



## **The library - a catalyst for urban development.**

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**Reshape, refurbish, reorganise - rethink!**

**Liber architectural seminar – Præsentation 18.04.2012 -**

**Helle Juul, Architect MAA, Ph.D, CEO JUULFROST Architects Copenhagen**



## **The library - a catalyst for urban development.**

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- 1. Role of the future library -**
- 2. Learning from .... cities, universities, users - in change**
- 3. Rethink the learning library**



Moving Media City, Malmö



Royal Copenhagen, Frederiksberg



Bøgebakken - new housing area, Værløse



Grønntorvet - new district, Valby

1. House + Housing
2. City + Space + Landscape
3. Research + Communication

**Staff competences**  
urban planners  
architects  
landscape architects  
constructing architects  
Ph.D programme  
Communication manager  
architecture interns  
accounting/administration  
Secretary  
27 people

**JUUL | FROST**

ARCHITECTS



Risø DTU



DTU, Campus Lyngby



UCC Professionshøjskolen



Quarter Paradis – Lund



Campus Development Lund Uni.



Ørebro

1. House + Housing
- 2. City + Space + Landscape**
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A R C H I T E C T S



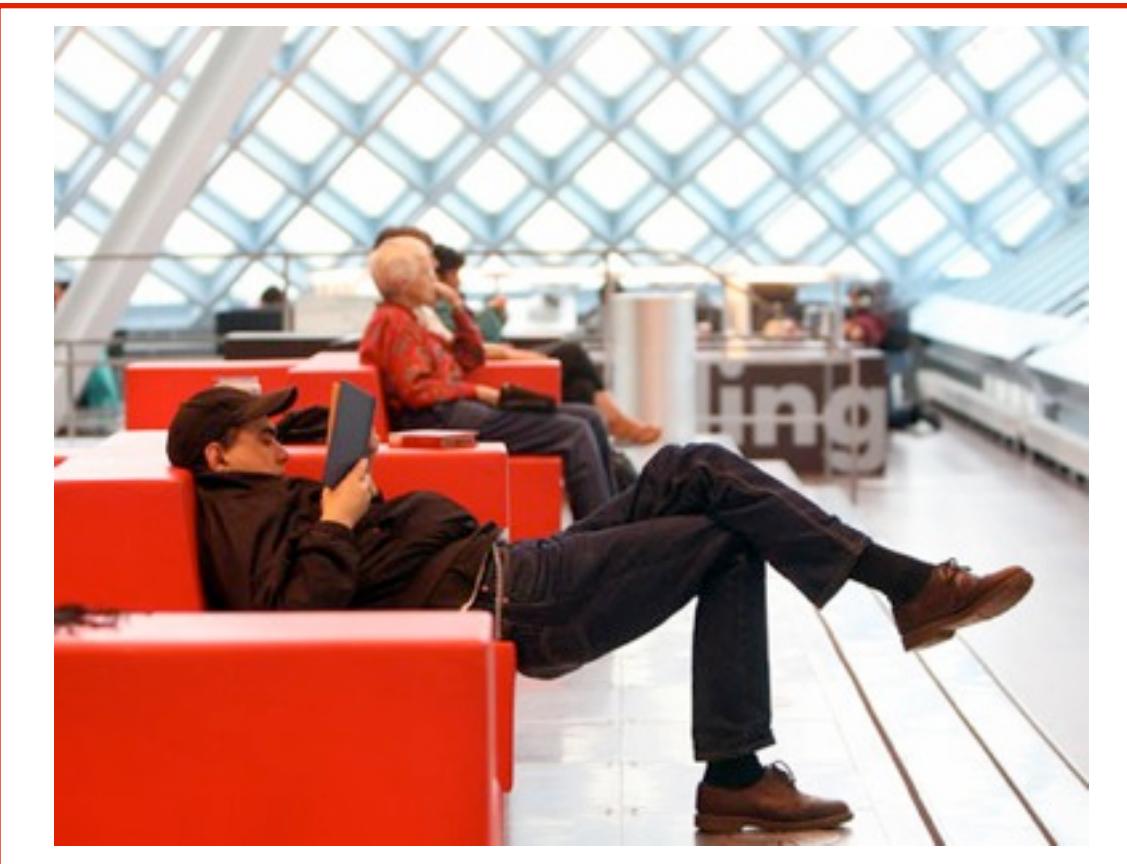
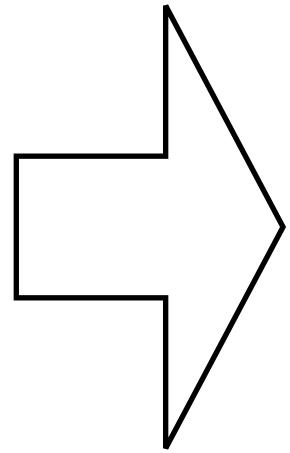
## JUULFROST

A R K I T E K T E R

1. House + Housing
2. City + Space + Landscape
3. **Research + Communication**



Denkmal Bebelplatz, Humboldt



Seattle Library

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Prag - Liber 2012

Helle Juul, Architect MAA, Ph.d, CEO JUULFROST ARCHITECTS Copenhagen



## 2\_ KNOWLEDGE CITIES - change as conditions

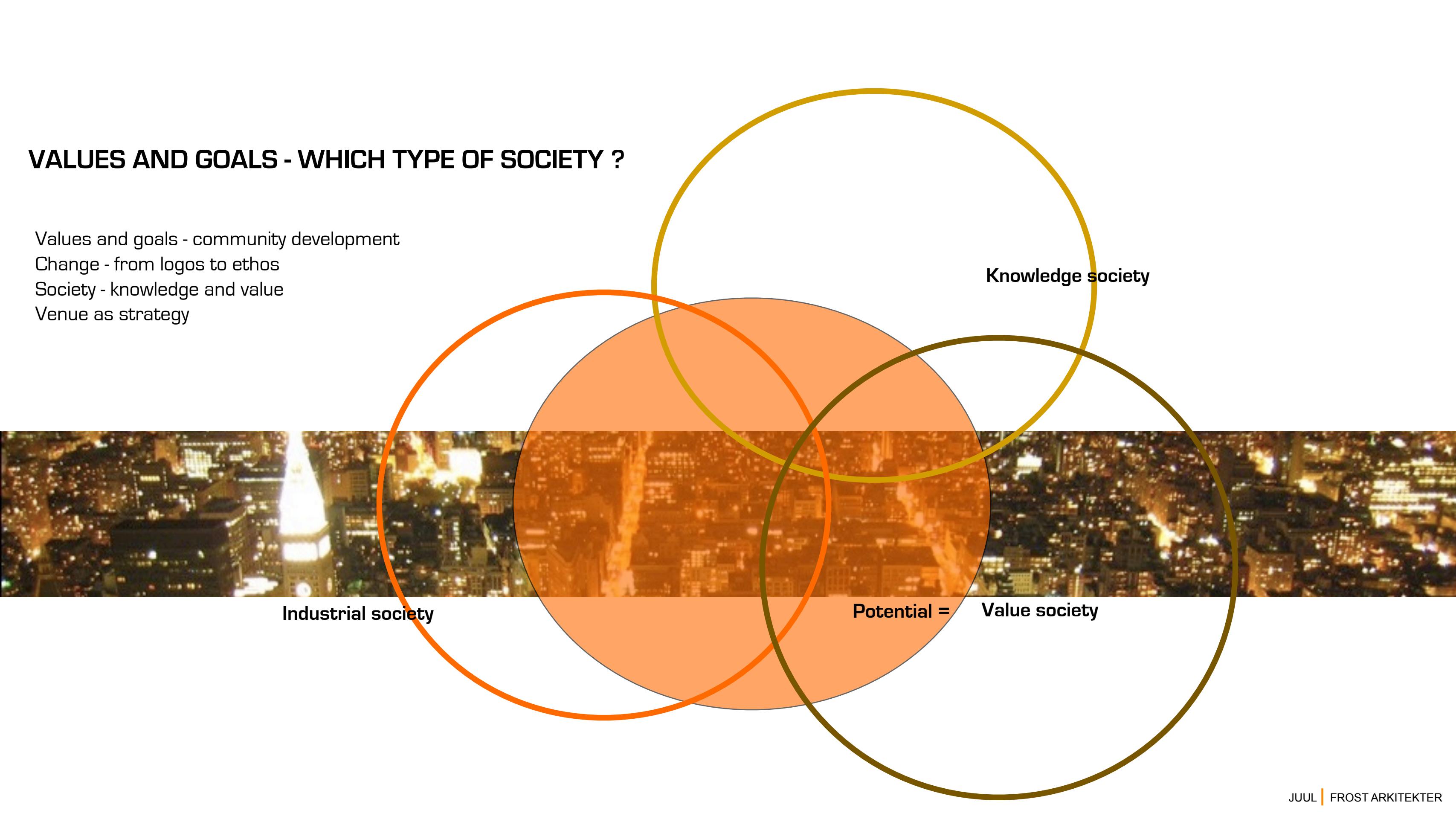
## **VALUES AND GOALS - WHICH TYPE OF SOCIETY ?**

Values and goals - community development

Change - from logos to ethos

Society - knowledge and value

Venue as strategy

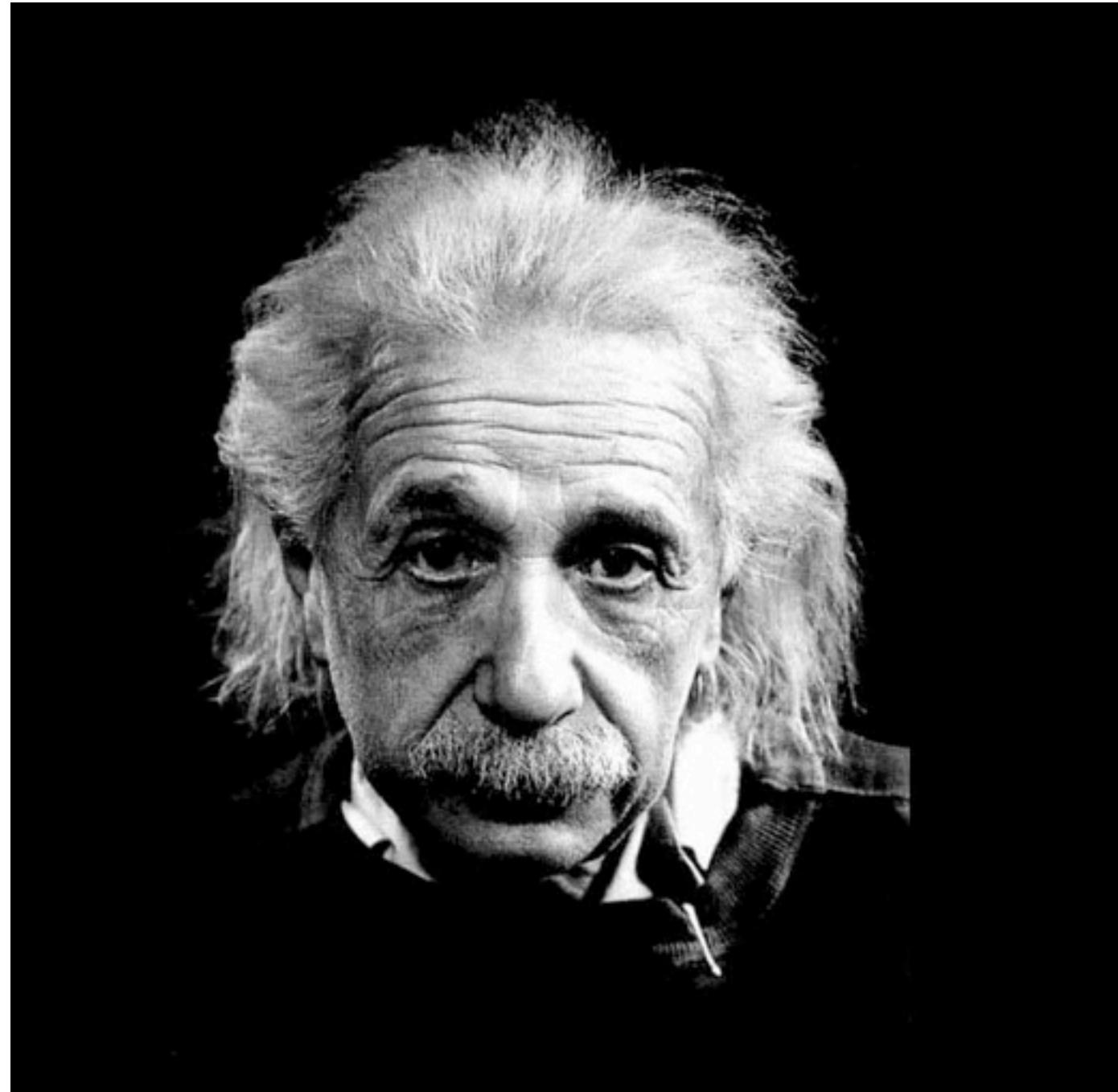


**Knowledge society**

**Industrial society**

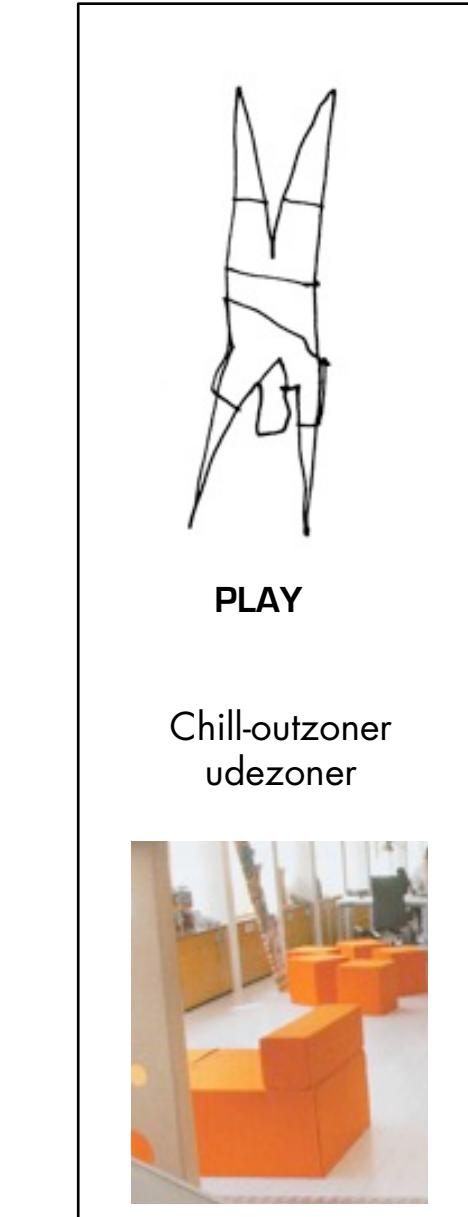
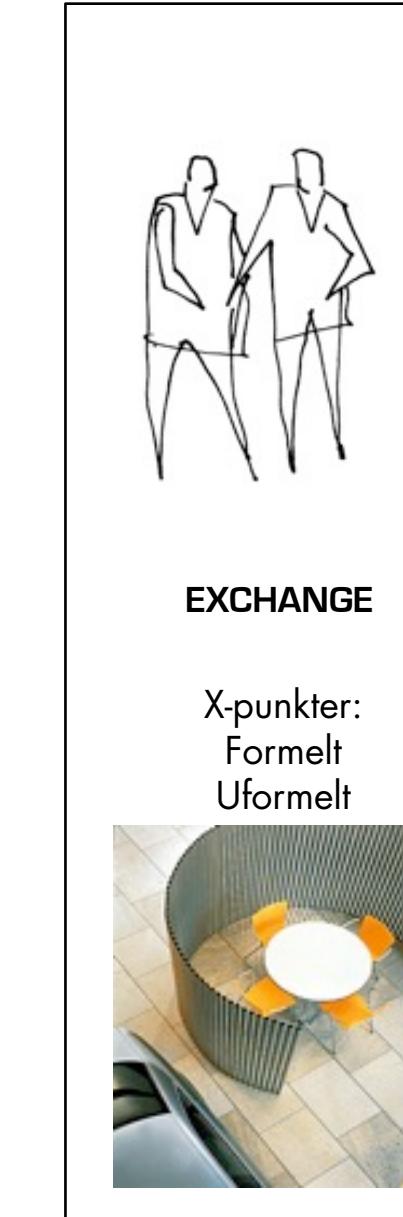
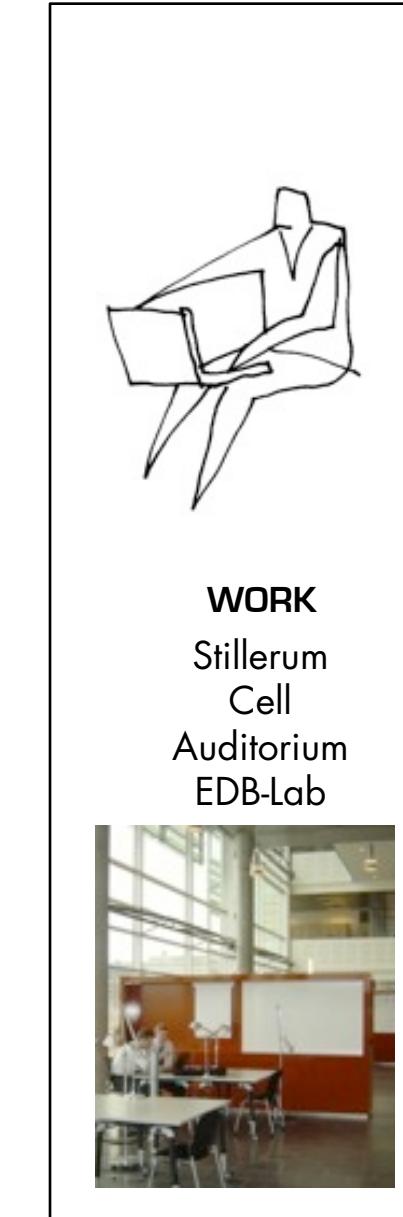
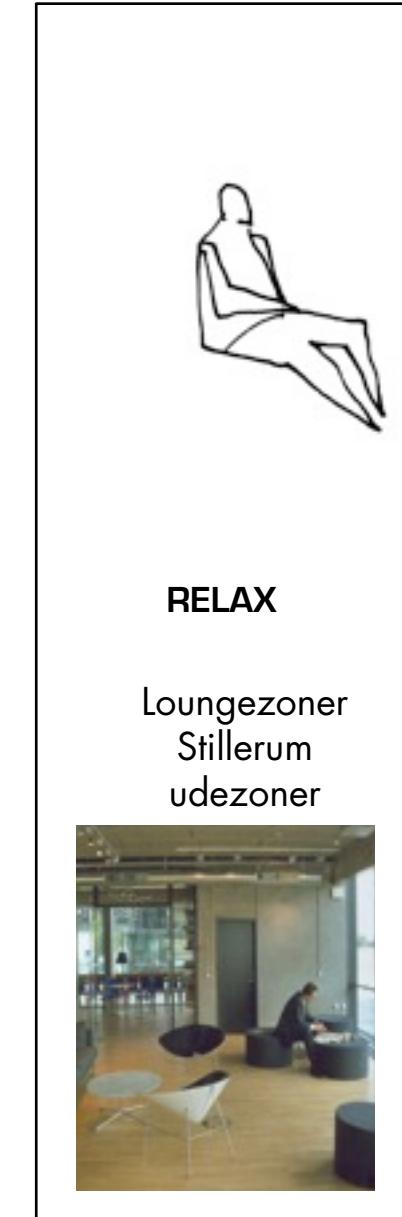
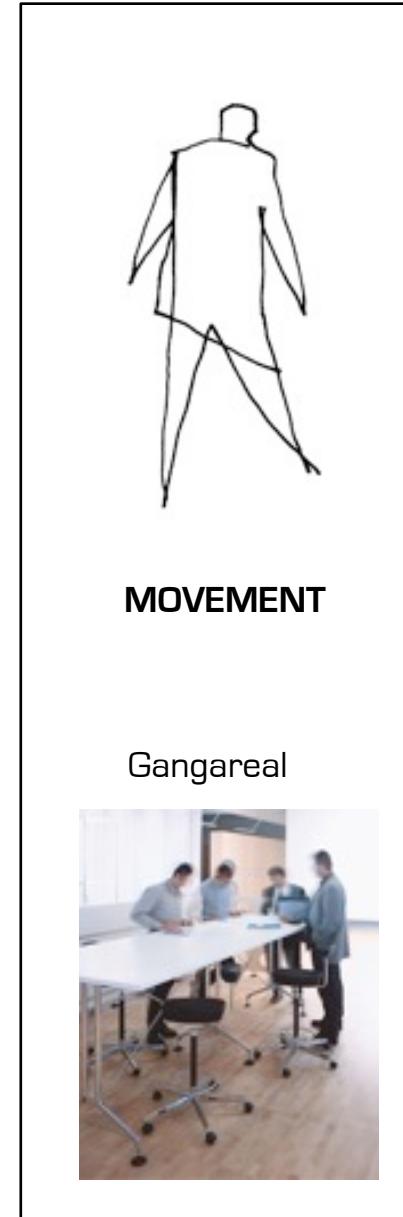
**Potential = Value society**

## TOMORROWS SPACE OF KNOWLEDGE - the user perspective



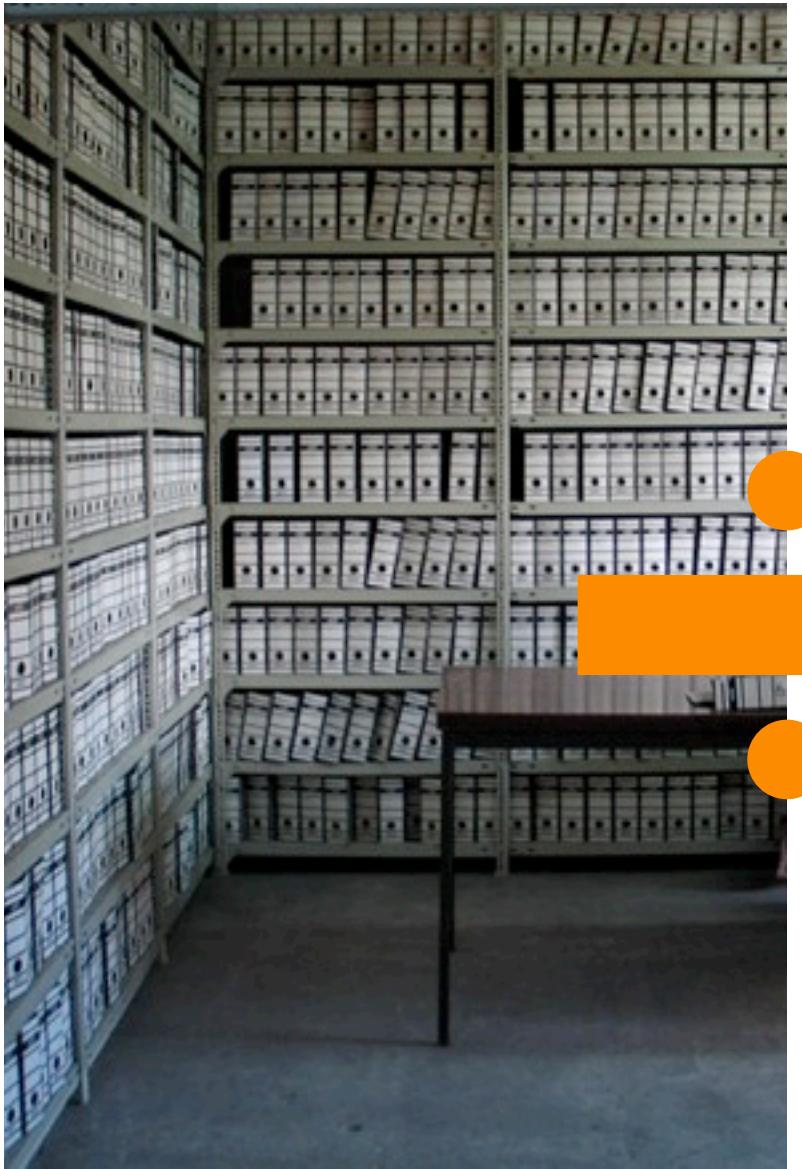
"I never teach my pupils;  
I only attempt to provide the conditions in which they  
can learn".  
- Albert Einstein

# TOMORROWS KNOWLEDGE SPACE



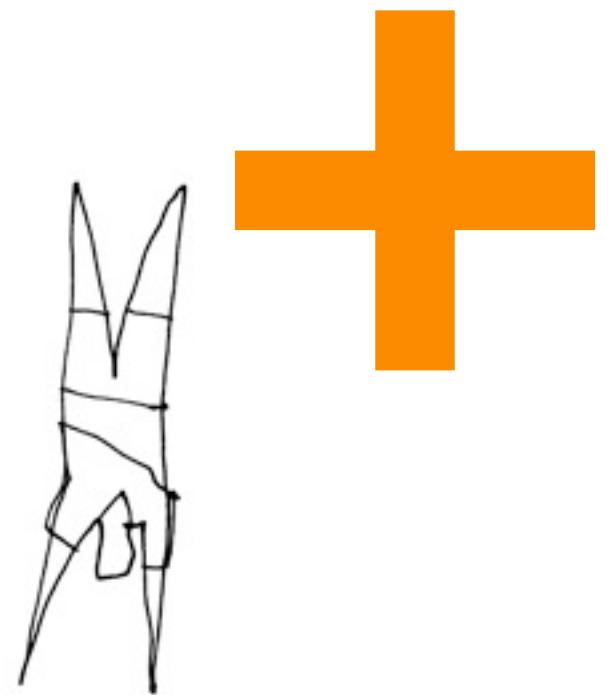
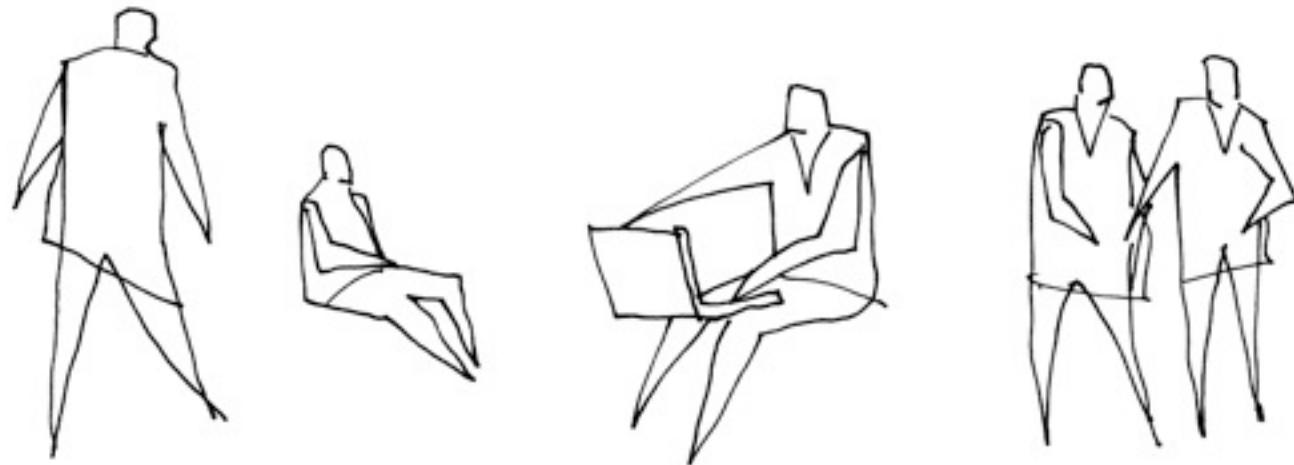
## TOMORROWS KNOWLEDGE SPACE

From monofunctionality to  
- new learningprocesses, new  
forms of cooperations, lifelong learning,  
distancelearning –



## TOMORROWS KNOWLEDGE SPACE

Reflect the surrounding community -  
learning takes place in many spaces,  
impermanence and randomness unplanned  
recording.



## TOMORROWS KNOWLEDGE SPACE

formal - the informal?  
the social?  
movement?  
stay?  
diversity?  
individual?  
culture?  
break?

## SPACE FOR ...

the quiet life?  
lively?  
innovate?  
it changing?  
traditional?  
the experimental?

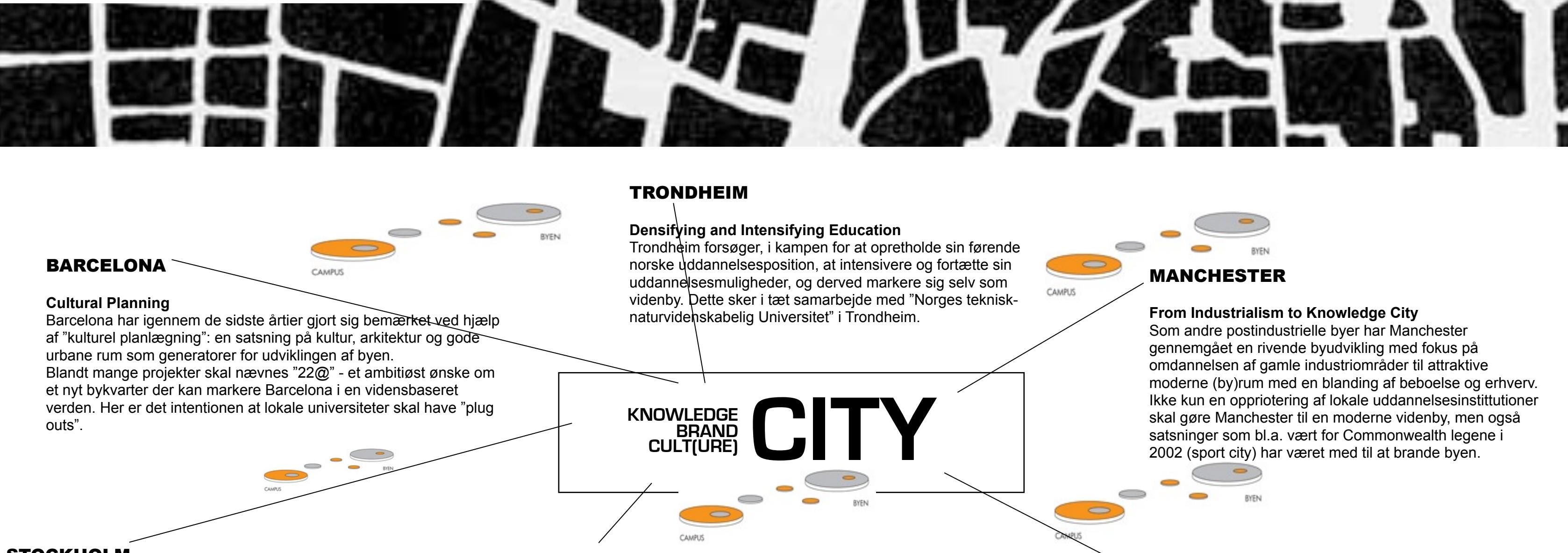




**3\_ LIBRARY` - RE-THINK**

**- LEARNING FROM**

# LEARNING FROM CITIES



## STOCKHOLM

### The Knowledge City - Bio Research City

Denne lokale forskningsalliance – bestående af Karolinska Instituttet, det Kongelige tekniske Institut og Stockholms Universitet, har til hensigt at bygge en platform for tværfaglige bio-videnskabelige forskningsmiljøer. ([www.vetenskapsstaden.se](http://www.vetenskapsstaden.se))

## LYON

### Urban Space Policies

Lyon har gennem en bevidst byrumspolitik indsats forvandlet gamle industrielle områder til nutidige poetiske kvarterer og rum til gavn for byens borgere. Dette er foregået under mottoet "en bedre by for alle". Således har der siden 1980'erne været gennemført flere hundrede byrums-projekter, suppleret af kulturelle tiltag, i forsøget på at gøre Lyon til en helt særlig by. Omdannelsen af gamle tobaksbygninger til brug for Lyon Universitet 3 er et tydeligt billede på denne politik.

## BOSTON

### Knowledge City pr. Excellence

Boston er kendtegnet ved en helt særlig grad af vidensintensitet. Med sine otte forskningsuniversiteter tiltrækker Boston virksomheder der satser på forskning og viden.

## TRONDHEIM

### Densifying and Intensifying Education

Trondheim forsøger, i kampen for at opretholde sin førende norske uddannelsesposition, at intensivere og fortætte sin uddannelsesmuligheder, og derved markere sig selv som videnby. Dette sker i tæt samarbejde med "Norges teknisk-naturvidenskabelig Universitet" i Trondheim.

## MANCHESTER

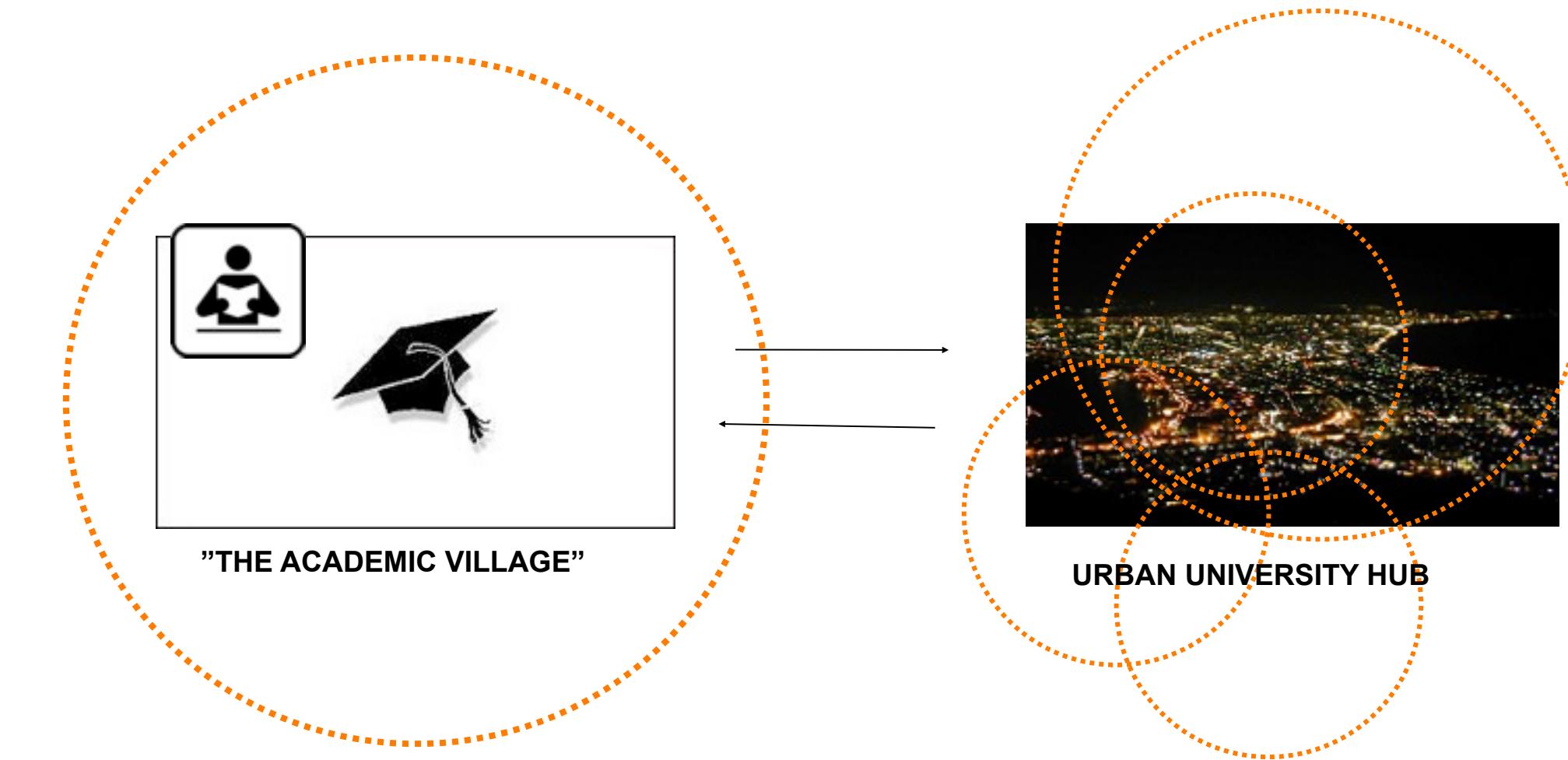
### From Industrialism to Knowledge City

Som andre postindustrielle byer har Manchester gennemgået en rivende byudvikling med fokus på omdannelsen af gamle industriområder til attraktive moderne (by)rum med en blanding af beboelse og erhverv. Ikke kun en oppriotering af lokale uddannelsesinstitutioner skal gøre Manchester til en moderne videnby, men også satsninger som bl.a. vært for Commonwealth legene i 2002 (sport city) har været med til at brande byen.

# LEARNING FROM UNIVERSITIES

Future proofing - new challenges - fusion

Client: The danish university and property agency



## METHOD: the user perspective

1. Functional needs



2. Social needs



3. Learning needs



4. Urban needs





## 1. FUNCTIONAL, PHYSICAL NEEDS

campus-area location - urban, semiurban or landscape

campus area housing structure

campus area and programmatic distribution

the spatial use of each building





## 2. SOCIAL NEEDS

diversity and complexity

density and intensity

public sphere - private spaces

spaces for the unexpected, the futility and the many possibilities





### 3. LEARNING NEEDS

traditional learning environments  
project-oriented learning environments  
artistic learning environments





## 4. URBAN NEEDS

Urban, semi-urban or landscape  
pitches, lawns, streets, alleys and streets on campus  
context - surrounding buildings  
arrival and transition - well defined or overlooked (flows and exchange)



## To-days challenge - Monofunctionality



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Functionally divided cities

Monofunctional teaching machines

## Challenge - Monofunctionality



+



=



Functionally divided cities

Monofunctional teaching machines

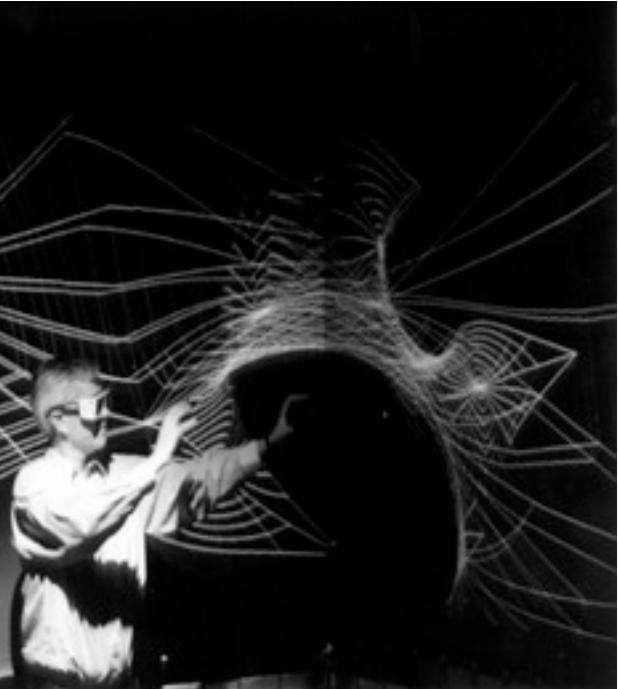
= to many years of study and to little personal challenge

## Challenge

- Exchange with the surroundings



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a world of meeting places

new ways of learning, working

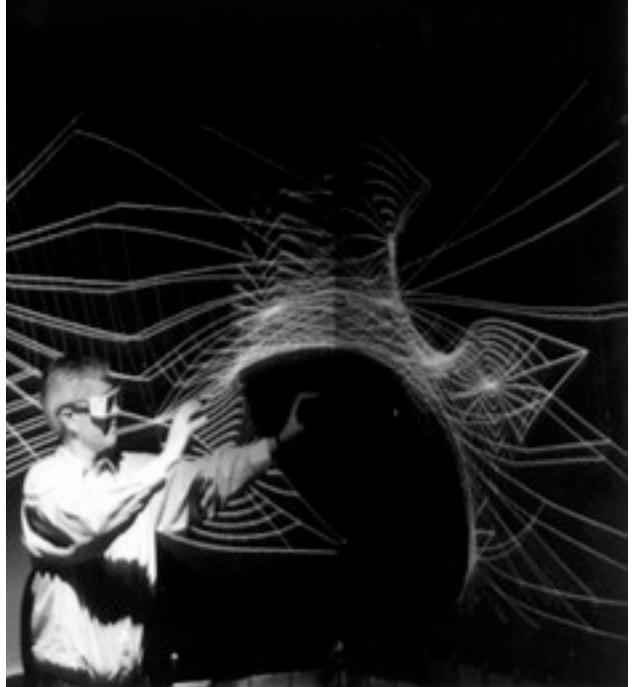
networks and hybrids

## Challenge

- Exchange with the surroundings



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a world of meeting places

new ways of teaching

networks and hybrids

**POTENTIALS !!!**

# CAMPUS - what is ?

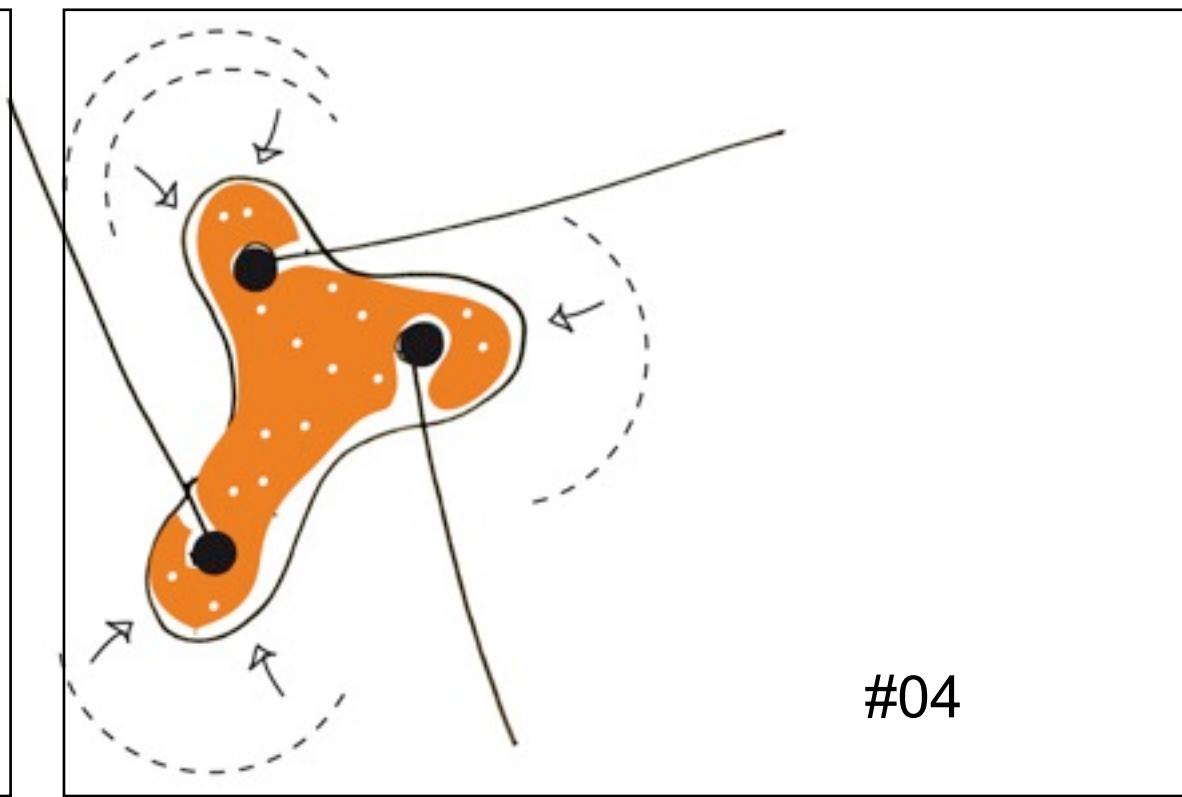
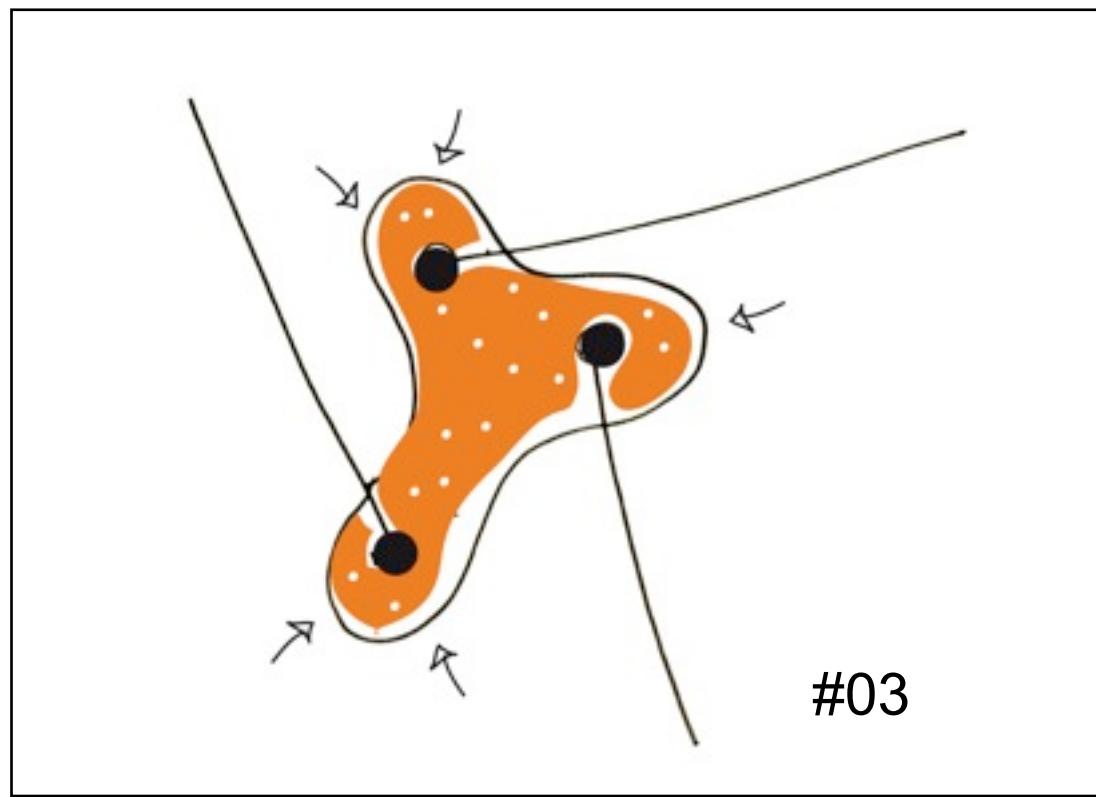
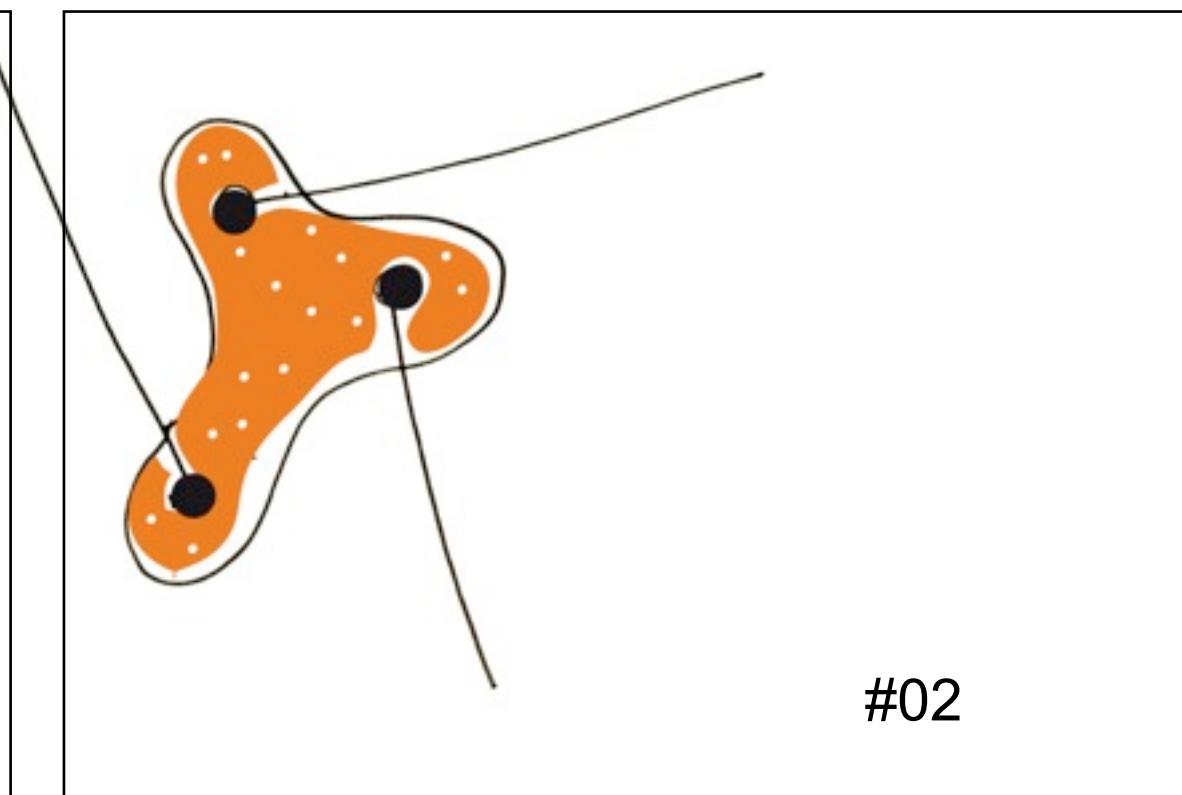
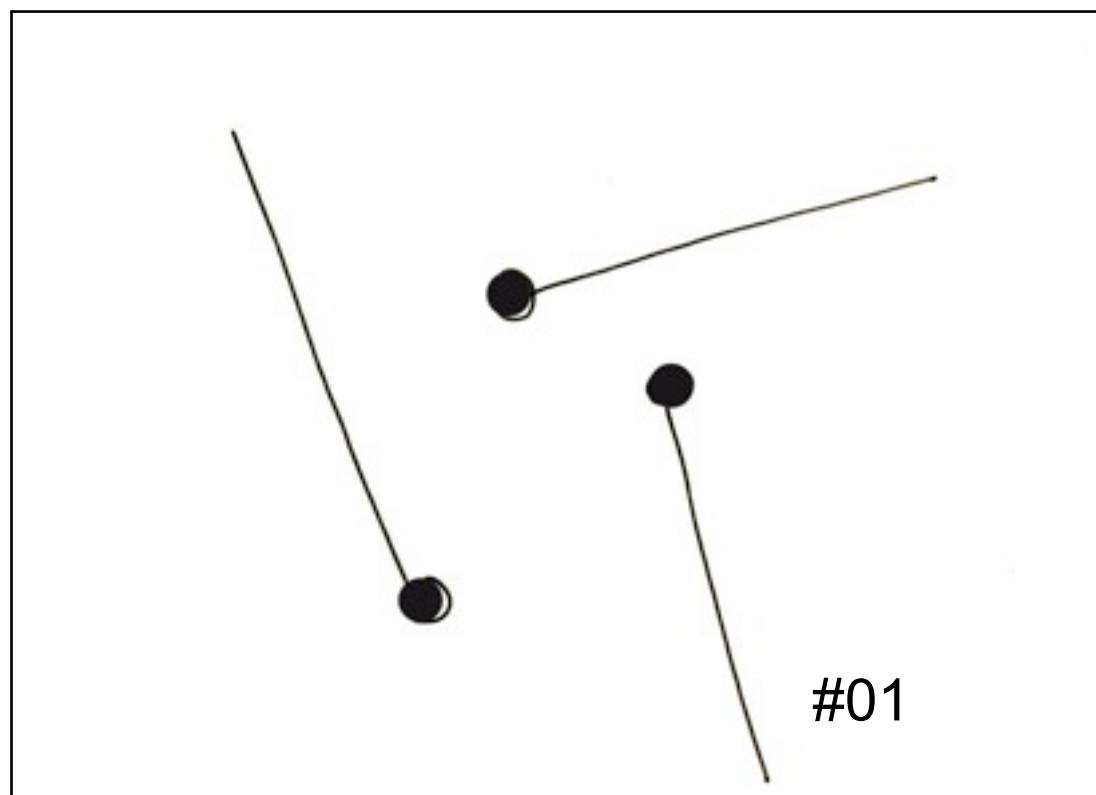
Campus: latin for "open piazza" or a field.

Princeton University i New Jersey [1775]

Identifying new themes.



# URBAN UNIVERSITY HUB





# COMPETITION PARAMETERS

**Robustness**

**Interdisciplinarity**

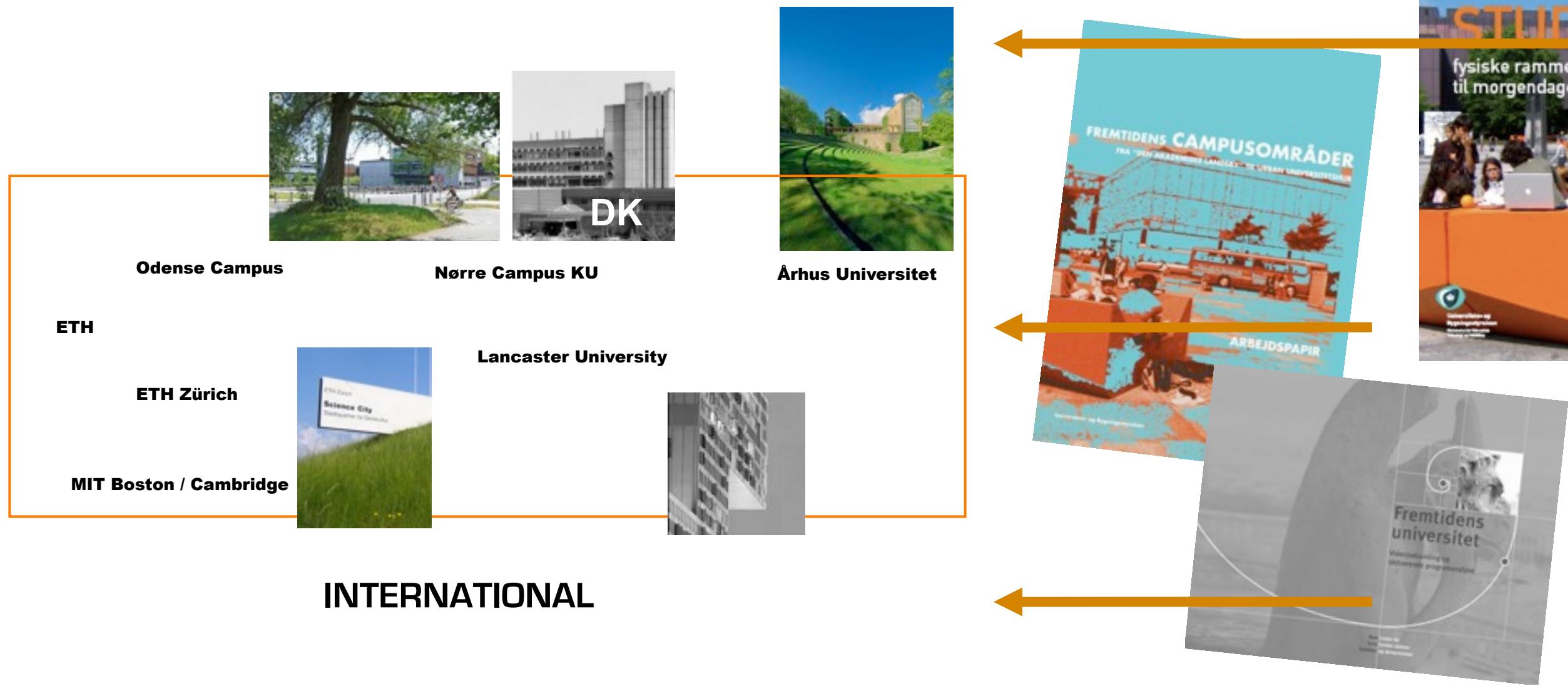
**Diversity**

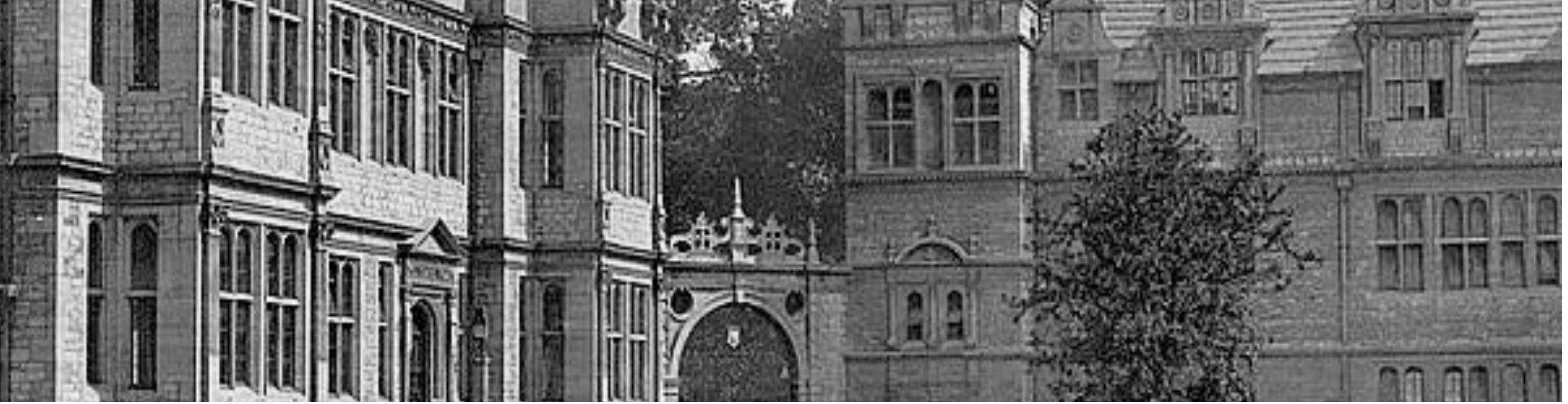
**Cooperation with business**

**Urbanity**

**Holistic approach**

# ANALYSIS AND MAPPINGS





## Historic developments / Typologies

From year 1000 till app. 1700 / Campus as part of the city

Universities that have grown within the city as - Oxford og Cambridge

KU Copenhagen from this period as well

(Oxford from 1096 og Cambridge from 1209)





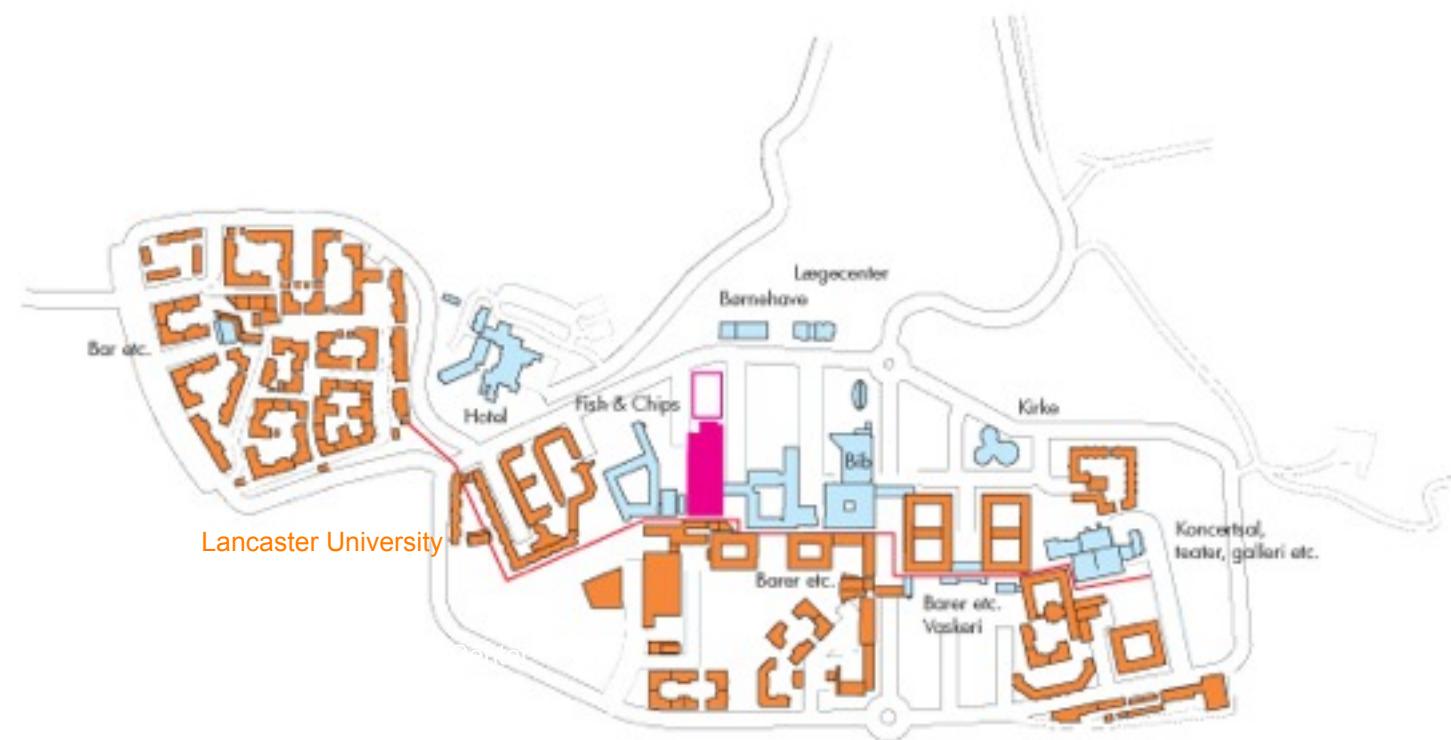
## Historic developments / Typologies

### Efter 1945 / After 2.nd worldwar - monofunctional outside cities

Political wish for education for all - has consequences for huge university development.  
In England and Denmark we see new universities placed in campuses outside the cities.

(Roskilde Universitets Center from 1972 og Lancaster University 1964)

Kilde: "University Builders", Martin Pearce, 2001





YEAR 1000 - 1700



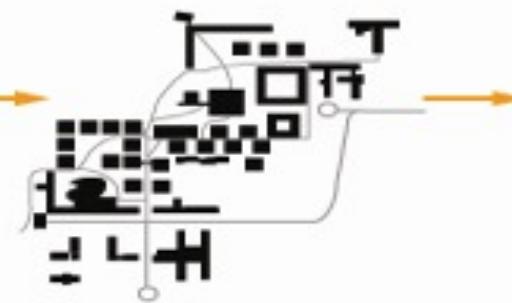
YEAR 1750



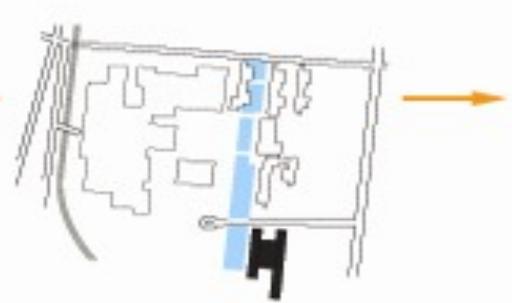
YEAR 1900 - 1938



YEAR 1945 onwards



2000 onwards



FUTURE CAMPUS



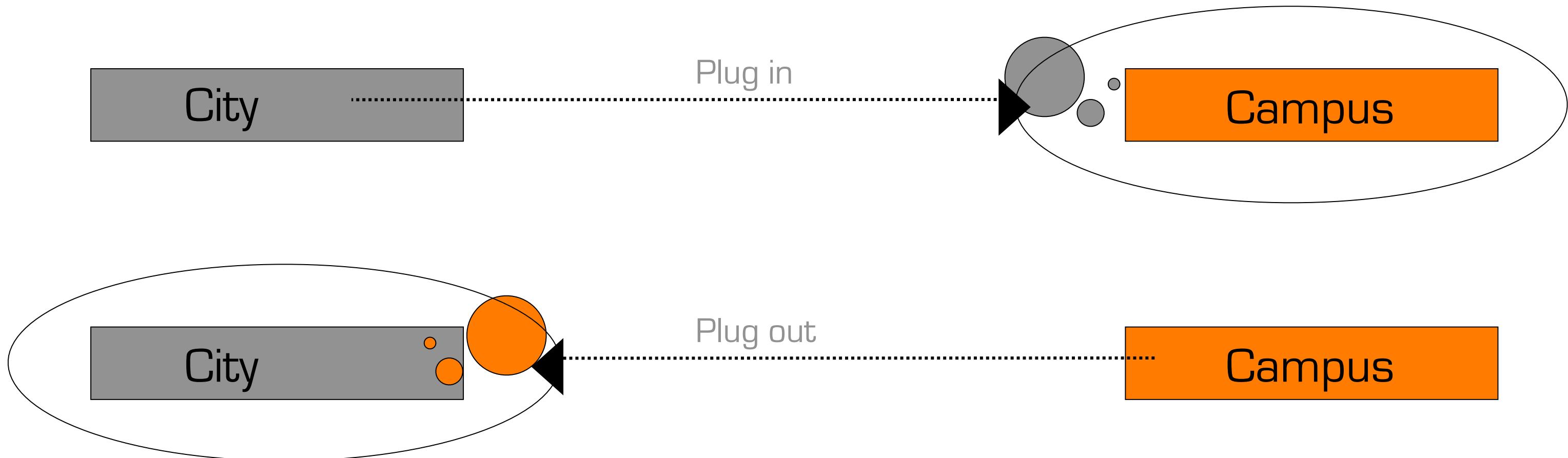


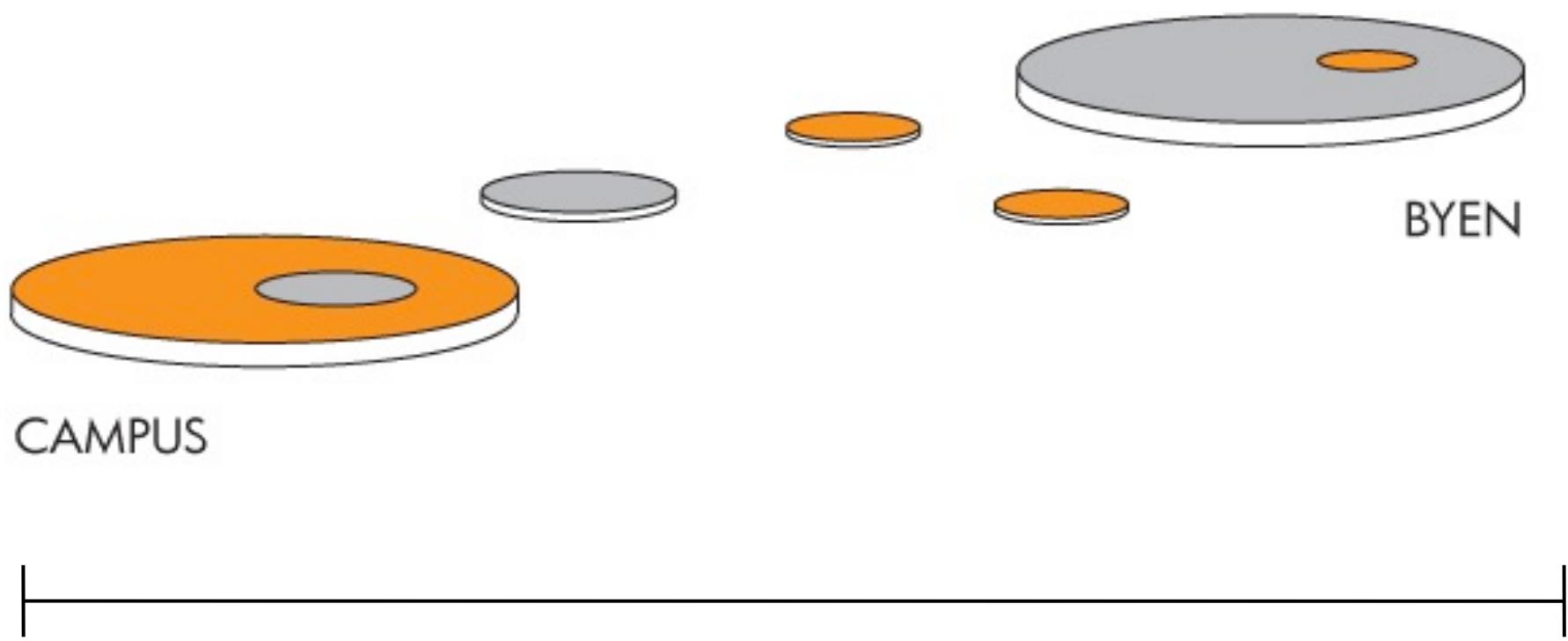
FREMTIDENS  
CAMPUSOMRÅDE



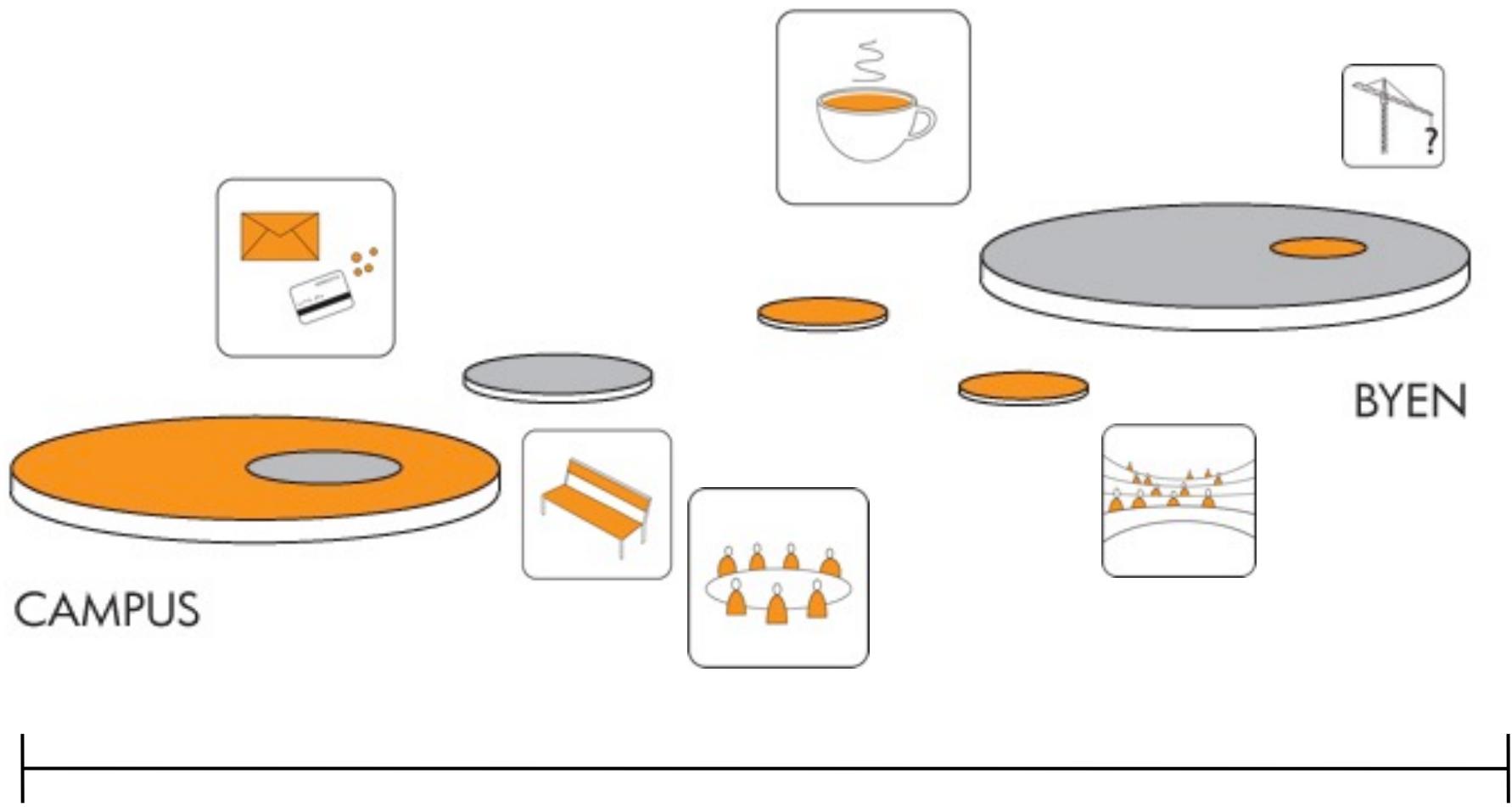
.... BACK TO THE CITY ....

## The collective challenge





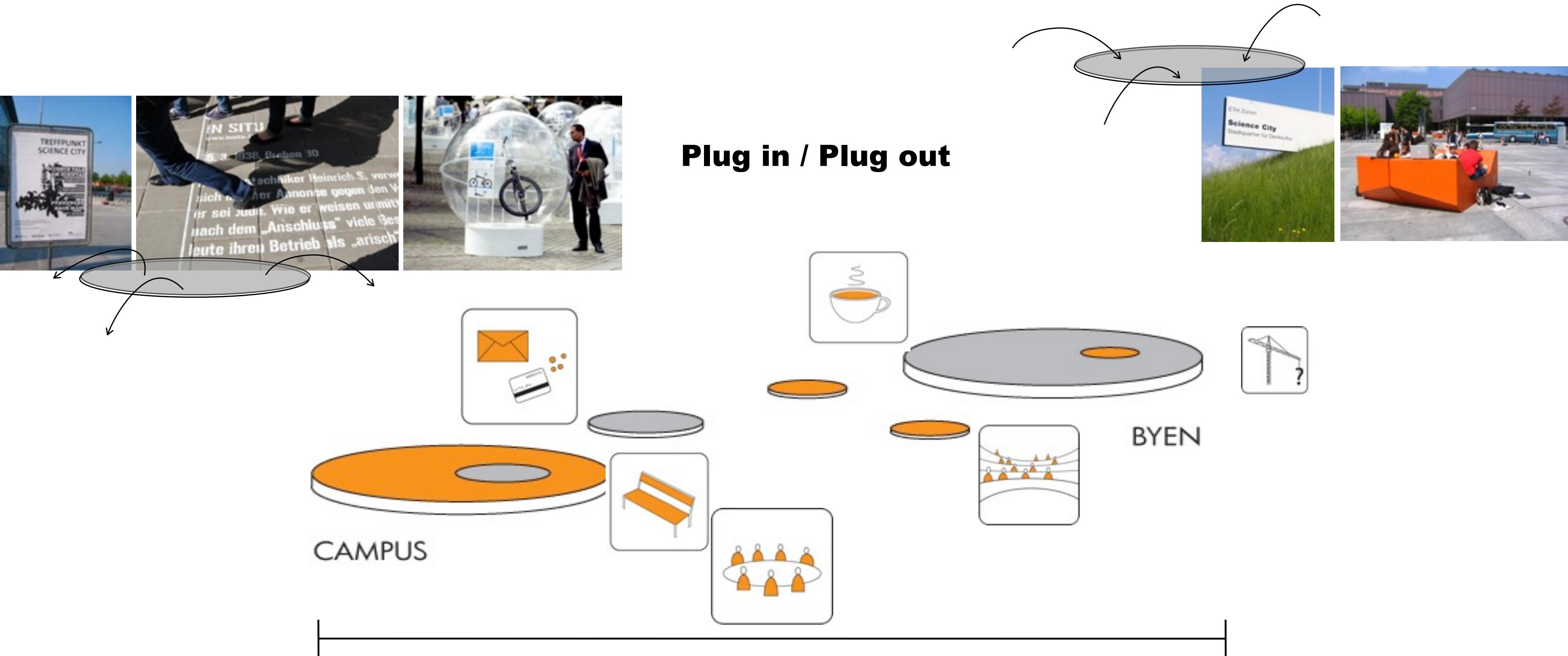
## FUTURE CAMPUS - EXCHANGE CITY AND CAMPUS



## FUTURE CAMPUS = URBAN NEEDS ARE ADDRESSED

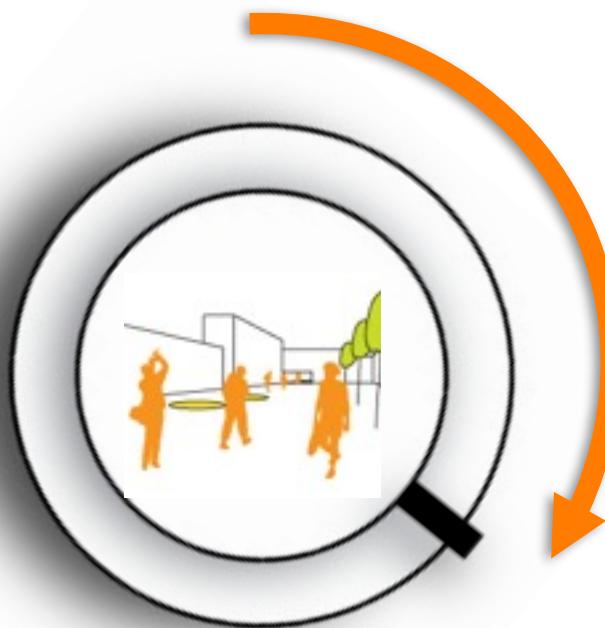
Trends:

- |                     |                             |
|---------------------|-----------------------------|
| - Interdisciplinary | Exchange                    |
| - Overlaps          | - Multifunctionality        |
| - 24/7              | - Synergies between areas   |
| - New hybrids       | - Openness and visibility - |



FUTURE CAMPUS = URBAN NEEDS ARE ADRESSED

# WHICH BUTTONS TO TURN?



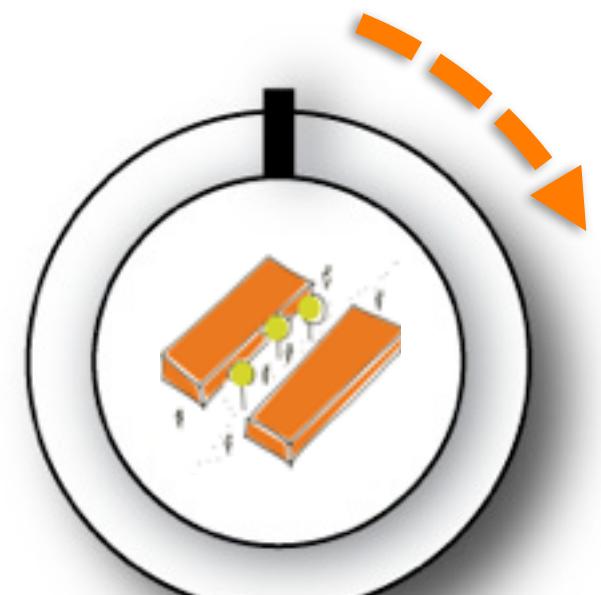
Urban needs



Learning needs



Social needs



Physical needs

## **4\_LIBRARY` - RE-THINK**

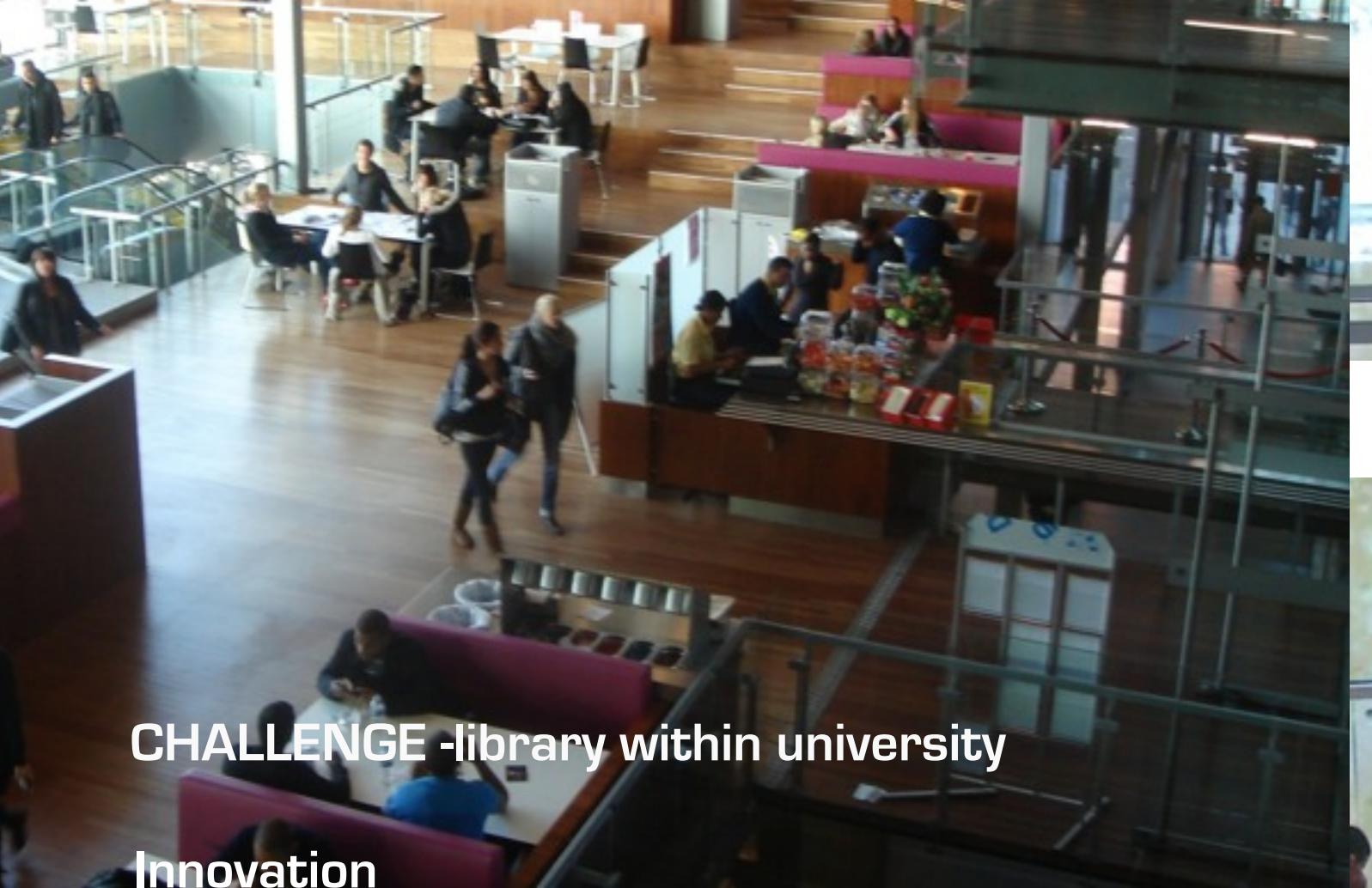
**What is..**

- 1. creating knowledge**
- 2. consuming knowledge**
- 3. communicating knowledge**



## LIBRARY RE-THINK?

**Innovation**  
**Business Briefing**  
**Globalization**  
**Interdisciplinarity**  
**Project Briefing**  
**Diversity**  
**Holistic Orientation**  
????

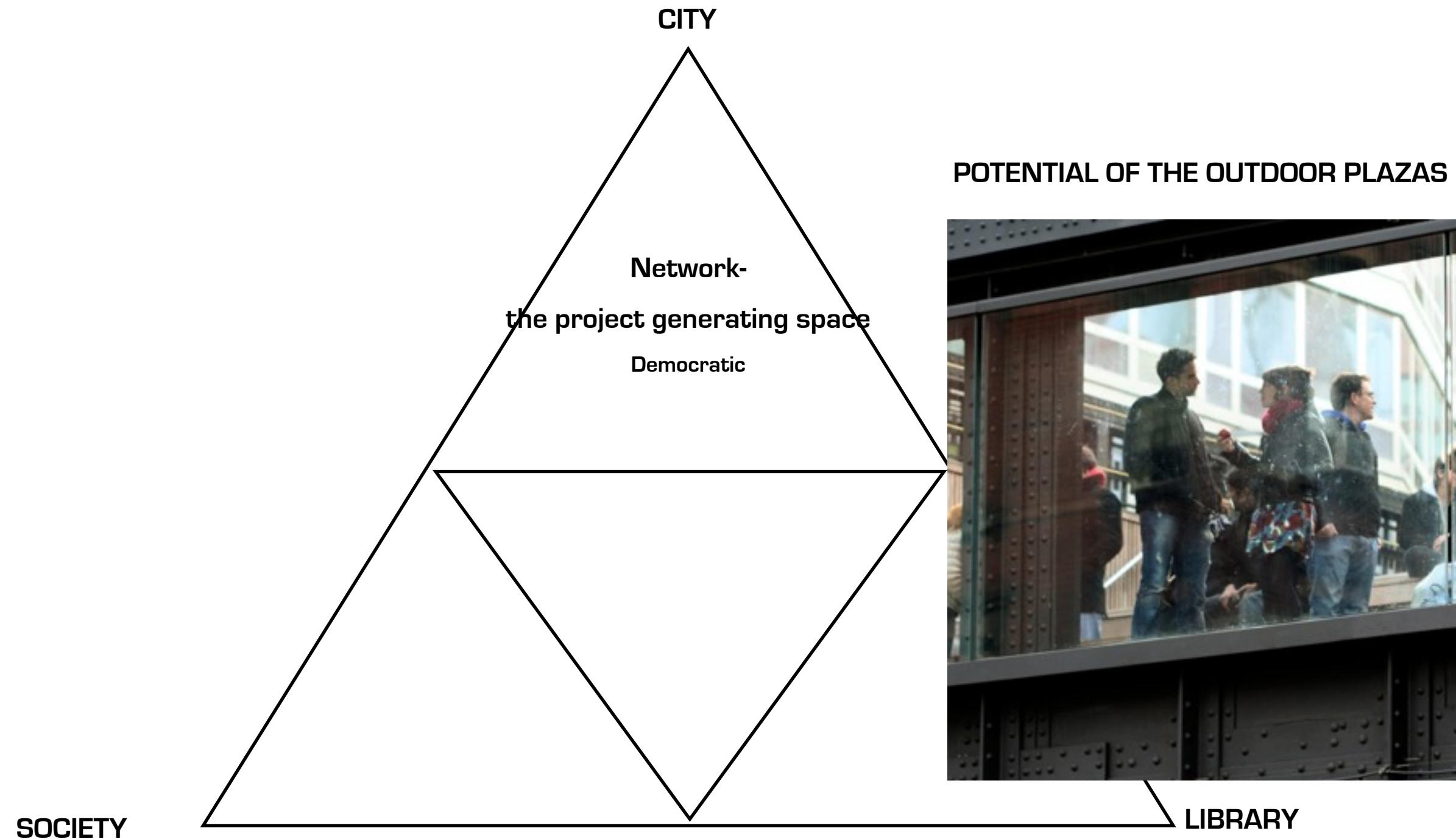


## CHALLENGE -library within university

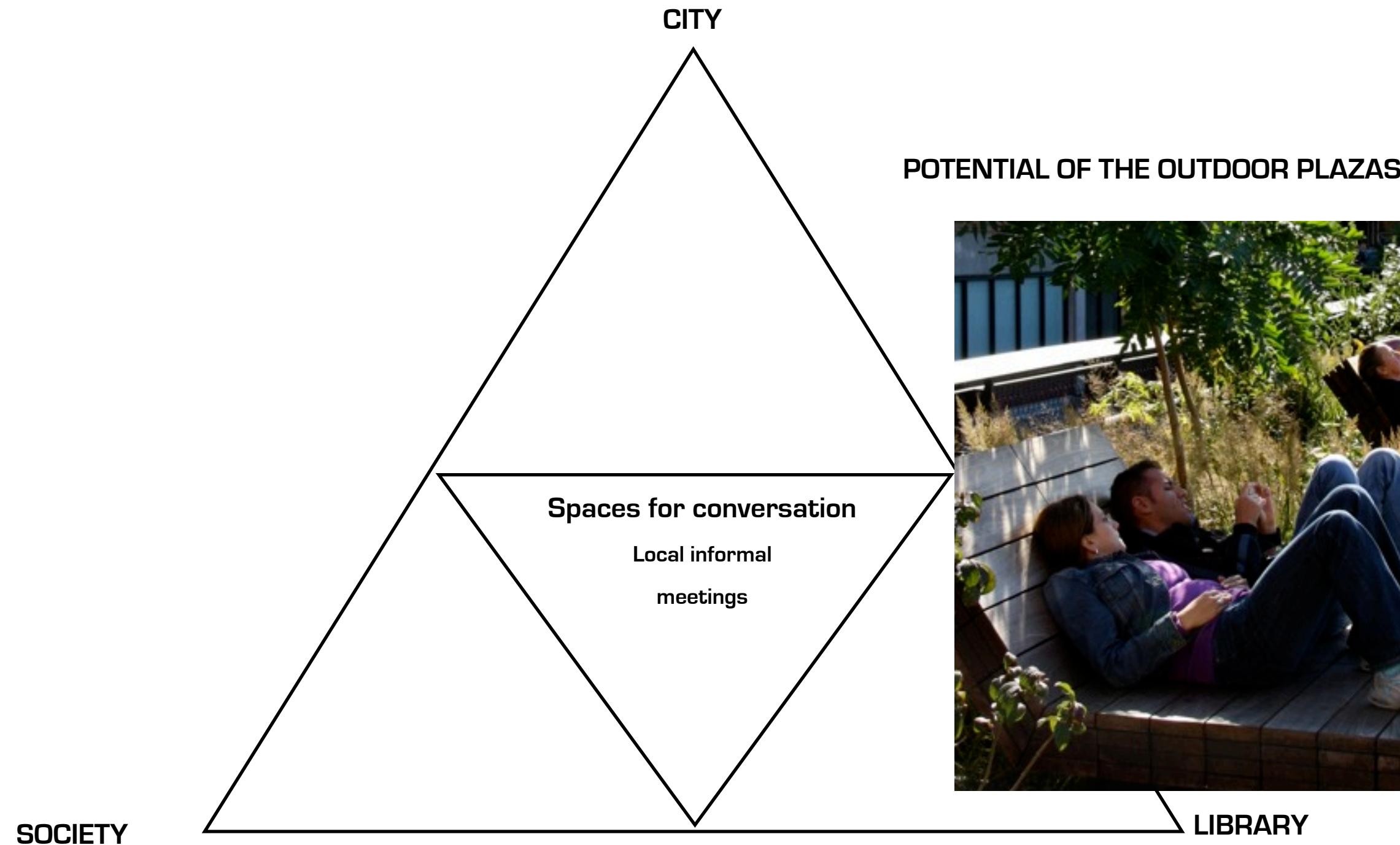
**Innovation**  
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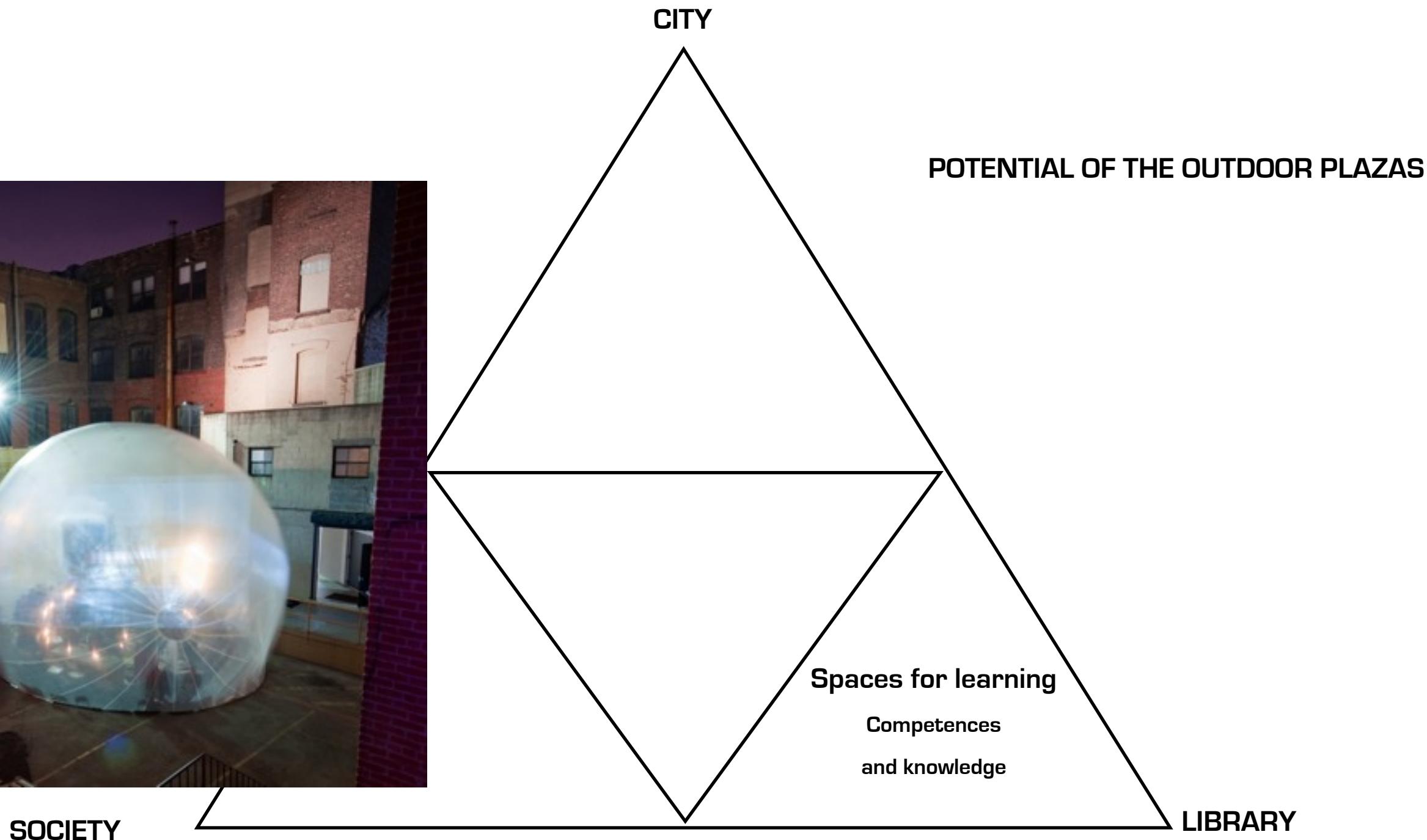
# LIBRARY - RE-THINK!



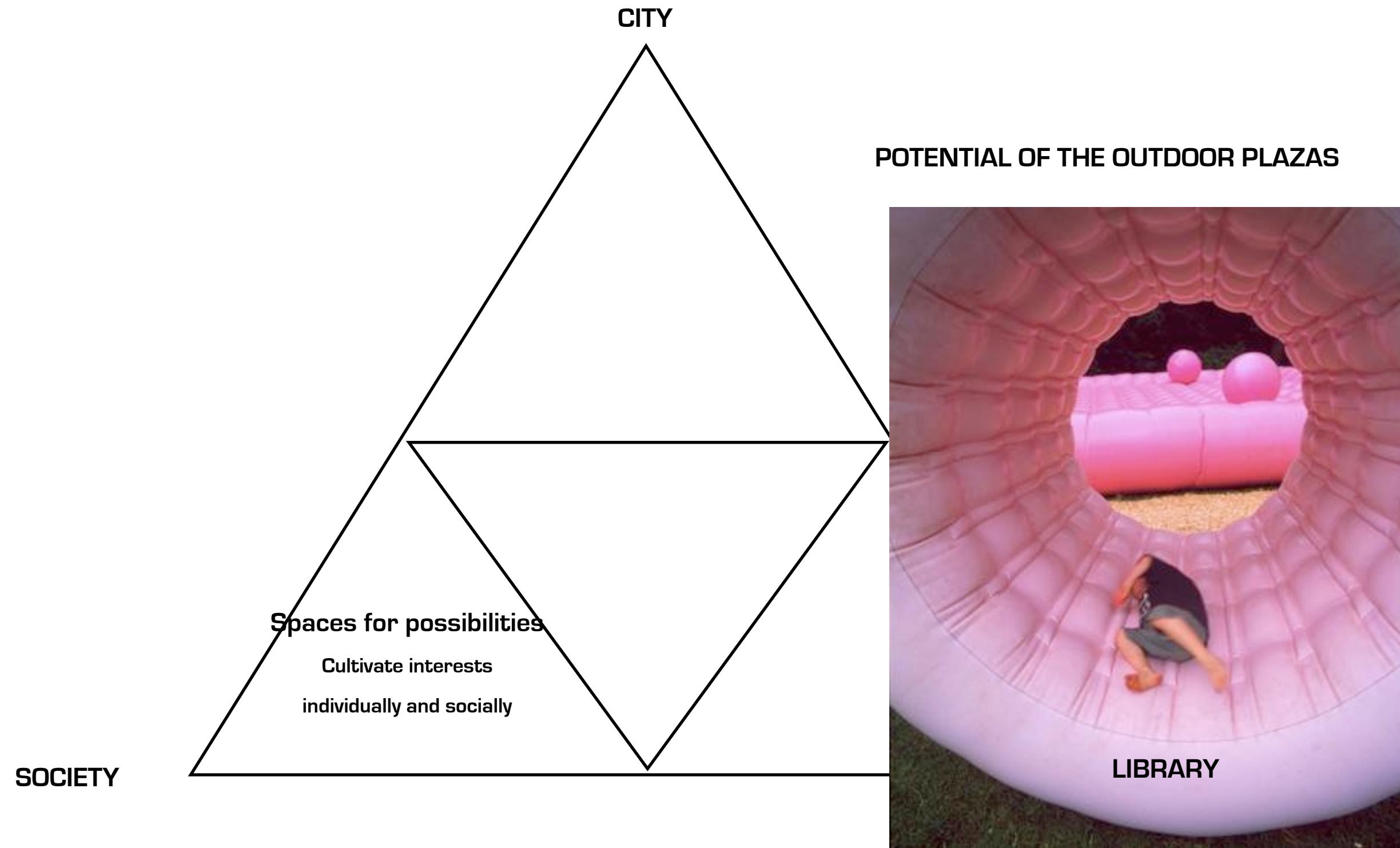
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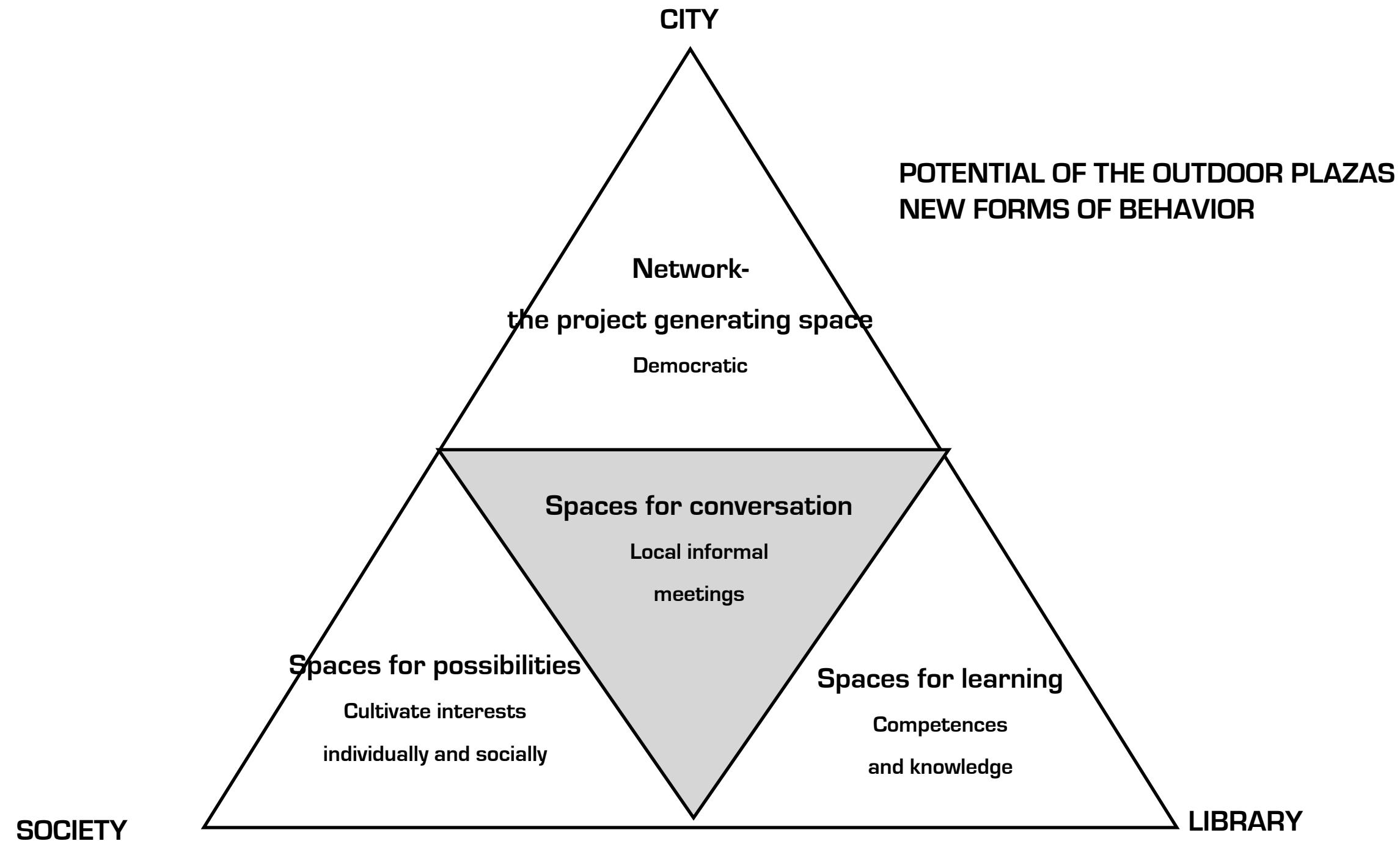
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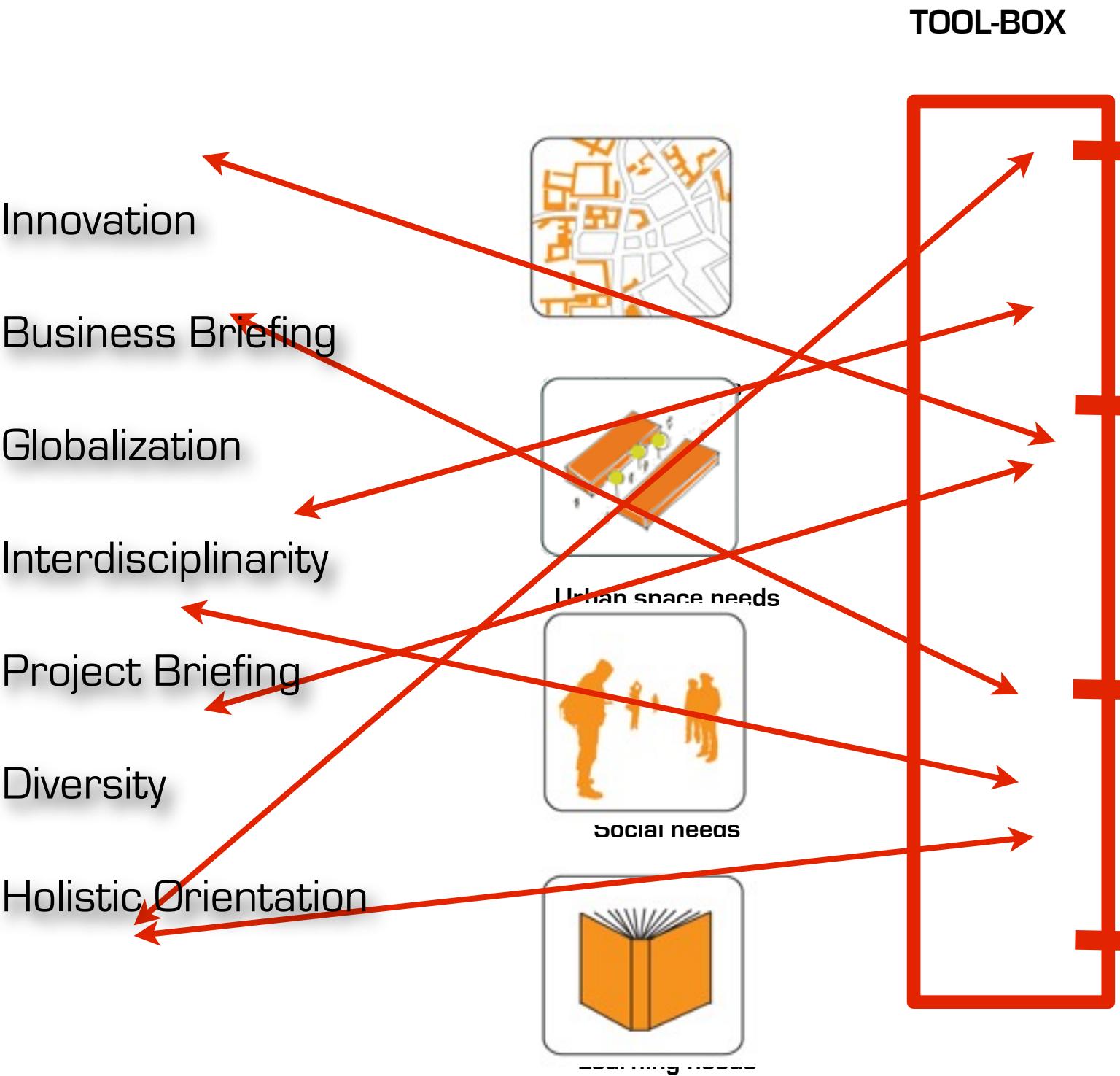


# LIBRARY - RE-THINK!



# LIBRARY - RE-THINK!

University





# HOGESCHOOL INHOLLAND

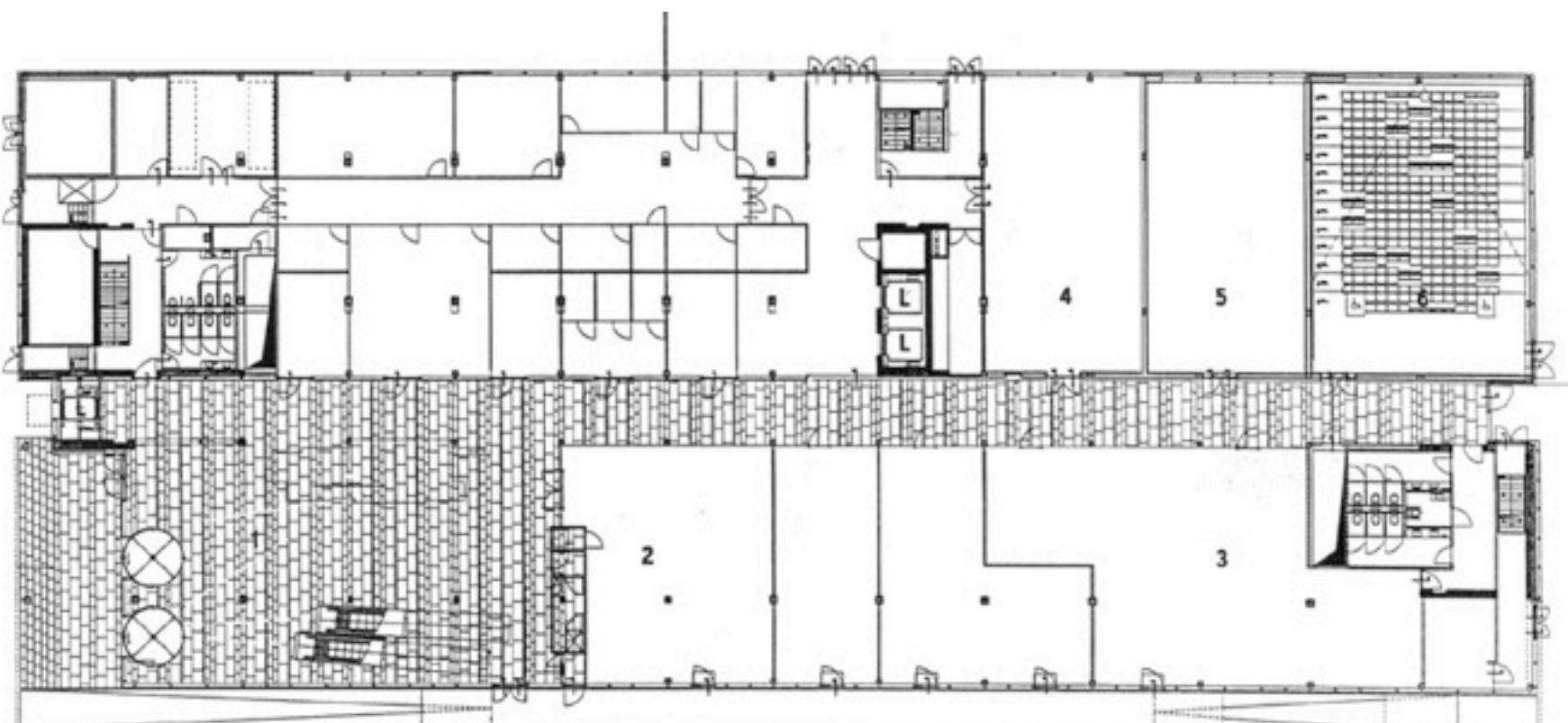
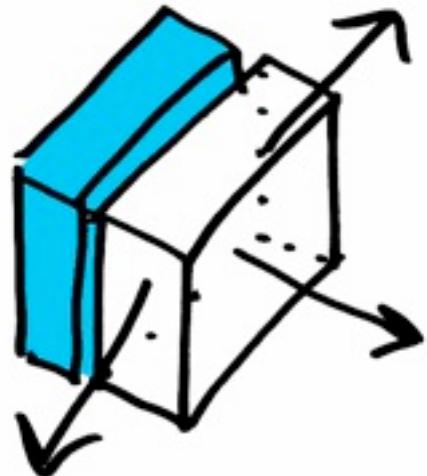
## Rotterdam, Holland

### 2 cases ..



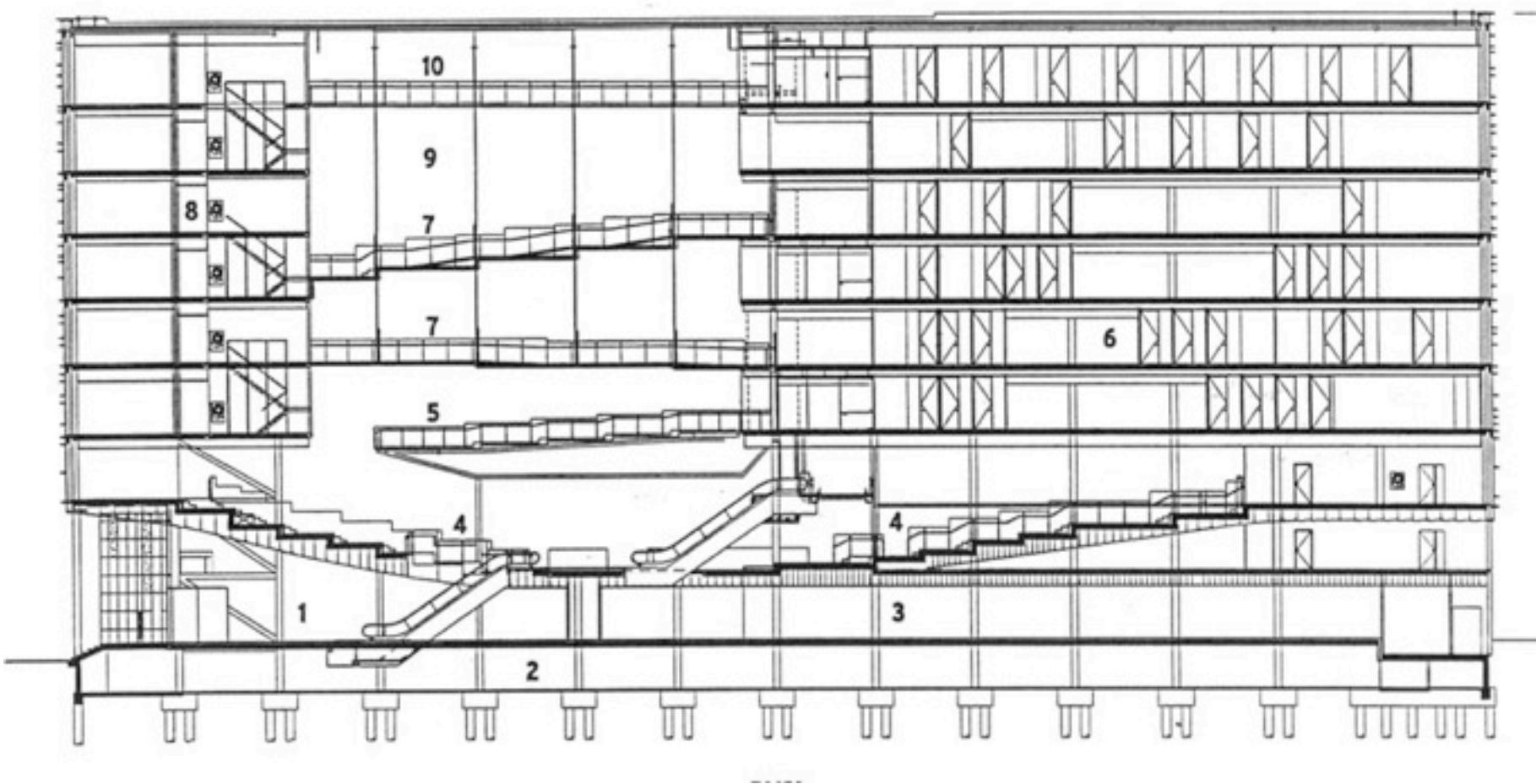
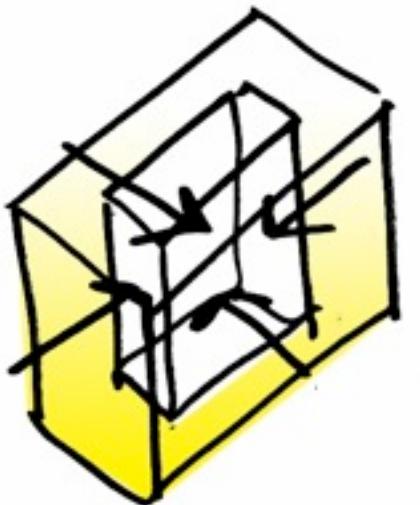
# HOGESCHOOL INHOLLAND - PLAN

NEW WAYS OF WORKING / NEW WAYS OF LEARNING - library within



# HOGESCHOOL INHOLLAND - section

NEW WAYS OF WORKING / NEW WAYS OF LEARNING -





## WHAT IS THE FUTURE KNOWLEDGE ENVIRONMENT



Flexibility



Flexible spaces and / or flexible people?

Flexibility in this context means' adaptability to a diversity of situations "

Flexibility should be seen as choices



**Space for specific situations**

IT - integrated - Computerworkstations  
and the open library

## WHAT IS THE FUTURE KNOWLEDGE ENVIRONMENT



Space for processes and  
sharing knowledge  
informal as formal

# WHAT IS THE FUTURE KNOWLEDGE ENVIRONMENT



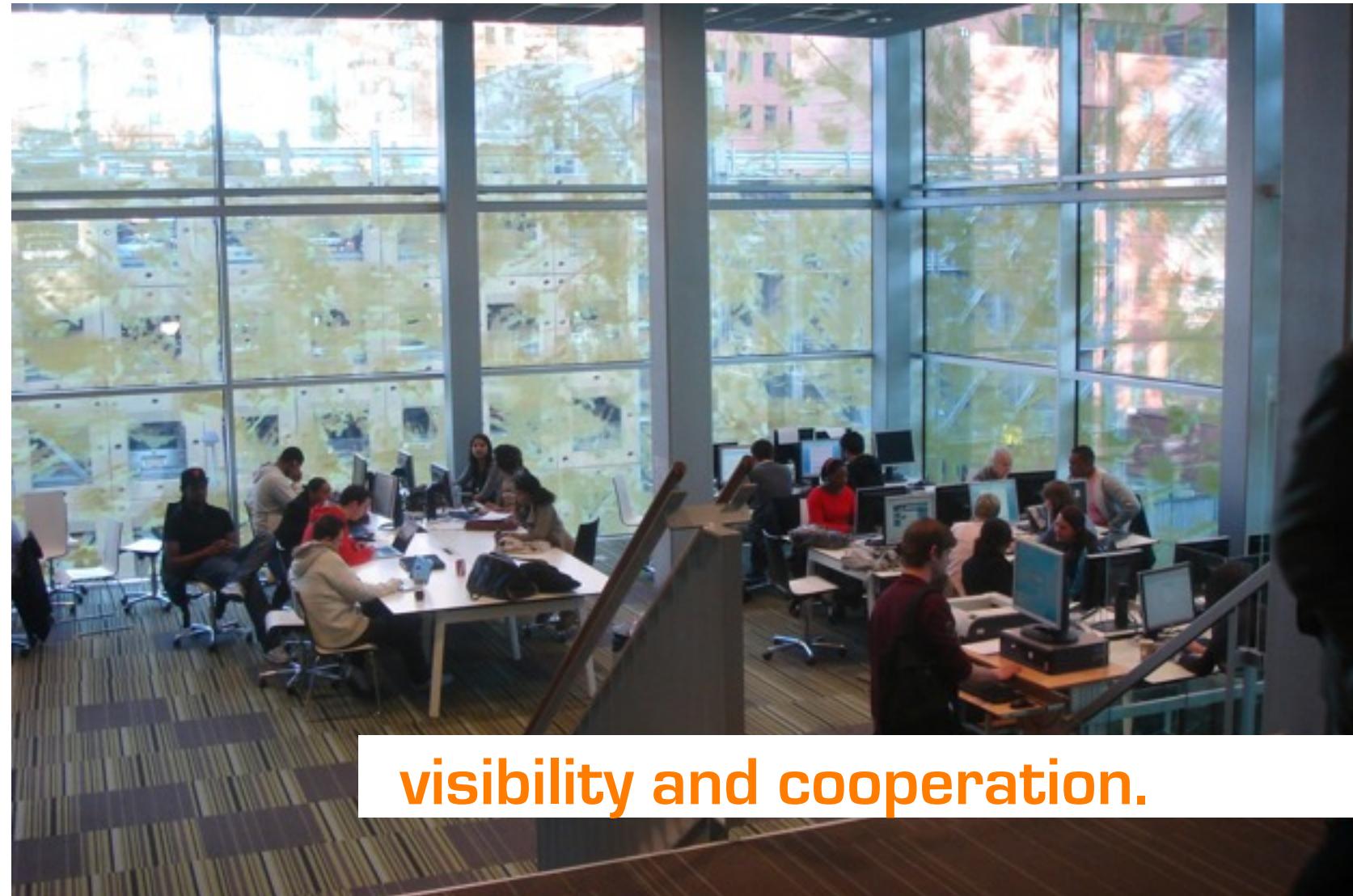
Space for intensiv coop..

# WHAT IS THE FUTURE KNOWLEDGE ENVIRONMENT



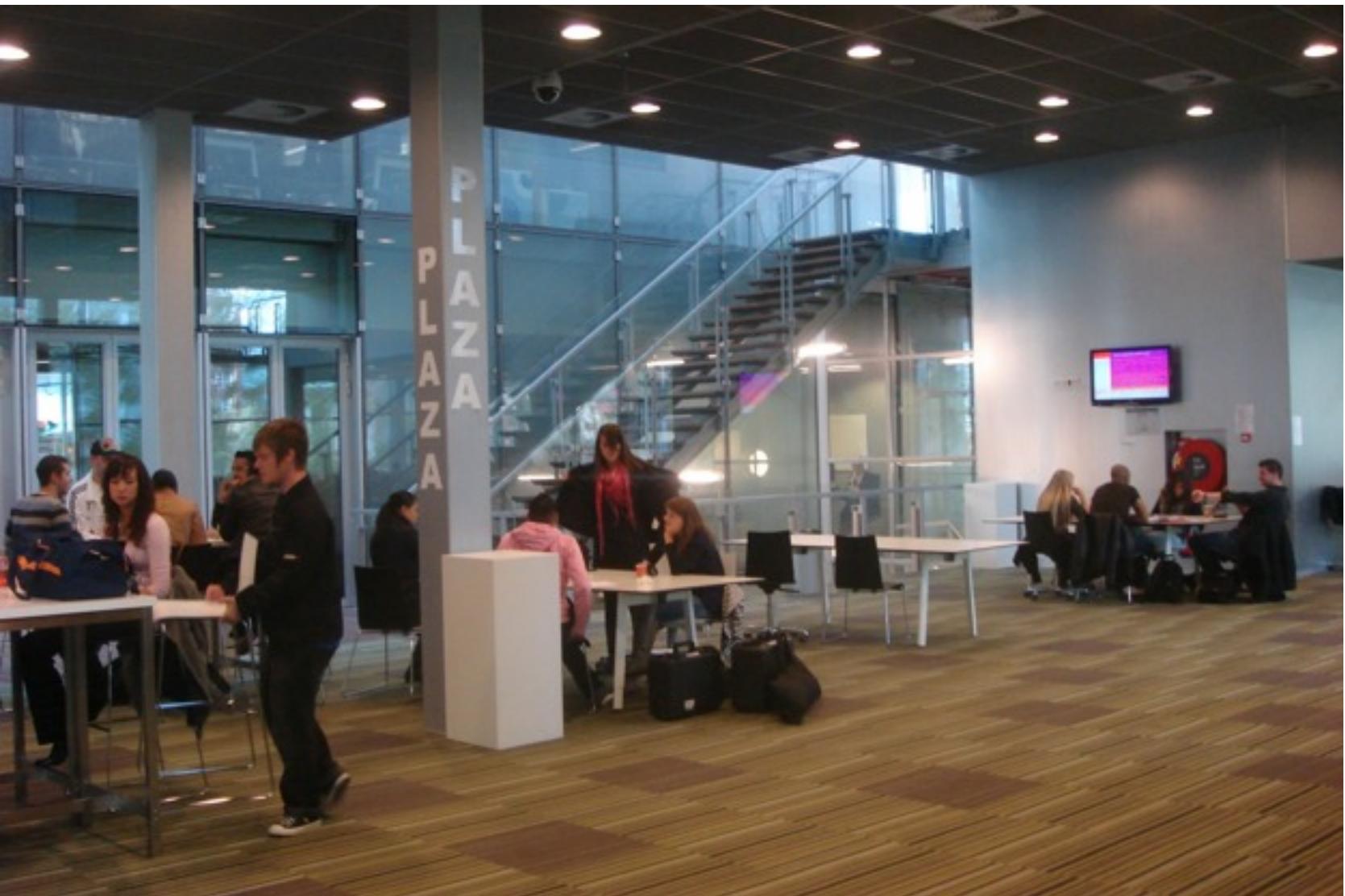
exchange with city

# WHAT IS THE FUTURE KNOWLEDGE ENVIRONMENT



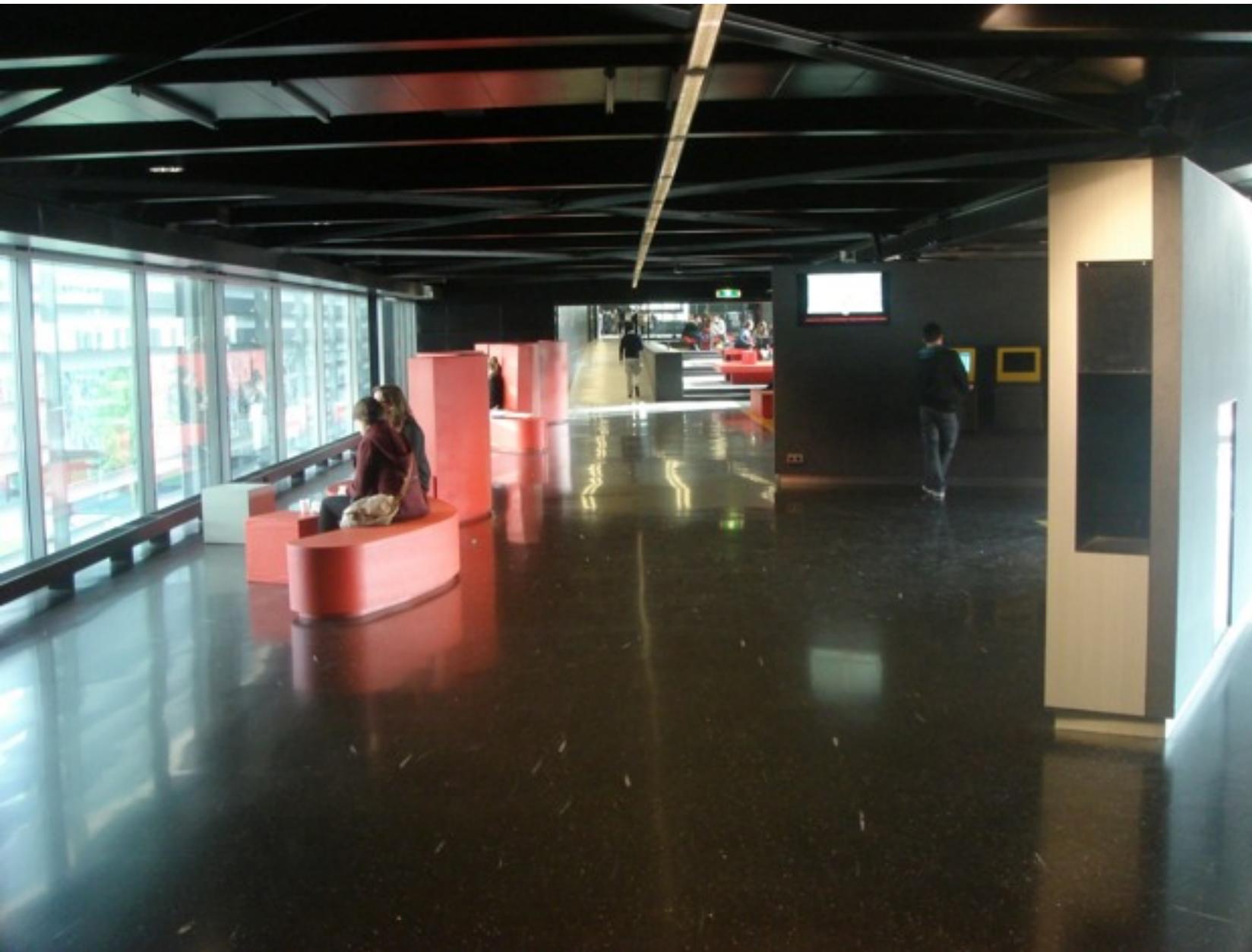
**visibility and cooperation.**

## WHAT IS THE FUTURE KNOWLEDGE ENVIRONMENT



spaces for social meetings....

## WHAT IS THE FUTURE KNOWLEDGE ENVIRONMENT



24 / 7 .....

## WHAT IS THE FUTURE KNOWLEDGE ENVIRONMENT



Library as driving force

OMA - Seattle central library

Oma's ambition is to redefine the library as an institution no longer exclusively dedicated to the book, but rather as an information store where all potent forms of media - new and old - are presented - equally and legibly. The design is about simultaneity of media, curatorship of content, flexibility, circulation, palette and structure ... and diversity...



city areas of knowledge....

## THE FUTURE KNOWLEDGE ENVIRONMENT



city areas of knowledge....

## THE FUTURE KNOWLEDGE ENVIRONMENT



city areas of knowledge....

## THE FUTURE KNOWLEDGE ENVIRONMENT



city areas of knowledge....

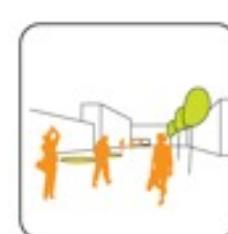
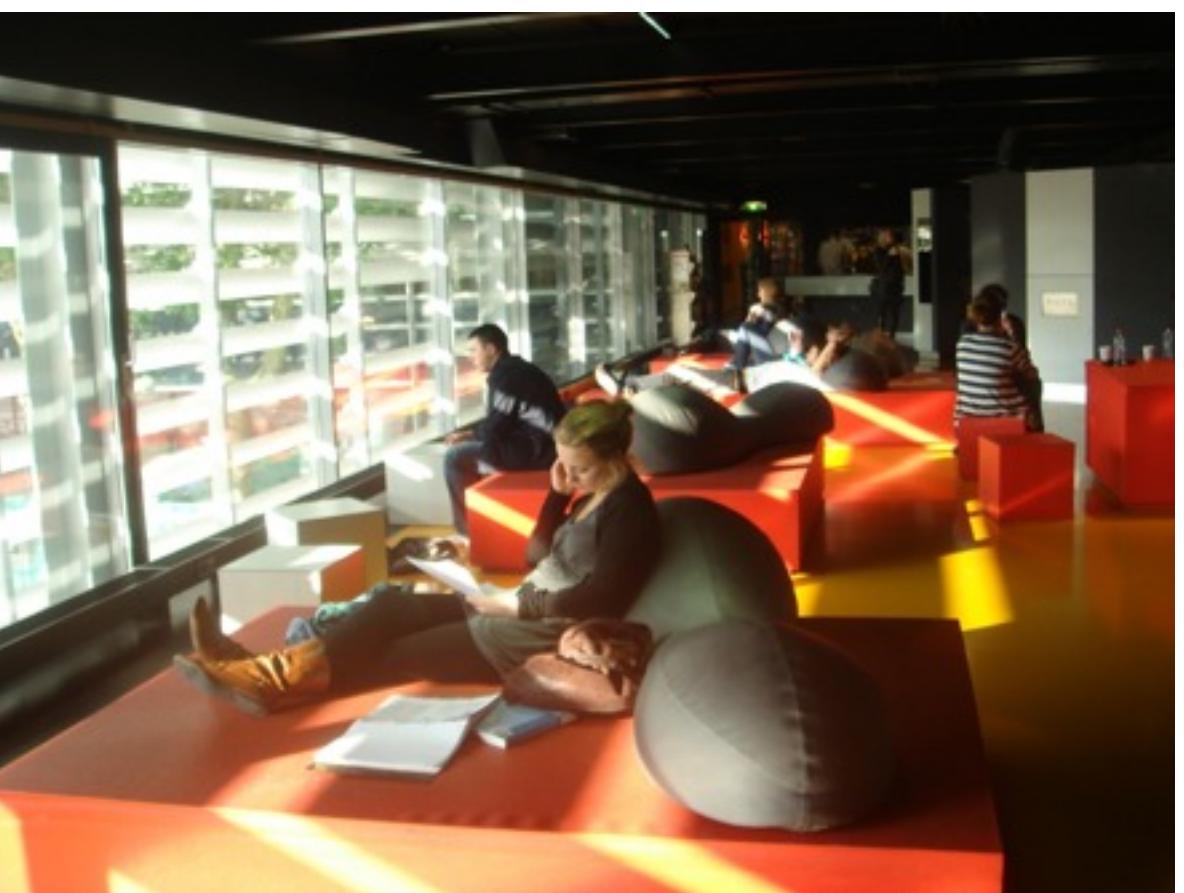
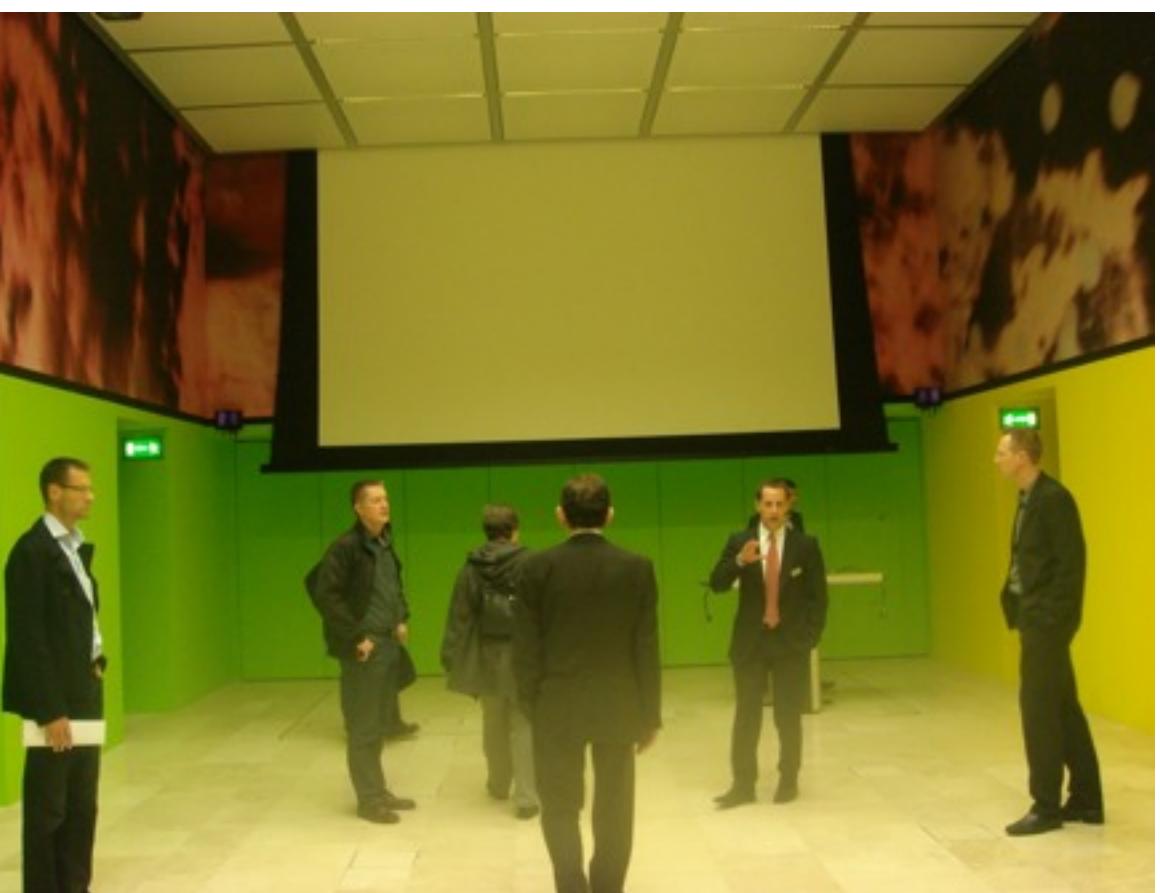
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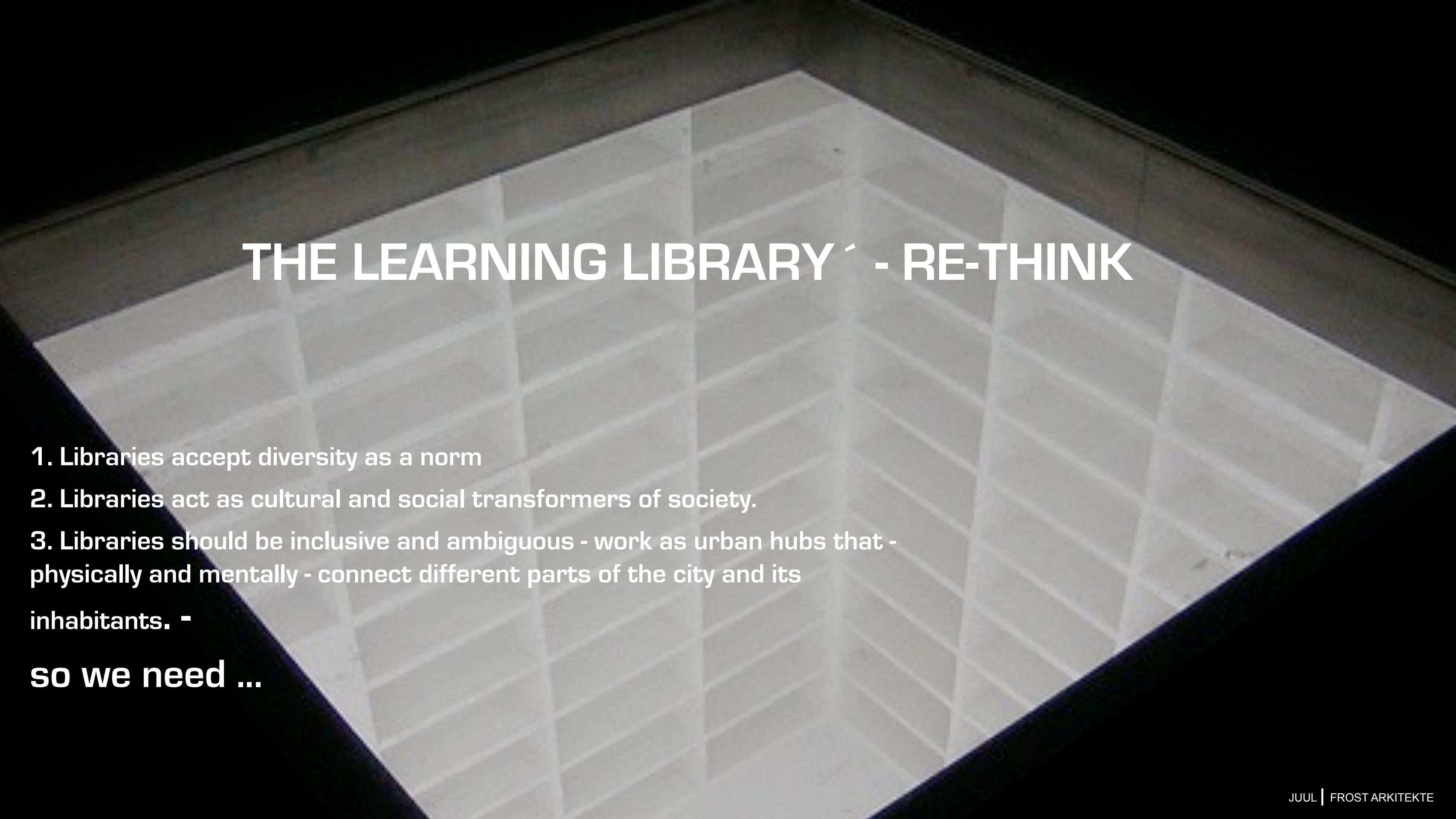


city areas of knowledge....



## THE FUTURE KNOWLEDGE ENVIRONMENT ? a holistic approach





# THE LEARNING LIBRARY` - RE-THINK

1. Libraries accept diversity as a norm
2. Libraries act as cultural and social transformers of society.
3. Libraries should be inclusive and ambiguous - work as urban hubs that - physically and mentally - connect different parts of the city and its inhabitants. -

**so we need ...**



# LIBRARY` - RE-THINK

. 24/ 7

- visibility - inside out - outside in
- exposure of knowledge
- accessibility
- exchange/ society - plug ins - and cooperations
- diversity - cultural behavior
- space for flexibel needs
- support for informal meetings ...



## **Thank you**

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Liber - architecture seminar - Prag 18.april 2012

**Helle Juul, Architect MAA, Ph.d, CEO JUULFROST Architects, Copenhagen- DK**

