



## THE HUB OF RE COLLECTION

CANSUUSTA ECENAZTÜRKÜ ÖZGESÜVARİ



SCHOOL

Flexible Area 

Stimulating 

Student Choices 



 ARCHITECTURE  
SCHOOL

Environment 

Perception 

Movement 

## Manifesto

**1-**Okul toplumsal ve kişisel belleğe katkıyı teşvik edici ortam sağlar.

**2-**Öğrenme kümülatif bir süreçtir. Okul bizden önce üretileni tanıma ve deneyimleme , bizden sonra üretimecek olana örnekler gösterme olanağı sunar.

**3-**Okul öğrenciye seçenekler sunar ve özgür öğrenme biçimlerini içerir.

**4-**Mimarlık, çevreyi tanıma, algılama ve ondan yararlanma ile doğrudan ilişkilidir. Mimarlık eğitimi çevreyle daha aktif bir ilişki kurmanın imkanlarını arar.

**5-**Çevreden bilgi edinme süreci olan algı, çevreyi gözlemledikçe değişir ve güçlenir. Bu nedenle aktif ve amaçlıdır.

**6-**Öğrenim sürecine dahil olan gözlem, hareket ile kuvvetlenir. İnsan çevreye karşı olan uyarıcı etkisini hareket ederek gerçekleştirir. Iain Borden'ın "Skateboard" söyleminde de belirttiği gibi hareket farklı algılama biçimlerini içinde barındırır.

**7-**Okul farklı görme biçimleriyle çevreyi algılayan ve edindiği bilgiyi ürettiğlerine aktarabilen bireyler yetiştirir.

## Manifesto

**1-**The school should provide a stimulating environment for social and personal memory.

The school should be social,personal and encourage the contribution to memory.

**2-** Learning is a cumulative process. The school should give us the opportunity to know and experience which was produced before us, to show examples of what will be produced after us.

**3-** The school should provide options to students and create a free learning environment.

**4-** Architecture is directly related to recognize the environment, perceive and take advantage of it. Architecture education seeks to create a more active relationship with the environment.

**5-**Perception, which is the process of obtaining information from the environment, changes and strengthens as it observes the environment. It is therefore active and purposeful.

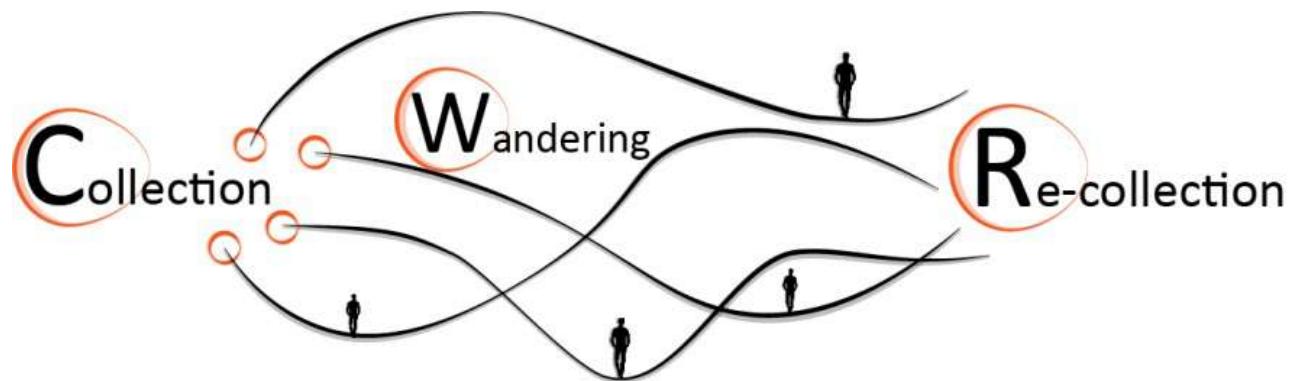
**6-** The observation involved in the learning process is strengthened by the movement. The human acts against the environment by acting stimulating effect. As Iain Borden stated in 'Skateboard' theory "Observation is strengthened by motion."

**7-** The school educates individuals who perceive the environment with different ways of seeing and transfer the knowledge they have acquired to their productions.

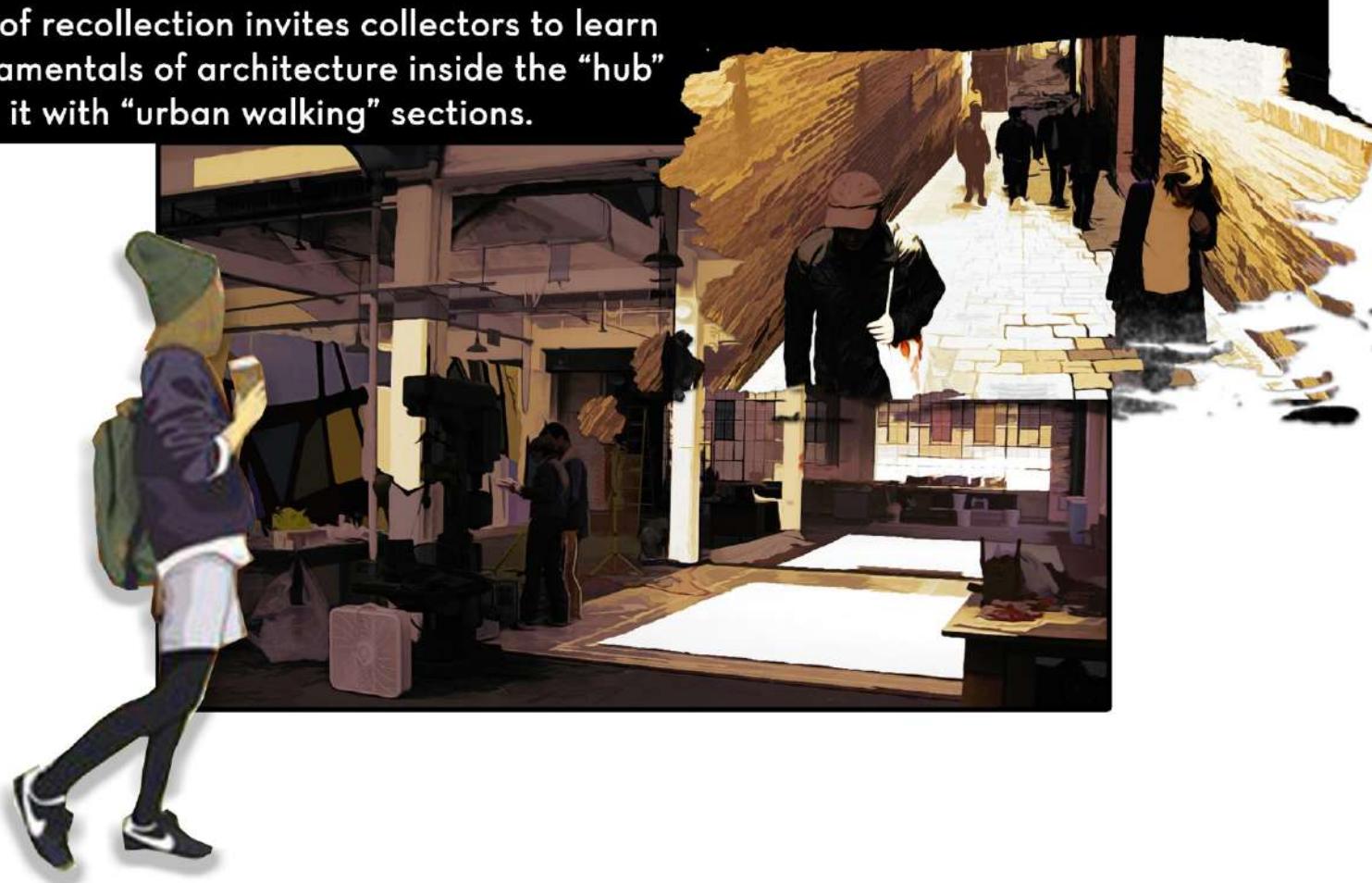


# The Hub of Re-Collection

Hub      Nomadic Studio

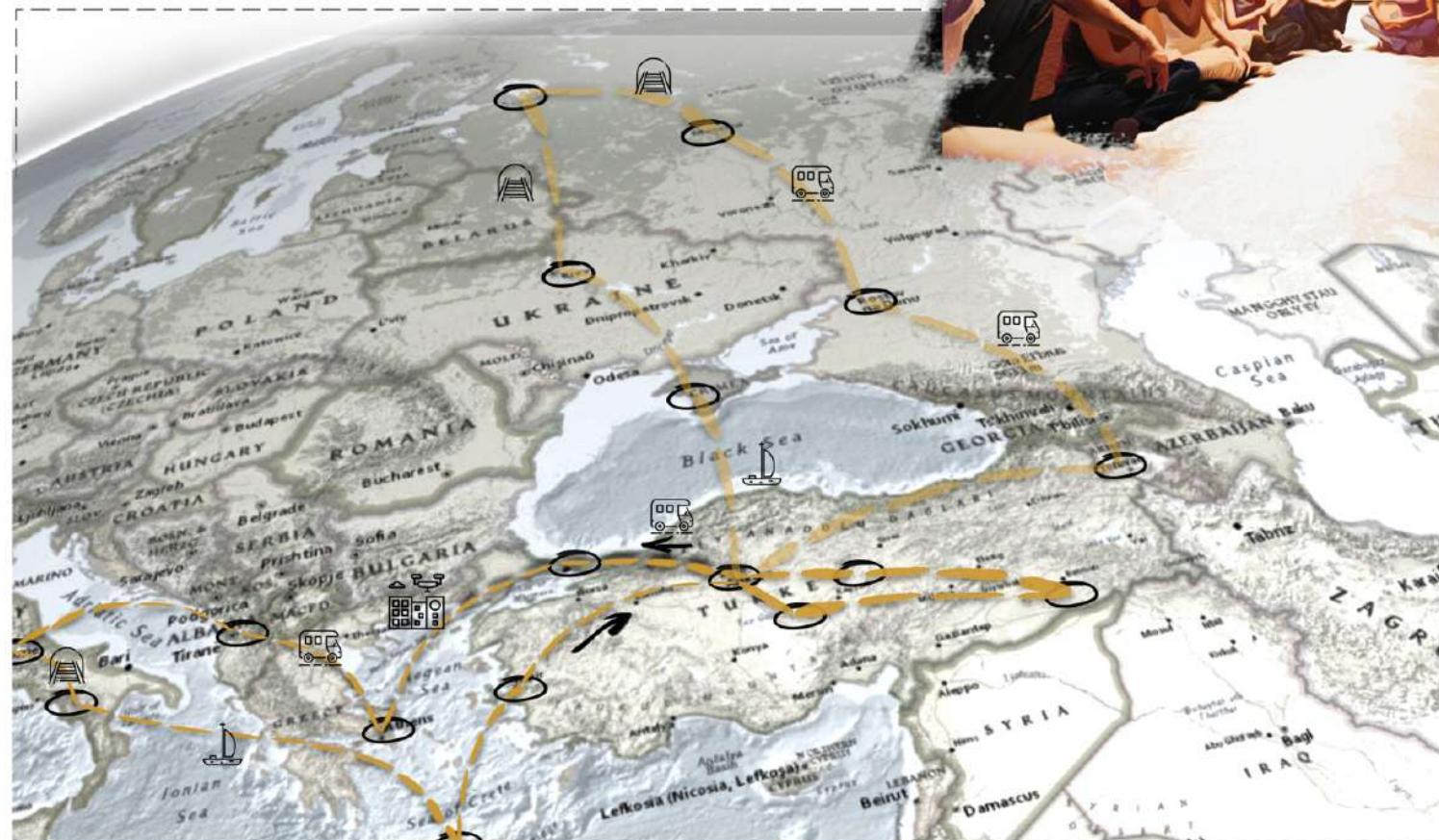


The hub of recollection invites collectors to learn the fundamentals of architecture inside the “hub” maintain it with “urban walking” sections.



After the formal education in the hub, students in groups research topics and routes.

The learning process that starts with the design of the route constantly interacts with its environment.

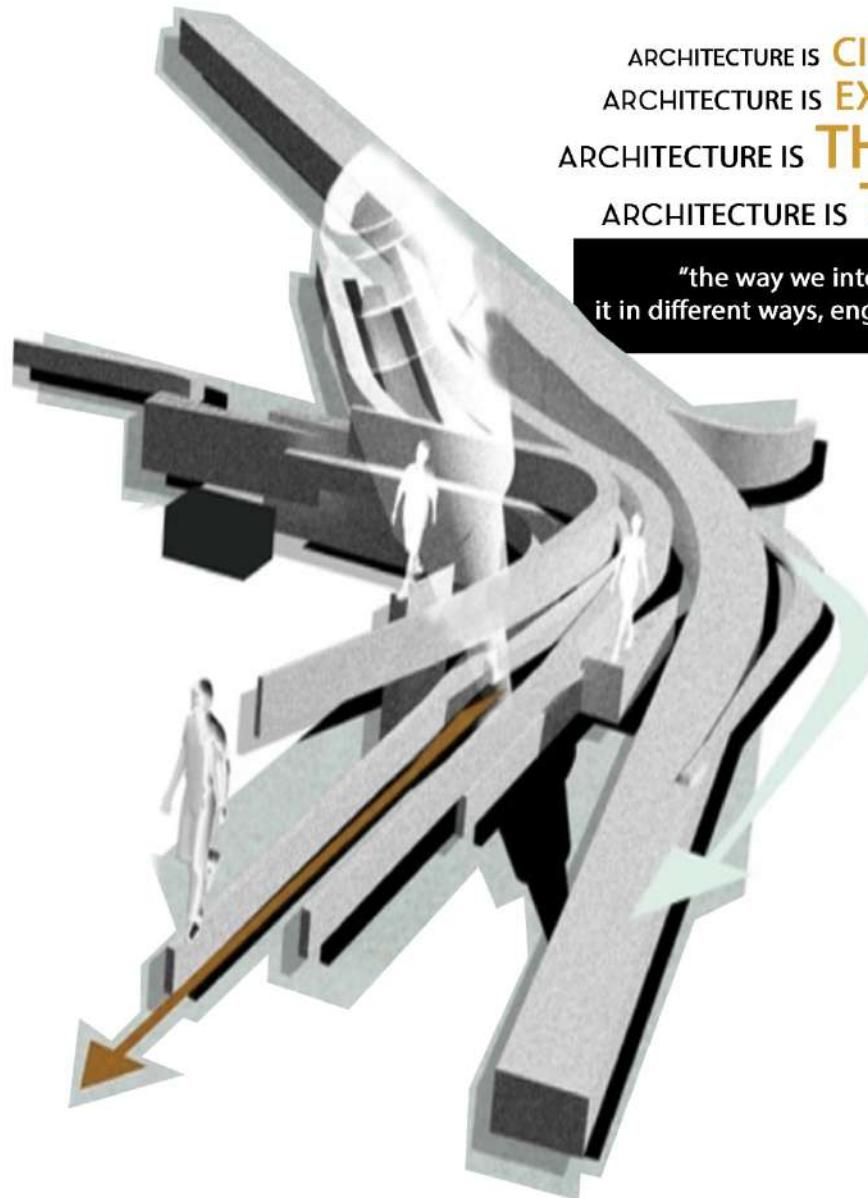




**Nomadic studios become our architectural  
body moves through space. Collector's tool to  
observe the city from different perspectives.**



We perceive different landscape during the journeys. Each time with a different frame, with a different speed and different body.



ARCHITECTURE IS CITIES  
ARCHITECTURE IS EXPERIENCE  
ARCHITECTURE IS THE WALKING BODY  
ARCHITECTURE IS THE MOVING BODY

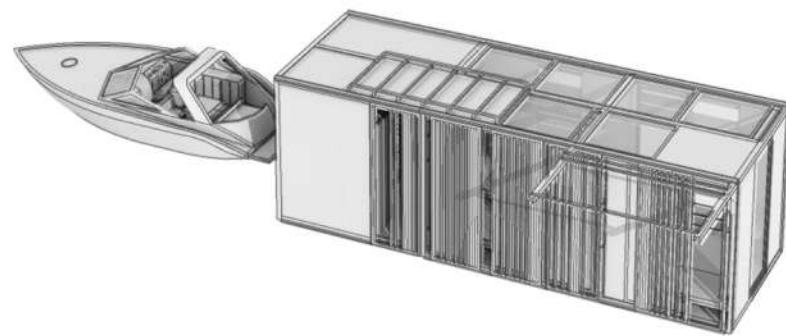
"the way we interact with architecture, move through  
it in different ways, engage with it in different attitudes and actions"

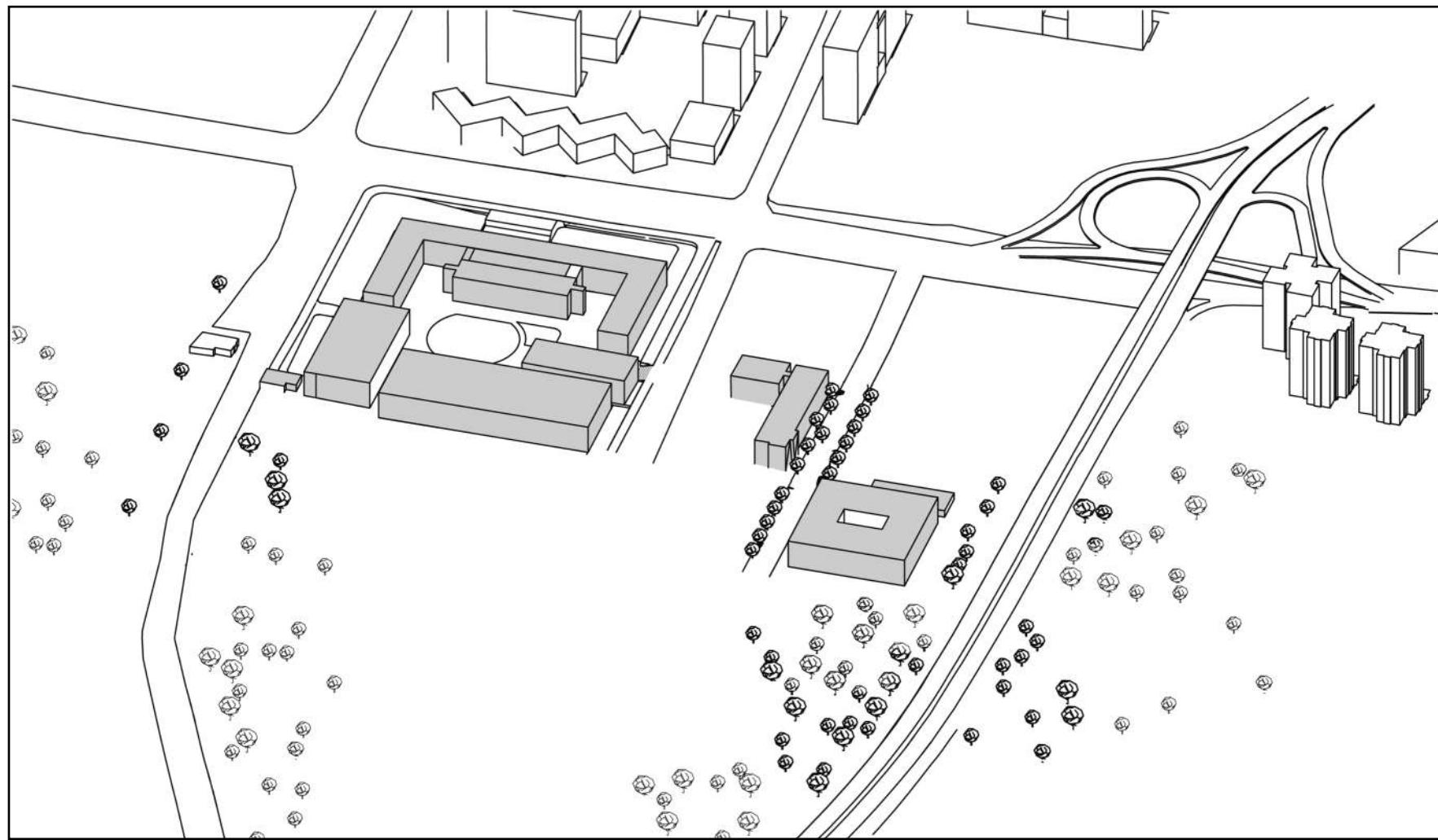


Production is not seen as the production of things but of desires and actions, the purpose of space is for use rather than exchange, place is composed of time and speed, and the city is the interrogator rather than the determinant of the self.

Borden, I. (2001).Skateboarding Space and the City; Architecture and the Body. P.200. Berg, Oxford.

## NOMADIC SCENARIOS

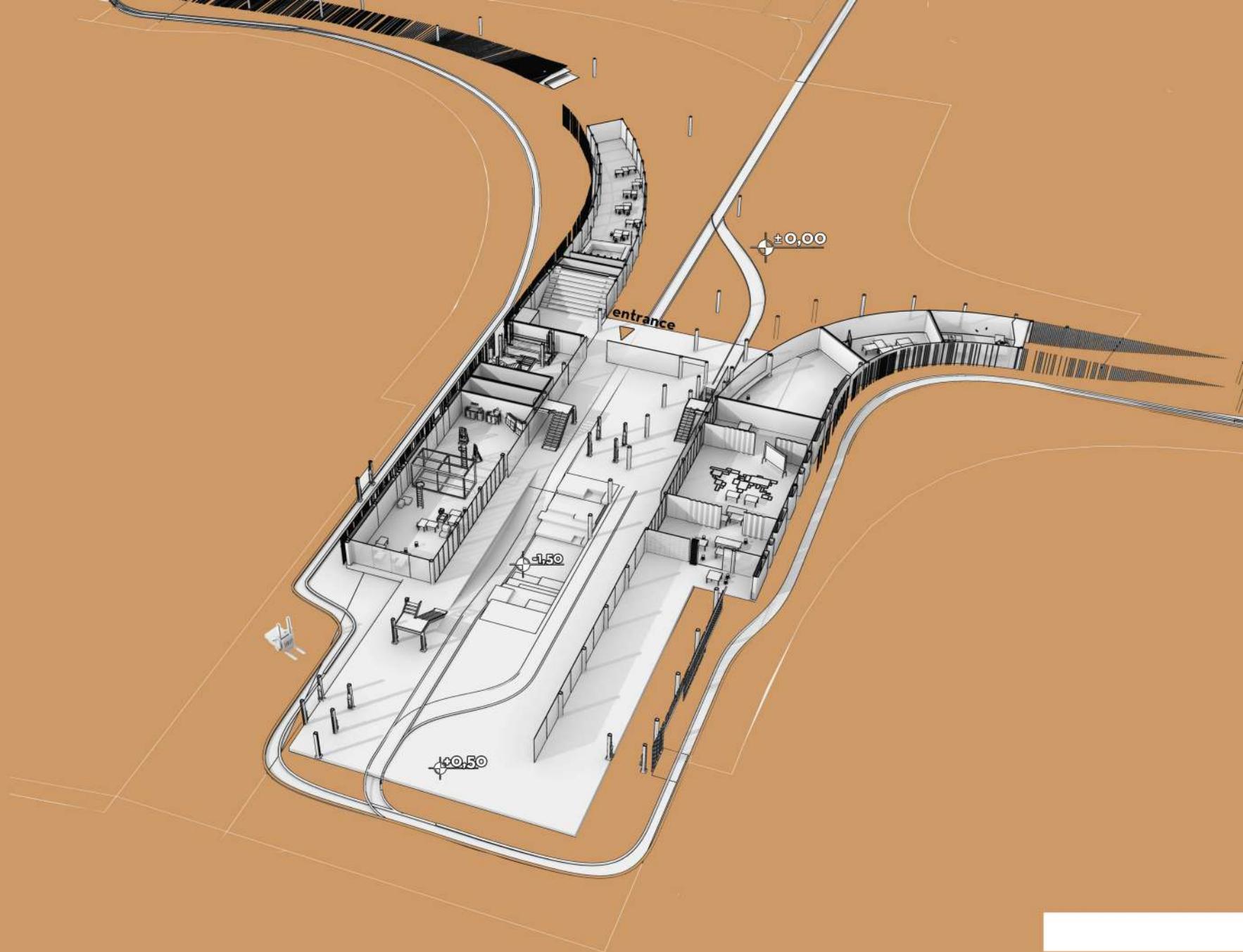




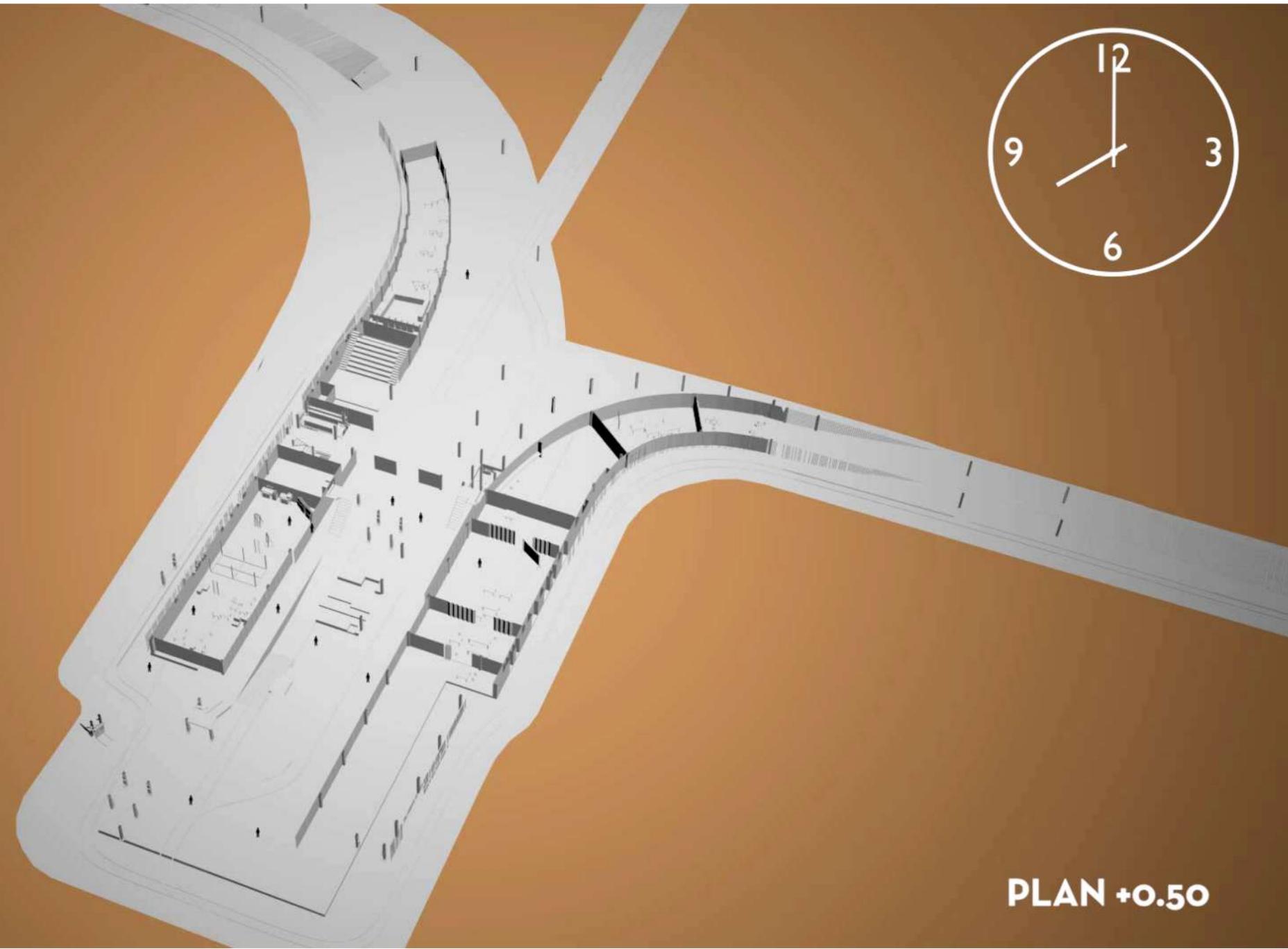




CANSUUSTA-ECENAZTÜRKÜ-ÖZGESÜVARİ | The Hub of Re Collection



+3 00 plan

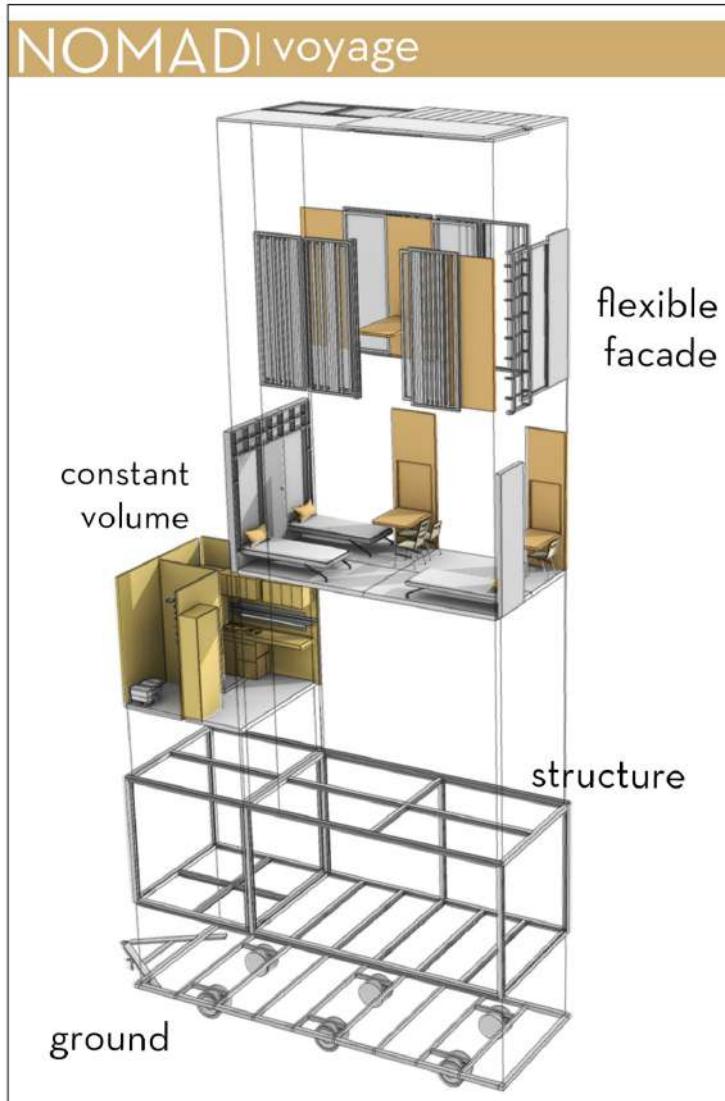




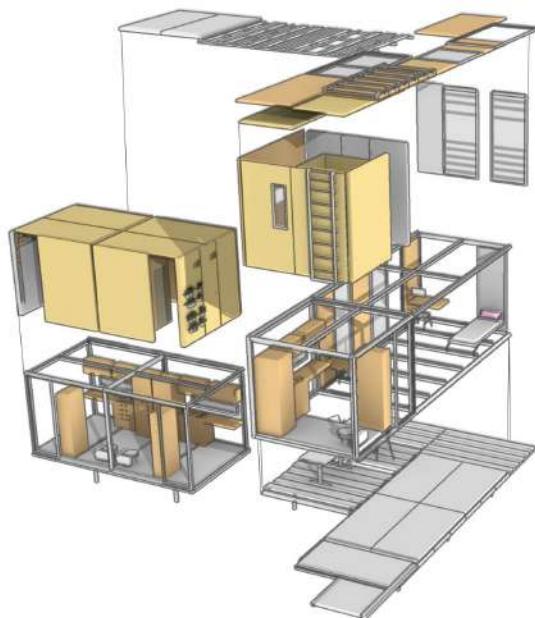








NOMAD | gathering with another



## NOMAD | land on

