

Einhorn: a next generation design studio

Wondering what this stuff is that has been appearing here recently?

Why did that desk just show up overnight?

What's with the #slocumdesk Twitter hash tag?

Why is there an exhibition of photos that appears incomplete?

The School of Architecture is embarking on a ground-up rethinking of the design studio, one that brings together new design technologies, increased flexibility, and new opportunities for experimentation with teaching methods and pedagogies. The project has generously been underwritten by alumnus Steve Einhorn (class of '67), and will be a named studio in his honor.

The first phase of this exploration will be the update of room 224 for the fall of 2013. This phase will combine a modest renovation with a creative refurnishing and an infusion of learning and design technologies as an experimental step in the evolution of the design studio.

We have been given the opportunity to use this space outside the reading room as a place for experimentation and two-way communication between those leading the project and the many stakeholders of the building and the design studio (students, faculty, administrative staff, building management and maintenance staff, IT staff, visiting critics, guests, prospective students, etc.).

In this space, over the course of the next months, objects and information will appear and disappear as the design and planning moves forward. In all cases, things here are for your active commentary and participatory feedback. Online and onpaper opportunities exist for participating in the process; we strongly encourage you to join in the project as your voice is critical to the successful exploration of the future of the design studio.

This is not a desk

The desk which appeared here a few weeks ago, and the ones more recently added are here as **provocations** to, and **inspirations** for conversation: off-the-shelf furnishings that represent other designers' ideas of how we work.

The first one – the one that ignited a number of background conversations wondering what it was and why it was here – was a readily available sample that presents a riff on a more traditional architecture studio workspace; the two new ones present ideas that may shift the way we think about how we work with computers in the studio; and others, with different ideas of work embedded in their designs, will continue to arrive.

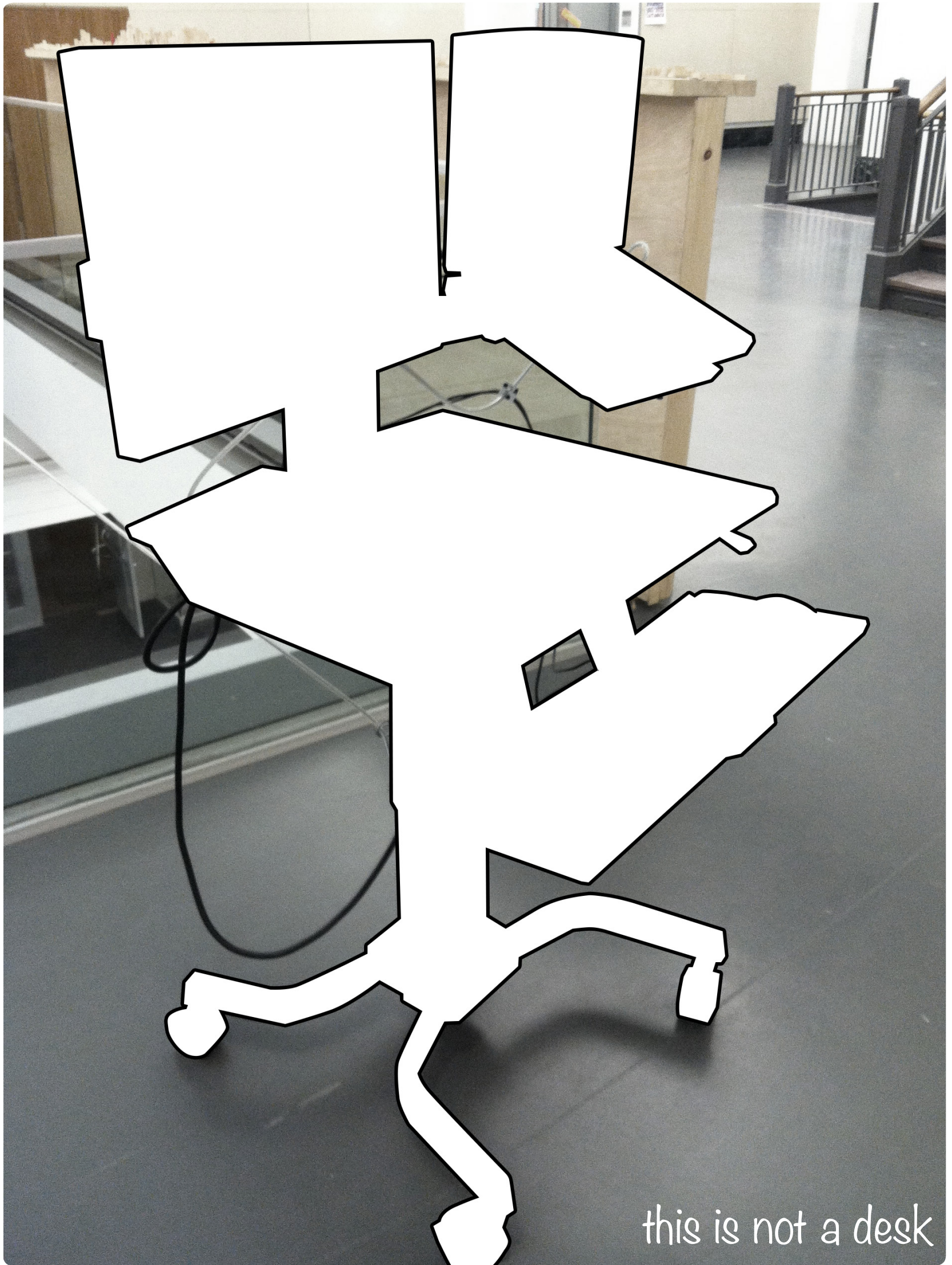
All for your consideration, evaluation and feedback!

We encourage you to see these not as “furnishings,” “desks,” or even “workspaces.” Rather, they are collections of surfaces, affordances, constraints, and characteristics. Aspects of each of these are intriguing and rich with potential; other aspects are concerning and limiting.

One of the most important values we are bringing to the studio is that of maintaining flexibility in studio arrangements, teaching styles, and modes of working. Rather than think in terms of specific activities or 'programs,' we are thinking in terms of scales of learning activities that the studio renovation and its outfitting will need to support.

| | | |
|-----------------------|---|-----------------------|
| individual | — | group |
| formal | — | informal |
| shared | — | personal |
| computing-free | — | computer-driven |
| lots of space needed | — | little space needed |
| disciplinary | — | transdisciplinary |
| peer to peer | — | instructor to student |
| push (teacher-driven) | — | pull (student-driven) |
| local | — | distance |

No furnishings will be perfect. But by offering samples as collections of parts rather than wholes, we hope that you will contribute to the ongoing discussions about the kinds of surfaces, formalities of learning, attitudes toward storage, values of shared space, and other important criteria that we as a school should move toward for our future learning environments.



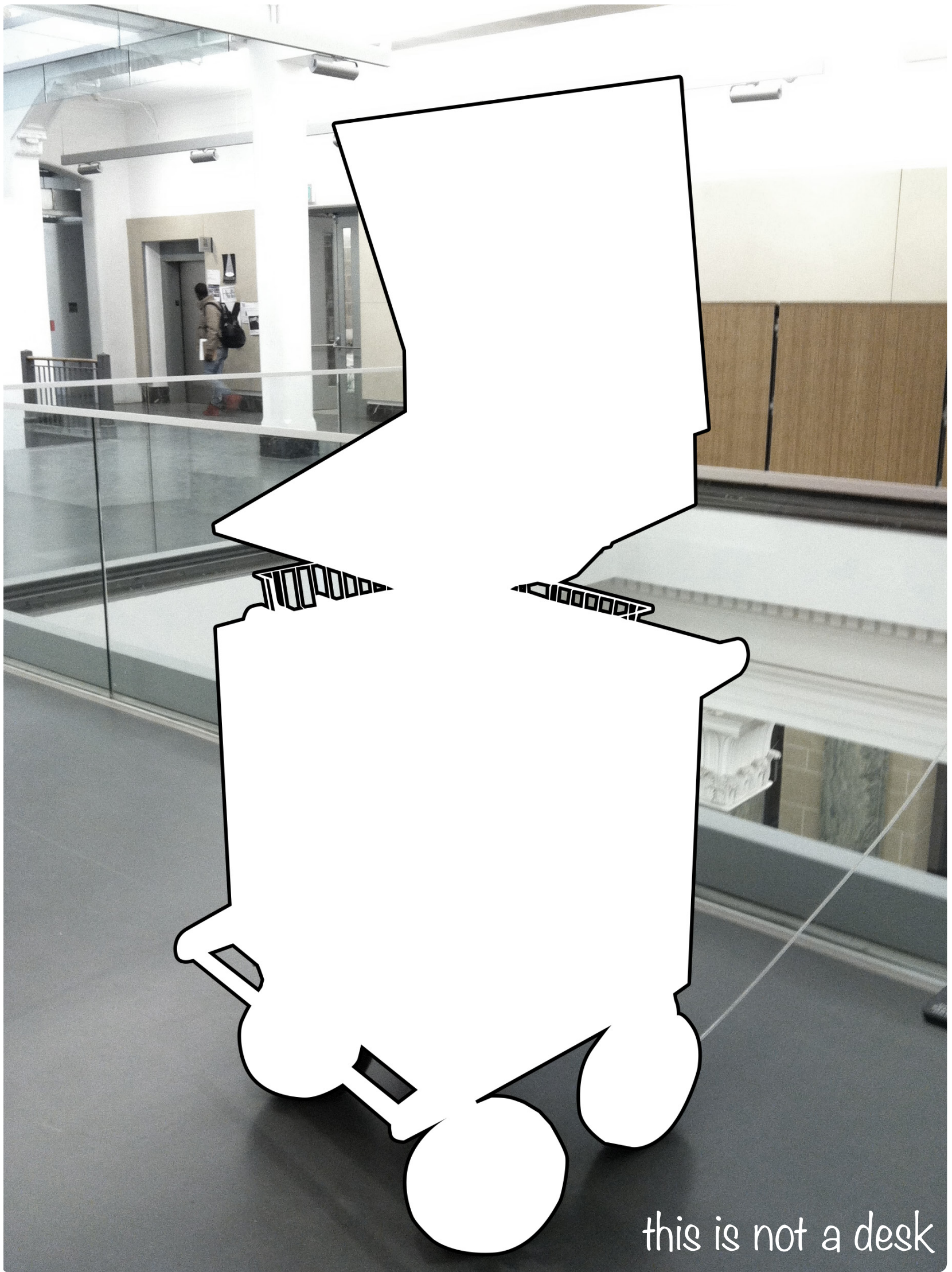
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this is not a desk



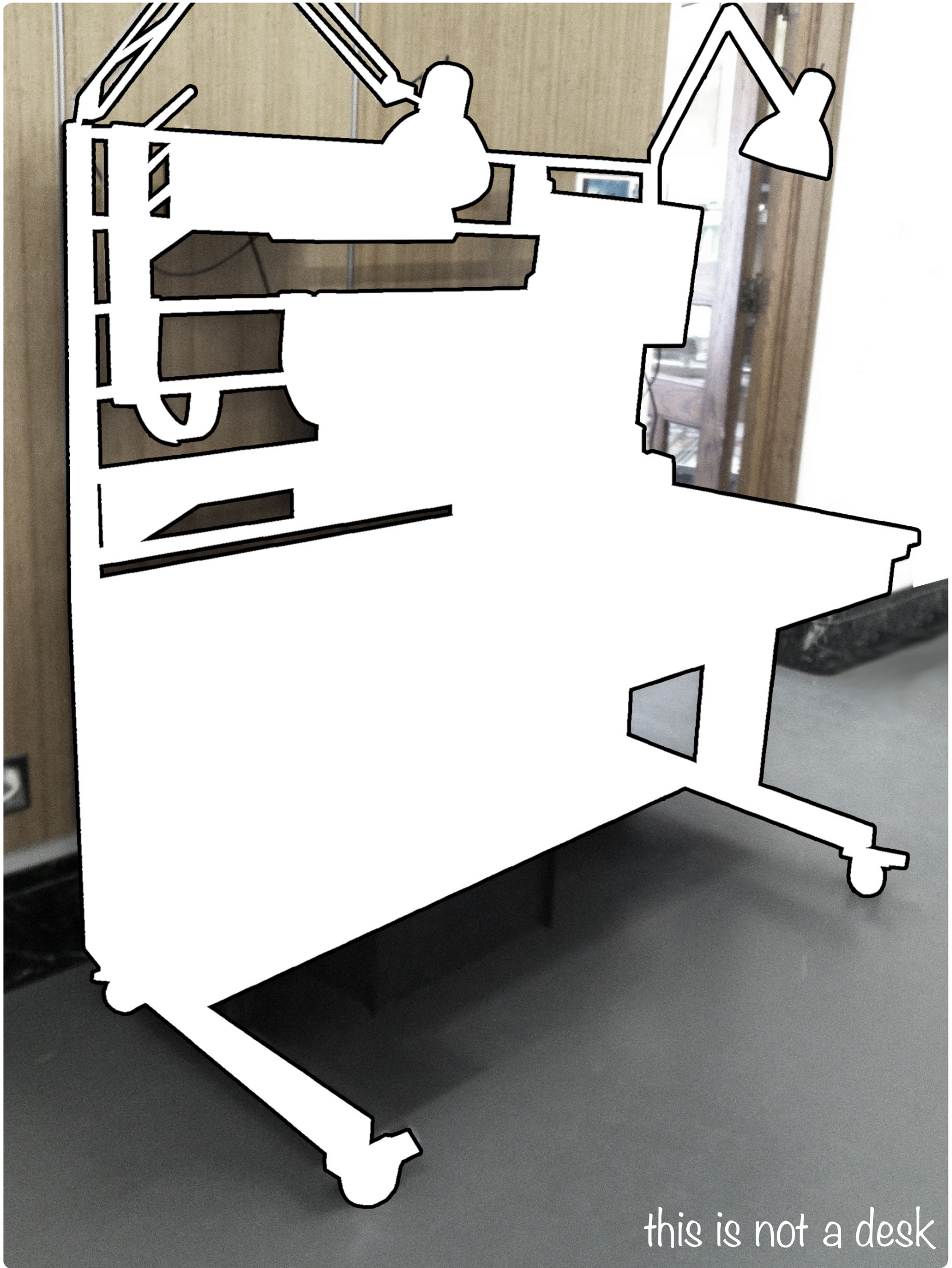
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What is studio?



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What unexpected things
have you seen in studio?



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Where do you learn the most?



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