Flows Study

NEVIS ISAJ
POLIS University
JUNYUAN CHEN
Royal Academy of Art, The Hague

Flows Study focuses on the systemic understanding of the working of flows in our environment and aims at giving a positive contribution to design through them. Positive in relation to its users' needs, its clients' interests, in their environmental impact, and ultimately in the quality of the resulting design.

Systemic design is a central part of this workshop and it is achieved through field research and systems analysis, which then eventually inform subsequent spatial designs. The two university buildings are used as the simulated context in which students conduct their field research and they comprise the physical architectural basis of the flows' investigation.

Through several iterations of diagrammatic mapping of the processes, systems, and subsystemts within the university buildings, students follow the transformational path and the gradual change and waste production of several flows that enter this simulated context.

Objectives

The workshop objective is to teach architecture students systemic design focused on sustainability. Added value: It exposes students to sustainable architectural practices and encourages interdisciplinary collaboration.

Methodology

The teaching programme will consist of a 4-day workshop titled "Flows Study." The workshop will introduce students to systemic design in architecture, focusing on sustainability and resource flows (e.g., food, water, energy, and building materials). Students will engage in field research, group analysis, and presentations. Each group will focus on a different aspect of sustainability, mapping and analyzing real-world systems to create proposals for improving sustainability in architecture.

Conclusion

The study included the development of critical thinking, systems analysis, and sustainable design skills among students. Participants gained hands-on experience in systemic design, which enhanced their ability to apply sustainability principles to real-world challenges. For the teaching staff, the mobility provided an opportunity for professional development through the exchange of innovative teaching practices and interdisciplinary collaboration. This experience contributed to the creation of a robust international academic network, strengthened cooperation between institutions, and promoted the integration of sustainable practices into architecture curricula.





Workshop Process Image