# TYPOLOGY

The research began with the group's decision to develop a flexible structure that allows users to define the space according to their needs. To achieve this, I collected and analyzed various systems, evaluating their possibilities and limitations. This iterative process of making decisions led us progressively closer to the details of our final design.

For data collection, I identified the most critical criteria and assessed the importance of each category and the options within it. This assessment produced a numerical value representing how one option performed relative to another. To conclude each topic, I created implementation drawings that visualized the advantages and disadvantages.

Starting with the overall system, I then analyzed different forms, considering whether the multiplication of these forms should be heterogeneous or homogeneous. Finally, I evaluated whether all elements should be connected or not and what potential formations they could create.

FINAL REVIEW
STUDIO KAIJIMA
LENA NYHUIS

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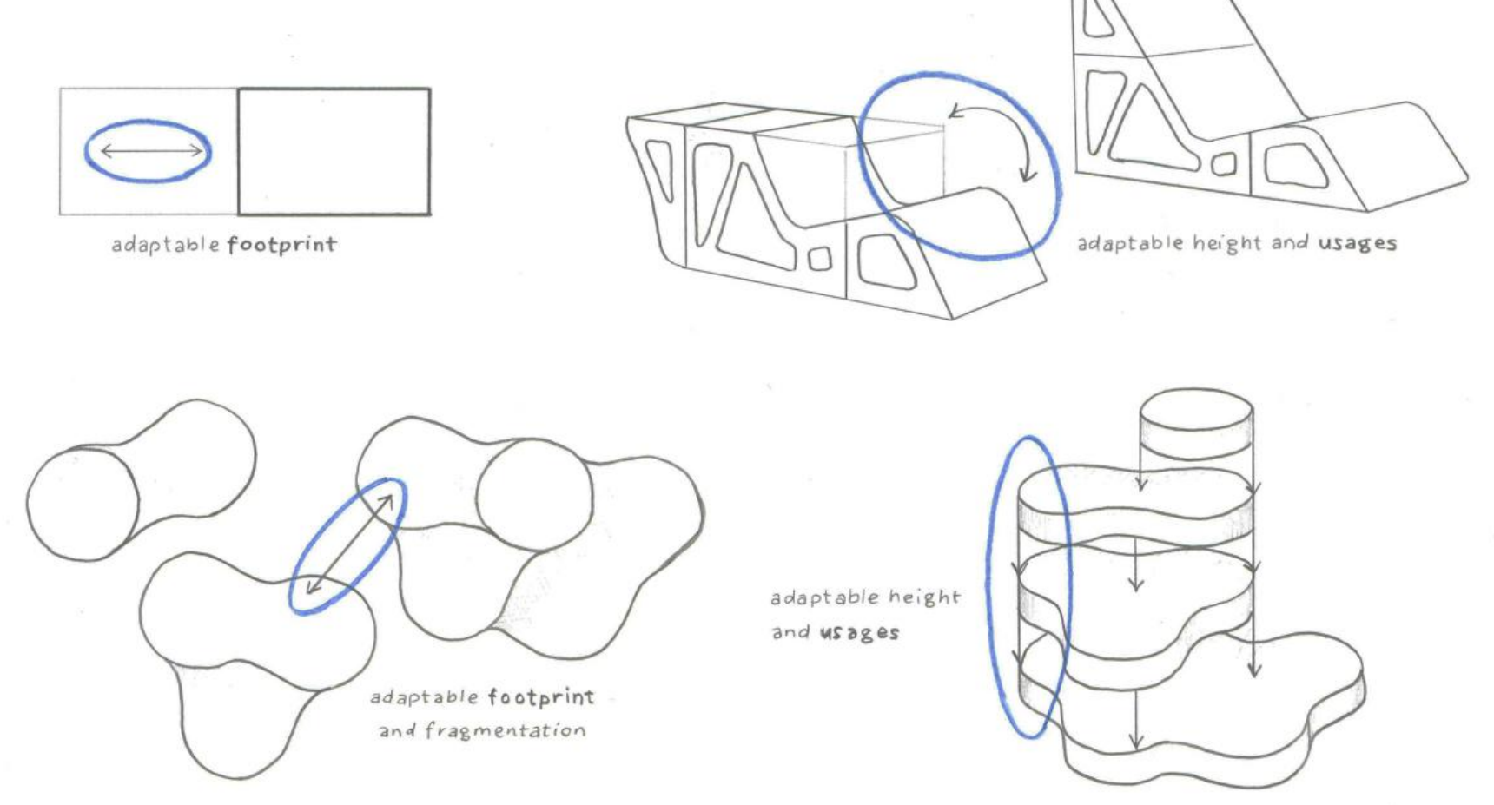
## VERTICAL SYSTEM

SYSTEM

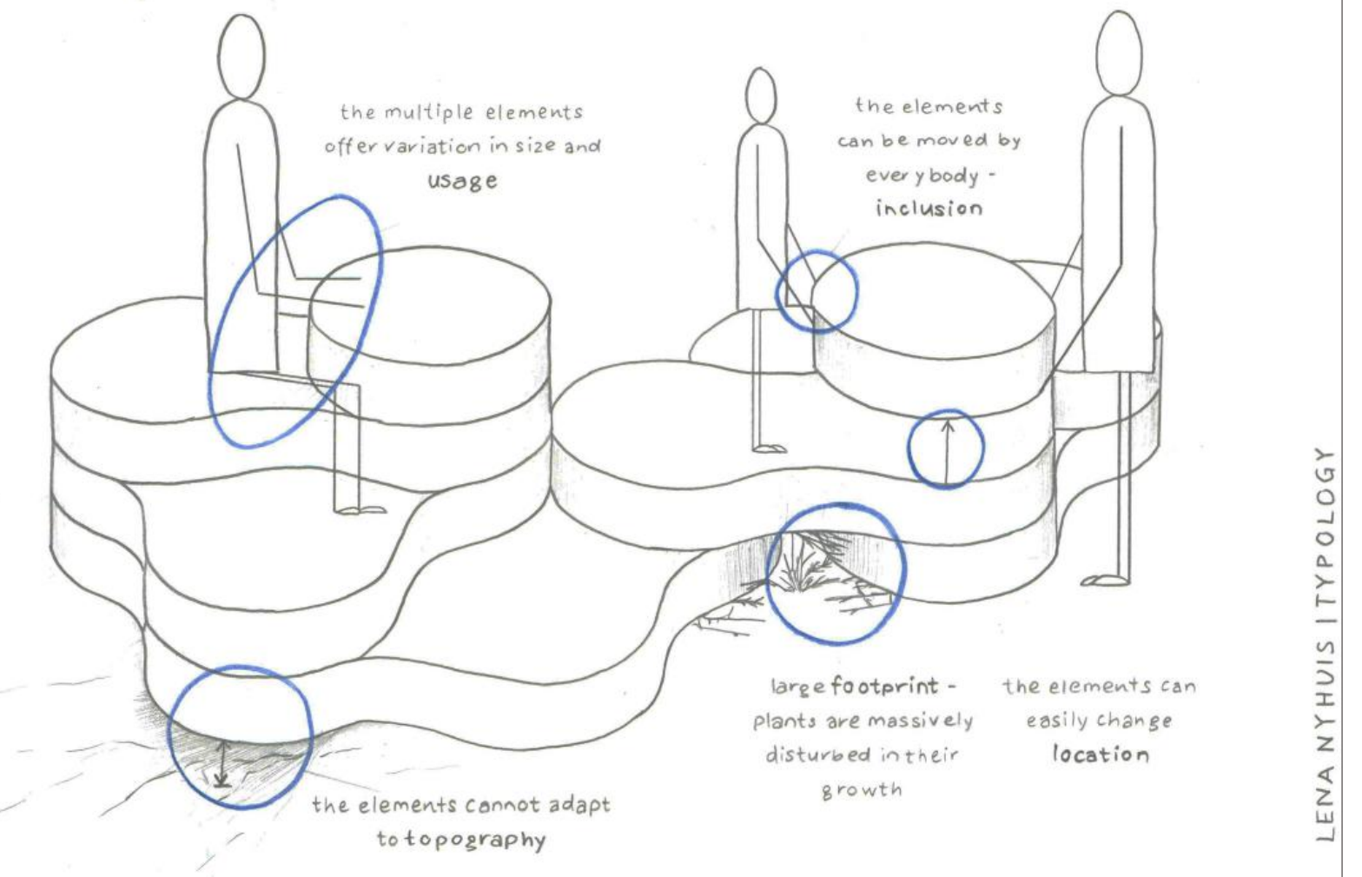


GRADING

| CATEGORY | | IMPORTANCE 1-5 (5 most important) | GRADE 1-5 (5 best) | RESULT |
|---|---|---|---|---|
| TOPOGRAPHY | Is this system adaptable to a topography of a forest? | 5 | 1 | 5 |
| FOOTPRINT | Does this system have a small footprint? | 5 | 1 | 5 |
| INCLUSION | Can this system be used by a variation of people? | 3 | 4 | 12 |
| LOCATION | Can this system be easily moved in location? | 2 | 5 | 10 |
| USAGE | Does this system offer multiple usages? | 1 | 5 | 5 |

37 ✗

IMPLEMENTATION



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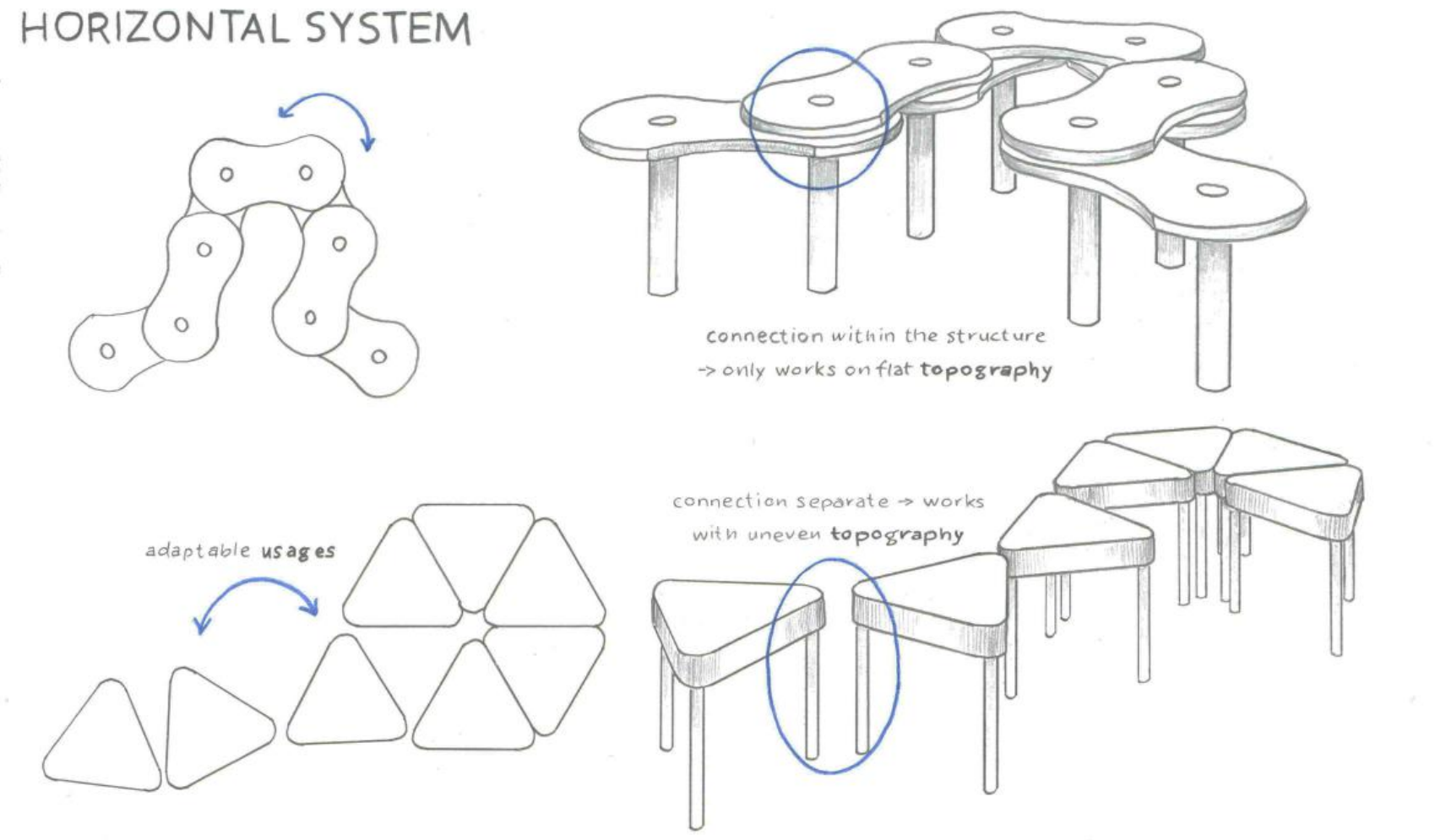
## HORIZONTAL SYSTEM

SYSTEM

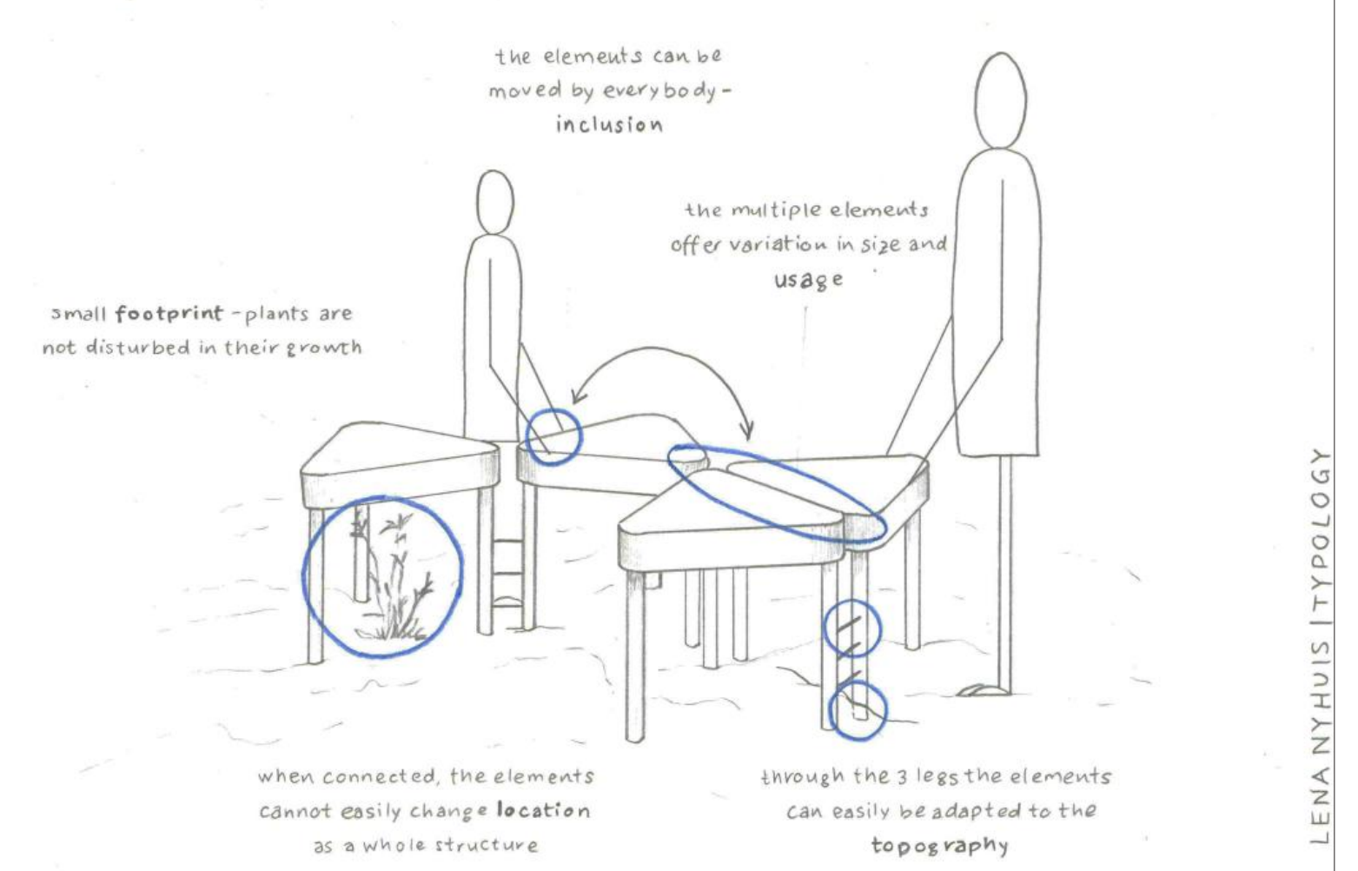


GRADING

| CATEGORY | | IMPORTANCE 1-5 (5 most important) | GRADE 1-5 (5 best) | RESULT |
|---|---|---|---|---|
| TOPOGRAPHY | Is this system adaptable to a topography of a forest? | 5 | 5 | 25 |
| FOOTPRINT | Does this system have a small footprint? | 5 | 5 | 25 |
| INCLUSION | Can this system be used by a variation of people? | 3 | 4 | 12 |
| LOCATION | Can this system be easily moved in location? | 2 | 2 | 4 |
| USAGE | Does this system offer multiple usages? | 1 | 3 | 3 |

69 ✓

IMPLEMENTATION



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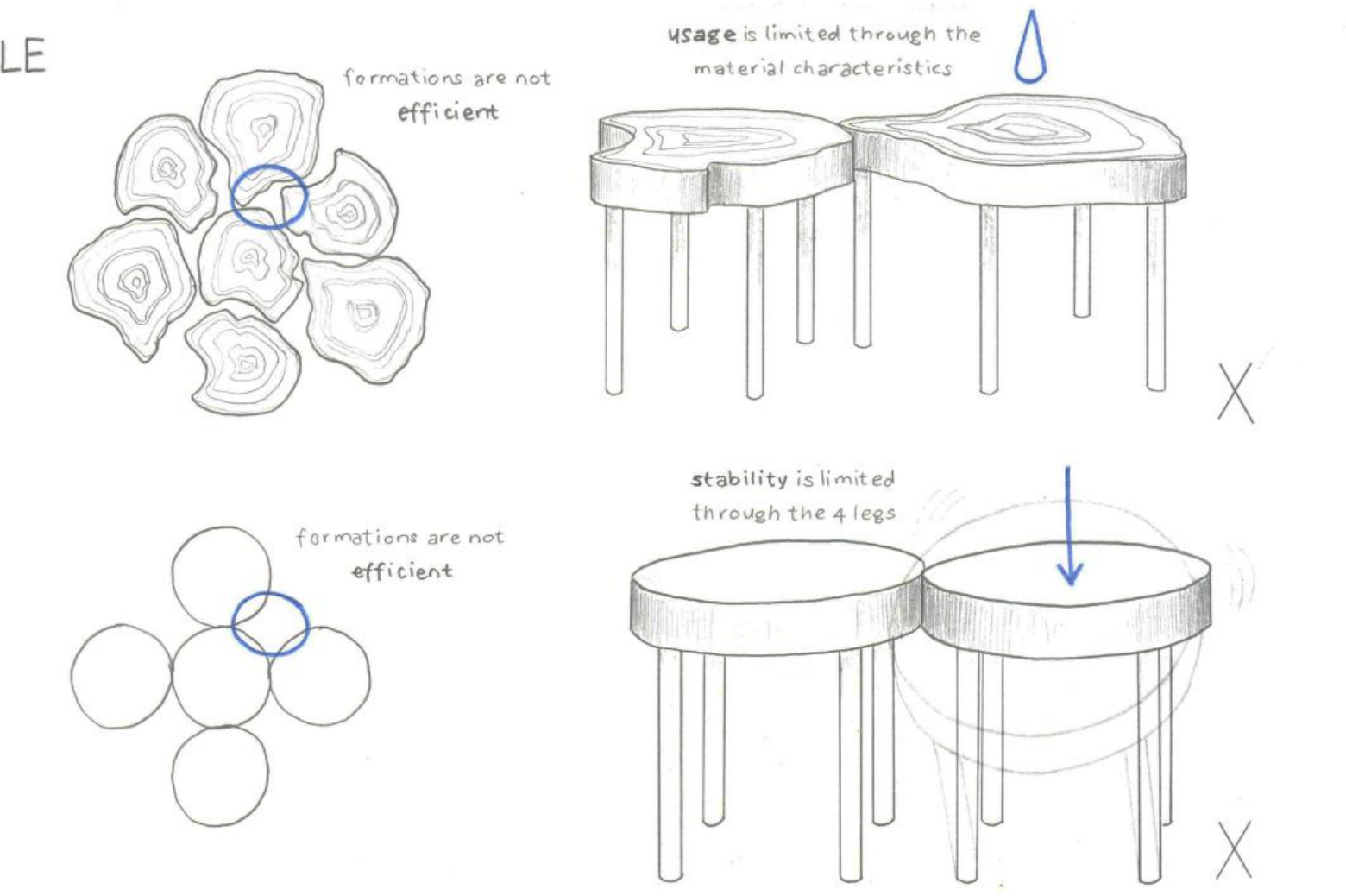
## CIRCLE

FORM

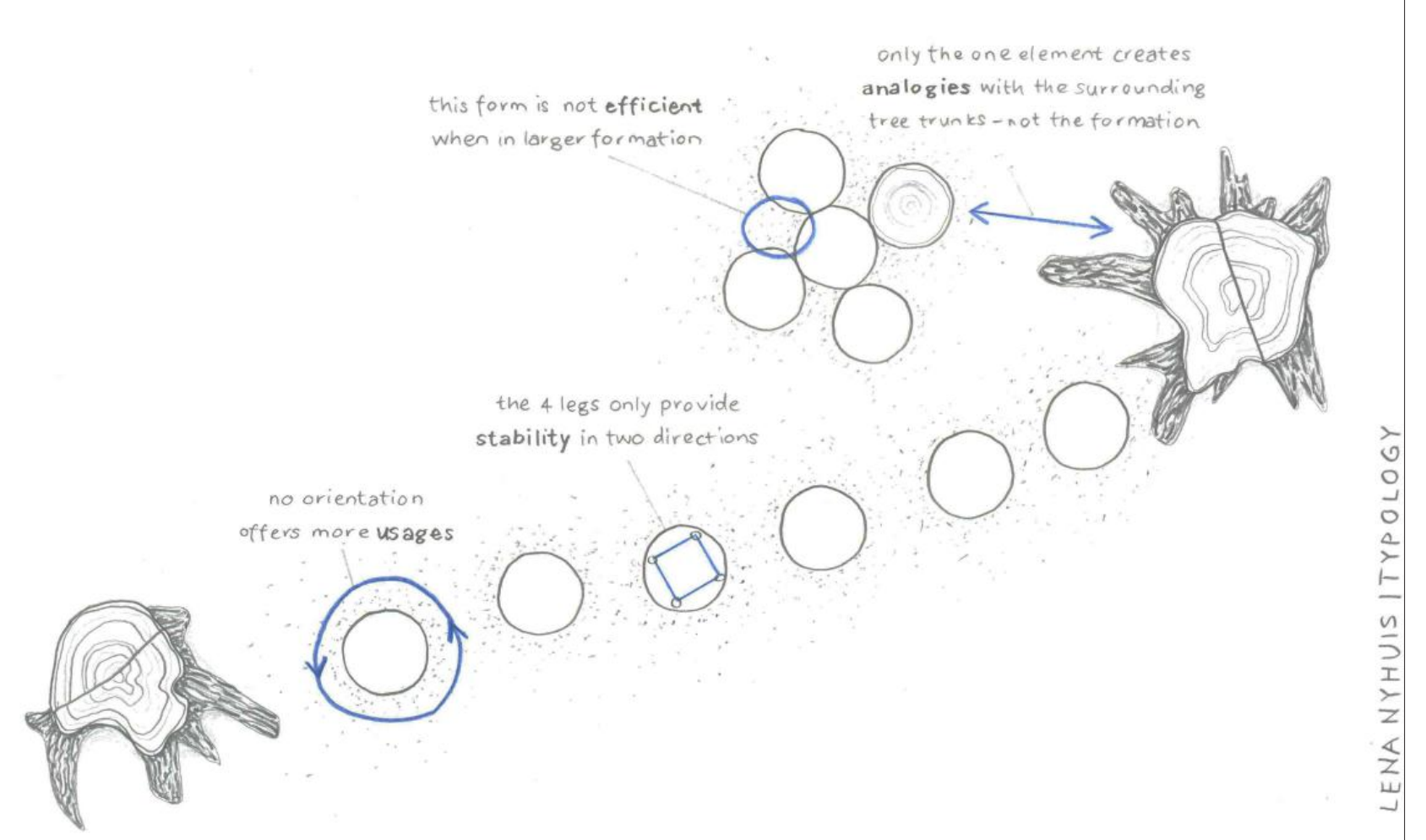


GRADING

| CATEGORY | | IMPORTANCE 1-5 (5 most important) | GRADE 1-5 (5 best) | RESULT |
|---|---|---|---|---|
| STABILITY | Does this form provide stability? | 5 | 2 | 10 |
| EFFICIENCY | Is this an efficient form in an ensemble? | 4 | 2 | 8 |
| ANALOGY | Does this form create analogies with its surroundings? | 3 | 5 | 15 |
| USAGE | Does this form offer multiple usages? | 3 | 5 | 15 |
| ORIENTATION | Does this form have a clear orientation? | 2 | 1 | 2 |

50 ✗

IMPLEMENTATION



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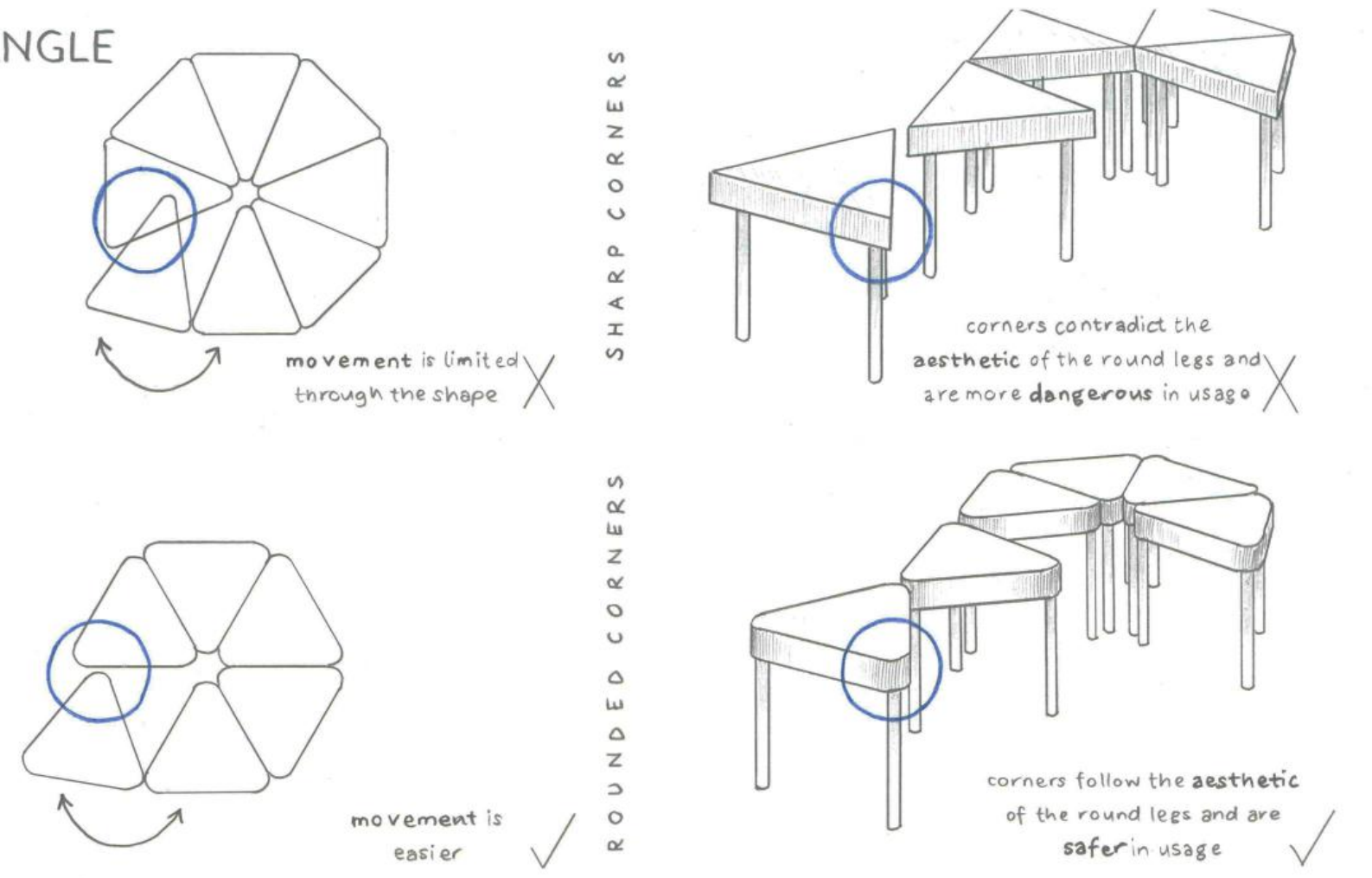
## TRIANGLE

FORM

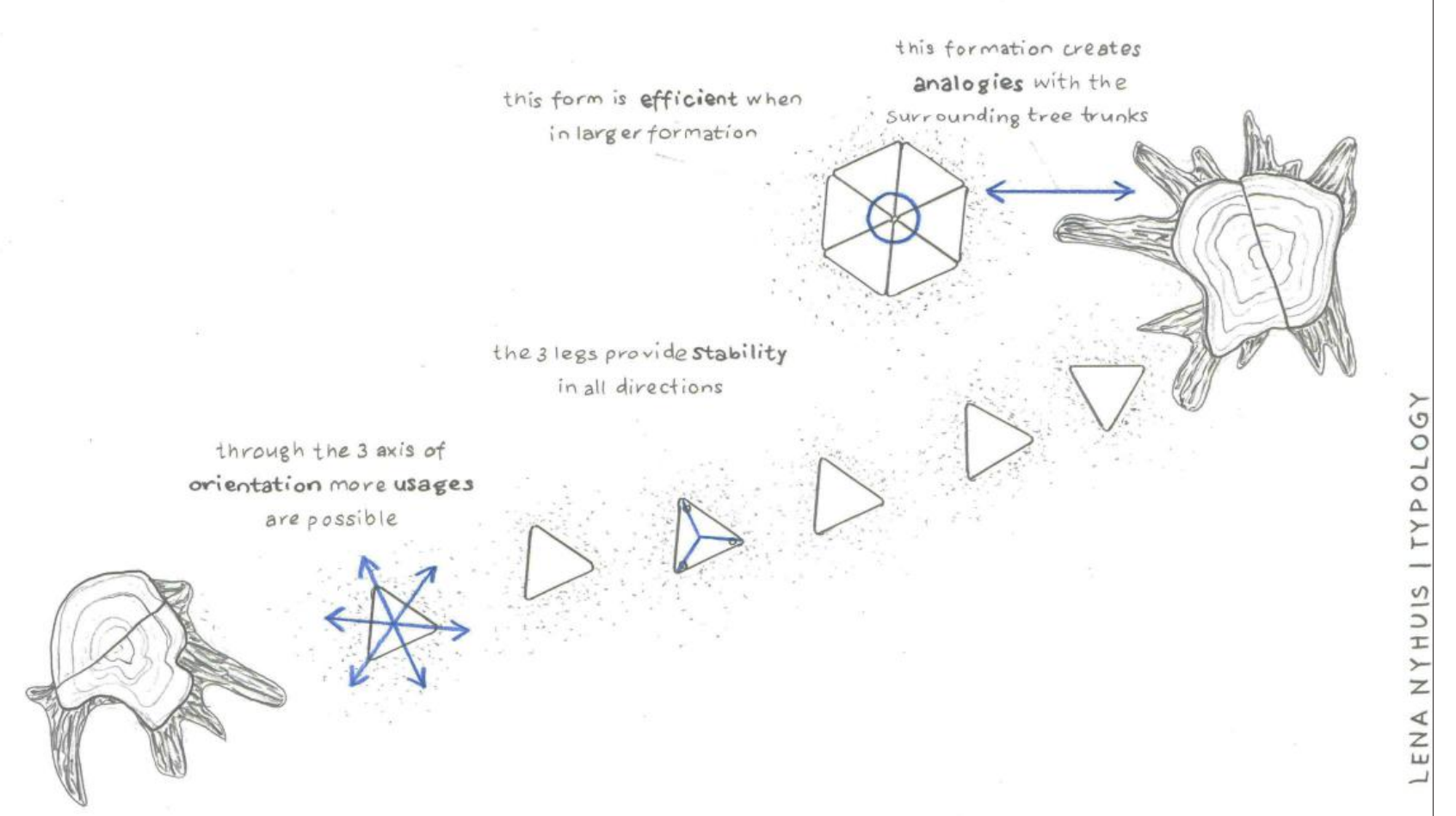


GRADING

| CATEGORY | | IMPORTANCE 1-5 (5 most important) | GRADE 1-5 (5 best) | RESULT |
|---|---|---|---|---|
| STABILITY | Does this form provide stability? | 5 | 5 | 25 |
| EFFICIENCY | Is this an efficient form in an ensemble? | 4 | 5 | 20 |
| ANALOGY | Does this form create analogies with its surroundings? | 3 | 3 | 9 |
| USAGE | Does this form offer multiple usages? | 3 | 4 | 12 |
| ORIENTATION | Does this form have a clear orientation? | 2 | 5 | 10 |

76 ✓

IMPLEMENTATION



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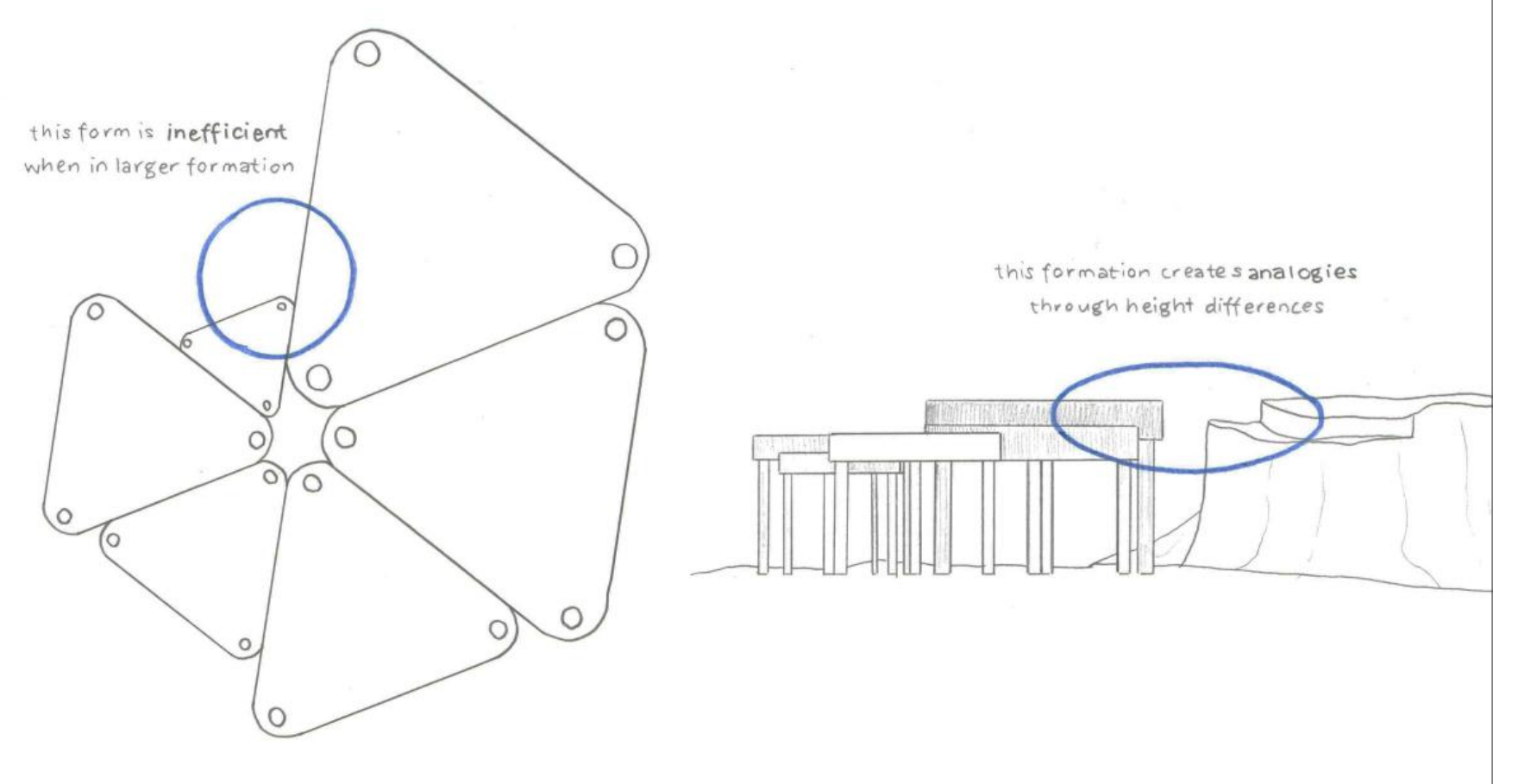
## HETEROGENOUS

SIMILARITY

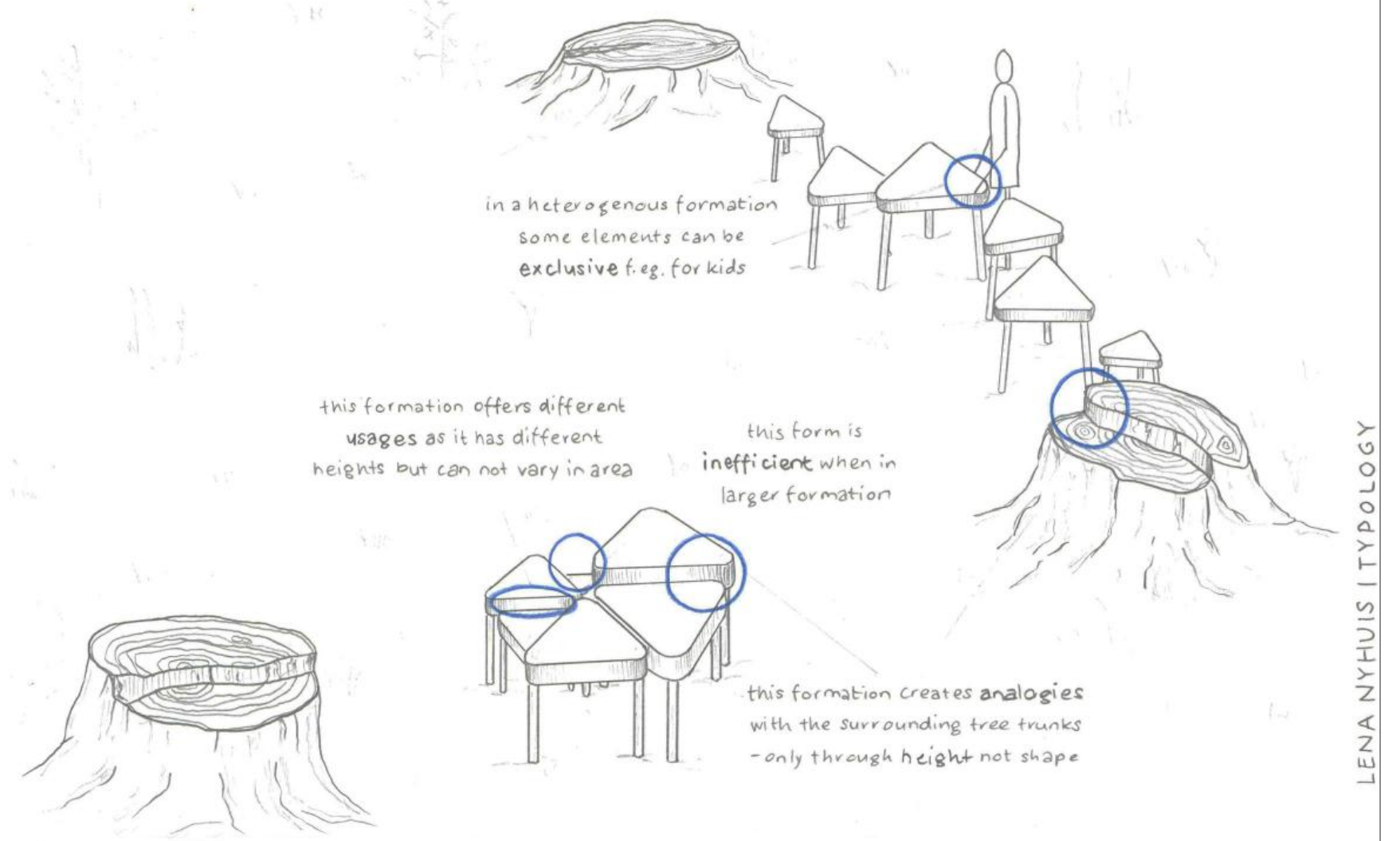


GRADING

| CATEGORY | | IMPORTANCE 1-5 (5 most important) | GRADE 1-5 (5 best) | RESULT |
|---|---|---|---|---|
| EFFICIENCY | Is a heterogenous formation efficient? | 5 | 3 | 15 |
| USAGE | Does a heterogenous formation offer multiple usages? | 4 | 4 | 16 |
| INCLUSION | Can a heterogenous formation be used by a variation of people? | 4 | 2 | 8 |
| ANALOGY | Does this heterogenous formation create analogies with its surroundings? | 3 | 3 | 9 |

48 ✗

IMPLEMENTATION



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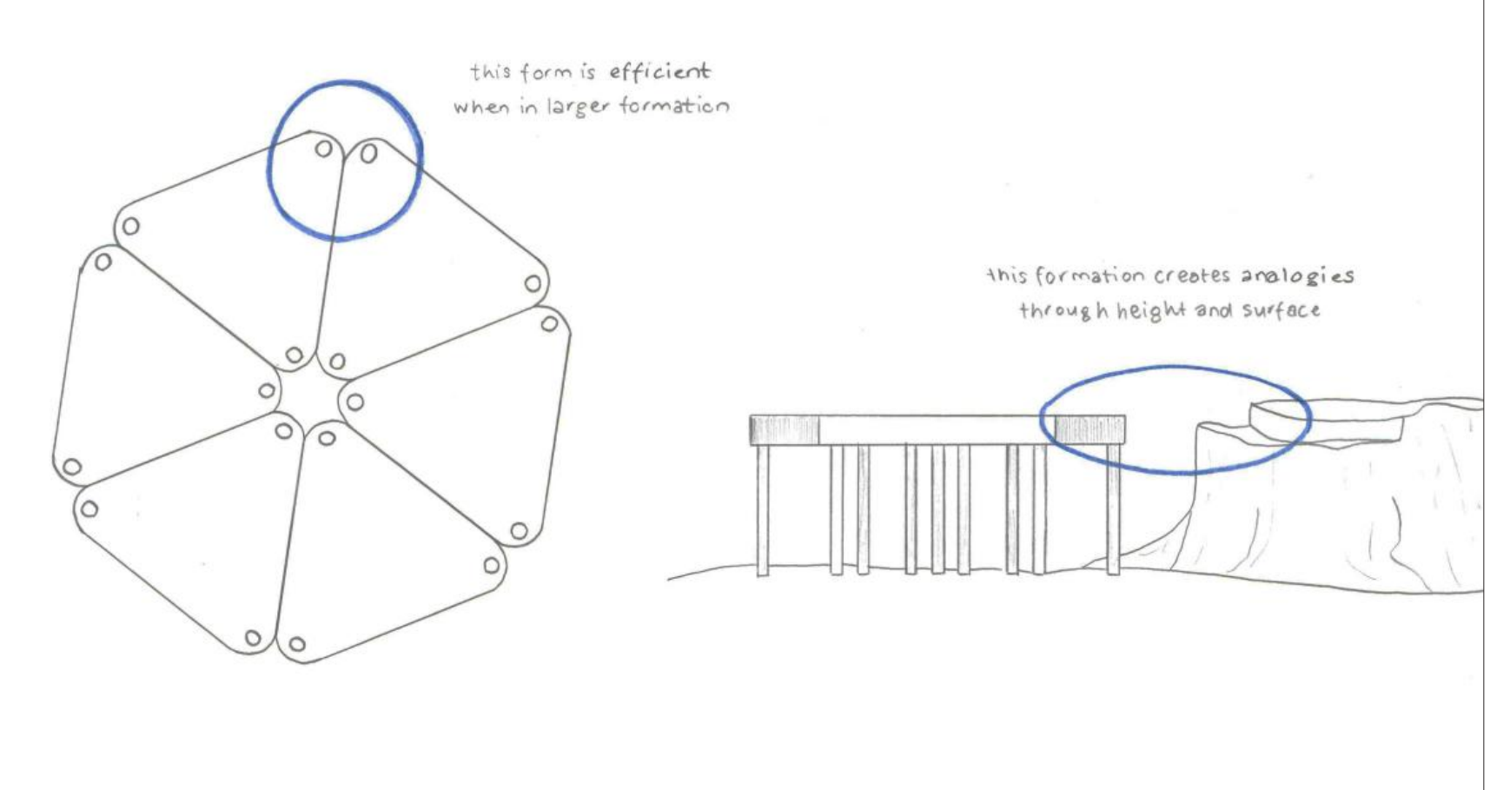
## HOMOGENOUS

SIMILARITY

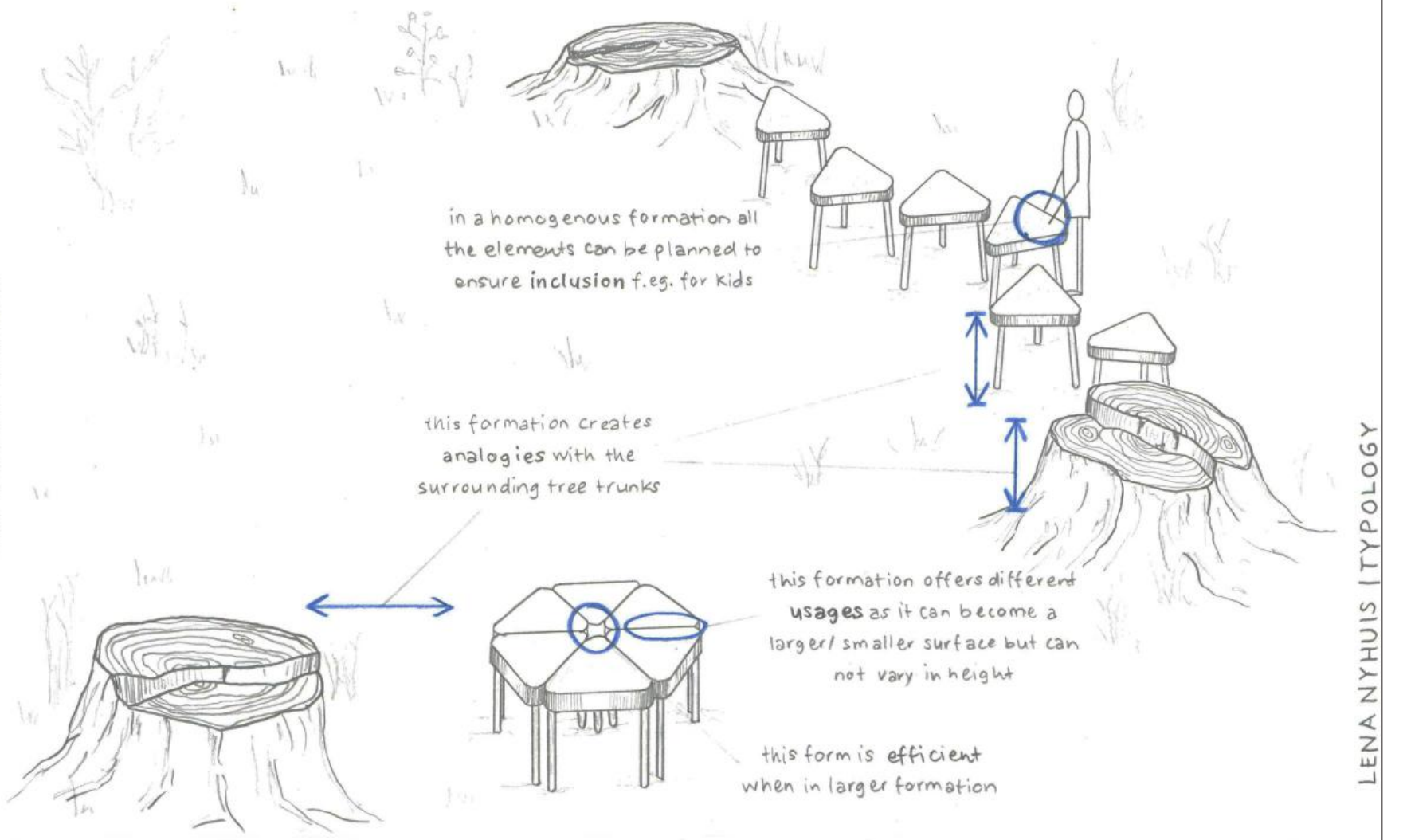


GRADING

| CATEGORY | | IMPORTANCE 1-5 (5 most important) | GRADE 1-5 (5 best) | RESULT |
|---|---|---|---|---|
| EFFICIENCY | Is a homogenous formation efficient? | 5 | 5 | 25 |
| USAGE | Does a homogenous formation offer multiple usages? | 4 | 4 | 16 |
| INCLUSION | Can a homogenous formation be used by a variation of people? | 4 | 5 | 20 |
| ANALOGY | Does a homogenous formation create analogies with its surroundings? | 3 | 4 | 12 |

73 ✓

IMPLEMENTATION



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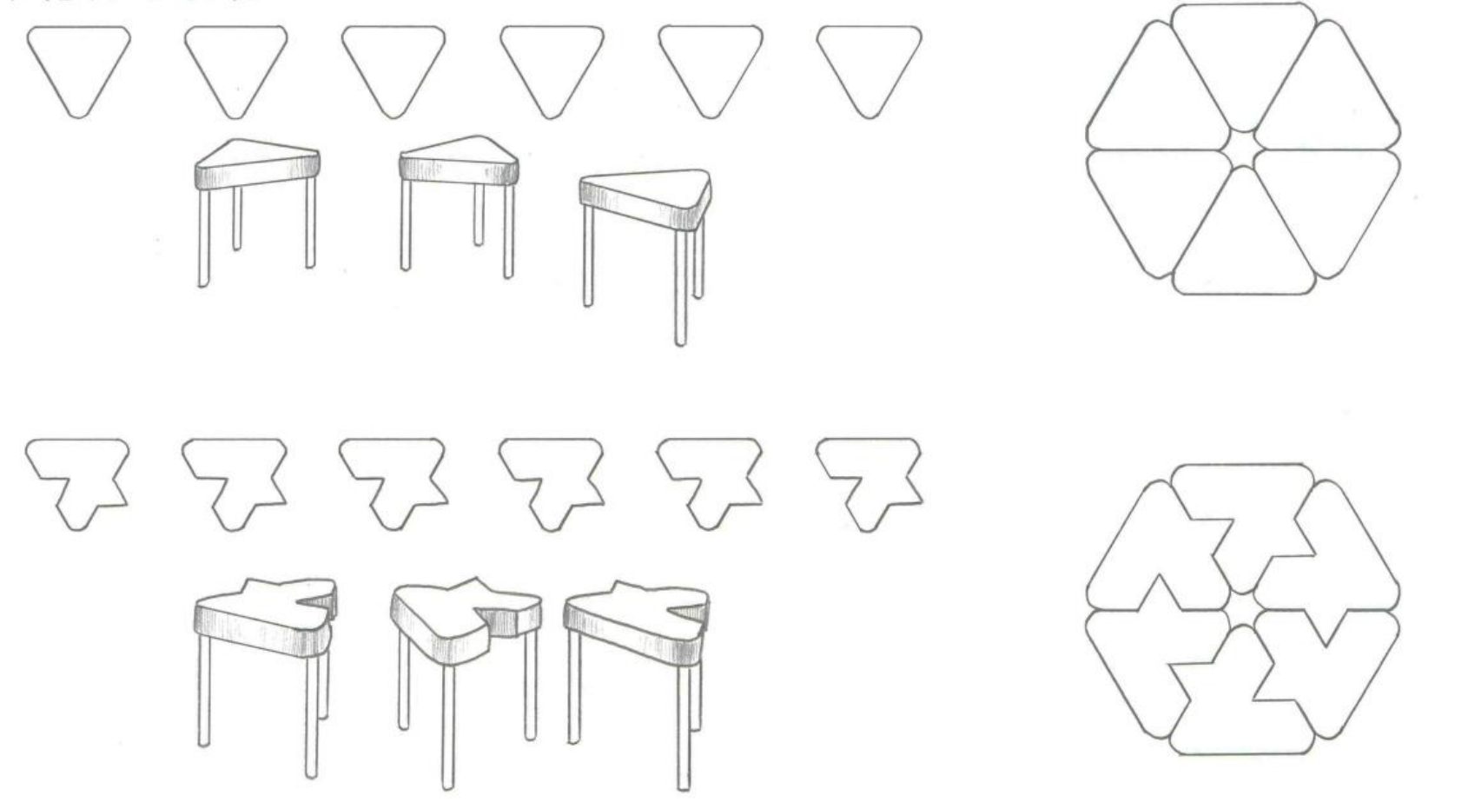
## INDIVIDUAL

FORMATION

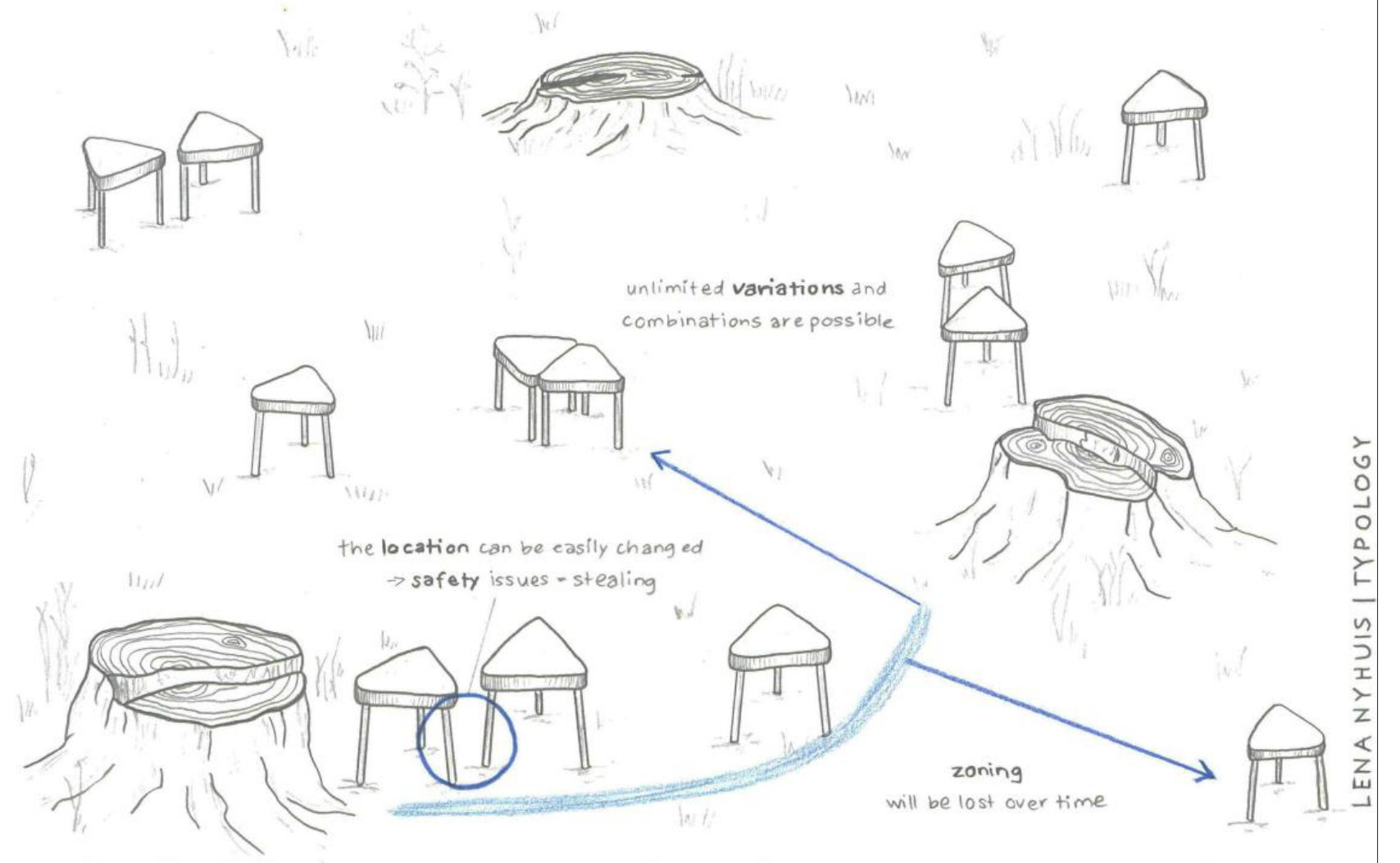


GRADING

| CATEGORY | | IMPORTANCE 1-5 (5 most important) | GRADE 1-5 (5 best) | RESULT |
|---|---|---|---|---|
| ZONING | Does this formation create zoning? | 5 | 2 | 10 |
| SAFETY | Is this formation likely to stay on site? | 4 | 2 | 8 |
| LOCATION | Can this formation easily change location? | 3 | 5 | 15 |
| VARIATION | Does this formation offer many possible variations? | 3 | 5 | 15 |

48 ✗

IMPLEMENTATION



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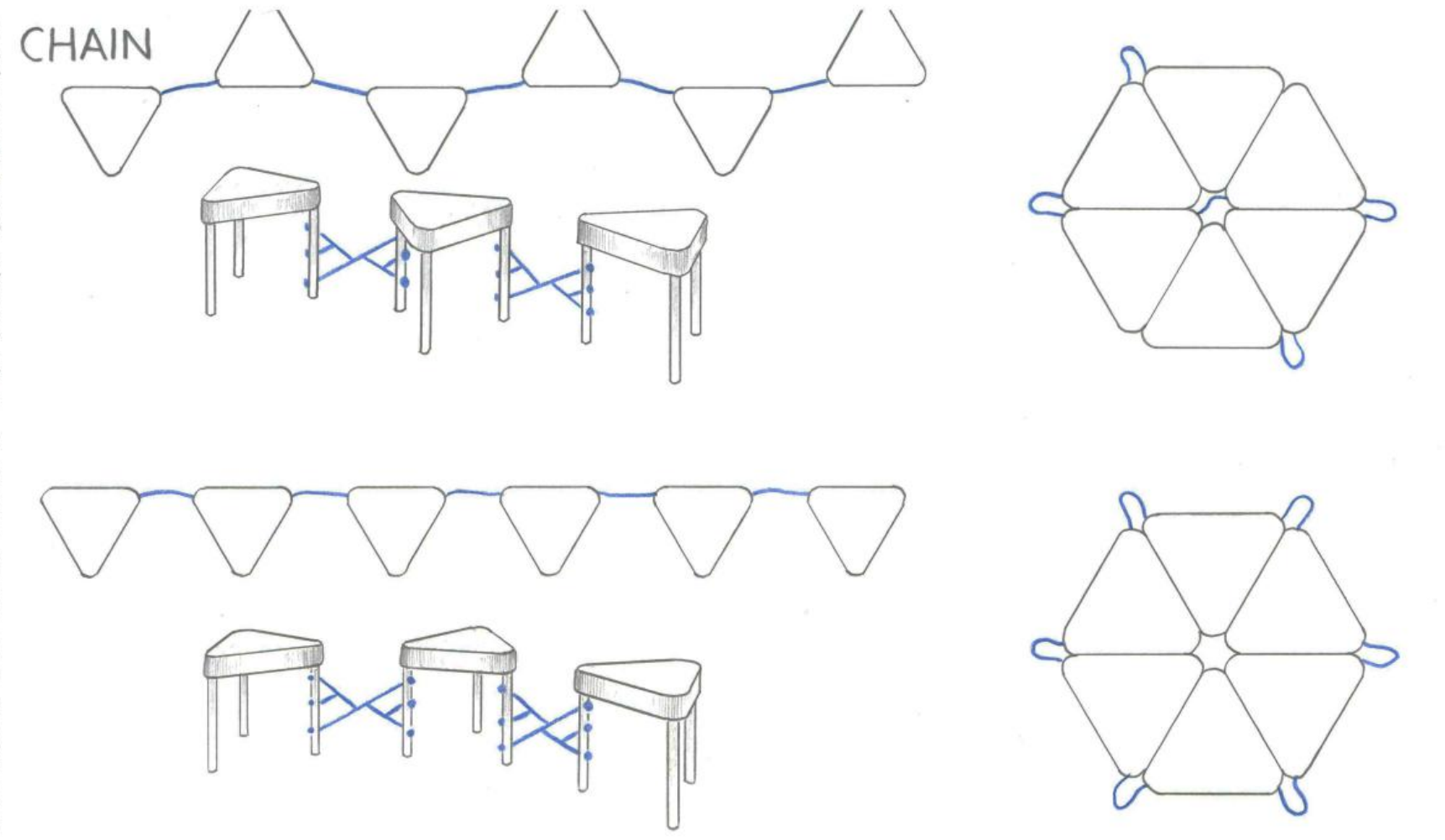
## CHAIN

FORMATION

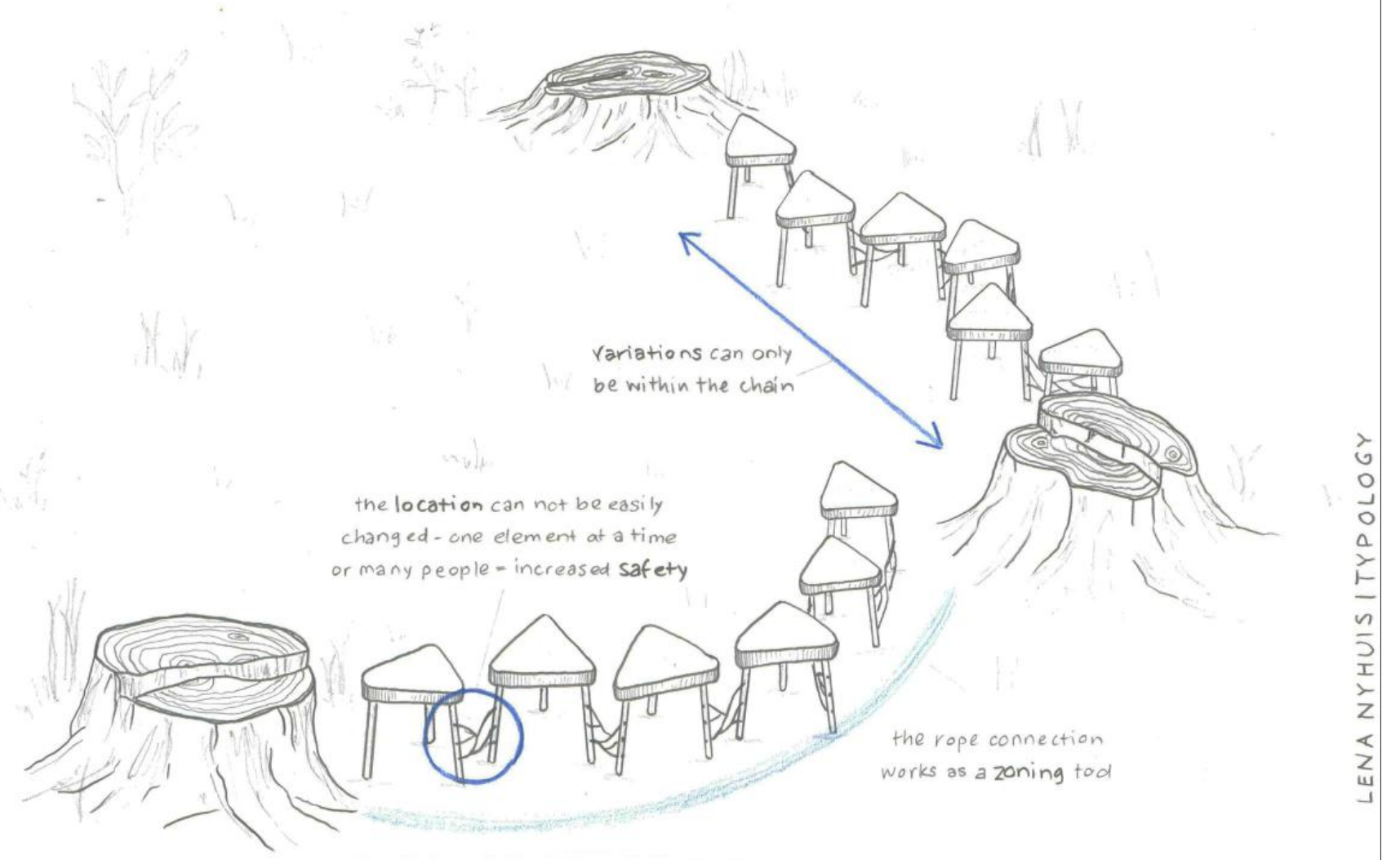


GRADING

| CATEGORY | | IMPORTANCE 1-5 (5 most important) | GRADE 1-5 (5 best) | RESULT |
|---|---|---|---|---|
| ZONING | Does this formation create zoning? | 5 | 5 | 25 |
| SAFETY | Is this formation likely to stay on site? | 4 | 4 | 16 |
| LOCATION | Can this formation easily change location? | 3 | 3 | 9 |
| VARIATION | Does this formation offer many possible variations? | 3 | 3 | 9 |

59 ✓

IMPLEMENTATION



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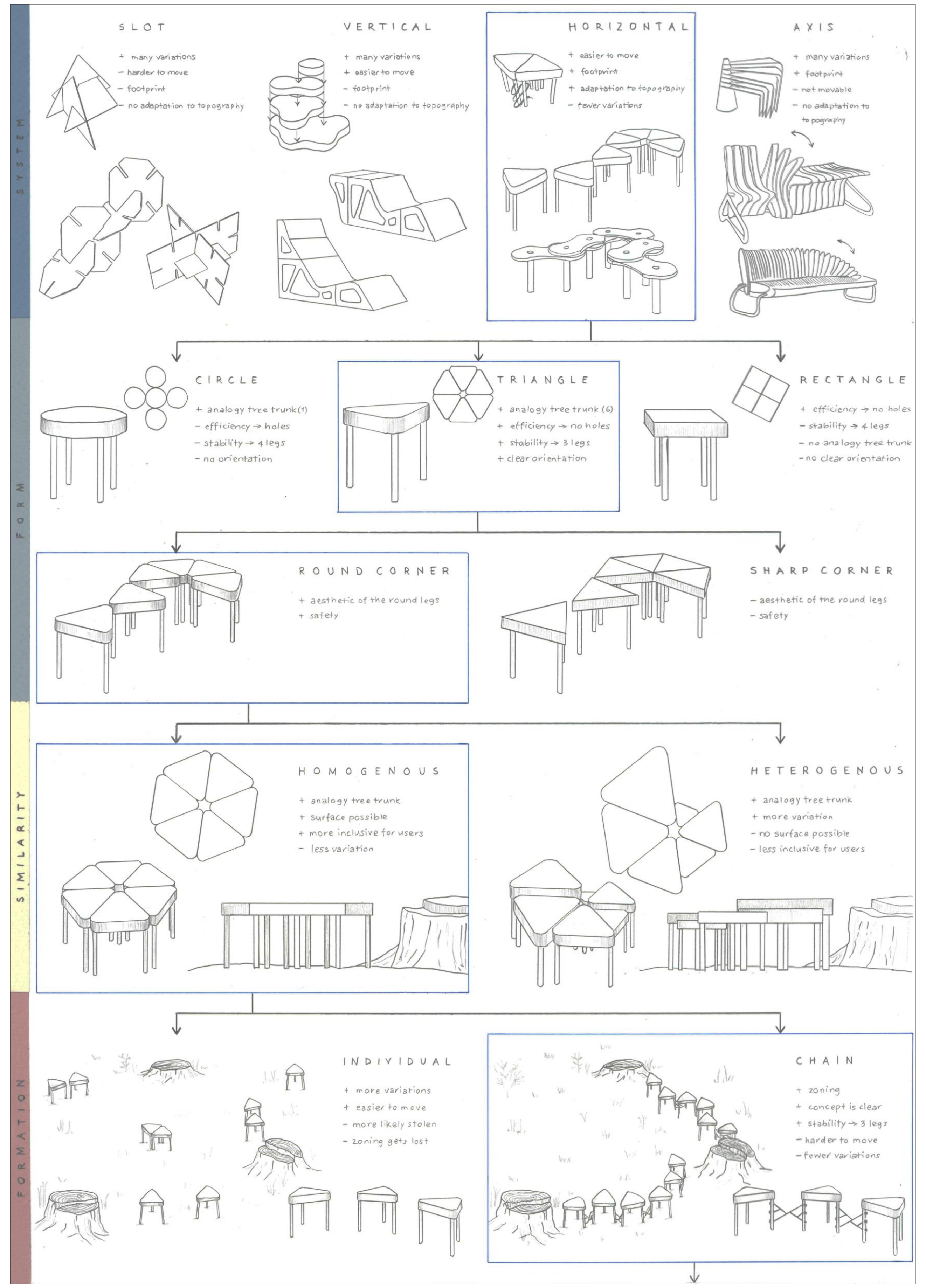

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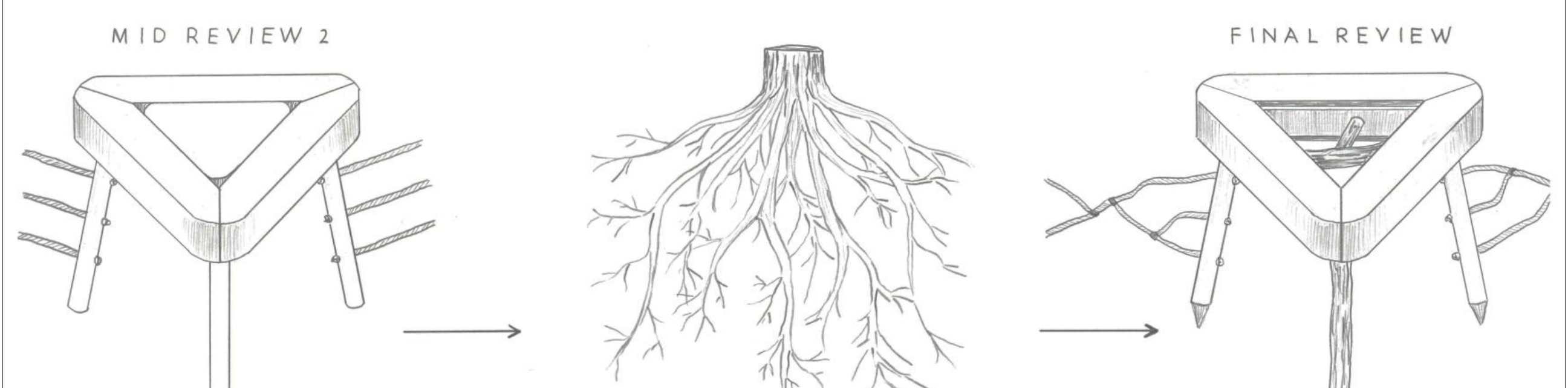
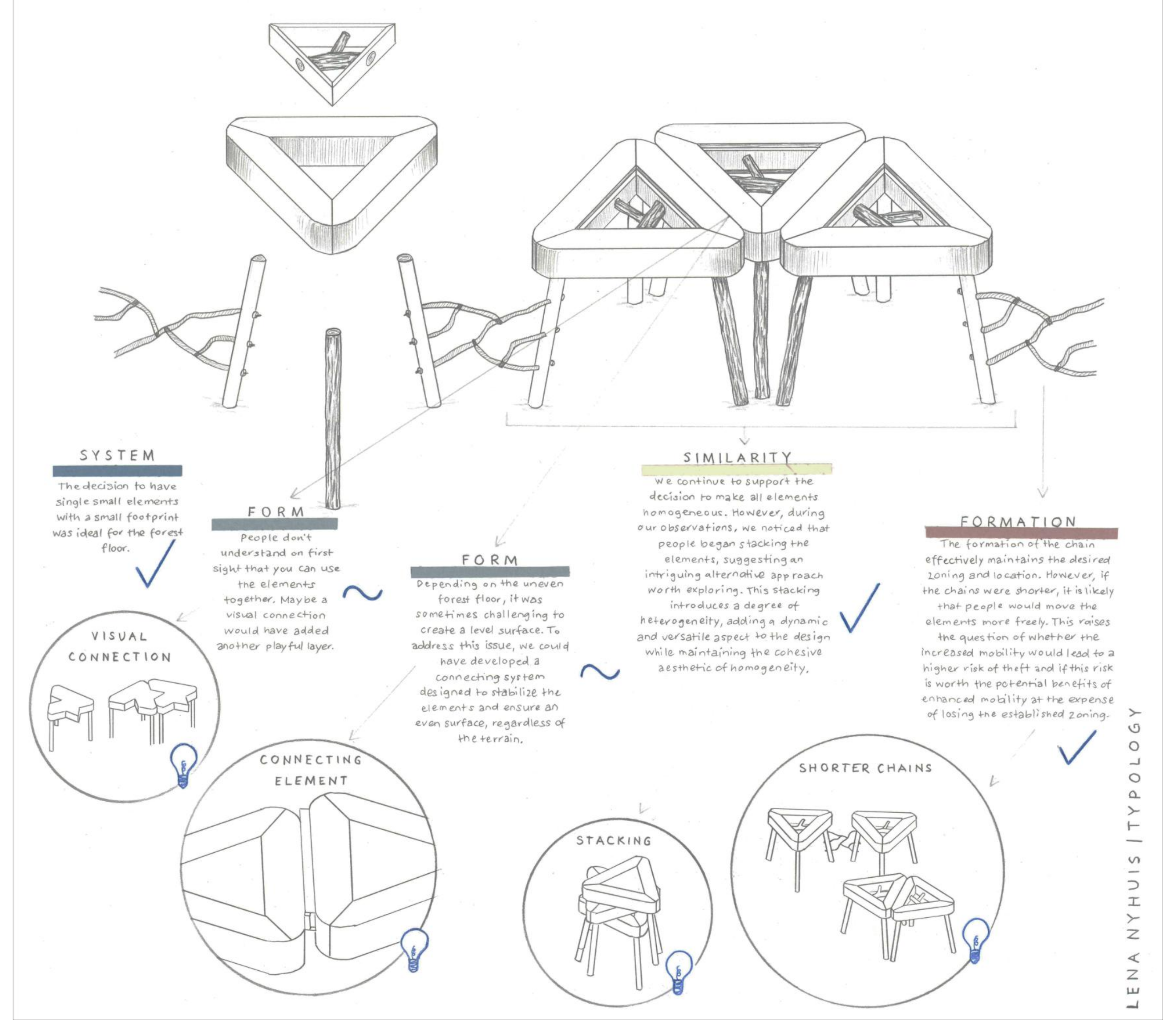
## IMPLEMENTATION



My research report and accompanying graph illustrate the implementation of typology in our design up to Mid Review 2. After this point, we shifted our focus towards the criteria of analogy. Specifically, we designed the rope connections to resemble roots, symbolizing a natural and organic integration with the environment. Additionally, the use of natural leg and handle elements establishes a deeper connection to the site, enhancing both the functional and aesthetic aspects of the design.

## CRITICAL REFLECTION



**SYSTEM**

The decision to have single small elements with a small footprint was ideal for the forest floor. ✓

**FORM**

People don't understand on first sight that you can use the elements together. Maybe a visual connection would have added another playful layer. ~

**FORM**

Depending on the uneven forest floor, it was sometimes challenging to create a level surface. To address this issue, we could have developed a connecting system designed to stabilize the elements and ensure an even surface, regardless of the terrain. ~

**SIMILARITY**

We continue to support the decision to make all elements homogeneous. However, during our observations, we noticed that people began stacking the elements, suggesting an intriguing alternative approach worth exploring. This stacking introduces a degree of heterogeneity, adding a dynamic and versatile aspect to the design while maintaining the cohesive aesthetic of homogeneity. ✓

**FORMATION**

The formation of the chain effectively maintains the desired zoning and location. However, if the chains were shorter, it is likely that people would move the elements more freely. This raises the question of whether the increased mobility would lead to a higher risk of theft and if this risk is worth the potential benefits of enhanced mobility at the expense of losing the established zoning. ✓