



A Future for the Already Built

output: Other

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Sanderson

Output Details

This research unpicks an emergent pedagogic approach in architectural education, through the case study of a series of projects undertaken by the Continuity in Architecture atelier and Manchester School of Architecture.

This new pedagogy applies the 'design thinking' that occurs in the atelier to the 'Wicked' (Rittel & Webber, 1973) problem of the 'already built', revealing the outward facing potential of Problem-Based Learning (Barrows, 1985, 1986, 1992) and a new form of Live Project.

RESEARCHER:

Laura Sanderson

TITLE:

A Future for the Already Built: A Pedagogic Approach to a 'Wicked' Design Problem

TYPE OF OUTPUT:

Other

DATE OF OUTPUT:

2017-2020



300 Word Statement

This portfolio details projects undertaken by Continuity in Architecture, drawing on 25 years of research-informed teaching. The research is original and presents a previously unexamined, outward facing mode of Problem-Based Learning and its application to 'wicked' problems – specifically those of finding new futures for the already built. The main focus of the portfolio is an invited, funded (£15,000) collaboration on the Historic High Street in the Heritage Action Zone of Rochdale, with earlier work examining The Way We Live Now in Bakewell also referenced.

The insights presented are significant and useful to audiences beyond academia. On a local level, the students Problem-Based findings have been presented in important exhibitions and published into design guides, generating new and useful ideas about place which have directly influenced future policies for development.

Findings were synthesised beyond the academic year to be included in work being undertaken around the Borough's Railway Stations by urban planners Broadway Malyan in a project for 7,000 new homes, offices and an £11m cycle corridor. Another connected satellite project includes an innovative collaboration with Heritage Schools (Historic England) which explored design thinking in local school children, scaffolded by the earlier work of the architectural students.

The rigour of the research has been tested in a series of peer reviewed conferences (AMPS Derby, IPM+MSA Manchester, ReHab Braga, AMPS New York), leading to a published chapter (2017) and being referenced as part of the Heritage Action Zone Development in an article published in 'Discovery, Innovation and Science in the Historic Environment Research' (Issue 14), published by the Heritage and Policy Body, Historic England.

Pedagogic findings led to the recent invitation by Routledge to edit the upcoming book titled 'Emerging Practices in Architectural Pedagogy: Accommodating an Uncertain Future' (Stone & Sanderson [eds], 2021); a publication which introduces new thinking in architectural education.

Research Process

This research unpicks an emergent pedagogic approach in architectural education, through the case study of a series of projects undertaken by the Continuity in Architecture atelier and Manchester School of Architecture.

Research Context:

1. Design Thinking

Richard Buchanan explains that *'despite efforts to discover the foundations of design thinking in the fine arts, the natural sciences, or most recently, the social sciences, design eludes reduction and remains a surprisingly flexible activity'* (Buchanan, 1992: 5).

In his definition of design as a *'new liberal art of technological culture'* (Buchanan, 1992:5), Buchanan goes on to discuss a type of *'thinking that can be shared to some degree by all men and women in their daily lives'*

(Buchanan, 1992: 8). Design and scientific problem solving are vastly different; scientific understanding generally leads to a logical and concrete solution, while more artistically orientated problem solving can generally be compared with the deciphering of a riddle (Schurk, 2012: 73). Within all research, but especially research-through-design there is a fundamental difference between understanding and examining. Understanding is based upon a comparison, while examining requires a penetration of the object; which is more profound. Design is not a linear process; it is a cyclical

practice that continually evolves, using informed research to make design decisions that in turn creates the need for further investigation; *'... like all systematic educational and instructional design processes - cyclical in character: analysis, design, evaluation and revision activities are iterated until an appropriate balance between ideals ('the intended') and realisation has been achieved'* (Plomp, 2013: 17).

In architectural education, as in other design subjects, we endeavour to teach *'design thinking'*.



Fig 1. Rochdale Bath House, Ives + Zhou : Continuity in Architecture (2019).

Research Context:

This is a natural fit with the pedagogies of Problem-Based Learning or PBL (Barrows, 1985, 1986, 1992), which should not be confused with problem solving. In PBL it is often the 'discussion around the problem that is the valuable learning experience, rather than solving the problem itself' (Roberts, 2007: 1). PBL is generally consistent with a Constructionist (Vygotsky, 1962; Bruner, 1966; Bandura, 1977; Lave, 1990) approach to teaching,

characterised by Duffy and Savery as being a philosophical view with three primary propositions; (1) Understanding is in our interactions with the environment, (2) Cognitive conflict or puzzlement is the stimulus for learning and determines the organization and nature of what is learned and (3) Knowledge evolves through social negotiation and through the evaluation of the viability of individual understandings' (Duffy & Savery, 1996: 1).

To a certain extent, the architectural model of the 'design studio' is naturally Problem-Based, however research into PBL and architecture tends to focus on other 'peripheral' modules like technology and humanities (Banerjee & De Graff, 1996; Bridges, 2006; Roberts, 2007). Furthermore, the use of Problem-Based investigations as an outward facing opportunity have not been investigated in either architectural education or other disciplines.

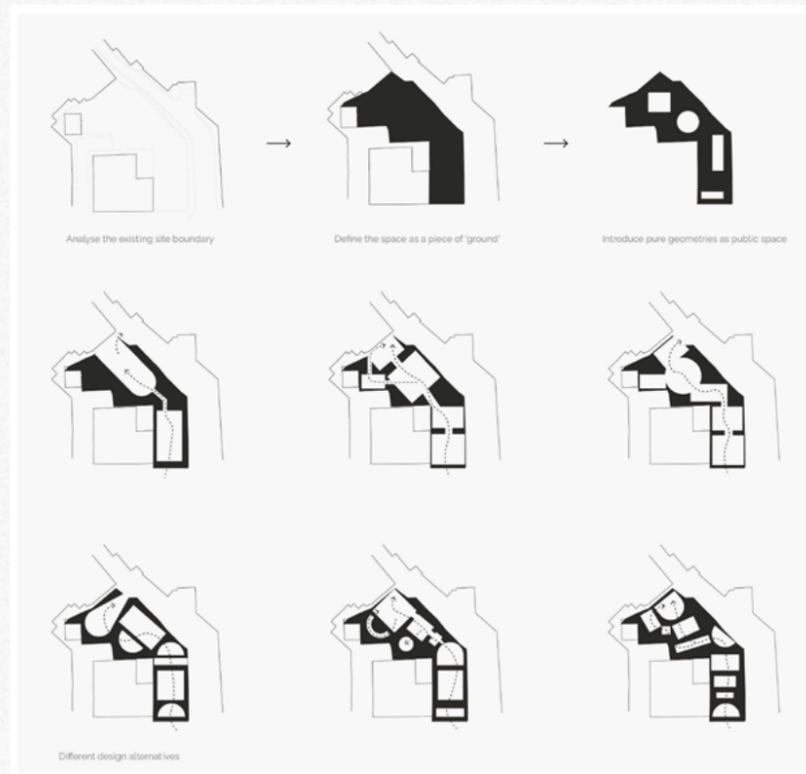


Fig 2. Ives + Zhou : Continuity in Architecture (2019).



Fig 3. Design Thinking, King + Stevenson : Continuity in Architecture (2019).

Research Context:

2. 'Wicked' Design Problems

Formulated in the 1960's by Horst Rittel as a response to trends which defined the design process as a step-by-step model, 'Wicked' problems are problems that can be resolved but cannot be solved, 'at best they are re-solved, over and over again' (Rittel & Webber, 1973: 156).

'Wicked' problems are loosely defined by briefs and mandates (most commonly those of social interest) which are 'ill formulated, where the information is confusing,

where there are many clients and decision makers with conflicting values, and where the ramifications in the whole system are thoroughly confusing' (Rittel in Buchanan, 1992: 15).

These problems seek an equally complex and often multidimensional approach which many professionals do not have the time or resource to effectively deal with in practice, even as part of multi (or even trans) disciplinary teams.

It could be argued that all design problems, to an extent are 'Wicked'

although the term is most commonly used with those that are complicated by layers of social complexity. Buchanan in his seminar text 'Wicked Problems in Design Thinking' concluded that '...design problems are "indeterminate" and "wicked" because design has no special subject matter of its own apart from what a designer conceives it to be ... this sharply contrasts with the disciplines of science, which are concerned with understanding the principles, laws, rules, or structures that are necessarily embodied in existing subject matters.' (Buchanan, 1992: 16)



Fig 4. BIMBY Mapping Bakewell : Continuity in Architecture (2016)



Fig 5. BIMBY Map of Bakewell : Continuity in Architecture (2016).

Research Context:

One of the most pressing and 'Wicked' concerns for our twenty first century society is the challenge of the huge stock of existing buildings and complex 'constructed sites' (Burns, 1991) that have outlived the function for which they were built. Their worth is well recognised and the importance of retaining them has been long debated, but if they are to be saved, what is to be done with them?

This idea is discussed by architect John Tuomey who says that 'when we say that we think of a building as a permanent thing, that is not to say it must stand intact forever or that it cannot be changed' (Tuomey, 2004: 27), going on to invoke Seamus Heaney, who 'has described one function of memory as a kind of disassembly and remaking of the past in which parts of our history are dismembered in order to be remembered in a way

which is useful to our present' (Tuomey, 2004: 27). Creating a place specific, appropriate and sustainable future for our towns and cities is a complex problem, which is most pressing in places where residents are keen to maintain the 'status quo', a stand-point which architect Elizabeth Timme argues, 'makes them vulnerable to developers hawking images of "contextualism"' (Timme, in Roberts [eds], 2016: 47).



Fig 6. Notable Buildings in the Heritage Action Zone of Rochdale: Continuity in Architecture (2019).

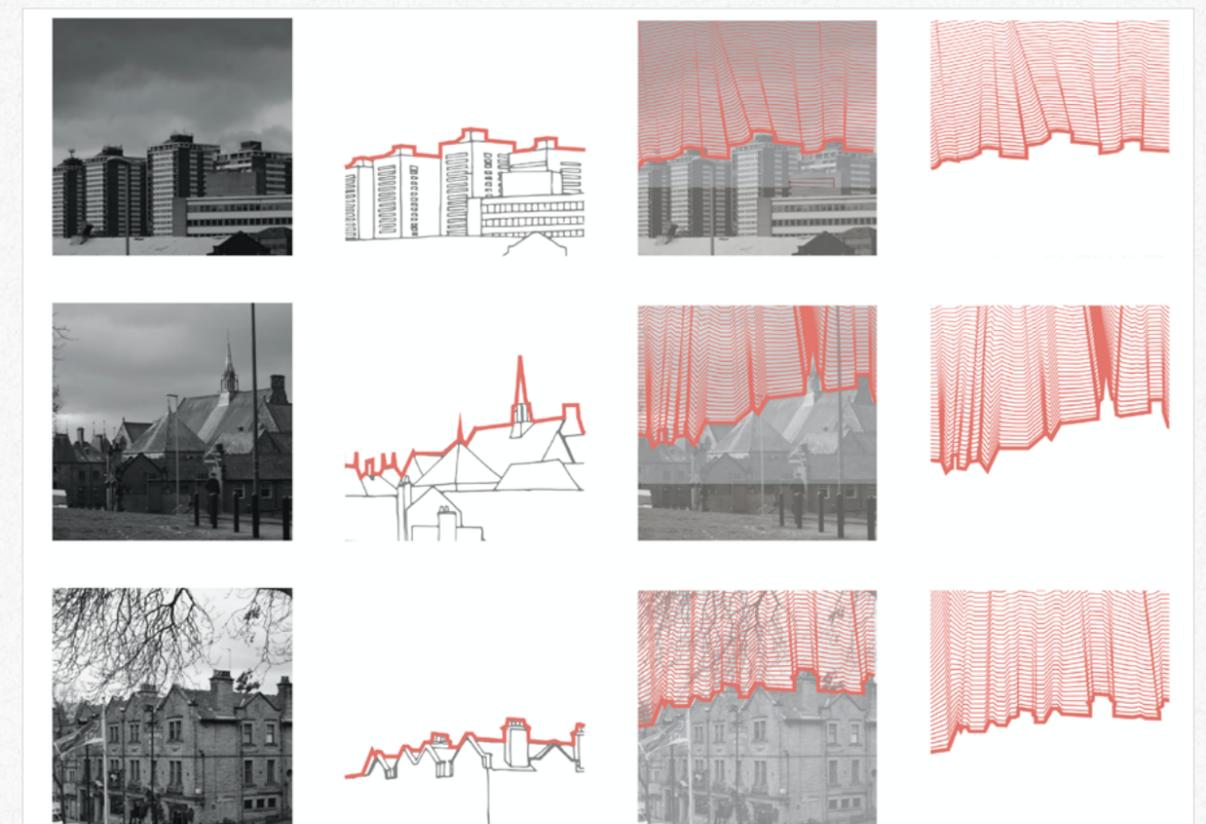


Fig 7. Unlocking the Problem, Anderson + Voglander : Continuity in Architecture (2019).

Research Context:

3. Continuity in Architecture

Sally Stone, Laura Sanderson and John Lee share a research studio, Continuity in Architecture (1993 –) which specialises in the design of new buildings and public spaces within the historic city and interventions within existing structures.

Continuity in Architecture place themselves amongst a number of varied contemporary practitioners who discuss the synthesis of situation as the basis for new interventions into 'constructed sites' (Burns, 1991)

and existing buildings. Their notable work in this field led to the commission by Routledge to bring together key essays [including Schumacher, Rowe & Koetter, Boyer and Cullen], building case studies [including Munster City Library, Universita Luigi Bocconi, SESC Pompéia and the Red House], transcribed conversations [including An Fonteyne, Mark Pimlott, Flores & Prats Arquitectes and MAP Studio] and academics [including Bie Plevoets (Hasselt), Markus Berger (Rhode Island) and Bryony Roberts (Columbia)] into a book titled 'Remember Reveal Construct:

Reflections upon the Contingency, Usefulness and Emotional Resonance of Architecture, Buildings and Context' (Stone & Sanderson, 2021).

In recent years, Continuity in Architecture have worked on the application of these principles in collaboration with the local communities, especially those surrounding the city of Manchester. In the teaching studio, the atelier operates with a Problem-Based approach where students are set an open-ended problem to create an explicit relationship with environment, circumstances and history, through architecture.



Fig 8. A Home for All Seasons in Bakewell, Parkinson + Tyskland : Continuity in Architecture (2017).

Research Context:

The 'programme' of the space is not defined and the students are expected to generate a proposal through their understanding of the needs of the place. This is a departure from the idea of a 'Live Project' as the students are not expected to simulate practice or find a 'solution' but instead to create new contextual findings through their own design thinking. This unique pedagogic approach uses a series of 'wicked' problems faced by real collaborators with respect to the existing built fabric

of their towns. These problems give a richness to the architectural curriculum which would not be possible with a 'traditional' brief to produce a given building on a given site. The methodology has developed over a number of years working closely with live collaborators in the form of Local Authorities and Local Community Interest Groups, with each iteration of the approach rigorously tested at peer reviewed conferences.

Over the years it has become easier to find collaborators willing to be surprised by the answer that a site might generate, and able to understand that there is more value in the 'design thinking' than in the proposal. In recent years the 'wicked' problems explored by the atelier have included; Seasonality in Cartmel, Housing in Bakewell and over the past two years the Future of the Historic High Street in Rochdale (2018-2019) and Shrewsbury (2019-2020).

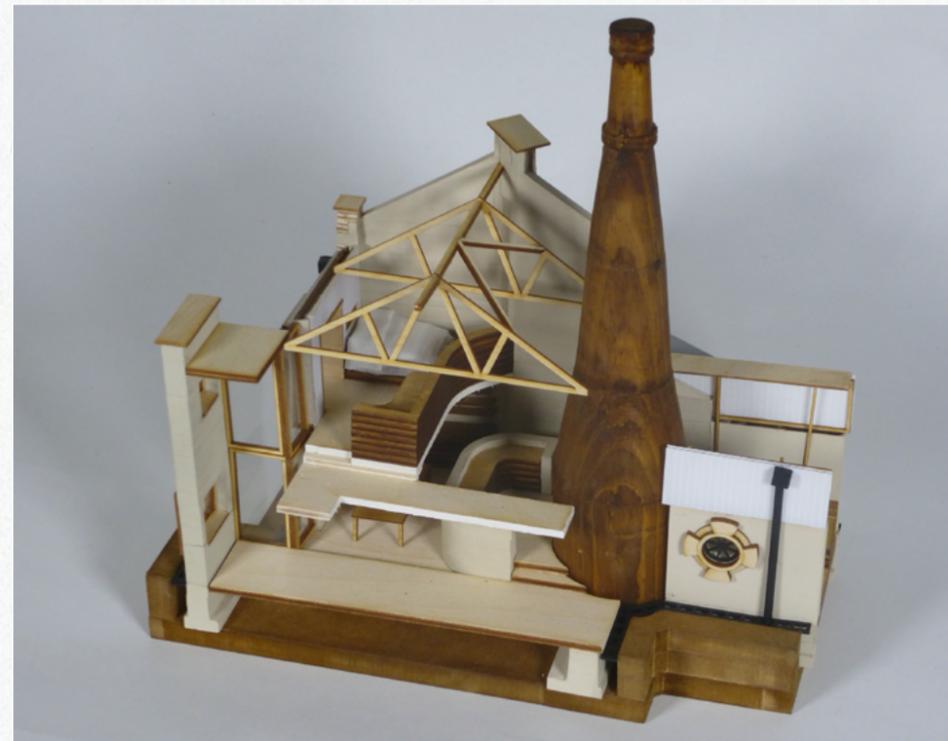


Fig 9. Project for a Iterative House in Bakewell, Mitchell : Continuity in Architecture (2016).

Research Methods

In the 2018 – 2019 academic year, Continuity in Architecture applied their approach to the small town of Rochdale, conducting funded research in the, Historic England empowered, Heritage Action Zone working with the Local Council on the Historic High Street. The future of the UK 'High Street' is a question dominating many arenas of British research. Two notable reports were published in December 2018; the 'High Street Report' and the Institute of Place Managements 'High Street 2030: Achieving Change' as well as major funding opportunities including the Ministry of Housing, Communities and Government's 2019 'Future High Streets Fund'. A key challenge is that retail, banking, estate agents and travel agents have been disrupted by technological change, which has led to the withdrawal of these functions from the High Street. This has left voids and vacancies. In Rochdale, the Heritage Action Zone status has allowed the council to develop proposals for truly forward-thinking ways for the development of the Historic High Street and this is where the collaboration with Continuity in Architecture was founded.

Students were set this problem and began with the synthesis of situation. Based upon an analysis of the found material, the students were asked to change the situation in some way. This was an act of transformation based upon the attributes, qualities and character that they had discovered. They were not yet to design a functioning building, but instead to discuss the qualities of how something can fit into the urban pattern (or existing building) and become part of the urban environment. This actually reverses the more normal form follows function argument, it turns it upon its head, for now, the form of the new elements is dependent upon the form of the existing, so it is not form follows function, but form follows form. This process reveals the true character of the place, it shows how the found qualities have stimulated something new, something that in a way for the moment, completes the place. As the design develops, the true function of the project will reveal itself; the actual programme will be generated through the understanding of the needs of the place.

The unique application of the Problem-Based approach was significant in Rochdale and provided insights for both architectural pedagogy and the town. The learning objectives of the course were different from the objectives that might have been set in a traditional client brief - either to an appointed architect or in an educational 'Live Project' designed to simulate practice. This allowed the students to explore the problem more completely. The 'design thinking' applied to the problem of the Historic High Street in Rochdale led to a significant exhibition and published catalogue, synthesised and published contextual and pedagogic findings and invitations to do further consultation work in the Borough, documented in the following timeline and dissemination details.





Project Inception (May 2018)
 Continuity in Architecture invited to undertake funded (£15,000) research in the Rochdale Heritage Action Zone (Historic England, 2017) in collaboration with the Local Council and Rochdale Development Agency. Sites of interest were highlighted and the academic year planned out.



Bell Street (October 2018)
 Students begin work by examining place through a specific installation on a small site bounded by Bell Street and Baillie Street in Rochdale Town Centre. The challenge was to create public realm to link the town to the riverside.

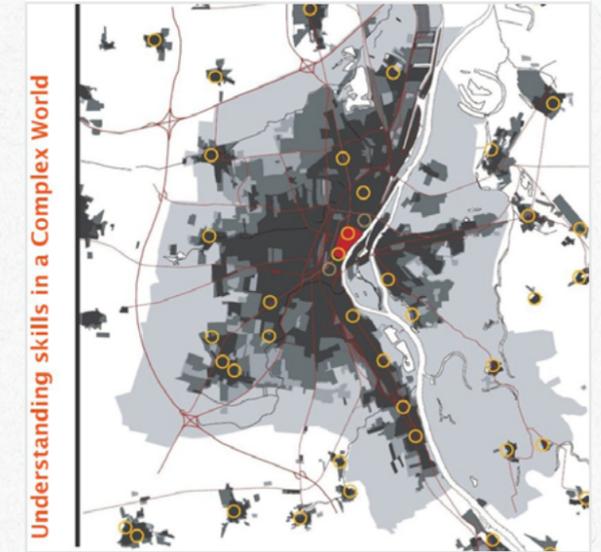


The Wider Site (November 2018)
 Students used their findings on the first project to complete wider analysis in Rochdale, not limited to the following four sites of interest (1) The Railway Station, (2) The Retail Park, (3) Champness Hall, (4) Fashion Corner and Waterside Mill.



Rochdale Reimagined (June 2019)
 Work from the completed projects was disseminated through an exhibition of drawings and models at Rochdale Central Library which was opened by the Mayor. Running for two months, the exhibition garnered public opinion through pointed comment cards.

Education, Design and Practice



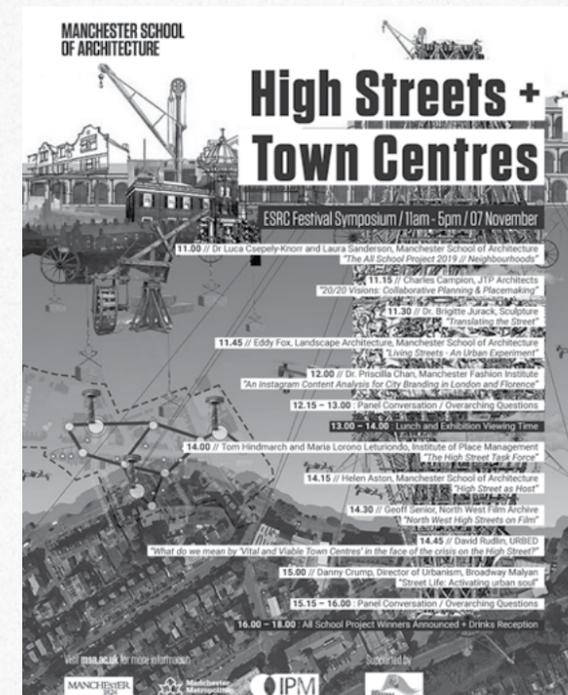
Conference (June 2019)
 Worked presented in a paper titled "Small Settlements Research Projects" at the AMPS (Architecture, Media, Politics, Society) conference on 'Education, Design and Practice - Understanding Skills in a Complex World' in New York.

2018

2019

Process of discovery

May 2018 - June 2019



Future High Street Fund (August 2019)
 Rochdale Borough Council names as one of 100 towns in the UK to benefit from part of the £1 billion Future High Streets Fund [Continuity in Architecture were not directly involved with this bid – cited for context only].

AJ Student Prize (September 2019)
 Continuity in Architecture students Courtney Ives and Yiting Zhou won the AJ Student Prize for their work in Rochdale. They explored figure ground as a methodology to create ideal forms, which were then translated into urban artefacts as a new roofscape to echo the industrial past.

High Street Special (September 2019)
 Project presented in the IPM + MSA Research Seminar Special on the High Street. Event curated by Laura Sanderson and Luca Csepely-Knorr in collaboration with the Institute of Place Management to bring together leading research on the High Street being undertaken at MMU.

Design Awards (October 2019)
 Continuity in Architecture invited to be part of the judging panel for the Rochdale Borough Design Awards alongside Local Councillors and urban planners Broadway Malyan. Image above of the winning project, The Strand in Kirkholt.

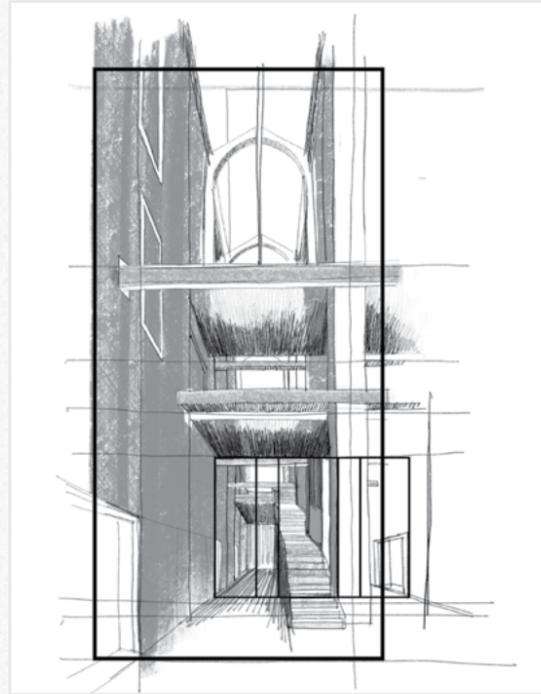
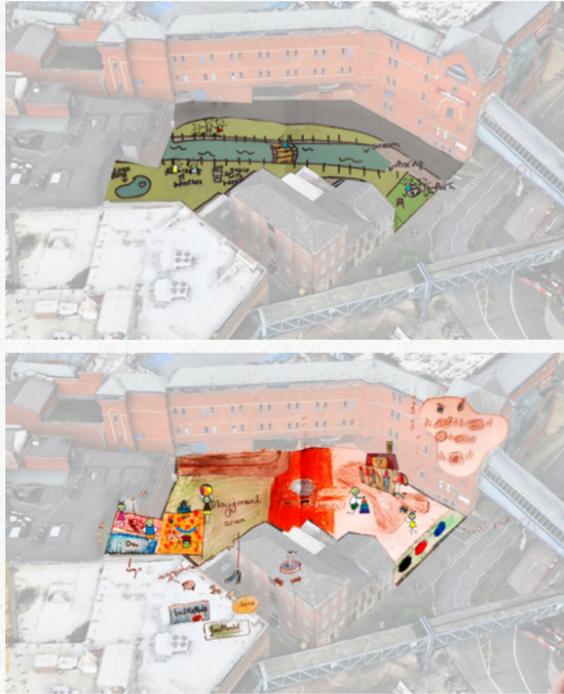
ESRC Festival (November 2019)
 Laura Sanderson and Luca Csepely-Knorr hosted an ESRC Funded Symposium to create discourse between academia and the profession on 'High Streets + Town Centres'. Project in collaboration with the Institute of Place Management.



Process of discovery



August - November 2019



Heritage Schools (December 2019)
Continuity in Architecture commissioned to do funded (£5000) work in three local schools, looking at the same five sites the architecture student studied a year earlier, in collaboration with Heritage Schools (Historic England) and Rochdale Development Agency.

Editorial Invite (January 2020)
Completed and peer reviewed paper accepted for publication following the 'Education, Design and Practice – Understanding Skills in a Complex World' conference. Invitation to edit a publication of six of the papers into a Routledge book.

Cited (February 2020)
Cited in 'Heritage, place-making and co-operative connections in central Rochdale' by Johanna Roethe + Kaija-Luisa Kurik, Published in 'Discovery, Innovation and Science in the Historic Environment Research', Issue 14, Historic England Autumn / Winter.

Bridging the Gap (April 2020)
Book proposal completed for Routledge titled 'Bridging the Gap: Emergent Ideas on Architectural Pedagogy and Practice', containing peer reviewed chapters from international academics dealing with pedagogy and problems the 'real world'.

Calder Valley Rail Corridor (May 2020)
Invitation from urban planners Broadway Malyan to contribute to Rochdale Council's project to redevelop land around its five stations to create 7,000 homes, 2.5m sq ft of commercial space and an £11m cycle corridor.



Process of discovery



December 2019 - May 2020

Research Insights

Victor Margolin suggests that 'design is continuously inventing its subject matter, so it is not limited by outworn categories of products. The world expects new things from designers. That is the nature of design'. (Margolin, 2002: 88).

This research set out to ask four important and pressing questions:

- (1) How can research-through-design projects inform the future of the already built?
- (2) How can the 'design thinking' that takes place in the academic atelier be utilised in solving real and 'Wicked' (Rittel & Webber, 1973) problems?
- (3) Does this outward facing Problem-Based Learning, present a new form of Live Project?
- (4) Where does this approach sit in the 'Research : Teaching Complex' (Haslett, 2009)?



Fig 10. Multigenerational Housing, Ahmed + Hatami : Continuity in Architecture (2019).

Research Insights

Through the examination of a specific project by the Continuity in Architecture atelier and contextualised in key literature, this internationally disseminated research gains significant new insights into an emergent pedagogy, contextualised in key literature on Design Thinking (Buchanan, 1992; Plomp, 2013), Problem-Based Learning (Barrows, 1985, 1986, 1992; Banerjee & DeGraff, 1996; Bridges, 2006), Research-Through-Design (Schurk, 2012, 2015), Wicked Problem Theory (Rittel and Webber, 1973) and the Research : Teaching Complex (Griffiths, 2004; Roberts, 2007; Haslett, 2009).

It was noted that 'Wicked' problems (broadly) and the Future of the Already Built (specifically) were entirely appropriate vehicles for educating architects; theoretically rich enough to meet the academic objectives of the course, yet practical enough to meet the requirements of the profession. Projects in architectural education with a tangible output have been catalogued as 'Live Projects' for the last few decades, however a 'Live Project' does not necessarily operate with a Problem-Based pedagogy.



Fig 11. Made in Rochdale, King + Stevenson : Continuity in Architecture (2019).

Research Insights

By simulating 'practice', they seek to find an answer, a product, a building, a realizable entity. However, and stated perfectly by Mimi Zeiger, 'with the power of "both/and" – that is, Live Projects embrace the best of design speculation, sociological strategies, and construction techniques – comes the spectre of "neither/nor" – that these projects are compromised by their lack of trajectory within an avant-gardist pursuit' (Zeiger, in Harriss & Widder [eds], 2014: xxv).

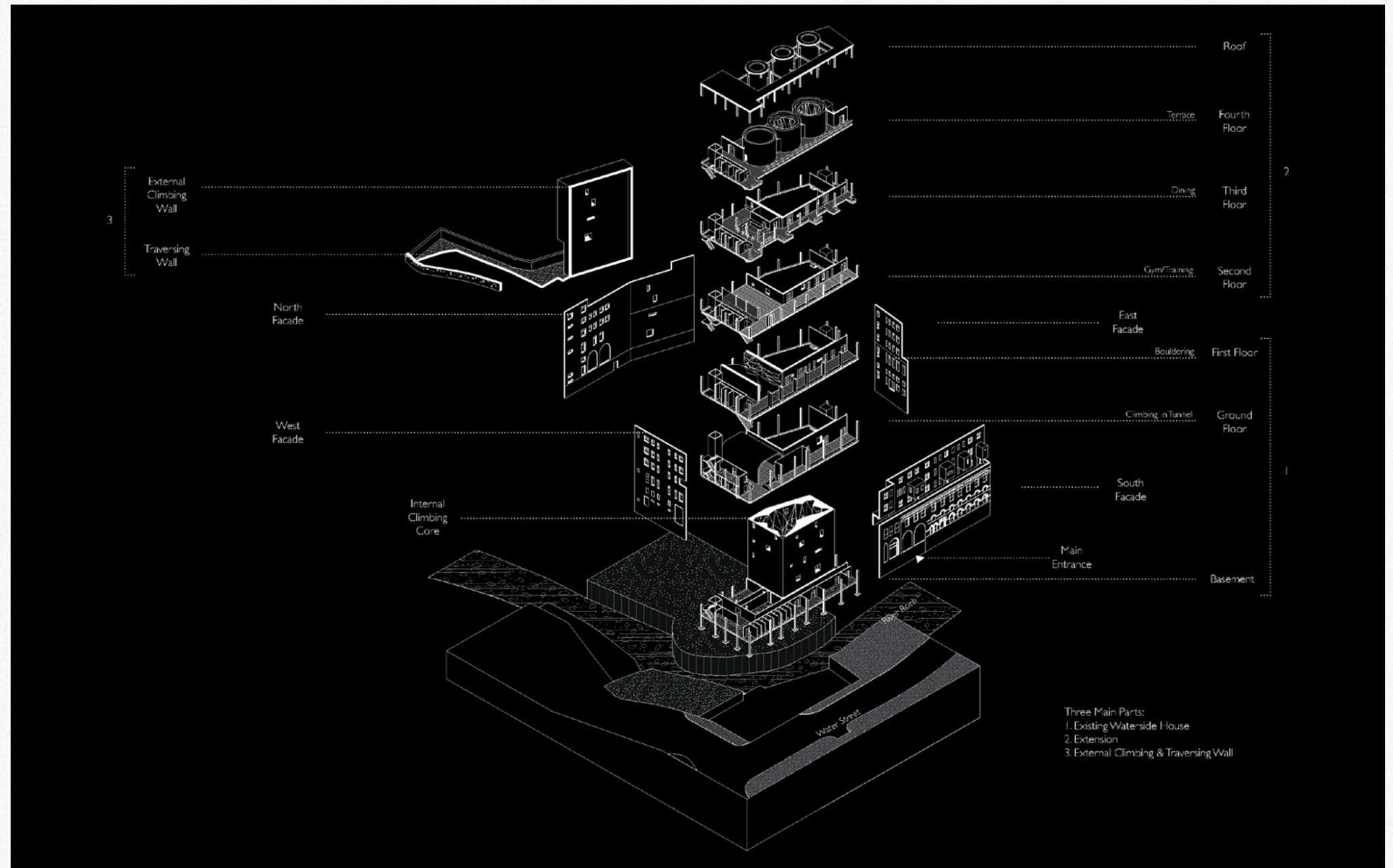


Fig 12. The Climbing Wall, Yang : Continuity in Architecture (2019).

Research Insights

Through the alignment of the 'design thinking' that takes place in the atelier with the problems of real collaborators, it is possible to find solutions which might not otherwise have been imagined. By setting a 'problem' where the outcome is not altogether tangible, rather than a 'project' where the client has specified requirements, this research has highlighted a new line of thinking. The students benefit from the real implications of their work whilst not being limited by the 'right answer', which is intrinsically Problem-Based.

There is further work to do on the definition of this type of pedagogy and its place on the 'Research : Teaching Complex' (Griffiths, 2004; Roberts, 2007; Haslett, 2009), although it is evidenced that 'students value being able to participate in the research process as well as recognising that they were working within what they considered to be cutting edge research, rather than being passive observers of it' (Roberts, 2007: 17).

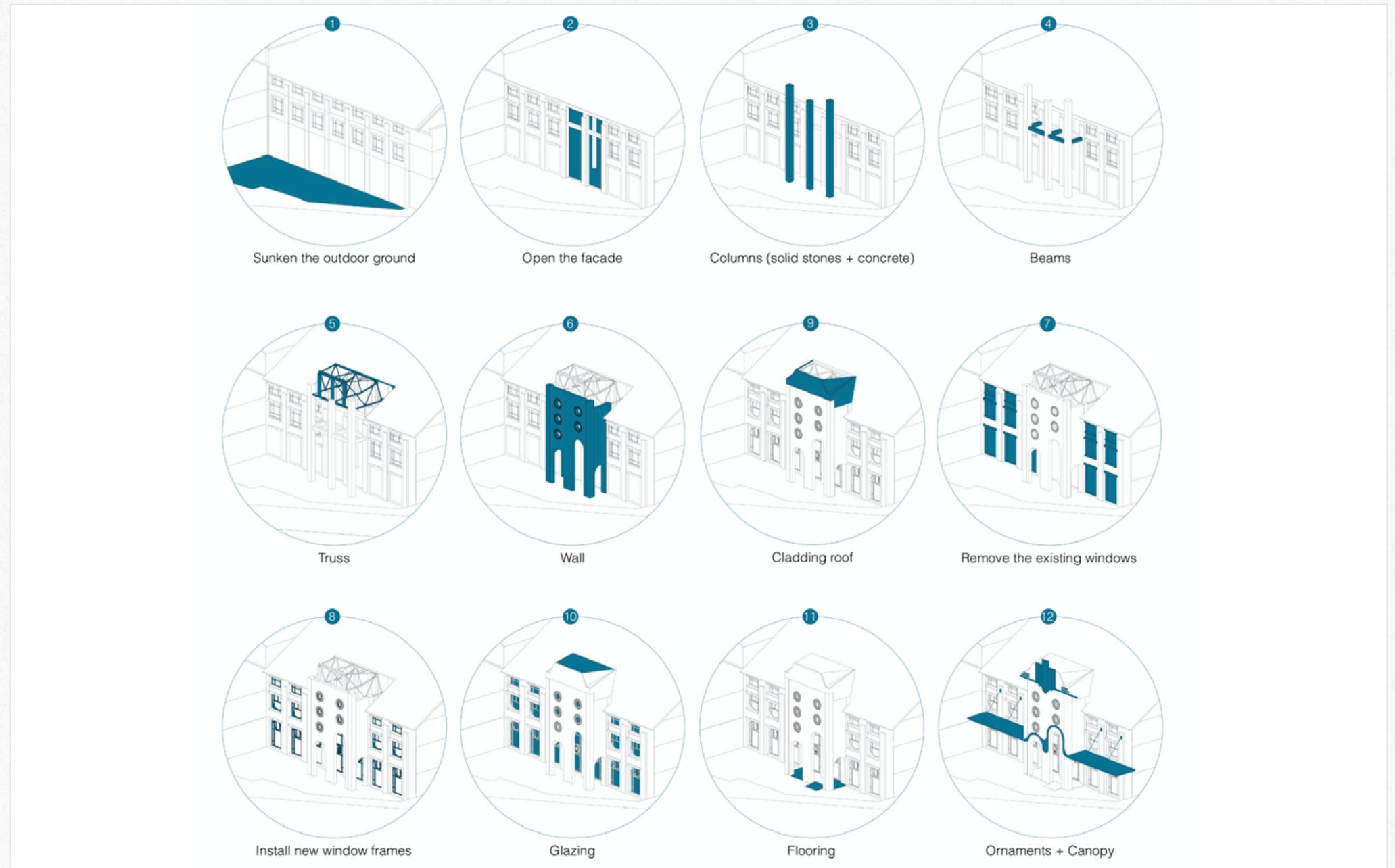


Fig 13. Champness Hall Façade Construction, He : Continuity in Architecture (2019).

Research Insights

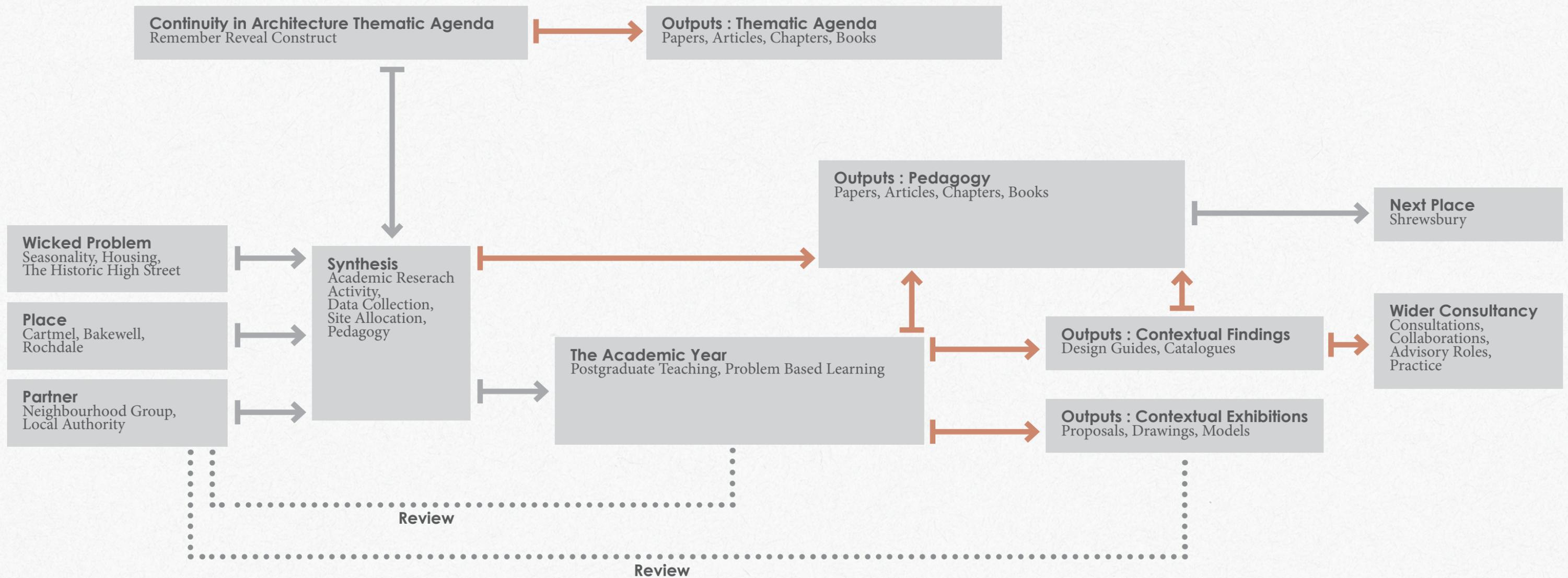
Continuity in Architecture have a motto for their architectural response; "Remember, Reveal, Construct". Remember the characteristics of the site, look closely at the attributes, explore the nature of what is there, examine the place and find out what it is saying. Reveal the situation, analyse the findings of the investigation and discover what it means. Use these to exploit the very qualities of the situation. Construct new elements that are appropriate to the situation, that heighten the experience of what is there, that become part of the continual evolution of the place. The RIBA Gold Medal winning architect Shelia O'Donnell refers to this process as: 'applying a twenty-first century layer of archaeology' (O'Donnell, in Brooker & Stone, 2004: 239). As evidenced in this research, the 'design thinking' generated in the school of architecture 'atelier' has the potential to create impact both locally and internationally, from catalogues and exhibitions to workshops which encourage children to think about the heritage of the place they live, to academic conferences and invitations to collaborate on projects that will shape the town for years to come.



Fig 14. Rochdale Railway Station Building ReUse, Aveyard + Gonzalez Vega : Continuity in Architecture (2019).

Dissemination

The connected modes of dissemination for the Continuity in Architecture Atelier are described in the following diagram:



Dissemination

1. Peer reviewed papers

New Modes for Teaching and Learning within Historic Settlements.
Lee, J. and Stone, S. (2017)

ReHab

Link to [Paper](#).

Conservation: A Future Orientated Movement Focussing on the Past.
Stone, S. (2019)

Conservation/Consumption: Preserving the Tangible and Intangible Values. EAAE 2019.

Link to [MMU Website](#).

Small Settlements Research Projects.
Stone, S., Sanderson, L., & Lee, J. (2019)

Presented at AMPS Conference: Education, Design and Practice – Understanding Skills in a Complex World, New York, 17-19 June, 2019.

Link to [MMU Website](#).

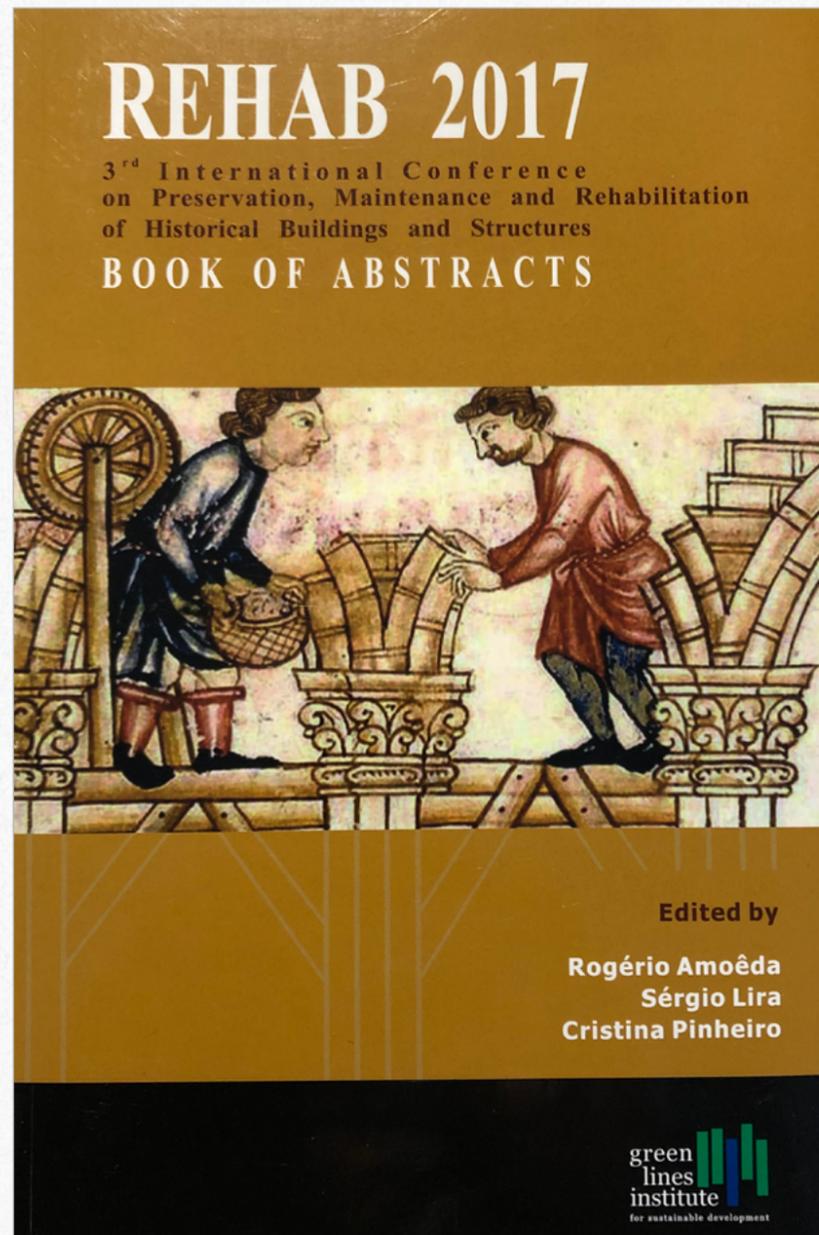


Fig 15. ReHab 2017 Publication : 3rd International Conference on Preservation, Maintenance and Rehabilitation of Historical Buildings and Structures.

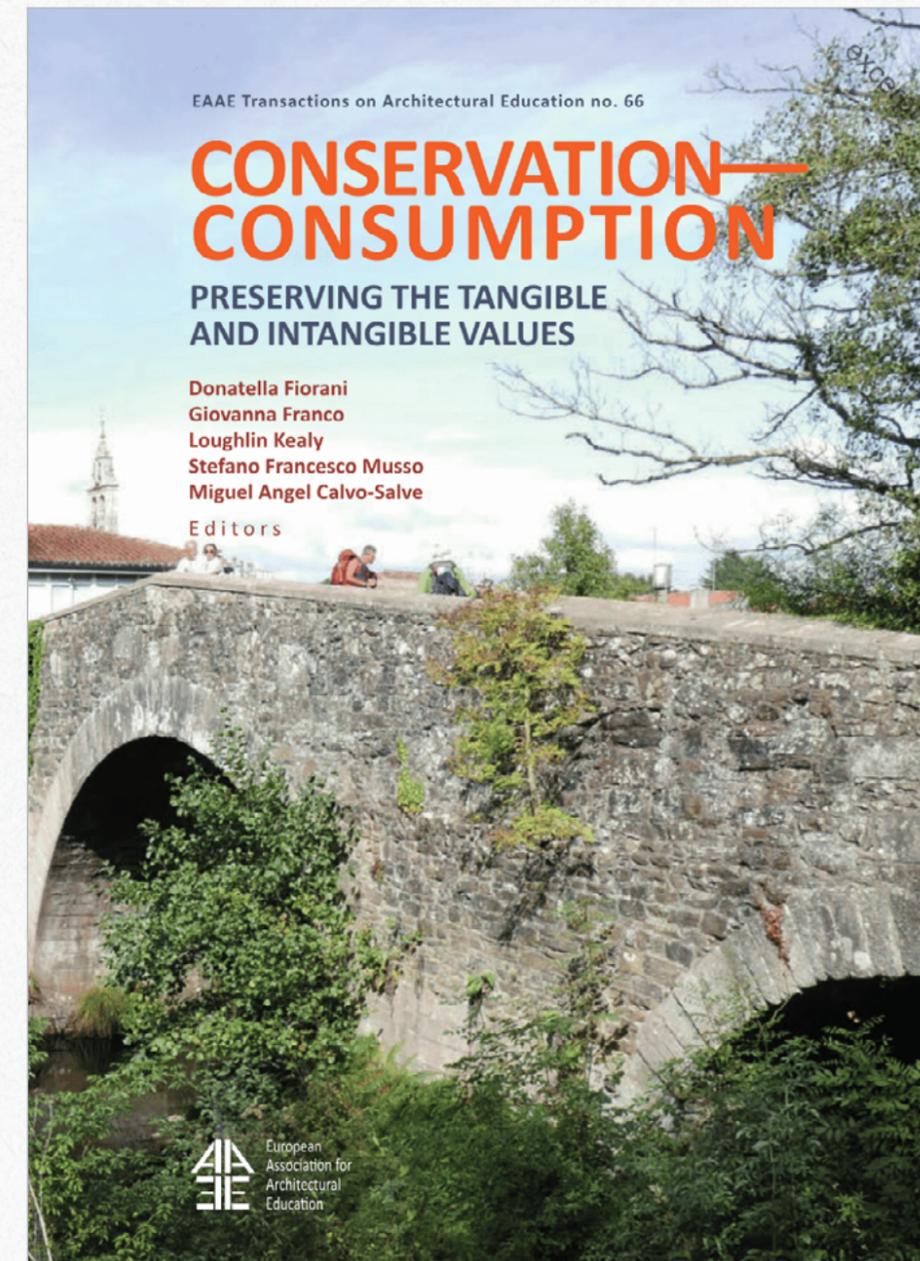


Fig 16. EAAE 2019 Publication : Conservation/Consumption.

2. Peer reviewed chapters

The Way We Live Now : How Architectural Education can support the Urban Development of Small Settlements.
Stone, S., Sanderson, L., & Lee, J.

2018.

In K. Day (Ed.), Global Dimensions in Housing.

Link to [Book Chapter](#).

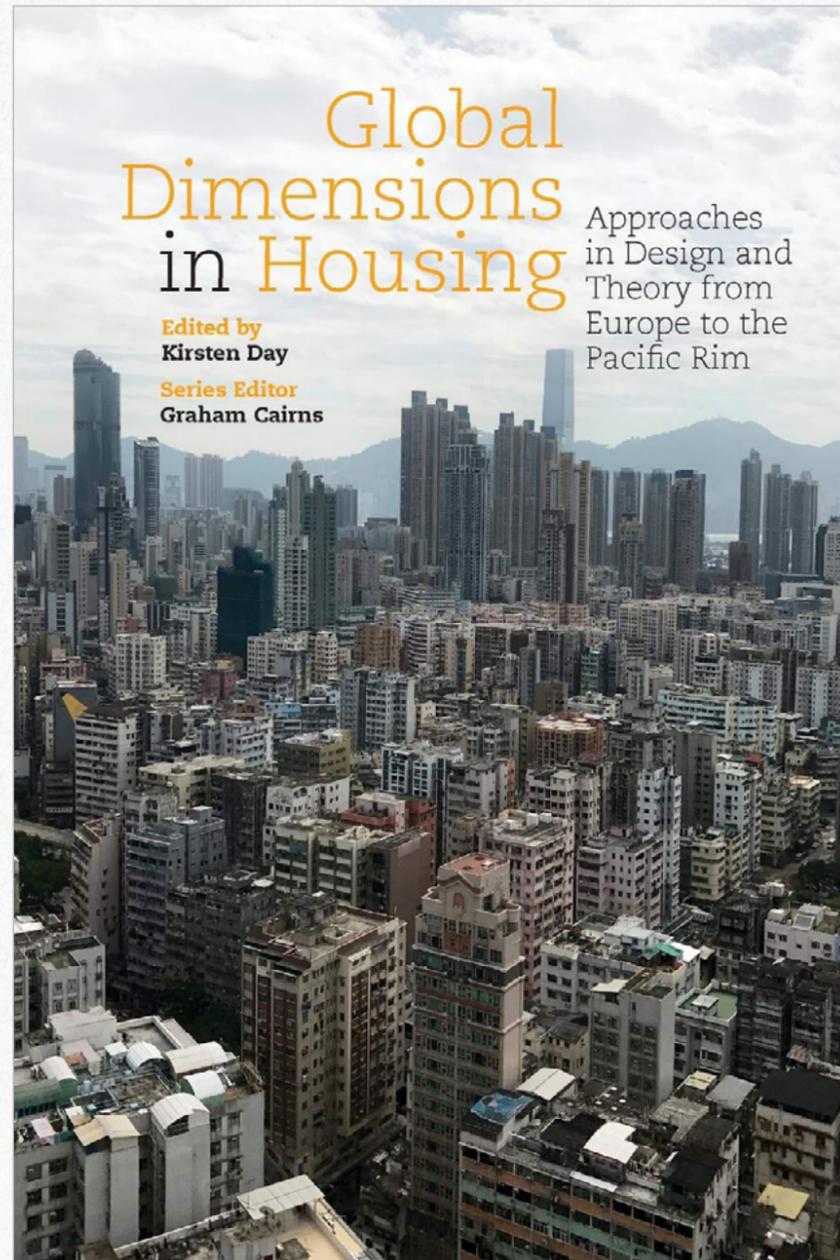


Fig 17. AMPS 2018 Publication : Global Dimensions in Housing.

Dissemination

3. Seminar presentation

Rochdale by Way of Venice.
by Lee, J., Sanderson, L. and Stone, S.
2017.

Presented at the IPM + MSA Research Seminar Special on the High Street.

Link to [MMU Website](#).



Fig 18. Rochdale Newspaper Imagined Archive, Ives + Zhou : Continuity in Architecture (2019).

List of Speakers.

Institute of Place Management: Leading National High Street Research on Policy

Dr Steve Millington, Institute of Place Management

Future Retail City Centre Project

Gary Warnaby, Professor of Marketing

Retail in the Eye of the Beholder: Choosing Authenticity in an Experience Society

Steve Miles, Professor of Sociology

Rochdale by Way of Venice

Laura Sanderson, Sally Stone and John Lee, Manchester School of Architecture

Linking the High Street with the Context of the Town - A Case Study of Historic Landscape Approaches

Dr Luca Csepely-Knorr, Manchester School of Architecture

A Demonstration of how Architectural Practice can Collaborate with Independent Retail Experts to Enhance Footfall and Profits through Careful Planning and Investment

Stephen McCusker, Manchester School of Architecture.

North West High Streets on Film

Marion Hewitt , North West Film Archive

Fashion - Winners and Losers

Maria Malone, Principle Lecturer in the Fashion Institute

Manchester Centre for Public History and Heritage

Michala Hulme, Manchester Centre for Public History and Heritage

Making the High Street: Improvement and Image in the 18th and 19th Century

Jon Stobart, Professor of History

Dissemination

4. Exhibitions

Bakewell : Some Ideas,
Bakewell Town Hall.

2017.

No. Of Pieces: 15. Sanderson, L.,
Stone, S & Lee, J.

Link to [MMU Website](#).

The Way We Live Now,
Bakewell Town Hall.

2017.

No. Of Pieces: 20. Sanderson, L.,
Stone, S & Lee, J.

Link to [MMU Website](#).

Rochdale Reimagined,
Rochdale Central Library,
Rochdale.

2019.

No. Of Pieces: 52. Sanderson, L.,
Stone, S & Lee, J.

Link to [MMU Website](#).

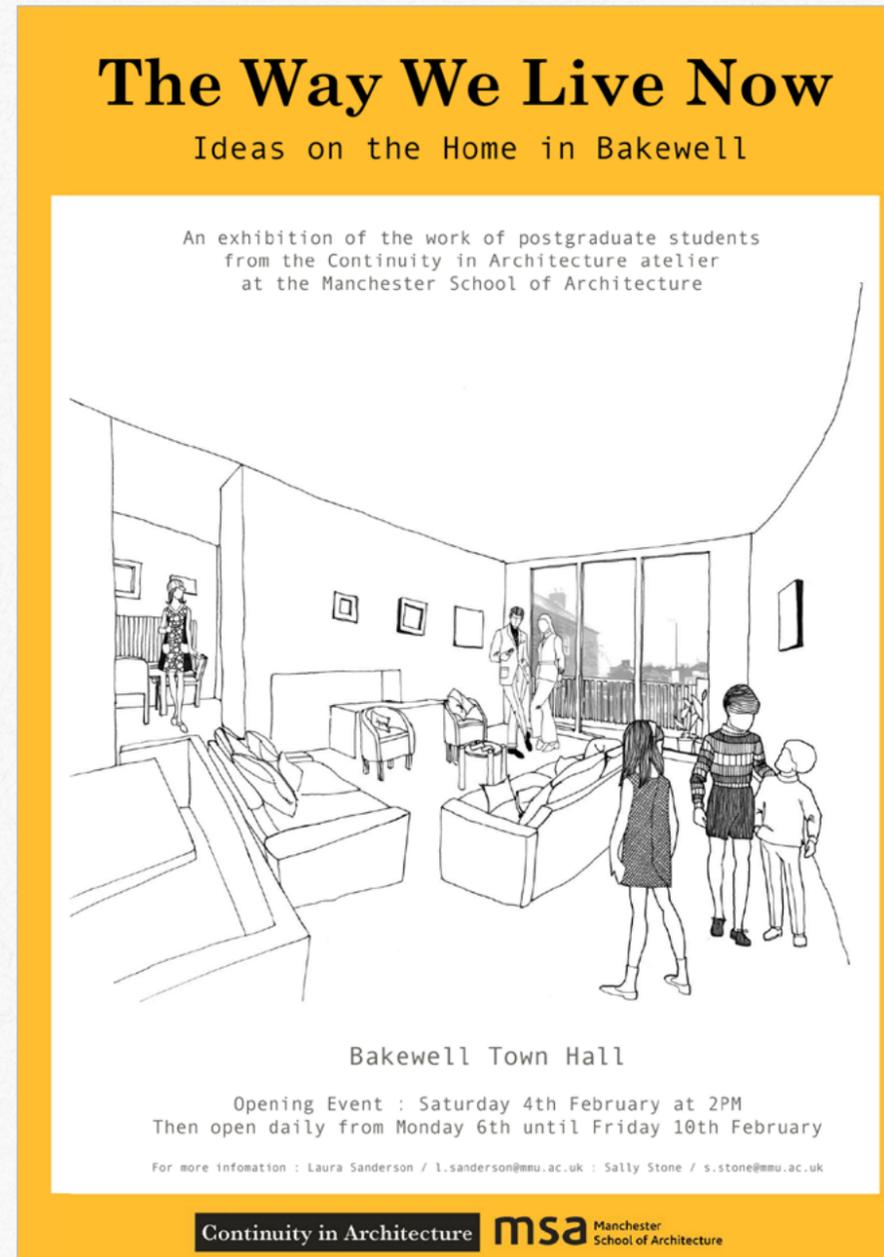


Fig 19. The Way We Live Now, Exhibition Poster.



Fig 20. Rochdale Reimagined, Exhibition Poster.

Dissemination

5. Design guide

Bakewell : Some Ideas.
 Stone, S. & Sanderson, L. (eds)
 2017.

MSA Press.

Link to [MMU Website](#).

Rochdale Reimagined.
 Stone, S. & Sanderson, L. (eds)
 2019.

ISBN: 978-0-9929673-9-0,
 MSA Press.

Link to [MMU Website](#).



Fig 21. Cover: Rochdale Reimagined, Design Guide.



Fig 22. Select pages: Rochdale Reimagined, Design Guide.



Fig 23. Select pages: Rochdale Reimagined, Design Guide.



Fig 24. Select pages: Rochdale Reimagined, Design Guide.



Fig 25. Select pages: Rochdale Reimagined, Design Guide.

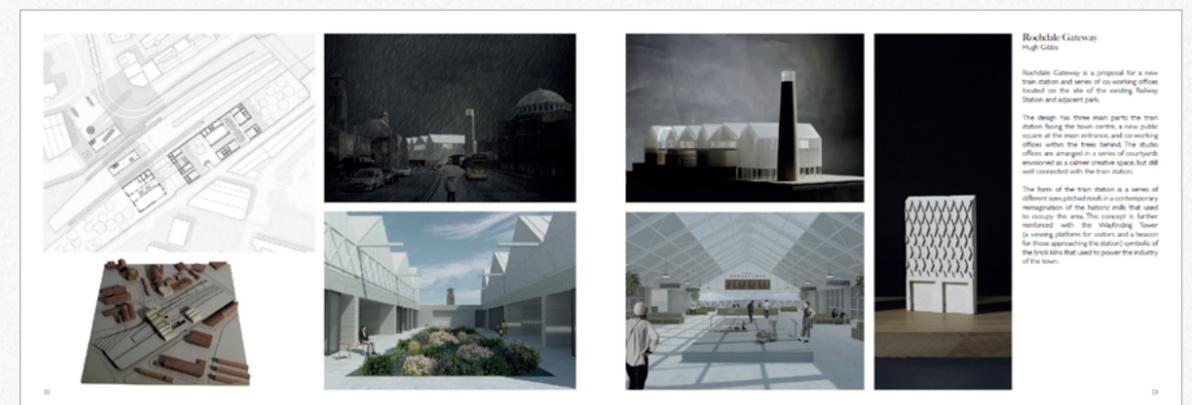


Fig 26. Select pages: Rochdale Reimagined, Design Guide.

6. Consultancy

Rochdale Borough Design Awards, 2019.

Judging Panellist.

Link to [Rochdale Online](#).

Rochdale Reimagined by Schools, 2019.

In collaboration with Heritage Schools [Historic England] and Rochdale Development Agency.

Link to [Historic England](#).

Calder Vale Rail Corridor, 2020.

In collaboration with Broadway Malyan, WSP and Rochdale Council.

Link to [Business Live](#).



Fig 27. Rochdale Reimagined by Schools.



Fig 28. Rochdale Reimagined by Schools, St Andrew's CE Primary School, Rochdale, 2019.



Fig 29. Rochdale Reimagined by Schools, St Andrew's CE Primary School, Rochdale, 2019.



Fig 30. Rochdale Reimagined by Schools, St Andrew's CE Primary School, Rochdale, 2019.

7. Book & edited book

The research in this portfolio has informed two further publications by Laura Sanderson and Sally Stone which are currently in production, the first is linked to the theoretical underpinning of the *Continuity in Architecture Atelier* and the second is a selection of pedagogic case studies brought together in a book on Emergent Pedagogy in architecture and design. Both publications will be published by Routledge in 2021. Details below are included for further context to this portfolio.

Remember, Reveal, Construct : Reflections upon the Contingency, Usefulness and Emotional Resonance of Architecture, Buildings and Context. Stone, S. & Sanderson, L.

2021.

Routledge [in Preparation].

Emerging Practices in Architectural Pedagogy: Accommodating an Uncertain Future. Sanderson, L. & Stone, S. [eds]

2021.

Routledge [in Preparation].

Chapter 1 : Introduction

An introduction to the ideas that underpin the book, an examination of the key principles behind the theory of contextualism and a discussion and explanation of the ideas behind Continuity in Architecture. This chapter will include a transcribed and edited conversation between established members of the Continuity in Architecture atelier, academics: Sally Stone and Laura Sanderson, and architects: Dominic Roberts, John Lee and Gary Colleran.



Doug Meadway, Milan (2016).

Chapter 2 : Remember

The Remember chapter will generate an argument for site reading at an urban scale as a process for the design of architecture; the main source of this architecture is the place itself. This chapter will reflect upon the persistence, usefulness and emotional resonance of particular places and structures. It will look at the qualities of places that have persisted and propose a reading of place that stresses the permanence of tradition as the subject of architecture. Tradition in architecture, in this context, is the embodied meaning of buildings and cities produced by centuries of lived experience. Embodied meaning can be interpreted through building. Discovery and recognition are a vital part of the design process – the architect and the designer have a duty to carefully analyse and describe a place before altering it. Can the legibility of architecture be increased through the establishment of continuity with situation and place? This methodology driven chapter will explore the techniques and theories which underpin the practice of analysing and understanding site, from the initial site surveys and sketches to more complex studies, diagrams, models, drawings and representations.



Lauren Green, Venice (2014).

Chapter 3 : Reveal

The Reveal chapter will focus on the process of the interpretation the notion of site. The tactics employed within the construction of a new building or situation, or the adaptation of an existing one can be seen as the manipulation of the elements or details in support of the strategy. These elements are an expression of the use and of the character of a building. It is these elements that distinguish or make different one place from another. They provide character; they define the quality and provide the features of a building. It is this tactical deployment of them that gives the building its individual nature in response to the site. How does an architect or designer choose what elements of site are useful, either pragmatically or poetically to the final building? How are both tangible and intangible findings documented, understood, interpreted and applied? This chapter will discuss how architecture can be produced from this initial understanding of the complexities of situation.



Tom Dewey, Granada (2015).

Chapter 4 : Construct

The Construct chapter will look at the methodology of implementation, it will study how architects and designers have constructed buildings that meet the needs of the contemporary user and use technology and construction methods of the twenty first century, yet retain the direct connection with place. For centuries we have dwelled upon the problem of how to create controlled and conditioned environments for social relationships in buildings. We live under the same sun, shelter from the same rain, and resist buffeting from same wind as our ancestors, and yet within contemporary architecture we devote ever more resources and seek ever more complexity in solving these problems. This chapter will discuss the cultural, economic and technological challenges of the design of site-specific projects around the world. It will discuss such ideas as: How do our ideas about heritage differ from one culture to another? Does the economic climate affect the design of historically sensitive architecture? What is the connection between craft and culture in the twenty first century? And to what extent do new agendas in technology and sustainability interrupt the nature and quality of place?

SELECTED ESSAYS

- "The Concise Townscape : Serial Vision" (Cullen, 1961 / 1971)
- "The Place of History and Memory in the Contemporary City" (Boyer, 1996)
- "Why Critical Regionalism Today?" (Tzonis and Lefaivre, 1990)

INVESTIGATIVE PRECEDENT STUDIES

- Prada Foundation, Milan (OMA Architects, 2015) reconnects seven existing distillery buildings into a new complex which elegantly houses the art collection of the Prada family.
- City Library, Munster (Bolles Wilson, 1993) defines and interprets the surrounding urban context by straddling a pedestrian route that links the city to the Lamberti Church.
- Centro de Lazer Fábrica da Pompeia, São Paulo (Lina Bo Bardi, 1982) is a complex of structures that draws together an existing factory with a concrete sports block and a series of public spaces.

EDITED CONVERSATIONS

- Riccardo Marini is an architect and chartered town planner. As the founder of Marini Urbanismo, he considers the balance between people, culture and art in the design of urban spaces.
- Ricardo Flores and Eva Prats established Flores & Prats Arquitectes in 1998 in Barcelona, their exploratory projects include buildings, films, exhibitions and installations.

THEORETICAL RESEARCH PROJECTS

- Professore Margherita Vanore (IUAV Venice) leads a unit which investigates the reuse of industrial landscapes in Italy and the contemporary reuse of such areas.
- Bryony Roberts (GSAPP Columbia) integrates strategies from architecture, art, and preservation to respond to complex cultural histories and urban conditions.

SELECTED ESSAYS

- "Contextualism : Urban Ideals and Deformations" (Schumacher, 1971)
- "Collage City" (Rowe and Koetter, 1975)
- "The Structure of Urban Artefacts" (Rossi, 1966)

INVESTIGATIVE PRECEDENT STUDIES

- Universita Luigi Bocconi, Milan (Grafton Architects, 2008) is designed as a large market hall or place of exchange, acting as a filter between the city and the university.
- Red House, London (Tony Fretton, 2001) is located in an area of rich architectural heritage. The red marble façade of this contextual yet utterly contemporary residence conceals a complex series of rooms.
- Jazz Campus, Basel (Buol & Zünd, 2014) uses the plan of the old citymap to generate a series of complex volumes arranged around a central courtyard.

EDITED CONVERSATIONS

- Mark Pimlott is an artist, writer, architectural designer and teacher based in London whose installations bridge the gap between art and architecture.
- Francesco Magnani + Traudy Pelzel consider architecture as a constant dialogue in their Venice based practice MAP Studio established in 2010.

THEORETICAL RESEARCH PROJECTS

- Markus Berger (Rhode Island School of Design) critiques conventional architectural practices and explores how interventions can activate change in the built environment.
- Dr Bie Plevoyets (J Hasselt) explores the position of adaptive reuse within the discipline of interior architecture with specific focus on projects with retail as a new function.

SELECTED ESSAYS

- "Public and Private" (Dennis, 1986)
- "Figures, Doors and Passageways" (Evans, 1978)
- "The Tell The Tale Detail" (Frascari, 1984)

INVESTIGATIVE PRECEDENT STUDIES

- The MAC, Belfast (Hall McKnight, 2013) adopts a strong sense of place by evoking an approach to material and construction which echoes the robust character of the preceding Victorian merchant city.
- Renovation of Captains House, Huangqi Peninsula (Vector Architects, 2017) reconnects a house to its cliff side context with the use of window boxes and a vaulted upper level.
- Warrandyte Police Station, Melbourne (Kerstin Thompson Architects, 2007) uses its rich materiality to register the suburb's identity in housing the local police force.

EDITED CONVERSATIONS

- An Fonteyne co-founded noAarchitecten in 1999 in Belgium. The practice considers the city a continuous process and sees no strict line between past and present.
- Cary Ash and Robert Sakula set up Ash Sakula Architects in London in 1996, exploring how architecture can encourage behaviours and ways of inhabiting public space.

THEORETICAL RESEARCH PROJECTS

- Neil Verow (University of Dundee) runs the adaptive reuse unit with a determination to remodel architecture and landscape with original and creative purpose.
- Allegra Pitera (University of Detroit Mercy) specialises in design, art and technology, utilising the "save as" computer term as a strategy for the teaching of urban regeneration.

Fig 31. Approved Book Proposal for 'Remember, Reveal, Construct : Reflections upon the Contingency, Usefulness and Emotional Resonance of Architecture, Buildings and Context'. Stone, S. & Sanderson, L. 2021.

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Credits

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This research was made in collaboration with Sally Stone & John Lee.

