

Two hands are shown, palms facing each other, with intricate marbled paint designs in various colors like red, green, blue, and yellow. The background is a clear, bright blue sky. The text 'LEARN BETTER' is written in a large, white, stylized font across the center, with 'CFUSE' in a smaller font above it.

CFUSE

LEARN BETTER



Img_1: Basic elements of education to children world wide.

Premise

Our children are sent to school with the best intention, believing that formal education is what kids need to become productive happy adults. Meticulously enough, parents gauge different schools based on their rankings, curriculum, faculty, their infrastructures overall. Which eventually boils down to perceptions like **best schools = costly fees**. But what if the model itself might be unfit for today?

There might be many similar questions raising by time as the society moves ahead. Doubts which **question the very existence of schools**. But their contribution to today's world cannot be disregarded without evaluating what's going wrong here. Logically, **schools were the best models of education** in a time when dissipation of knowledge was at its least. Initiatives like setting up institutions were the taken to make set standards of education to ensure learning reach many. Standards, which will still hold relevance when we migrate to a new place. Standards, which enable the model of school could scale from a cult to a more universal entity spreading knowledge.

But what if these benchmarks are **threatening** a school's relevance today?



Img_2: Evolution of education to employment - A montage.

Background

The idea of **schools**, where a certain '**individual**' with a certain '**curriculum**' - teaching to a set number of '**students**'; as a model has derived itself from [a really long journey](#).

There are various evidences found in a number of empires where 'schools' were developed as a setup to imbibe purpose driven knowledge. The function of this tool was predominantly to transfer religious or linguistic knowledge in times where civilizations were under constant threat of existence. The authoritative approach to teaching with almost no opportunity to evaluate what is being taught is an outcome of this age.

As times have evolved, schools have become an essential agenda of governments. They have a more secular approach to teaching today than past. Schools might have adopted digital technologies like online homework submission, E-exams or Webinars - but the fundamental frameworks are more a **resultant of history** and less of **scientific evidences/findings**.

But even if the frameworks are derived from the past, what exactly is making them un-useful today?



Img_3: Top down teaching - A visual representation.

Issue

There are various reasons why traditional school models are battling for relevance today. A few of them are laid down below:

The **top-down**, teach-and-test method, in which learning is motivated by a system of rewards and punishments rather than by curiosity or by any real desire to know, is the **first place to begin the inquiry**. What follows this inquiry, is the **curriculum**, questioning their usefulness to the vast amount of children who cannot question the authority/board. Lastly is the **competitive** environment that the children have to be moulded into, is this eroding creativity/critical thinking?

Almost any grownup individual usually is able to raise similar doubts. However, when one of the key objectives of schooling which are usually stated as building careers - when they are not being met, there's certainly a huge problem. [This is usually caused by the rapidly outdated conventional learning provided against the evolving work and technology.](#)

Is this evidence enough that there should be a call for newer models of learning?



Img 4: Reducing dissimilarities between students - An interpretation.

Friction

While there are so many fundamental issues stated, what a **school** can offer **as a function is highly irreplaceable**. Parents may impart knowledge to their children, but what they can't give is **a learning environment and company of more children**. A place where a child experientially learns more than any teaching.

And hence, there are a lot of opinions but no real alternatives. There are a lot of experiments happening globally which sparks new hope of how we look at learning, but there's no clear direction of what actually a model school should be. **A few directions** speak of giving entrepreneurial qualities right at the beginning, or to making them aware of world views, or even teaching children technical work life right away and it goes on.

As these are mostly experiments, the results may or may not go in favour - but as most educational endeavours are being led by businesses, in the end what matters is success. Success of children, Success of classroom, Success of Enterprise. **But; is success a definite objective? On whose success are we investing here?**

Where's the balance?

With growing world population, **K-12 education market** has become a lucrative business opportunity - where all it matters is to churn out faster number of students - and make them '**succeed**'. The fundamental drive of this innovation is led by a market force - its difficult to find out what is the right way. Can you spot what is missing here?





Img 5: A new world of learning and growth

Brief

The problem with schools are not only the frameworks, but the outdated built forms they spring from as well. Hence, the actual issue is not just about the way of teaching but the perception of school as function. As an advocate of a better environment, designers can not only argue what may be a right direction to move, but show how the model of a better school of today could be.

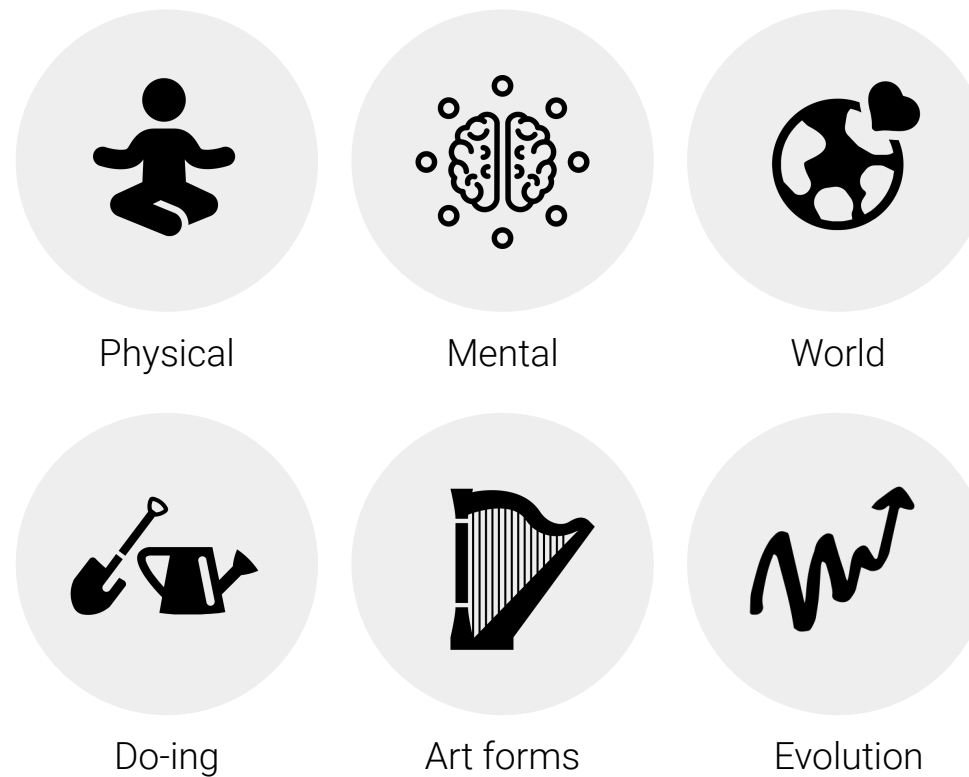
The design challenge is to conceive a new model of school with a vehicle of built environment to portray it.

The challenge will not dwell into drafting an education curriculum as academicians are much better individuals to do this. Our role in this problem is to discover how valuable learning models can be imparted with newer forms of built environment. How existing schools can be made more friendly to these essential life skills through smaller retrofits? How to prepare our children with a much dependable thought processes that works in tandem with our changing societies? How existing perceptions of pedagogy can be shaken up so schools are compelled to evolve? As most cities are mitigating problems with density how can schools be stacked but still not lose their means of imparting a holistic education?



Img 6: Learning through doing - A concept.

Objectives



There are various forms of learning a child deserves and should learn, but this varies from place to place. In this challenge we root this on a very fundamental level of universal learning:

Physical: How the body can be trained for wellness using various activities. How children can be taught what's good to eat, etc.?

Mental: How traditional learning can be translated into more fun/experiential ways of developing reasoning?

World: How can children discover their connection to the planet, nature, culture and the world around them?

Creativity: How can a child explore learning by doing things and exploring how things work by doing?

Art forms: How can a child explore various forms of art forms. Eg. Dance, Music, Painting, etc.

Evolution: How these forms of teaching will constantly evolve with time considering the larger span of time.



Img 7: A set of building blocks - A representation.

User



Children



Educators



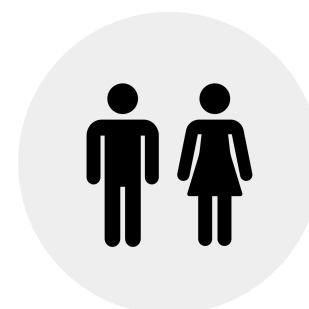
Managers



Support



Services



Visitors

The recommended age band we propose is 5yrs - 12yrs. You may flexibly choose an age band of your choice based on concept - but the quantities shall be met.

Children (Suggested): Age group of **5yrs - 12yrs** - (150 - 200 children) (Expandable to 400).

Educators: 20 years and above - Quantity on designer's research

Managers: 4-5 managers including principals and supervisors.

Support: 5-7 support personnel or more depending on design.

Services: 5-15 service personnel or more depending on design.

Externals: Any visiting staff or parents for events or daily visits.



Img 6: Learning through doing - A concept.

Modes of Learning

The following methods or a combination of these methods can be used to craft the spaces. You can also devise new specific means of learning - based on the intent/concept of the school. You can take basis of existing education grades for design - or you can skip it altogether if you wish to propose a different model of levelling up in education.



Instructive Learning

By listening or watching teachers or experts.



Peer Learning

By talking or watching their classmates.



Learning by Self

By writing or reading alone in focus.



Learning by Doing

By creating something together or in supervision.



TAHVONLAHTI, SITE
HELSINKI, FINLAND..

Img 9: An aerial view of the site.

Site: **Tahvonlahti**, Helsinki, Finland

Helsinki, the capital and the most populous city in Finland is going to be one of the most rapidly developing urban centers. It is also an integral part of the Gulf of Finland Growth Triangle. The population here, is expected to increase more than two folds in the next 30 years which has led to an active redevelopment of this urban landscape. With Finland, being one of the world's most revolutionary education ecosystems; redensification of Kruunuvuorenranta (*Also referred as, Tahvonlahti*); will be the most appropriate bench to build a change making educational model. The dense built expectation represents the struggle almost all the urban schools are facing around the world and can be easily emulated on this site. Participants are expected to spend more time in finding innovative spatial models that have a universal merit in education/learning/teaching possible in various urban conditions. The challenge hence connects only the physical elements of the site to the problem - extending it to a more universal form of learning.



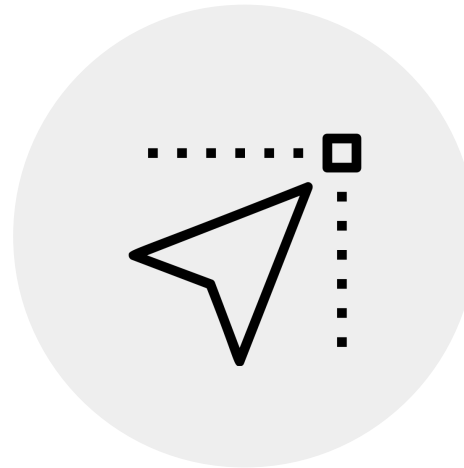
Img 10: Site plan

Site: Tahvonlahti, Helsinki, Finland

Helsinki, the capital and the most populous city in Finland is going to be one of the most rapidly developing urban centers. It is also an integral part of the Gulf of Finland Growth Triangle. The population here, is expected to increase more than two folds in the next 30 years which has led to an active redevelopment of this urban landscape. With Finland, being one of the world's most revolutionary education ecosystems; redensification of Kruunuvuorenranta (*Also referred as, Tahvonlahti*); will be the most appropriate bench to build a change making educational model. The dense built expectation represents the struggle almost all the urban schools are facing around the world and can be easily emulated on this site. Participants are expected to spend more time in finding innovative spatial models that have a universal merit in education/learning/teaching possible in various urban conditions. The challenge hence connects only the physical elements of the site to the problem - extending it to a more universal form of learning.

Judging Criteria

The entries will be judged by an international jury of the competition - To be announced:



Presentation

The fundamental to a good entry is a good presentation.



Concept/Idea

Quality of thought and intent in pre-design phase.



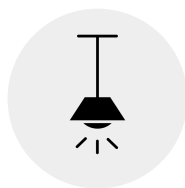
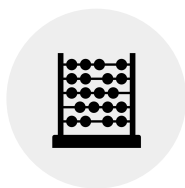
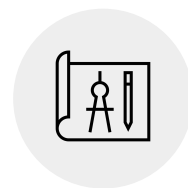
Spaces/Programme

How the spaces are calculated and ordered.



Design Output

The final architectural outcome of the solution.



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

(Ad) Institutional access:

We believe in a world more collaborative.

And we think academia is where it can begin.

Institutional Access™ is world's only cross institution competition programme. You can make this challenge more meaningful by bringing it to your classmates and professors working together. There are a lot of perks by entering this challenge with your institution. Follow the link to learn more.

Institutional Access™



Submission

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

- A maximum of 8 sheets. – [**2362px x 3544px**] or [**400mm x 600mm in 150 dpi**] in portrait digital format (JPEG).
- Each image should be less than **15MB**
- You can find the preset PSD, AI and INDD template files in this [link](#) and the 'Additional resources folder'.

This additional resources folder contains: FAQ Questions, High Res maps, Sketchup Model of the site and CAD file of the site plan.

Minimum requisites in the sheets (For a complete submission):

- Site plan (Compulsory)
- Key conceptual sections x 1 (Minimum)
- 3D views x 4
- Cover image of size 2000 x 1000 px or larger in aspect ratio 2:1..
- Floor plans, images, sketches (if any) can be added to support the entry in the form of additional images.

-
- + Use exploded views to discuss multi levelled conceptual models better.
 - + Ensure that the final sheets which are submitted do not include your name or any other mark of identification.
 - + Mention sheet number on corner of every sheet.
 - + Plagiarism of any idea / form / design / image will be disqualified with a notice.

Registration page here: <http://competitions.uni.xyz/learn-better>

Submission Deadline: September 02, 2019

Submission closes this day.

Public Voting begins: September 03, 2019

Submitted entries are open for voting.

Public Voting ends: October 03, 2019

Voting ends on this date.

Result Announcement: October 13, 2019

Result day!

Rewards



For students & professionals



450\$

People's choice

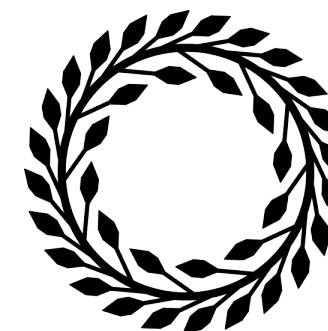
Most appreciated - Students



450\$

People's choice

Most appreciated - Professionals



800\$

Runner-Up

For students & professionals



200\$

Honorable Mention

1. Students



200\$

Honorable Mention

2. Students



200\$

Honorable Mention

3. Professionals



200\$

Honorable Mention

4. Professionals

Institutional Excellence Award

Trophy & Certificate | For each participating Studio & Best Entry Respectively
For Students only via Institutional Access

Learn more about this award here:

<http://about.uni.xyz/institutionalaccess.html>



About **UFUSE**

UNFUSE serves as a unit block for UNI in the field of Architecture. It intends to break the fusion of traditional design barriers and methodologies by making it a platform for experimentation and conceptual exchange of ideas in architecture, urbanism, society, culture and ecology. It is a research initiative dedicated to providing opportunities for designers from all domains to explore ideas that go beyond the boundaries of architectural discipline and enrich our built environment; thereby opening up possibilities for promotion of architectural thought at a global level.

Learn more here: http://unfuse.uni.xyz/about_unfuse.html

Email your queries on: support@uni.xyz

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