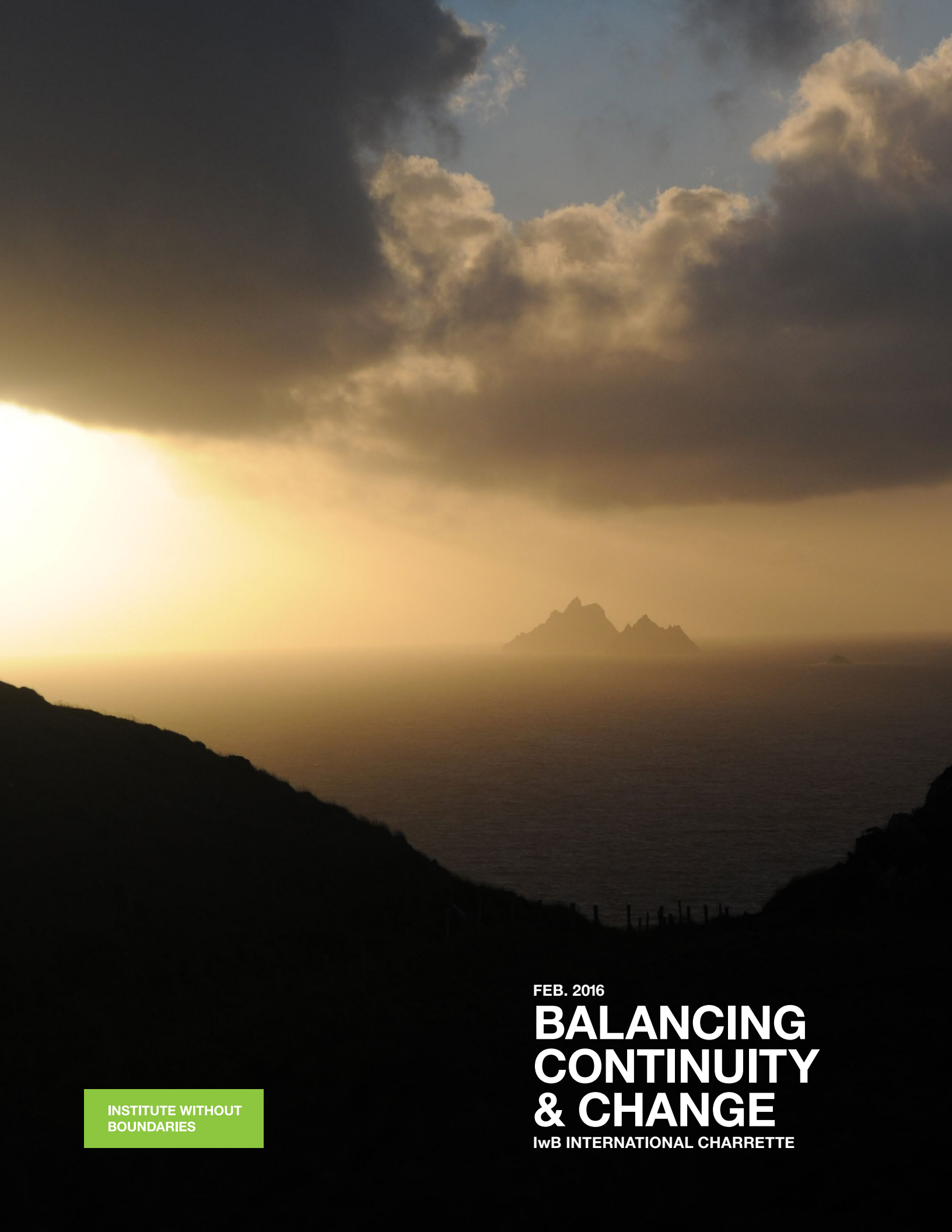

FEB. 2016

BALANCING CONTINUITY & CHANGE

IwB INTERNATIONAL CHARRETTE

INSTITUTE WITHOUT BOUNDARIES

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GEORGE BROWN COLLEGE

INSTITUTE WITHOUT BOUNDARIES

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WELCOME!

This year we have been focusing on Interstitial Zones in context of understanding Regional Ecologies. We have partnered with the Kerry County Council alongside other local organizations and residents with the aim to develop strategies that will understand and address the needs of the Iveragh Peninsula. The Cahersiveen charrette held in November 2015 began the journey of creating projects that would balance the creation of new opportunities while celebrating the existing assets of the area.

The landscape of County Kerry is remarkable in its beauty, rich in its ecological diversity and home to welcoming people and culture. This charrette will take place in Toronto to further expand the projects from Cahersiveen that were co-created with students, residents, stakeholders, and Kerry County Council. The development of these projects aim to spark job creation and sustainable economic development through the three strategies generated from the Interstitial Zones research, which are: 1) Collaboration and Visibility, 2) Learning through Discovery, and 3) Accessing Remote Places. Participants will explore physical, social and virtual methods to demonstrate how these three strategies will build resiliency in the region.

We look forward to seeing what new ideas, conversations and friendships emerge from this charrette. It's time to get busy!

Luigi Ferrara
OAA, MRAIC, Hon. ACID O, ICSID Senator
Dean, Arts, Design & Information Technology
Director, Institute without Boundaries

PARTNERS

THE IwB WOULD LIKE TO THANK OUR KEY PARTNERS AND CHARRETTE SPONSORS WHO HAVE PROVIDED BOTH FINANCIAL AND IN-KIND SUPPORT

INSTITUTE WITHOUT BOUNDARIES (IwB)

www.institutewithoutboundaries.ca

The Institute without Boundaries at George Brown College is a Toronto-based studio that fosters collaborative design action and seeks to achieve social, ecological and economic innovation in the public interest. The Institute consists of a post-graduate education program, a research think tank and a special projects investigating interstitial the in-between.

Comhairle Contae Chiarraí
Kerry County Council

KERRY COUNTY COUNCIL

www.kerrycoco.ie

Kerry County Council (Irish: Comhaile Contae Chiarri) is the authority responsible for local government in County Kerry, Ireland. This council delivers a wide range of services and supports local communities across the county. The council supports the region through Housing, Roads, Water Environmental Protection, Planning, Emergency Services and many more. Kerry County Council is a vital agent in ensuring that the needs of both rural and urban communities are catered for.

A SPECIAL THANK YOU TO THE FOLLOWING INDIVIDUALS WHO MADE THIS CHARRETTE POSSIBLE:
Moria Murrell, Noreen O'Mahoney, Jean Byrne & Michael Donnelly

THANK YOU TO ALL THE INDIVIDUALS & ORGANZATIONS WHO HAVE GIVEN THEIR TIME AND EXPERTISE TO THE "BALANCING CONTINUITY & CHANGE" PROJECT.

ACADEMIC PARTNERS

THE INSTITUTE WITHOUT BOUNDARIES WOULD LIKE TO THANK THE FOLLOWING ACADEMIC PARTNERS WHO ARE PARTICIPATING IN THIS CHARRETTE.

POLITECNICO DI MILANO

polimi.it

Established in 1863, the Politecnico has played a significant role in the field of engineering and technology as well as in architecture and design. Today the university, with its premises in Milano-Leonardo, Milano-Bosiva, Como, Cremona, Lecco, Mantova and Piacenza, offers its students some of the most advanced laboratories for scientific and techonological research in the world.

ECV

ecv.fr

Founded in Paris in 1984, ECV is a pioneer in developing relations with communication agencies. ECV alumni are active in all graphic arts sector including advertising, design, multimedia and illustration. Today the school also has campuses in Lille, Nantes, Bourdeaux and Aix-en-Provence.

IADE- U INSTITUTO DE ARTE, DESIGN E EMPRESA

iade.pt

IADE has been a laboratory of creativity, talent and recognized leadership in general throughout society. It has been able to lead all students to experiment and success and encourages people to test your own talent, to accept to take risks simply to believe in themselves, making them the best of the best in personal life or in future professional integration.

KEA

kea.dk

KEA educates highly skilled and professional deisgners, communicators and technologists who are able to work in an international context. The school offers programs ranging from architectural technology snf construction management, to computer science, product, software and wed development.

WHAT IS A CHARRETTE?

Dublin Charrette, 2012 - Photo by Michelle Hotchin

A charrette is an intensive, collaborative process that brings together students, community members and professionals to develop innovative solutions for complex issues. Over a few short days of brainstorming, discussion and expert consultation, teams create a broad range of ideas around a central theme. Because users are involved at every stage of the problem-solving process, the results are practical and meet community objectives comprehensively.

Charrettes originated as a design process used by architects, urban planners and developers to bring together groups that often hold competing interests and agendas to address complex projects such as neighbourhood planning, urban development and construction projects. By working together in a charrette, these groups develop feasible solutions that meet everyone's needs.

THE INTERSTITIAL ZONES PROJECT

REGIONAL ECOLOGIES PROJECT

A regional approach considers regions as a whole with the goal of obtaining new resiliency through greater cooperation, planning, and governance. The Regional Ecologies project will take into account a wide variety of stakeholders, from small towns to big cities, and the systems of nature, culture, industry, infrastructure, governance and finance that support and connect them locally and globally. This project will identify opportunities for sustainable economic, social and environmental growth through existing and potential relationships and networks. A regional plan could lead to new efficiencies in sustainable transportation, improvements in border crossings and migration, energy grids that are more coordinated, supply chains that are extended and strengthened, trade and manufacturing that are more connected, cultural and social programs that better support specific regional needs and populations, a more strategic use of natural resources, and policies that leverage environmental leadership and the reduction of greenhouse gas emissions.

YEARLY BREAKDOWN

The Regional Ecologies Project spans over five years and has been be broken down into five different city-region types, these are listed below. Importantly, these categories are not exclusive, they are research themes from which to build a greater understanding of city-regions.

2013–2014

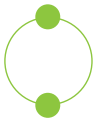
Gateway Cities are at the heart of city-regions. They are leaders in economic, cultural, and political processes. 'Global' or 'world' gateway cities are beginning to bypass nation states as the key centres of global and regional socioeconomic power.

2014–2015

Divided Places are regions characterized by sharp and immediate differences in wealth, infrastructure, density, etc., where virtual and physical segmentation creates stark social, economic and political inequality.

2015–2016

Interstitial Zones can be regions that have lost their primacy to global cities due to changes in trade flows, declining industries or geographic shifts in production. They can also be gateways for large, thinly-populated natural regions and zones of low-growth with the potential to have a redefined role in a globalized economy.



2016–2017

Symbiotic Cities are independent cities that are economically codependent with a neighbouring city or region, usually separated by a natural or jurisdictional border. Their symbiotic relationship means that they are part of a bigger system that strongly binds the two cities and their regions.

2017–2018

Continuous Corridors are regions with large and contiguous cities connected by high-speed rail, frequent flights, free trade zones, etc., creating continuous corridors of connectivity. These city clusters operate closely on multiple levels allowing people to live and work across places and cultures.

INTERSTITIAL ZONES PROJECT 2015/16

OVERVIEW

Year 3 of the Regional Ecologies Project is focusing on Interstitial Zones by looking at the networks and systems that define our cities and their surrounding regions. Students will work to propose new designs and design methods for creating intelligent and balanced solutions that foster prosperous, liveable and resilient city-regions of the future. Thinking regionally in this project allows the IwB to explore the intersection between the local and global.

'Interstitial Zones' are commonly defined as rural sites, but they can also include 'in-between' areas that are made up of suburbs, agricultural zones, industrial hubs and small-scale craft production areas that are found beyond cities and are remote from urban centres. Global shifts in trade flows and industry have changed the capacity for influence and the prosperity of many interstitial zones, yet they are crucial to regional prosperity.

PROJECT AIMS

In 2015-2016, the objective of the Institute is to 'rethink the in-between' by understanding and identifying different types of Interstitial Zones and proposing design solutions that stimulate these areas both culturally and economically. The goal is to reimagine the spaces in-between as future areas of influence and vitality. The key project questions include:

- What are Interstitial Zones?
- How do people live and work in interstitial areas?
- How can sustainable economies in interstitial areas be created?

Together with students, educators, government, businesses and community groups, the IwB will develop design proposals that have the potential to stimulate growth, connect communities and foster innovation.

Imaging Kerry Charrette, June 2015

Derrynane, County Kerry

Imaging IveraghCharrette, November 2015

THE IVERAGH PENINSULA

The Iveragh Peninsula is located in the Southwestern part of Ireland in County Kerry and from sea to summit, visitors are confronted with stunning landscapes and rugged coastlines. It becomes immediately clear why tourism is the region's most vital industry. As important as the landscape is, the history, culture and community of it's residents are just as valuable—creating a unique link between people and place.

The population of the peninsula is roughly 18,000 with more than 14,000 people living in Killarney and the other 4000 residing in and around isolated mountains, villages and small towns. The latter residents are required to travel one to two hours when they need to reach necessary medical and social services located in Killarney or in the other urban centre, Tralee. The regional Kerry airport is located in Farranfore, Killarney. It offers flights to Dublin, London, Faro (Portugal), Frankfurt (Germany), and Alcante (Spain).

The Iveragh Peninsula is mainly a rural area, with several small towns and communities spread out along the coast 15–40 minutes from each other. The Ring of Kerry is the main 179-km-long circular road that connects coastal towns to Killarney. The Wild Atlantic Way, which is a national tourism brand, markets the Ring of Kerry drive as a recommended itinerary. The majority of tourists, who usually come by coach or car, treat it as a one-day fragmentary trip, and tend to move from landmark to landmark without meaningful engagement with the environment, heritage and people. Although this route can be traveled in one day, the Iveragh Peninsula has so many treasures to offer that it deserves more than just a one-day drive-through. There is potential for visitors and residents to mutually benefit from a prolonged visitor stay, and to truly appreciate and feel transformed by all that Iveragh has to offer.

The Iveragh coastline offers the cleanest beaches in the world and the deep ocean water is visited by dolphins, whales and other aquatic mammals. The night sky of Iveragh opens up to the most breathtaking views of the universe and makes Iveragh the first location in the northern hemisphere to be recognized as an International Dark Sky Reserve with a "gold-tier" status, due to very little light pollution.

The highest mountain in Ireland, Carrauntoohil (1038 m), is located in Iveragh. It is the central peak of the MacGillycuddy's Reeks range and could be hiked with a guide for

several hours. Iveragh is home to a connected network of countless paths and trails, some of them dating back to ancient times. The 213-km-long footpath called the Kerry Way is one of Ireland's oldest and most popular walking paths. The Green Way is a recent County Kerry Council initiative aimed at transforming the old railway path into a 30-km-long scenic walking and biking trail.

The Iveragh Peninsula is also home to the Skellig Islands and monastery, which lies about 12 km from the Ballinskelligs coast and is protected as a UNESCO World Heritage Site. These islands have become a landmark in the region and are beginning to gain international attention from being a filming location for the latest Star Wars movie. The Skelligs can be accessed by Valentia Island during the tourist season from May 15th to September 30th. Valentia Island is home to an important archeological discovery of one of the first land-animal tracks, which were found in 1992. The tracks are referred to as the tetrapod footprints, which date back to sometime between 350 and 370 million years ago. The footprints represent the transition of life from water to land.

Derrynane National Park is located on the Ring of Kerry about 2 km away from the village of Caherdaniel. It covers the area of about 1.3 km² and is home to diverse flora and fauna that lives in Derrynane's mountains, forest, wetlands and sand dunes. Daniel O'Connell, legendary Irish leader of the 19th century who was given the title, "the Liberator", lived here with his family. Their ancestral house is located inside the National Park and is open to the public as a museum during the tourist season.

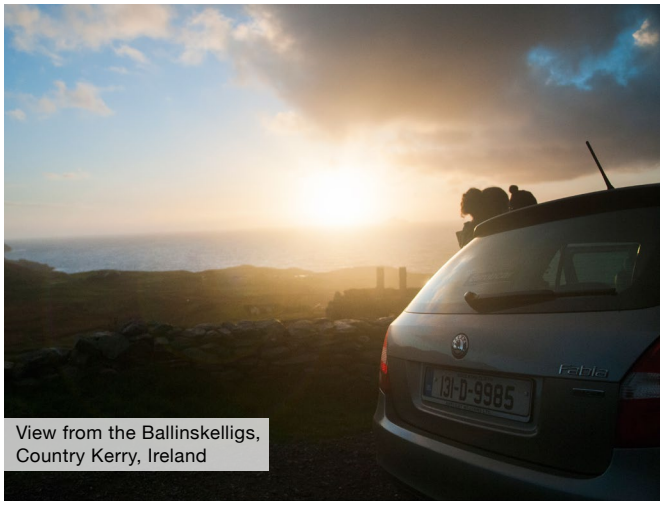
In recent decades the tourism industry has been playing a decisive role in Iveragh's economy. The peninsula's scenic landscape, ecological diversity and rich heritage make it an outstanding tourist destination, and also places it in competition with Killarney and the two neighbouring peninsulas: Dingle and Beara.

The public transportation between tourist destinations and Iveragh communities is limited with one bus per day going around the Ring of Kerry and connecting the peninsula to Killarney, covering only some of the residential areas. Sixty five percent of the peninsula's land is classified as mountainous, making it a unique ecological part of Ireland, but also a challenging area for building infrastructure and for agricultural practices.

Farming has played a primary role in the Iveragh Peninsula's development. Despite it's early importance, there has been a gradual decline in farming employment over the past decades due to immense shifts in agricultural methods. Smaller producers and family farms can not compete with large profit enterprises that are located in the northern part of County Kerry. Meat production is now the primary income-generating source for European sheep agriculturalists, and for Iveragh's farmers this meant a complete reorientation of farming practices and involved favouring a breed of sheep less adapted to Iveragh's highlands and requiring additional feed to what the land has to offer. Due to these factors small farming became an unprofitable occupation. Farm abandonment has become common practice and the majority of farmers are men over forty years old, with fifty percent of them not having definitive successors.

Derrynane Beach
Photo from John Abila

Carrauntoohil Mountain,
Photo from Active Me



View from the Ballinskelligs, Country Kerry, Ireland

Young people tend to leave the area after graduating high school. There is no university or college education available locally, and for those who wish to come back, the job market is limited. The crash of the Celtic Tiger in 2008 has lead to a sixty percent decline in the construction industry job sector and has affected other off-farm employment options in County Kerry. The Irish economy was booming between the 1990's and until roughly 2005 and was even compared to some of the rapidly growing economies in Asia. During this time, thousands of new buildings were built throughout County Kerry, and sadly most of them stand abandoned today.

The residents of Iveragh Peninsula are seeking solutions that would promote sustainable economic growth, create new jobs, introduce more social services to the area, and especially to extend the tourist season. They look forward to inviting new residents to share in living and working in the beautiful, rugged landscape that is intertwined with ancient mysteries and traditions that make this place as unique and special as it is.

THE IwB & COUNTY KERRY

The IwB visits Iveragh 2015

Each year the Institute without Boundaries (IwB) runs international charrettes that bring together students from international design institutions, as well as international and local professionals. Together, we address the major project research based on the curriculum of that year. Currently we are in the third year of a five-year study called Regional Ecologies, this year focusing on Interstitial Zones. Interstitial Zones are the spaces in-between, and have been commonly associated with semi rural areas. As part of this research, the IwB has partnered with the Kerry County Council in Ireland to work with the Iveragh Peninsula as a case study to further explore the notion of the in-between. Additionally, the IwB has been asked to design projects to revitalize their economy and create sustainable employment opportunities for the area.

The Iveragh Peninsula faces many of the same challenges associated to rural areas around the world: a lack of job opportunities, young people migrating to urban centres, and struggling economy. Iveragh's economy has been declining especially since the end of the Celtic Tiger and the 2007-2008 Financial Crisis. This region currently depends on farming and summer tourism, that runs from May to September, as their main source of income. The peninsula has an abundance of existing resources such as breathtaking landscape, microclimates, marine life, strong Irish history and culture, and local makers. Unfortunately, the Iveragh Peninsula is difficult to access due to its geographic location, coastal mountainous landscape, lack of infrastructure and broadband which has hindered its ability to develop as quickly as other areas in Ireland. The lack of accessibility has made it difficult for the region's industries to promote growth.

Valentia Slate, Valentia Island, County Kerry
Photo from John Abila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www.valentiaslate.com
Strictly no access beyond this point
except on official
business. All Visitors must
report to site office
Hard Hat to be worn
at all times

BALANCING CONTINUITY AND CHANGE

Staigue Fort, County Kerry, Ireland

This year's Toronto International Charrette is focus on Balancing Continuity and Change in the Iveragh Peninsula. The goal of the charrette design proposals that will promote sustainable economic growth by generating jobs and encouraging people to remain, return and visit the region.

Balancing Continuity and Change means creating solutions that understand what growths means in the context of Iveragh. Its growth that will support and strengthen existing industries, while simutaniously creating future opportunities for residents in the region.

The students at the IwB have identified three themes to guide sustainable growth in Iveragh. These themes are: **collaboration and visibility, learning through discovery, and accessing remote places.** Each theme has been selected to address particular needs and aspirations for the area.

The Iveragh Peninsula is deeply rooted in its culture, heritage and traditions as a way of life. The people of Iveragh enjoy living a simple life and it is evident that the region does not want exponential growth or drastic change. To create continuity in these projects, it is vital to reflect on the culture, traditions and desires of the locals to maintain the region's identity. By using the different themes we can create opportunities that are scaled to the region in a way that will benefit the community in a sustainable way. The concept of Balancing Continuity and Change aims to introduce change in a subtle and effective way in order to make a positive impact on the residents of the region.

Collaboration and Visibility: In this strategy, there is a focus on simultaneously promoting existing culture and tradition, enabling new advancements through the creation of platforms that will connect people, goods and services in the Iveragh Peninsula. Highlighting identity, pride and bringing back the magic of *muinín (pride of people and place)* is key to this strategy. The success of Iveragh's economy depends on

collaboration and the sharing of resources which could support entrepreneurs, homeworkers and local businesses to achieve their goals and share their skills.

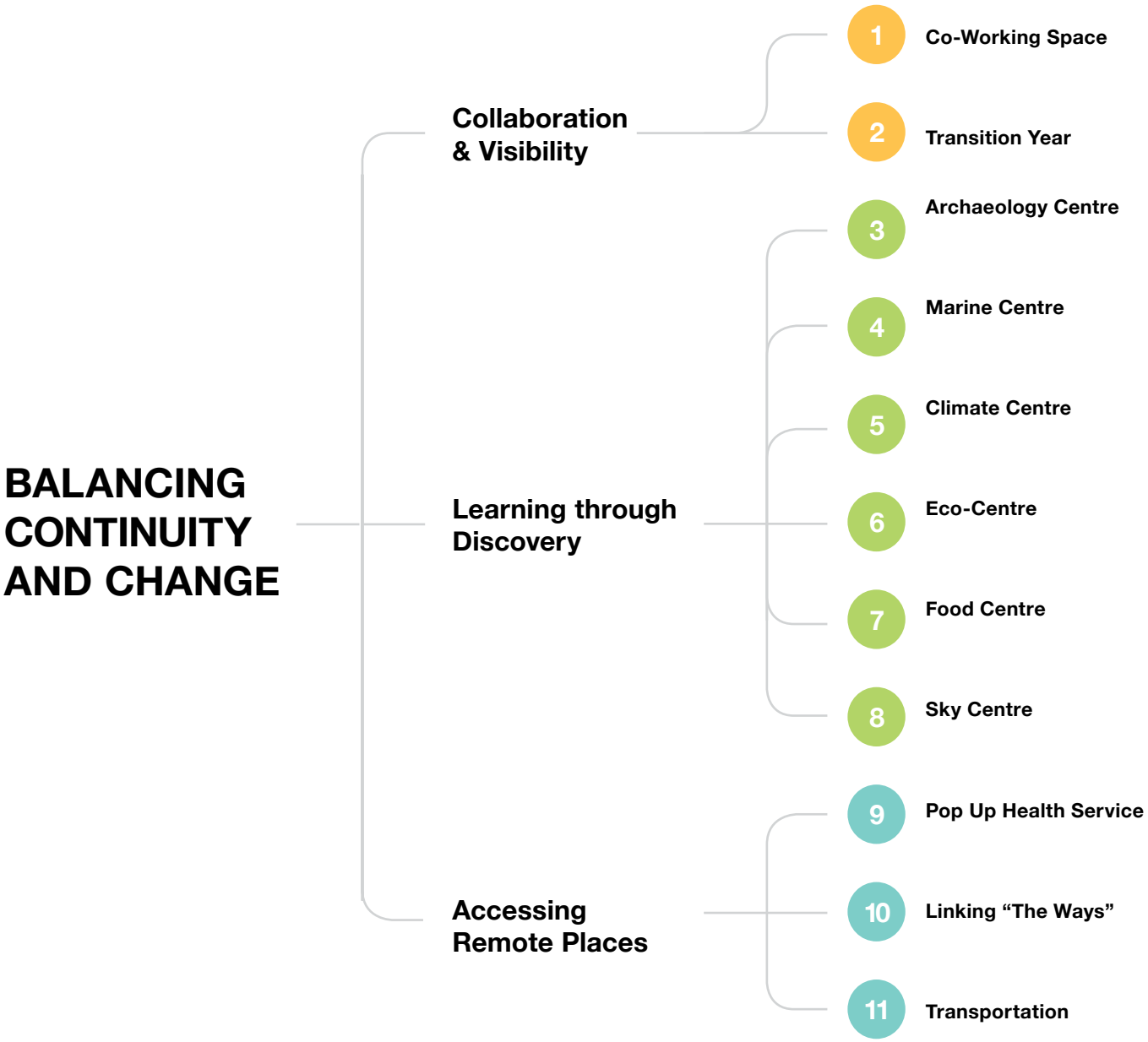
By creating platforms for collaboration the region's many assets will become more visible- generating not only more jobs but also pride in the region, motivating young people to stay in the area.

Learning through Discovery: The Iveragh Peninsula is a very special place; it is the location of countless historical moments, nationally acclaimed people and a spectacularly diverse ecosystem. This strategy will promote and celebrate the existing and potential learning opportunities that can be found in the region. These opportunities come from the strong cultural heritage, diverse ecological landscape, technologies, and education.

By showcasing the assets of Iveragh through learning it will creates potential new industries and opportunities to attract long-term visitors and new residents. There is also an opportunity to develop partnerships with third-level institutions (post secondary schools) which could help entice local young adults to stay in the region. This theme aims to highlight potential types of learning, in order to bring in visitors, inspire locals and create new research partnerships.

Accessing Remote Places: The region's remarkable beauty found in it's natural landscape is also very difficult to access. The projects should aim to address such difficulties of accessibility, in all forms of social and physical isolation by creating formats and systems that provide opportunity to remove the region's sense of remoteness.

PROJECTS OVERVIEW



BALANCING CONTINUITY & CHANGE

PROJECT LOCATIONS


Killorglin
Killarney
Glenbeigh
Molls Gap
IVERAGH PENINSULA
8
9
Kenmare
7
Sneem
8
9
Projects 8 & 9 are both intended to be developed as regional projects.
For a more detailed map visit:
http://institutewithoutboundaries.ca/iwb-bcc-charrette

CHARRETTE DELIVERABLES

Each team must include the following items in their final design proposals

OBJECTIVE

Based on your assigned site and theme, identify ways to leverage existing assets, and imagine new possibilities for job creation that considers the current and future needs of the local community and region.

CONSIDERATIONS

Each team's project brief includes considerations that are specific to their case study site. However, all projects should consider the following:

- Engaging local initiative and partnerships
- Minimizing negative environmental impact
- Community impact for varying demographics
- Design that celebrates the landscape and history
- Re-establishing *muinin* for the Iveragh area.
- Long term employment opportunities for local residents
- New industry that complements local skills
- Establishing local, national and international partnerships

DELIVERABLES

Each team must include the following items in their final design proposals:

1) Project Summary:

Teams will create a standalone summary of their proposal in a digital 1-2 page PDF that includes:

- Concept statement (1 sentence)
- Description that charts a vision of the project and the objectives of your designs (1 paragraph)
- Key insights from your design (1 paragraph)
- Impact from the implementation of the design (1 paragraph)

2) Concept Title & Statement:

Explain the "big idea" behind your project, this should have a clear connection to the regional relevance of the project and productive elements incorporated in the plan.

3) Design of Specific Intervention:

Create a detailed proposal for your design intervention that bridge together the social and physical issues on your site.

4) Physical Designs (can be published by the following**):**

- Plans
- Renderings
- Sections
- Axonometric Drawings
- Models
- Diagrams
- Social Programming
- Events (Year-Round)

5) Systems Diagram:

Create a systems diagram that illustrates:

- Required resources (economic and social capital)
- Key partnerships for implementation
- Physical and systematic interventions
- Community engagement scenarios

6) Visual Identity:

Develop a visual identity to enhance your project and provide a concise vision for the future of this site.

7) User Personas & Programming Scenarios:

Create at least 3 detailed user personas that define the key demographics your proposal is targeting. The intention of creating personas is not only to represent the target group, but is used as a tool during your design process. You must demonstrate that you have used your personas to develop your design.

Using your personas, develop scenarios that illustrate how your design works, showing your physical and social interventions in action.

8) 30 Second Video:

Create a 30 second pitch for your project describing the "big idea".

9) Measures of Success:

Explain how your proposed design meets the charrette objectives and identify the challenges associated with implementation. This may be completed using the following methods:

Strengths Weaknesses Opportunities and Threats (SWOT) analysis

Triple Bottom Line analysis - assessing social, environmental and economic impact of proposed interventions.

Political, Environmental, Social and Technological (PEST) analysis

10) Presentation:

Your final results will be presented to a panel of experts and an audience of your peers and guests. This is your chance to show off your hard work and sell your idea.

10 Minutes:

The maximum length of your presentation is 10 minutes. We have a timer and a very loud bell and we are not afraid to use it if you run over! Each team will have an additional 5 minutes for questions from the panel and audience. Try to anticipate what they might ask you and use this opportunity to provide more details about your proposal.

11) Presentation Deliverables:

- Concept title and statement
- Existing and proposed site plan showcasing the intervention(s)
- Detailed design of a physical intervention and/or service design
- Systems diagram
- Timeline for implementation and phasing
- 30 second video
- User experience scenarios
- Measures of success

12) Publication:

- A 10 page publication communicating your project that includes the following:
- Introduction and background as it is related to your theme. This should include a description of your project and how it will impact or change Iveragh. Explain the "big idea" behind your project. The connection to the regional relevance of the project should be clear. (2 page text plus images)
- Responding to the brief with the project's vision, objectives and key strategies. (2 pages, text and images)
- Projects Details: relevant material of your proposed buildings, products, services. Visualize the site transformation through a detailed site plan and land-use map that clearly illustrates the integration of the proposal. This should include: an appropriate scale, existing conditions, and implementation process: short-term and longer-term. (8 pages)
- Personas and user scenarios that illustrate how your design will be used. Create at least three users that are appropriate to your proposal and develop detailed scenarios that illustrate the user experience of your intervention. These should be used to test your design proposal. (2 pages)
- A systems diagram that illustrates how your project's different components will work with each other. (2 pages)
- A timeline that illustrates how your project will be implemented and the costing for each phase through your timeline, show how your proposal will unfold while considering the short and long-term impact of your proposal. Think big, then consider the smaller steps that are needed in order to achieve the proposal. (2 pages)
- Measures of success that describe how your project will improve the region of Iveragh. Explain how your proposed design meets the charrette objectives and your project manifesto by indicating specific measures of success. These should be measurable milestones that indicate project success at various points in time. (2 pages)

All deliverable must be handed in to a charrette organiser on your team's USB key on Feb. 29th at 9am.

DELIVERABLES PRECEDENTS

Examples of deliverables from past charrettes

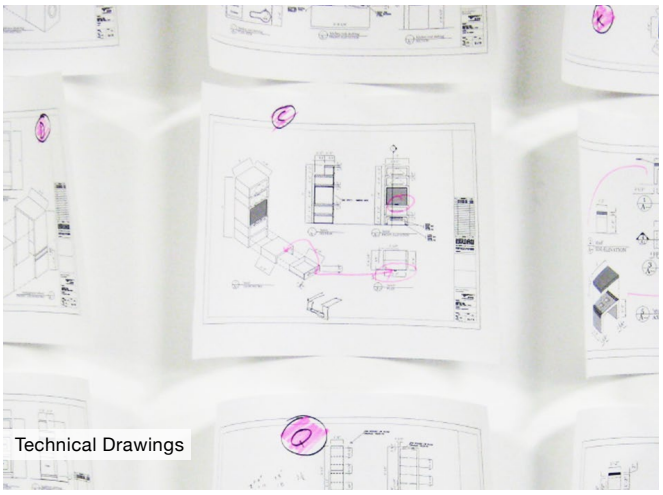
Diagrams

Photoshop Rendering

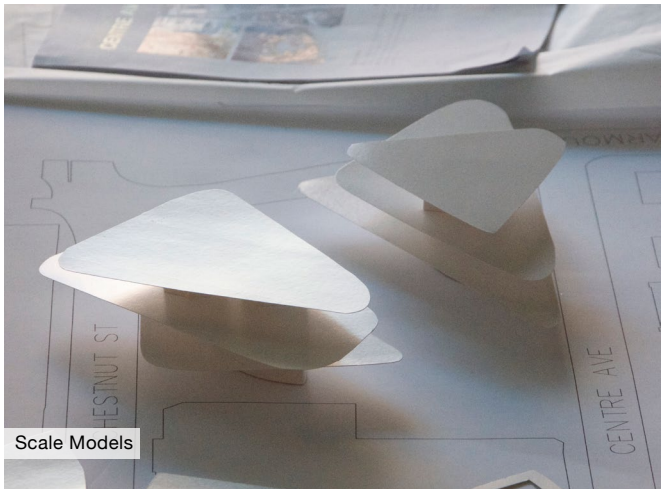
2D Renders

3D Renders

Side View Diagrams



Technical Drawings

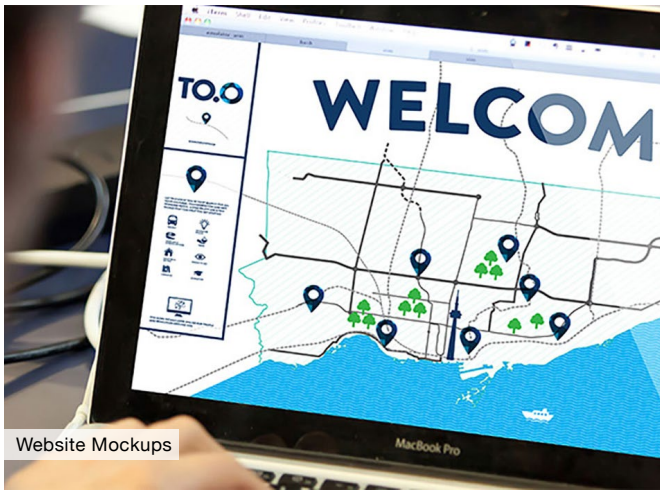


Scale Models


Scale Models


Illustrations

Visual Identity Mockups



Website Mockups

App Mockups

CHARRETTE PROJECT #1

1 CO-WORKING SPACE

THE POWER OF WORKING TOGETHER

Co-Working Space,
Photo from Swissmates

PROJECT BRIEF

TEAM MEMBERS

Team Facilitator:
Viraj Pathare
Augusto Mari Castaneda

Lisa Kain
Mathew McColl Poon
Vitor Manuel Oliveira Morgado
Andrew Luba
Elisabetta Leoni
Mario Gualtiero Rulli
Jennifer Masters
Antenehe Alemu
Matthew Lapointe
Ranji Singh
Martazia Johan
Jasmine Rowe
Stephan Karetnik

PROJECT CHALLENGE

To create a series of buildings that will provide a shared platform and infrastructure for people looking to start their own business and to utilize the space for conducting workshops and skill development.

PROJECT DESCRIPTION

The co-working space will provide a platform to support new industries that come to the region. The co-working space will welcome people from any profession to work under the same roof. The people working in this space would have an opportunity to educate other people by hosting skill development workshops.

In addition to office and desk space this co-working space will share a living lab to conduct research, prototyping and testing in a territorial context with the Transpostation Innovation and Pop-Up Health Incubator (e.g. town or city). The co-working space could be a place to generate ideas for living labs in Caher-siveen; new technologies that could be tested and further research

topics that include transportation, health, marine vessels, and new technologies from IMaR (The Intelligent Mechatronics and RFID based at the Institute of Technology Tralee and is part of the Technology Gateway Network). These technologies should play an important role in the sustainable and economic development of the Iveragh Peninsula.

OBJECTIVES

- Ensure that the building becomes a **hub for internet access**
- Provide **incubator and enterprise space** for local entrepreneurs.
- **Leverage existing organizations** (such as IMaR) as partners to attract new people to the region.
- **To redesign the existing 3 buildings** on the site.

PROGRAM REQUIREMENTS

Breakdown of Built Form (+/- 5%)

Overall site 8,000m2 +/-

Built site 6,000m2

- 10% Recreational space
- 40% Skills workshop
- 50% Working space and meeting rooms

Below are program requirements associated with the entire site that should be embedded in the final proposal:

- Business model of the co-working space.
- Floor plan designating services and illustrating how it will create different forms of collaboration.
- Marketing strategies for skill workshops.

Plan and design parking space for minimum of 50 cars and 10 buses.

CONSIDERATIONS

Establishing partnership with relevant organizations

The co-working space should be easily accessible.

Connecting the co-working space with the community in order to strengthen old business and develop new ones.

2,000m^2 of the site will be shared with the transportation innovation centre.

Create incubator office space for the Pop-Up Health project.

Use a variety of scales to illustrate your project.

EXISTING ASSETS

There are a number of assets to consider in the region for this project including the following locations, organisations and people:

- The O'Connell Centre of Further Education
  www.oconnellcentre.ie/
- SCC Broadband
  www.sccbroadband.ie/coverage-areas/
- Sneem Skills Registry
  sneemec.ie/
- South Kerry Development Partnership
  www.southkerry.ie/education-training-home/leader-rural-development-programme/
- Tech Amergin
  www.techamergin.com/
- Cappanalea
  www.cappanalea.ie/
- Ivertech
  www.ivertecbroadband.ie/

PROJECT CONTEXT

The Iveragh region has an extremely low broadband connectivity compared to the rest of Ireland. This lack of connectivity has continued to slow this areas opportunity to develop within the region and externally. Broadband devleopments have been implemented by locals but are still do not compare tow other regions broadband advancements. It is clear that this region is need of a central hub that is able to provide broadband and other resources for the community, employers, and entrepreneurs.

SITE DESCRIPTION

The site location is a Cahersiveen Industrial Estate, made up of multipurpose buildings. With the site of 6,000 m^2 in total factory building space and serviced land the property has a large road frontage and is situated 5 minutes from Cahersiveen.

For a more detailed map visit:
http://institutewithoutboundaries.ca/iwb-bcc-charrette

PROJECT PRECEDENTS

Here are two precedent studies as reference. Note that is it mandatory for each group to do additional precedent research for this project. Do not feel limited to the ideas and aesthetics of the precedents included, but feel free to use this as a starting point to create a unique project.

HARKAT

Organization: Harkat
Location: Mumbai, India
Type of Project: Co-Working Space

Description:
Harkat is a co-working space that is located inside a bungalow in Mumbai. It offers an office as well as a common room for people to gather and share knowledge.
The membership in this co-working space can be bought on a daily, monthly and quarterly basis. This includes Wi-Fi, access to a mini library and printer access.

www.harkat.in/co-work.html

BHIVE

Organization: BHIVE
Location: Bangalore, India
Type of Project: Co-Working Space

Description:
BHIVE is a co-working space that is based in Bangalore, which is India's largest startup capital. BHIVE provides entrepreneurs and startup organizations to take their projects and ideas to the next level. They help the co-working community to connect, contribute, collaborate, communicate and commercialize their idea. They have a number of guest speakers coming in their building, inspiring and enlightening the people in the space. They have hybrid workspaces that are innovative and help create a professional environment.

bhiveworkspace.com/

CHARRETTE PROJECT #2

2 TRANSITION YEAR

EMPOWERING IVERAGH'S YOUTH

Architects In Schools Initiative,
Photo from Ste Murray Architects

PROJECT BRIEF

TEAM MEMBERS

Team Facilitator:
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Liliana Mora

Miranda Allum
Carolina Nobre Pinto Resende
Marina Guérin
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Gea Sasso
Kyle Purves
Ali Argynbayev
Jung Hee Lee
John Selmar
Rabiya Kayhan
Corey Sebesta
Matt Knight

PROJECT CHALLENGE

Design a high school "transition year" program that encourages youth to connect with different industries in Iveragh in order to build a sustainable future for the region.

PROJECT DESCRIPTION

The Irish transition year is an academic school year which promotes the social, educational and vocational development of students by preparing them for their role as autonomous, active and responsible members of society. This program will encourage youth to understand the opportunities that exist in the region. In addition to rethinking the curriculum, students will design a new classroom format. The aim for this project is to entice youth to return after completing their third level education (post-secondary).

OBJECTIVES

- **Redesign the transition year** for the Colaiste na Sceilge secondary school in Cahersiveen, County Kerry, Ireland
- Allow students to **explore local opportunities and resources** to encourage them to come back to the region after their third level education.
- **To help students develop life skills** including communication, conflict resolution, entrepreneurship and self discipline.

PROGRAM REQUIREMENTS

Built Requirements:

Design a communal space for group work, meetings and presentations for the transition year students and faculty to use. There is a space in the school dedicated to this and is 89m^2.

Social Programming Requirements:

Design a program that aligns with the school curriculum and includes:

- Three different group projects a month (in three different subjects)
- Three subjects per month to have a group project
- An interdisciplinary group project that students will work on all year (6-8 students)
- Mandatory extra curricular activities that are not exclusively sports and theatre (programing & schedule)
- Community outreach and development program/project
- Connecting students to local industries

Identify possible school trips that students could go on every other week, create a schedule for these trips.

Design a job shadowing program giving students five different placements during their year, minimum three working days each. Three of the five opportunities must be in the Iveragh Peninsula. Be sure to determine what the benefit for the owner/employer and students will be.

Plan a year-end event for the school, partners and parents of these students showcasing their work.

CONSIDERATIONS

Job shadowing opportunities are currently mostly out of the Iveragh Peninsula.

This age cohort has little opportunity to develop a healthy and engaging social life.

The average class size for the “transition year” is 55-60 students.

Colaiste na Sceilge is the only secondary school in the area within an hour drive radius.

Local industries are at risk because the upcoming generation does not see its value and potential.

Lack of consistent and strong broadband connection.

Around 75% of students of each grade chose to do the Transition Year. Students are admitted through an interview process. The transition year is viewed in high regard, therefore any improvements or changes are likely to be taken positively.

It costs students an average of 1000€ to participate in the Transition Year. Most students work the during their summer breaks before the program to afford it.

Make students of the region understand the importance of local industry and that they are needed to introduce innovation and new technology.

The major outings the students experience is a 3-day trip to Dublin, a 5-day trip to Cappanalea and two week work experience usually out of the IveraghPeninsula.

EXISTING ASSETS

- Study in ireland www.studyinireland.ie/courses/high-school/the-school-curriculum/
- National Council for Curriculum and Assessment /www.ncca.ie/en/Curriculum_and_Assessment/Post-Primary_Education/
- Currently the core subjects studied within the classroom include: Math and English

PROJECT CONTEXT

Secondary level schooling in Ireland begins at the North American equivalent of Grade 7 to Grade 12. After the equivalent of North American Grade 9, students have the option of completing this “transition year” before they start Grade 10 curriculum. If students choose to do this transition year, their high school career would increased by a year.

The exploration of Iveragh’s potential by the young population of the region is important because this population cohort is on the decline. Since there is no third-level (post-secondary) education in the region, most of the young people leave after high school and don’t come back. Some secondary schools require students to complete the transition year, but some do not.

SITE DESCRIPTION

The high school that the transition year will be designed for is on the outskirts of Cahersiveen, County Kerry called Colaiste na Sceilge. The high school itself has roughly 550 students from grade 7 to grade 12. Students from all over the peninsula travel by car with their parents every day. A school bus system exists but it caters mostly to students in Cahersiveen and its outskirts.

For a more detailed map visit:
http://institutewithoutboundaries.ca/iwb-bcc-charrette

PROJECT PRECEDENTS

Here are two precedent studies as reference. Note that is it mandatory for each group to do additional precedent research for this project. Do not feel limited to the ideas and aesthetics of the precedents included, but feel free to use this as a starting point to create a unique project.

TRANSITION YEAR IRELAND

Organization: Department of Education and Skills
Location: Ireland
Type of Project: Transition Year

Description:
Transition Year Ireland is a good resource to develop a transition year program. It identifies many opportunities available to students all across Ireland. Be sure to have a look to see how Iveragh's Transition Year can be developed into an impactful and memorable program for students of the region.

www.tyireland.com/

SCHOOL WITHIN A COLLEGE (SWAC)

Organization: George Brown College and TDSB
Location: Toronto, Ontario
Type of Project: Transitioing from secondary to post-secondary schooling

Description:
A Student Success initiative in partnership with Toronto District School Board (TDSB), Toronto Catholic District School Board (TCDSB) and George Brown College to offer secondary students the opportunity to earn secondary school credits and dual credit 'General Education' college credits with the goal for students to complete their Ontario Secondary School Diploma (OSSD) and transition to post-secondary destinations.

www.georgebrown.ca/about/cpo/schoolwithinacollege/

CHARRETTE PROJECT #3

3 ARCHAEOLOGY CENTRE

RELIVING THE TIME OF IRISH HISTORY

Skellig Michael,
Photo from Multivu

PROJECT BRIEF

TEAM MEMBERS

Team Facilitator:
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Lj Robinson
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Leah Kelemen
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Michael Mackenzie

PROJECT CHALLENGE

To create a unique centre that acts as a landmark highlighting Irish history and culture through archaeology storytelling and genealogy. The centre will engage online platforms and virtual reality technology as a way to share local stories of the past and present.

PROJECT DESCRIPTION

Archaeology is the study of human history and culture through the analysis of remains, artifacts and monuments. The Iveragh Peninsula has so much untapped potential with over 1,500 monuments identified in the 1996 study *Iveragh Peninsula: An Archaeological Survey of South Kerry*. Iveragh possess rich and meaningful history that is reflected in numerous archaeological sites, providing unique opportunities for tourism development, cultural appreciation, preservation, and learning. There is an unlimited potential for discovery and learning in Kerry,

taking form in ringforts, stone engravings, traditional music and dance. Skellig Michael, Staigue Stone Fort, Derrynane House, the Old Barracks, and Ballycarberry Castle are a few examples that showcase the importance of history and culture in the region.

The centre should be a unique building landmark equipped with virtual reality technology that takes users on a journey reliving the past, in the present to explore the history and remote archaeology. Online platforms should involve open-sourced databases for users to contribute photos, videos, and stories to create a large collection accessible by anyone. The centre should feature programming for annual festivals, as well as seasonal events to attract large populations creating year-round tourism. The centre would have services in genealogy for those of Irish descent who wish to learn about their lineage and history.

OBJECTIVES

- To have visitors **learn through discovery and exploration.**
- To establish a **unique building that becomes a landmark for the region**.
- **To reconnect those of Irish descent with their Irish roots** and showcase the rich history and culture of Kerry to visitors and residents of the region.

PROGRAM REQUIREMENTS

Breakdown of site allocation (+/- 5%)

Site 5,000m^2

Public Space to be 3,000m^2

- 30% Open space
- 30% Dedicated for festivals and events

Physical structure to be 2,000m^2:

- 30% Space to storytell Irish history and culture via physical artifacts and utilization of virtual reality and online open-sourced databases.
- 10% Office space for Genealogy services.
- Design of virtual reality programming
- Plan and design parking space for minimum of 100 cars and 5 buses.

Below are the social program requirements associated with the entire site that should be embedded in the final proposal:

- Online and open-sourced databases for users to contribute photos, videos, and stories (there are no limitations to what this could look like, be open with possibilities and ideas).
- Using virtual reality technology to relive Irish history & culture.
- A Strategy that allows people to visit inaccessible archaeological sites to help build the open-sourced database, and Irish history & cuture.
- Annual and seasonal events at the centre to attract a large number of people.

CONSIDERATIONS

Large Irish diaspora.

What aspects of Irish history and culture would be highlighted.

Poor broadband connection.

Connecting genealogy with the open-sourced database.

Rainy climate in Iveragh.

Challenging landscape.

Creating flexible rooms in the centre that could adapt for multiple functions.

Boggy and muddy conditions of archaeological sites.

The number of jobs that will be created and sustained.

Partnerships with relevant organizations.

Physical structure of centre should match landscape, but still be a landmark.

Use a variety of scales to illustrate your project.

EXISTING ASSETS

There are a number of assets to consider in the region for this project including the following locations, organizations and people:

- Aoibheann Lambe
  www.facebook.com/media/set/?set=a.10152751488312255.1073741831.297669467254&type=3
- Daniel O' Connell House
  derrynane.com/activities/derrynane-house-national-park-daniel-o-connell/
- Old Barracks
  www.oldbarrackscahersiveen.com/
- Roots Ireland
  www.rootsireland.ie/

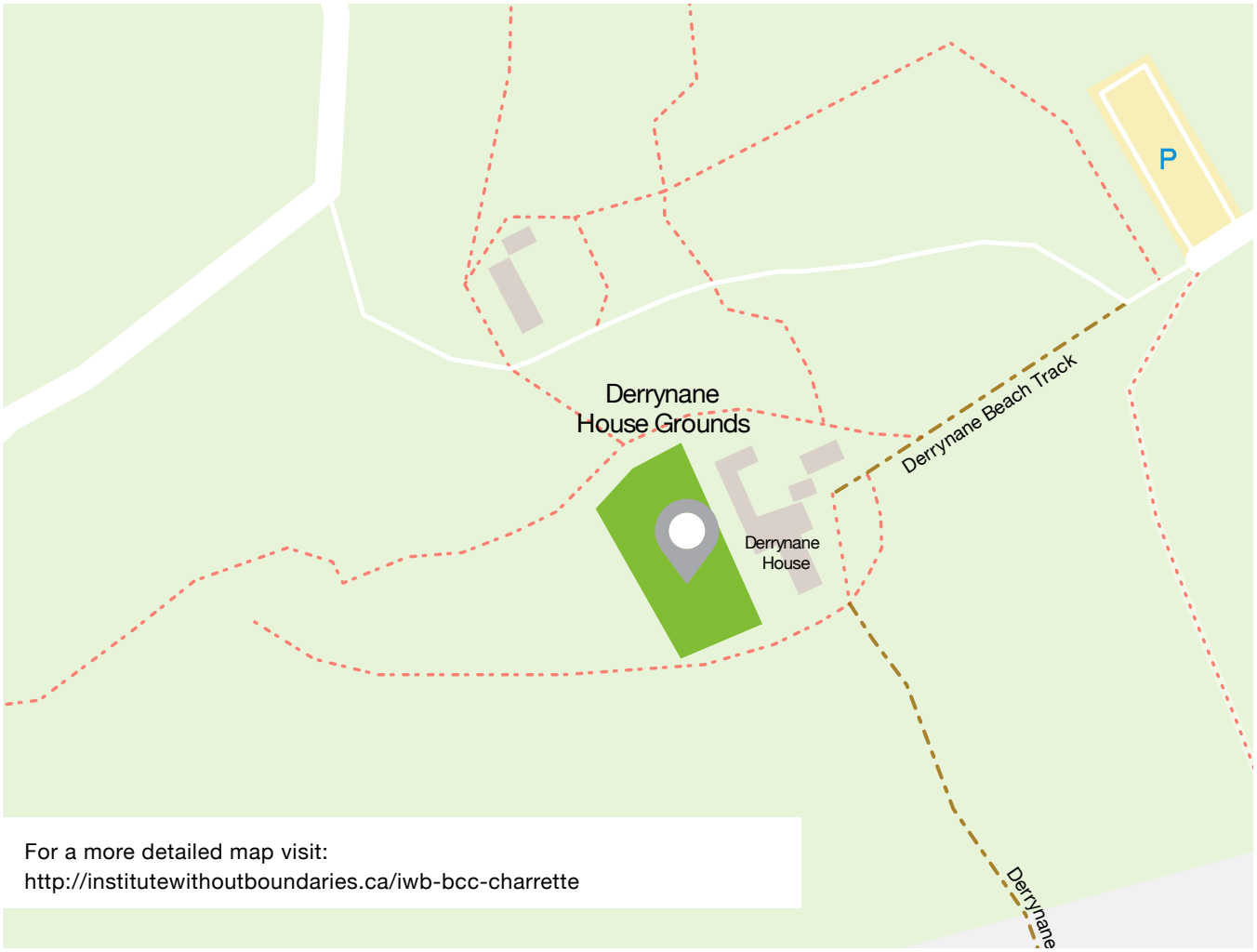
PROJECT CONTEXT

Aoibheann Lambe, a local archaeologist from Iveragh, introduced the IwB to rock art with a visit to a large boulder in Caherdaniel. The boulder had hand-made engravings in which its appearance was dependent on the angle of light shining on it; this revealed how complex, dynamic, and exciting archaeology is in Kerry and its ability to provide "members of the community a sense of ownership and pride in their heritage" (Lambe).

While ringforts, enclosures, and hut sites are distributed throughout County Kerry, the only standing stones that survive in their original positions are concentrated in Iveragh. Some known sites are on private land in which visitors are accessing at their own risk and are difficult to see. Many people interested in learning about Irish history and culture are physically restricted by the difficult pathways and liability issues on privately owned land. Therefore, open-sourced databases and virtual reality could provide more accessible means to learn and discover Irish history and culture.
Source material: Aoibheann Lambe

SITE DESCRIPTION

Derrynane is a village just off of the Ring of Kerry (N70) and is home to the Derrynane House in which Daniel O' Connell once lived. Near the Derrynane House is the Derrynane beach and the sand dunes, rich with natural history in its coastal habitat and biodiversity. The proposed site is immediately west of the Derrynane House.



For a more detailed map visit:
http://institutewithoutboundaries.ca/iwb-bcc-charrette

PROJECT PRECEDENTS

Here are two precedent studies as reference. Note that is it mandatory for each group to do additional precedent research for this project. Do not feel limited to the ideas and aesthetics of the precedents included, but feel free to use this as a starting point to create a unique project.

MYSUEM

Organization: Myseum
Location: Toronto, Canada
Type of Project: Open-sourced Museum

Description:
A Toronto based Myseum is a non-profit organization that deviates from traditional brick-and-mortar museums, and exists through online platforms and pop-up events in the Greater Toronto Area. Myseum celebrates the "city's history, diversity, culture, people, and places, highlighting stories from the past and visions of the future".

www.blogto.com/city/2015/05/toronto_is_getting_its_own_museum_sort_of/

www.insidetoronto.com/news-story/5627081-myseum-of-toronto-celebrates-toronto-s-history-diversity-and-culture/

DAVID ATTENBOROUGH'S GREAT BARRIER REEF DIVE

Organization: The Natural History Museum
Location: London, UK
Type of Project: Interaction Design

Description:
The Natural History Museum in London, UK collaborated with David Attenborough to create a virtual reality experience with Samsung Gear VR. This unique experience allows visitors to get a close-up view with the Great Barrier **Reef, "the world's largest and most diverse coral reef".**

www.wired.co.uk/news/archive/2015-12/04/david-attenborough-great-barrier-reef-vr

CHARRETTE PROJECT #4

4 MARINE CENTRE

DISCOVER THE DIVERSE MARINE LIFE OF IVERAGH

SeaSynergy, Waterville

PROJECT BRIEF

TEAM MEMBERS

Team Facilitator:
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Wojciech Popiel
Laura Mcmullan
Marta Palha Oliveira Lopes
Jennifer Wieskopf
Rong Han
Stefano Tagliabue
Sabrina Yeasmin
David Bonill
Chantal Lynch
Tyler Sutherland
Jae Lee
Gregory Sousa
Dileeni Manickam

PROJECT CHALLENGE

To create a unique centre that acts as a landmark highlighting marine life in the Iveragh Peninsula. The centre and the surrounding site will house innovative research and include different interactive experiences.

PROJECT DESCRIPTION

The Iveragh Peninsula has an extensive diversity in water species making it a key destination for aquatic ecological research. Humpback whales, dolphins, and trout are just some of the water species that are present in Kerry. Iveragh's unique ecology deserves more professional and scientific attention and respect. It is an amazing location to develop the reputation, knowledge and appreciation for environmental awareness and marine research. The Marine Centre will allow locals and tourists to explore, interact and discover the diverse marine life of Iveragh, while also leveraging local resources and assets of the region

This space should offer aquariums to view smaller scale marine life, interactive exhibitions to showcase sea life and food chain cycles, water tours/courses, simulation exhibitions, and an immersive underwater experience. In addition to the interactive opportunities for visitors, there will also be opportunities for local businesses, researchers and investors to use the space and resources to work on and contribute to environmental innovations and research.

OBJECTIVES

- T**o showcase the diverse marine life** of the region.
- To celebrate and amplify the **natural landscape** and marine life by making it a destination.
- To create a **unique building that becomes a landmark for the region.**
- To design r**egular tours, seasonal programming** and an **annual festival** to bring in tourism

PROGRAM REQUIREMENTS

Breakdown of site allocation (+/- 5%)

Site 20,000m^2

Public Space to be 6,000m^2

- 30% Open space
- 30% Dedicated for festivals and events

Physical structure to be 14,000m^2:

- 15% for Research space
- 25% Visitor centre/interactive learning centre
- Plan and design parking space for minimum of 100 cars and 5 buses.

Below are the social program requirements associated with the entire site that should be embedded in the final proposal:

- Provide tourism opportunities year round by designing indoor and outdoor activities.
- Envision how this centre will accommodate overnight visitors.
- Conservation initiatives for key species.
- Membership plan.
- Event Programming that runs seasonally.
- An annual festival that brings tourism.

CONSIDERATIONS

Consider how to build the physical infrastructure needed to create this centre.

The structure(s) being designed should not be overpowering to the natural environment.

The creation of purposeful employment for the residents of Iveragh (minimum of 15 jobs).

To extend the tourism season to year round.

Consider involving existing research initiatives and how to connect them.

Students must consider the diverse and unique ecology of the area and take into account the ecological footprint that this multidisciplinary centre will create.

Connect student's transition year with volunteer/job opportunities in the centre.

School trips planning for the region.

Consider rainwater harvesting as the centres source of energy

Use a variety of scales to illustrate your project.

EXISTING ASSETS

There are a number of assets to consider in the region for this project including the following locations, organizations and people:

- Sea Synergy
  seasynergy.ie
- Atlantic Irish Seaweed
  atlanticirishseaweed.com
- Dingle Ocean World
  www.dingle-oceanworld.ie
- Derrynane App
  www.guidigo.com/Tour/Ireland/Kerry/The-Derrynane-App-Seashore-Nature-Trail
- Derrynane Sustainability Living and Learning
- Atlantic Sailing Club, Cahersiveen
  afloat.ie/resources/irish-sailing-clubs/atlantic-sailing-club

PROJECT CONTEXT

Waterville has a long coastline and is accessible from most parts of the town. Arranging events, and study trips on water will be very convenient in this location. Waterville has become the hub for marine research because of a small research centre, the “Sea Synergy centre”, which is owned and managed by a marine biologist and Kerry native Lucy Hunt. Sea Synergy provides fun and interesting activities for kids and adults to discover Ireland’s marine life and the importance of the sea in our daily lives. Also in Waterville, there are many initiatives in keeping Kerry’s beaches clean and raising awareness of marine litter. The centre can benefit from the research gathered at Sea Synergy and marine research trend could be pushed forward focusing on tourism, research and fun.

SITE DESCRIPTION

Waterville is a village in the Iveragh Peninsula overlooking Ballinskelligs Bay and nestled on Lough Currane, where the village gives access to a vast seafront. The village’s name in Irish refers to the water in terms of “The Little Whirlpool” or to the shape of Ballinskelligs Bay in terms of “The Sickle”. The chosen location is on the Ring of Kerry road, overlooking the water and just off the main centre of Waterville. The site has a potential of becoming a focal point of the area and to set Waterville as a choice location of the region.

For a more detailed map visit:
http://institutewithoutboundaries.ca/iwb-bcc-charrette

PROJECT PRECEDENTS

Here are two precedent studies as reference. Note that is it mandatory for each group to do additional precedent research for this project. Do not feel limited to the ideas and aesthetics of the precedents included, but feel free to use this as a starting point to create a unique project.

MAUI OCEAN CENTRE

Organization: Kakslauttanen Resort
Location: Maui, Hawaii
Type of Project: Aquarium

Description:
Maui Ocean Centre is located in Hawaii, the centre showcases ocean life in aquariums it supports education via school trips and events. The centre also has an award winning restaurant specializing in seafoods.

www.mauioceancenter.com

SAPPHIRE COAST MARINE DISCOVERY CENTRE

Organization: Sapphire Coast Marine Discovery Centre
Location: Australia
Type of Project: Discovery centre

Description:
The centre is a hands-on experience on marine life. It focuses on education and research via school trips and an in-house research centre. It also provides accommodations for visiting groups.

www.sapphirecoastdiscovery.com.au/

CHARRETTE PROJECT #5

5 CLIMATE CENTRE

EXPLORING ONE OF THE BIGGEST ISSUES OF OUR TIME

Stormy Clouds in Kerry, Photo by Marcus Rahm

PROJECT BRIEF

TEAM MEMBERS

Team Facilitator:
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Laura Greenfield
Louise Desmettre
Mariasole Benzi
Xiao Liu
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Zaid Chhiboo
Mark Macleod
Jermaine Whitton
Michael Mancini
Jean-Louis Traballo
Dominique Jean Masongsong

PROJECT CHALLENGE

To create a unique centre that acts as a landmark that will explore different approaches to the issues of climate disruption through interactive experiences and innovative research.

PROJECT DESCRIPTION

The Valentia Observatory in Cahersiveen is rooted deeply in the history of Irish meteorology. The Observatory carries out surface weather and upper-air meteorological measurements, as well as a wide range of other scientific activities including o-zone monitoring, geomagnetics, seismology, solar radiation and environmental monitoring. This centre should amplify the niche of meteorology in Cahersiveen also evoking the interests of meteorology for the public. The Climate Centre is expected to attract more tourists and create jobs for local residents. The Climate Centre consists of a main structure as a physical landmark, and its supporting facilities, services, and events. The main purpose of this project is

to be educational by raising awareness of climate issues through experiential approaches. The space should provide access for students and professionals to conduct climate research and a platform to exchange knowledge. The Climate Centre will address one of the most pressing issues in our world today: climate disruption. The centre's design should condiser the green/smart architecture technologies.

The Climate Centre as a public space, should allow the public to enjoy events and daily leisure. The visitors can experience key elements of different climate types. Also, visitors can learn more about extreme climate phenomena and their impacts. The design should incorporate both indoor and outdoor. The centre needs to provide services for visitors, such as food, drink and information. The outcome of the centre would be to bring jobs and business opportunities for local residents while attracting tourists.

OBJECTIVES

- To provide a **public space** for tourists and the locals that host seasonal and annual festivals.
- To establish a **unique building that becomes a landmark for the region.**
- To provide an **interactive learning experience** for visitors.
- To provide **opportunities for research** exploration.

PROGRAM REQUIREMENTS

Breakdown of built Form (+/- 5%)

Site 34,000 m^2

60% Public open-air space

30% Physical structure

10% Commercial space

Below are program requirements associated with the entire site that should be embedded in the final proposal:

- Design a functional main structure for indoor and outdoor activities, exhibitions and experiences by using sustainable materials and green/smart housing technologies Design a series of feasible activities/events/ services for visitors.
- Design research/professional programming.

CONSIDERATIONS

Utilize the scenic view and landscape.

All the components should speak to each other organically, and also speak to the environment.

Prioritizing and highlighting experiences for visitors before facilities.

The possibility of job/business creation needs to be carefully considered and calculated accordingly.

Surrounding the main structure is open air space.

Daily leisure activities for locals.

Project should be expandible for future opportunities of development.

Use a variety of scales to illustrate your project.

EXISTING ASSETS

There are a number of assets to consider in the region for this project including the following locations, organizations and people:

- Historical Valentia Observatory.
- The rich history of meteorology in Cahersiveen.
- The scenic estuary and hill around this site
- Dublin Weather Forecast
  www.metoffice.gov.uk/
- The Irish Meteorological Service Online
  www.met.ie/
- Dublin Science Gallery
  dublin.sciencegallery.com/

PROJECT CONTEXTS

The site is located on the western side of the Ring of Kerry-the main road that connects towns on the peninsula. This means that this site is exposed to a high level of traffic, especially during the tourist season. Also it is located at the western entrance of Cahersiveen, therefore the location of this centre can develop as a landmark for the town. In addition, not far from the north, it connects to the estuary of Cahersiveen, which allows for visitors to this site to experience the beautiful views.

SITE DESCRIPTION

This site is right next to the Ring of Kerry, the major road of Cahersiveen, and just 500m from the town edge. With the Valentia Observatory nearby, this land is perfect for physical intervention surrounding the topic of meteorology. The size of the field is 300x150m, and has a mild slope that goes down behind the observatory.

For a more detailed map visit:
http://institutewithoutboundaries.ca/iwb-bcc-charrette

PROJECT PRECEDENTS

Here are two precedent studies as reference. Note that is it mandatory for each group to do additional precedent research for this project. Do not feel limited to the ideas and aesthetics of the precedents included, but feel free to use this as a starting point to create a unique project.

INTERACTIVE ART INSTALLATION

Organization: Berndnaunt Smilfe
Location: Netherlands
Type of Project: Art Installation

Description:
Indoor Clouds! Dutch artist Berndnaut Smilde controls the weather and creates beautiful indoor clouds with the help of a smoke machine. Fog machine emits dense vapour/smoke that makes contact with sprayed water and forms small white cloud. Miniature cloud floats through the room and quickly disappears.

www.kakslauttanen.fi/en/

THE ISLAND

Organization: Art Ifeng
Location: Krausnick, Germany
Type of Project: Indoor Rainforest

Description:
Built in an abandoned hangar, this incredible indoor rainforest is located at Krausnick, Germany. “The Island” contains 50,000 different tropical plants, a white beach and a South-east Asian style resorting village. It also offers various services for visitors such as water park, pub, spa and hotel.

art.ifeng.com/2015/0724/2303988.shtml

6

CHARRETTE PROJECT #6

ECO-CENTRE

ENGAGING WITH THE LANDSCAPE OF IVERAGH

Derrynane Mass Loop,
Photo from the IwB

PROJECT BRIEF

TEAM MEMBERS

Team Facilitator:
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Miriam Sánchez
Hassan Zafar

Laurel Benzaquen
Audrey Belaud
Silvia Beretta
Lorenzo Maccacaro
Saumya Arora
Gilda Samaniego
Gewargis Gewargis
Ivan Mishchenko
Yiqun Xu
Filip Markovic
James Bedard
Brian Nguyen

PROJECT CHALLENGE

To create a unique centre that acts as a landmark that allows residents, researchers and visitors to explore the ecology and interact with the landscape of the region.

PROJECT DESCRIPTION

The Eco-Centre will focus on ecology, geology, flora and fauna of the Iveragh Peninsula. The project will offer engaging educational tours, workshops and hands-on learning experiences for kids and adults. In addition to the interactive experiences for visitors, there will also be an opportunity for researchers to use the space and resources to work on and contribute to environmental innovations and research.

The range of activities could include, but are not limited to: study of the diverse organisms that live in peatlands, forests, mountains, lakes and coastline of County Kerry; fun hands-on experience with dirt and rocks; workshops on sustainable building and renewable energy technologies; nature conservation

practices; walking tours and meditation classes. Research topics could include: biodiversity (variety of life on Earth); ecology (study of interactions among organisms and their environment); geology (a science that deals with the history of the Earth and its life especially as recorded in rocks); geography (the study of the land and its inhabitants, as well as human-land interaction); aerogeology (the use of aerial observation and photography in the study of geological features); agrogeology (the branch of geology concerned with the adaptability of land to agriculture, soil quality, etc); mineralogy (the branch of geology that studies the physical and chemical structures of minerals).

OBJECTIVES

- To establish a **unique building that becomes a landmark for the region.**
- Establish **year-round tourism** through designing recreational day-to-day and special events programming including activities for each season and an annual festival.
- To develop a specific **research curriculum** relevant to the region's ecology.
- To engage visitors into learning about ecology through a range of **interactive activities**.
- To create **employment for local residents**.

PROGRAM REQUIREMENTS

Breakdown of site allocation (+/- 5%)Site 5,000m^2

Public Space to be 2,500m^2

- Open space
- Dedicated for festivals and events
- areas offering shelter from the rain and parking lot for minimum 25 cars and 2 tour buses

Physical structure to be 2,500m^2:

- 30% dedicated to research and educational spaces.
- 40% assigned for a visitor centre.
- 30% devoted to an event space that could accomodate for seasonal programming and annual festival
- Plan and design parking space for minimum of 100 cars and 5 buses.

Below are the program requirements associated with the entire site that should be embedded in the final proposal:

- Regular day to day programming
- Special event programming for each season and an annual Festival
- Tourism opportunities year-round through offering indoor and outdoor learning activities
- Benefits to local residents and specifically farmers
- Reaching out and connecting with other regions in Ireland
- Potential national and international partnerships

CONSIDERATIONS

The structure(s) built should not be overpowering to the natural environment.

Consider designing ecology related activities that can occure year round under all weather circumstances.

There is a great deal of rainfall.

Slow Tourism as a sustainable element of Eco Centre direction.

Creation of local employment, minimum of 20 regular jobs.

Consider involving existing research initiatives and potential partners and how to connect them to the Eco-Centre.

Consider a 3 to 5 year phasing and implementation plan Accommodate public lectures, performances, and an annual festival.

Use a variety of scales to illustrate your project.

EXISTING ASSETS

- Derrynane Beach
  www.kerry-beaches.com/derrynane.html
- Derrynane App
  www.guidigo.com/discover-tours?q=derrynane
- Maps and Planning
  kerrycoco.ie/en/allservices/planning/localareaplans/localareaplans/lapsforthefaofcahersiveensneemwaterville/thefile,8173,en.pdf pages: 206-218
- Irish Peatlands Conservation Council (IPCC)
  greennews.ie/new-peatland-nature-reserve-announced-for-kerry/
- Tetrapod Footprints
  www.valentiaisland.ie/explore-valentia/tetrapod- trackway/
- Kerry Geopark
  www.kerrygeopark.ie/geology.php?t=2
- Kerry Geology
  geoschol.com/counties/KERRY_GEOLOGY.pdf
- Kerry Archaelogy
  www.facebook.com/rockartkerry/?fref=ts

PROJECT CONTEXTS

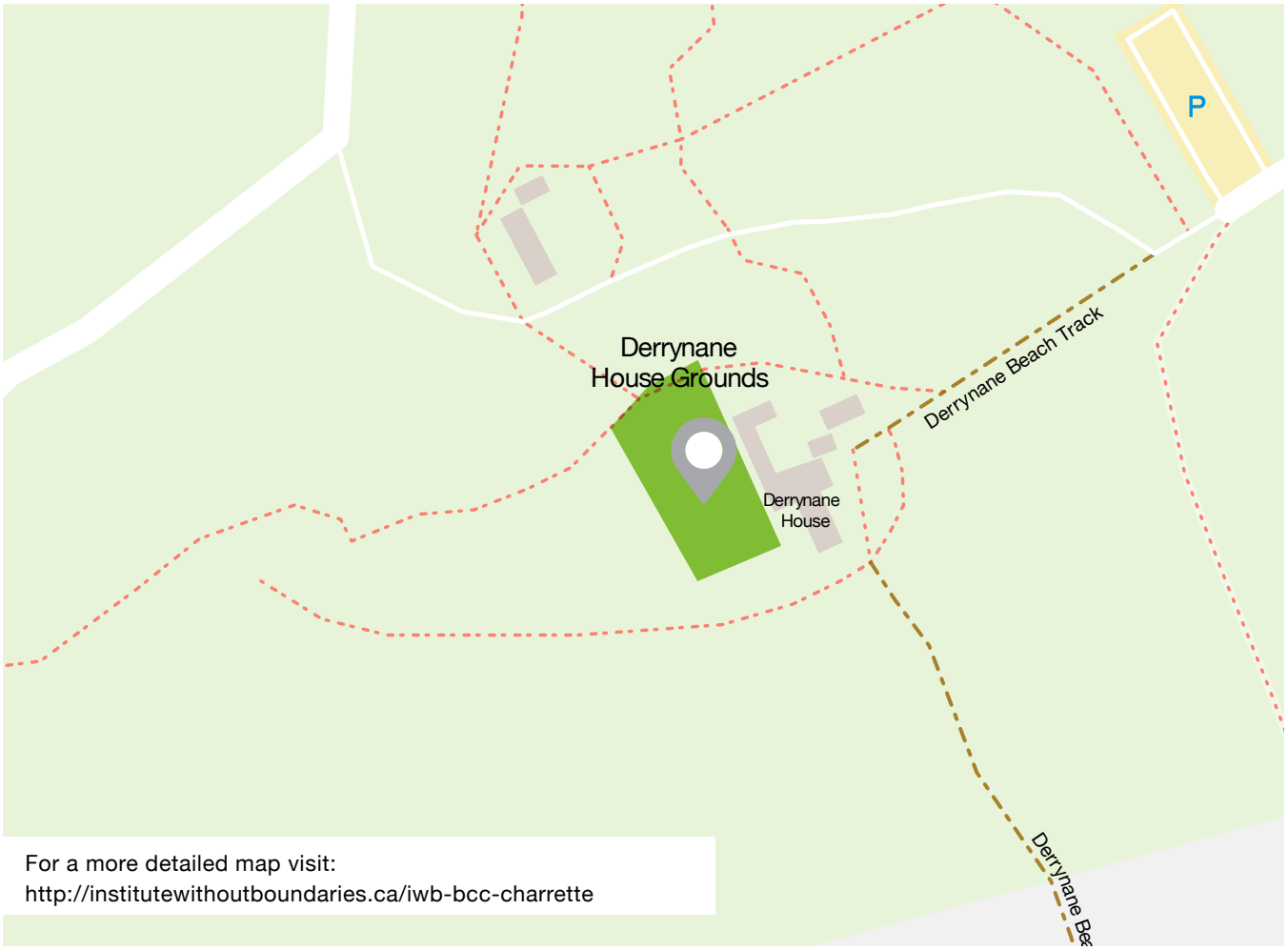
County Kerry is known for its unique landscape and geology. The current pastoral landscape that attracts visitors from all over the world has been influenced by the traditional sheep farming techniques. The geology of the region includes amphibian trackways, Silurian fossils, volcanic lavas, Killarney chalk and glacial deposits.

Fossil fish of the Devonian Age are present in the Iveragh Peninsula. Additionally, an important trackway of one of the first land-animals was discovered on Valentia Island in 1992. The trackway is referred to as the tetrapod footprints, between 350 and 370 million years ago. The footprints represent the transition of life from water to land.

County Kerry is home to a variety of species: more than eight different kinds of marine mammals visit the coastline; nocturnal Kerry Slug, that is now considered to be endangered species, lives here; and the singing frogs of the Derrynane beach are famous for their operas during the mating season in Spring.

SITE DESCRIPTION

Derrynane National Park is located on the Ring of Kerry about 2 km away from the village of Caherdaniel. It covers the area of about 1.3 km² and is home to diverse flora and fauna that lives in Derrynane's mountains, forest, wetlands and sand dunes. Derrynane beaches are clean and offer spectacular views of the ocean. When the tide is low, the Abbey Island becomes reachable through one of the three beaches. Here a visitor would find the ruins of an old abbey and the Derrynane cemetery. Some of the graves are nestled inside the ruins of the abbey. Mary O'Connell, the wife of Daniel O'Connell, legendary Irish leader of the 19th century titled the Liberator, is buried in this scenic cemetery. Their ancestral house located inside the National Park is open to the public as a museum during the tourist season.



For a more detailed map visit:
http://institutewithoutboundaries.ca/iwb-bcc-charrette

PROJECT PRECEDENTS

Here are two precedent studies as reference. Note that is it mandatory for each group to do additional precedent research for this project. Do not feel limited to the ideas and aesthetics of the precedents included, but feel free to use this as a starting point to create a unique project.

THE LIVING CITY CAMPUS

Organization: Toronto and Region Conservation Authority
Location: Woodbridge, Ontario
Type of Project: Education, Conservation Centre

Description:
The Living City Campus and the Kortright Centre for Conservation is located near Woodbridge, Ontario, Canada. It is an environmental and renewable energy education and demonstration centre. The Living City Campus offers research opportunities, tours, workshops, day camps and other activities focused on sustainability.

tour.thelivingcitycampus.com/home

www.kortright.org/

THE EDEN PROJECT

Organization: The Eden Project
Location: Cornwall, UK
Type of Project: Interactive greenhouse centre

Description:
The Eden Project is located near Cornwall, England, U.K. It is a well-known visitor attraction built on a reclaimed land that used to be a Kaolinite mine. The landmark consists of geodesic domes that serve as greenhouses and contain plants from different climates. There are outdoor gardens with plants from around the world and public sculptures. It took only two and a half years to build this extensive project.

www.edenproject.com

CHARRETTE PROJECT #7

7 FOOD CENTRE

EXPLORING THE FUTURE OF FOOD

McKnight Foundation's Collaborative Crop Research Program, Photo from Foodtank

PROJECT BRIEF

TEAM MEMBERS

Team Facilitator:
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Ryan (Febryan Yudha) Prawira

Jonas Adam
Eunice Joaquin
Julien Bogino
Alice Borroni
Federca Mazzola
Cristina Zambelli
Hoang Thanh Vu Tran
David Giedroc
Luis Morales Zapata
Terrence Zhou
Naser Motahari
Dalton Bender
Lidiana Patricio

PROJECT CHALLENGE

To create a unique centre that acts as a landmark that will allow for research to be conducted on growing crops in difficult conditions and promote local food production. Design systems that allow for researchers, farmers, residents and visitors to explore and discover new ways of farming.

PROJECT DESCRIPTION

One of the largest contributors to Iveragh's economy is agriculture. The majority of farms in Iveragh are sheep and cattle farms, where the animals are raised for food. Iveragh is known for its high quality lamb as animals roam freely and contently and for its butter which is exported worldwide. Not only do the sheep in the area provide food and income for locals but also help to cultivate the land. If it were not for the constant grazing by sheep, the land would be overgrown with bush making some areas difficult to access. Unfortunately, this may be the last generation of farms in Kerry as many of the farmers are getting older and there are fewer young people in

the area that will take over their work. It is essential that these farming traditions are not lost, but evolve and the knowledge and techniques practiced are being passed on to next generations.

As climate change, monocultures, and soil degradation takes its toll on global food production it is increasingly urgent that alternative agricultural methods are explored and created. The researchers and visitors at the food centre will explore how to grow crops in difficult conditions and how to enhance food production in the region.

The food centre will allow locals and tourists to explore, interact and discover the diverse ways in which food can be grown. In addition to the interactive opportunities for visitors, there will also be opportunity for local businesses, researchers and investors to use the space and resources to work on and contribute to food innovation and research. Additionally, the centre will work in conjunction with Kerry County Council's local food initiatives to help grow local producers brands and businesses.

This centre should be fully equipped to be self sufficient through rainwater harvesting and energy collection. This centre should also consider designing systems indoors and outdoors.

OBJECTIVES

- To research and **develop new ways to farm** for difficult conditions.
- To produce **food for the region.**
- To create a **unique landmark structure.**

PROGRAM REQUIREMENTS

Breakdown of site allocation (+/- 5%)

Site 3,500m^2

Public Space to be 2,000m^2

- Outdoor facilities for dairy and cattle/sheep farming

Physical structure to be 1,500m^2

- 35% will be dedicated space for growing crops (indoors),
- 20% will be dedicated space for research,
- 10% will be dedicated space for education/ interactive learning
- 25% will be dedicated space for a market to sell vegetables and fruits
- 10% a restaurant.
- Plan and design parking space for minimum of 50 cars

Below are the social program requirements associated with the entire site that should be embedded in the final proposal:

- Provide tourism opportunities year round by designing indoor and outdoor cultivation.
- Conservation initiatives for key species.

CONSIDERATIONS

What growing systems already exist in Iveragh and Ireland and their methods of maintenance and sustainability.

Growing for all seasons.

Students should consider aquaponics, seaweed and algae farms.

Students should consider potential partnerships.

Use a variety of scales to illustrate your project.

EXISTING ASSETS

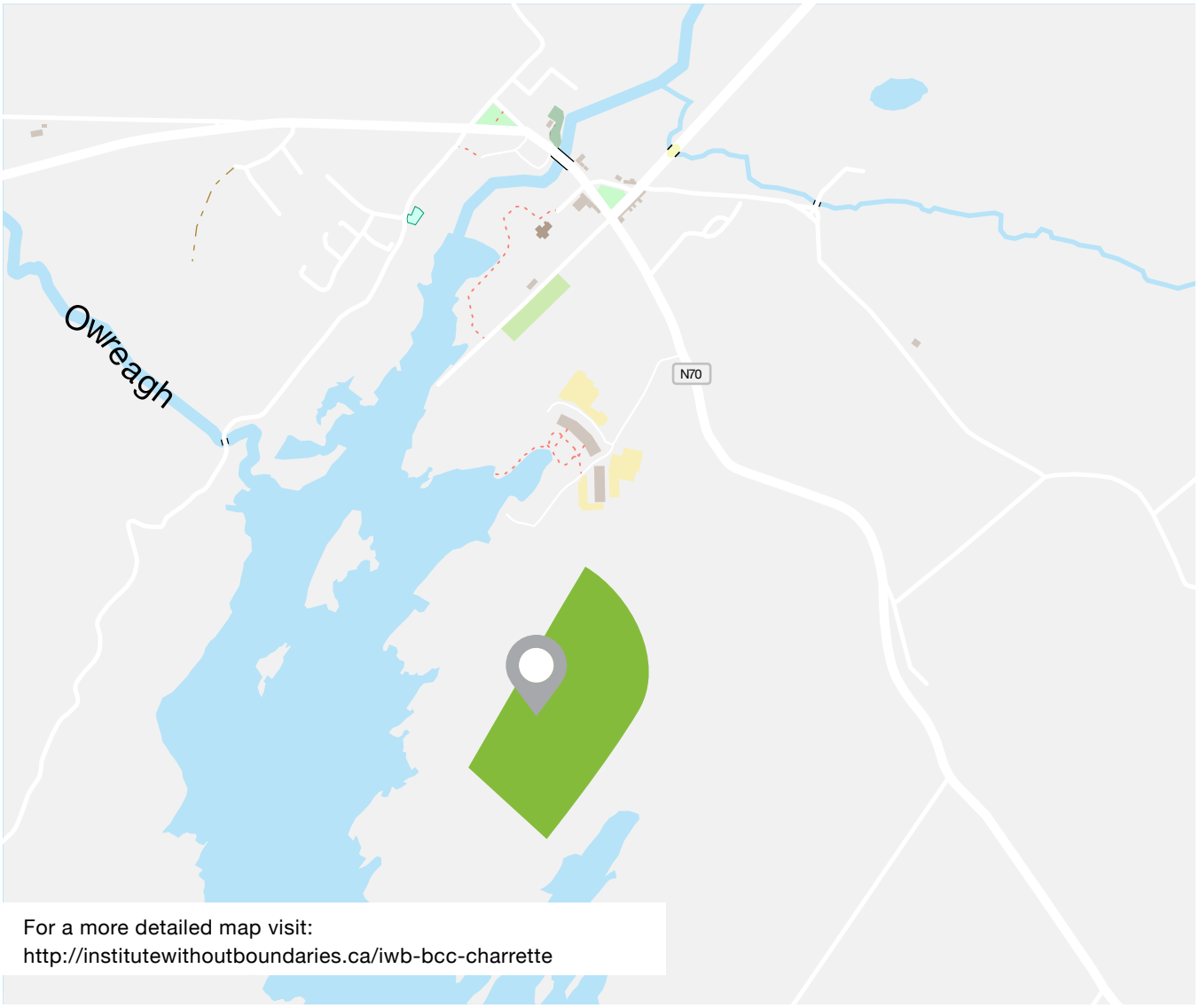
- Teagasc AFDA
  teagasc.ie
- WWOOF
  wwoof.net
- Dairymaster
  dairymaster.com
- aquaponics.ie/wordpress/index.php
- www.cso.ie/en/releasesandpublications/ep/p-fss/farmstructuresurvey2013/
- www.teagasc.ie/publications/view_publication.aspx?publicationID=3830

PROJECT CONTEXTS

There is difficulty in maintaining the agriculture industry in the region given the quality of the soil in the area, as it has a high water table making it difficult to grow crops for food and animal feed. About 80% of the meat produced is exported to other parts of Europe and the United States. In contrast, Ireland spends the most on importing fruits and vegetables, about 1.5 billion Euros between January to November in 2015.

SITE DESCRIPTION

Sneem is an important service town for its rural catchment area, especially as it is located a distance from other major service towns such as Kenmare and Killarney. It is also a busy tourist stopping point on the Ring of Kerry tourist route. It therefore serves an important dual role in the County Kerry area. Around the town there are many different farms including Blueberry Hill.



For a more detailed map visit:
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PROJECT PRECEDENTS

Here are two precedent studies as reference. Note that is it mandatory for each group to do additional precedent research for this project. Do not feel limited to the ideas and aesthetics of the precedents included, but feel free to use this as a starting point to create a unique project.

EVERGREEN BRICKWORKS

Organization: Brickworks
Location: Canada
Type of Project: Community Centre

Description:
A community environmental centre that inspires and equips visitors to live, work and play more sustainably. Transformed from a collection of deteriorating heritage buildings into a global showcase for green design and urban sustainability, Evergreen Brick Works is both a stage and incubator for Evergreen's programs which focus on ecology, design, technology, and the arts.

www.evergreen.ca/

GROWUP URBAN FARMS

Organization: GrowUp Urban Farms
Location: London. UK
Type of Project: Sustainable food and local market

Description:
GrowUp Urban Farms produce sustainable fresh fish, salads and herbs in cities using a combination of aquaponic and vertical growing technologies. They lower the environmental impact of agriculture by building and operating farms that take unused urban space and use it to grow produce. Through the use of aquaponic technology and protected cropping, they can produce a year-round harvest of fresh, leafy vegetables and fish.

growup.org.uk/

8

CHARRETTE PROJECT #8

SKY CENTRE

DISCOVERING THE VAST UNIVERSE

Photographing the Milky Way,
Photo by Nicolas Bourgeois

PROJECT BRIEF

TEAM MEMBERS

Team Facilitator:
Audrey McMann
Nikita Shashi Menon

Ângela Gil Fachadas
Maxi-Ann Amanda Smith
Simon Villaret
Sara Camagni
Carlotta Montagna
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Enes Ozdemir
Florenca Bortolacci
Dana Carissa Santos

PROJECT CHALLENGE

To create a unique centre that acts as a landmark that leverages the Dark Sky Reserve for unique research, educational and overnight opportunities for visitors and residents alike.

PROJECT DESCRIPTION

The Sky Centre will celebrate Iveragh's beautiful natural landscape and their night sky. As the region is the only Gold Tier Dark Skies Reserve in the Northern hemisphere, the Dark Sky Reserve is a source of pride for Iveragh as this is an area well known for its beautiful clear sky, unaffected by light pollution. This has become a spot for international photographers to document and study the sky. The Sky Centre will be situated within the core of the Dark Sky Reserve and should be aimed to be finished within 2-4 years. The centre should provide space to observe and learn about astronomy for students, astronomy and astrophysicist researchers and visitors. In addition to the space being a place of learning, it will incorporate events, hospitality and tourism through overnight accommodation. This centre and its programming should be able to operate day and nights.

OBJECTIVES

- Create an environment that encourages learning through **interactive discovery**, day and night through all seasons.
- Establish **year-round employmen**t for locals through various fields such as service, hospitality and astronomy.
- Develop an **annual event** for locals and tourists, which celebrates the night sky.
- Create a **unique landmark** structure for research, educational, observatory and overnight accommodations.

PROGRAM REQUIREMENTS

Breakdown of site allocation (+/- 5%)

Site 10,000m^2

Public Space to be 2,000m^2

- Open space, dedicated for festivals and programming and observation

Physical structure to be 8,000m^2:

- 15% for research space
- 25% for visitor centre/interactive learning centre
- 40% accomodation and pop-up store that offers visitors and guests supplies and product to enhance their night sky experience.
- Plan and design parking space for minimum of 100 cars and 5 buses.

Below are the social program requirements associated with the entire site that should be embedded in the final proposal:

- Provide tourism opportunities year round by designing indoor and outdoor activities.
- Envision how this centre will accommodate overnight visitors.
- Conservation initiatives for key species.
- Membership plan.
- Event Programming that runs seasonally.
- An annual festival that brings tourism.
- Site plans that showcase 3 possible locations to have the centre and overnight accommodations in the Iveragh area.
- Envision how this centre or overnight accommodations can reach outside regions.

CONSIDERATIONS

Access to star gazing that involves and promotes interactive learning and research experiences.

Operating with minimal light pollution to follow the Dark Sky Reserve certification.

Facilities to accommodate for the overnight visitors: to have private, nature inspired areas to experience a night under the stars that run all year.

The structure(s) built should not be overpowering to the natural environment.

Indoor and outdoor activities that can run year-rou

Consider when experts are needed to help formally make site selection of the centre.

Condiser the various focues of sky studues such as astronomy, physics, astrophysics, photogrpahy

December is considered the best time of the year to see the night sky.

When creating personas, consider the perspective of the tourist.

Use a variety of scales to illustrate your project.

EXISTING ASSETS

There are a number of assets to consider in the region for this project including the following locations, organizations and people:

- Kerry Dark Sky Reserve
  kerrydarksky.com/wp-content/uploads/2014/09/Kerry-International-Dark-Sky-reserve-PDF-Map-and-information.pdf

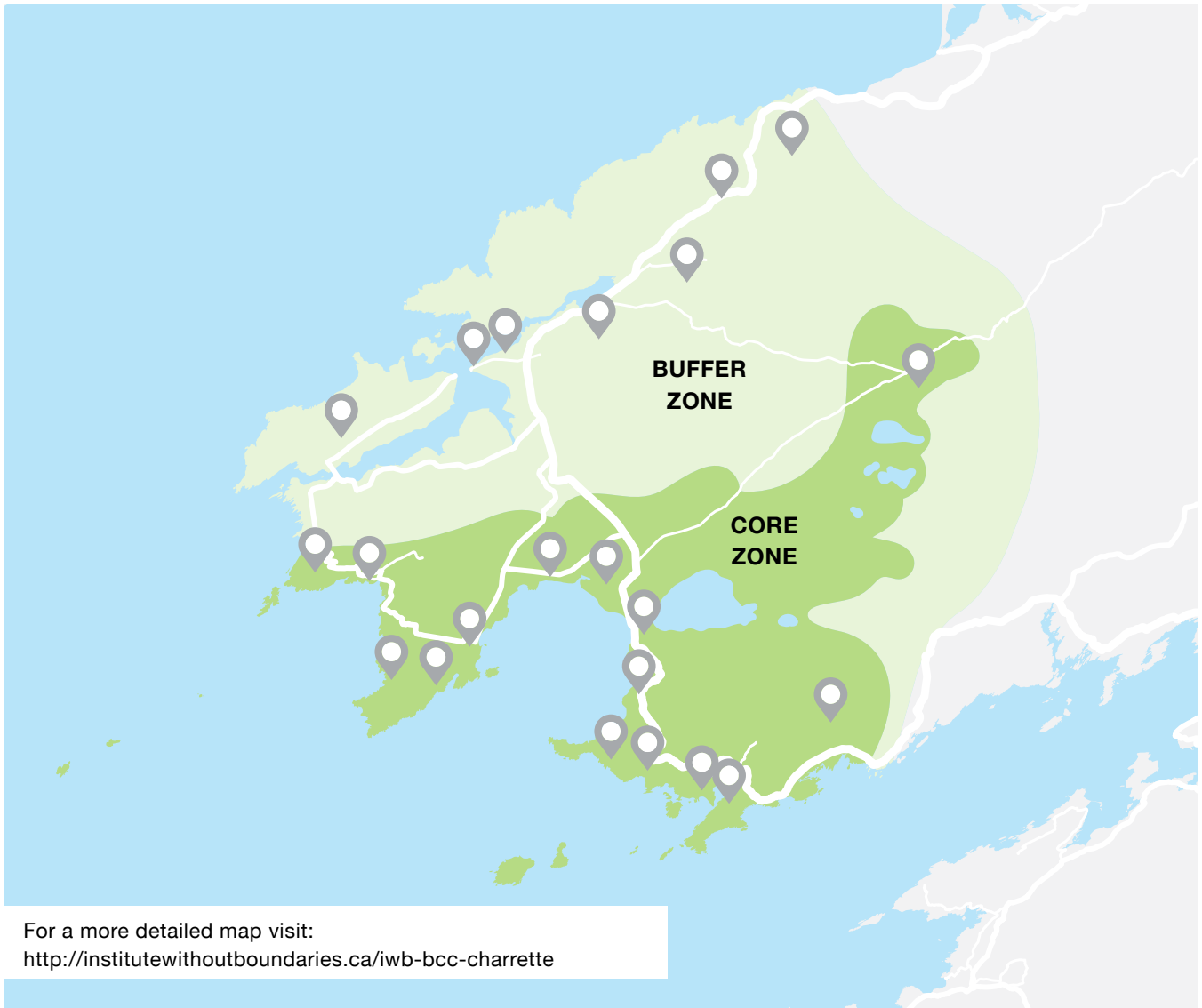
  (Dark Sky Reserve map with zones)

PROJECT CONTEXTS

The Dark Sky Reserve is a highly important feature of the area to locals. It is a naturally beautiful aspect of Kerry. Many locals are already inspired by the concept of celebrating the Dark Sky as a centre and look forward to seeing the possibilites that this centre can move forward by including other aspects of the night sky with research, astrophysics and so on.

SITE DESCRIPTION

The primary site for the centre should be in the core area of the Dark Sky Reserve in the Iveragh Peninsula (highlighted on the map below). This area is surrounded by both the ocean and sloping mountain side. It goes from St. Finians Bay over towards Derrynane and Caherdaniel, and then North of Dromid. There is no specific site selected for this project, the team will design their solution with the possibility of it being located anywhere in the defined region.



For a more detailed map visit:
http://institutewithoutboundaries.ca/iwb-bcc-charrette

PROJECT PRECEDENTS

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KAKSLAUTTANEN ARCTIC RESORT

Organization: Kakslauttanen Arctic Resort
Location: Kakslauttanen, Saariselkä, Finland
Type of Project: Hospitality & Tourism

Description:
The Kakslauttanen Arctic Resort is a Finnish hotel that is North of the arctic circle. Located in the middle of the wilderness. It has based its identity around the pure and untouched nature, welcoming visitors to join during any season to indulge in outdoor activities.

www.kakslauttanen.fi/en/

JASPER DARK SKY

Organization: Jasper Tourism
Location: Jasper, Alberta
Type of Project: Dark Sky Festival

Description:
The Jasper Dark Sky Preserve is an annual event that was initiated in 2011 to celebrate the beautiful night sky that remains untouched from light pollution. This event aims to continually invite outdoor enthusiasts, astronomers and photographers to celebrate and experience a starry night.

jasperdarksky.travel/.

CHARRETTE PROJECT #9

9 POP-UP HEALTH SERVICE

PROMOTING A HEALTHY LIFESTYLE

AEVUS Pilot from CRISP project Grey by Mobile. The Netherlands, 2012.
Photo by Maartje van Gestel

PROJECT BRIEF

TEAM MEMBERS

Team Facilitator:
Amanda Nasturzio
Fahad Al Moajil

Ana Rita Teixeira Soares
Adriel Mcpherson
Lucie Buekenhout
Simone Carmen
Sofia Elena Nascimbeni
Soraya Da Silva
Karim Madina
Jinglei Gui
Hyeon Deok Noh
Kyle Bradley
Steven Paredes
Ian Brako
Collin Shipman

PROJECT CHALLENGE

To develop a product-system or service that provides healthcare and basic health education for the residents of the Iveragh Peninsula.

PROJECT DESCRIPTION

This pop-up or mobile healthcare service will provide the residents of Iveragh with access to healthcare and promote a healthy lifestyle through education initiatives. This service should not only include allopathic medicine, but also alternative medicine and mental health initiatives. This service will provide much needed remote health support to the residents of the region and have a strong technology component, whether that be: remote patient monitoring, telemedicine, wearable technologies to health services that are easy to access for all the residents of the peninsula. Along with designing and developing a pop-up or mobile service, students should also design a working space that can act as a health technology incubator for this service.

OBJECTIVES

- To provide **accessible healthcare** to the residents of the Iveragh Peninsula.
- To provide **basic health education.**
- To provide **meaningful employment** for the residents of the Iveragh Peninsula.

PROGRAM REQUIREMENTS

Design a pop-up health service that focuses on physical and mental wellness and well-being.

- Design a pop-up mobile health service that focuses on physical and mental wellness that reaches out to Cahersiveen to Sneem.
- Design a branding strategy for the proposed service.
- Design an incubator for this mobile service that will allow for research of health technologies and prototyping. This incubator should act as a platform for the mobile service. 500m^2 should be located
- Develop the social programming of the service, keeping in mind telemedicine, remote health and/or health technology.
- Develop the educational programming of the service, keeping in mind mental health and healthy lifestyle programs and initiatives.
- Develop the implementation plan and phasing strategy of both the service and hub.

CONSIDERATIONS

Students should keep in mind that Iveragh is home to a large senior population with limited mobility.

There should be an aspect of mental health that is addressed in the programming as there is a high suicide rate in Iveragh.

Students should also consider nutritional health when developing the programming.

Consider if the healthcare practitioners make home visits when developing the programming.

Students should consider how residents will learn about the pop-up(s) in a region with limited wi-fi.

Consider how to incorporate health technology into both the incubator and mobile service(s).

Students should also consider tourists visiting the area and how they might access this service.

Creation of meaningful local employment with a minimum of 10 jobs in healthcare, technology and education.

Consider potential partnerships with institutions such as IT Tralee and University of Cork.

Consider potential funding opportunities.

The incubator must be designed with the Co-Working project.

Use a variety of scales to illustrate your project.

EXISTING ASSETS

There are a number of assets to consider in the region for this project, including the following locations, organizations and people:

- Declan O'Donoghue
  info@kerryacupunctureclinics.com
- Valentia Road Medical Centre, Cahersiveen
- South Kerry Physiotherapy Clinic, Cahersiveen

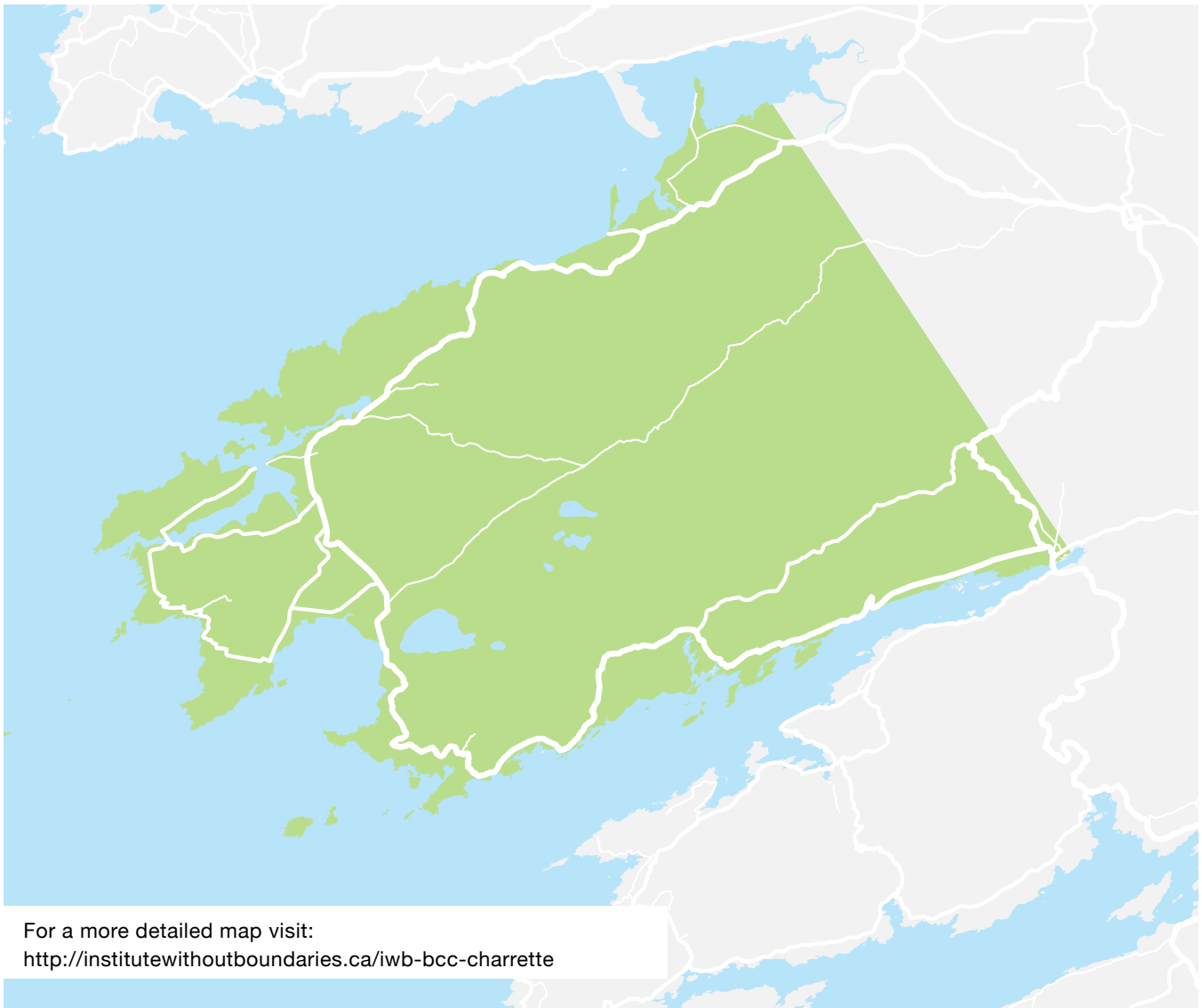
PROJECT CONTEXTS

The main hospitals and clinics in the region are located in North Kerry, primarily in Tralee and Killarney, with a small clinic in Cahersiveen. It typically takes residents living in the Ring of Kerry up to an hour to get to a hospital.

There are many vacant storefronts in several of the towns in the region, including Cahersiveen, Waterville and Sneem, which might make it possible to have small pop-ups throughout the peninsula.

SITE DESCRIPTION

The pop-up's main office will be located in Cahersiveen, however the service should be designed to be mobile as to provide for the entire region with proper healthcare resources. Cahersiveen is one of the larger towns in the Iveragh Peninsula and is part of the Ring of Kerry.



For a more detailed map visit:
http://institutewithoutboundaries.ca/iwb-bcc-charrette

PROJECT PRECEDENTS

Here are two precedent studies as reference. Note that is it mandatory for each group to do additional precedent research for this project. Do not feel limited to the ideas and aesthetics of the precedents included, but feel free to use this as a starting point to create a unique project.

NORWEST COMMUNITY HEALTH CENTRE

Organization: NorWest Community health Centre
Location: Thunder Bay, Canada
Type of Project: Service and program expansion

Description:
The NorWest CHC's expanded its services and programs due to the need of ever growing health services, which led to the addition of mobile services. One mobile focuses on primary care, and the second mobile on diabetes. Their healthcare team includes a Nurse Practitioner, Nurse, Foot Care Nurses, Dietitians and Community Health workers. Patients can be seen for health issues such as cuts, coughs and colds, fever, earaches, infections and health teaching. This centre has health promotion programs. Examples of these programs include healthy eating, cooking, parenting and alcohol and substance abuse prevention programs.

www.norwestchc.org/mobile_unit.htm

MEDICAL COACHES

Organization: Medical Coaches
Location: Oneonta, USA
Type of Project: Mobile medical service

Description:
Medical Coaches offers efficient delivery of health care, convenience to patients, offer an alternative to governments non-profit organizations, increase patient care capacity permanently and allow for seasonal usage.

www.medcoach.com/resources/why_mobile.html.

10

CHARRETTE PROJECT #10

LINKING “THE WAYS”

INCREASING COHESION AND VALUE OF EXISTING TRAIL INITIATIVES

The Old Iron Bridge to “Over the Water”, Photo by John Abila

PROJECT BRIEF

TEAM MEMBERS

Team Facilitator:
John Rickson Abila
Neil Shobhandadry

Olga Kharchuk
Hamed Rahimzadeh
Nicolas Denis
Marco Colombo
Niccolò Palmegiano
Anzella Gasataya
Ryan Caklos
Morgan Hunter
Chiu Long Poon
William Fleury
Travis Ramballie
Qian Geng
Ryan Smith

PROJECT CHALLENGE

To create a cohesive strategy for promoting access and safety along existing pathways in Iveragh, and leveraging the exisiting Heritage Centre as a central access point.

PROJECT DESCRIPTION

The Kerry County Council has invested in developing pathways all across the county. They have developed a variety of paths such as ecological walking routes and historic pilgrim walks. Recently, the Council has been actively working on creating Ireland’s longest cycling/walking route “The Kerry Greenway”. This route is built on top of the old Southwestern railway and is projected to give the “biggest economic boost the county has seen in a long time” - KCC. In light of this we are proposing to integrate a vacant historical site and these pathways together.

The Ways is a communication and landscape architecture driven project. The communication aspect requires close attention to promoting the existing pathways

of the region. This includes combining all the paths into one unified identity by designing a uniform wayfinding and signage system for the paths.

The built aspect of the project involves building a recreational space for tourists and pedestrians. The location of this space is on the strip of land that connects the Heritage Centre, the town's park, and the Iron Bridge, proposed Kerry Greenway in Cahersiveen. In this area, design a unique park/waterfront environment that inspires healthy community engagement and tourism. This space would be home for events like cycling tours, picnics, community gatherings, pop-up markets & cultural events.

OBJECTIVES

To integrate and promote all the pathways in the peninsula.

To design a **vibrant public space** on the pathway between the Heritage Centre, Iron Bridge, and proposed Kerry Greenway in Cahersiveen.

To celebrate the natural landscape and historical significance of the region.

PROGRAM REQUIREMENTS

Breakdown of built Form (+/- 5%)

17,000 square ft parkette/waterfront space.

- 40% Event/recreational space.
- 10% Market Stalls.
- 20% Walking/cycling path.
- 5% Cycling amenities.
- 25% Green space.
- Design parking space for visitors, that gives room for 50 cars and 3 buses.
- Design a public outdoor space that can be used for the centre's yearly festival or other seasonal programming.

Develop a communication strategy that integrates and promotes all the pathways in the peninsula.
This strategy should include:

- A marketing campaign.
- A cohesive path wayfinding system.
- Series of events
  i.e. Flea Markets, Sporting Events, Seasonal Festivals.

To create a point of interest for people to cross the Iron Bridge and back again.

This initiative must further celebrate the natural landscape and historical significance of the region.

Utilize cost-effective materials that reflect the aesthetic and culture of the region.

Design a landmark that acts as part of the Heritage Centre. This landmark should be a public space on/near the old Iron Bridge, Cahersiveen.
This space should include:

- An event space.
- A path that links to all existing pathways in a full loop
- Public Amenities.
  i.e. benches, tables, signage, picture taking areas, & etc.

Create a series of programs and services such as bike sharing and wellness education. This includes creating an incentive program that encourages residents to adopt these initiatives.

CONSIDERATIONS

Most trails are located in/near private property; must respect and not intrude their land.

Preserving the natural landscape and cultural history of the area is very important to the residents.

Some pathways need to be more accessible for senior residents and the handicapped.

Must respect and pay homage to the existing natural and architectural landscape.

Built spaces/structures must use sustainable materials, be cost effective and be versatile.

Locate and design a strategy for rest stops and checkpoints along the pathways.

Pop-up Market stalls should be temporary and should have a dedicated storage space.

Use a variety of scales to illustrate your project.

EXISTING ASSETS

There are a number of assets to consider in the region for this project including the following locations, organizations and people:

- Cahersiveen Heritage Centre/Barracks
  www.oldbarrackscahersiveen.com
- Kerry Way
  www.kerryway.com
- Kerry Greenway
  www.traleetofenitcycleway.wordpress.com/
  www.southerntrail.net/whats_new.html
- Pilgrim Paths - Cnoc na dTobar
  www.pilgrimpath.ie/pilgrim-paths-day/cnoc-na-dtobar-kerry/
- Iveragh Peninsula Blueway
  http://www.bluewaysireland.org/

SITE CONTEXTS

The site location for the waterfront is by the newly renovated Heritage Centre, town's park, and the Old Iron Bridge. The Heritage Centre was formally an abandoned RIC Barracks watchtower, then transformed into a historical museum for Iveragh. Similarily to the barracks, the Old Iron Bridge once had an important role to the community but now has a revitalization strategy attached to it. The bridge is planned to be an integral checkpoint in the proposed Kerry Greenway. When the Greenway is finally approved and implemented, this area will be filled with tourists and cyclists.

While this project has a specific location for a walking/cycling/event-focused waterfront there is still a heavy emphasis on the paths at the regional scale. The paths along Iveragh can be found almost at every corner of the peninsula. In recent years there have been many new pathways being implemented.

SITE DESCRIPTION

The waterfront area is placed on the side of River Fertha. The fencing between the river and land is made of stone and iron. There is a small paved pathway that connects the Heritage Centre to the Old Iron Bridge and the town's park. Surrounding this path is some green space and a large stone wall that is the Heritage Centre's parking lot. The boundaries of this area is incated by a mass of trees that seperates the public area from a privately owned property.

Though the pathway that connects to the bridge is paved, not all the pathways in Iveragh are. A majority of them are placed on mountainous terrain in which dirt paths are prevalent. Some are on flat land that pass by beaches and some pass by grasslands. A recently proposed path is the County's own Blueway. In which kayaking and scuba diving routes will be placed around the region. Keep the different types of pathways in mind when designing your solutions.

For a more detailed map visit:
http://institutewithoutboundaries.ca/iwb-bcc-charrette

PROJECT PRECEDENTS

Here are two precedent studies as reference. Note that is it mandatory for each group to do additional precedent research for this project. Do not feel limited to the ideas and aesthetics of the precedents included, but feel free to use this as a starting point to create a unique project.

THE LONG RANGE TRAVERSE

Organization: Government of Canada
Location: Gros Morne National Park, Newfoundland, Canada
Type of Project: Park Activity, Hiking Trails, Tourism

Description:
The Long Range Traverse is an unmarked route that connects the eastern end of Western Brook Pond to the Gros Morne Mountain hiking trail. To reach the gorge at the end of the pond, hikers must complete the North Rim Traverse or take the Western Brook Pond boat tour. Tickets are required and the boat runs from mid-June to October. A series of primitive campsites serves as waypoints.

www.pc.gc.ca/eng/pn-np/nl/grosmorne/activ/activ2e/longrange.aspx.

EASTBANK ESPLANADE LOOP

Organization: Ride Oregan, State of Oregan
Location: Willamette River in Portland, Oregon, United States
Type of Project: Place Making, Urban Planning, Cycling

Description:
The Eastbank Esplanade is a pedestrian and bicycle path along the east shore of the Willamette River in Portland, Oregon, United States, running through the Kerns, Buckman, and Hosford-Abernethy neighborhoods, it was conceived as an urban renewal project to rebuild the Interstate 5 bicycle bypass washed out by the Willamette Valley Flood of 1996.

rideoregonride.com/road-routes/waterfront-park-east-bank-esplanade-loop/

CHARRETTE PROJECT #11

11 TRANSPORTATION

CONNECTING THE PEOPLE OF IVERAGH

County Kerry road signs

PROJECT BRIEF

TEAM MEMBERS

Team Facilitator:
Shrey Chhatwal
Laveena Srivastava

Katrine Nielsen Falck
Katrina Atienza
Laurence Tachot
Vittoria De Nittis
Claudia Resnati
Rajdeep Das
Francis Akingboye
Lina Krezem
Ramon Quiambao
Nabiha Guaffar
Danielle Ramgulam
Jorge Hernandez Jimenez

PROJECT CHALLENGE

To design a transportation product service system for the residents of Iveragh to alleviate social isolation in the region.

PROJECT DESCRIPTION

Much of the Iveragh Peninsula is dependant on cars for their mobility across the region which is affecting a large number of its residents, in particular older people as well as youth and children who face a number of distinct challenges. The current transportation situation in the region is isolating people from social opportunity throughout Iveragh, hindering residents ability to fulfill their daily errands and tasks and not being able to participate in recreational activities. Students tend to be dependent on their parents to go to school, town or to their sport practices because the facilities can be more than an hour away.

The goal of this project is to transform the region into a living lab as a means of bringing an innovative transportation system into the region, and creating new kinds

of jobs in the technology industry. This will be done by leveraging the rurality of the region and developing a living lab where new transportation technologies for rural regions can be explored, experimented, and tested. A product service system will be designed to be tested in the living lab. This proposed product service system would not only help people travel, but in addition will promote social cohesion, accessing basic needs, and address the specific needs of the Iveragh Peninsula.

Furthermore, this project will work in conjunction with the Co-working Space project in order to offer a place for the new jobs that the living lab will offer.

OBJECTIVES

- Transform the region into a **living lab** for testing innovative transportation solutions.
- To design a **reliable mode of transportation** to be implemented in the living lab, taking into consideration the complete product service system.
- **To improve the transportation system** for residents of all ages in the region.
- To create **job opportunities** for residents within the living lab.

PROGRAM REQUIREMENTS

Breakdown of built form (+/- 5%)

Site 2000 m^2

Building within the Co -Working space where:

- 25% desk working for programming.
- 45% for prototyping, building.
- 30% for storage and repair.

Breakdown of services and programming:

- Create a transportation system that runs everyday throughout the Iveragh region, in particular meeting the needs of the two target demographics.
- Ensure that transportation covers the span of the Iveragh region providing mobility for residents across the region.
- Create the necessary small scale infrastructure to support the proposed transportation system.
- Design a relevant digital platform to support the product.
- Design a partnership model for the proposed living lab to be economically sustainable.

CONSIDERATIONS

The roads are narrow and have little to no sidewalks for pedestrians to walk on.

There are bus services available in this region but the buses run twice a day.

Limited access to reliable Wi-Fi.

The mobility of seniors and non-licensed residents in the area.

Long-term affordability.

Harsh climate conditions.

Create a prototyping area that is shared with the co-working space

Incorporation of existing walking trails and ways. Tourists complain during their walks that the trails and ways are not connected to the public services and transportation.

The quality of pedestrian routes may be poor between transit stops and residential areas, senior homes, shops and services.

The design should be sustainable and relatable for the people using it.

Ensure that the transportation system and product encourages environmentally efficient technologies.

Consider the continued growth of this system, through an increase of use and demand while still maintaining affordability.

Use a variety of scales to illustrate your project.

EXISTING ASSETS

There are a number of assets to consider in the region for this project including the following locations, organizations and people:

- Tourist buses.
- Rural transport initiative.
- Kerry Transport
  kerrytransport.ie/
- Bus Éireann
  www.buseireann.ie/

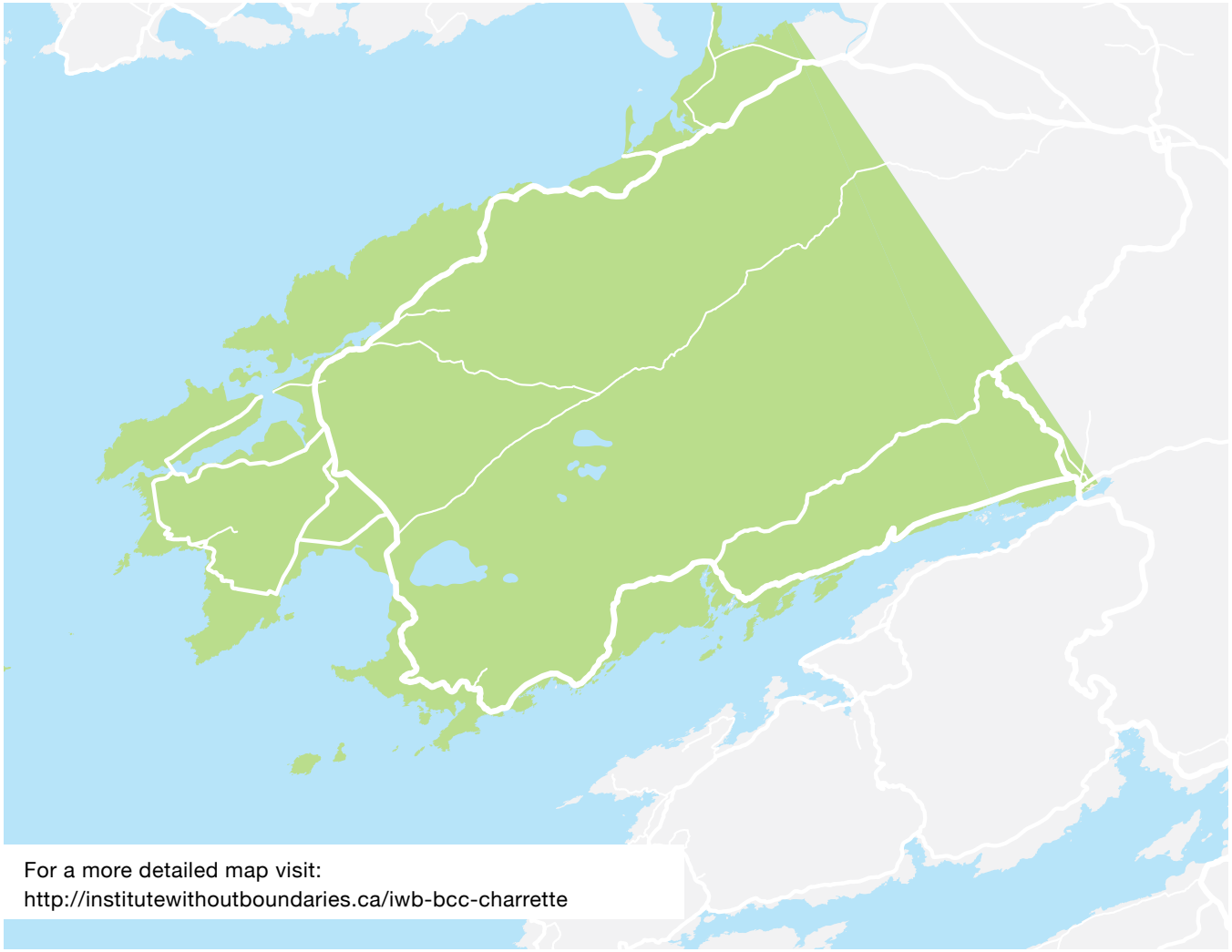
PROJECT CONTEXTS

Dispersed and low-density population makes it extremely difficult for profit to be made commercially by bus services- especially when these services compete with owning a private vehicle. Mobility in rural areas for those without a personal vehicle socially excludes people to access employment, education, recreation, shelter, and supplies. Thus Iveragh has naturally become almost exclusively car dependent. The vicious cycle of low population density perpetuates depopulation and decreases the population density further- this cycle worsens the potential for public transportation because it becomes less cost-effective with fewer people being served. Therefore, alternative options that are both viable and cost-effective need to be brought to the region in order to sustain current population and also attract people to live in Iveragh.

SITE DESCRIPTION

The Ring of Kerry is a narrow two-way highway which connects all the towns with one another in the Iveragh Peninsula. The 179 km-long, circular route takes in rugged and verdant coastal landscapes and rural seaside villages. It is the part of the Wild Atlantic Way which is a tourist trail that runs from the South of Ireland to the North. The Ring of Kerry has Europe's finest beaches that provide all the facilities for a traditional seaside holiday. It provides an amazing insight into the ancient heritage of Ireland, right from the iron age forts and ogham stones, old monasteries and a landscape carved out of rocks from the last ice age, 10,000 years ago.

The average distance between neighbouring towns is around 30 kms (30 – 45 minutes). The towns which we are focusing on are Waterville and Caherdaniel.



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GOOGLE SELF - DRIVEN CAR PROJECT

Organization: Google
Location: Mountain View, CA, Austin, TX and Kirkland, WA
Type of Project: Autonomous Car, Technology

Description:
Google is working towards vehicles that take you where you want to go at the push of a button. Google started by adding components to existing cars like Lexus SUVs, then began designing a new prototype from the ground up to better explore what should go into a fully self-driving vehicle. They removed the steering wheel and pedals, and instead designed a prototype that lets the software and sensors handle the driving.

www.google.com/selfdrivingcar/

HORIBA MIRA

Organization: Ride Oregan, State of Oregan
Location: Kyoto, Japan
Type of Project: Living Lab, Engineering

Description:
HORIBA MIRA is a global provider of pioneering engineering, research and test services to the automotive, defence, aerospace and rail sectors. We work in close collaboration with vehicle manufacturers and suppliers around the world, providing comprehensive support ranging from individual product tests to turnkey engineering design, development and build programmes.

Headquartered in Kyoto, Japan, the HORIBA Group is a global leading supplier of measurement technology and systems for various fields from automotive testing, process and environmental monitoring, in-vitro medical diagnostics, semiconductor manufacturing and metrology to scientific R&D and QC measurements.

www.horiba-mira.com/

CHARRETTE INFORMATION

CHARRETTE SCHEDULE

Day 1
Thursday, Febuary 25

9:00am

Briefing
Teams meet at School of Design,
230 Richmond St. East for site visit briefing

10:30am–5:30pm

Site visits
Teams will visit their assigned sites

5:30pm

Registration

@GBC WATERFRONT CAMPUS
51 Dockside Drive. Room 237

6:00pm–7:30pm

Charrette Launch
Introduction: **Luigi Ferrara**

Guest speakers:
Sarah Hill, *Lord Cultural Resources*

8:00pm–10:00pm

TEAMS MEET IN LOBBY
Teams convene in breakout spaces
for skills assessment and discussion.

Day 2
Friday, Febuary 26

8:30am

BREAKFAST
Location: Food hallway

9:00am–11:00am

WORKING SESSION
Welcome team members, assess skill sets, review roles, charrette schedule and deliverables. Present results of site research to new team members.

Deliverables: Syntlesis of research

11:00am–11:15am

Break

11:15am–12:30pm

BRAINSTORMING
Teams define a clear vision for moving forward and developing concepts.

Deliverable: Three ideas to carry forward

12:30pm

LUNCH
Location: Food hallway

1:30pm–3:30pm

CONCEPT DEVELOPMENT
Develop three key concepts, including visuals and concept statements for each

3:30pm–4:00pm

BREAK / ADVISOR INFO SESSION

(continues on next page)

Day 2 (Con't)
Friday, Febuary 26

4:00pm–5:00pm
ADVISOR SESSION 1
Location: in your team room

Present insights from research and three concepts.

5:00pm-6:00pm
FACULTY MENTORS CHECK IN
Location: in your team room

Team Mentor check in with team and review input from Advisor session

6:00pm
Dinner
Location: Food hallway

6:45pm
TEAM FACILITATOR CHECK-IN
ROOM: 108

7:00pm–Midnight
WORKING SESSION
Teams continue to work. Debrief and plan tasks for the next day.

Day 3
Saturday, February 27

8:30am
BREAKFAST
Location: Food hallway

9:00am–11:00am
DESIGN DEVELOPMENT
Teams should begin by creating a work plan for the remainder of the charrette. Once completed they should assign deliverables and begin design development, building on their previous concept and vision.

Deliverable: Work plan for day 3 & 4

11:00am–11:15am
BREAK

11:15am–12:30pm
DESIGN DEVELOPMENT

Teams continue developing deliverables with the goal of showing the advisors as much content as possible.

12:00pm–1:00pm
LUNCH & LECTURE
Location: Food hallway

Lecture Speaker: Monica Contreras, *lwB Faculty*

1:00pm–3:30pm
DESIGN DEVELOPMENT
Teams continue developing deliverables with the goal of showing the advisors as much content as possible.

SCHEDULE CONT'D

Day 3 (Con't)
Saturday, February 27

3:30pm–4:00pm
BREAK / ADVISOR INFO SESSION

4:00pm–5:00pm
ADVISOR SESSION 2
Location: in your team room

Present the refined concept, work plan and deliverable development including visualization, timelining, final vision and concept statement.

5:00pm–6:00pm
FACULTY MENTORS CHECK-IN
Location: in your team room

Work with your mentor to develop an outline for final presentations and a detailed task list that will help ensure project deliverables are completed.

6:00pm–7:00pm
DINNER
Location: Food hallway

7:00pm–8:00pm
TEAM WRAP-UP & CHECK-IN
Debrief and plan tasks for the next day.

8:00pm–Closing
WORKING SESSION
Teams continue to work.

Deliverable: Finalize details of your proposal

Day 4
Sunday, February 28

8:00am
BREAKFAST
Location: Food hallway

9:00am–11:00am
FINAL DESIGN DEVELOPMENT
Teams should be working towards finalizing their concept and completing all deliverables and presentation.

11:00am–11:15am
BREAK

12:00am–12:30pm
WORKING SESSION
Create storyboard of digital presentation and deliverables for presentation materials

12:30pm–1:30pm
LUNCH
Location: Food hallway

2:00pm–3:00pm
FACULTY MENTORS CHECK-IN
Location: in your team room

3:30pm–6:30pm
WORKING SESSION
Based on project planning and your deliverables list, it's finishing time. Consult your to-do list and make sure you are on track to complete everything for final presentation.

Day 4 (con't)
Sunday, February 28

6:00pm–7:00pm

DINNER
Location: Food hallway

6:45pm

TEAM FACILITATOR CHECK-IN
ROOM: 108

8:00pm–2:00am

WORKING SESSION
Teams continue to work. Debrief and plan tasks for the next day

Day 5
Monday, February 29

9:00am

DEADLINE PRESENTATIONS + PUBLICATIONS

PDF of presentation and deliverables are due and must be handed into charrette organiser

10:00AM–4:00PM

TEAM PRESENTATIONS

4:00pm–4:30pm

PANELIST DELIBERATION

4:30pm–5:30pm

CHARRETTE CLOSING
Panel presentation of results, certificate ceremony with cake and champagne

6:00pm

AFTER PARTY!
The Beer Hall (Mill Street Brewery)
21 Tank House Lane, Distillery District

TEAM MEMBERS

1 TEAM 1
Co-Working Space

Team Members
Viraj Pathare
Augusto Mari Castaneda
Lisa Kain
Mathew McColl Poon
Vitor Manuel Oliveira Morgado
Andrew Luba
Elisabetta Leoni
Mario Gualtiero Rulli
Jennifer Masters
Antenehe Alemu
Matthew Lapointe
Ranji Singh
Martazia Johan
Jasmine Rowe
Stephan Karetnik

2 TEAM 2
Transition Year

Team Members
Talia Kalender
Dave (Devavrat) Matkari
Liliana Mora
Miranda Allum
Carolina Nobre Pinto Resende
Marina Guérin
Francesco Gallo
Gea Sasso
Kyle Purves
Ali Argynbayev
Jung Hee Lee
John Selmar
Rabiya Kayhan
Corey Sebesta
Matt Knight

3 TEAM 3
Archaeology Centre

Team Members
Jane Zhang
Irina Gamza
Joshua Matovu Muwanguzi
Lj Robinson
Filipa Maria Ferreira Soares De Albergaria
Giacomo Balestra
Todor Gladkov
Chiara Scolaro
Felipe Ribeiro
Malique Beckford
Aaron Lobban
Fereshteh Soroushimoghaddam
Leah Kelemen
Irtaza Shah
Michael Mackenzie

4 TEAM 4
Marine Centre

Team Members
Hassan Zaki
Sean (Sina) Zarabi
Wojciech Popiel
Laura Mcmullan
Marta Palha Oliveira Lopes
Jennifer Wieskopf
Rong Han
Stefano Tagliabue
Sabrina Yeasmin
David Bonill
Chantal Lynch“
Tyler Sutherland
Jae Lee
Gregory Sousa
Dileeni Manickam

5 TEAM 5
Climate Centre

Team Members
Luis Lui
Gianpier Pierotti Santamaria
Qing Li
Laura Greenfield
Louise Desmettre
Mariasole Benzi
Xiao Liu
Laura Trezza
Shreya Sadhan
Zaid Chhiboo
Mark Macleod
Jermaine Whitton
Michael Mancini
Jean-Louis Traballo
Dominique Jean Masongsong

6 TEAM 6
Eco-Centre

Team Members
Anuta Skrypnychenko
Miriam Sánchez
Hassan Zafar
Laurel Benzaquen
Audrey Belaud
Silvia Beretta
Lorenzo Maccacaro
Saumya Arora
Gilda Samaniego
Gewargis Gewargis
Ivan Mishchenko
Yiqun Xu
Filip Markovic
James Bedard
Brian Nguyen

7 TEAM 7
Food Centre

Team Members
Michelle Cheung
Ryan (Febryan Yudha) Prawira
Jonas Adam
Eunice Joaquin
Julien Bogino
Alice Borroni
Federca Mazzola
Cristina Zambelli
Hoang Thanh Vu Tran
David Giedroc
Luis Morales Zapata
Terrence Zhou
Naser Motahari
Dalton Bender
Lidiana Patricio

8 TEAM 8
Sky Centre

Team Members
Audrey Mcmann
Nikita Shashi Menon
Ângela Gil Fachadas
Maxi-Ann Amanda Smith
Simon Villaret
Sara Camagni
Carlotta Montagna
Nishesh Batnagar
Huda Tariq
Brandon Griffin
Eithar Naman
Nicolas Arevalo
Enes Ozdemir
Florenca Bortolacci
Dana Carissa Santos

9 TEAM 9
Pop-Up Health Service

Team Members
Amanda Nasturzio
Fahad Al Moajil
Ana Rita Teixeira Soares
Adriel Mcpherson
Lucie Buekenhout
Simone Carmen
Sofia Elena Nascimbeni
Soraya Da Silva
Karim Madina
Jinglei Gui
Hyeon Deok Noh
Kyle Bradley
Steven Paredes
Ian Brako
Collin Shipman

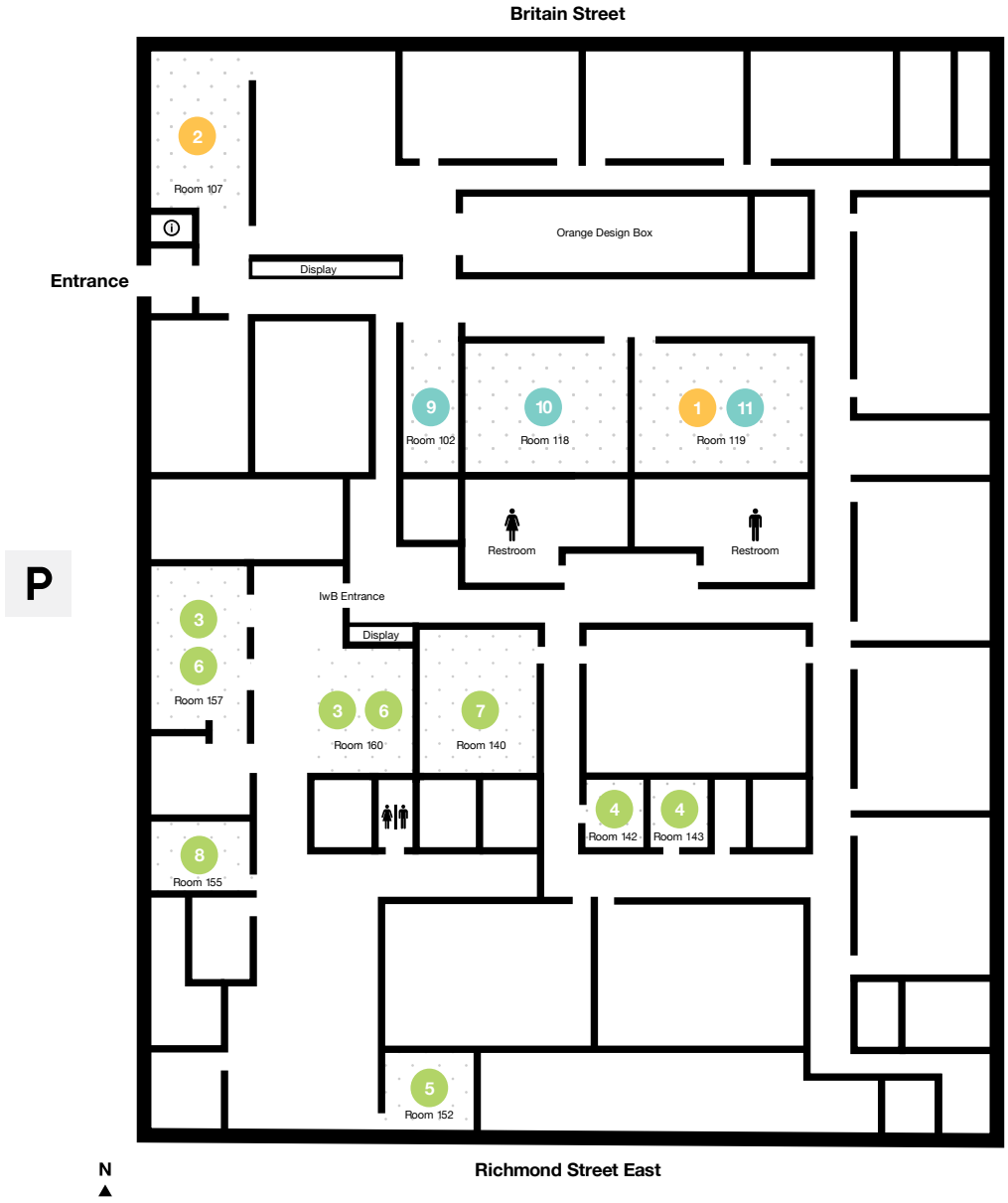
10 TEAM 10
Linking “The Ways”

Team Members
John Rickson Abila
Neil Shobhandadry
Olga Kharchuk
Hamed Rahimzadeh
Nicolas Denis
Marco Colombo
Niccolò Palmegiano
Anzella Gasataya
Morgan Hunter
Chiu Long Poon
William Fleury
Travis Ramballie
Qian Geng
Ryan Smith

11 TEAM11
Mobility Hub

Team Members
Shrey Chhatwal
Laveena Srivastava
Katrine Nielsen Falck
Katrina Atienza
Laurence Tachot
Vittoria De Nittis
Claudia Resnati
Rajdeep Das
Francis Akingboye
Lina Krezem
Ramon Quiambao
Nabiha Guaffar
Danielle Ramgulam
Jorge Hernandez Jimenez

FRIDAY FEB 26
ROOM ASSIGNMENTS



TEAMS:

1 2 3 4 5 6 7 8 9 10 11

WEEKEND FEB 27–28
ROOM ASSIGNMENTS

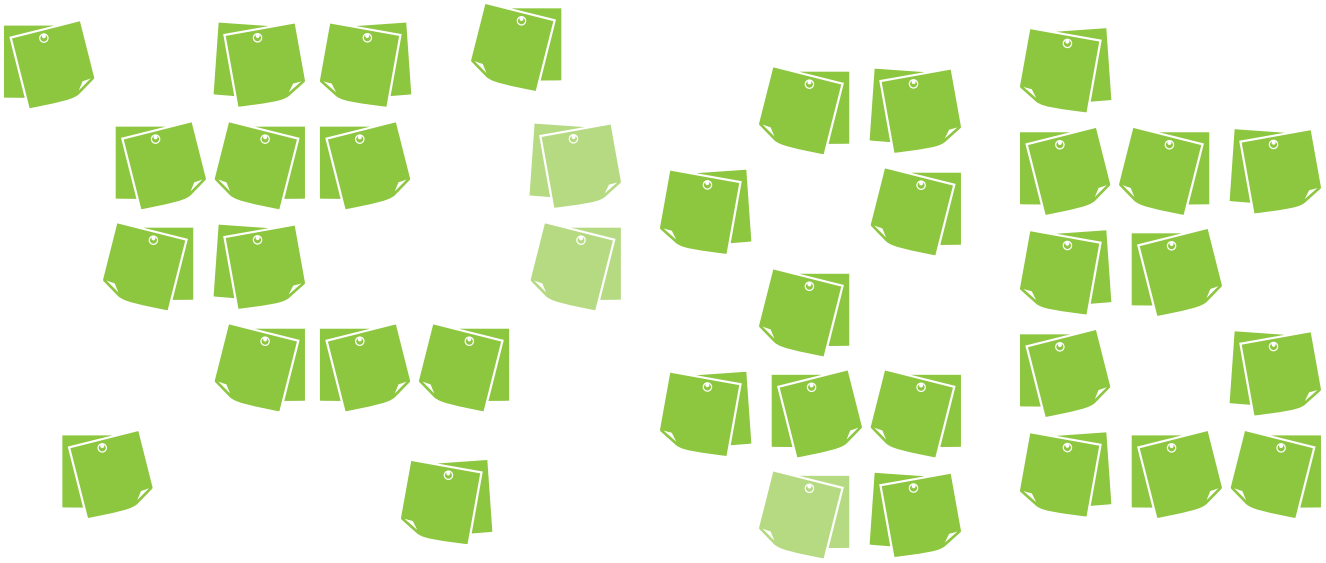
TEAMS:

1 2 3 4 5 6 7 8 9 10 11


Student Art/Design etc... at all campuses
ART!
Material
ARTWORK
ANIMATION Throughout Buildings
Transparent labs like CHCA - taking classroom in community
Urban look, feel, attitude
Community
Gathering Space at every CAMPUS
Transparency Lots of light
with smart boards, video, etc.
Welcome
INVITATIONALLY friendly Campus/college
labs for every program
GREAT CLASSROOMS (see over)
Light
GREAT
Smart

TOOLS & TEMPLATES

TOOLS & TECHNIQUES



METHODOLOGIES

Practicing sustainable design requires tools and systems that teams can use to ideate, develop and evaluate during the process. Allocation of tasks and responsibilities, brainstorming, creating Personas, Scenario Planning and SWOT Analysis are just some of the effective techniques that help to develop a successful project.

The Institute without Boundaries develops interdisciplinary tools as a part of their practice, and uses the World House and City Systems matrices to design and evaluate projects.

Charrette teams can select which tools are most appropriate to help them generate more innovative, holistic designs, and to help them audit the quality of the final product.

Brainstorming

Brainstorming is the most vital part of the process. Great ideas generated at this stage are the foundation that the rest of the charrette will build upon. Your team leader will use some or all of the following brainstorming techniques with you to get the creative process started, and you'll soon find that once the ideas begin to flow you'll be engaging in an energetic and creative discussion. The goal here is to create a huge number of ideas that you can pick and choose from later, so don't waste time on criticism, elaboration or evaluation at this stage. Come up with ideas quickly, record them and keep going to come up with even more new ideas!

BRAINSTORMING TECHNIQUES

The Flip – This brainstorming technique is a fun and effective way to get ideas flowing. Make a list of the barriers you want to address and then identify a really terrible way to address each one. Once this is done, go back and "flip" each one, identifying the opposite of all the bad ideas. This helps everyone see these situations from a different perspective and can be a powerful way to generate creative concepts.

Far Out – Take a safe idea and push it to the extremes: the wilder and crazier the better! Don't discard or discount any ideas at this stage, no matter how unrealistic they seem. A wild idea can be pulled back to create a moderate idea much more imaginatively than a safe idea can be pushed in the other direction.

100 Ideas – Generate 100 ideas! Have each group member write their ideas on sheets of letter paper in large type, no more than 50 words per idea. Each idea should be accompanied by a sketch or precedent photograph.

Archetyping – What are you really trying to design? Jump scale and get to the deeper meaning: Instead of trying to design a better chair, think about what a chair really means. Break the design challenge down to its basic archetype and consider the act of sitting or at a more basic level, the human need for rest.

BRAINSTORMING TIPS

Stay Positive – No matter how terrible an idea sounds, don't waste time debating or criticizing during the brainstorming session. Sometimes what seem like terrible ideas at first inspire the very best ideas later on.

Keep a Record – Don't forget to record every idea you generate and put them up for later review. Write big. Use short and catchy phrases and use diagrams and sketches to illustrate your ideas. If someone else is talking and you can't wait to share the idea, grab a marker and jot it down for yourself.

Quantity not Quality – The goal of brainstorming is to create as many ideas as you can. The more ideas you generate at this stage, the more great options you will have to choose from later.

Combination is Key – Look for ways that ideas and concepts can be combined to make unique, new ideas. Identifying new combinations is the key to great innovation.

Don't Elaborate – During a brainstorm, it's always tempting to take a great idea and run with it, figuring out how it would work and considering the positive effects it could have. This is something you will do later in the process, but for now it can take time away from the goal of creating as many ideas as possible.

TOOLS & TECHNIQUES

CREATING PERSONAS

In user-centred design, personas are fictional characters created to represent the different user types within a target demographic that might use a service or product. Each persona assumes the attributes of the social group it represents: from social and demographic characteristics, to personal needs, desires, habits and cultural backgrounds.

Personas are useful in considering the goals, desires, and limitations of users in order to help guide decisions about a service, product or interaction space, and put a human face to abstract information about potential users. Creating personas also helps to prevent “self referential design”, where the designer or developer may unconsciously project their own mental models on the product design.

Once a persona is established, scenarios should be created to visualize interaction with the design and address the issues that might arise when doing so. A scenario is a narrative that describes foreseeable interactions of types of users (personas) and the system, including the associated goals, expectations, motivations, action and reactions.

SCENARIO PLANNING

Where a persona characterizes a user’s needs, goals, and motivations, scenarios are used to animate the persona through a realistic, yet fictional event that places the designers in the world of the user.

Scenario planning in design practice refers to the creation of a hypothetical narrative illustrating an event or series of events. A scenario puts the design into context and tells us WHY users need a design, WHAT users need the design to do, and HOW they need the design to do it.

Scenarios identify the critical functionality of a design, and can help to reveal opportunities to improve efficiency or remove obstacles. As a result, scenario planning can cut development time in half.

Scenario planning is most often performed early in the design process to help orient the design team.

STORYBOARDING

Storyboarding is a technique used to communicate the various features of a design and can be used to test and evaluate ideas. The storyboarding process of visual thinking and planning can help generate and grow ideas and build consensus inside the group.

Storyboards are normally presented as a series of 'frames' – a series of drawings or pictures – that communicate a sequence of events such as a customer experience. Storyboarding allows designers to experiment with changes in the story line to evoke stronger reaction or interest. Drawing frames separately on postcards or 'Post-its', designers can re-order them to experiment with changes in the story line and play around with the sequence of events.

Storyboarding can be used at many points during the design process to stimulate a focused discussion about key features, imagine detailed interactions, gain useful insights for the prototyping phase and to provide detail for more complex features. It can also be used to depict scenarios graphically or to plan a narrative structure for a presentation.

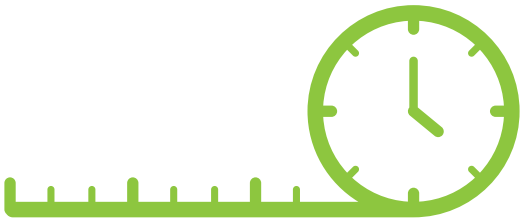
SWOT ANALYSIS

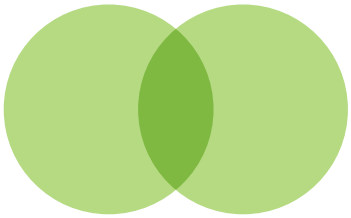
SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. A SWOT Analysis is a strategic planning method often used in business and marketing to evaluate projected internal and external factors. When applied to product or service design, a SWOT involves establishing the objective of the design and then mapping the factors that can support or threaten achieving that objective.

The SWOT analysis template is normally presented as a 4 section grid, one for each of the SWOT headings. This format organizes the information into a logical order that helps understanding, presenting, discussing and decision-making.

The SWOT template above includes sample headings. The headings are examples, or discussion points, and can be altered depending on the subject of the SWOT analysis. Additional questions, specific to the team's analysis of their issue, can be added.

TOOLS & TECHNIQUES





TIMELINING

Timelining is a visualization tool that displays items in a chronological order and in relationship to each other. As an analysis and storytelling tool, timelines ground and intersect cause and effect with events, accomplishments and achievements over time. A timeline can be created for an endless number of topics. In whole systems thinking, timelining can give new meaning to data by mapping the interaction of systems over time. A well-developed timeline can document patterns or trends of change and growth (evolution of a system) and accurately determine significant transformations (revolutions in the system).

As a map it can outline events in historical context to chart progress. As a visual tool it shows trends, drivers of change and reflects patterns of events or forces of change. From a timeline one can often sense what is emergent in the overall system. A timeline can also be used as planning tool that allows the values of a system to be evaluated and critiqued.

At the IwB, Timelining is used to demonstrate how systems relate, flow and intersect with each other over time revealing and tracking how systems are evolving. One can understand how changes affect a system and predict how to affect the evolution or revolution of the system.

One can make decisions on design strategy and why and where design interventions will have their desired impact. This helps to determine possible design interventions that can enable survival and growth - continued evolution – or permit transformations that can disrupt and shift a system.

COMPARATIVE ANALYSIS

Comparative Analysis is a technique used to understand characteristics and properties and the relational difference and similarities between products, services, environments and systems in comparison/contrast to each other. The process of

Comparative Analysis can look at similarities, equivalences, performance measures and metrics. It can also include a framework of degrees of compatibility, comparability and uniformity.

Comparative Analysis is grounded in context and focuses on the variables of difference of what is being compared/contrasted. Whole-systems thinkers utilize comparative analysis to examine product service systems to bench mark them against each other. Supersolutioning, which uses Comparative Analysis, is an IwB design methodology that explores all possible configurations of proposed design solutions in order to understand how they solve design challenges. Comparative Analysis can be used to select the most appropriate design from the range of solutions and consolidate them into powerful design that may become a new Format.

At the IwB, Comparative Analysis is used to understand genotypes and phenotype design solutions. Genotype designs are the original foundational design solution to a challenge and Phenotype designs are the secondary corollary design solutions that have evolved from the genotype due to unique contexts, time and evolving technologies. Phenotype designs can vary widely and have diverse market impacts. Therefore controlling these variant properties and characteristics must be clearly understood by those involved in the design process.

FORMATS

Our lives are organized by the process within which we generate content, the content we share with each other and the forms that content takes on. This relationship of form, content and process allows us to experience shared meaning and value. Formats are created by the unique combinations of form, matter, purpose and effect that a design embodies much as ratios of CMYK help define digital colour.

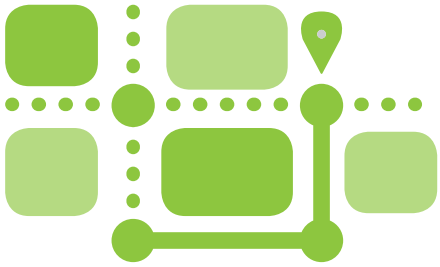
Formats are created by combining self-evident and advantageous combinations of content, process and forms into a design that is replicable, understandable and adaptable. A Format provides an archetypical solution that has a high societal value proposition and recognition. Examples of formats operating in our daily lives are the reality show, the fast food franchise and the single family home.

At the IwB, Formats are used in order to generate design solutions that have awareness of their impact and viability.

A successful format is an “archetypal” design because it uses all aspects of the design levers (who, what, where, when, why and how) to generate high-value propositions in design space. It can use time, the role of people in a whole system, positioning, technology and resources to create an overall design solution where form and matter synergize to serve a clear purpose and ultimately amplify desired effects.

Formats are easily adoptable because they have collective values embedded in the process of their generation. This means that Formats are influenced by the technology, culture and beliefs of society and therefore also have the power to change them.

Designers can precipitate change in the world by creating new Formats that people can recognize as having a greater value and utility.



MAPPING

Mapping is a graphic (and/or digital) visualization tool to understand and effectively communicate every aspect of the world, its underlying whole systems structure and its individual components. Mapping includes valuable data/information, spatial relationships, typography, scale, colour, images, and annotations that can be understood in a simplified manner.

Mapping is a fundamental tool, and can translate across contexts, borders and between disciplines becoming a navigational tool that guides you through the content that has been mapped.

At the IwB, Mapping is typically used as a visualization tool used to represent the design levers (who, what, where, when, why and how) in order to determine relationships, context and significance.

Mapping can also become a story telling tool that can organize data and/or information to gain a deeper understanding through various forms of narrative and the journeys that can be experienced by virtue of a map’s availability to the reader.

TOOLS & TECHNIQUES

TEMPORAL FRAMEWORKS

Temporal Frameworks are a means of exploring evolving patterns of values to understand the guiding philosophical paradigms that influence how society operates and understand what drives decision making at the societal level. By charting changing value sets over time one can create a panorama that one can gaze and reflect upon as a source of provocation and inspiration.

Temporal Frameworks allow designers to examine meaning and value structures that are at work in society in order to situate design solutions in evolving contexts. The framework can reveal why human beings have done and will do things in a particular manner at a particular time capturing the drivers that influence behaviour.

Temporal Frameworks are typically charted in a matrix format where the historical and future evolution of key factors that govern culture and society are situated in a landscape of paradigmatic values that expose critical transformations and relationships.

Once a framework is constructed it allows one to understand what is foregrounding or backgrounding and what is gaining significance and relevance.

At the IwB, Temporal Frameworks tools are used to develop value-driven evolutionary designs. The following sequential steps are used to develop. Temporal Frameworks:

- The first step is to set up a matrix with epochs (philosophically coherent time spans) on one axis and systematic societal factors on the other axis.
- The next step is to complete the framework by identifying how these systematic elements are made manifest in relation to their epoch. This process is non-linear and the framework can be completed in any direction ie: to develop epochs by examining systems and their manifestations or to explore manifestations and epochs to generate systems and so forth.
- The third step is to use the completed framework as a meditative tool to understand the values that will drive an appropriate design proposition. The framework is not something that is supposed to be definitive, but rather a tool to open ways of seeing and thinking.

MODELING

Modeling is a multi-dimensional simulation tool utilized to understand and predict how designs will work in the world by generating a scalable working proto-type. Modeling represents space/time relationships using data/information based on specific design characteristics.

Modeling may represent embedded information or data in order to simulate an experience. Modeling may also be used to represent a Timeline in action or demonstrate how a particular Format operates.

Modeling provides a powerful communication tool to help people understand the validity of certain design solutions. It allows designers to quickly visualize or simulate a user experience through a prototype that may also act as a proof of concept.

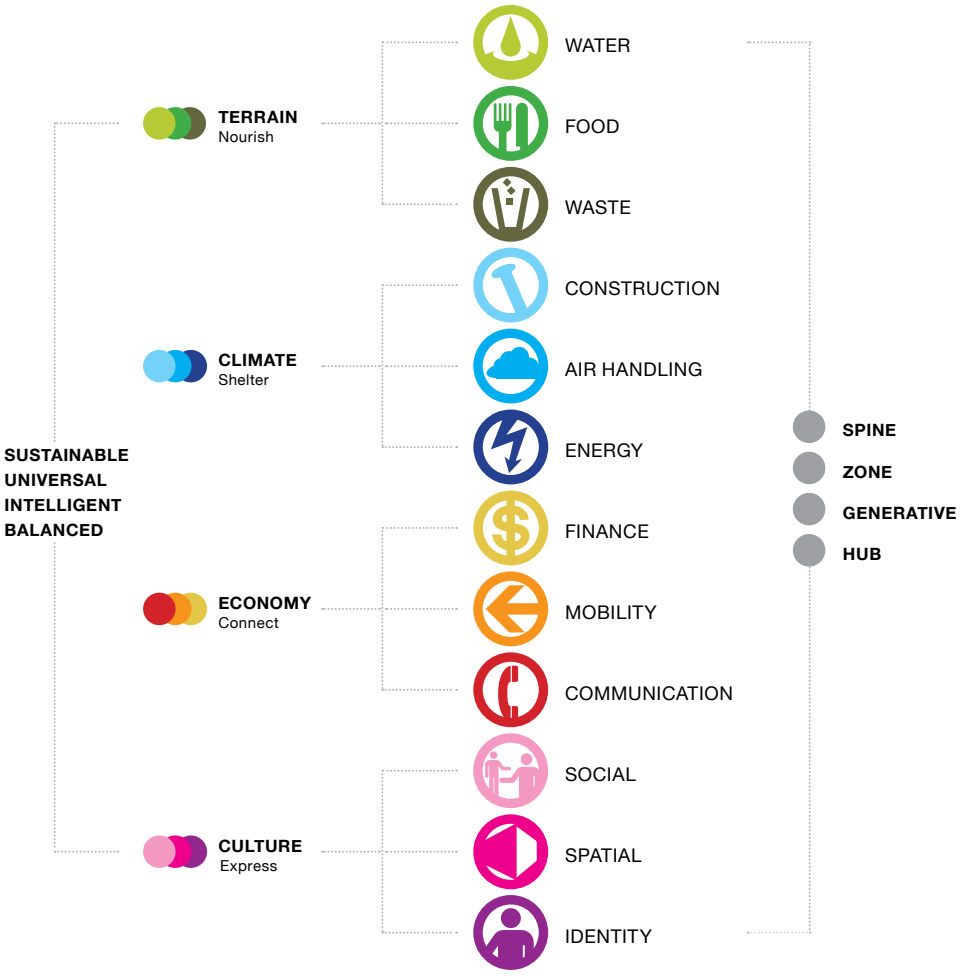
Since Modeling is a fundamental design tool, it is an essential vehicle for effective communication in order to obtain client approvals.

At the IwB, Modeling is used to develop scalable working proto-types and situate them into context to understand the impact of various design propositions and to test the efficacy of their value proposition.

By developing Formats and testing them by Modeling, the IwB can simulate experiences in a hands-on manner, increasing knowledge by thinking/making that fosters the design of new ways of living that can embody meaningful change for societies.


1 - RIGHT OF WAY
• PHYSICAL BUILT ENVIRONMENT
• THE PLANNING OF IT
SHAPING FLOW OF MOVEMENT/EXPERIENCE
CURRENT REC SERVICES:
• ROADS + TRAFFIC
• PLANNING
2 - NEIGHBOURHOOD FACILITATION
• PROVIDE FRAMEWORK + SUPPORT FOR SOCIAL/CULTURAL IDEAS
• MAKE IT EASIER FOR PEOPLE TO CHANGE THEIR NEIGHBORHOODS
CURRENT REC SERVICES:
• C.R.A DEPT
• PLANNING
• ROADS - CLOSURE
3 - ENVIRONMENTAL MANAGEMENT
• HUMAN EXPE
OFFSITE

SYSTEMS TOOLS



WORLD HOUSE SYSTEMS

From 2006 to 2009, the Institute worked on the World House Project, developing housing systems that operate on the principles of sustainability, universality, technological responsiveness and ecological balance. Rather than approaching the challenge of new housing needs purely from the perspective of architecture and technology, the Institute has developed a holistic approach called the World House Matrix.

Organizing the basic elements of housing design into twelve systems provides a simple, easy-to-understand method of investigating the impact of the built environment on many aspects of our lives. The Institute uses the Matrix primarily for housing design challenges, although it can be adapted to suit other scenarios.

CITY SYSTEMS 1.0

This tool is a framework for organizing information to better understand the elements that shape a city, and the different ways they can be configured or combined to improve the urban landscape. This framework is a model for thinking of a city as a series of interconnected relationships. By looking at urban issues at different scales, this framework can be applied to problems that range from a citizen looking to improve their local park, to an urban professional working on the redevelopment of a brownfield site. Using this tool you will be able to:

- Understand the different systems in a city
- Understand the ideal principles of a city
- Identify gaps and problems within your city or neighbourhood
- Create relationships that address weaknesses and build upon strengths within your city or neighbourhood

The City Systems Framework has seven Characteristics, represented in the inner coloured circles of the graphic above, and fifteen City Systems, represented in the outer loop of the graphic above. Characteristics are ideal principles that a city should aspire to, while systems are what makes a city function.

CITY SYSTEMS 2.0

The 2012-2011 City Systems project used this new evolving matrix to identify and understand what makes a city resilient. The IwB worked with the City of Lota in Chile to understand the effects of economic collapse and natural disaster. This provided an opportunity to test and advance the City Systems 1.0 matrix.

The team focused on the systems and characteristics that make up a resilient city and the relationship between residents and their natural environment. This resulted in a Resilient City framework that helps to identify the importance of collaboration, knowledge transfer and revitalization catalysts and, in particular, the need for community champions and/or enablers.

Resilience is a process that is dictated by a hierarchy of needs. Once a level is attained in the hierarchy of needs, actions must be taken in order to reach the next level of resiliency.

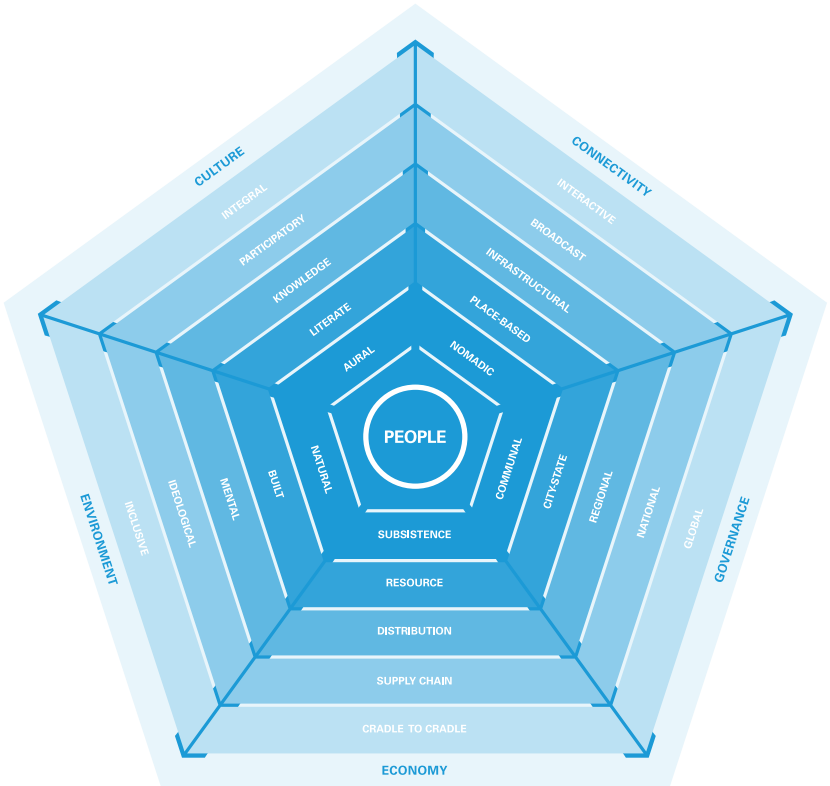
Environment – Go beyond basic survival needs and strive for a high quality of life that meets the physical, social and emotional needs of a person and the city.v

Culture – Strive to reach a community's full potential. This is the process that continues to grow with new opportunities to create a resilient city.

Connectivity – Once a person's physiological and safety needs are met, social needs and the need to belong are important motivators. Interacting with others will create a community that changes to reflect the future needs of the city.

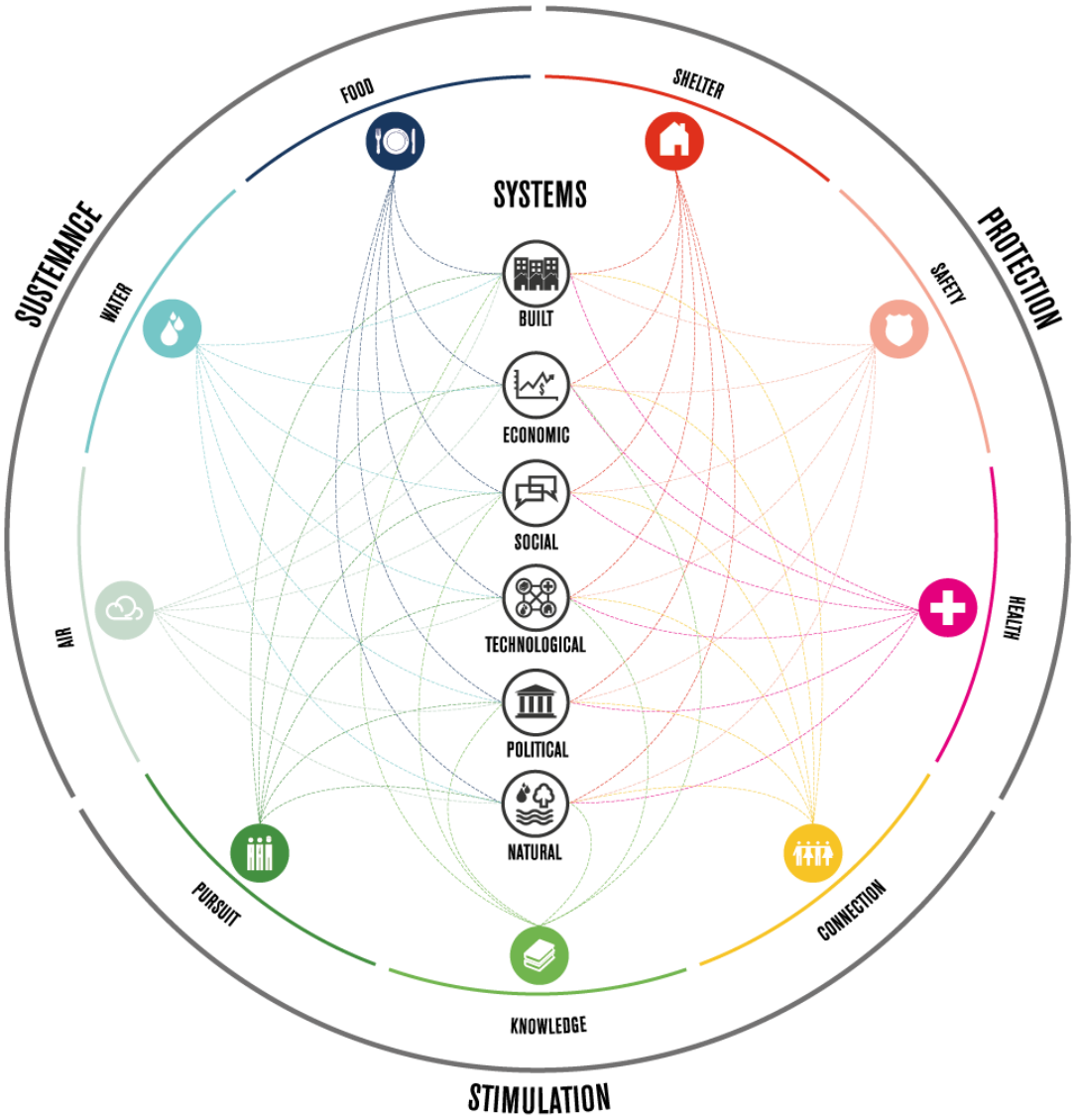
Governance – Once individuals feel they belong to a community, the need to attain a level of importance emerges. A city's success lies in its reputation and recognition to foster multiple levels of development, creating a prosperous community.

Economy – Once physiological needs are met, a citizen's safety and security must be addressed. A city must rise to a state of wealth and abundance so that citizens' physical and emotional well-being are assured.



Maslow's Hierarchical Values:

- Physiological
- Security
- Belonging
- Achievement
- Morality



REGIONAL SYSTEMS 1.0

This tool was developed during year one of the five year Regional Ecologies project. The students created a systematic and repeatable method for the analysis of regions. This led to the examination of the underlying drivers for the existence of any regional system: the needs of the residents.

The systems diagram is broken down into three core layers that create a regional framework for analysis. From the outer to inner circles, there are:

- Three meta-categories that encapsulate all needs affecting residents' ability to thrive
- Nine Vital Elements that become the base considerations required for a high quality of life
- Six Systems of Infrastructure, which represent forms of physical and social infrastructure and create the delivery systems for the nine Vital Elements

AIR

Delivery mechanism for oxygen and carbon dioxide to all living organisms; assists with both pollination of plants and the water cycle

WATER

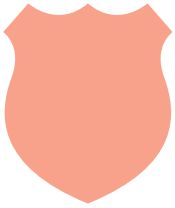
Required component for cell function in all living organisms; acts as an internal solvent and delivery system

FOOD

Vital source of nutrients needed in order for living organisms to produce energy in combination with air and water

SHELTER

Provides residents with protection from the elements, as well as a basic sense of security and privacy.



SAFETY

Defence against physical, social, financial and political harm; reduces risk of exposure to dangers.

HEALTH

Prevention of any deterioration, illness or injury that impairs physical, mental and social well-being.

CONNECTION

Facilitates exchange between people, goods and places; prevents the isolation of residents

KNOWLEDGE

Collections of useful information created and shared between residents that allow for improvement, progress and enjoyment.

PURSUIT

Freedom for residents to proceed with activities of their choosing which contribute to their prosperity, personal interest, or both.

TASKS & RESPONSIBILITIES

Working on creative projects as a team is often an effective way to tackle complex challenges. A team can brainstorm and build on each other's ideas, help each other overcome obstacles, and everyone shares the responsibility (and success!) for great ideas. Team players are always prepared to assist with whatever needs to be done, are willing to take on new responsibilities and communicate well with other team members. Good team members understand both how to lead and how to follow instruction.

Each team is composed of people from a variety of backgrounds, with a range of skills. It is critical to your team's success to determine what skills your team members possess and assign tasks to fit everyone's abilities.

Spend some time at the beginning of the project getting to know each other. Go around the group and have people list their strengths and abilities, and record them on a flip chart for easy reference later. Be detailed! If you are a Photoshop montage master, a talented hand illustrator or a math wizard, be sure to let the team know.

In order to facilitate teamwork and distribute tasks, roles should be assigned for each team member by the team leader(s). This does not mean that people are limited to these roles, but that they are responsible for overseeing and ensuring that relevant deliverables are completed on time. Everyone will contribute to the overall concept and design development and may help on a variety of deliverables.

FACILITATORS

The Facilitator is responsible for keeping the project on track, assigning roles to the members of the team and ensuring consistency between the different elements of design. Facilitators are there to guide the process, making sure that everyone on the team is participating effectively and that the group is meeting target deliverables throughout the charrette. They will run brainstorming sessions, hold regular check-ins and they will ensure that the concepts and deliverables come together in a unified final presentation. They will contribute ideas, knowledge and other skills as necessary.

VIDEO PRODUCER

The video is a key element of the final presentation and serves to convey the team's proposal both during the final presentations and later to the public through the IwB web site. Video Producers must make the most of the team's skills and resources in a very short period. Whether high or low tech, the video must be cohesive with a strong narrative that conveys the spirit of the team's proposal and sums up the key points in an engaging way. The Video Producer must be a good project manager and a great storyteller.

SYSTEMS & SERVICE DESIGNER

The Systems Designer understands and conveys the processes and relationships involved in the responsive systems and elements the team is proposing. The Systems Designer understands how all elements of the proposal work together to meet the needs of the current and future stakeholders and end-users.

COMMUNICATION DESIGNER

Throughout the charrette, a consistent and coherent communication strategy will help to ensure the successful communication of the team's proposed concepts and designs. The Communication Designer is responsible for assisting with all graphic design elements of the team's proposal. This may include elements such as visual identity or graphic standards, logos, way finding systems, etc. In particular, they will be responsible for ensuring that the final presentation is engaging, consistent, of a high graphic standard and effective in communicating the essence of the team's proposal.

ARCHITECTURAL DESIGNER

The Architectural Designer will be responsible for designs associated with buildings, landscapes and spaces. The role carries from the conceptual phase through to the schematic design process. The Architectural Designer must work closely with the rest of the team to ensure that proposals for built environments reflect and are integrated with the bigger picture - from graphics to service and systems design. The Architectural Designer can choose to employ a variety of skills and materials to convey the proposal, from sketches, plans and elevations to 3-D virtual and physical models.

URBAN DESIGNER

The Urban Designer is responsible for understanding the local and regional site context. This individual should develop site plans and urban designs that demonstrate how the proposal is integrated into the existing current and future urban fabric.

DOCUMENTER

The Documenter will record the creative process, capturing different charrette activities and discussions using photography and text. Following the charrette, the Documenter will organize their images on the team USB key so that they may be transformed later into materials for exhibition and publication. The Documenter is also responsible for publishing their team's process to social media (Twitter, Instagram) tagging posts with #IwBcharrette and #charretteTeam1 (or #charretteTeam2, etc)

OTHER TEAM MEMBERS

Teams may have additional members who will bring added skills in design, architecture, planning and project management. They may be assigned new or existing roles and support the team in producing deliverables.

GEORGE BROWN STUDENT CODE OF CONDUCT

The IwB strives to make our charrettes an inclusive and welcoming event where students have the opportunity to learn, create, collaborate, have fun and make new friends. During this interdisciplinary design process, we invite you to keep an open mind and practice respect for others, remembering that there are no bad ideas and that this is a learning process where all participants are working towards the same goals. We ask everyone to observe the student code of conduct, especially the points below. Participants may be asked to leave the charrette if they do not follow the student code of conduct.

The complete GBC policies can be found here:

http://www.georgebrown.ca/policies/Student_code_of_conduct_and_discipline.pdf

STUDENT CODE OF CONDUCT AND DISCIPLINE

1.2 Inappropriate Behaviour

- Students will ensure that their behaviour is at all times respectful of others and supportive of class objectives. Students are not to use the classroom or online environment to:
- utter scurrilous, profane, or obscene language;
- make remarks or engage in conduct that is racist, sexist, or in other ways discriminatory as defined by the Ontario Human Rights Code; engage in behaviours or make remarks that could reasonably be interpreted as threatening;
- attempt to divert the class in support of any personal, political, religious, or social agenda;
- or attempt to use one class or an online forum as a forum to complain about another class or defame staff;
- Encourage, by inaction or innuendo, the development of a learning environment that is fractious, disrespectful of others, or inconsistent with the student code of conduct.

1.3 Sexual Violence (NEW April 2015)

No person shall commit an act of sexual violence against any other person or threaten xanother person with sexual violence. This includes but is not limited to, sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, degrading sexual imagery, distribution of sexual images or video without consent, cyber harassment and cyber stalking. (Source: www.women.gov.on.ca/owd/docs/campus_guide.pdf) For further information, refer to the College's Sexual Assault and Sexual Violence Policy and Protocol:

/www.georgebrown.ca/policies/sexual-assault-sexual-violence-policy/

3.3 Copyrights

Students must comply with the laws regarding copyright and trade mark, as well as with licensing agreements pertaining to the use of print materials, software, databases, etc. and with the College's copyright policy. More detailed information about the law is available in the sources listed in Appendix A of the copyright policy. Students should be aware that the College will not provide assistance or protection relating to charges arising from copyright infringement.

4.1 Offences Warranting Disciplinary Action

Plagiarism

Plagiarism is defined as:

- a direct quotation, paraphrasing or expressing an idea that was articulated by someone else from a text or paper without identification as to source,
- the submission for credit of any academic work containing a purported statement of fact or reference to a source that has been concocted;

Click on the link for full explanation and guidance:

www.georgebrown.ca/saffairs/stusucc/plagiarism/whatisitallabout.aspx

STANDARDS OF CLASSROOM CONDUCT

Students will ensure that their conduct in the classroom contributes to a productive

learning environment. Students are expected to refrain from promoting their personal,

religious, political, social, or business agendas either during class time or in the online environment.

2.1 Participation and Conduct

Students are expected to:

- arrive at each class on time. If for any reason they are late in arriving, they should enter with minimal disruption. If it is necessary to leave the class early, they should leave unobtrusively;
- participate co-operatively in classroom activities;
- bring any concerns about any class situation or about the course to the attention of the
- faculty in a timely manner, and in an atmosphere that is non-confrontational and
- respectful of issues of confidentiality. Specifically, students should avoid repeated in- class interruptions that disrupt the progress of learning;
- not be impaired by either drugs or alcohol.

In case of emergency, students/staff should:

1. Call 911

2. Contact security by: dial 0 from any classroom phone or call (416) 415-4000 x 2773 Or visit the security desk at the main entrance

3. Notify staff member in charge

#IwBCHARRETTE

INSTITUTE WITHOUT
BOUNDARIES