



Lima Workshop 5-6-7 October 2016

CITYLAB MODULE

General Information

Politecnico di Torino
Restoration and Valorisation of Heritage Assets
Architecture and Design Department

Master of science in
«Architecture for the Restoration and Development of Heritage Assets»
Undergraduate – Second Level Master's degree - Atelier (studio)
October 2016 – January 2017

Total number of students (approximately): 50
Number of students per group : 2/3
SDG goal(s): 11.4 strengthen efforts to protect and safeguard the world's CULTURAL AND NATURAL HERITAGE

Short description of the module
The multidisciplinary atelier "Restoration and Valorisation of Heritage Assets" concludes the second degree course training programme in architecture for the restoration and development of heritage assets. It facilitates the interaction of "urban renewal" with the "economic evaluation" introducing students to the problems of economic and financial viability in the conservation of historical, architectural and environmental heritage assets. The Atelier considers the complexity of the valorization project, recognizing the systemic character and the need for multidisciplinary approach, which cannot be circumvented when operating at the regional and urban landscaping level.

Campus Team



Local stakeholders

- WHO?**
- Public Administration of Ivrea (Turin) Municipality
 - Superintendence for Cultural Heritage
 - Piedmont Region
 - «Guelpa Foundation» – Responsible for the UNESCO Management Plan
 - Private subjects investors in real estate, Owners
 - Citizens
 - Tourists

HOW?
During the course of the Atelier, experts from specific sectors are invited to hold a presentation/debate in presence of the teachers. **It is left time for the discussion with the students**

- WHEN?**
The experts representatives of the different stakeholders (public and private subjects) will be involved in four different times during the Atelier:
- in the **very beginning phase**, stakeholders are invited to presents the state-of-the-art (projects, programs, etc.)
 - after a period of work**, the students will present their reasonings and the problems they have individuated. These result will be discussed with the stakeholders invited
 - after another period of work** the students will present their own masterplans, projects, programs, etc.
 - finally**, the students will present the results of their work to the stakeholders, which will formulate their final considerations

Teachers

WHO?
Teachers involved are mainly afferent to the architecture and Design Department but **it will be involved other expertise from engineering** (i.e. teachers of material science and technology, building physics, etc.), whom already provide teaching activities in architectural master's degree courses

HOW?
They will facilitate the work of the students, during the different phases, through:

- the systematic remind of **theories** and approaches presented in ordinary courses
- the presentation of **examples** and case-studies, references (papers, books, web sites, etc.)
- collective discussions** and comparison of the results, etc.
- Using approaches based on strengthen theories and transferable in the **professional practice**

MATERIAL/TECHNOLOGICAL SUPPORT

- The **technological equipment** will be provided from the University (projector, wi-fi, PC connections for PPT presentations, etc.)
- Each group of students **will use PC**
- As a material support will also be used the **University library** and the **archive** of printed works of the previous year students
- Specialized laboratories (computer, language, multimedia, multidisciplinary)

Students

- TASKS**
- Students works on an **urban site** (Core Zone) composed by 29 areas and 74 buildings
 - Students build together a single **Masterplan** where are indicated renovation and feasibility projects and they will be able to understand the Materplan as a system of different projects
 - Each student group works on a single project about one area or one building of the Core Zone
 - Students study the area and works on a single project **from both an urban and an architectural point of view**
 - The whole class project results in based on a **strong collaboration** among students

GROUPS
The groups will be composed of **2-3 students**
The groups will be defined in the second week of the course

- SUPPORT**
- The students will be supported by teaching staff with **systematic and continuously revisions**, conducted alternatively through plenary expositions of the works or individual (groups) revisions
 - The monitoring of the progress of the work will be stimulated through deadlines
 - Lectures and references will support operational activities and the application of the specific tools

Integration and interdisciplinarity

INTEGRATION IN THE EXISTING CURRICULUM
The module is organized taking into consideration the whole curriculum of the Master of Science in "Architecture for the Restoration and Development of Heritage Assets". It is **strictly correlated to the disciplines of the first year** and with the other disciplines of the second year: Design, Technology, Urban Planning, Restoration, Materials Science, GIS and modelling for cultural heritage, etc.
The module is organized assuming the contents of the first level degree, oriented to give the students the **basic knowledge essential to develop the "professional" character** of the Master's degree course

MULTIDISCIPLINARY MODULE
The Atelier is conceived as a multidisciplinary module, with the main provision of Restoration and Economic Evaluation of Project .
It is expected the direct involvement of **other disciplines from Engineering, specifically Building Physics, Geomatics, Materials Science and Technology, etc.** These last will be involved through punctual contribution (lessons, seminars, etc.) on specific issues.
The Atelier will be attended by students from the Master's degree in Architecture, but in some specific cases (seminars, etc.) it is possible the involvement of students from other Curricula.

Evaluation

- The module will be evaluated in Polito through different activities:
- students' evaluation of the Atelier, through on-line **questionnaire** at the end of the course and final scoring
 - self-evaluation of the results**, formulated by the teachers through on-line questionnaire at the end of the course
 - feed-back from students' final exams** and evaluation procedures of their products
 - feed-back from other courses** (positive synergies, difficulties, etc.)

Barriers and success factors

STRENGTHS
Multidisciplinarity: We work in Ateliers (Labs) made up of some disciplines. Starting from the mix of contributions, learning objectives are pointed out, with a view to disciplinary integration. In our Master Degree Courses in Architecture, the Labs are structured according to disciplines combinations, including at least two "characterizing" disciplines (also from other Departments/Faculties). These one, in turn, avail themselves of others punctual contributions

WEAKNESSES
PBL training effectiveness: PBL is a technique founded on **problem solving**, even if the specific problems are identified with different modalities by the different Universities
Our experience is influenced by our affiliation to the Architecture and Design Department (and not a Planning one). In this Department the disciplines **related to the "project"**, which are considered the core, avail themselves by other Departments competences (i.e. the Planning Department and many Engineering Departments)

OPPORTUNITIES

- The gap between teaching and professional skills (new or existent) and reality: in order to **reduce the gap between teaching and reality**, case-studies or issues are proposed to the students, in the Labs. These case-studies or issues allow to apply the disciplinary tools to real problems, with a view to competences integration. Starting from the case-study identified by teachers, generally represented by a more or less large urban area, the students are guided in structuring-breakdown the problem, recognizing the multiplicity of aspects (multidimensionality). Support is given through the analysis and the argumentation with the stakeholders
- Development and sperimentation of new teaching modalities**, extensible to other courses/curricula

THREATS

- The possibility that not all the groups of students will reach a complete result in the **course timetable**
- During the transition from theories to practices it is necessary to deal with **missing data**, and it is necessary to systematically verify the concrete applicability of models and approaches