

## RE-FORM

Mastercourse Bergen School of Architecture | Spring 2021 | Teachers: Pavlina Lucas, Associate prof. APP, Tom Chamberlaine, Prof. DAV, Magnus Wåge, Prof. APP (course responsible)

### Course content

Reduce, recycle, reuse - mottos of our time. The shift towards environmentally friendly modes of production and consumption is gathering momentum. The practice of architecture and urban development – traditionally part and parcel of a culture of unleashed consumption and of production systems driven by "new" and "more" – needs to be rethought.

We want to explore how the structure of our cities can absorb, reflect, and participate in new lifestyles and production systems. How can our built environment react, adapt, and perform under these shifting conditions. What elements have high resistance to change? Which aspects can be easily transformed? What possibilities for change arise from the sharing economy and new patterns of living and working? How can different functions and programs be combined? What kind of strategies can be applied to achieve radical reduction, recycling and reuse?

Re-form will look at the theme of transformation and rehabilitation with the eyes of our time and explore this, beyond the practice of conserving heritage, as a key ingredient for an updated attitude towards the production and use of architectural/urban space.

Students will be tasked with choosing an existing spatial structure within an already established environment and produce a precise architectural proposal for its transformation. Taking existing structures as a point of departure will help us to tap into the pulse of ongoing cultural and economic changes and rehearse our ability to address their manifestation in the built environment.

### Pedagogical framework

We will learn by doing, forgoing a clear separation between analysis and architectural proposal. The proposals themselves will be the testing ground for analysis, reflection and experimentation. The projects will grow organically and from within through the different phases of their development, from conceptual idea to specific technical solutions.

Students will expose their investigations and findings on an open digital platform concurrently with the development of the proposals. This will be a creative/reflective tool during the process and also serve as a means of communicating the outcomes at the closure of the course.

The precise architectural proposals that emerge from the course will establish collectively the beginning of an atlas of concrete possibilities for urban/architectural re-form in tune with our times. These alternative answers will serve to incite more questions and further investigations.

### Learning outcomes

Students will gain experience in working with a tight set of physical, historical and societal parameters and expand their capacity to develop and communicate a complex architectural proposal.

The course will raise awareness on the set of technical requirements surrounding rehabilitation and construction. Conditions such as acoustics, fire regulations, universal design, environmental plan, conservation/listing will be addressed. Where relevant we will follow planning regulations and building standards (TEK etc).

By working closely with existing structures students will gain knowledge on how things are put together. Redrawing and proposing changes in direct relationship with the existing will give students the opportunity to learn from existing professional material and sharpen their skills of graphic representation.

Students will gain knowledge in structural systems, construction methods and architectural details, and will learn how to source relevant references and databases. (dibk, byggforsk, city archives, etc).

### Course structure

Before the beginning of the course students are expected to consider carefully the program and find three potential sites. These can be buildings, infrastructural elements, or programmed outdoor areas. They should be located in an already established environment with a certain level of complexity and have the potential/need for a change. They should be easily accessible, both in terms of distance and openness, and it would be an advantage if drawings, maps, and other archival documents are available.

The pool of suggested spatial structures will be presented and discussed at the outset of the course vis-a-vis the scope and possibilities of the program. The most promising cases will be selected and students will choose one among these to work either individually or in teams of 2-3. It would be an advantage if more than one student/team worked on the same case.

We will study the selected spatial structures and their context in depth and register them through a range of methods – architectural, technical and artistic. We will practice the interdependent operations of addition, subtraction and reconstruction, placing proposals both within a tectonic and an ethical discourse.

The establishment of an architectural concept will be constantly under development in relation to the framework and findings. The programmatic transformation will be established by testing different extremes of change.

Moving deeper into the research we will look into the different performative aspects of the proposals and the interaction between these – function, structure, materials, envelop, technical requirements, regulations, energy use, etc – and develop strategies to deal with these themes.

#### Participation / Deliverables

The course requires full-time engagement from the students. Participation in the introduction of the course, the midterm and the final presentation is obligatory. Students are also expected to be present and to deliver material in relation to workshops that will be organized throughout the semester. If students work in groups it is important that all members are fully engaged and contribute equally.

#### Study trip

To be decided with students during the course. The study trip will most likely be in Norway. Possibility to visit the construction site of Art Silo Kristiansand.

#### Reading list /References:

To be announced.

-----

A master course is considered a formal exam at BAS. The only grading is Pass /Fail.

An external examiner will be present during the final review, and participate on the final grading of the student in collaboration with the teacher(s) in charge on the course.

If a student lacks the minimum level and attendance in order to be evaluated for the exam, the student shall receive written notice of this as soon as possible, and at the latest 2 weeks before the final review. Then this student will have failed the course. As a master course is based on the effort and work during a whole semester, this will be the basis for the approval for the exam.

Written notice/warning can be given throughout the semester if a candidate does not have the required progress or attendance. Then it is the student's responsibility to put in the extra effort and resources.

Even though a student does not receive a warning/notice from the teachers, the final result will be depending on an evaluation also by an external assessor, and the result can therefore not be guaranteed.

If a student has special needs and will need facilitation during the master course, the student must contact BAS before the course starts and inform the school about this. It is required to have documentation of a diagnosis in order to have facilitation. If you have had a process with this earlier in your study, you nevertheless have to contact adm. to inform and agree upon the specific needs for facilitation for the upcoming semester.

The final assessment will be made by the teacher(s) in charge of the course plus an external examiner during the final review, and will be based on:

1. The individual submission for the different stages of the project.
2. The level of participation and contribution to the collective/group work.
3. The assessment of the work/project as presented at the final review.

After the final review one will receive either a pass or fail. If there are minor weaknesses that could improve the project in order to pass, a candidate may be given supplementary work that is to be completed within 2 weeks after the final review. The supplementary work will be evaluated to either a pass or a fail by the teacher(s) in charge. If the weaknesses are not possible to overcome by doing supplementary work, the grade will be fail. This decision of giving supplementary work is solely up to the teacher and the external examiner.

#### Portfolio

Students are expected to make a portfolio of all 3 master courses before diploma. This is to be submitted at the beginning of the diploma semester.