

**LABYRINTH // Research - Design - Implementation RDI course**

1. Al p a d a t o k	Kurzus neve: <b>LABYRINTH // Research - Design - Implementation RDI course</b>					
	A kurzus oktatója/i, elérhetősége(i): Hosszu Erzsébet ( <a href="mailto:hosszu.erzsbet@g.mome.hu">hosszu.erzsbet@g.mome.hu</a> +36304663846) Jekli Ágnes ( <a href="mailto:jekli.agnes@gmail.com">jekli.agnes@gmail.com</a> +36307466392)					
	Kód: B-KF-401-EP- 202324-01-01  M-KF-101-EP- 202324-01-01	Tantervi hely:  KFI	Javasolt félév:  -	Kredit: 5	Tanóraszám: 48-60  Egyéni hallgatói munkaóra: 90-102	
	Kapcsolt kódok:  <b>ER-MOME-MA- EP-202324-01-01</b>  <b>M-KF-E-101-EP- 202324-01-01</b>	Típus: (szeminárium/előa dás/ <u>gyakorlat</u> /kon zultáció stb.)	Szab.vál- ként felvehető- e? <b>IGEN</b>	Szab.vál. esetén sajátos előfeltételek:  <b>NINCS</b>		
	A kurzus kapcsolatai (előfeltételek, párhuzamosságok): <b>NINCS</b>					

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Aims and principles of the course:

It is a basic tenet of environmental psychology that the environment and material culture around us influences human behavior, and that through interaction with the environment, humans develop emotional attachments to the environment (place attachment). As a result of place attachment, on the one hand, the individual protects the own physical environment, on the other hand, it is able to develop and maintain additional points of attachment in this well-known and safe environment. The sense of security, the social network, the possibility of self-expression and the process of getting to know the environment contribute greatly to the development of place attachment. However, there are significantly fewer resources on how to put these research findings into practice.

The course is open to students of the architecture, media and theory institute. The course will explore the topic of place attachment and orientation through the human-centered design method introduced in the course. Through interdisciplinary teamwork, students develop their analytical skills and complex vision through an explorative and creative process. An important step of the course is to put theory into practice in the labyrinthine building of the BMSZKI Homeless Transition Shelter (Alföldi utca 6-8). The aim of the course is to prepare students to step out of the familiar studio environment and to explore a real, functioning community, and to propose solutions that support the spatial orientation by an interdisciplinary collaboration with the tools of architecture and visual communication. In the last weeks of the course, the students implement part or all of the final concept.

Course output:

- individual research diaries covering the topic of place attachment and orientation, and documenting the process of interdisciplinary work,
- final concepts and the community implementation of part or all of it in the area of the transition shelter,
- closing presentations.

Learning outcomes (professional and general competences to be developed):

(to be defined on the basis of and in accordance with the subject descriptions)

**General competences:**

- the student does not shy away from conflicts and conflicting ideas in teamwork: they are not seen as a problem but as an opportunity,
- the student develops critical analytical and synthesizing thinking,
- the student is sensitive to social inequalities and sees his/her professional role in alleviating them.

**Professional competences:**

- the student will be able to represent his/her field of expertise competently in an interdisciplinary team,

- the student will be able to approach a new emerging challenge with research rigor,
- the ability to identify and formulate the guiding principles of a design challenge,
- develop empathy skills: a responsible professional who is sensitive to the interests of users from different social backgrounds, who understands the complexity of problems and proposes solutions,
- the student initiates new projects and supports interdisciplinary work in order to solve a problem in the most complex way possible.

Topics and themes to be covered in the course:

- the influence of the environment on human behavior and orientation
- place attachment
- spatial orientation and its visual tools
- information design - transfer of information with the tools of design
- community-based design, Human-Centered Design
- interdisciplinary teamwork
- qualitative research methods (interview, mapping, photography, observation, journaling)
- practical application of research methods

RDI methods and tools used in the course: lectures, discussions, interviews, observation. Interdisciplinary and community-based approaches actively used, individual work, consultation.

**What students should do, what they should do:**

- active participation in class and group work
- continuous documentation in the form of a research diary of the knowledge, aspects and partial results of the lessons and experiences
- participation in consultations during project work
- preparation of a final presentation

Learning environment: classroom, MOME Campus, Bmszki Homeless Transition Shelter - Alföldi utca 6-8.

- Assessment (split by teacher in case of multiple teachers and separate assessments per teacher)

Requirements to be fulfilled:

- Active class participation (discussions, debates, games)
- proactive involvement in group work
- Keeping an individual research diary (without formal restrictions but in a way appropriate to the field of study, e.g. design theory students may keep a text diary, designer students may keep a series of photographs, sketches etc)
- Participation and relevant contribution to the preparation of a common research diary for the group
- develop a group concept and its implementation on site
- prepare and deliver a final presentation

- max. 3 absences

Assessment method: through evaluation of the consultations and final presentation.

Evaluation criteria:

- Active attendance: punctual arrival, cooperative contributions, active teamwork, avoidance of destructive behavior
- Progress chart: progress from the initial to the final concept, based on a research diary
- Quantity: 1 presentation after the site visit, 1 group consultation, 1 final presentation, research diary
- Quality: visual, stylistic, terminological fluency/ knowledge and individual use of artistic research tools, correct use of source citation and referencing

Calculating the grade (how is the result of each assessed requirement reflected in the final grade? {e.g. ratios, points, weights}):

- Active attendance: 20%
- Developmental arc: 30%
- Active presence: 30%
- Quality: 20%

Recognition of knowledge acquired elsewhere/previously/validation principle:

- *full credit/recognition possible*
- *partial credit/recognition possible*
- *No recognition/recognition possible*

Required reading:

- Dúll Andrea. 2009. **A környezetpszichológia alapkérdései: Helyek, tárgyak, viselkedés.** Budapest: L'Harmattan. Kiemelt fejezetek:
  - 3. Környezet és alkalmazkodás
  - 5. Helykötődés: ember és környezet affektív kapcsolata
  - 7. Az otthon környezetpszichológiája
  - 9. Helyváltoztatás és helyvesztés
- Eriksen, Thomas Hylland. 2006. **Kis helyek - nagy témák. Bevezetés a szociálintropológiába.** Budapest: Társadalomtudományi könyvtár.
  - 3. fejezet. Keserű Bálint: A terepmunka és értelmezései
- Hölscher, C., Meilinger, T., Vrachliotis, G., Brösamle, M., & Knauff, M. (2006). **Up the down staircase: Wayfinding strategies in multi-level buildings.** *Journal of Environmental Psychology*, 26(4), 284–299. doi:10.1016/j.jenvp.2006.09.00
- Dogu, U., & Erkip, F. (2000). **Spatial Factors Affecting Wayfinding and Orientation.** *Environment and Behavior*, 32(6), 731–755. doi:10.1177/00139160021972775

- Marquardt, G. (2011). **Wayfinding for People with Dementia: A Review of the Role of Architectural Design**. *HERD: Health Environments Research & Design Journal*, 4(2), 75–90. doi:10.1177/193758671100400207
- Maczó Péter (2010) *Ön itt áll - Az infodesignról*, Sclar
- Meirelles Isabel (2013) **Design for Information**, Rockport
- IDEO (2015) **The Field Guide to Human-Centered Design**  
<https://www.ideo.com/post/design-kit>

Recommended literature:

- Anguelovski, I. (2013). **From Environmental Trauma to Safe Haven: Place Attachment and Place Remaking in Three Marginalized Neighborhoods of Barcelona, Boston, and Havana**. *City & Community*, 12(3), 211–237. doi:10.1111/cico.12026
- Michael J. Berens. **A Review of Research: Designing the Built Environment for Recovery from Homelessness**
- Peponis, J., Zimring, C., & Choi, Y. K. (1990). **Finding the Building in Wayfinding**. *Environment and Behavior*, 22(5), 555–590. doi:10.1177/0013916590225001
- Marquardt, G., & Schmieg, P. (2009). **Dementia-Friendly Architecture: Environments That Facilitate Wayfinding in Nursing Homes**. *American Journal of Alzheimer's Disease & Other Dementias*, 24(4), 333–340. doi:10.1177/1533317509334959
- Hoersting, R. C., & Jenkins, S. R. (2011). **No place to call home: Cultural homelessness, self-esteem and cross-cultural identities**. *International Journal of Intercultural Relations*, 35(1), 17–30. doi:10.1016/j.ijintrel.2010.11
- Zhu, R., Lin, J., Becerik-Gerber, B., & Li, N. (2020). **Influence of architectural visual access on emergency wayfinding: A cross-cultural study in China, United Kingdom and United States**. *Fire Safety Journal*, 102963. doi:10.1016/j.firesaf.2020.102963
- D'Orazio, M., Bernardini, G., Tacconi, S., Arteconi, V., & Quagliarini, E. (2016). **Fire safety in Italian-style historical theatres: How photoluminescent wayfinding can improve occupants' evacuation with no architecture modifications**. *Journal of Cultural Heritage*, 19, 492–501. doi:10.1016/j.culher.2015.12.002
- Lawton, C. A., & Kallai, J. (2002). **Gender Differences in Wayfinding Strategies and Anxiety About Wayfinding: A Cross-Cultural Comparison**. *Sex Roles*, 47(9/10), 389–401. doi:10.1023/a:1021668724970
- McKerche, Kelly Ann (2020). **Beyond Sticky Notes: Co-design for Real: Mindsets, methods and movements**, Thorpe-Bowker Identifier Services Australia

Other information:

Consultation times and location outside class: google meet - individually agreed on request