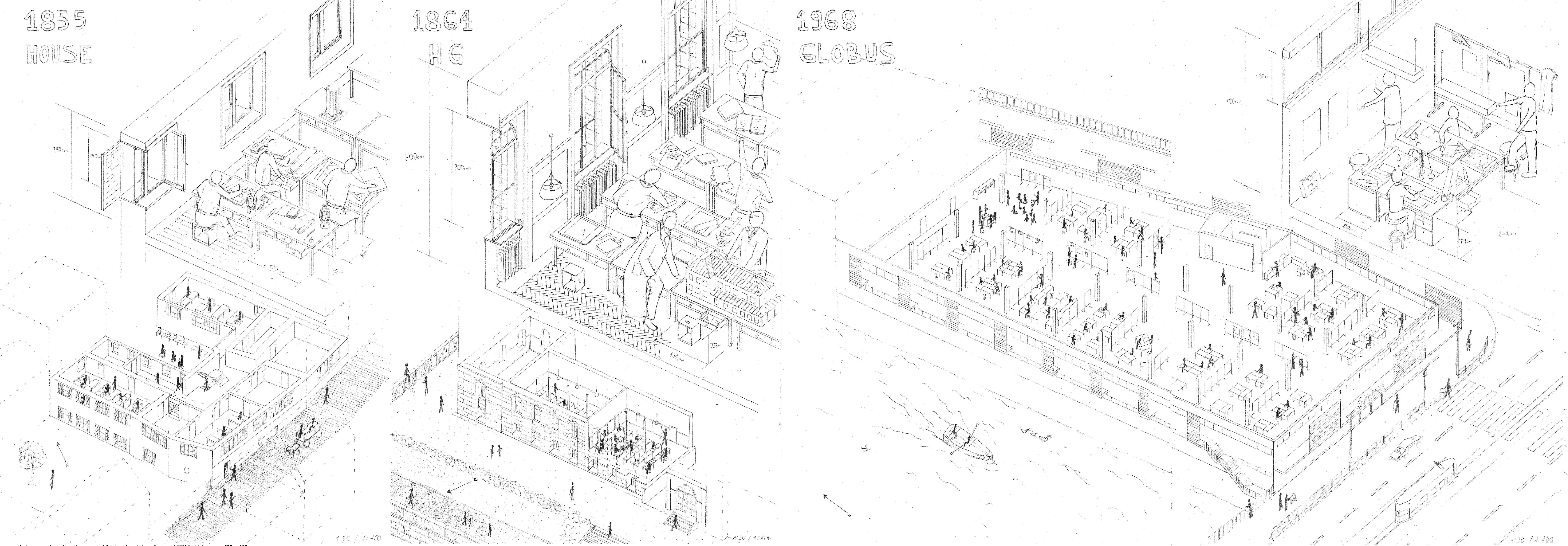


1855  
HOUSE

1864  
HG

1968  
GLOBUS

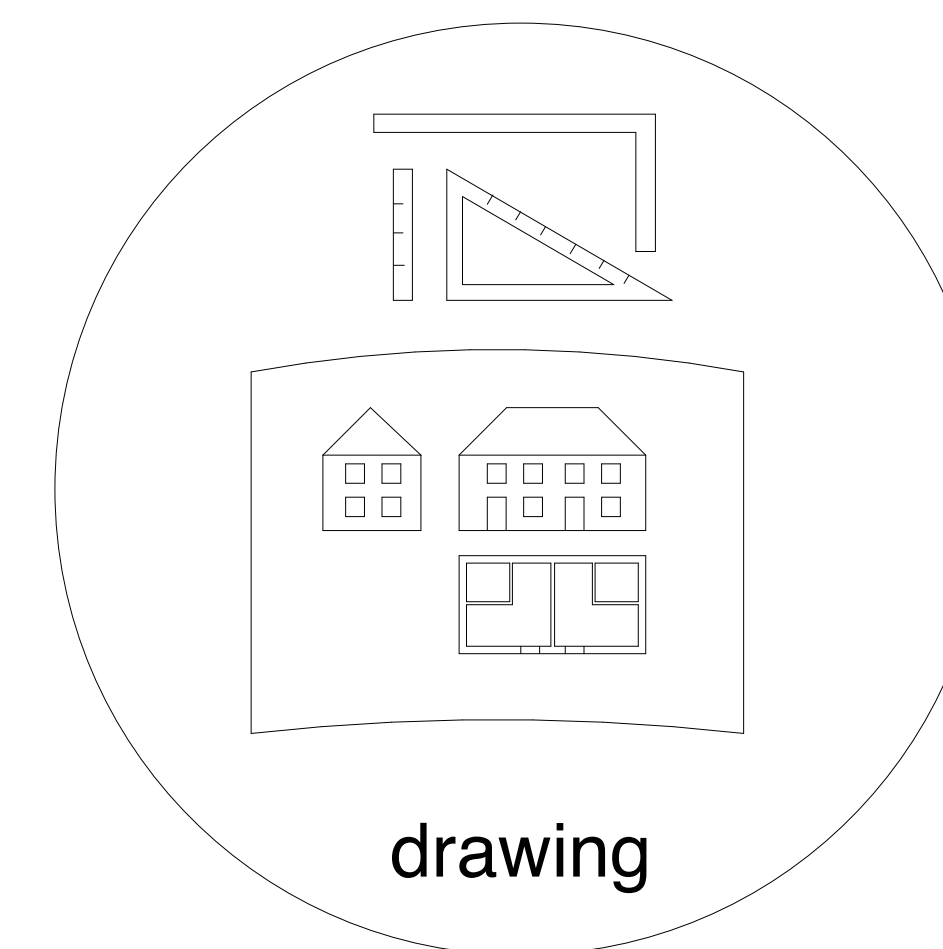
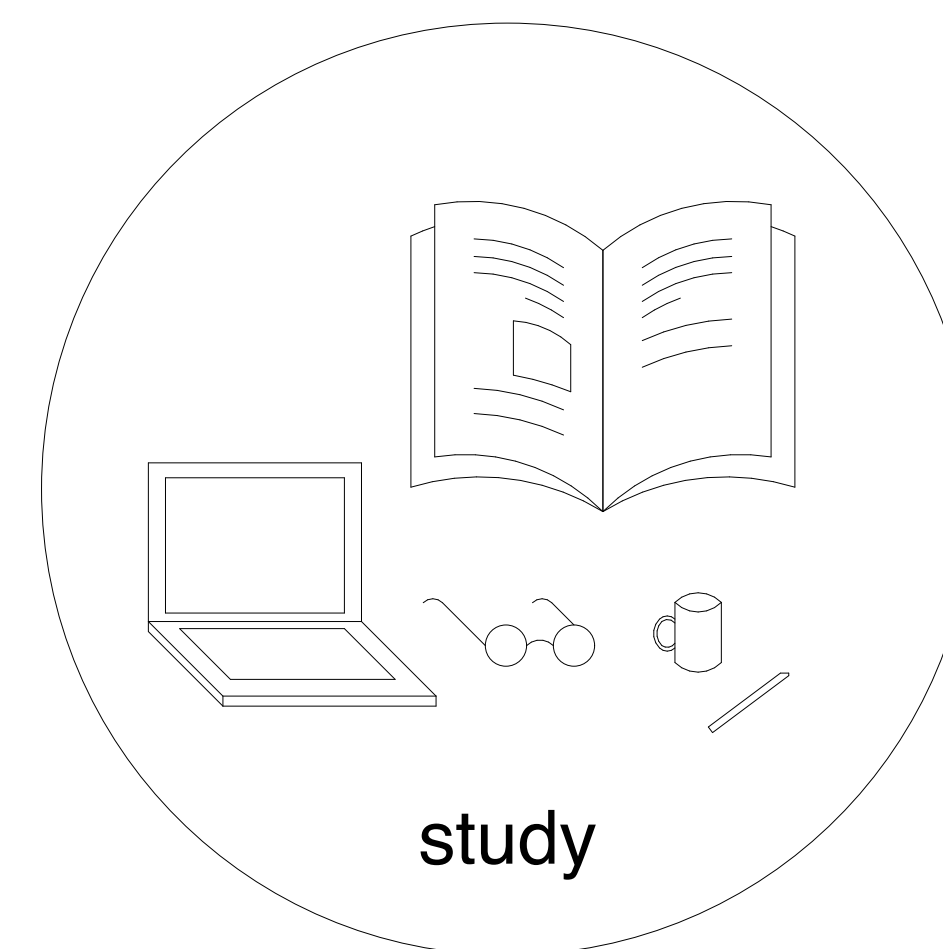


historic genealogy of learning spaces at the department of architecture at ETH Zurich between 1855 - 1968  
hand drawing 1:20 / 1:100



section perspective of Huber Pavilion  
scale 1:33

## Formal learning



**Formal teaching** at D-ARCH is confined to chairs and tables in **classroom settings**. The furniture hereby structures the interaction between peers and faculty. We consider important criteria, such as table arrangement, orientation, seating density, range of motions and physical abilities. Room sizes, in a learning environment, define the granularity of working groups. Large spaces allow for greater accumulations of students and staff. When spaces become too large though, there is an increased risk of disassociation amongst peers, noise disturbances and a lack of spaces for individual withdrawal and privacy.

During nearly 170 years, the faculty of architecture has lived through **six different building sites**, but only changed **furniture** on three occasions. Since the successful introduction of two height-adjustable tables in March of 2022, as part of this diploma project, more than **50 height-adjustable tables** have been added to the learning environment of D-ARCH.

Arguably, the architectural education at ETH consists of **formal structures** of lectures, study, exams and presentations of drawings. On the other hand, learning actions, such as testing 1:1 construction and the exchange with other student peers remains an **informal method** of acquiring and deepening knowledge. As a conclusion, learning environments require not only a physical and mental extension, but also it needs to integrate informal study behaviours into future curriculum revisions.