THE UNIVERSITY OF HONG KONG 香港大學
faculty of architecture 建築學院
Department of Architecture

Department Course Planner

2022-23 S

Course Number: ARCH7278
Category: Elective
Course Title: Open Building in Transition
Subtitle: Time, People and Architecture
Teacher: JIA Beisi
Schedule: 10:30am – 12:20pm, Friday KB 730 (and Zoom)
Zoom link (if any): https://zoom.us/j/9110259148
Enrolment / Quota: 35-40
Office hours: Thursday 12:30 – 14:30pm

I. Course Description

The course aims at providing the understanding and skills of design for a sustainable future of built environment, as a supplementary to main courses of the M Arch program. The knowledge introduction and skills training address two issues in architecture:

The issue of time: To ensure that a building can last as long as the physical structures allows, it has to be flexible and adaptable enough to accommodate changes of uses, circumstances, and as many as unforeseeable matters as possible, arising from the building's service period.

The issue of people: Real people matter, beyond any statistics function or program of use made by programming. If pluralism is the word characterizing the conceptions and behaviors of the people of today, no building can ever be satisfactory without interaction with everyday use. People collectively and individually look for opportunities to change and adapt their environment to evolving preferences and needs.

The course enables the participants to critically observe and think about conventional design practice. It will enable them to apply the basic skills of participatory design and design for buildings in transformation.

II. Learning Outcomes

Course Learning Outcomes	Program Learning Outcomes
1. Based on understanding of impact of Time and people in Architecture, critically analyze and evaluate buildings and urban complex in process of transition	Execute design problems in a comprehensive manner through an understanding of relevant historical, technical, social and professional criteria. Use critical thinking skills to identify and clearly define architectural and urban scale problems. Develop creative and innovative architectural and urban solutions to novel situations and ill-defined problems.
2. Learning the design methodology for architecture in transitions on four basic levels of space territories: urban tissue, building structure, façade, and interior space	Use critical thinking skills to identify and clearly define architectural and urban scale problems. Communicate effectively in academic, professional and social settings through verbal, written and graphic means.

3. Team work, open interactive in class, exercise and seminars in global academic context	Execute design problems in a comprehensive manner through an understanding of relevant historical, technical, social and professional criteria. Responsibly apply local and global, professional and ethical standards in the design and development of the built environment.

III. Schedule of Teaching and Learning Activities

Jan 20 Lecture 1 Course Introduction - the concept of time and people in Architecture
Level of Urban Tissue: Shared values in a common place

Feb 03 Lecture 2 Level of Building form: Character of stability and transformation

Feb 10 Workshop 1: Reading City Fabric and Design Structure by groups
Feb 17 Workshop 1: Reading City Fabric and Design Structure by groups

Feb 24 Lecture 3 Level of Envelope: Interactive facade balancing common and individual

Mar 3 Workshop 2: Design of Façade by groups
Mar 10 Workshop 2: Design of Façade by groups

Mar 17 Lecture 4 Level of Infill: Freedom of space

Mar 24 Workshop 3: Design of Infill by individuals in group
Mar 31 Workshop 3: Design of Infill by individuals in group

April 13-14 : International Forum on Open Building Education with students presentations

Chaired by Beisi Jia. Participated by all the students by groups

Guest speakers and commentators:

Mr. Frans van der Werf, Director of Frans van der Werf Architect Ltd., Holland
"A Low Rise High Density Support for Liveable Cities"

Prof Kazunobu Minami:
Adaptable housing in Japan

Mr Thomas Offermans (director JCAU office Amsterdam) :

May 24: Workshop work final submission on Moodle

IV. Required Reading

Stephen H Kendall (ed.) 2021. Residential Architecture as Infrastructure: Open Building in Practice. London: Routledge - Taylor & Francis Group. ISBN 9780367863159, Doi: 10.4324/9781003018339

N.J. Habraken, J. Teicher (ed) 1998. The Structure of the Ordinary: Form and Control in the Built Environment. MIT Press, Cambridge, Mass

N.J. Habraken, A. Mignucci, J. Teicher. 2014. Conversations with Form: A Workbook for Students of Architecture. Routledge.

B. Leupen,, R. Heijne,, J. van Zwol (ed.) 2005. Time-based Architecture. 010 Publishers, Rotterdam

T. Schneider, J.Till 2007. Flexible Housing. Elsevier. UK

V. Recommended Reading

Alex Lifschutz (ed.) 2017. Designing Buildings for Change. Architectural Journal 2017. Vol87. No.5

S. Kendall. 2019. Healthcare Architecture as Infrastructure: Open Building in Practice Routledge, London

James Grayson Trulove: The Smart House, New York: Harper Design International, 2002

Dung Ngo: Open house: unbound space and the modern dwelling; essays by Adi Shamir Zion. LB 728 Z79

Jonathan Bell and Sally Godwin: The Transformable House (Architectural Design) , Wiley-Academy 728 T77

P. Lahdenper. 1998. The inevitable change: Why and how to modify the operational modes of the construction industry for the common good. The Finnish Building Center, Helsinki

U. Tiuri, S. Kendall (ed) 1998. Characteristics of Open Building in Experimental Housing. Proceedings/ Open Building Workshop and Symposium. CIB Report Publication 221, Rotterdam

S. Kendall, J Teicher. 2000. Residential Open Buildings. E&F Spon Press, London and New York

B. Jia. 2011 《时间 、人与建筑》（Time, People and Architecture）, 《新建筑》特刊（Special Issue of Journal New Architecture）, No. 139 06/2011, CN42-1155/TU; ISSN 1000-3959, Wuhan, China. 2011

http://open-building.org/
https://www.openbuilding.co/
https://councilonopenbuilding.org/
https://www.emeraldgrouppublishing.com/journal/ohi

VI. Assessment Standards and Tasks:

Students should refer to the Department Curriculum Guide for University, Faculty, Program and Track level Standards of Assessment, including grade descriptors and Marking rubrics.

Students will work in groups (no more than three persons in each group), on essay, small hypothetical design exercises, and present in international forum.

The report and exercise will be no more than 20 pages in A3 portrait format

Assessment Tasks	**Weighting**
Essay: Comprehensiveness and depth in reading report in PPT format	*30%*
Design Exercise : Process and methodology in workshops	*40%*
Forum : Intensity and effectiveness in presentation and exchange	*30%*
	100%

VII. Proportion of Teaching, Learning and Examination Activities

Activities	**Number of hours**
Lectures	**16**
Tutorials	**12**
Seminars	**8**
Fieldwork / Visits	
Reading / Self-study	**48**
Other Learning Activities: Pls specify	
Assessment: Essay / report writing	**18**
Assessment: Presentation (incl preparation)	**18**
Assessment: Examination	
Other Assessments: Pls specify	
Total:	**120**

VIII. Guest Speakers

Name	Sessions	Hours
Mr Frans van der Werf （Holland）	1	2
Prof. Stephen Kendall (US)	1	2
Mr. Willem Lucassen, and Mr. Thomas Offerman (Holland)	1	2
Prof. ir. Thijs (M.F.) Asselbergs (Holland)	1	2

IX. Statement of Academic Conduct

All written work in this course will be submitted for plagiarism review via Turnitin, at http://turnitin.com. Clarification of the University of Hong Kong's policies on plagiarism, as well as detailed descriptions of how to properly cite and source material in your written work and examinations is available at http://www.hku.hk/plagiarism. Plagiarism includes handing in the work of another as your own, and failure to appropriately cite your sources. Plagiarism is an academic misdemeanor, and may be considered grounds for failure from this course as well as further disciplinary action from the University.

X. Reassessment

Repeat the course work

The following notes may aid teachers in preparing individual course planners. Course planners should be written with reference to the Department's *Curriculum Guide*.

I. Course Description

Teachers are responsible for writing Course Descriptions. The content of a given course should be discussed regularly with the Head of the Department and the teachers in the curriculum track. The course description should:

a) Specify the fundamental issues that the course will address
b) Indicate the key intellectual ideas and/or perspectives that will be utilized in addressing the identified issues
c) State the course topics and spell out what will be covered under each topic. It is important to build in conceptual coherence amongst topics and articulate the linkages between topics and the core issues of the course.)

II. Learning Outcomes

Teachers are responsible for developing Learning Outcomes for their coursework that align with the University of Hong Kong's Institutional Learning Outcomes. Course Learning Outcomes should be written with reference to the Department Learning Outcomes, and should be discussed regularly with the Head of the Department and the teachers in the curriculum track.

List the Course Learning Outcomes and the corresponding University Institutional Learning Outcomes. Note that it is *not* expected that each course will have learning outcomes that align with all institutional learning outcomes. It is important that there is coherence between the course description and the learning outcomes.

Learning outcomes should be phrased in the following manner:

At the end of this course, students will be able to…
…Describe and explain…(e.g. the various scientific theories covered)
…Use relevant information about…to (e.g. critically examine limitations of the theories)
…Apply… (e.g. knowledge to adapt to new and uncertain situations and problems)
…Demonstrate…(e.g. an awareness of sustainability and the impact of science within the broader economic, environmental and socio-cultural context)

III. Schedule of Teaching and Learning Activities

Specify the Teaching and Learning Activities and explain how they will lead students to develop and achieve the specified course learning outcomes. A weekly Schedule of activities would be appropriate.

IV. Assessment Standards and Tasks

Staff should refer to the Department Curriculum Guide for University, Faculty, Program and Track level Standards of Assessment, including grade descriptors and Marking rubrics. List the types of assessments that will be used in the course and the weighting, as a percentage a grade for the course, given to each task. Assessment Tasks should be designed to assess whether students have achieved the Learning Outcomes. In preparing Assessment Tasks, teachers should refer to the Credit Unit Statement for the course track.

V. Required Reading

Give bibliographical references for all required reading. Required Reading should be made available to students on reserve in the Main Library or bound in a course reader.

VI. Recommended Reading

Give bibliographical references for all recommended reading.

VII. Proportion of Teaching, Learning and Examination Activities

Student workload hours for a 6-credit course as endorsed by Senate amount to 120-180 hours. The norm is 36 contact hours, amounting to normally 3 contact hours per week, with a two-hour lecture and one-hour tutorial. The remaining hours are for other learning activities and working on assignments and examinations. The Proportion of Teaching, Learning and Examination Activities should be discussed with the Head of the Department and the teachers in the curriculum track.

	Number of hours (6 credits)
Hours of student learning activities	About 120-180 hours
Contact hours of instruction	About 24-36 hours

VIII. Guest Speakers

List any guest speakers expected for the course

IX. Statement of Academic Conduct

The Department provides a Statement of Academic Conduct.

X. Reassessment Tasks

Where relevant, teachers should indicate the Reassessment Tasks for students failing the course on the first instance and eligible for reassessment under the program's regulations. Reassessment Tasks should be clearly related to Assessment Tasks, and be designed to assess whether students have achieved the Learning Outcomes. In preparing Reassessment Tasks, teachers should refer to the Credit Unit Statement for the course track.

XI. Survey

Teachers are encouraged to prepare an internal survey of student experience in the course to be given at mid-term. The survey should be optional and anonymous, and should be for the internal use of the teacher only. The survey may include point scale or short answer questions and should not be longer than one page. The survey should be informed by University evaluation instruments such as HKUSLEQ and/or SETL as relevant. Templates are available from the Department for interested staff.