

The Resilient School

McGill University
School of Architecture
Winter 2016

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Undergraduate Year 2

The Resilient School

Contents

Introduction Studio	4
Phase 1 Spatial Analysis: Developing Analytical Skills	6
Phase 2 Problem Definition: Conceptual Approaches and Time-Based Design	16
Phase 3 Decision-making: Material and Spatial Explorations	28

Studio

Winter 2016

The programmatic objective in this studio was to create a school for Syrian refugee children in Turkey: a “resilient school.” The concept of “resilience” refers to the ability to deal with change, to maintain operation and functionality and to maintain a positive approach in the face of challenges. In the psychology field, it refers to an individual’s ability to cope with adversity. In the urban and architecture fields, resilience refers to the ability of a building to sustain itself despite challenges such as climate change, disasters, and terrorism/war; emphasis is placed on sustainable practices.

In the first version of this studio during Winter 2015, students developed approaches for the camp as well as for the community; projects that relied on prefabrication as well as local sources, labour and user participation; they designed projects that are environmentally, climatically, and culturally sensitive. A key idea was that the school they designed is a “type” school; one that can be replicated according to need. Thus, the students speculated on how its iterations will be placed in relationship to each other in a given camp; and how they may share resources as a network of elementary schools. During the research phase of the project, the studio was visited by Al-Salam School’s founder and director, and the representatives of the Montreal-based Syrian Kids Foundation, who informed us of their difficulties with building design and contractors. Inspired by this, the second and final version of the studio addresses the educational needs of urban Syrian refugees in Turkey by redesigning the Al-Salam School, on the same site that the school currently operates.

Most research on architecture and education has focused on physical factors such as air quality, lighting, noise, durability of materials and assessing the effects based on absorption by students of delivered material (e.g. student performance on tests) ignoring the social life enabled by buildings. However, the programs, and physical layout, of schools are influenced by pedagogical ideals which change over time. Newer approaches in research on architecture and education recognize the quality of spaces, and architecture as an actor along with teachers and students. Accordingly, school is not just a space of scholarly knowledge transmission but inclusion

and exclusion, identity formation and other social interactions and processes. Children's possibilities of participating in social life are framed by the architecture of their schools. Physical space is not simply a container but a "learning environment." Hence, the notion of the "third teacher" refers to the potential of architecture to support pedagogical intentions.

Al-Salam School was only an inspiration and a beginning point; that is, the students were not working for this School nor its NGO, Syrian Kids Foundation. The students were expected to develop an expertise in and critical perspective on educational institutions, spaces of learning, innovative practices in school design, and the educational needs of traumatized children, and apply best practices to their vision of the "Resilient School." The term was divided into three phases of work. Phase I consisted of field research in a local primary school, as well as conventional precedent research. Phase II consisted of design work in teams for a speculation on the construction of Al-Salam School in its entirety; a scheme encompassing primary, middle and high school. Finally, Phase III consisted of individual design development of the primary school within the larger institution.

Phase I

Spatial Analysis: Developing Analytical Skills

The first phase of the studio consisted of studying and learning to analyze school buildings through analytical drawings, which could then be adopted in the development of new designs in the following stages of the design project.

The studio began with a one-week study of a historic neighborhood school and the analysis of its building dating from 1908. The students spent a full day at Roslyn Primary School in Westmount, from the drop-off of the students in the morning until their departure at the end of the school day. They split into five groups to observe different levels and specialized classes. In addition to observing how classrooms are used throughout the day and how students move in and across the building, they also talked to teachers and administrators about which spatial features of the building worked and what could be improved. Back at the School of Architecture, they presented their observations according to five frameworks: 1) Safety and Security, 2) Physical Comfort, 3) School as City, 4) Formal Spaces of Learning, and 5) Social Spaces of Learning (Recess). The following pages present selected drawings from each of their group presentations.

This study was followed by another one-week assignment of individually-completed precedent presentations of contemporary schools which reflect the latest approaches to learning environments. The students produced original drawings analyzing their case studies using the frameworks employed in the analysis of Roslyn School and compiled a booklet of precedents for general studio reference.



Roslyn Primary School in the Montreal neighborhood of Westmount.

Photo: Rosalind Pan (<https://www.flickr.com/photos/poppypan/8342874945>)

Safety and Security

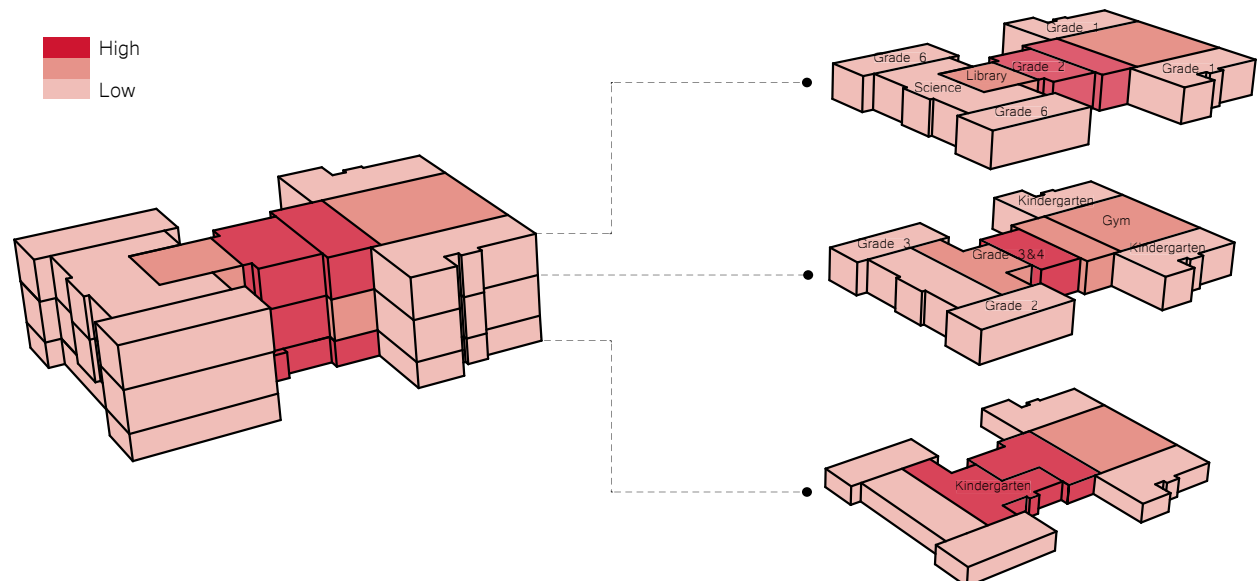
Eryn Maclellan, Maryam Nasr, Yuting Wu



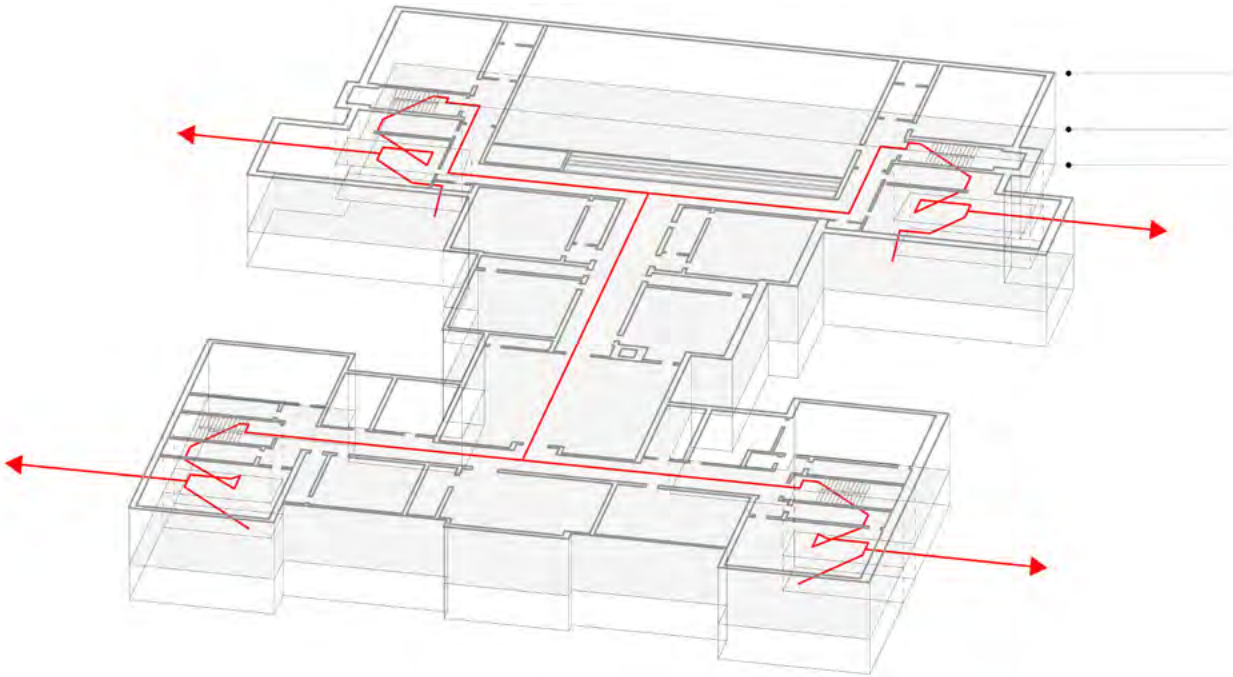
Zoning

- Entrance for students arriving by walking or parent drop-off
- Entrance for students arriving by school bus
- Entrance for adults and visitors
- Parking zone for parents
- Parking zone for school buses
- Parking zone for teachers and staff

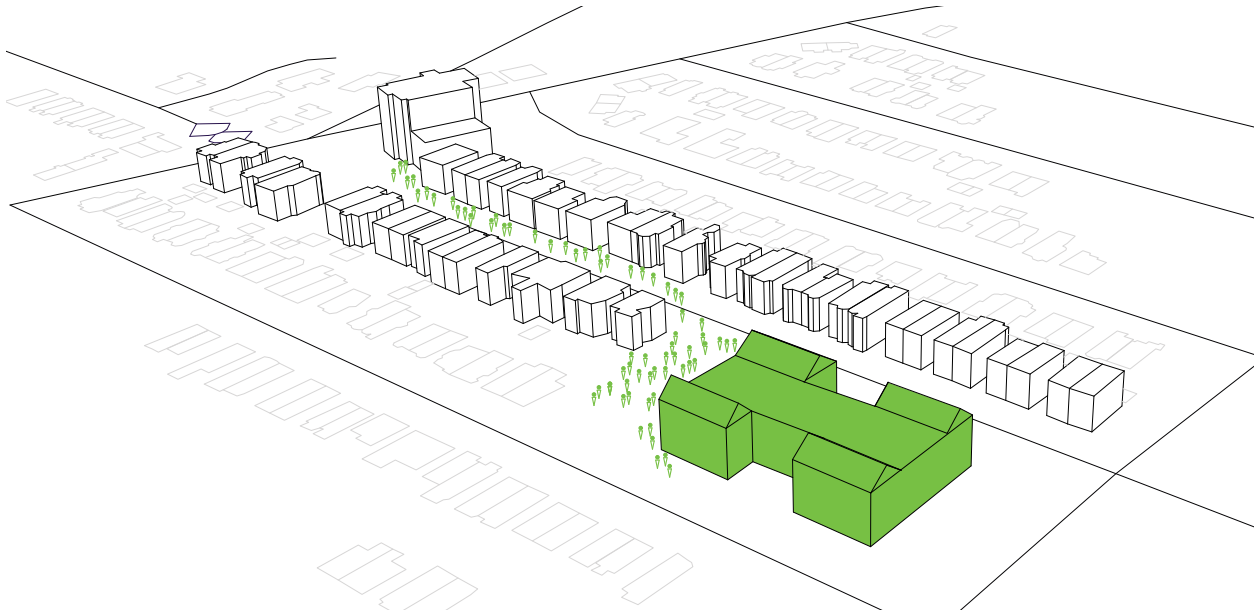
Safety Risk



Evacuation Phase 1



Evacuation Phase 2

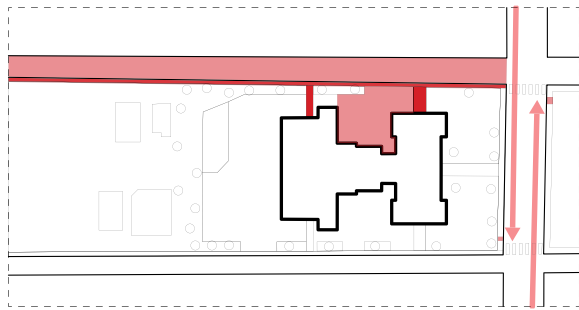


After evacuation of the school students gather in the school yard and in cases of extreme weather take shelter at a nearby church.

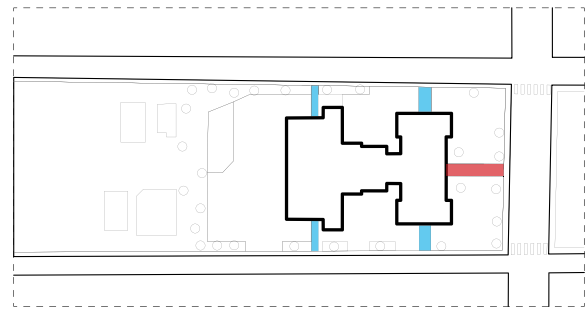
School and the City

Myriam Assal, Övgü Nurözler, Katie Peruniak

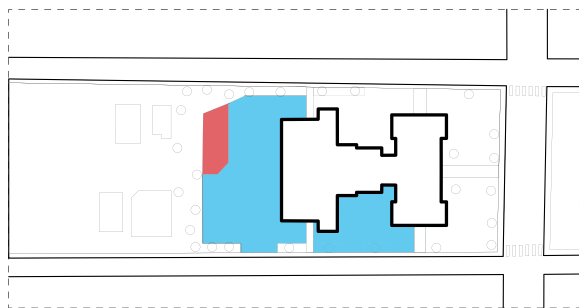
School in the Neighbourhood



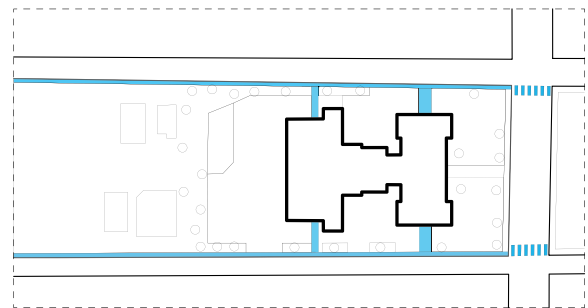
Vehicle Circulation



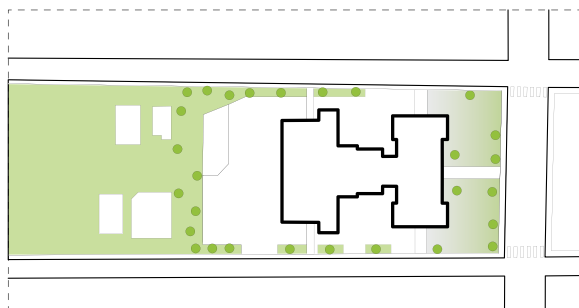
Entrances



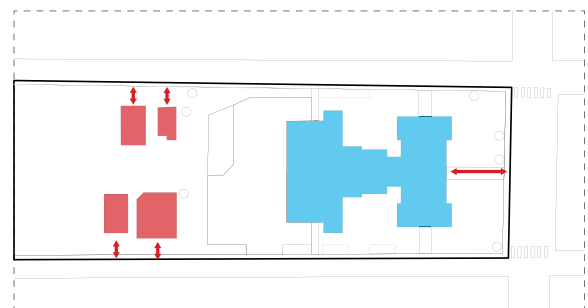
School Yard



Pedestrian Circulation

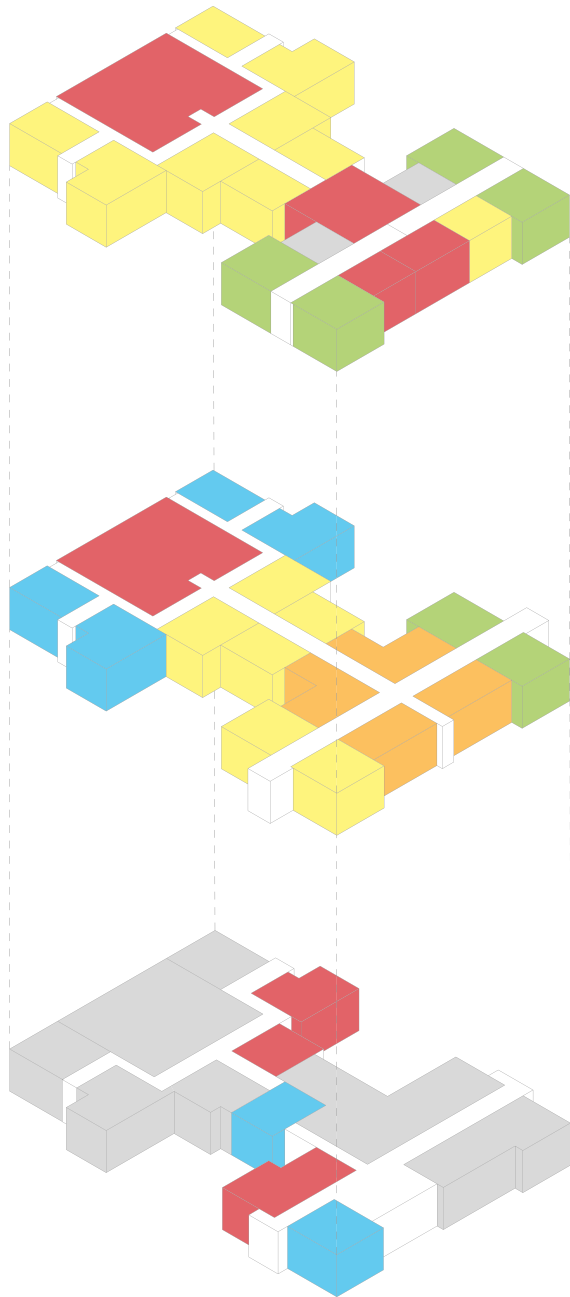


Privacy



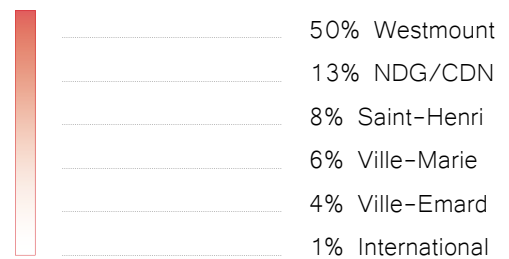
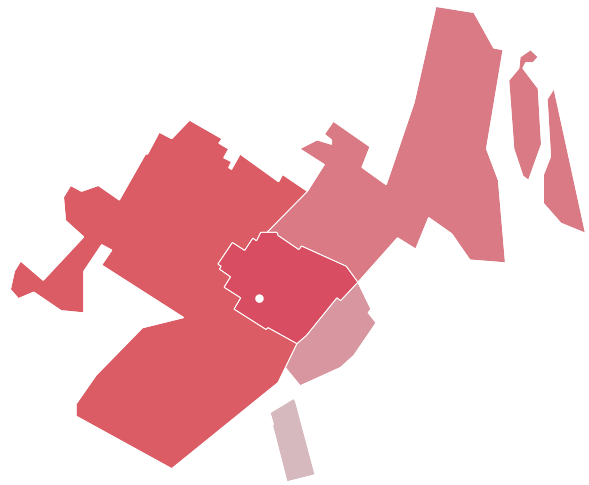
Institutionality

School as Community

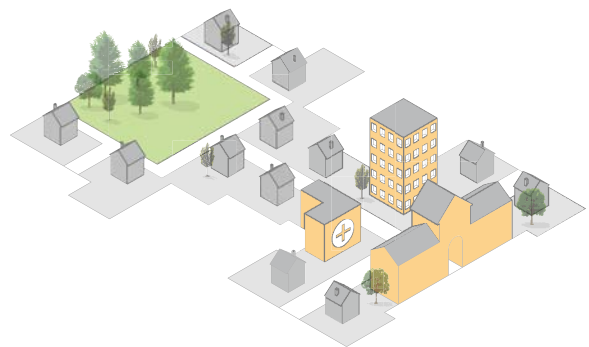


- Kindergarten
- Junior Grades (1-4)
- Senior Grades (5-6)
- Administration & Staff
- Specialized Classrooms
- Services & Maintenance

Student Distribution



School as City

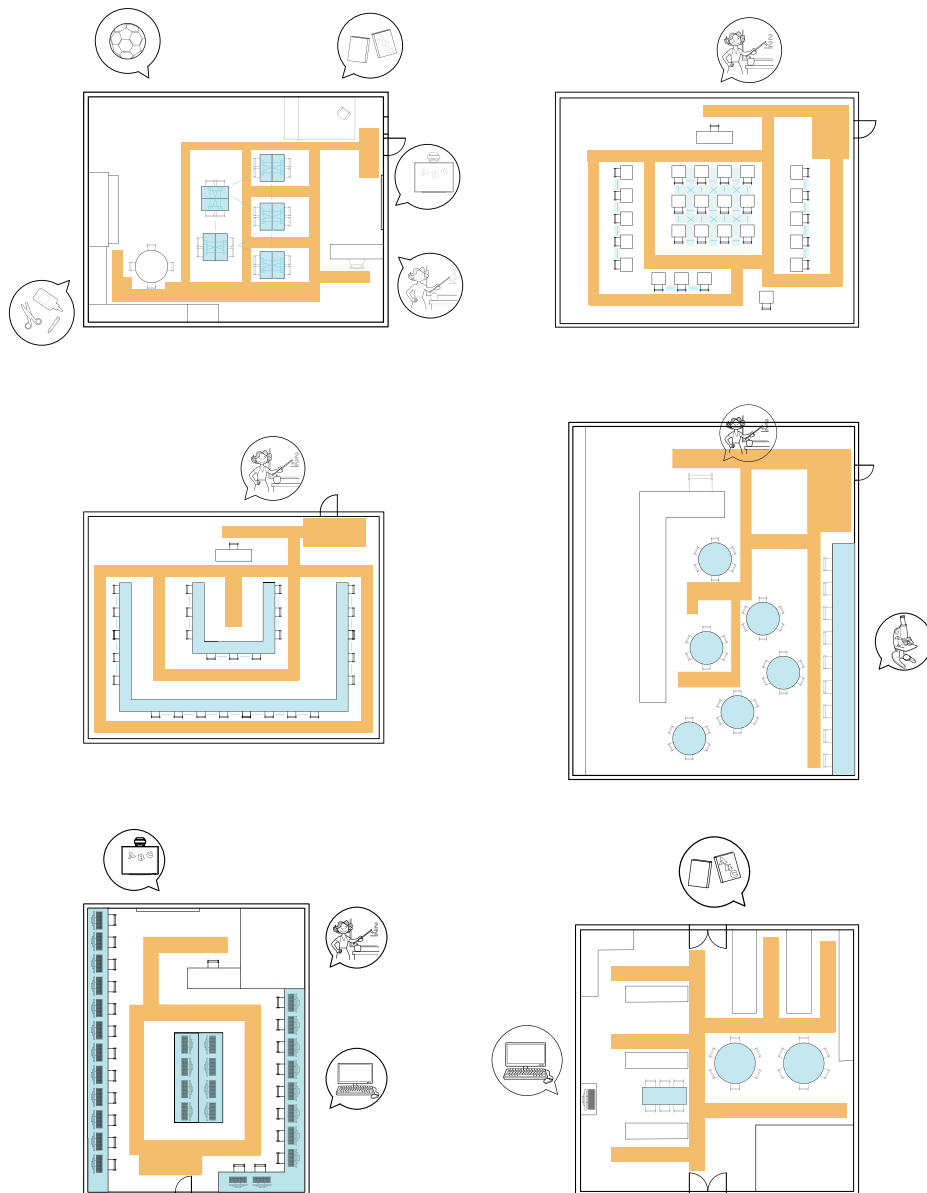


An administration that acts like town hall, health services as a hospital, classrooms as houses, and public spaces accessible to everyone, like the gym.

Formal Spaces of Learning

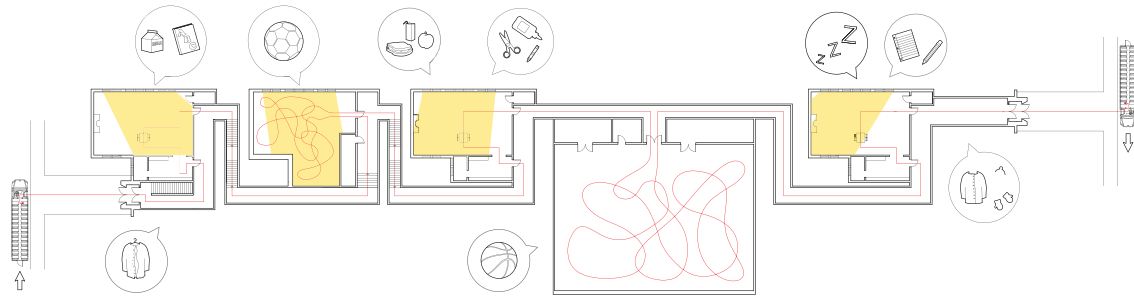
Olivier Ducharme, Meaghen Dionne, Laurie Charron-Lozeau

Classroom Layouts

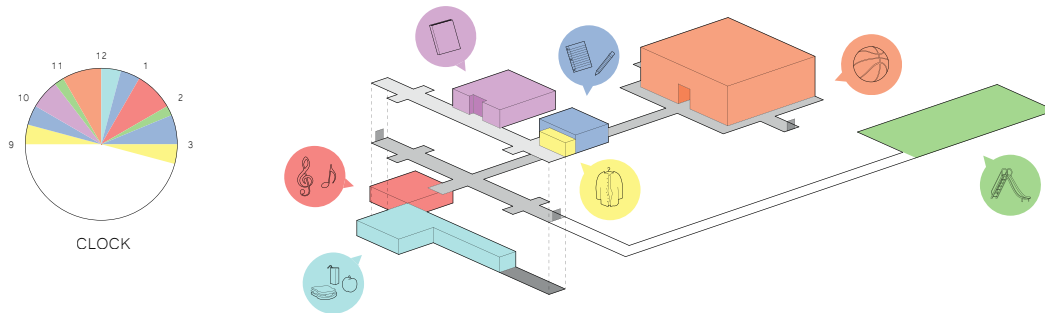


Top Left, Clockwise:
Kindergarten, 3rd Grade, 6th Grade, Science
Lab, Computer Lab, Library

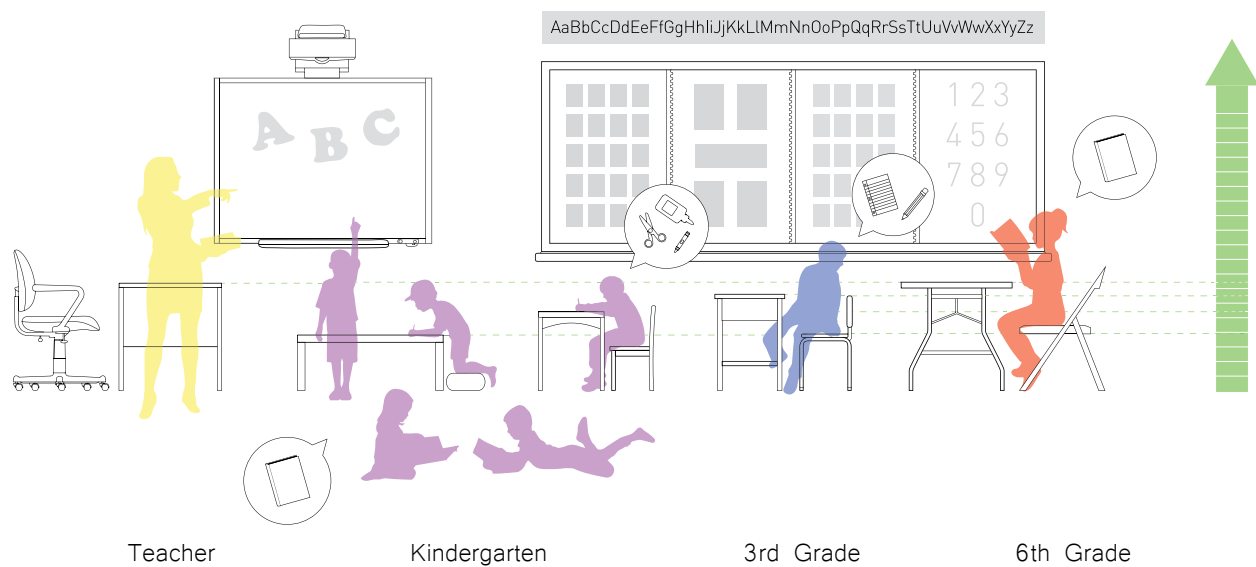
Kindergarten Schedule Mapping



6th Grade Schedule Mapping



Use of Furniture and Display Spaces



Site Visit

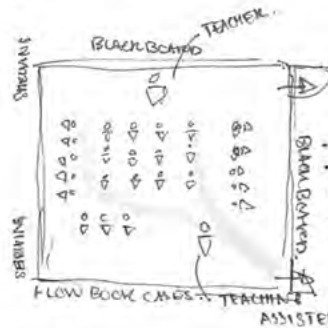
January 21, 2016



Class outing to Roslyn Primary School.

UK 3 CLASSROOM

NOTES

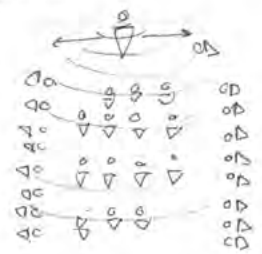


1 STUDENT BROKE LEG, SCHOOL IS NOT WHEEL CHAIR ACCESSIBLE, NON HAS TO CARRY (9 YRS) INTO SCHOOL. (WAS A RAMP @ PED. RECTION: # BALANCE FREE - DOWN)

- LOTS OF NATURAL LIGHT
- HIGH CEILINGS.
- GOOD ACOUSTICS.
- STUDENTS GET UP TO GRAB TEXTBOOKS
- STUDENTS ALTERNATE READING / WRITING ON THE BOARD
- CLASS VERY ACTIVE



≠ IDEAL
HOOKS, STICKERS ABOVE (NOT IDEAL)



→ SMART BOARD IN FRONT OF BLACKBOARD.

- ACTIVITIES TOGETHER
- INDIV. ACTIVITIES @ DESK



• STUDENTS GET UP TO GRAB PAPER PROVIDED BY SCHOOL



Phase II

Problem Definition: Conceptual Approaches and Time-Based Design

The second, three-week phase consisted of team-based design work in which students developed architectural proposals for a new facility for Al-Salam School in Reyhanli, Turkey. Al-Salam School is run by the Canadian, Montreal-based NGO, Syrian Kids Foundation, to support Syrian refugee children by providing them with educational opportunities. This school operates from a converted farmhouse surrounded by olive trees. Its building is insufficient for the needs of the school, according to the report of its Principal, Hazar Mahayni.

The students in the studio were asked to redesign the school, to develop massing schemes which provision for separate primary, middle, and high school buildings according to the current model of education in Turkey and current conditions of Al-Salam, and which could be constructed incrementally over consecutive years while the current school-facility on site is still in operation. It was expected of the proposals to be clear and bold improvements on the existing school building, both urbanistically, pedagogically, experientially, and environmentally.



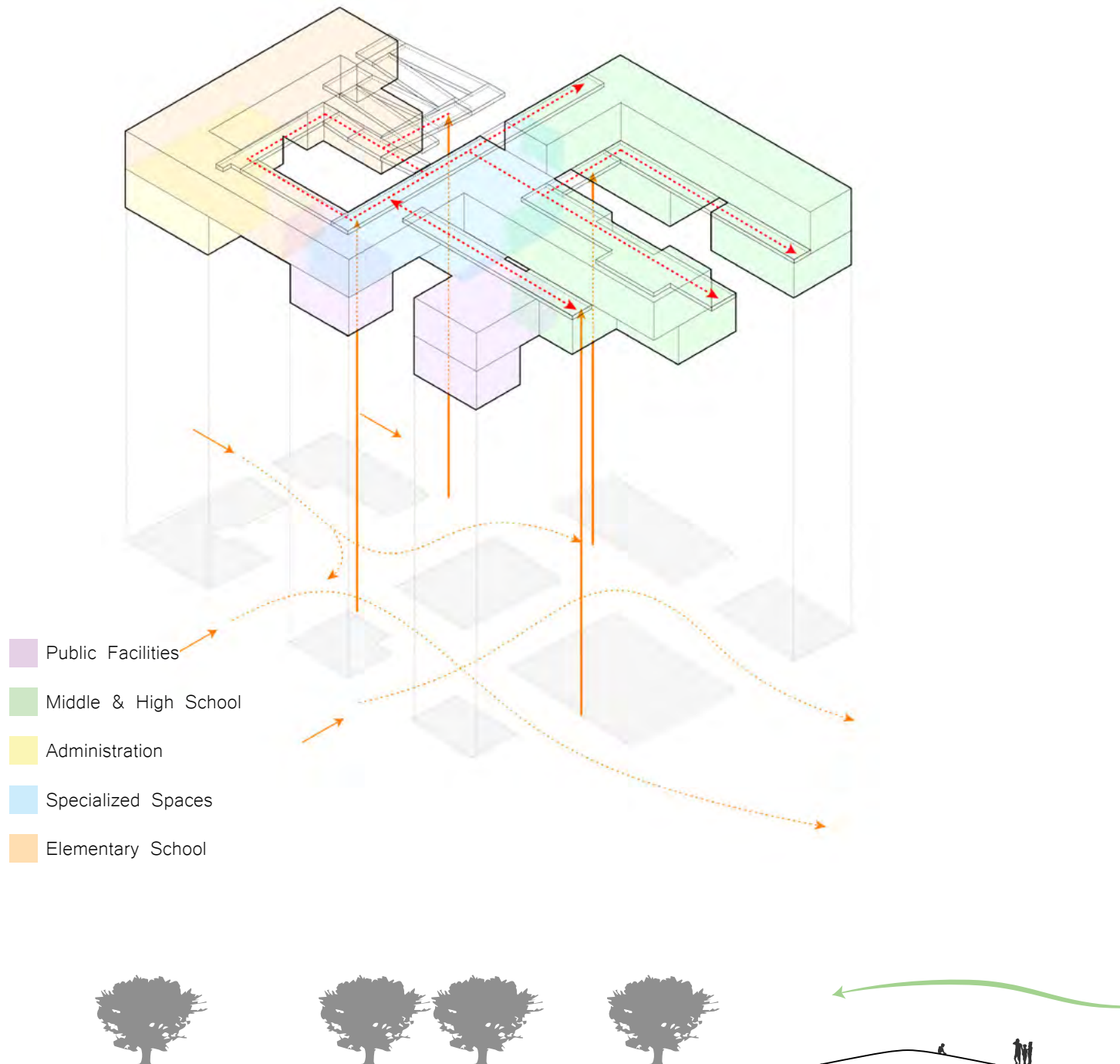
Al-Salam School in Reyhanli, Turkey.

Photo: <https://www.launchgood.com/project/uofmfat#!/>

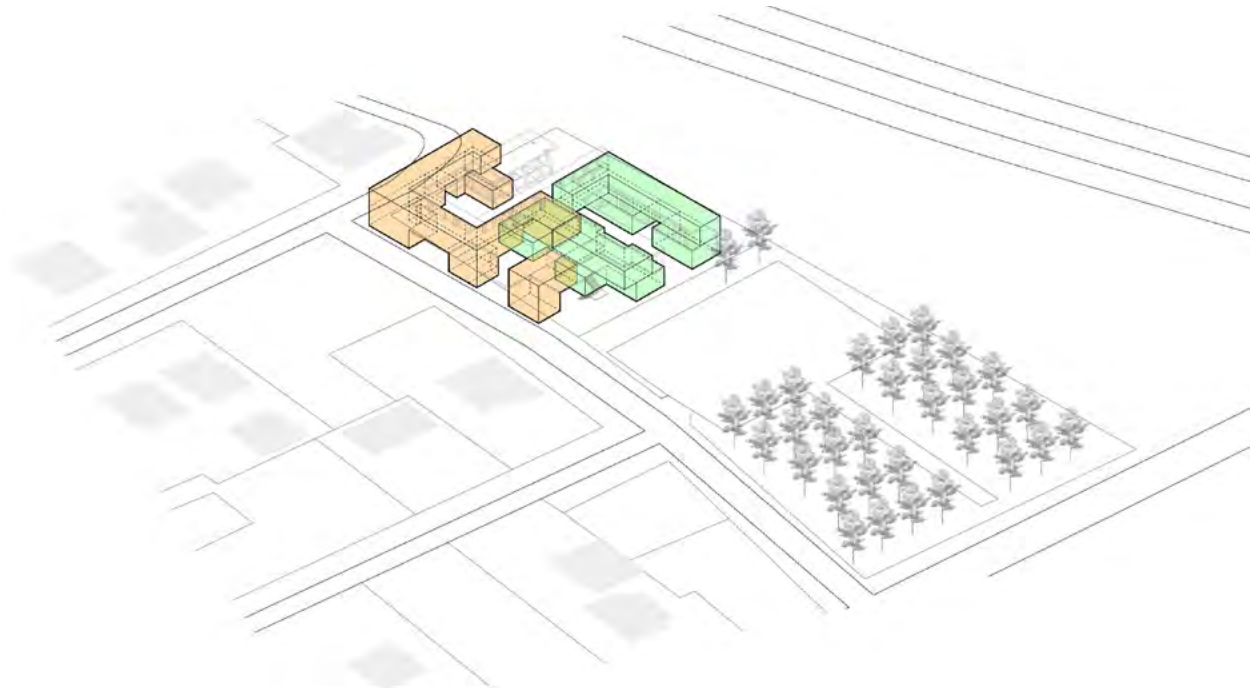
Scenario 1

Lin Sen Chai, Manon Chiorri, Cyrus Chu

Massing & Circulation



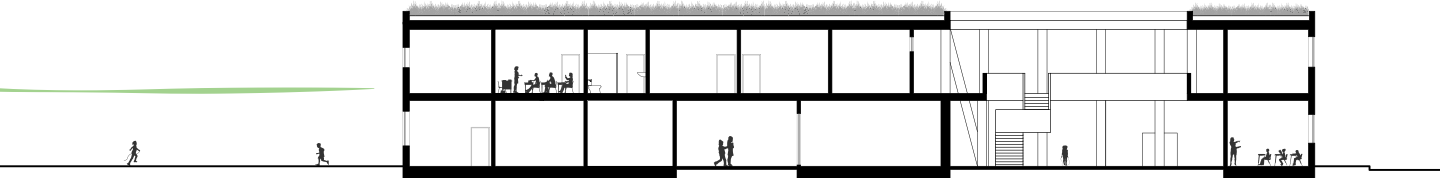
Building Phases



East Elevation



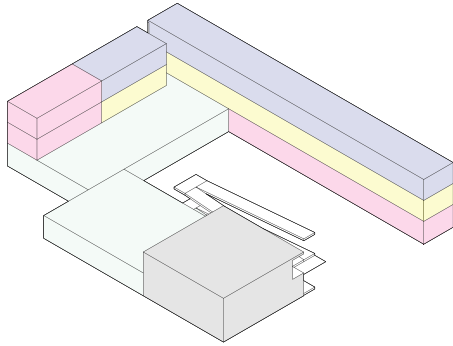
Section, Link to Nature



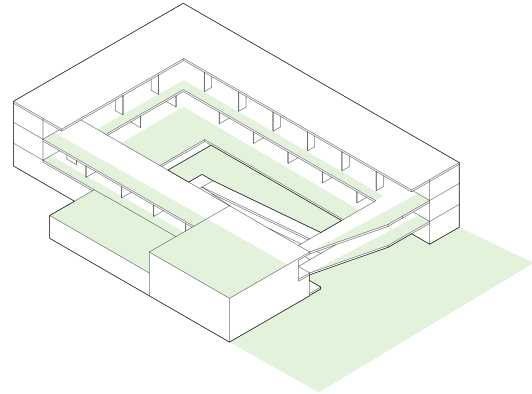
Scenario 2

Marie-Hélène Lesiège, Sarah Beauchamp Evdokias

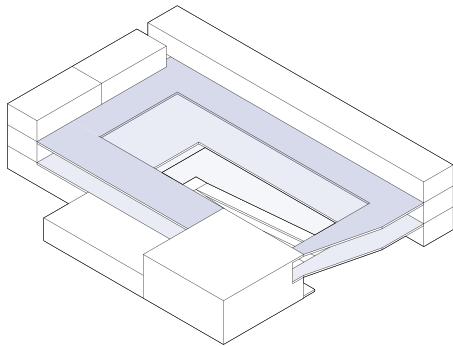
Massing



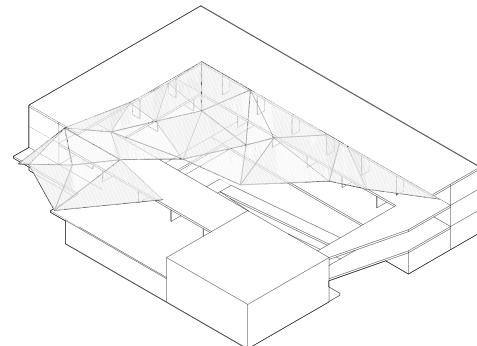
Exterior Spaces



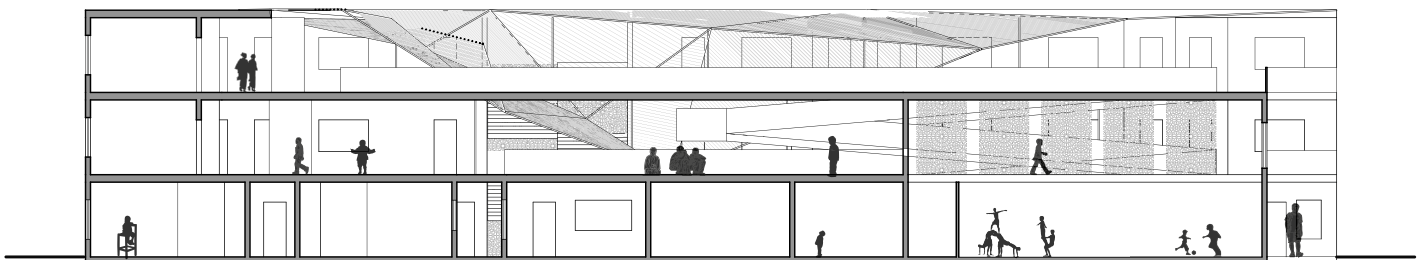
Circulation



Roof Design

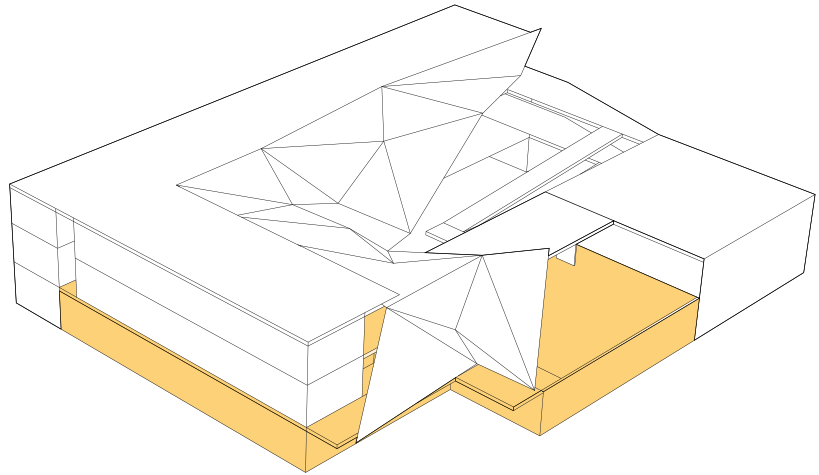


Section

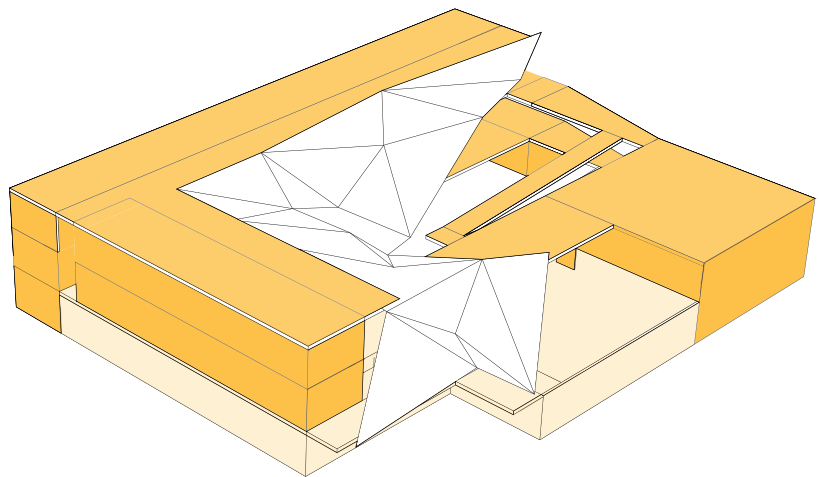


Building Phases

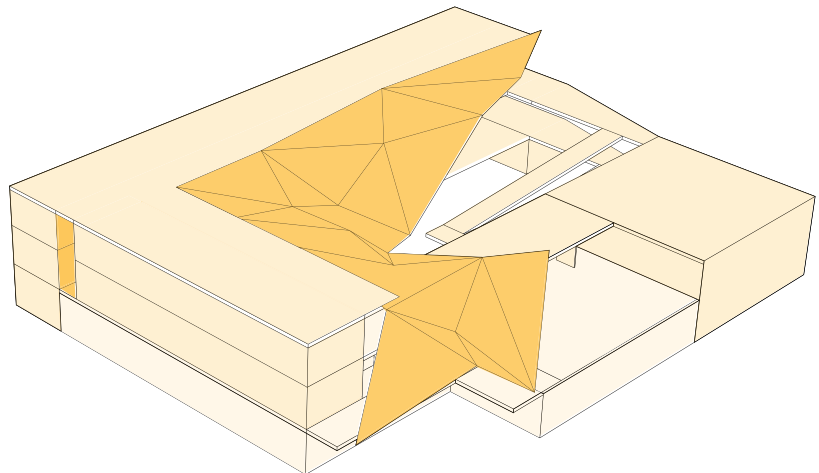
Year 1: elementary school
(with roof)



Year 2: middle and high schools, ramp, terraces, support screens



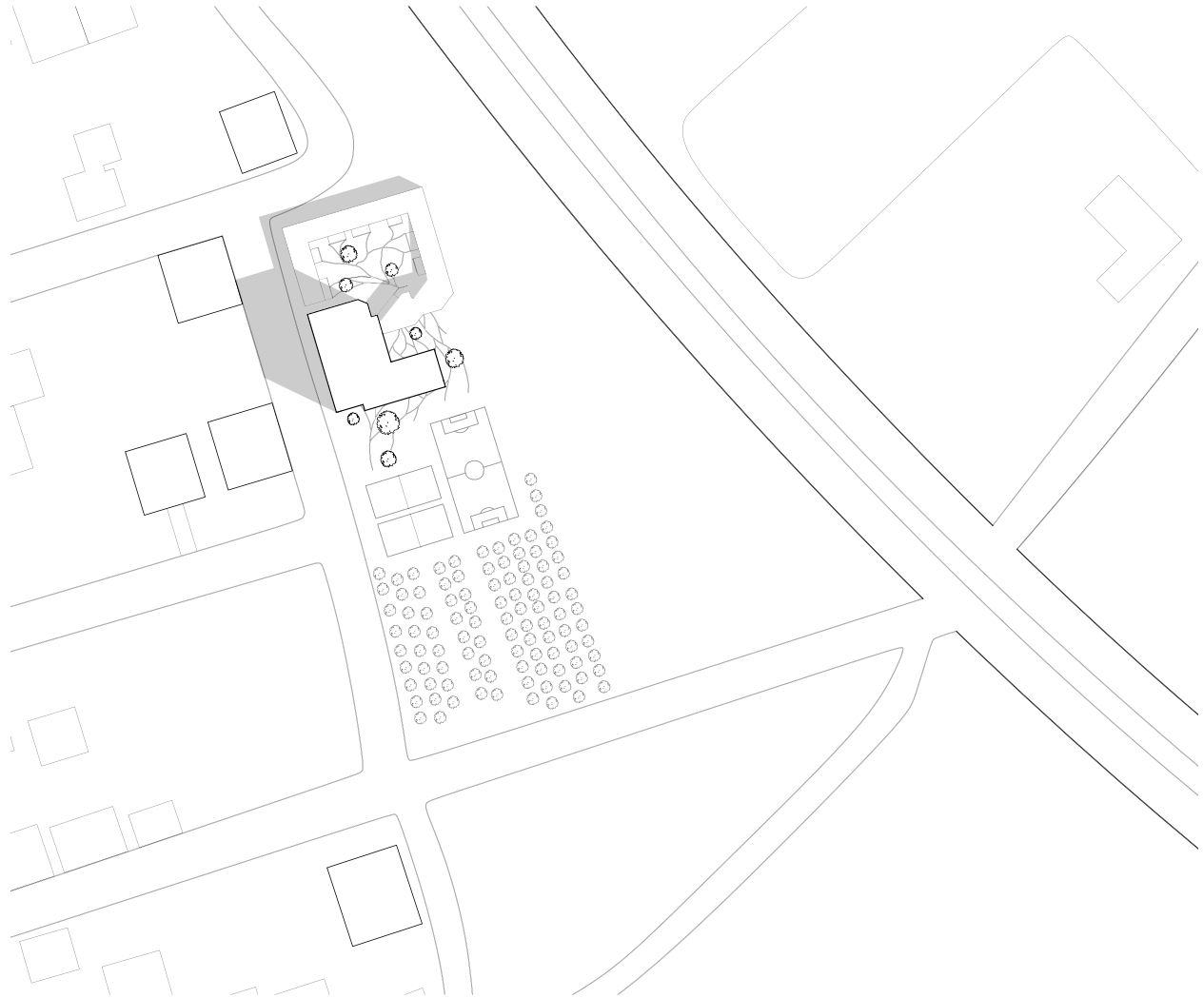
Year 3: steel and rope canopy, ornamental screens, landscaping



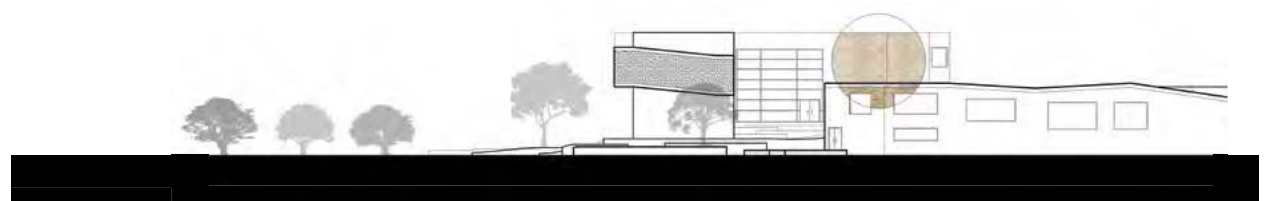
Scenario 3

Olivier Ducharme, Meaghen Dionne, Laurie C.-Lozeau

Site

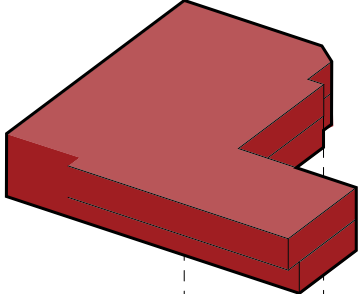


Elevation (Highway View)

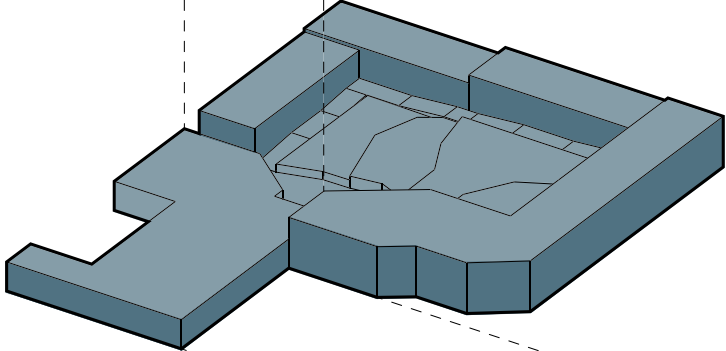


Building Phases

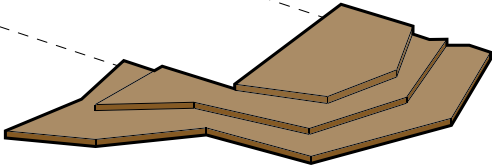
Year 2: middle and high schools



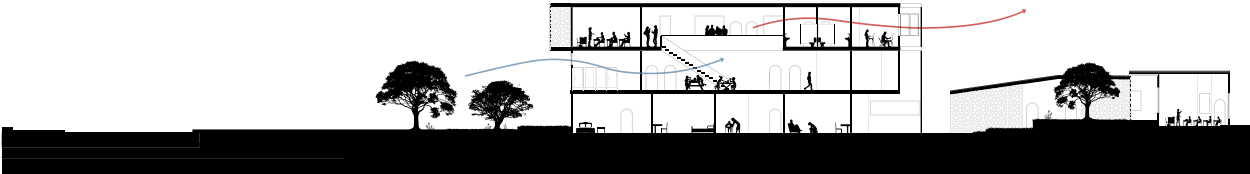
Year 1: elementary school



Year 3: landscape



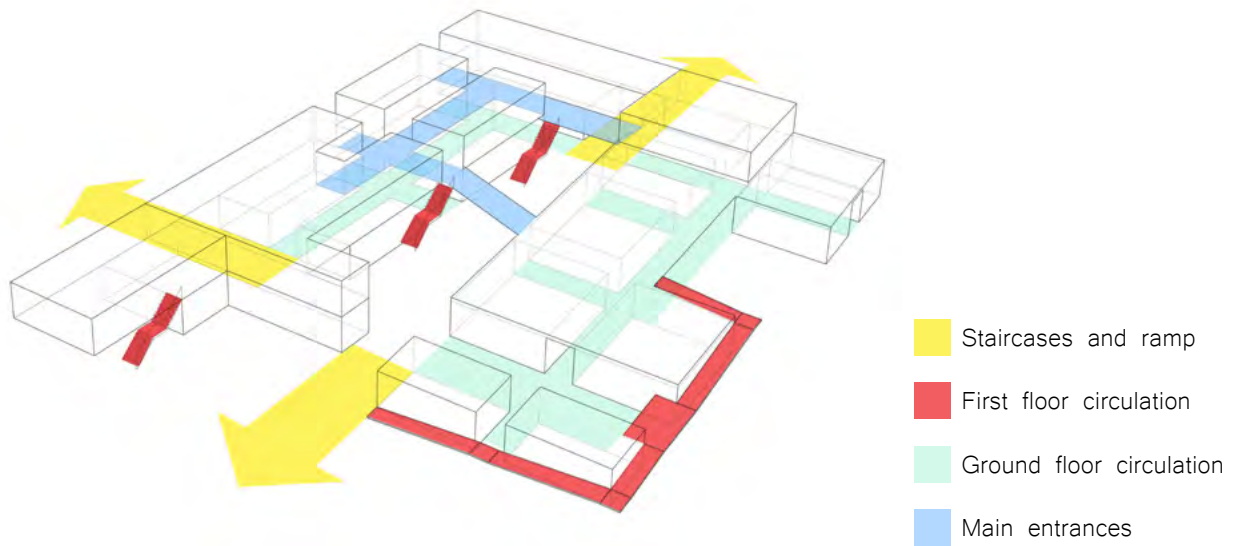
Longitudinal Section



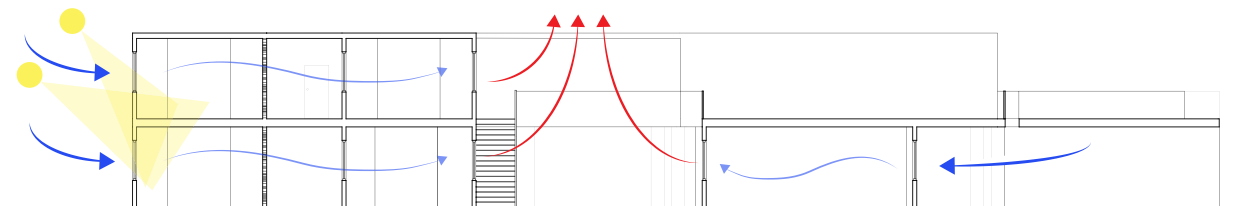
Scenario 4

Eryn MacLellan, Maryam Nasr, Yuting Wu

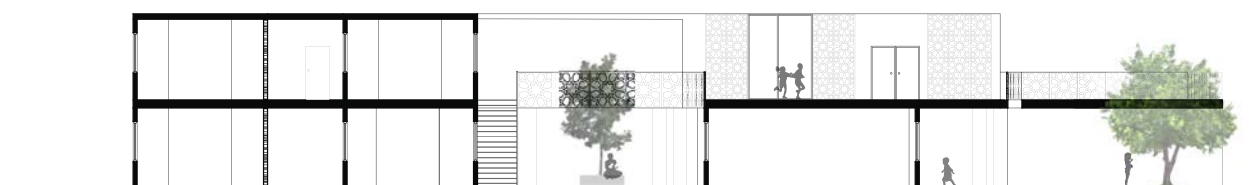
Circulation



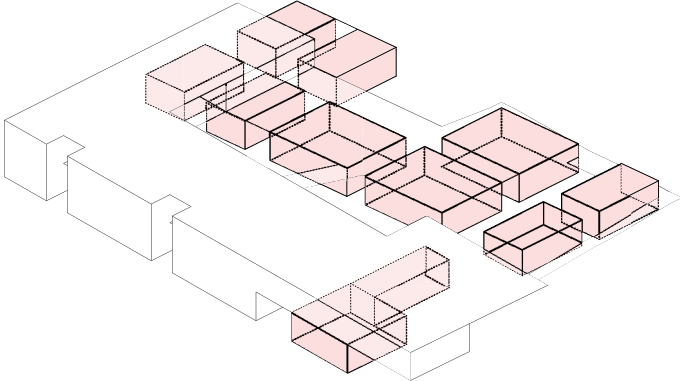
Ventilation and Light



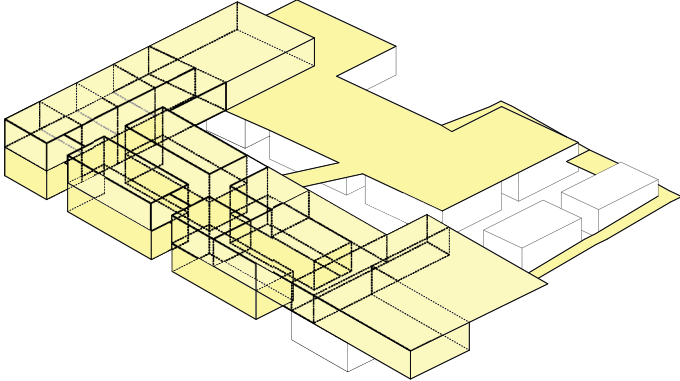
Transversal Section



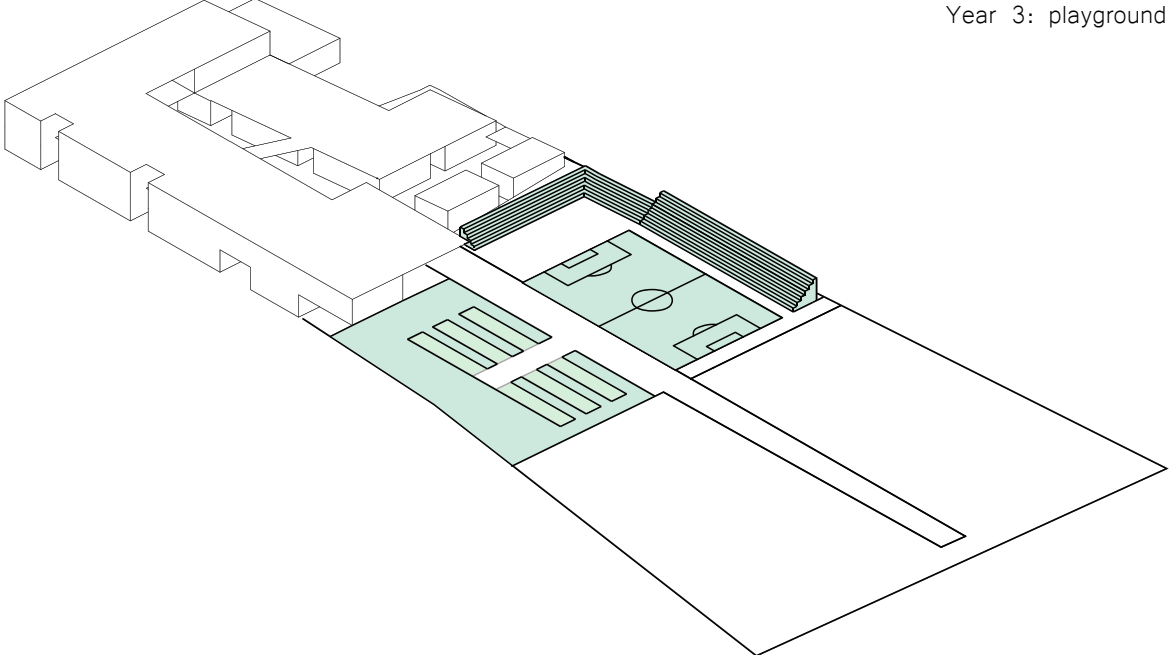
Building Phases



Year 1: elementary school



Year 2: middle and high schools

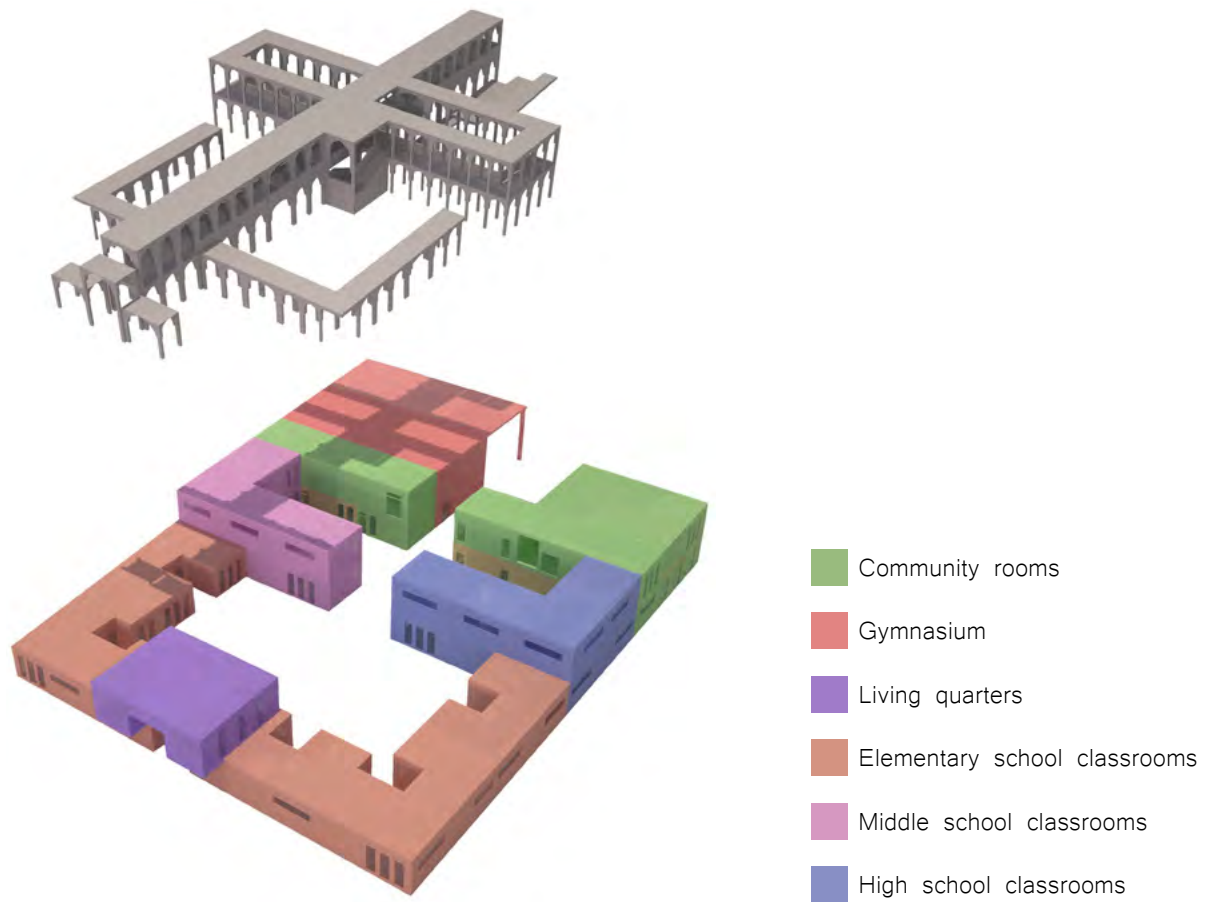


Year 3: playground

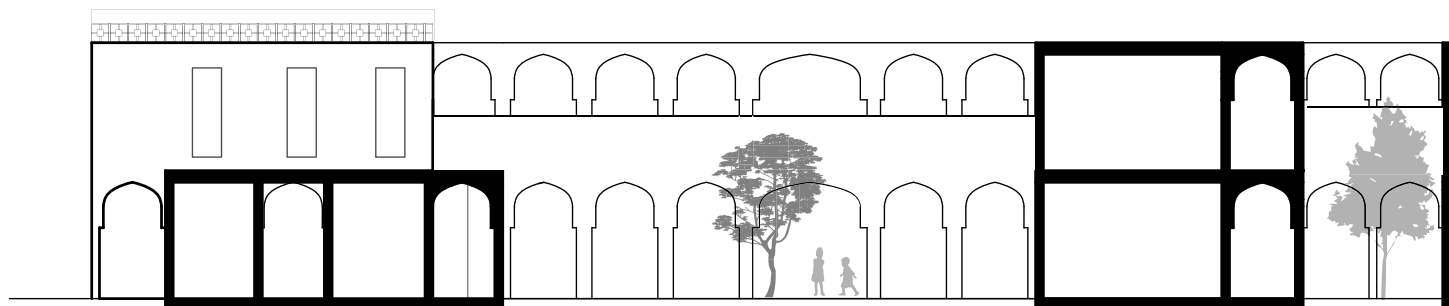
Scenario 5

Myriam Assal, Katie Peruniak

Massing



Longitudinal Section

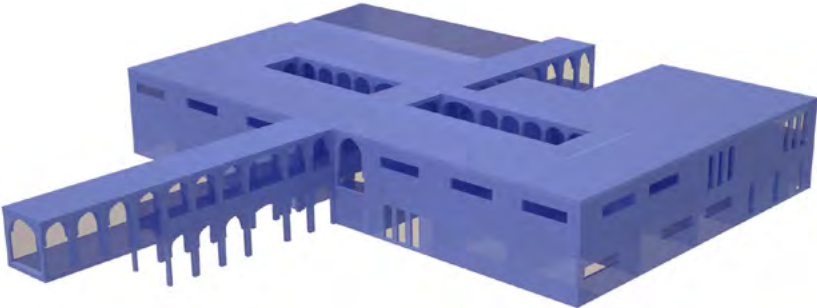


Building Phases

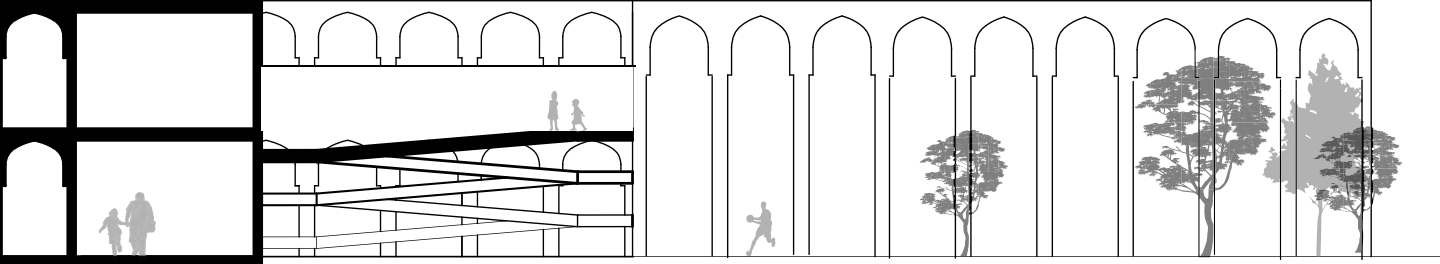
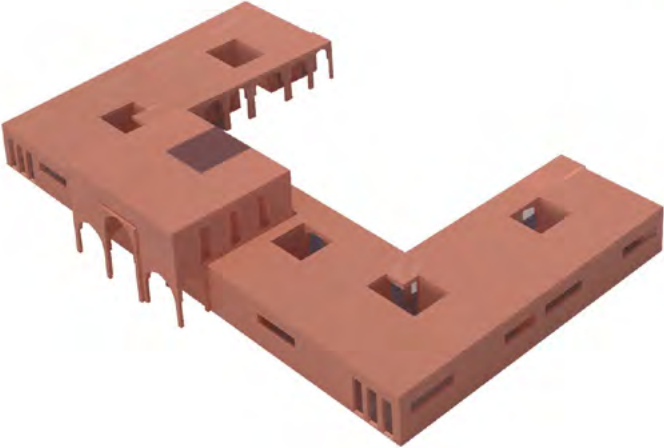
Year 3: demolition of original school and landscaping for playground



Year 2: addition of middle and high schools



Year 1: construction of elementary school



Phase III

Decision-making: Material and Spatial Explorations

In the six-week final phase, the students individually developed design proposals for the elementary school component as a self-standing, independent project. As there is no way of knowing whether the middle and high schools will be funded and constructed in subsequent years, students proposed schemes which were able to stand on their own, with appropriate boundaries and landscaping, but which could become part of a larger institution.

The students were expected to work with the social, economical, technological and environmental constraints of the actual Al-Salam School. For example, elevators were not allowed for cost reasons but designs had to follow Universal Design principles. Mechanized cooling and heating systems were not allowed for cost reasons, and all the designs had to use concrete frame construction system which is the vernacular of the region today and is the cheapest available.

An important part of the project was to produce 1/50 scale models of the designs--these models had removable roofs and split open sectionally to show classroom layouts and connections across spaces. Overall, the students were expected to maintain a critical perspective on educational institutions, spaces of learning, innovative practices in school design, and the educational needs of traumatized children in their imagining of the new Al-Salam Primary School.

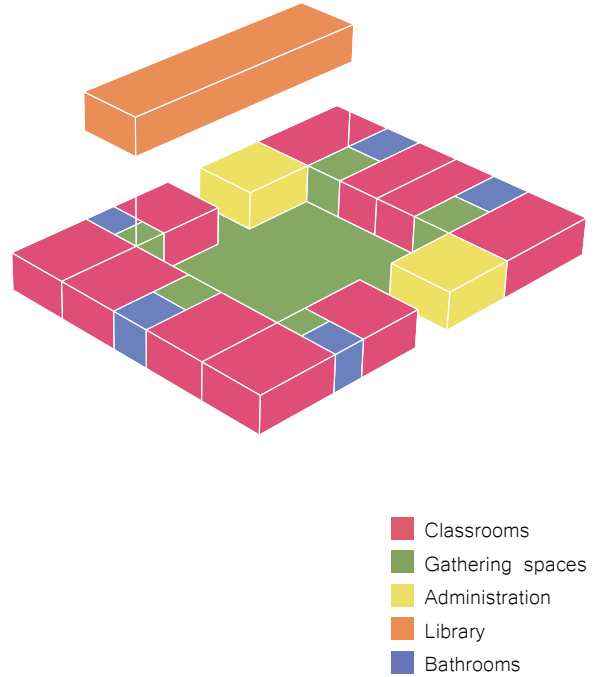


Physical model in progress: students produced 1:50 scale models.

Building Phases



Programmatic Diagram

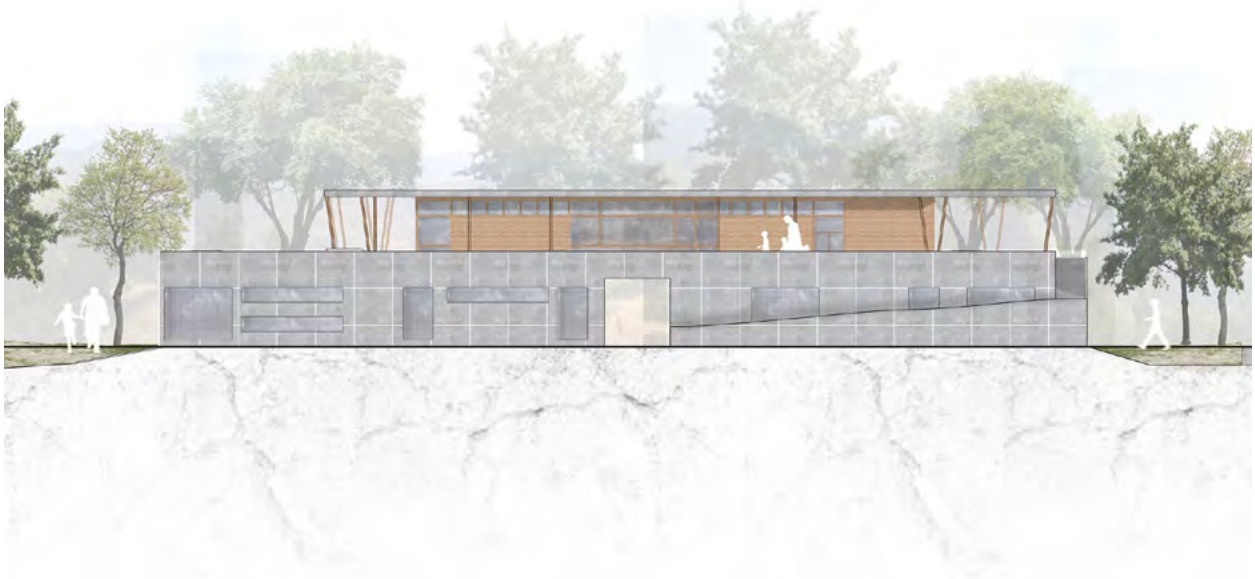


Myriam Assal

Since the the beginning of the refugee crisis only five years ago, very little space has been dedicated to the Syrian newcomers' culture and education in their host country. This cultural home will act as both a school and a community centre in order to promote the cultural and historical heritage of Syria. Open to everyone, both Syrians and Turks, it will allow children from kindergarten to high school to receive a Syrian education. Moreover, people will be able to hold activities in this space. The main concept behind the planning of the space was inspired by the configuration of the "Souk," which was located at the centre of a given Arab city. The Souk consisted of a long and narrow exterior hallway that held the market and branched out onto different gathering spaces. It generated a vibrant public atmosphere and was therefore considered to be not a historical and architectural place but also a cultural one.



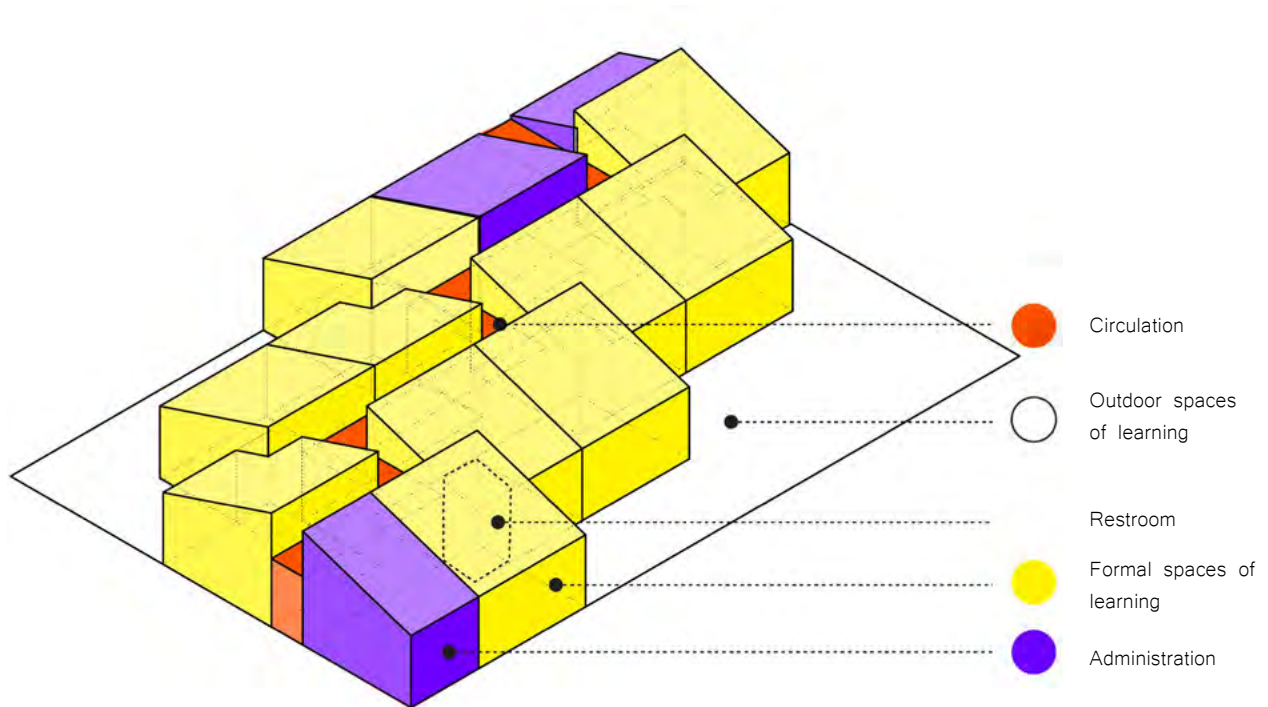
East Elevation



Longitudinal Section



Programmatic Diagram

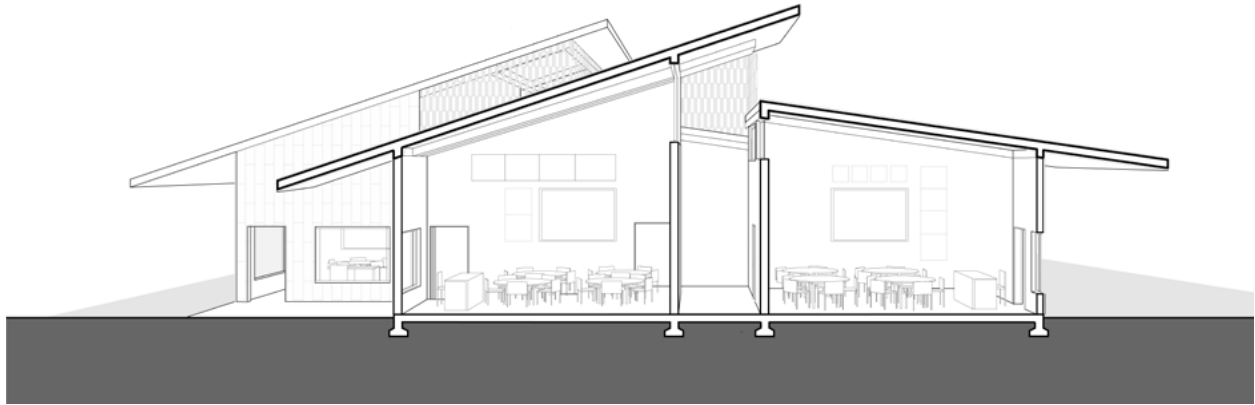


Sarah Beauchamp Evdokias

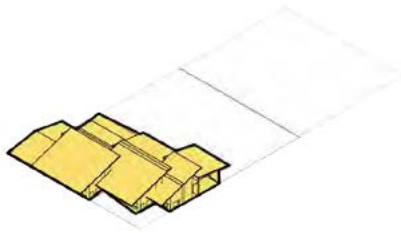
The project proposes an environment for Syrian children to rebuild the localized network they have lost or left behind. As such, the school is designed to provide an opportunity for processes of identification and place-making to occur. Each student operates within a close-knit network organized around their “home room.” The small scale enables the child to create her world, without the intervention of negative outside forces, and progress in an environment that is properly theirs. Each classroom has direct access to an outdoor play area, shared by children of the same grade. From there, one can access the greater playgrounds. Thus, there exists a gradient of interaction, promoting safe socialization in a setting that is akin to home. The classroom layout itself is flexible to a variety of pedagogical activities so that the instructor can tailor the curriculum to specific needs.



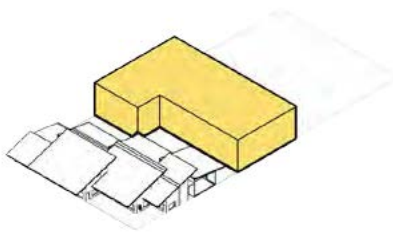
Transversal Section



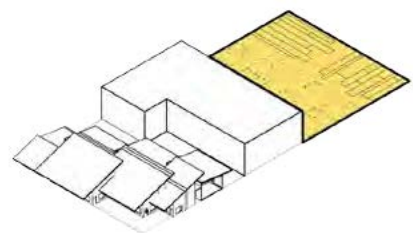
Building Phases



I Elementary school



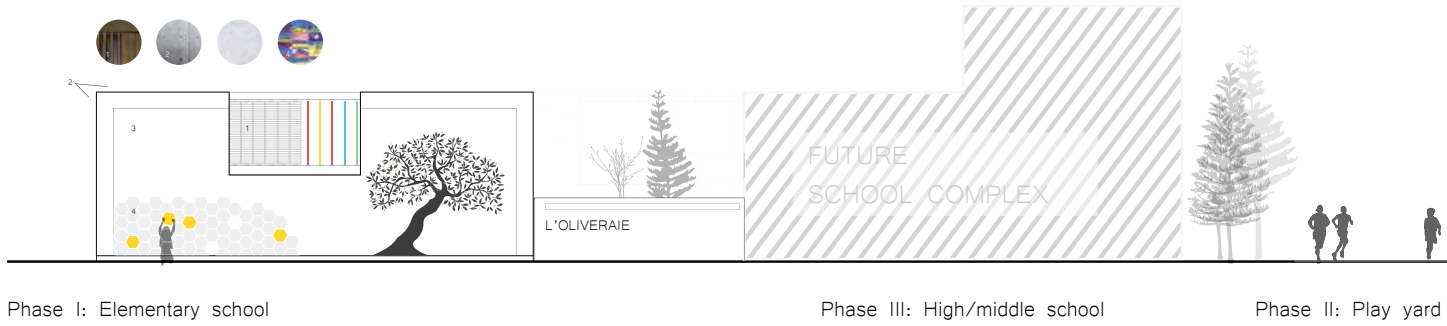
II Middle/high school



III Landscaped grounds

Longitudinal Section

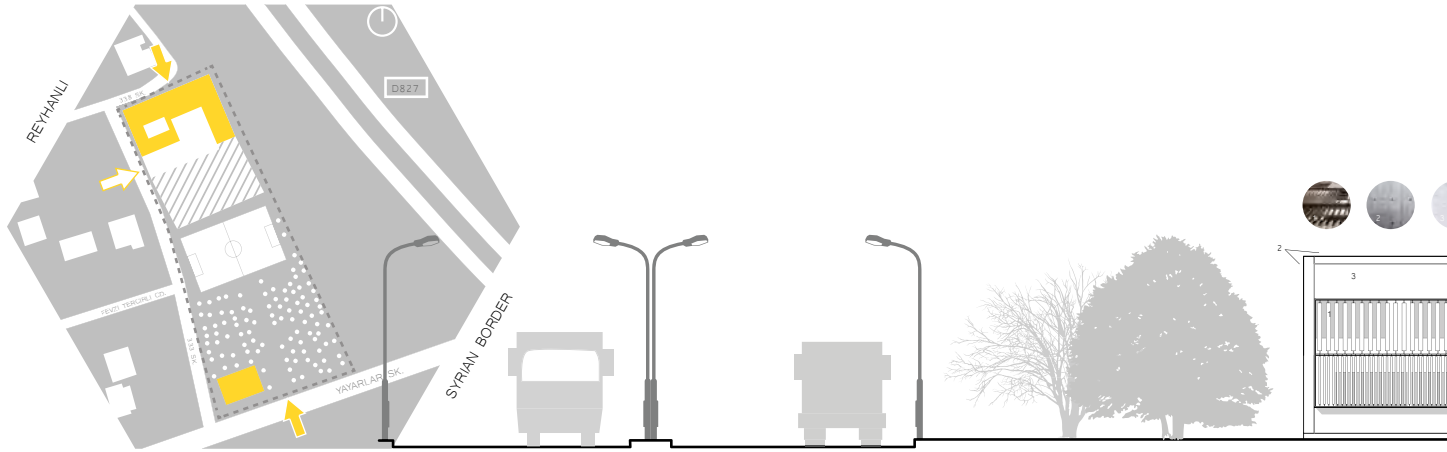




Phase I: Elementary school

Phase III: High/middle school

Phase II: Play yard



Site plan

Humanitarian aid / Refugee influx

Lin Sen Chai

Model 1:50

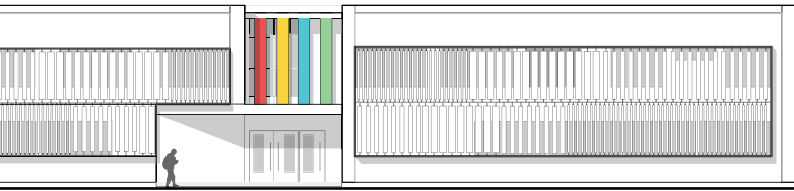
L'Oliveraie School, located in Reyhanli, Turkey, is at the epicentre of this migratory crisis. With the Cilvegözü border crossing only ten kilometres away, the school is at the crossroads of migrants, humanitarian convoys, and even jihadis. Hence, within the apparent state of chaos, there is a need to provide for a safe haven for the children, even temporary; a place of tranquility and stability in which they can rest and learn. The proposed school emphasizes outdoor and hands-on learning in order to help the children cope with their daily struggles. The olive grove and the expansive green-roofs housing endemic flora connects them to nature, allowing them to learn from the olive and honey harvests. L'Oliveraie School is a proposal for a placid and serene environment in which children play, laugh, grow, ultimately learning to become children again.



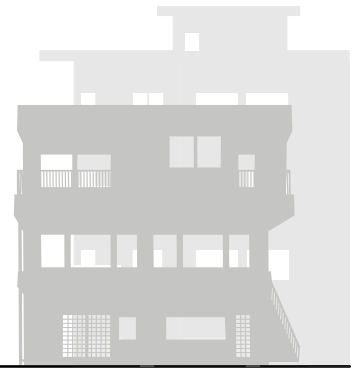


Existing olive grove

Phase I: Honey and olive oil shop

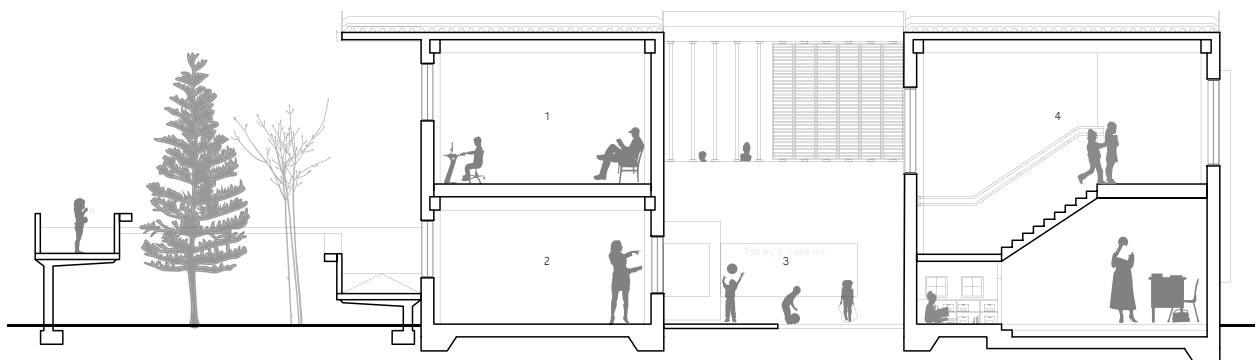


L'Oliveraie School



Urban context

Transversal Section

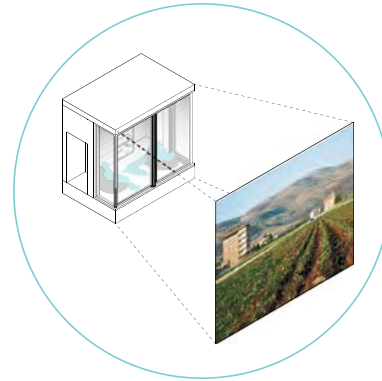


- 1 Library
- 2 Kindergarten
- 3 Outdoor classroom
- 4 Lobby

Building Phases



Detail – Viewing Pod

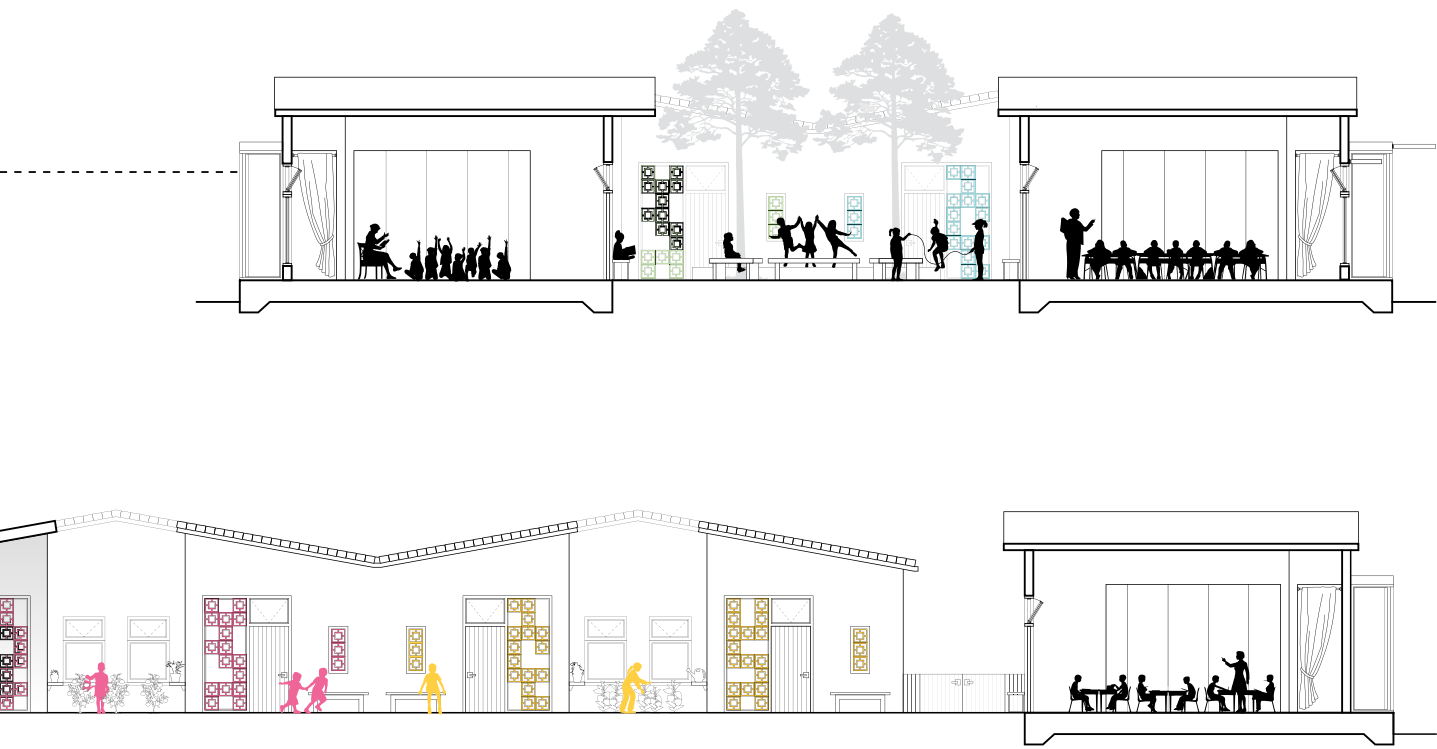


Laurie Charron-Lozeau

The Al-Salam Primary School aims to make Syrian children feel at home in this period of unrest and instability. The U-shaped plan creates a sense of security and intimacy while establishing the school community around a central courtyard. There are no hallways: Every classroom opens up directly to the exterior, allowing an instant connection to nature and to other children. Identified by a specific lively color, each academic level corresponds to a house-shaped unit split into two classrooms with shared spaces, including an edible garden and a viewing pod. Intended for children to use at any moment, these viewing pods, or relaxation areas, allow children to calm down while contemplating the beautiful Syrian mountains, reminding them of home.



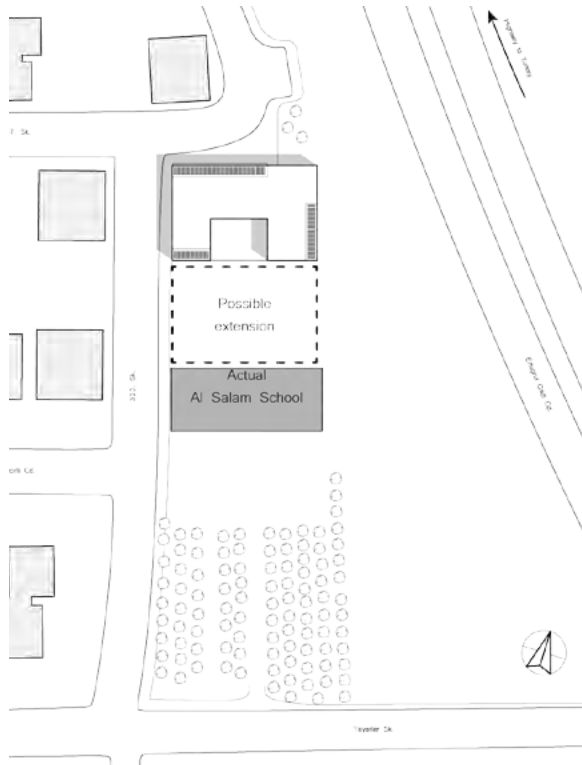
Transversal & Longitudinal Section



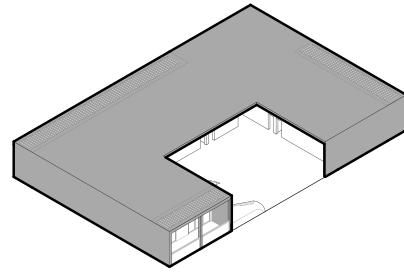
View into Courtyard



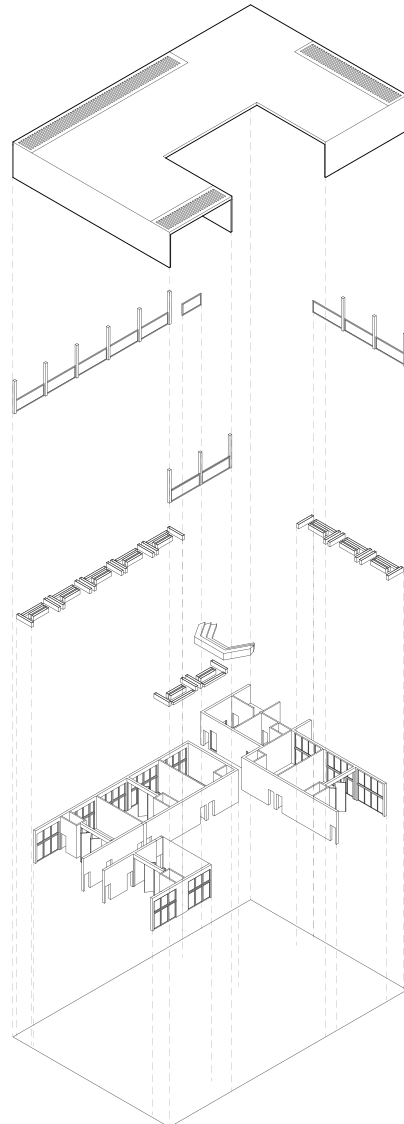
Building Phases



Envelope – Concrete Shell



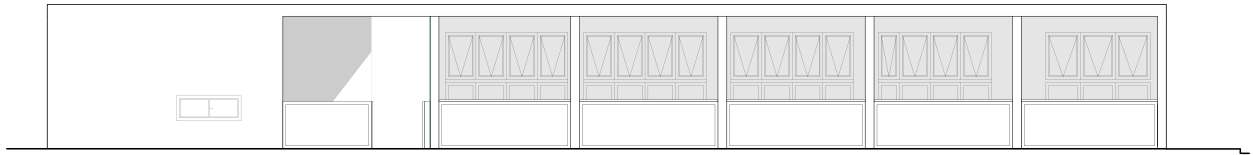
Design Diagram



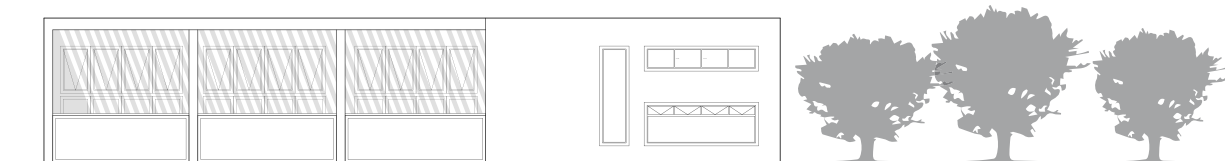
Manon Chiorri

Syrian refugees fleeing their country are seeking shelter from the trauma experienced in their home. After the journey that led them to Reyhanli, it is important that they take root in their new home. The project invites children to create their own environment and community within the school. It is important for them to create a strong link between the place they are in and their community to counter the stigma they face. By making community a main component of the project, the school allows two cultures to come together and shape a new identity. Each component of the school is designed as a learning tool and engage the students to interact with one another and with nature. Using local materials and connecting with the surrounding landscape, the school brings together two communities in order to make the school a welcoming place. The duality of materials and the massing of the building create a sanctuary that revolves around the child's development in a multicultural context.

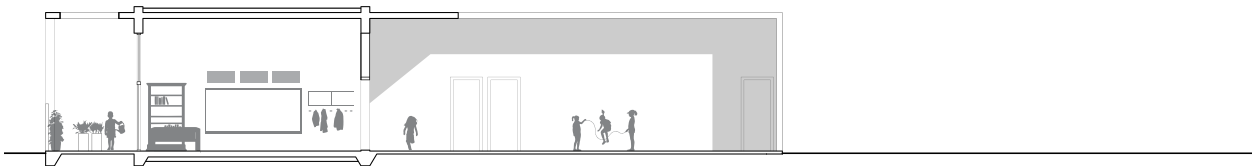
North Elevation



South Elevation



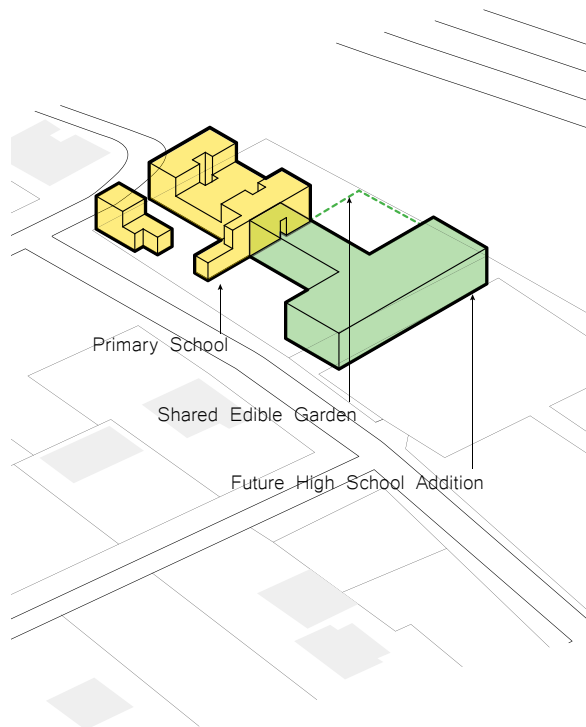
Transversal Section



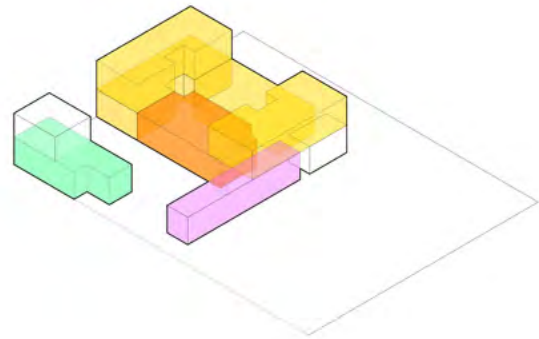
Model 1:50



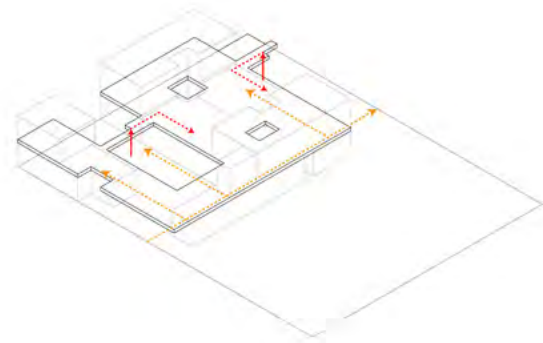
Building Phases



Programmatic Diagram



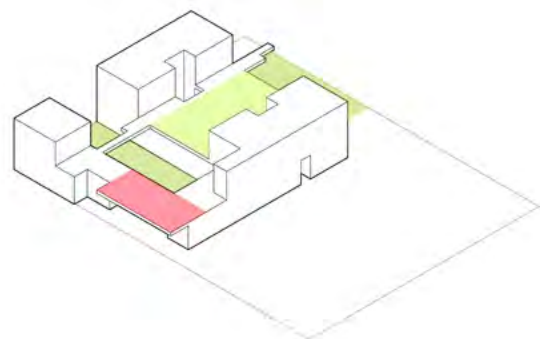
Circulation Diagram



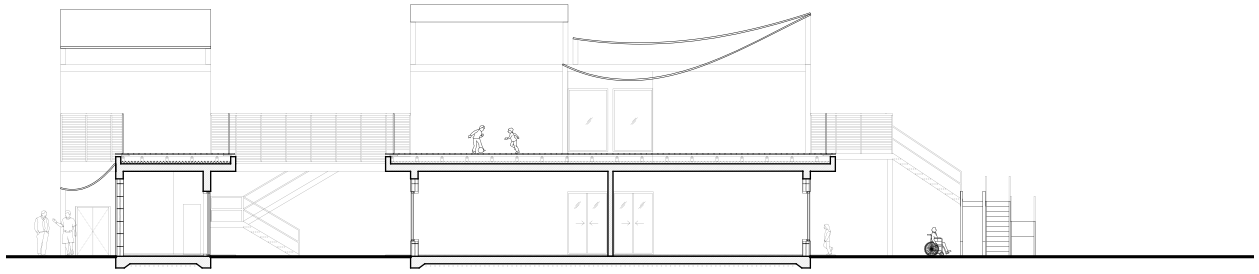
Cyrus Chu

Living in refugee camps that are isolated from the larger Turkish society, children already traumatised by war may feel alienated and insecure. A new primary school for the existing Al-Salam school intends to promote multiple levels of interaction within an open environment that reconciles with concerns of privacy, security and domesticity. It integrates school with city and promotes students' interaction with teachers and citizens, rather than merely among themselves. In the first small courtyard, students have a direct view into the clinic and café that serve the public. This observation can also be a form of learning. The operable partition walls and edible gardens promote intra- and inter-grade communication. Students may also choose to have more intimate discussions on the patios which are accessible from their classrooms. Lastly, the second floor open-air art studio that opens directly to the city elevates the scene of their new home and suggests to them a promising future.

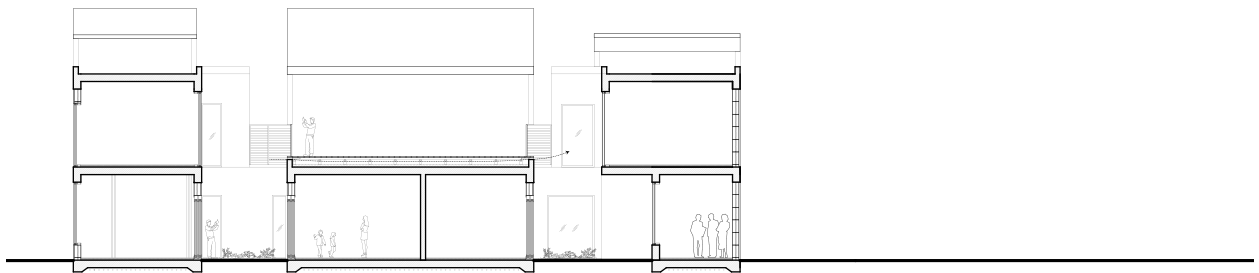
Outdoor Spaces



Longitudinal Section



Transversal Section



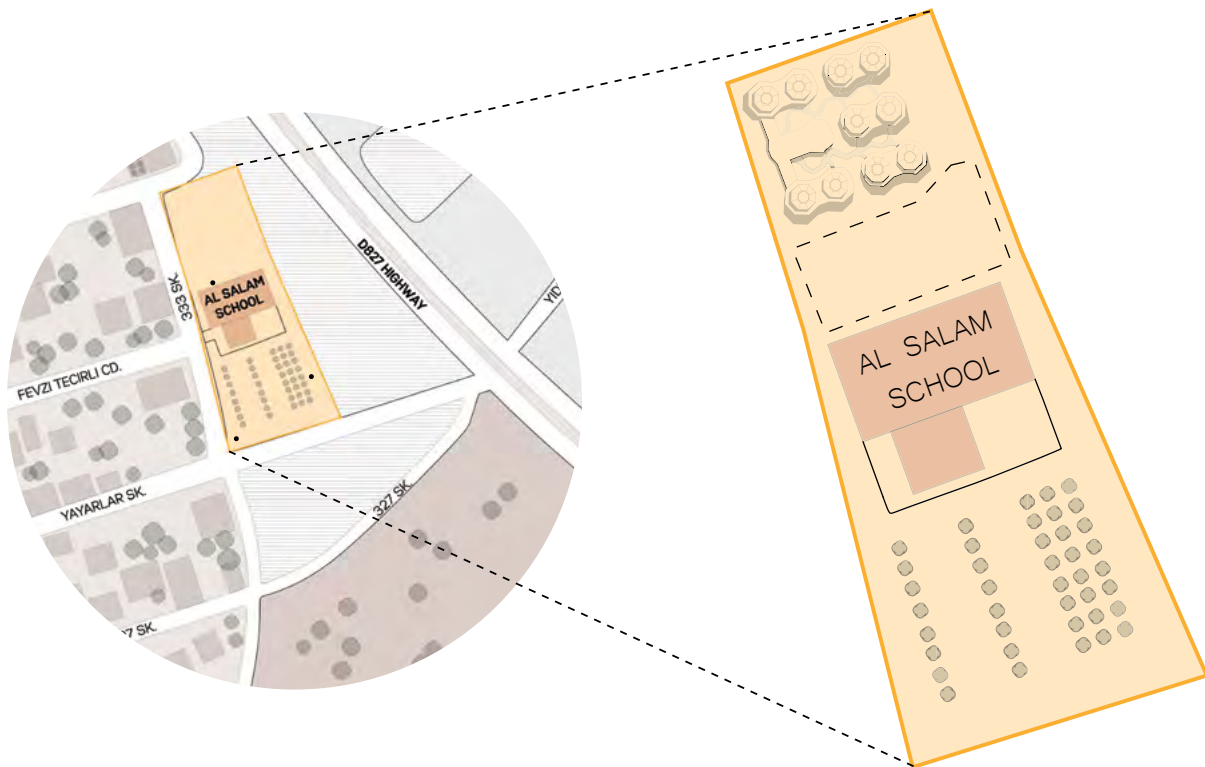
View of Building



View from Courtyard



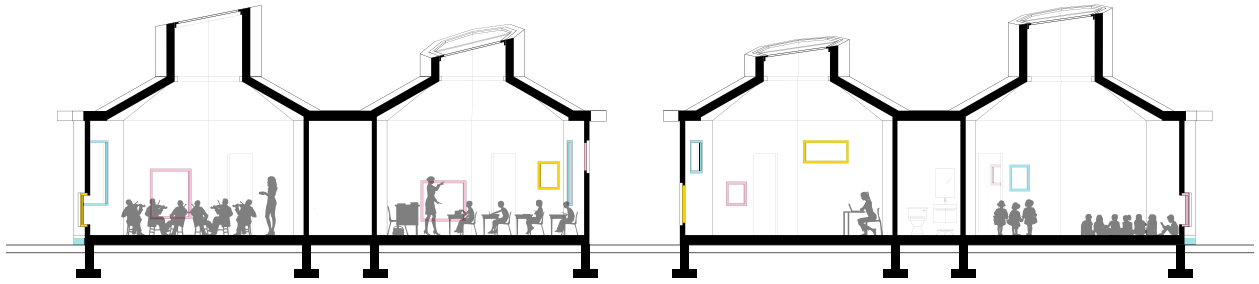
Building Phases



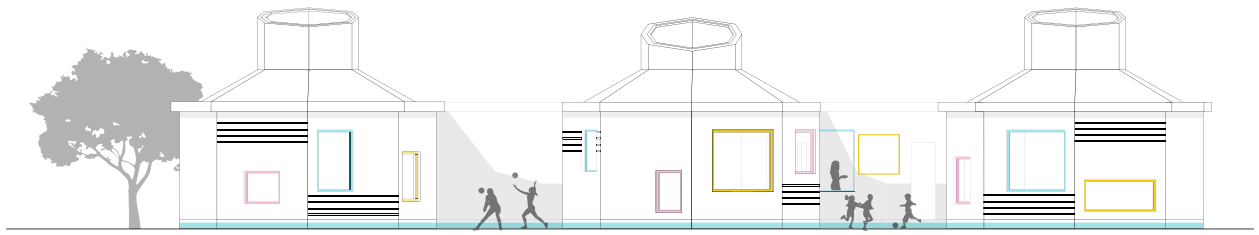
Meaghen Dionne

Symbiosis relates to the presence of mutualism between two species; relationships between two organisms that prove to be beneficial for both parts. In such systems, the exchange of services and knowledge constitute an important asset of their survival. The result of collaboration is more substantial, and projects a more positive effect on each parties. Furthermore, the strict limitation of symbiosis to biological notions reveals to be inappropriate. One can and must apply the concept to broader uses. The merging of different elements creates a space of sharing and communication in the unknown and unset: depth therefore emerges. When architecture enters into a symbiosis, it allows information and form to become one.

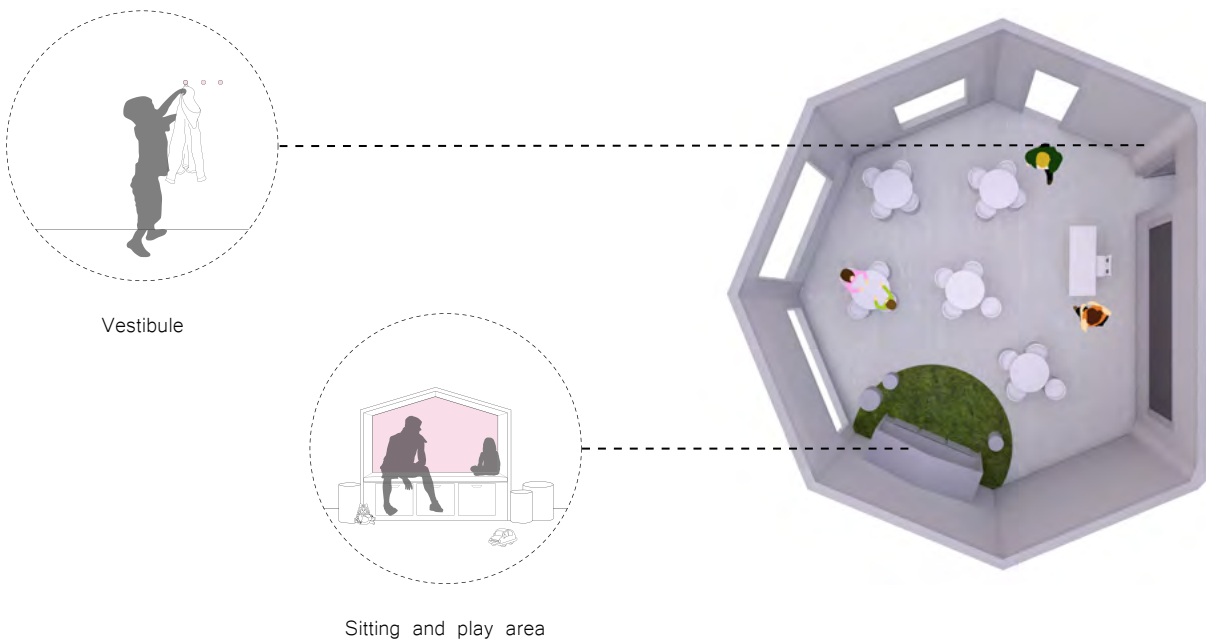
Transversal Section



North Elevation



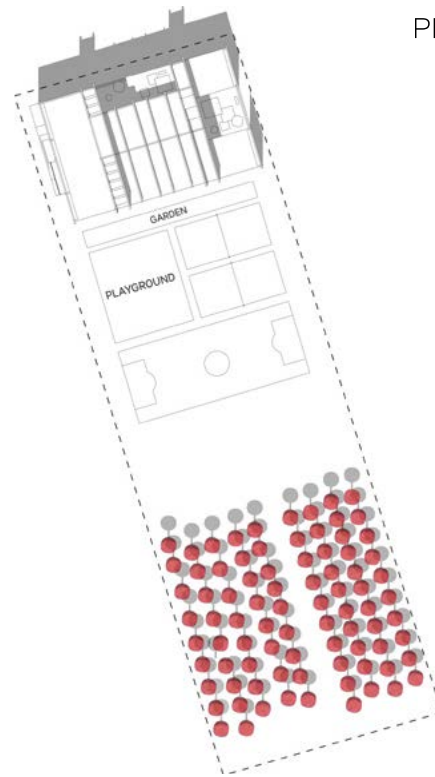
Classroom Module



Building Phases



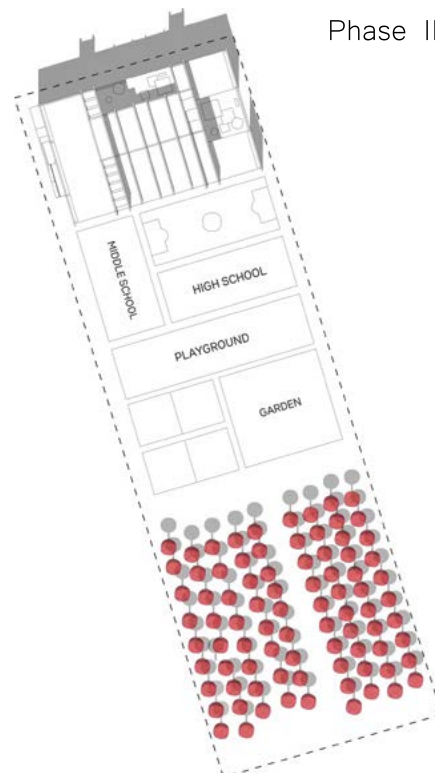
Phase I



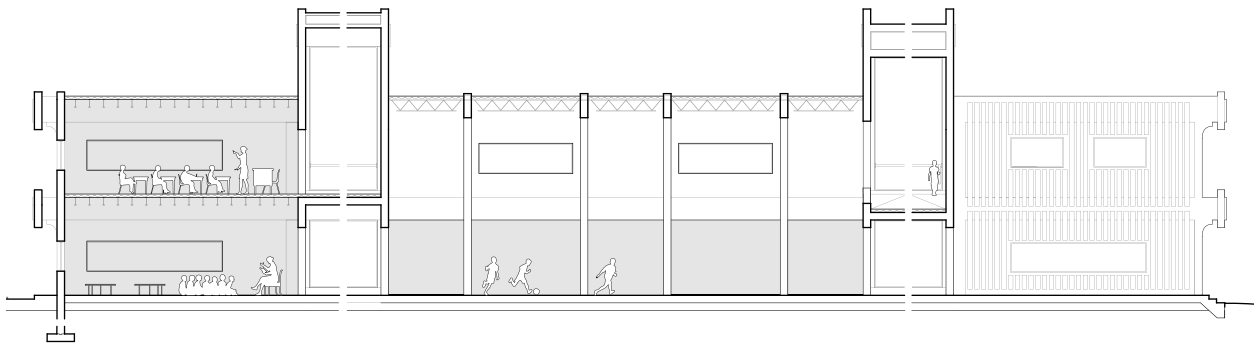
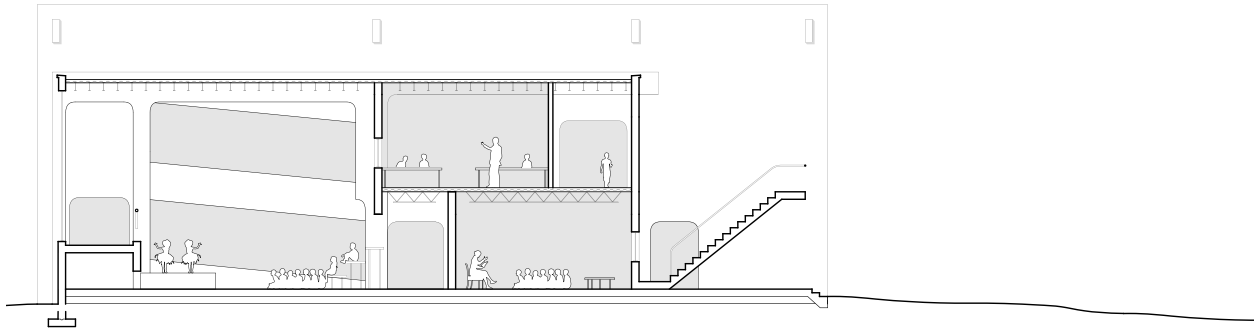
Olivier Ducharme

The project offers an ascending experience that complements the learning journey of the students through an architecture that mimics the surrounding mountainous landscape in order to give a sense of empowerment to the students as they progress through the curriculum. The program is laid out in a linear fashion that slowly redirects the children towards the mountains that separate the borders of Turkey and Syria. Gathering spaces formed in the valleys of the project's formal articulation embody the protectiveness of the mountain while framing its most interesting views. Verticality is explored in the circulatory spaces to promote openness and relations between multiple school levels. A centralized ramp is designated as a key feature of the proposal. It weaves through the building to offer universal access and an equal experience to all users, and offers plateaux to contemplate the progress one has made in their climb.

Phase II & III



Section A & B



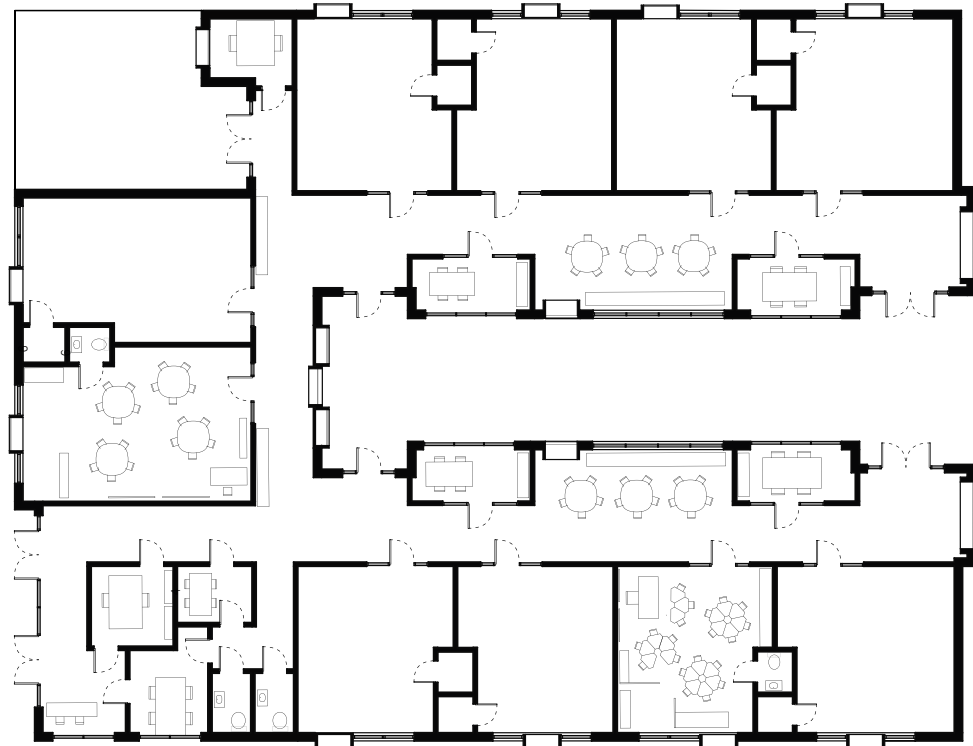
Model Detail



Plan

Program

1. Reception
2. Office
3. Teachers room
4. Nurse room
5. Resource room
6. Bathrooms
7. Work room
8. Open space
9. Courtyard



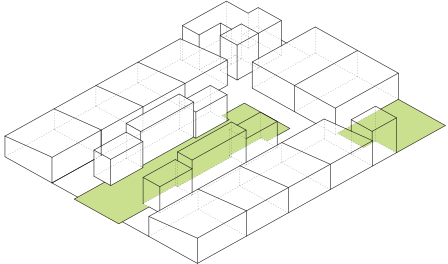
Marie-Hélène Lesiège

The school wants to give students opportunities for learning and growing, by providing them with various spaces for learning, whether in groups or alone, inside or outside. It combines play and work by embracing visual and physical connectivity so that learning can happen everywhere. The functional arrangement fosters collaboration between groups as classrooms are clustered around shared spaces. The improved classroom design is composed of three different spaces of learning, from the traditional classroom, which is more suited for conventional classes, small rooms for individual experiences or tutoring, and open spaces for multi-classroom gatherings or art classes. The spaces formed by the various pedagogical models generate a U-shaped plan, with an inner courtyard that allows light inside the school. Alcoves located in every classroom and scattered around the building provide quiet spaces where children can read or relax apart from the others.

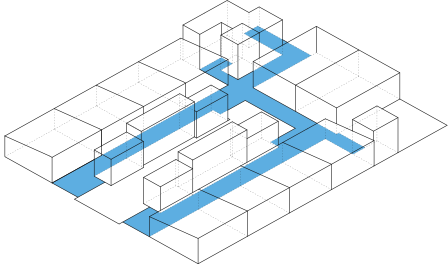


Programmatic Diagram

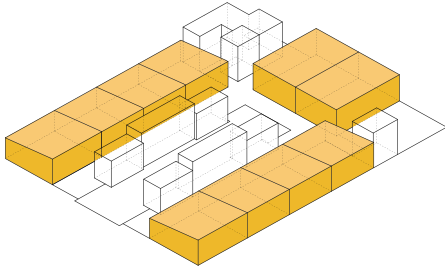
Outdoor play spaces, edible gardens



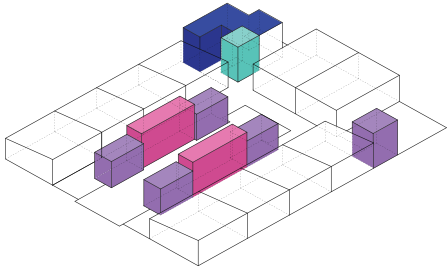
Circulation



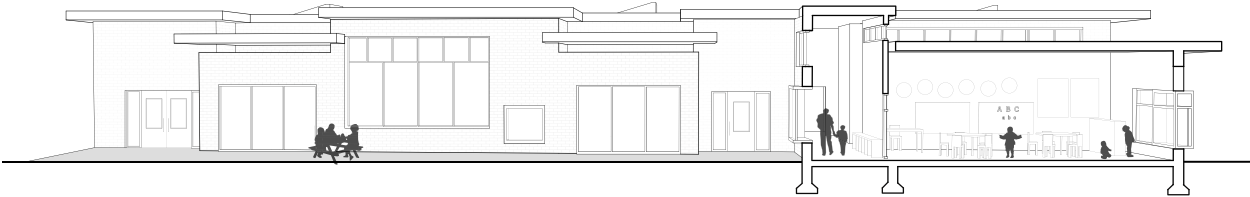
10 classrooms (40 students per class)



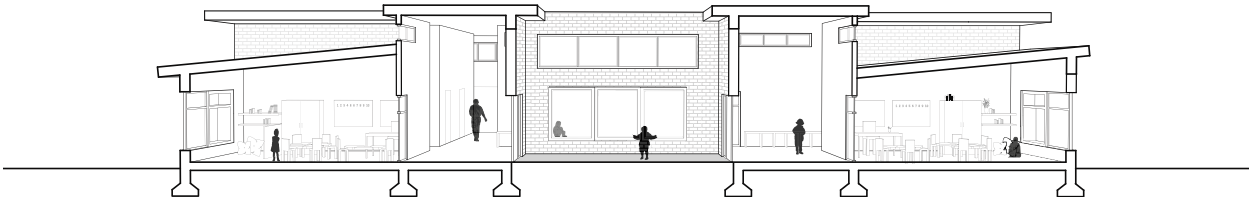
Administration and teachers' room



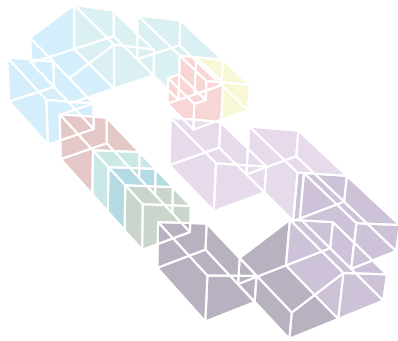
Longitudinal Sections



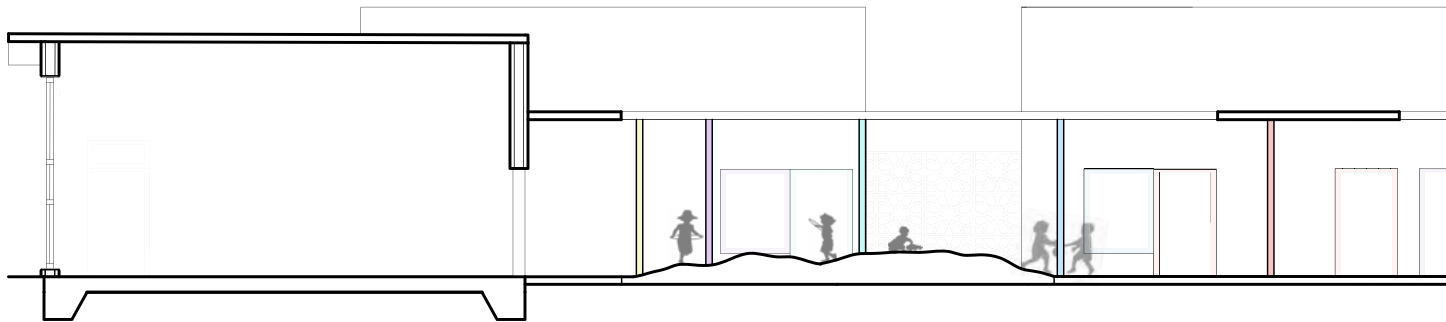
Transversal Sections



Programmatic Diagram



- | | | | |
|---|--|--|---|
| Kindergarten | Grade 3 | Office and meeting room | Resource room |
| Grade 1 | Grade 4 | Teachers room | Girls washroom |
| Grade 2 | Health clinic | Boys washroom | |



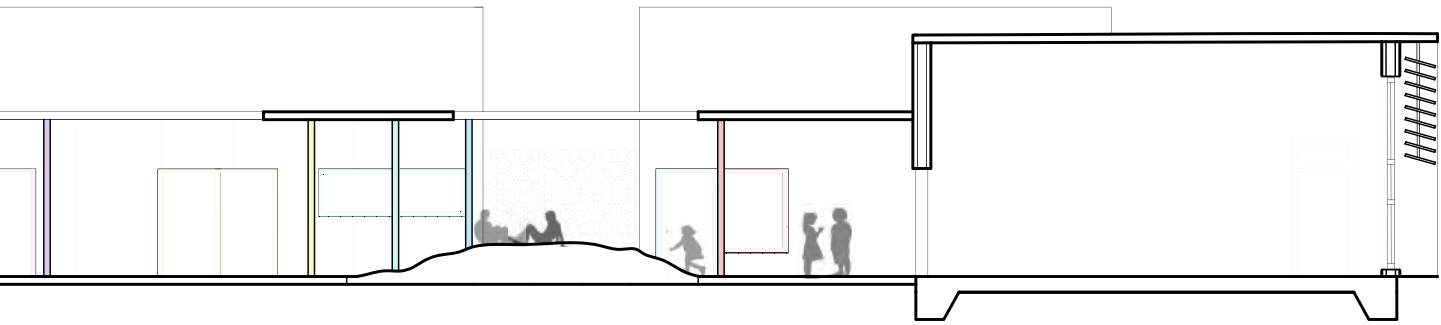
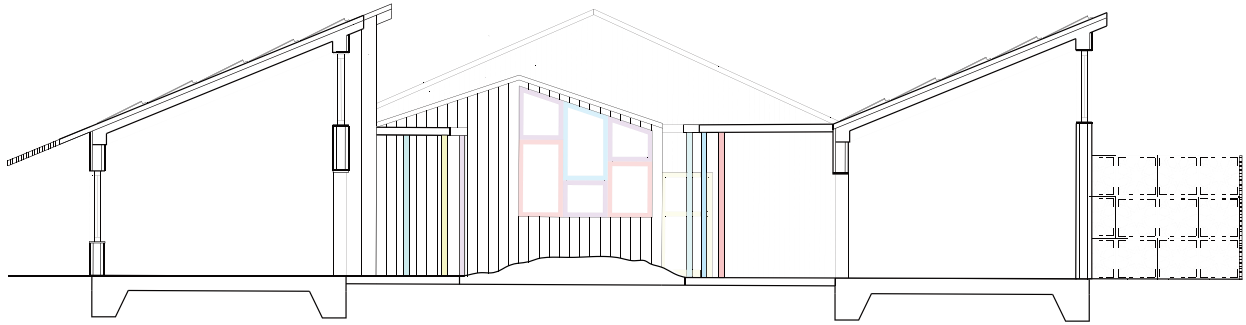
Eryn MacLellan

The conflict in Syria has affected the lives of countless children who have been subjected to trauma. Fifty-one percent of the Syrian refugee population in Turkey are children who were forced to abandon their homes and live in uncertainty. The school intends to return a feeling of home back into the lives of the children. The project began with a drawing done by a Syrian child who expressed the shattering of Syria during the war and hope for a united Syria in the future. Some children expressed gratitude for Turkey, as it was able to offer them a second home. The school aims to reunite the Syrian community through a centralized scheme that will bring together people of different ages and out the Syrian children on equal ground as they have lost varying years of education. An open scheme encourages social interactions outside of the classroom and within the community. The aim is build a home, in all senses, for Syrian children in their new environment.

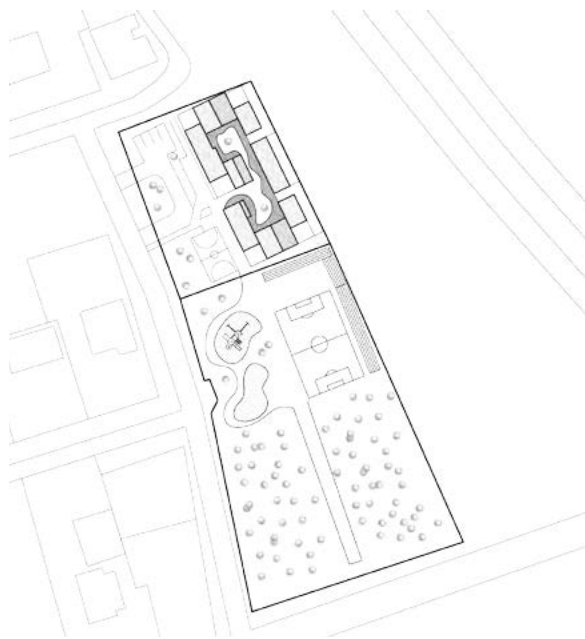
Perspectival Section



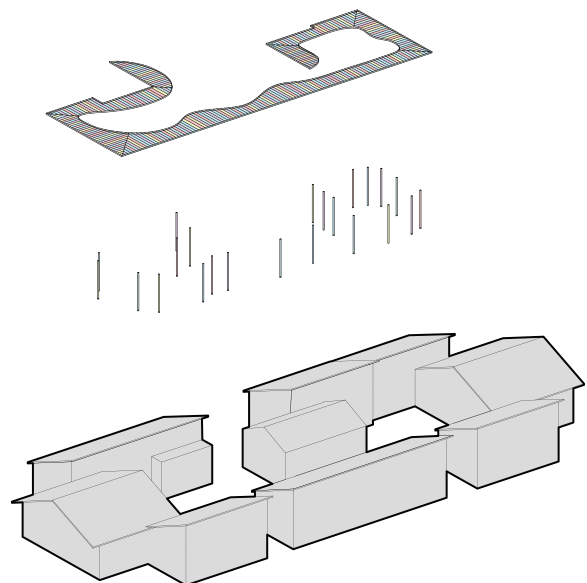
Transversal & Longitudinal Section



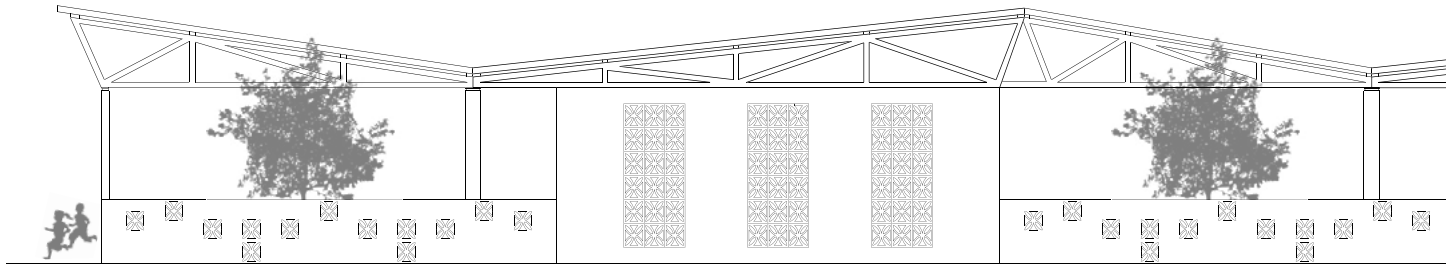
Site



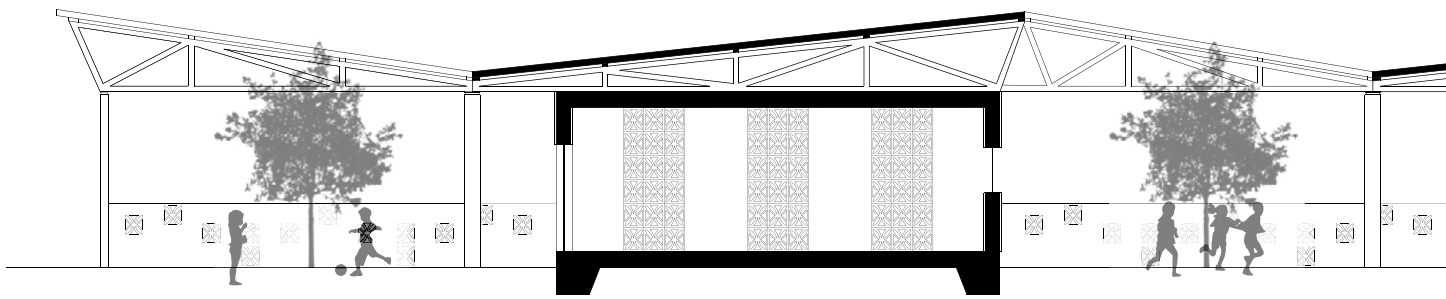
Canopy Structure



East Elevation



Longitudinal Section

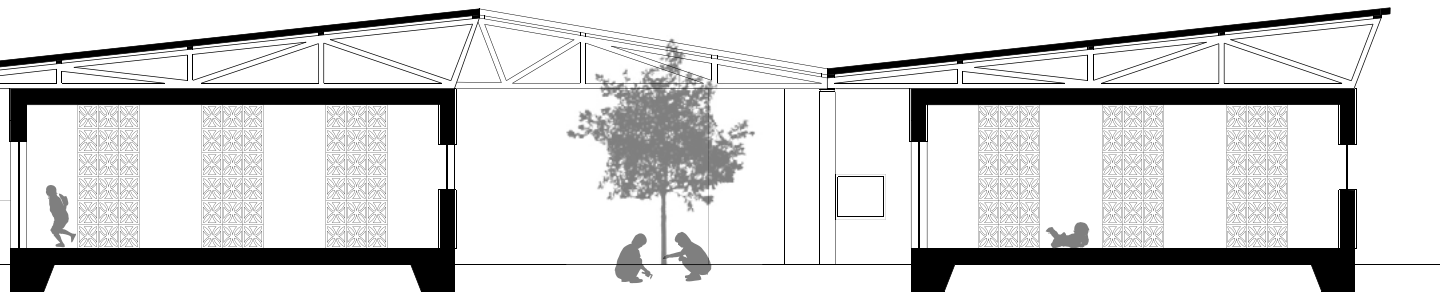
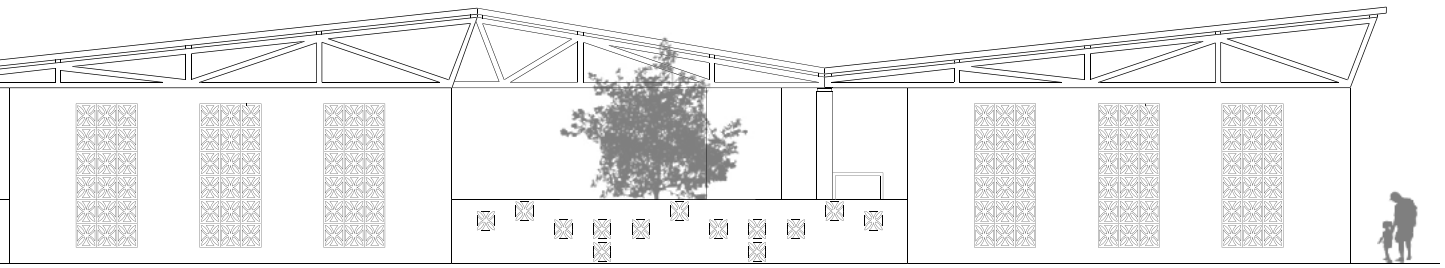


Maryam Nasr

The new Al-Salam school aims to create a space that promotes a feeling of safety by establishing a visual relationship with the landscape and with other classrooms so that children can be aware of their surroundings and feel safe. This idea was achieved with the use of a modular system. The plan consists of clusters of two classrooms to break down the scale and create intimate communities of students within the larger school. Between the classrooms units, individual gardens and outdoor classrooms provide alternative space for education and play. The classrooms extend toward these gardens with a series of door openings, to create a continuous flow, blurring the boundaries between what is education and what is leisure. These intimate outdoor spaces are defined with green walls that can be cultivated and be personalized with a variety of local plants. These green walls give a playful aesthetic to the school, as they change character with the seasons.

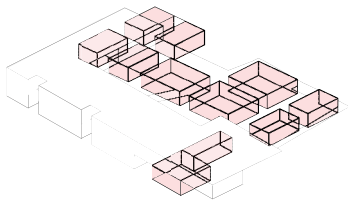
Site Plan



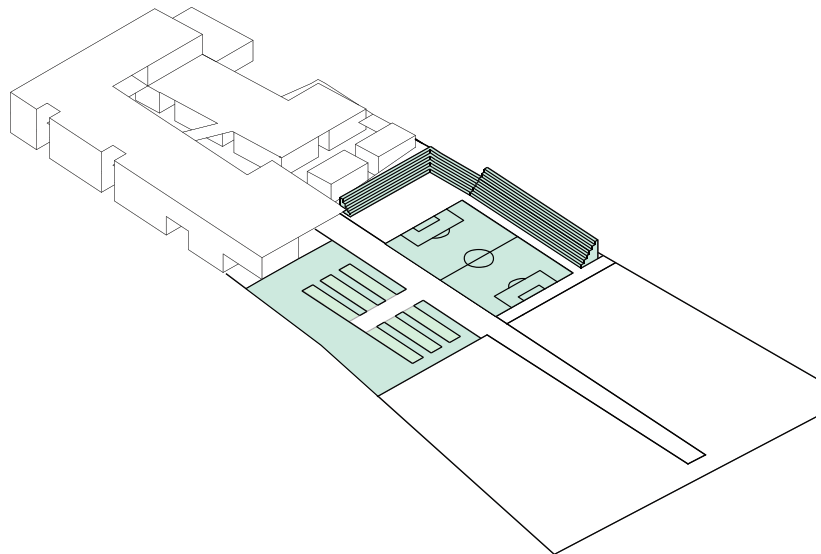


Building Phases

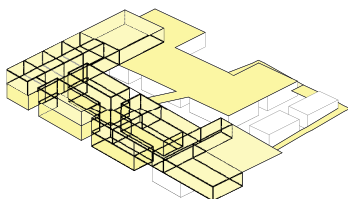
1 Elementary school



3 Landscaping



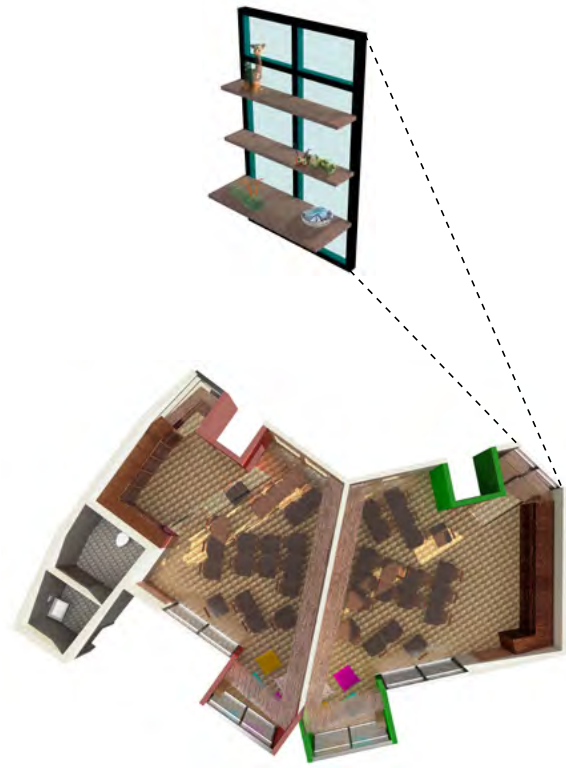
2 Middle and high school



Building Phases



Classroom Module



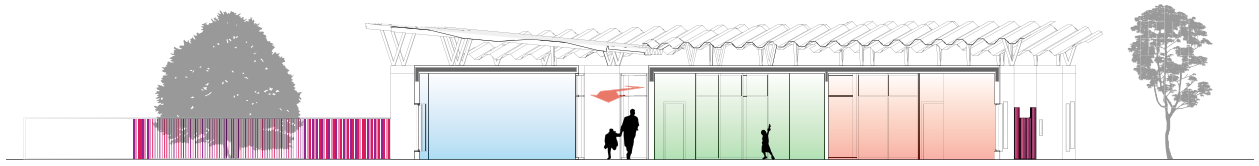
Övgü Nurözler

The design of “Mashaal School” weaves contemporary school design theory into the traditional characteristics of Eastern Mediterranean cities: each classroom breaks the boxy mold of a standard classroom and sculpts a complete school compund through its own rules of agglomeration. The sculptural quality of the final compound expresses the nooks and crannies found in local cities like Hatay and Aleppo, where these features traditionally function as shading devices for summer. One remarkable feature is the corrugated metal roof, which allows the circulation in wet Reyhanli winters and cools down classrooms in summer as heat absorbers and wind tunnels. The whole structure functions both as an efficient school and a playground through its sculptural features, which define spatial functions in each classroom module and create outdoor spaces that allow access to the roof.

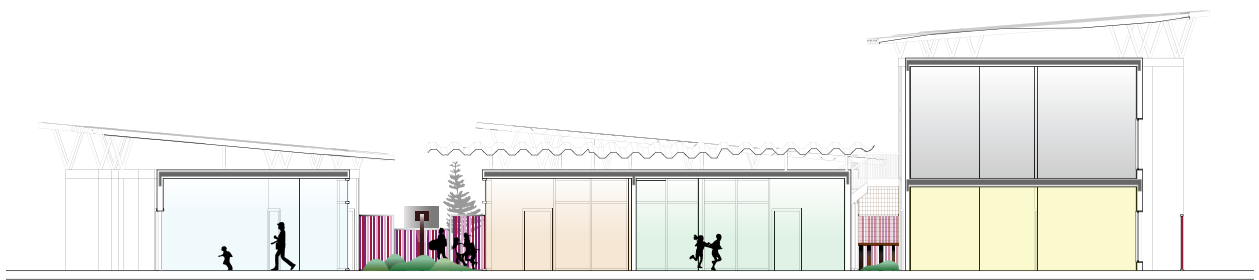
View from Courtyard



Transversal Section



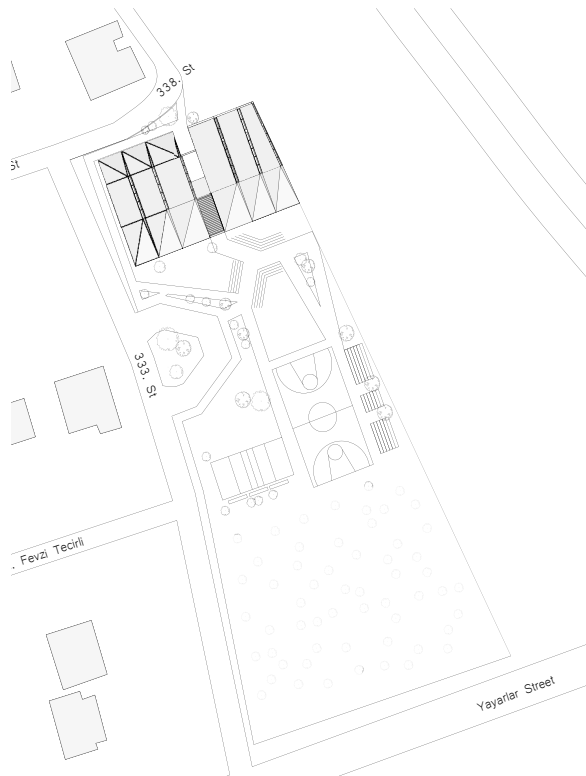
Longitudinal Section



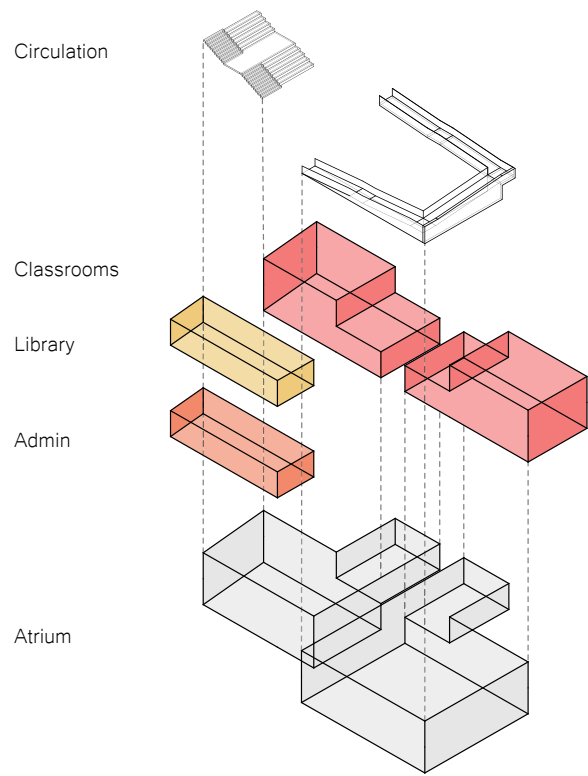
View of Entrance



Site



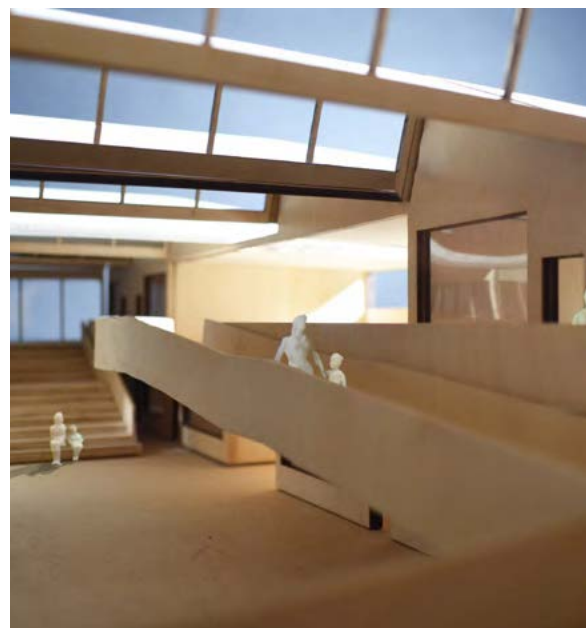
Programmatic Diagram



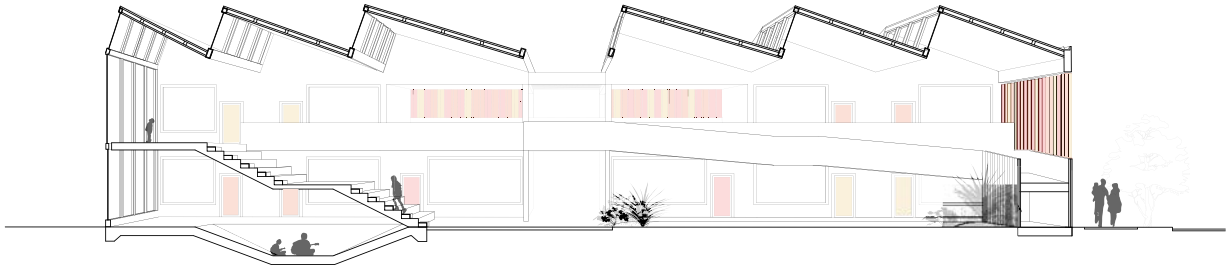
Kathryn Peruniak

Focusing on the integration of culture and education, the main goal for the school in Reyhanli is to foster a safe space for learning as well as for celebrating Syrian heritage and culture. The school will be a place for Syrian students and the community to interact and keep traditions alive. Two key features in the Syrian culture, the mosque and the souk, provided inspiration for the school's planning. These public architectures gave way to the concepts of spaces for gathering, places for interactions, and areas of guided procession. Architecturally, this inspired the ideas for the central atrium, guided circulation and open-air, covered environments. The needs of the potentially traumatized children who will attend this school had to be considered as well. The central atrium provides a safe and secure play area, and the generous interior glazing creates ongoing visual connections through the school.

View of Ramp



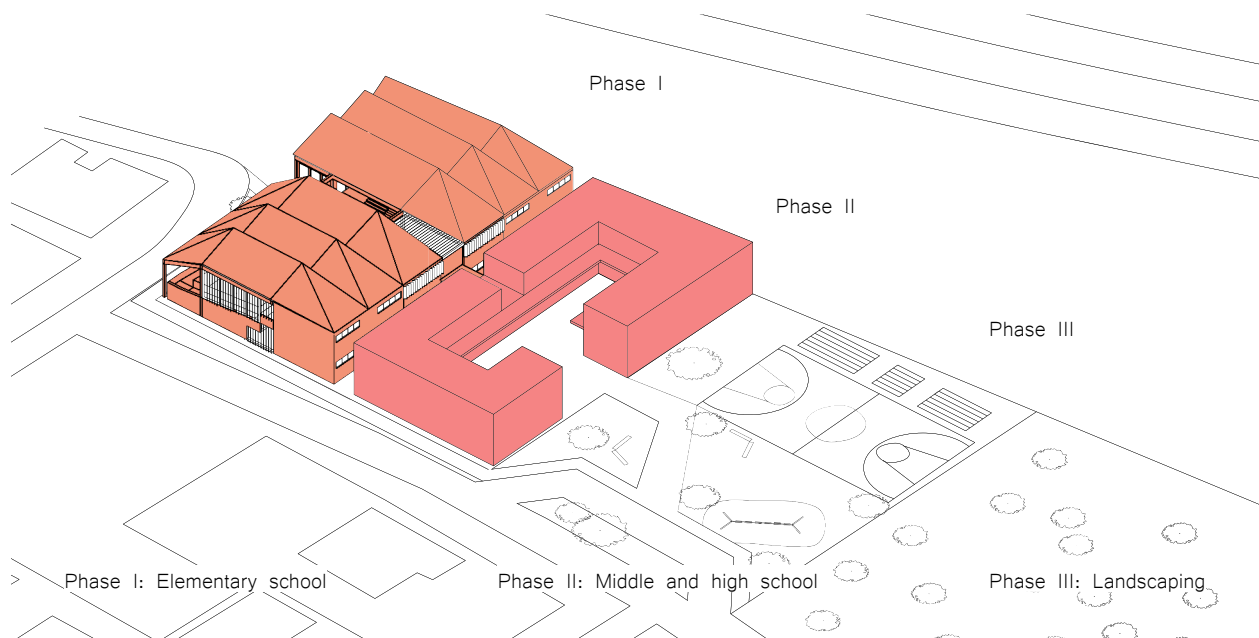
Longitudinal Section



Transversal Section



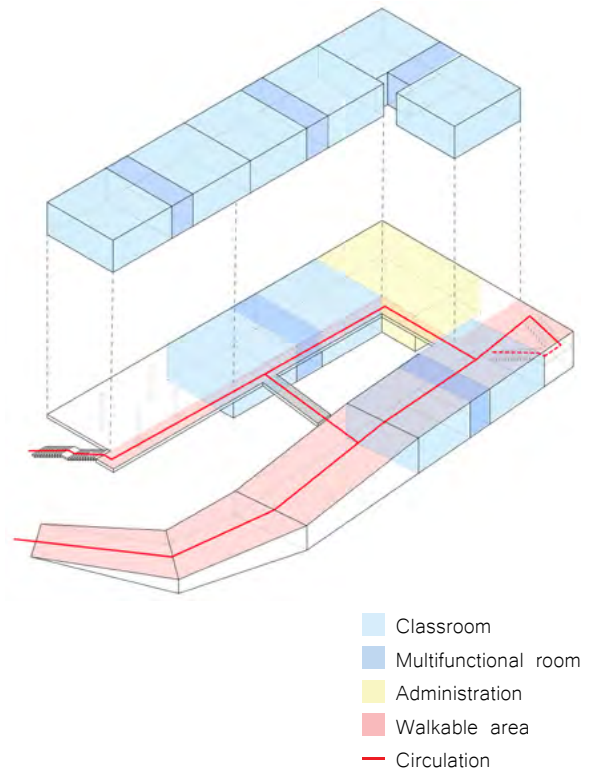
Building Phases



Site



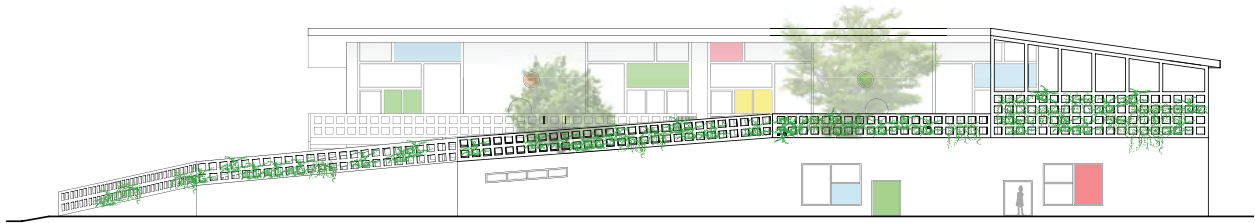
Programmatic Diagram



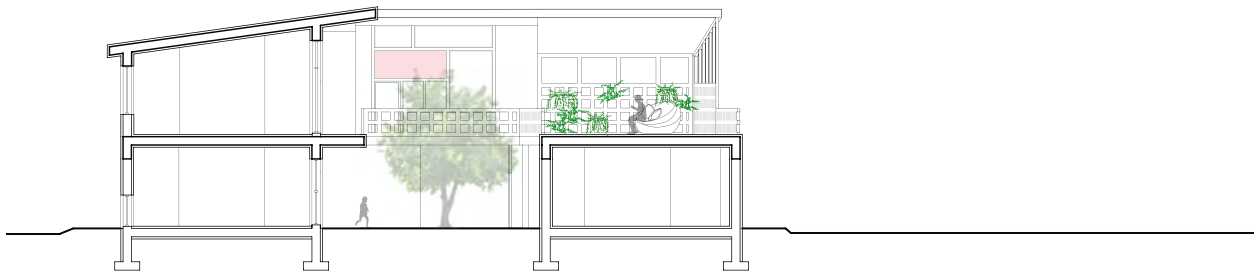
Yuting Wu

The wars in Syria have forced the Syrian people to abandon their homes (fifty-one percent are children). These children have to live in uncertainty and don't have any chances to play in safe environments. The proposal aims to return a sense of home to the children, to develop the notion of home as a playful space which will encourage children to find their childhood. The concept is to integrate the playground with the architecture in order to transform the whole building into a learning/play space and maximizing the actual play area of children. Colours are also used in the windows to create a happy facade. The school allows children to play and relax in a safe space which is both enclosed and opened.

West Elevation



Transversal Section



View of Entrance



Final Reviews

April 14, 2016



Olivier Ducharme, Övgü Nurözler



Lin Sen Chai, Cyrus Chu

The Resilient School

A catalogue of student projects from the Winter 2016 second year (U2) architectural design studio at the School of Architecture at McGill University.

Studio director

Prof. Ipek Türeli

Students

Myriam Assal, Sarah Beauchamp Evdokias, Lin Sen Chai, Laurie Charron-Lozeau, Cyrus Chu, Manon Chiorri, Meaghen Dionne, Olivier Ducharme, Marie-Hélène Lesiège, Eryn MacLellan, Youssef Nabulsi, Maryam Nasr, Ovgu Nurozler, Kathryn Peruniak, Yuting Wu

Guest critics at midterm reviews

Greig Crysler (UC, Berkeley), Courtney Posel (Fichten Soiferman et Associés)

Guest critics at final reviews

Clément Bastien (BBBL), Gavin Affleck (Affleck de la Riva), Alessandra Ponte (UdeM), Martin Bressani, Terri Peters, Gina Al-Safadi (Syrian Kids Foundation)

Acknowledgements

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The studio catalogue has been compiled by Karlo Trost.



The students of the Resilient School studio with Prof. Türeli after the final reviews.