

BUILT PEDAGOGY

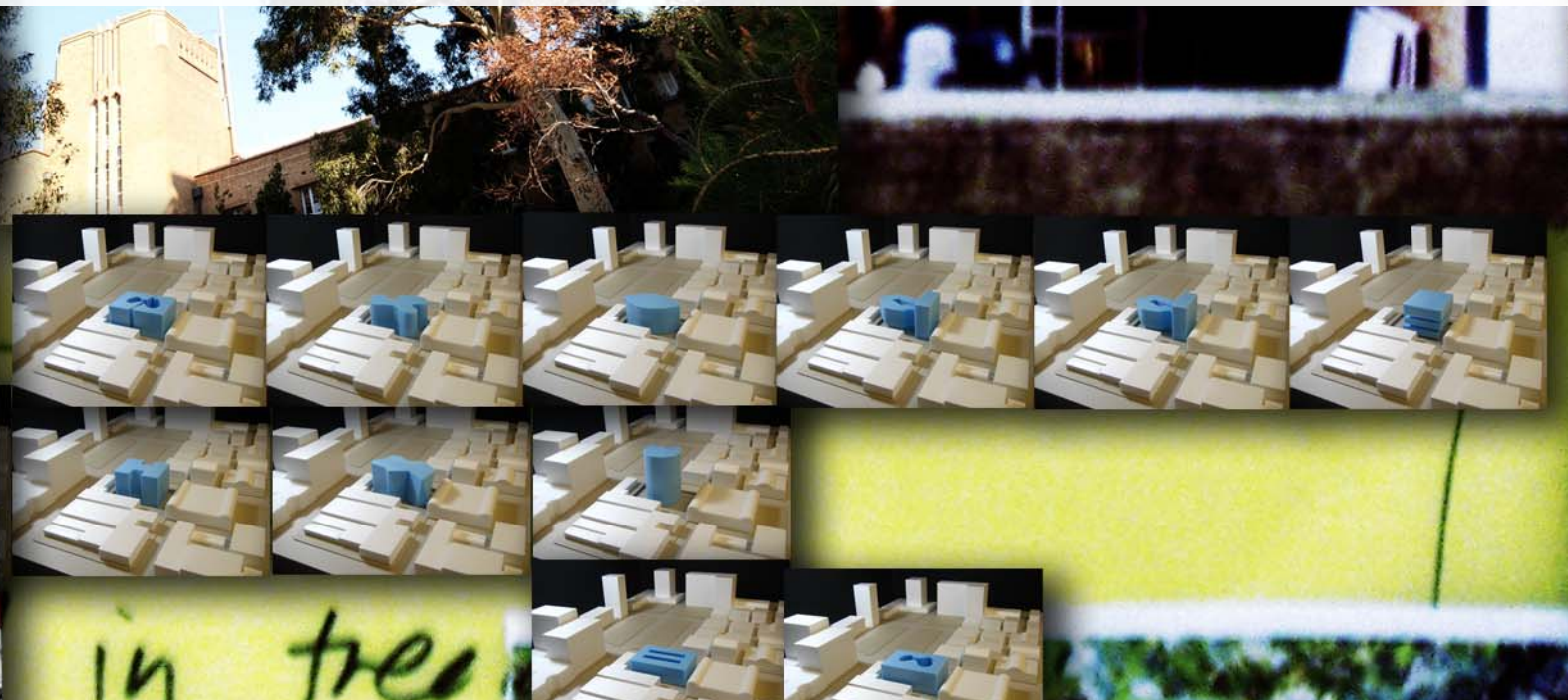
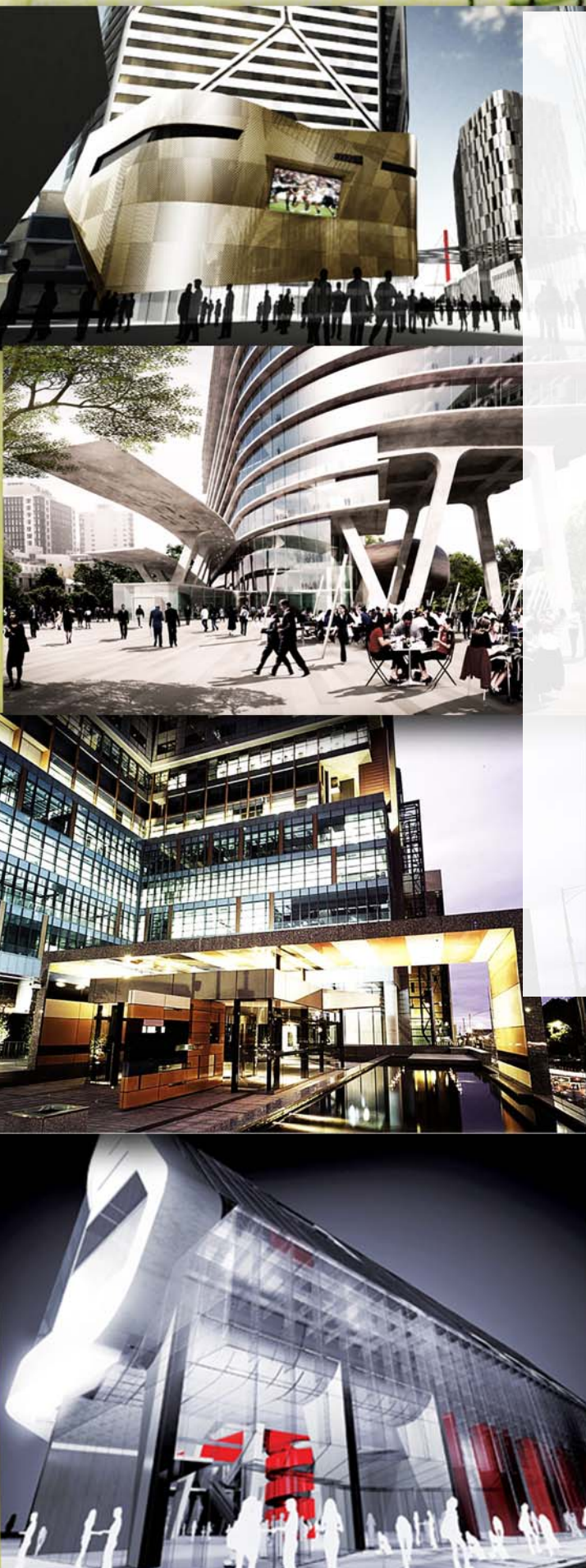
Built Pedagogy

A Landscape

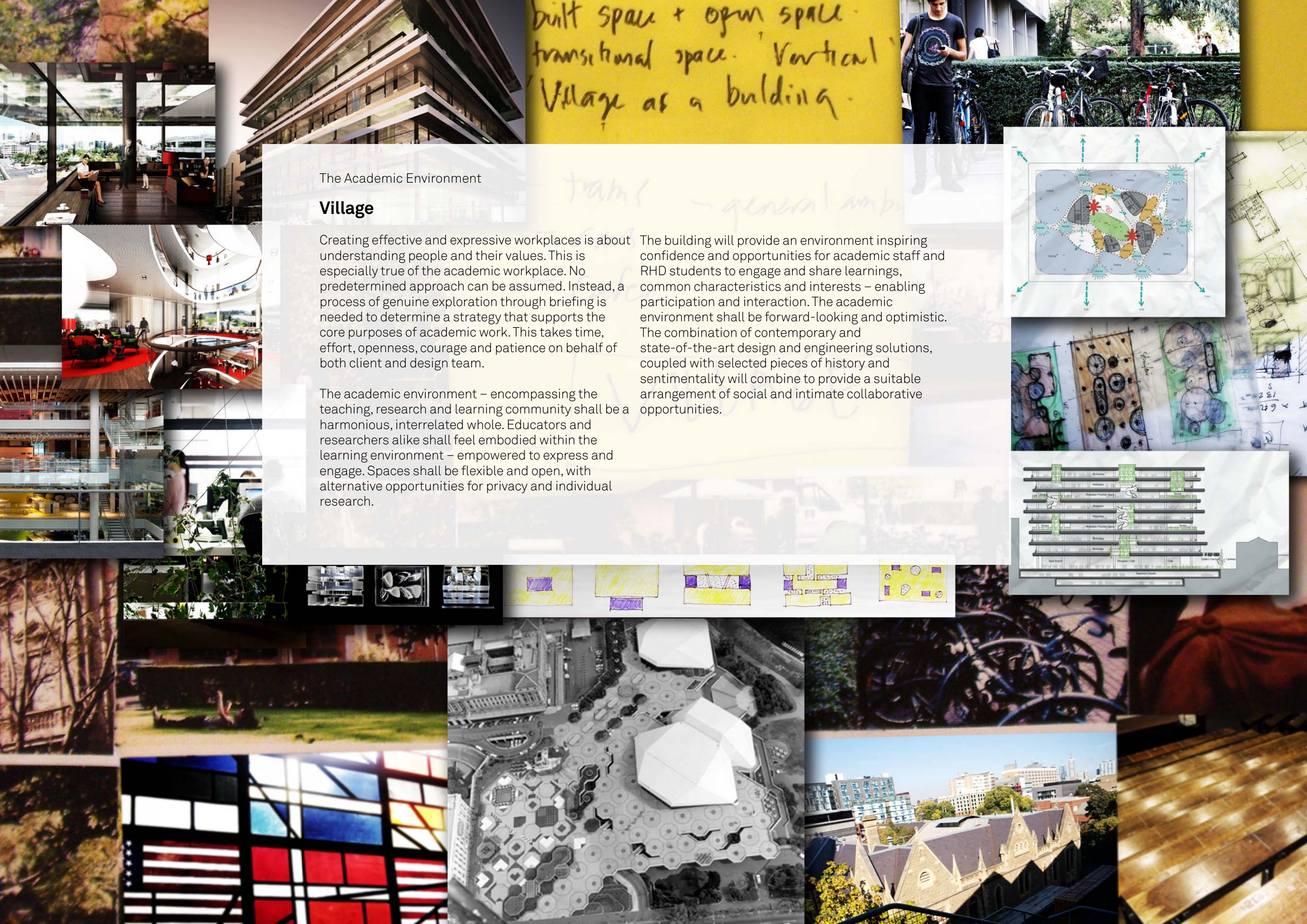
We will create 'a building as a community village for research, teaching and learning. Like the University itself, the project shall function, provide and enrich all inhabitants in an integrated and diverse way. The architecture will be able to adapt to change and develop. The building is conceived as a changing landscape from which to teach, research and learn and shall demonstrate the influence of architecture upon people, the effectiveness of their work, and how they perceive what they do. The ambience of the university campus and the learning environment shall be reflected by our built pedagogy – and the building itself can become both a theatre and billboard of the work from within.

The location presents many opportunities for the creation of a single, unique and composed working entity within the campus. As a symbol of integration for the University, the new facility will bring together landscape, building and community life, to create a building which will facilitate and promote collegiality through various spatial, visual and physical experiences.

The project and built pedagogy shall be developed – with the client groups and consultant teams – in an open, transparent and interactive way. Through research and dialogue exploring options in state-of-the-art construction materials and technologies, simulation will be undertaken at each stage of the design process, using expertise and specialised software packages. Our team experience to interpret, communicate and apply the results of complex simulation results will be an essential part of the design process. Mock-ups of key design elements and new techniques shall be paramount for discussion, development and approval. Selective historical elements shall be carefully considered, given new life, and integrated within a contemporary solution to provide a new and heightened identity. They will be used to validate advanced construction techniques, new energy concepts, control strategies and occupant behaviour. They will also serve as a record of the process and of a new built pedagogy.



in tree



built space + open space.
transitional space. 'Vertical'
Village as a building.

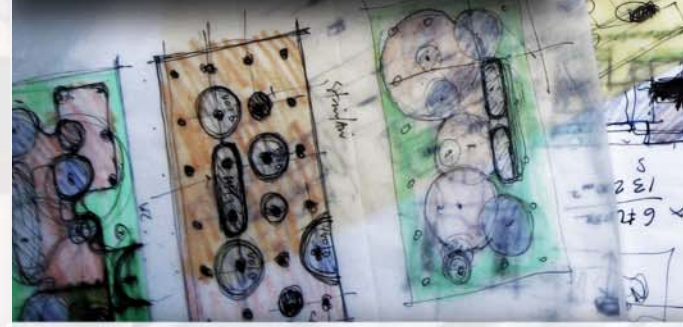
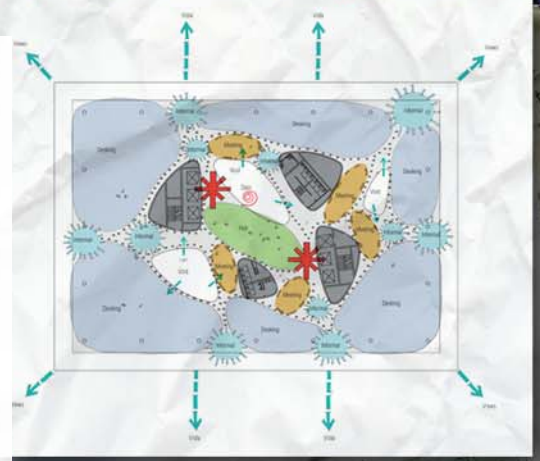
The Academic Environment

Village

Creating effective and expressive workplaces is about understanding people and their values. This is especially true of the academic workplace. No predetermined approach can be assumed. Instead, a process of genuine exploration through briefing is needed to determine a strategy that supports the core purposes of academic work. This takes time, effort, openness, courage and patience on behalf of both client and design team.

The academic environment – encompassing the teaching, research and learning community shall be a harmonious, interrelated whole. Educators and researchers alike shall feel embodied within the learning environment – empowered to express and engage. Spaces shall be flexible and open, with alternative opportunities for privacy and individual research.

The building will provide an environment inspiring confidence and opportunities for academic staff and RHD students to engage and share learnings, common characteristics and interests – enabling participation and interaction. The academic environment shall be forward-looking and optimistic. The combination of contemporary and state-of-the-art design and engineering solutions, coupled with selected pieces of history and sentimentality will combine to provide a suitable arrangement of social and intimate collaborative opportunities.





The Design Studio

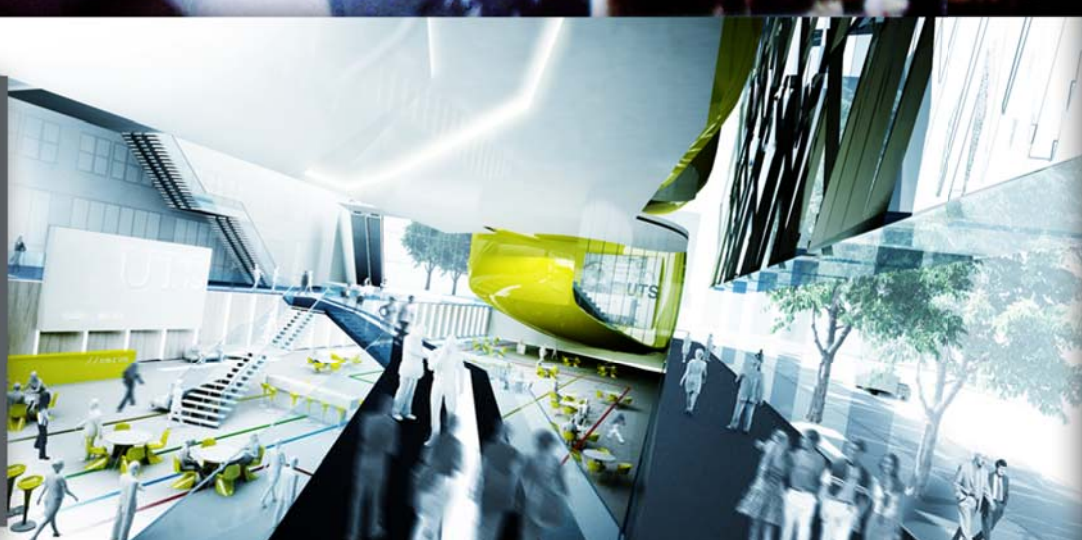
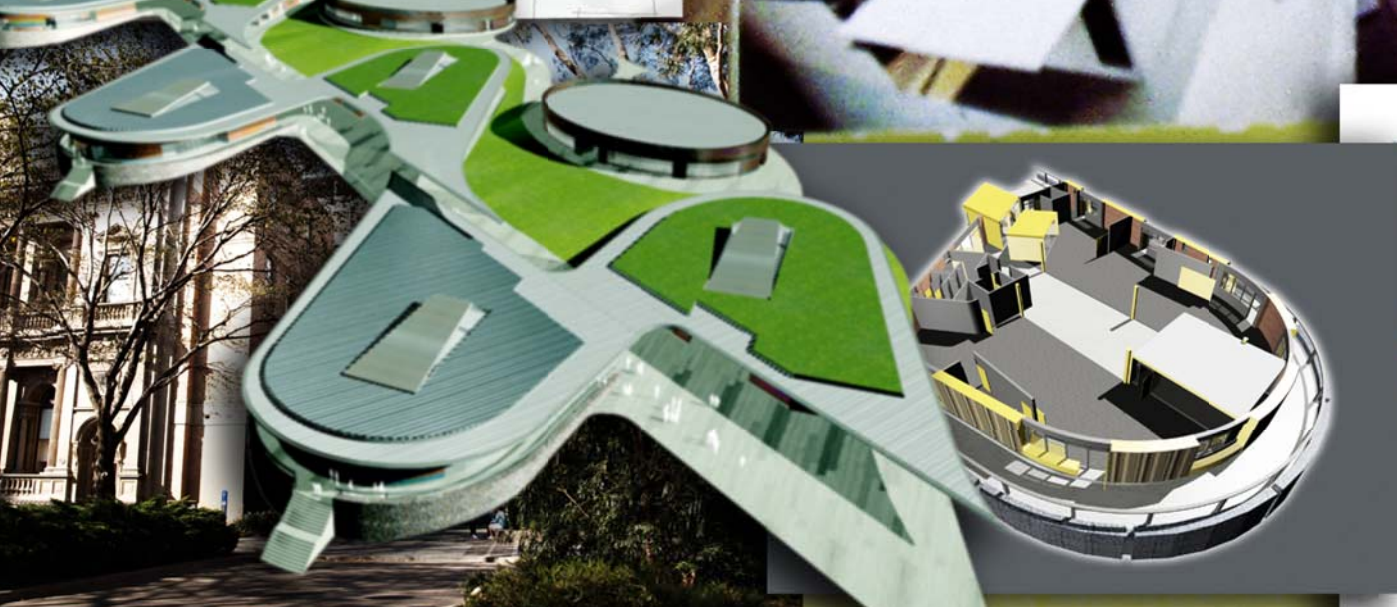
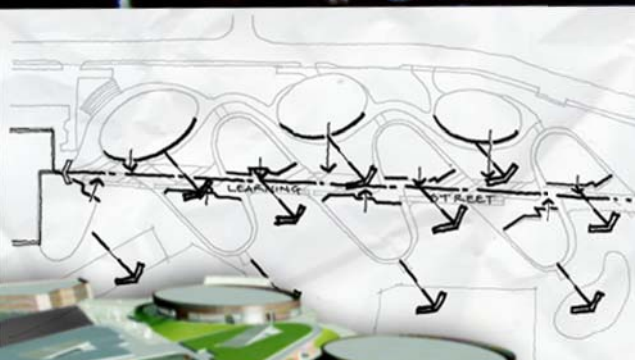
Discovery Heritage

The studio culture and environment is at the heart of the learning experience. Design studios are increasingly multi-mode spaces that are different things to different groups with different needs at different times. Both residential, inhabited space for intensive, cohort-base learning, and also temporary event-based learning space for coming together at key points, the studio is both a functional space for collaborative group-based learning, and an expression of the shared meaning and values that underpin a collective design education.

Our design values are based on the profound belief in the benefits of collaboration, and a rigorous and creative pursuit of art and technology. We progress by constant experimentation. The design studio should embody these ideals to create the future; to be fully conversant in dialogue, critique, and construction methods to understand the proprieties of materials and process, and to seek to test their limits; and to invent alternative ways of making, creating and plotting.

The design studio will harness these ideals, combined with cutting edge technology in its teaching and learning environments. A design studio that houses and propagates these activities must aim to do no less.

The studio shall feel like a free space. Busy, messy and noisy at times, organised and presentable at others. All working methodologies and process shall be visible with opportunities for discussion and display. The studio must allow the visual and verbal exchange of the developing process. Outward looking, the spaces will create a sense of wonder and discovery for all staff and students.



THE LIVING B
- Flexibility / Adapt
- Movement



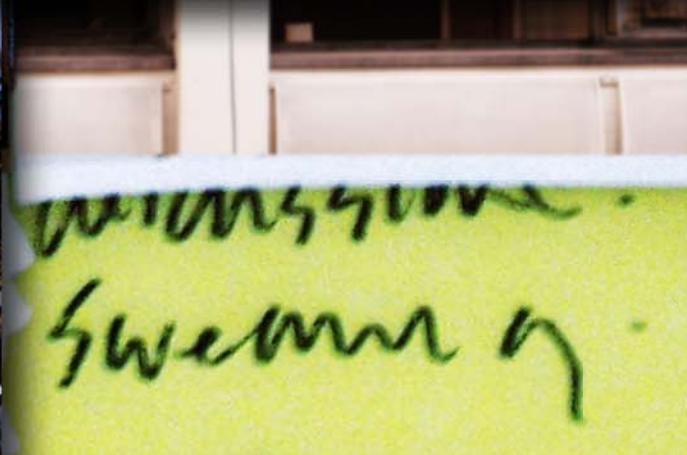
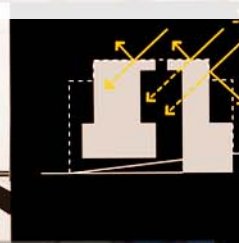
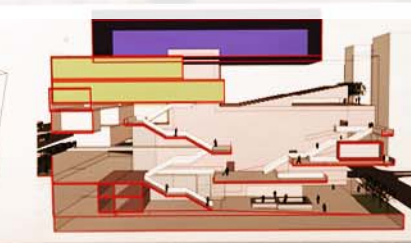
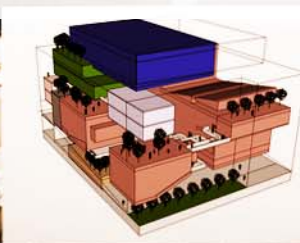
The Living Building


Deciduous

We will go beyond the limited idea of energy conservation to create a living building. The interdependence of comfort issues and the integration of building systems within a larger environmental context are well recognised. Daylight, natural ventilation, air quality, temperature, materials, acoustics and the well-being of people among them. Taking cues from nature, we shall create a 'deciduous' architecture for the senses, enabling adaption, reaction, interaction and exposure to the environment – and a laboratory and example for learning and understanding.

From the start of the design process, consideration in each step from the standpoint of fundamental planning, massing, volume and expression, materialisation and engineering. Potential strategies will be considered and evaluated for the project, intended to create strong identity and individual expression. Through this, a sustainable climate concept can be generated in which local conditions to micro-climate, form, material and engineering systems and new technologies shall be components of a well-orchestrated and overall holistic design.

Our aim is to create a comfortable, ecological, economical and high-value building and environment for teaching, researching, learning and playing. A living building with the highest possible comfort in the built environment with the lowest possible impact on the environment. An architecture for the senses, enabling interaction and exposure to the environment, not isolation. Increasing awareness – the building systems and features will be visible and on show for occupants and the public.





Capability and Process

Design should: respond to the brief; be of this age; appropriate to context; responsive to climate; economic of resource; and demanding of technology.

HASSELL is committed to a strong, interactive and collaborative team approach to all projects, and believes that the foundation of a successful project methodology lies in establishing an effective and open communication strategy. We are committed to working closely with key stakeholders from the outset and use a number of techniques to invoke discussion and feedback with key stakeholders and students alike. Examples could include hands-on exercises with working groups; web blogs, workshops, 3D modelling and large-scale presentations to provide opportunities for sharing and integrating facilities between the various user groups.

Our Design Leaders

HASSELL has assembled an outstanding team for this project. Utilising our local reputation, knowledge and resources combined with our best design talent, experience and leadership in education and research, our team members have gained a reputation in delivering exceptional quality outcomes on landmark projects both in Australia and internationally.

HASSELL Team: **Mark Loughnan**_Architecture / Principal-in-Charge; **Anna Fairbank & Paul Katsieris**_ Architecture / Principals; **Dean Thornton**_ Landscape Architecture / Principal; **Cassandra Chilton**_Landscape Architect / Senior Associate; **Ken Maher**_Peer Review / Chairman of HASSELL; **Scott Walker**_Interior Design / Principal; **Rob Backhouse**_Interior Design Peer Review / Managing Director of HASSELL; **Robert Owen**_Collaborating Artist

Consultant Team: **Transsolar Energietechnik GmbH**_Climate Engineers; **Arup Melbourne**_ Structure / MEP / Façade / Acoustics; **Chris Luebekman**_Futurist London; **Cundall_ESD**; **DEGW**_Briefing / Education Consultant.

Amongst our team are several University of Melbourne alumni who have an in-depth understanding of the campus and the University's vision for the Faculty of Architecture, Building and Planning.

Our Experience

HASSELL brings to this project an understanding of the sensitivity and complexity of higher education from over 50 years of experience.

Relevant Experience: **Multi-Purpose Building, SA**_ Flinders University / 2005 - 08 / 5,500 sqm, \$12m / **Kaurna Building, City West Campus, SA**_University of South Australia / 2003 - 05 / 5,869 sqm, \$12m; **Creative Industries Precinct, QLD**_Queensland University of Tech / 2001 - 04 / 19,000 sqm, \$49m; **Knowledge Based Research and Business Precinct, QLD**_Project Services / 2005 -10 / 60,000 sqm / \$285m; **University of the Sunshine Coast, Science Building, Sippy Downs, QLD** / 2004 - 06 / 4,100 sqm / \$9m **State Library of South Australia, Adelaide, SA**_ SA Department for Administrative and Information Services / 1999 - 2003 / 6,000 sqm / \$41.2m

Referee

Large Scale Commercial - Integrated Workplace Project / ANZ Centre 833 Collins Street, Melbourne VIC / **Ms. Jane Hamilton** / Head of Property / ANZ Banking Group / T: 03 9273 3867

For further CVs and consultant information go to: <http://hassell-melb.blogspot.com/>



MONUMENT

NIDA'S OPENING NIGHT
SULMAN AWARD WINNER

50



MONUMENT CELEBRATES 50 ISSUES
DURBACH BLOCK • ZAHA
CARUSO ST JOHN • DROST

Olympic Architecture Building



Patrick Bingham Hall



Ken Maher
2009 GOLD MEDALLIST



KEN MAHER 2009 GOLD MEDALLIST

architecture of engagement. Celebrating Ken Maher of the Institute's highest honour, with tributes by Lily Kelly, Helen Lochhead, Philip Thalis and Matthew...



MERIT

Merit

Three Australian Institute of Architects Gold Medals Over 450 Design Awards

HASSELL is one of two design practices to have 3 winners of the Australian Institute of Architects Gold Medal. This year, our Charmain, Ken Maher, was awarded the Australian Institute of Architects 2009 Gold Medal. Ken is now the third generation of HASSELL people to have been awarded the medal, following in the footsteps of John Morphett, former HASSELL Chairman and Managing Director, and Jack McConnell, a founding partner of HASSELL.

Recognition of our sustained and diverse output is illustrated by more than 450 design awards received from peer groups and industry bodies in Architecture, Interior Design, Landscape Architecture and Urban Planning. Over 60 of these awards are for culture and arts related projects, 30 for education related projects, 22 of national significance and 6 international awards. Of particular note are the Olympic Park Station and the National Institute of Dramatic Art (NIDA) in Sydney, both receiving the Sir John Sulman Award for Architectural Merit. Other examples include the 2006 Royal Australian Institute of Architects (NSW Chapter) Premier's Award for Parramatta Transport Interchange and the RIAA National Commendation for Public Buildings for the State Library of South Australia in 2004.

Relevant Awards include: **University of the Sunshine Coast, Science Building, Sippy Downs, QLD_2007** RIAA Queensland Regional Architecture Awards – Sunshine Coast Regional Commendation - Public Buildings; **Queensland University of Technology, Creative Industries Precinct, QLD** with FJMT_2005 RIAA Queensland Regional Architecture Awards - Commendation - Public Buildings; **UniSA, Karna Building, City West Campus, SA** with JWA_2007 IDA – Best of State for Commercial Interior Design / 2006 RIAA National Awards - Sir Zelman Cowen Award for Public Buildings / 2006 RIAA (SA) Awards – Award of Merit – New Buildings; **University of Adelaide, Santos Petroleum Engineering Building, Adelaide, SA_2003** RIAA (SA) Awards - Commendation Award - New Building; **Edith Cowan University, Joondalup Campus, Chancellery Building and Business School WA** with FJMT_2005 RIAA (WA) Awards – Commendation – Civic Design; **Swinburne University of Technology, David Williamson Theatre, Prahran Campus, VIC_1996** RIAA (Vic) Awards - Award of Merit - Institutional Alterations and Extensions; **UniSA, Hawke Building, City West Campus, SA_2008** RIAA (SA) Awards – Jack McConnell Award for Public Architecture / 2008 RIAA (SA) Awards – Award of Merit - Interior Architecture; **National Institute of Dramatic Art (NIDA) Sydney, NSW_2002** RIAA (NSW) Awards - Sir John Sulman Award for Architectural Merit; **Roma Mitchell Arts Education Centre, Adelaide, SA_2001** RIAA (SA) Awards – Award of Merit – New Building

For further publications go to:
<http://www.hassell.com.au/>

(inside)



Architecture Australia



Sydney swimming
Brearley Middleton houses
Remote housing
Kerstin Thompson's gradient architecture
Adelaide urbanism