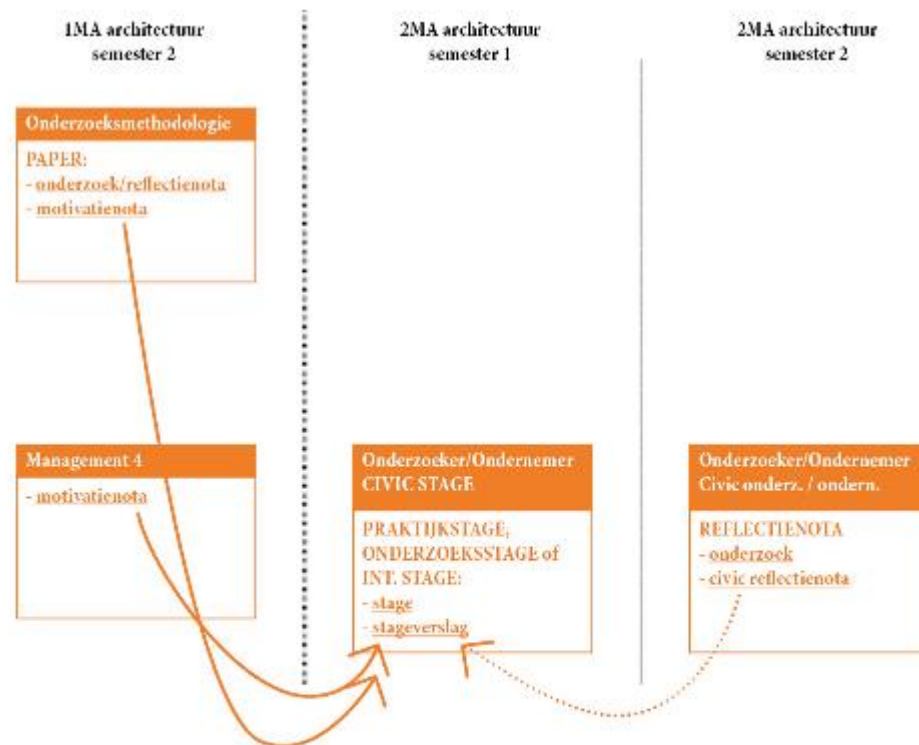
REF. leercyclus, Kolb, D.A., 1984. *Experiential learning: Experience as the source of learning and development*, Englewood Cliffs, NJ: Prentice-Hall.

PROPOSAL 1: work with a reflection-cyclus from a civic perspective

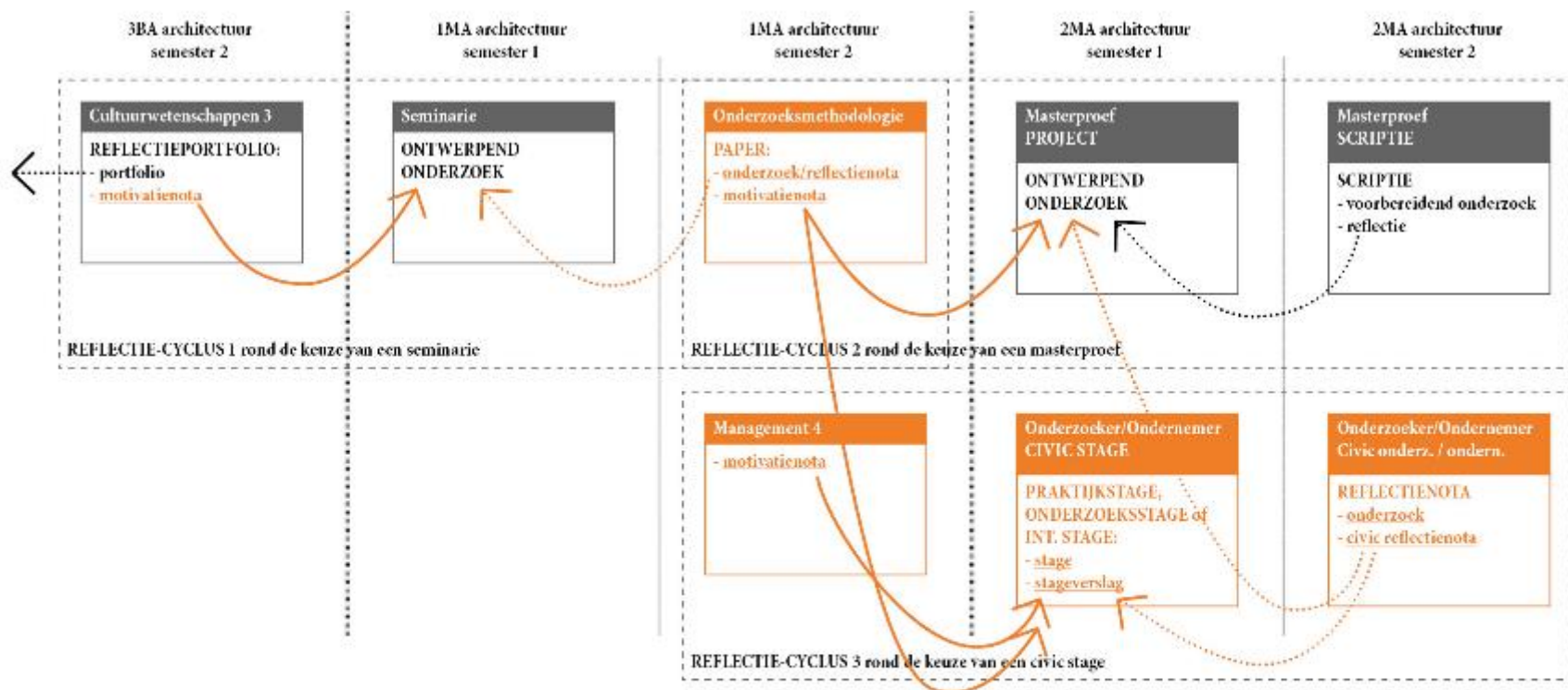
MOTIVATIENOTA	KEUZE OPLEIDINGS- ONDERDEEL	REFLECTIENOTA
<div><u>THEORIELESSEN</u> <u>PRACTICUM</u> begeleiding, templates, cases, ...</div>		<div><u>THEORIELESSEN</u> <u>PRACTICUM</u> begeleiding, templates, cases, ...</div>
<div><u>MOTIVATIENOTA</u></div>		<div><u>REFLECTIENOTA</u></div>



example: professional internship vs. research internship



PROPOSAL 2: work with a learning path from a civic perspective



Leerlijn civic reflectie: drie reflectie-cycli bestaande uit een motivatiënota, een project en een reflectiënota (grijs: bestaande opleidingsonderdelen; oranje: nieuwe opleidingsonderdelen in het kader van de master curriculumhervorming)

