

# Open-Link

## 打開一串連

設計者」創研空間設計 / 何俊宏  
參與者」侯嫻婷 蔡子玄 曾思璋 王瑞葵  
攝影者」李國民  
空間性質」工作空間  
坐落位置」桃園市  
主要材料」鑽泥板、珪藻土、人造草皮、清玻璃、烤漆玻璃、網點玻璃貼紙、儂的鑽石、黑板漆、噴漆、天然木皮、美耐板、鐵件、滿鋪環保地磚、超耐磨木地板  
面積」440 坪  
設計時間」2013 年 4 月至 2013 年 8 月  
施工時間」2014 年 3 月至 2014 年 7 月

**Designer**」 Create + Think Studio / Arthur Ho  
**Participant**」 Grace Hou, Anita Tsai, Szu-Wei Tseng, Susan Wang  
**Photographer**」 Guo-Mim Li  
**Category**」 Workspace  
**Location**」 Taoyung  
**Materials**」 rustic board, diatomaceous earth, artificial weed, glass, painted glass, sticker, unekon flooring, black board paint, paint, timber veneer, plastic laminate, metal, linoleum flooring, timber flooring  
**Size**」 1455m<sup>2</sup>  
**Design period**」 April – August 2013  
**Construction period**」 March – July 2014

創研空間設計 / 何俊宏

2005 年創研空間設計設立  
2002 年個人空間設計工作室設立  
香港商穆氏設計設計師  
紐約 Gene Kaufman Architect P.C. 設計師  
紐約 Naomi Leff and Associates, Inc. 設計師  
丹麥 DIS 建築及設計課程研究  
紐約 Pratt Institute 室內設計碩士

Create + Think Studio / Arthur Ho

M.A Pratt Institute  
DIS Workshop  
Designer, Naomi Leff and Associates, Inc.  
Designer, Gene Kaufman Architect P.C.  
Designer, M Moser Associates, H.K.  
2002 Arthur Ho Design Studio  
2005 Create + Think Studio was founded

Arthur Ho



一霎清風颯然顛亂了庭樹，捲著泥土和淡抹草葉味踏進二樓紗窗，角落天井則攜掠著曼暖日照，風淳光清下，讓這處校園自學區頓時滿生舒爽澄霽之韻。而每每午後凝觀此豁通場域，室內得因綿延水平軸而得夕曛冉冉、葳蕤翠苑的暇景佐襯，讓校園更添靜好氛氳。在這次自學中心設計案裡，設計師何俊宏將往昔教室隔牆重重的幽隕不快動線，重新用全敞格局整頓，他更以樓中一道天井來破題並與大平面聯結，以求擴深視野、外景相伴，讓莘莘學子於此間紆徐而進時，能感雋味久不散。

### 疏濬格局 徜徉深景

本案為中原大學自學中心「樂學園」，原貌是傳統高封閉性之教室，除動線稍嫌困蹙，環境亦略顯擾攘紛紜；其次，位於建築二樓自學中心，垂直動線含電梯、中央旋轉梯及兩側樓梯，人群八方叢彙而不免雜選，方向性上也有待釐整。當何俊宏進行場勘時，察覺日光闡溢之天井卻瑟縮屋隅和逃生梯、廁所為鄰，氣象晦暝沉落，因此他自天井破題，將其柵欄轉清玻璃框塑，並將天井為起點之水平軸線上實牆一道道滌除，自光線清鑠天井場域串連整塊平面，成就出坦迤曼衍、頭尾貫徹的豁朗大環境。

這畝「樂學園」分為「自在行」自學村（Self-Study Hub）、「活水來」討論坊（Discussion Corner）、「風雅頌」藝文廳（Art Salon）、「有思隨」課輔室（Tutorial Room）、「總是春」學用區（Counseling Venue）五大機能分區。盼睽偌大場域，切要之首是為大面積自學村籌謀新局，一來恢復天井悅豫神采，二來破室內樊籠，在「打開一串連」動作下使尺度優裕暢然，從中喻以校方所欲突顯自由開放學風。

動線處理上，當自學村平面鑿通，設計再依據兩側樓梯配置雙入口，毗鄰天井之右門為一扇扇活動式門扉，能隨四季喧暖寒涼肆意開闔；正式的管制入口則配置左側，有接待櫃檯示意。繼之往樓梯兩側廊道移動，兩個大型獨立空間各據其側，斟酌梯間甬道不甚寬綽，為避免動線蹇澀困阻，何俊宏將入口牆體繞成內彎弧度，再佐以退縮門體，藉內凹門位來疏濬蜂起人潮。而風景孌娜處，另在自學村一帶窗牖能迎庭樹蒨蔓的翠澤，不僅閱讀區迎著嘉樹碧色，舉凡窗檯、天井周邊長桌也植入綠茸茸人工草皮，憑此呼喏院落中那一片芊葉愉景。

1. 從走廊瞻望自學村主入口，清玻璃下方再以等高線圖紋背貼達到防撞效果。2. 格局概念手繪稿。  
1. A view from the pathway towards the entrance of the Self-Study Hub 2. Conceptual drawing showing layout idea



3



4



5



6

3. 舊日的水泥隔牆代之以活動式門扉，水平條暢感賦予了豁達氣息。4. 串連後的場域視野豁達，窗檯邊也配置一人閱讀區，氛圍多變。5. 用網格狀鐵件隔屏劃出坐位分區，其上能懸掛作品，具展覽性質。6. 從開放座位區瞻望自學村側門。7. 接待櫃檯旁的側牆材料為珪藻土，質樸自然。

3. Mobile partitions replace fixed walls to offer flexibility in use 4. Carrel seating quarter 5. Grid pattern metal system divides a sitting unit and can be used to hang art work on the surface 6. A view from the sitting area towards the secondary entrance of the Self-Study Hub 7. Diatomaceous earth paste covers a partition adjacent to the reception table

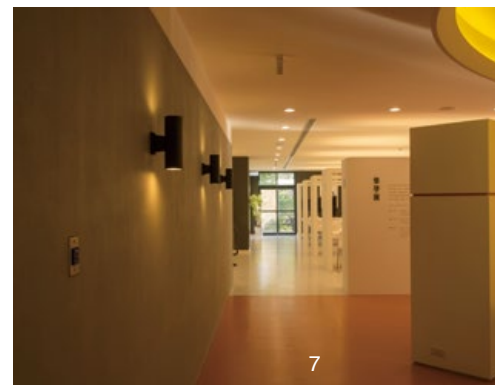
### 杳曠平面 韻態宕跌

早先蜷攀一角、有圍欄隔闕之天井場域，繕理後神形具朗，更躋身成左右逢源開放空間，何俊宏也藉此關鍵樞紐，朝前發展水平景深（自學村），繼之再轉折攏絡另條走廊上的獨立空間（討論坊），消弭斷續、重補斷損，使空間意象行雲流水。串起後的自學村若從天井旁的側門進入，先抵達第一個小分區“Gallery”，此區用鋼構與鐵網作穿透性圍屏，豎立出數個研讀自習空間，格網亦能懸掛作品而具展覽發表之效，輔以“Gallery”和成排窗牖相駢，窗檯便擺上高腳椅，有志勵學更挹醇景娛情。

天井區韶光庭樹駐留有晴翠，“Gallery”則流韻曠悍，一路行來層次分明，但為貼近各種學習狀態，內部應運再創風格區間。是以“Gallery”朝內逕行後再規劃出兩大“Discussion Club”，第一處先採白色口字形框體隔出五個座位區，框架鑄

造了私密和自成一格的氛圍，特別是框構與地板純白相映，材料儼如拔地竄起；第二處則抬昇木地板勾摹格局遞行，就此區來看，大閱讀桌在座位與座位間以黑色羅幃輕盈落下分際，而沙發則依偎著窗軒前蕨蕈叢樹配置，混漾著咖啡小館逸情。這一路規劃，視野廓落遐曠，卻能在步行序列間捕捉四種風情瀟灑醞藉，彼此串聯又各自精彩。

至於獨立藝文廳，使用定義上為通識沙龍，演講、音樂會等藝文活動在此舉行，是一種各抒己論、風氣輕鬆場所。從圍著天井的開放閱讀區、多元性自學村、預約制討論坊等，韻態跌宕場域也指涉豐沛機能；此外，設計上亦為複合學習場所規劃指標系統，將校方具中學內蘊、如書齋雅號之空間名以當代概念處理，形構出不落窠臼但深富文學魅力的視



7

覺。

#### 材料遞衍 穆清到歡趣

為深化空間相接之韻，外立面亦採幾種質樸的連續性材料去彌合空間，形成另一種串連。鑒於校園，材料傾向渾樸無鑿，因此何俊宏以鑽泥板、珪藻土及優的鋼石，取其灰褐洗鍊之形質去陶染人文氣象。首先，自學村橫長外立面對著梯間大挑空，並迎擋旋轉梯與兩側樓梯，是動線要衝，設計在此以纖維感鑽泥板來遞送質美，當作進入二樓的一個重要的意象和端景；珪藻土則用於樓層側牆，至於整個廊道地板則以類水泥皮層之優的鋼石取代舊朽磨石子，在柔煦光照下，整個廊道彷彿蓋上絲絨地氈。何俊宏談到：「討論坊的珪藻土外立面只做了上方三分之二，下方三分之一是清玻璃，搭配引導人流的弧牆線條，讓感覺更有趣。」凝佇廊道瀏覽，珪藻土立面層次豐富，再架上簡約壁燈，畫面穆清溫淳卻張力飽滿。

外部以自然材料涵養純篤學風，室內則意取一份歡暢栩然的活潑動態，不僅情調多變，色彩也洋溢明快繽紛，對此何俊宏談到：「整個空間並不小，若內部從頭到尾都是一致的狀態，會變得太沉悶，也不符合樂學園多元、自由和彈性的學習概念。」就像討論坊內各個單元，兩邊側牆一邊是自由塗寫的黑板，另處則佐以色調輕快的刷漆，而舉凡場域內所採用之沙發、椅凳等家具，皆能領略色彩旖旎繚轉的穠華氣象。採訪」劉芝君



8. 俯瞰陽光漫溢的天井，空間氣息極為寧謐恬適。9. 早先氛圍悒悒陰霾的天井一帶，經修繕、置入盆景後，蛻變為綽約怡人的休憩角落。10. 自學村內的討論空間，利用白色框體架構出分區。11. 兩兩對坐的八人長桌，可進行小組會議，移動電子裝置可連接側牆上的電視螢幕。

8. Tranquil ambiance under natural light 9. Light well invites natural light to bathe the study space 10. White panels set the five discussion units 11. Sitting arrangement in a discussion unit



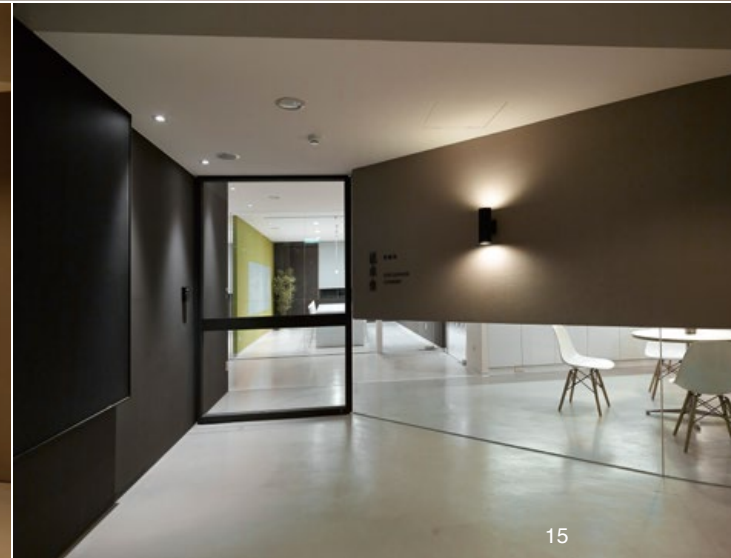
8



10



11



12. 討論坊外的廊道，可見地面以優的鋼石做延續性鋪覆。13. 為引導走廊人流，討論坊入口特別以內凹式設計來做緩衝與疏濬。14. 藝文廳入口處，此處牆垣全鋪珪藻土，同樣採退縮入口設計替動線減壓。15. 外立面的珪藻土並未鋪滿，讓下半部玻璃透出室內動態，以簡單卻層次多饒的語彙達成視覺效果。  
12. Pathway paving connects the existing floor in a harmonious color and texture 13. Recessed corner set back from the existing wall provides a buffer in the lobby space 14. Diatomaceous earth paste covers the surface of the art gallery 15. Diatomaceous earth used in exterior wall, which join in good detail with glass panels

#### 建材分析 Material Analysis

1. 為創造空間一體感，本案走廊空間大量採用連續性材料來串連場域。同時考量校園場址氛圍，材料盡量質樸和諧。2. 自學村外立面為深富木纖維紋理之鑽泥板。3. 兩側樓梯上來後的外牆立面為珪藻土。4. 整個樓面廊道以類水泥質地之優的鋼石來營造延續性。5. 室內空間氛圍多變，地面材料也以滿鋪環保地磚、超耐磨木地板來創造差異性。6. 毗鄰天井的座位區用鐵網做隔屏。

1. To connect the existing buildings of the campus, the Self-Study Hub used similar materials in terms of color and texture 2. Main surface material used rustic wood fiber board 3. Diatomaceous earth paste covers the surface of the staircase partitions 4. Floor pavement is granite in a similar texture and color like exposed concrete 5. Interior pavement used rustic wood materials 6. Grid pattern metal panel is used in the sitting area adjacent to light-well

#### 溝通重點 Communication Note

1. 因當前大學競爭激烈，校方期待藉學習環境的重新規劃，帶來有感而豐富的學習資源提升。2. 本案期待創造一個學生自主學習的工作基地，不論自讀、分組討論或創意激盪，期待藉不同空間情境與形式串連出多樣的學習靈感。3. 本案屬非制式化學習空間，空間機能新穎而未被定義，因此規劃之際多方討論拿捏，何種樣貌才能貼近學生課後學習狀態。

1. C.Y.C.U.'s commission intent was to create a cozy study space of exceptional good quality. 2. Self-Study Hub is a study quarter where students can stay to enjoy art, have group discussions or enjoy personal delight in reading or studying. 3. The Self-Study Hub provides multiple and flexible ways of use.



16



17



18

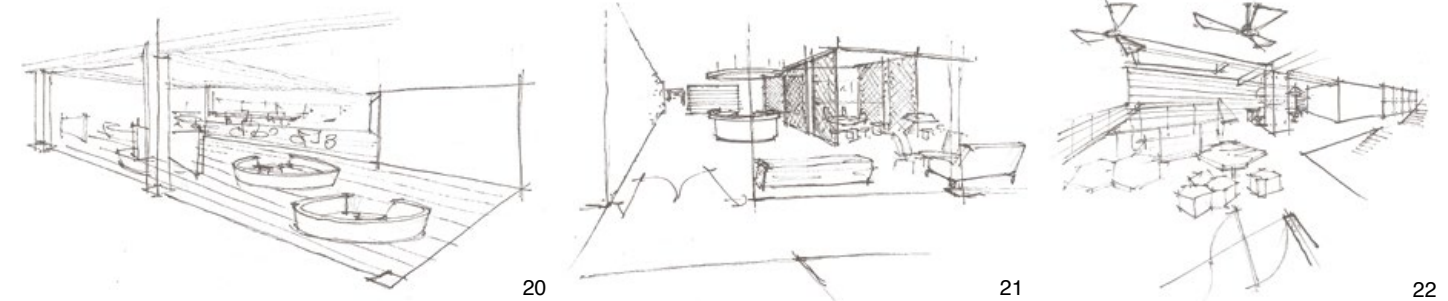


19

### Ample pleasure in views

The project is a renovation of an aging study room in C.Y.C.U which turned it into a cozy study hub. The existing space was used as a self-study center yet was in bad shape because there were many staircases, toilets, and unnecessary partitions. Arthur found the key to improving the quality was to count on a light-well as the way to invite natural light to penetrate into the space. This study center is functionally divided into five zones: Self-Study Hub, Discussion Corner, Art Salon, Tutorial Room, and Counseling Venue. Arthur believed the way he had to release the many jailed spaces and fully connect one space to the others would give the spaces a vivid and friendly air.

The space is housed on the second floor of the building and faces beautiful greenery. To enhance the visual link to the natural surroundings, the design uses artificial weeds to embellish windows and light-well borders. The plan was slightly changed in two layout positions; the first to set up a new entrance and new orientation system; the other was to push a wall which divides the study hub in another space inward to shape a more comfortable lobby space.



20

21

22

16.17. 討論坊內的動態。18. 獨立空間的討論坊，清玻璃隔間讓環境感輕盈，再搭配色調繽紛的牆面刷漆，將歡愉活躍的氣息滲透至走道。19. 就著庭院樹景搭配沙發座，是雅致的隅角。20. 討論坊手繪稿。21. 自學村入口手繪稿。22. 天井周邊規劃手繪稿。  
16.17. Discussion corners 18. Discussion corner is ample and internal partitions are painted in colors 19. Sofa faces outdoor greenery 20. Hand drawing displaying layout of the discussion corner 21. Hand drawing of the entrance of the Self-Study Hub 22. Hand drawing of the light well and its border glass

### Ample space in a simplistic layout

The Study Center is anchored by a light-well, divided by glass panels, and extends to the Self-Study Hub and Gallery in the other. Behind the Self-Study Hub is the Discussion Corner. The gallery can be reached by an individual lobby and used in a flexible way for both study and art exhibitions. The panel wall is partitioned by a metal wire panel supported by steel columns. The detail makes easy use of the artwork display and a good lighting system was installed.

A big open space is adjacent to the Gallery as the two spaces are designated as the Discussion Club. The first is an intimate discussion space divided independently by five white color partitions in U shapes. Each unit can house four students face to face, and each is equipped with a LED screen, which can display information from students' mobile devices and facilitates discussion. The other Discussion Club is a place paved in a raised wood floor and furnished like a coffee shop. The casual arrangement of the sofas and seating offer an intimate delight that helps students when gathering and holding discussions in a more cozy way.

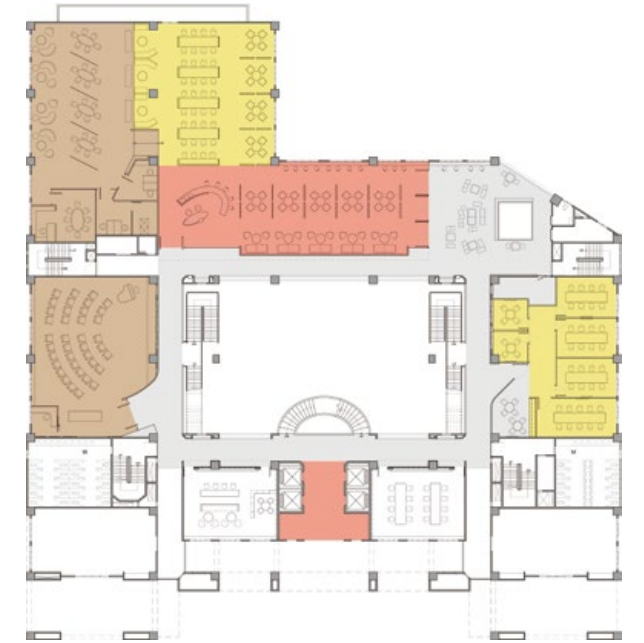
The art gallery and discussion club may constantly house forum discussion, group gatherings, even music performances. The flexible layout of the sitting and arrangement of furniture pieces assures designated activities can be held. Arthur designed all of the signal and directory signs which implicate messages of school philosophy and its long tradition to Chinese culture.

### Material tectonics

To enforce the link to the buildings in the campus Arthur selected many elegant natural materials to cover the outlook of the Self-Study Hub. Rustic wood board was used for the surface of the walls encasing staircases that provide a tranquil space ushering one into the main lobby. Diatomaceous earth mortar, which is used to cover the most internally exposed partitions

dialogues with the earthy color stone-paved floor. Glass panels cover many portions of the building surface both assuring student's safety on campus and inviting light to facilitate an ambiance of cozy transparency. Arthur said that even though one discussion space was kept open for preserved groups and pierced by five units, he insisted that the certain transparency should be retained.

Arthur understood that the study hub is not an office but rather a space inviting vivid spirit. He said we have to find some ways to promote the most flexible ways uses and most energetic air of invitation welcoming students. The space shows corners and spaces can be arranged in multiple ways, and he used black-board panels, and many other colorful furnishing elements to make sure that the designated program can be met.



23. 平面圖。24. 自一端顧盼討論坊外的走廊，牆面繪有學生塗鴉。

23. Plan 24. A view from the pathway to a blackboard in the discussion corner

