

BME CAMPUS

as a contemporary learning space

INTERDISCIPLINARY PROJECT BASED DESIGN
2025/2026 2.



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COURSE DATA, CONTACTS

COURSE NAME

Interdisciplinary, Project based Design F (BMEEPTCEP01)

TUTORS

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SCHEDULE, MAIN DATES

classes: Tuesdays, 08:15-16:00 and Thursdays, 08:15-16:00

SITE

HISTORY

The campus of BME started to take shape from the end of 1800s, on a landfill area taken from the riverbasin of the Danube. The main building (K) is the work of Lajos Hauszmann; other buildings are the work of Samu Petz and others. The campus has a strong historical character and has incorporated quite a few changes over the the past decades, however, it has been difficult to keep up with the changinf needs of technical higher education among such historic and difficult-to-change edifices. Some of them, like the HÓ building have mostly lost their functions, or have become houses for outdated technologies; other later additions, like the Stoczek canteen represent a weak architectural character and are equally difficult to modernise..

UTILISATION CONCEPT

As education tools and methods change, the enviromnt should change with them, too. University campuses should reflect both their history and a way into the future. BME campus has long overdue debt in this regard; one of the most lacking funcktions are good quality student housing, co-working and project spaces and more services in the campus area.







TOPIC

THE FUTURE OF EDUCATION SPACES

The aim of this project is to investigate contemporary learning landscapes in the context of higher education. Traditional methods have been challenged by multiple technological breakthroughs in the past decades, with the spread of AI tools knowledge-based vocations are on the brink of transformation. What does a university, a hub of knowledge and innovation mean in the age of unlimited access of information? How do our academic spaces contribute to the learning process? What does an academic community need in the 21st century? Should we open the gates of universities figuratively and literally even larger to the general public, or should we strengthen academic privilege?

In the semester we will investigate possible interventions in the BME campus. In a historic context, intervention of a large scale is not easy. From a sustainability perspective and financial considerations too, wasteful construction should be avoided. Thus the project challenges the teams to design two phases of the intervention: a temporary use phase that helps defining user needs and a permanent intervention, which adds the next layer to the history of the campus.



Co-working space of the Leonardo campus of Politecnico di Milano.

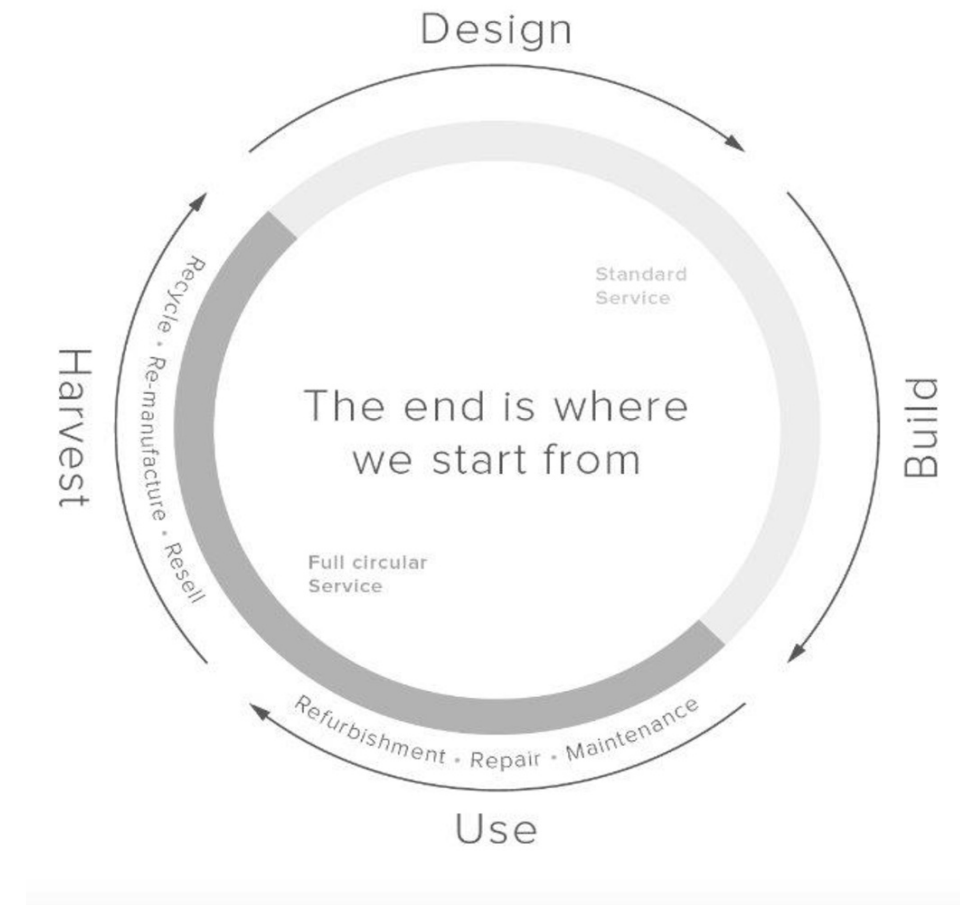
GOALS & METHODOLOGY

GOALS OF THE SEMESTER

Besides creating Your version of the ideal higher education landscape, we keep sustainability issues in mind as well. As a higher education institution, it is also our duty to lead by example in sustainability initiatives. Europe's rich housing stock puts us in the unique position to achieve carbon neutrality with sophisticated, sufficient measures, the application of which depend on the precise evaluation of user needs and the iteration of design decisions based on available materials. The project thus challenges teams to set up their own sustainability narratives, venture into urban mining with the reuse of the building elements of the Stoczek canteen, and to explore the possibility of a temporary utilization phase for information gathering before deciding on the final, capital-intensive intervention.

METHODOLOGY

Students will work in groups of 4-5 from different academic years. The first two classes of the semester will be site visits and workshops to discover user needs and possible intervention guidelines; from week 2 to week 6 groups will consult with teachers from the Dept. of Explorative Architecture (design) and Dept. of Building Technologies and Management (technical considerations). There will be 1 mid-project presentation where the concept of the projects have to be accepted by both departments.



Urban mining diagram

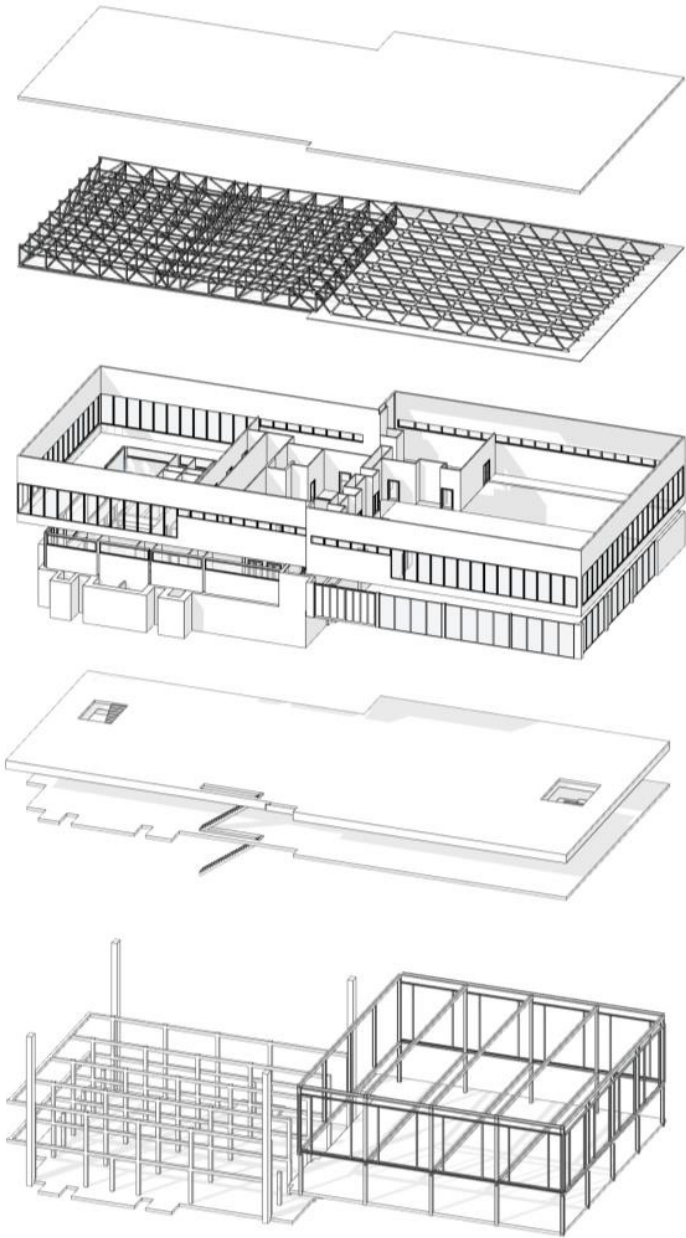
PROGRAM

The program is to create a student centre in either or both of the designated sites, as part of the upcoming campus regeneration program.

Teams should choose at least two of the following functions to develop in their proposal:

- 1. CONTEMPORARY STUDENT HOUSING**
- 2. CO-WORKING AND PROJECT SPACE**
- 3. CANTEEN AND CAFÉ**

The interventions should sum up to cca. 2000-2500 m² of useful space. It is up to the team's concept to define the utilization of the elements of the Stoczek canteen, which is up for disassembly.



SUBMISSION REQUIREMENTS

MID-PROJECT PRESENTATION

1. Functional diagram and analysis
Areal analysis on areal map 1:2000
2. Architectural (&landscape) intervention on 1:200 scale drawings
-architectural plan (all floorplans, 2 sections, 4 facades) of the temporary and the permanent intervention
-areal plan indicating the main entrance(s), service entrance(s), concept for green and paved areas, the building's connection to the campus environment, 1:500 scale
3. Sustainability narrative
-proposed technical solutions
-vision for the lifecycle of the structure
4. Short introduction of 4 references (2 architectural, 2 structural)
5. Conceptual 3D images
(2 pieces, one of the main interventions, one an aerial showing the context of the surrounding buildings)!



Exhibitions of previous projects

LITERATURE

FINAL PRESENTATION

1. Concept development, concept explanation
2. Areal analysis on a map of 1:2000
3. Areal plan with landscaping interventions, 1:500
4. Architectural intervention on 1:100 scale drawings:
-architectural plan (floorplans, at least 2 sections, 4 facades)
5. Sustainability concept
the elaboration of at least two techniques of the following list:
 - bio-based material use
 - on-site reuse of disassembled materials
 - recycling of demolished materials as new structures on site
 - layered/spatially distributed and sectioned thermal insulation concept
 - passive heating / cooling solutions
6. Conceptual 3D images
(at least 2 pieces, one of the main intervention, one an aerial showing the context of the surrounding buildings)



MARKO, P. & LISA, R., 2022. *Meanwhile city: How temporary interventions create welcoming places with strong identity*. Bratislava: Milk.

TERBE, R., NAGY, I., FÁBIÁN, G., 2022. *NXT GEN: A tanulás rendszerei, terei és műhelyei. Ipartanszéki füzetek No. 12*. Budapest: Exploratív Építészeti Tanszék

Pulkkinen, J., and M. Lähdesmäki. 2021. "Environmental Learning in Everyday Life: Foundations of Meaning and a Context for Change." *Environmental Education Research* 27 (11): 1604–20.

Gifford, R. 2016. "Environmental Behavior Research and the Design of Learning Spaces: Where We Are and Where We Need to Go." *Academia.edu*.

The Why Factor(y). 2010. *The Why Factor(y)*. Rotterdam: nai010 Publishers.

