

Meeting Notes 7-22-11

Notebook: THESIS

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MEETING NOTES THESIS 2011 | Marta Galek

Location: Harrington College of Design

Date/Time: Friday, July 22, 2011, 4 PM

Participants: Marta Galek, Daniela Ghertovici, Kiley Elfring, Patrick Grzybek, Lou Raia

Notes/Comments on current state of project:

Blue: my answers

Green: presentation comments

Magenta: Design comments

- How do you choose which classrooms get the SeeYond wall system?
 - **My answer:** depending on the activity in the classroom, as well as adjacent classes, this is determined through the adjacency diagram
- **Need a simpler diagram - need a 3D massing diagram, no squiggly lines, very clean & simple**
- Networked & culture: Traditional vs Progressive classroom (when talking about Montessori, do not say it is a "New" method)
 - Mention WHY Montessori Method is successful, why I am using it & referring to it at all
- **Change 'IDEALISMS' tab to say 'IDEALS' - improper grammar**
- **Design Program lineage chart:**
 - Education does not EQUAL Nature, Education NEEDS Nature
 - Expression of Montessori is redundant
 - Must read 1:1, in all directions
 - **Words should be buzz words**, should be referred to in the design
- **Form studies about Zaha Hadid & Smith Group** should be ONE slide, and they ARE not CASE STUDIES, they are **Form studies**
- **Topography** is not convincing yet - must be defined, and explained
 - Input Thesis Prep images of layering - say that it is a **topographical approach to layering spaces**
 - **Experiments leading up to final:** mention and show the progress/change of where I am at now
 - WHY did I change/reject the ideas?
 - Was a powerful representation of environment of a building & its systems
- **LIGHT & WIND:** When I started, I looked at wind & how light got into the building
 - Shape & positioning of the building - rationale
 - **How does it relate to the shape?**
 - Solar - building is too similar for this (**it is actually stacked & rotated - will show in next presentation**)
- **SCALE:** must be scaled down for the building, must have people in it to determine the size
 - Too much circulation, scale relating to an over-sized space (i.e. Airport, etc)
 - Proportion too huge
 - What is the relationship of the circulation space to the actual classrooms?
 - What if Multi-Purpose space spilled out into the exterior? (**It does, it is meant to be a stage for the community**)
 - Multi-Purpose area could be the 'Private' space - a play on the juxtaposition between public & private space
- **Connection to U. of Chicago & Museum**
 - Why is this important? (**connection to points of knowledge and history - overlay this with Thesis Prep research**)
- **CODES:** Make sure the bathroom quantity is per code
 - Stairs & elevators
 - Egress
- **3D Design:**
 - **Put internal cameras**, so you get a view into the spaces designed
 - Input scaled people into the spaces
 - Must be shown right away, so viewer can follow along and relate to the scale
 - Needs to be understandable: **not just FORM, but a look at natural systems blended with the learning environment**
 - How is the shape working with the sun? (**I will demonstrate in EcoTect - the sun path, as I did in Thesis Prep**)
 - **Show the Build-up & connection of the design**
 - **Deploy the roof I did in Thesis Prep (as demonstrated by the wind pattern study)**
- **A lot less writing on Slides:**
 - Must be natural, flowing presentation - DO NOT READ OFF OF SLIDES, More Spoken, less writing
- **FLUIDITY**
 - **How does this relate to the physical design?**

- Through the organic nature of the plan, as well as the positioning of the classrooms in relation to each other
- **Presentation Design:**
 - Look at InfoGraphics to relay the information in a clean, understandable way, using graphics
- **PAPER:**
 - How do you move through the space: PREFACE
 - Do an assessment of what I am going to write, bu using the following methodology:
 - Say what you are going to say, Say it, Say what you just said
 - Good way of navigating the reader, giving them breaks in between
- **SURVEY:**
 - Mention statistics from the survey, only when they relate to the design
 - For example, "clients preferred a less rigid space than a traditional classroom layout" - so that it is not specifically saying that the U-Shape layout is the end-all & BEST layout
- **SYSTEM:**
 - Enabling a different learning environment
 - Ecological system with a school system
 - Diagrams of waves: not showing well, and unclear
 - If there are two variables, must see a third outcome of the blend of these two categories
 - Show them separately first, with no words, then combine them together