Teaching guide

IDENTIFICATION DETAILS

Degree:	Architecture

Scope	Architecture, construction, building and urban planning, and civil engineering

Faculty/School:	Higher Polytechnic School

Course:	PROJECTS VI

Type:	Compulsory	ECTS credits:	6

Year:	5	Code:	3752

Teaching period:	Ninth semester

Subject:	Projects

Module:	Projectual

Teaching type:	Classroom-based

Language:	Spanish

Total number of student study hours:	150

SUBJECT DESCRIPTION

The Project VI course develops a work of research and creation integrating different areas of knowledge acquired throughout the career to detect problems and propose comprehensive solutions from our discipline. The proposed statements are based on real contexts and respond to current problems in society. For this purpose, a place and specific needs are chosen in each course. The proposals are developed based on the conclusions of the investigations of these real problems and focus on an architecture centered on the person.

We work in coordination with other subjects in the career and with social agents outside the university. In this way, a "broadened employability of the architect's work" is proposed, which enhances all the practical-intellectual dimensions of the profession.

From the workshop work, ways of action are identified and proposed at different scales: territorial, urban, local, neighborhood, housing scale...

The conclusions obtained are summarized in formats that can be explained to other students, teachers or spaces outside the School, so that they can be able to transcend the university framework. Documentation of the reflection process and strategies is essential, since it is understood that the creation process has value in itself and not only serves to arrive at a final architectural project.

In this course, which is fundamentally proactive in many areas and scales of architecture, we remember what the University's Ideology of Architecture proposes to us with regard to knowing how to ask and ask ourselves as a fundamental starting point for arriving at answers and proposals capable of contributing something to society:

"The architect as a professional of the good question. As a person who questions everything, not with the intention of going off the beaten path by system, but with the attitude of someone who seeks new and better alternatives to what has already been known and traveled. Only those who ask themselves an interesting question have any chance of finding a valuable answer. Those who don't ask themselves anything, or those who ask the wrong questions, will at most get useless or empty answers."

These questions about a specific problem in the city must propose solutions focused on the people to whom they are addressed, both in their dimension as citizens, inhabitants and dynamizers of the city, and in their private dimension and their deeper needs for living. Understanding that both urban design, public space and building spaces are integrating areas and a common good for all the diversity of people who can inhabit them.

GOAL

The key objective of the course is established as the ability to carry out architectural research: detecting problems in a real place, integrating different areas of knowledge and proposing solutions at the territorial, urban, local, neighborhood and housing scales from the discipline of architecture and urban planning.

The specific aims of the subject are:

Analysis of the problems and opportunities of a city or an area of the same case study.

Proposals for urban and building strategies to solve the problems encountered and generate activities to re-activate the site.

Development of a program and a building proposal within the proposed strategy to define the architectural scale.

PRIOR KNOWLEDGE

Appropriate and applied knowledge to architecture and urban planning of spatial representation systems and graphic survey techniques in all their phases.

Adequate knowledge of the general history of architecture.

Adequate knowledge of general theories of form, composition and architectural types.
It is advisable to have passed the Project subjects from previous courses.

COURSE SYLLABUS

1. ANALYSIS AND STUDY OF AREAS OF INTERVENTION
2. INTERVENTION STRATEGIES
3. IMPLANTATION, FORM AND SPATIALITY
4. MATERIALITY AND PROJECT

EDUCATION ACTIVITIES

Training activities, as well as the distribution of working hours, can be modified and adapted according to the different scenarios established following the instructions of the health authorities.

1. FACE-TO-FACE ACTIVITIES

1.1. Expository classes: Presentation of content and activities by the teacher with the participation of students in the debate and resolution of doubts about the topics proposed in class.

1.2. Student exposure of group and individual work to other classmates

1.3. Project workshop: Correction in groups of different sizes of the projects that students carry out in the classroom and at home, and they clarify in the light of the exercises of their classmates and the instructions of their teachers.

1.4. Tutoring:

1.4.1. Personalized: Individual attention to the student with the objective of reviewing and discussing the topics presented in class and clarifying doubts that the student cannot understand in their personal study.

1.4.2. Group: Attention to a small group of students who need additional help to follow the subject.

2. NON-FACE-TO-FACE ACTIVITIES

2.1. Preparing projects for class discussion: Design and prepare a public presentation of a proposed exercise in class (both in a group and individually).

2.2. Group work: Group design and development of work in the initial parts of the development of general strategies.

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
60 Horas	90 Horas

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

Capacity for analytical, synthetic, reflective, critical, theoretical and practical thought.

Capacity for oral and written expression.

Ability to solve problems and to take decisions.

Ability to apply procedures.

Capacity for interpersonal communication.

Aptitude to create architectural projects that meet both aesthetic and technical requirements.

Ability to appreciate the architect's profession and its function in society, particularly with regard to the design of projects that involve social factors.

Knowledge of research methods and those pertaining to the preparation of construction projects.

An understanding of the problems involved in structural design, construction and engineering associated with building projects.

Ability to design in order to meet the requirements of the building ¿s users while observing the limits imposed by budgetary factors and building regulations.

General Skills

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Specific skills

Ability to develop functional programs for buildings and urban spaces.

Ability to practice architectural criticism.

Adequate knowledge of methods for studying social needs, quality of life, habitability and basic housing programs.

Adequate knowledge of the architectural, urban and landscape traditions of Western culture, as well as their technical, climatic, economic, social and ideological foundations.

Knowledge of feasibility analysis and the supervision and coordination of integrated projects.

Ability to introduce Universal Accessibility and Design for All as cross-cutting elements in the development of the building project

LEARNING RESULTS

The student executes the conception, practice and development of basic and execution projects, sketches and preliminary projects.

The student executes the conception, practice and development of urban projects.

The student develops functional programs for buildings and urban spaces.

The student develops projects that include the conservation and rehabilitation of existing built heritage

The student exercises architectural criticism of his own project, that of his classmates and the examples studied

The student designs and executes urban plans and projects of urbanization, gardening and landscape.

The student uses appropriate study methods to learn about social needs, quality of life, habitability and basic housing programs.

The student knows the architectural, urban and landscape traditions of Western culture, as well as their technical, climatic, economic, social and ideological foundations.

Examine complex problems: physical, social, mobility of a place of study.

Select a specific problem from the analysis of the course to develop a program in a place that is adapted to the social needs, habitability and quality of life of the citizens who inhabit it.

Categorize and assess the problems and opportunities of general analysis to propose a global strategy for a part of the city.

Judging that pre-existing elements add value to the case study, prioritizing their conservation and interpretation for new uses.

Categorize the information collected in the analyses to select and argue the best actions that generate greater value to a place.

Collect examples of architectural works and urban proposals earlier in history that can provide theoretical foundations and reflection to justify the suitability of the proposed projects.

Incorporate drawing and graphic analysis tools into the architectural design of the project suitable for the correct understanding and narration of the ideas contained.

Evaluate the impact of the landscape on the urban projects carried out, incorporating climate and vegetation appropriate to the place as design parameters.

Incorporate into the project an analysis of its viability, as well as the necessary monitoring parameters. In addition, define the necessary coordination between different coordinated projects that appear in the course exercise.

Development of an accessible building project

LEARNING APPRAISAL SYSTEM

A. CONTINUOUS EVALUATION This course is based on continuous evaluation. To approve the subject per course, it will be mandatory to submit all the proposed submissions on time in relation to different aspects of the project developed in the course and scheduled at the beginning of the course. In addition, the following should be taken into account:
A.1. CRITERIA FOR PASSING BY COURSE
- Have an attendance of at least 80% of the teaching days in person or online in synchronous calls.
- Have passed both parts of the course: group and individual.
- Have delivered all partial deliveries on time.
- Have uploaded the required contents to the virtual classroom. Each course work will be delivered on the dates indicated in the timing schedule agreed with the students at the beginning of the course. Any work submitted after the deadline will imply the non-follow-up of the subject and therefore the obligation to take the final exam of the course to obtain the passing grade. The works will be delivered digitally and physically.
A.2 QUALIFICATION CRITERIA The final grade of the course will be the average score between group work and individual work, according to this criterion:
GROUP: 20% of the final grade (Delivery 1)
INDIVIDUAL: 80% of the final grade, with the following distribution: (Delivery 2) 10% (Delivery 3) 10% (Delivery 4) 10% (Final E + corrections of the previous ones) 50% Partial submissions will be corrected as indicated by the teachers in the final delivery and will be returned in a single final document. It will be delivered digitally and physically.
B. EVALUATION IN ORDINARY AND EXTRAORDINARY CALLS
B.1 EVALUATION IN ORDINARY CALL Students who do not pass per course will have an exam that will consist of improving the exercise according to the final corrections. It is mandatory to submit a number of plans and models equal to that proposed in the course statement for the ordinary evaluation. It will be delivered digitally and physically.
B.2 EVALUATION IN AN EXTRAORDINARY CALL The exam will consist of improving the exercise according to the final corrections. It is mandatory to submit a number of plans and models equal to that proposed in the course statement for the ordinary evaluation. It will be delivered digitally and physically. NOTE: Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations.

ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following

principles:
a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website(https://www.ufv.es/gestion-de-la-informacion_biblioteca/).
d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.
2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the Guide for the Responsible Use of Artificial Intelligence in Studies at UFV. Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.
3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

KOOLHAAS, Rem. WOW, Bruce. Small medium, large, extra-large Office for Metropolitan Architecture. New York: The Monacelli Press, 1996.

KOOLHASS, REM The minimal generic city ed.GG, Barcelona, 2007.
(KOOLHASS, REM The minimal generic city ed.GG, Barcelona, 2007. , ||JACOBS, JANE Death and Life of Big Cities Ed Capitan Swing 2011)

Additional

AA.VV. HIC ARCHITECTURE http://hicarquitectura.com/

AA.VV. Architecture Platform www.platformaquitectura.cl