TRANSFORMED PEDAGOGY
Learning spaces
rocinha, rio de janeiro

URBAN DIALOGUE
Urban art center
minneapolis

VISUAL STUDIES
painting, photography
chiang mai, cairo

RECONCILING PLACE
harbor plaza/museum center
copenhagen

PUBLIC SANCTUARY
public space
minneapolis
The neighborhoods in the steepest parts of Rocinha have minimal access to schools. Sadly, it is more economical for young people in Rocinha to pursue the drug cartel than education.

Only four schools facilitate education in Rocinha, three of which are located within the city limits. None are of senior high level. The neighborhoods in the steepest parts of Rocinha have minimal access to schools.

Through flexible space and minimal program, a system of learning spaces seeks to empower the community of Rocinha, the largest favela in Rio de Janeiro, by facilitating and strengthening existing local initiatives in self-sustaining centers for learning and dialogue. (Sources for research listed on final page)
NEW LEARNING SYSTEM

Responding to the inadequacies of Rocinha’s educational system, a series of four resource facilities - complementing project partner’s vocational training facilities - approach a community-engaged educational system in their provision of flexible, minimally programmed public spaces for the exploration of the liberal arts. Through four media - internet, literature, performance, and film - the learning spaces engage community members and organizations in providing access to these otherwise unavailable resources.

“...of, by, and for people engaged in the struggle for liberation.”

- Augusto Boal

1 FACILITATE LEARNING

Four different media programs facilitate the exploration of liberal arts.

2 PROVIDE ACCESS

A walking path connects the four facilities with intermediate resting areas. Cable cars (proposed by another student) provide access to lower neighborhoods.

3 EMPOWER LOCALS

An open, flexible program guided by various media cultivates a personalized exploration and expression of liberal arts.

“The solution is not to ‘integrate’ them into the structure of oppression, but to transform that structure so that they can become ‘beings for themselves.”

-Paulo Freire

LEARNING SPACES: A MODULE

VOID: Flexible Space

WALL: Program

PATH: In-Between
INTERNET
The longitudinal form invites busy neighbors to pass through quickly to look up how-to instructions or a recipe, while secluded spaces removed from the primary traffic flow allow longer usage for research, learning games, online classes, etc.

LITERATURE
Rooms enclosed by the tree-tops create a quiet, serene reading environment, removed from the busy streetscape.
**FILM**

Nestled in the urban fabric of Rocinha, this public space embodies the likeness of watching a movie in the neighborhood backyard. Films may be shown by neighborhood groups for educational purposes or simply to create a greater sense of community.

**PERFORMANCE**

The location at the intersection of buildings and forest creates two distinct performance spaces - one among the surrounding built environment, and the other among a more natural environment.
The program of this urban art center in Minneapolis’ North Loop Neighborhood penetrates the building’s walls to join the dialogue of the surrounding neighborhoods. The formerly vacant warehouse facilitates conversation between diverse youth to learn from one another, generating an outpouring of knowledge and experience to give back to the community. This symbiotic relationship of the coming and going of people and ideas enables at-risk youth to transform their futures.

IN
The movement of people from the city and surrounding neighborhoods to the urban art center

OUT
The movement of people from the urban art center back out to their neighborhoods
**PROGRAM**

1. Outdoor performance space
2. Gallery space
3. Lobby
4. Indoor performance space
5. Gallery
6. Cafe
7. Classroom
8. Classroom
03 VISUAL STUDIES
PAINTING. 2007. PRIVATE LESSONS. INSTRUCTOR LENA ROTHMAN.
PHOTOGRAPHY. PERSONAL WORK. 2012.

Surasi, oil on canvas, Chiang Mai, 2007
Following a movement to reconcile Copenhagen’s harbor to the city after years of industrial use, the Harbor Plaza music center draws the urban fabric to the Kvaesthusbroen pier. The informal spaces of this music education and performance center are characteristic of the plazas throughout Copenhagen, where musicians casually perform. The Harbor Plaza invites both musicians and listeners of the city streets to the harbor to enjoy the sounds on the historic waterfront.
PROGRAM

1. Large Ensemble Practice Rooms
2. Administration
3. Auditorium
4. Auditorium Lobby
5. Mini Plaza
6. Indoor Harbor Plaza
7. Outdoor Harbor Plaza
8. Music Classrooms
9. Individual Practice Rooms
10. Balcony
11. Library

Void: Informal Space  Solid: Formal Space

FRAMING VIEWS
1. Royal Danish Playhouse
2. Amalie Garden
3. Copenhagen Opera House
4. Harbor Plaza
Materiality, form, light, and movement find their consummation in a peaceful public gathering place in the midst of a diverse metropolis. Space and form guide movement and congregation while materiality and light create an ever-changing ambiance for gatherers and passers-by.
PROGRAM
1 Bus Stop
2 Toilets
3 Outdoor Gathering Space
4 Indoor Gathering Space
**TRANSFORMED PEDAGOGY**

Sources:


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M. STEIN