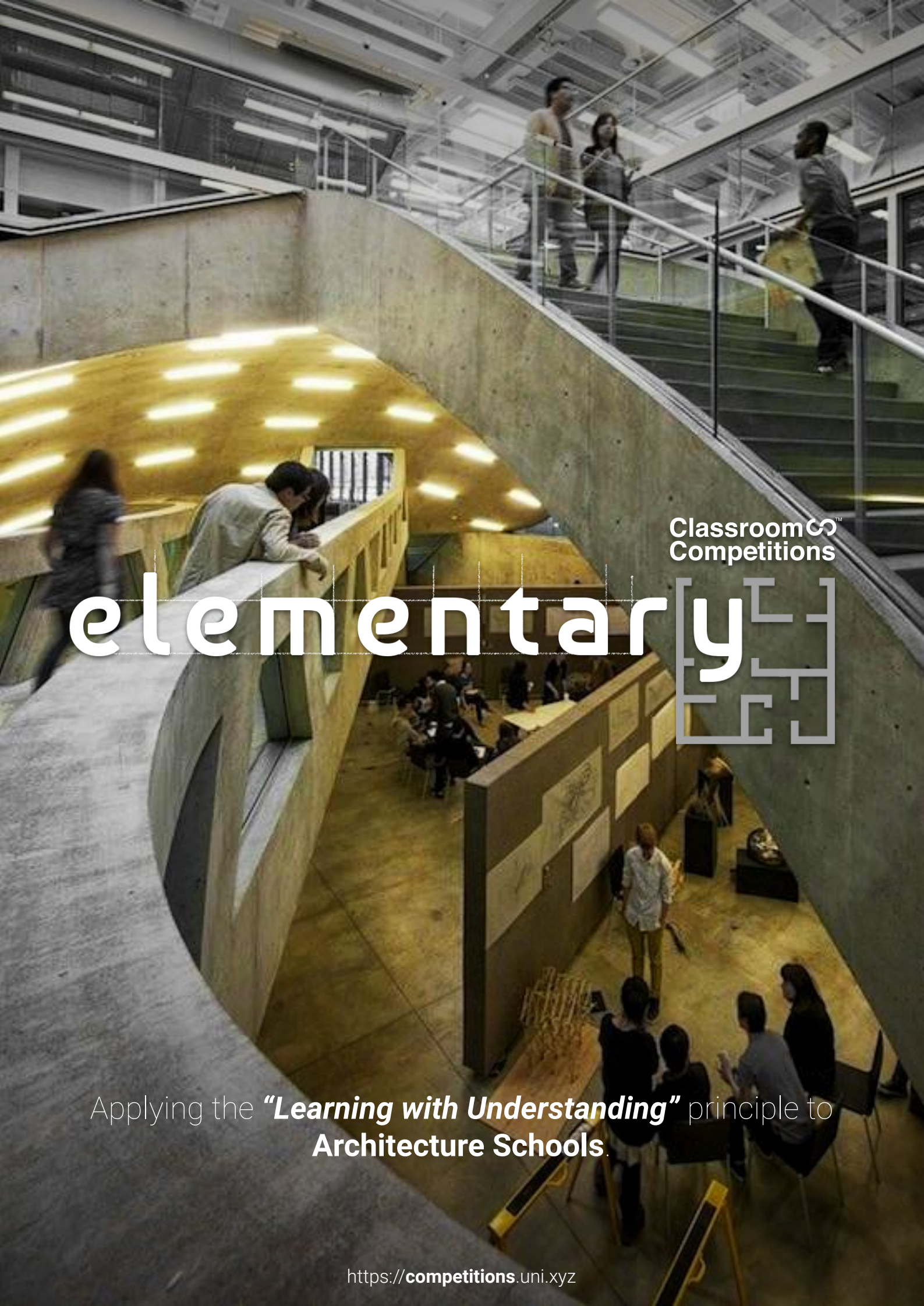


Classroom Competitions™

elementary

Applying the ***"Learning with Understanding"*** principle to **Architecture Schools**.

https://**competitions**.uni.xyz



Img 1: A representative image of an architecture student preparing for his design jury. Source

Premise

The profession of Architecture, though highly unregulated, is mostly practiced through a licensed professional degree, taught in accordance with guidelines prescribed by the regulating authority in that country. The world over, it is agreed to be one of the most gruelling academic courses, entailing hours worth of design assignments, model making, practical and theory subjects, and mandatory internships. Architectural education is a complex, non conventional process and its creative demands must be supported by an understanding of art, science, psychology, mathematics and engineering. Conversely, a graduated Architect is also inherently expected to perform in multiple spheres effortlessly. For a young student, therefore, the study of the Architecture curriculum is one of the most holistic academic experiences there can be. However, are our institutions equipped with the means to handle such a complex scope of study?



Img 2: A representative image of an undergraduate architecture studio at work. Source

Issue

Despite the elaborate program, there clearly exists a large gap between the education and the practice of architecture. The dated methods used in architectural education do not reflect the real challenges a fresh graduate would face in the field. Coupled with that, very few graduates actually pass into professional practice with relevant practical experience or knowledge of practical application of building construction details. In essence, what if an architecture institute could embody these details in and of itself? Become a manifestation of the “see and learn” principle?

Added to that, there is the overarching issue of visibility and a lack of understanding among the common populace with respect to what architects do and what our profession embodies. This issue, in particular, also severely plagues the profession as a whole. Can greater involvement with the local creative community overcome that?



Img 3: The "TwoXTwo" installation with Timber in the Iowa State University's College of Design. Source

Brief

Challenge is to design an Architecture School that is the very embodiment of the study it professes. The school should not be just an institution for architecture, but also function as a laboratory for architecture, where students are fully engaged while learning.

Most of the top schools for Architecture in the world are part of larger universities with tremendous repute, serving several departments of study under an umbrella facility. A dedicated facility for architecture would in that case open up an avenue for a school of architecture to have its own unique identity, to put on display what it preaches, and with spaces specifically designed keeping in mind the multifarious requirements of the students in this course. Additionally, the institution should also aspire for greater transparency and involvement with the local creative community in a conscious step towards improving the visibility of the architectural community, opening up new avenues of opportunity, both academically and professionally.



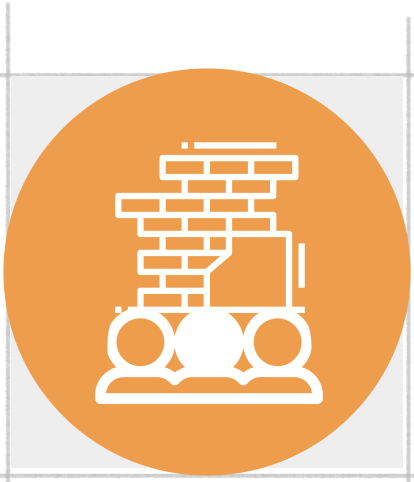
Dedicated

The institute should take into account all the special spaces and needs of architecture students



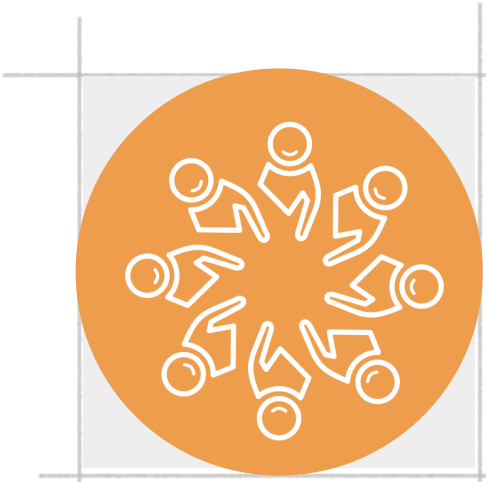
Representative

The institute must aspire to represent ARCHITECTURE as a practice and a field of study



Pragmatic

The design must incorporate the “see and learn” principle applied to architecture.



Involving

The design and spaces must seek to involve the local creative community

Objectives

The above serve as qualitative checkmarks for the design of the institute. Participants can assume a mixed demographic for designing services and provisions etc in the institute. Participants are even free to draw from their own study experiences, incorporating what they thought was lacking from their institute of study, especially given the comprehensive needs of Architecture students. The space programme, however, will be derived from the information given ahead.



Academic

- Drawing Studios
- Lecture/Seminar Halls
- Material Labs/Workshops
- Computer Lab



Administrative

- Admin Block
- Offices
- Faculty Rooms



Public

- Auditorium
- Library
- Exhibition Hall (for showcase of students' work)



Recreational

- Canteen
- Playgrounds/Sports Pitch
- Common Rooms



Residential

- An area for residential facilities (both students and faculty) has **already been earmarked on the site**. This **DOES NOT** need to be detailed.

Programmatic Outline

The institution is intended to only serve the **Bachelor's course in Architecture** or its equivalent. Participants are free to devise their own study programme, no. of students admitted per batch etc, but it has to be one that is in line with the universal acceptability of the professional architecture degree programme. The list of spaces above is not exhaustive, and participants might alter the program if it benefits the design, but these may be used as check marks to conceive the design in finality.



Trondheim, Norway

Trondheim is a city and municipality in Trøndelag county, Norway, and served as the capital of Norway during the Viking Age. It is the third most populous municipality in Norway, with a population just South of 200,000, while being the fourth largest urban area. The Norwegian University of Science and Technology is an institution of national importance situated in Trondheim, for which the town acquires a lot of its repute. The Institute also has a Faculty of Architecture and Design housed within. The Nidelva river flows through Trondheim with old storehouses flanking both sides of this river. Architecturally, Trondheim is a site with fascinating potential, serving as experimental ground with an amalgamation of both new and old architecture and plenty of natural avenues. With plenty of new constructions and rising tourism, Norway ranks among the top countries for graduate architects to find work.



Img 4: Aerial view of the site.

Site Plan

The site is located in Nordre Hegdalen in Trondheim, and lies adjacent to the Dragvoll health and welfare center, surrounded by dense green patches. The settlement around is part residential, part institutional, but mostly agricultural. The geographic location of the site is offset from the main city centre in favour of a more quaint environ.

FAR: **80%** | Site Area (excluding Residential Zone): **10135 m^2**
Site Area (including Residential Zone): **14617 m^2** | Ground Coverage: **40%**
Height restrictions: **15m** | Set backs: **6m on 3 sides, except front** (vehicular road facing)

Guidelines

You have to deliver an architectural outcome on the following site, based on the given outlines.

• Recommended number of sheets/presentation images/boards:

5 (Five) of size **[2362px** x **3544px]** or **[400mm x 600mm** in **150 dpi]** in portrait digital format (**JPEG only**).

Minimum 3 (Three) & **No maximum sheet limit.** Each image should be less than **15MB.** (Do not submit PNG format)

Minimum requisite submission are sheets/boards + Cover image containing:

• Site plan (Compulsory)
• Key conceptual sections x 1 (Minimum)
• 3D views x 4
• Cover image / Thumbnail of size 2000px x 1000px or larger in aspect ratio 2:1.
• Answering 6 FAQs #
• This is the link for new file sizes, here.

#The FAQ's have to be answered as instructed in the FAQ document in the 'additional resources folder'.

Deadlines

Discover the competition schedule and deadlines on the competitions page or on this link - Schedule.

Resources

This competition contains additional resources that contains a set of files useful to complete the competition submission. This folder is made available on your profile dashboard automatically as soon as you register.

This additional resources folder of this competition contains: Submission Format files in PSD | AI | InDD, FAQs, High Res maps, Sketchup Model of the site and CAD file of the site plan.

Rules

+ The competitions is open for **students and professionals** from all the disciplines of design.

+ The team limit for this competition is **4 members maximum per team.**

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+ You can register more than one team but they have to be registered separately.

+ Ensure that the final sheets submitted **do not include your name or any other mark of identification**. Your submission is linked to your user account which stands as your identification.

+ This is a design **ideas challenge only.** There is no built commission/realization associated with the problem.

+ In case of publication in yearbook we will reach out separately for selected entries.

Pro-Tips

+ Use exploded views to discuss multi levelled conceptual models better.

+ Mention sheet number on corner of every sheet.

+ Plagiarism of any idea / form / design / image will be disqualified with a notice.

+ All the sheets or images will be viewed on a digital device. **e.g.** Laptop screen or projector. Uploaded sheets or images will not be physically printed for evaluation. The submission hence should be prepared for digital viewing only.

+ Submit JPEG images only. (PNG will not function)

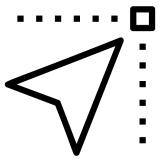
+ Learn



Awards

Grants of up to a total of **24,000$** can be won on this challenge. Learn more about the full conditions on the competition page here.

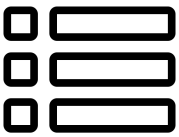
The entries will be judged by an international jury of the competition on the following criterions:



Presentation
The fundamental to a good entry is a good presentation.



Concept/Idea
Quality of thought and intent in pre-design phase.



Spaces/Programme
How the spaces are calculated and ordered.



Design Outcome
The final architectural outcome of the solution.

Judging Criteria

The judging panel can also add other criterions based on their internal discussions - which will be in line with the problem statement. Participants are advised to fulfil above given criterions first in their design.

About

Classroom Competitions™

Classroom Competitions serves as a part of UNI in the realm of **learning and portfolio building oriented design exercises.** It intends to give opportunity to young students to explore their design skills in refreshing problems similar to their curriculum. It aims to bring in challenges based on fundamentals of design education. Classroom Competitions embarks on the idea of creating fundamental design challenges to enhance the learning experience and education. It is a research initiative dedicated to providing opportunities for students of design schools from all domains to explore the ideas that go beyond the restrictions of usual architectural discourse.

Queries: support@uni.xyz
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Discover FAQ's about this competition on our help forum here: https://help.uni.xyz/


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