

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE**

**O. M. BEKETOV NATIONAL UNIVERSITY  
of URBAN ECONOMY in KHARKIV**

**METHODOLOGICAL RECOMMENDATIONS**

for practical classes and organizing independent work  
on an academic discipline

**«ARCHITECTURE OF HYBRID RESIDENTIAL BUILDINGS»**

*(for full-time students second (master's) level of higher education  
specialty 191, G17 – Architecture and town planning)*



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Compiler A. S. Borysenko

Reviewer

**O. V. Smirnova**, Candidate of Architecture, Associate Professor of O. M. Beketov National University of Urban Economy in Kharkiv

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## INTRODUCTION

Methodological recommendations for conducting practical classes and organizing independent work on an academic discipline “Architecture of hybrid residential buildings” (for master’s students of specialty 191 (G17) – Architecture and town planning).

The study of the discipline is based on the mandatory educational components of the second (master's) level of higher education, namely: “Theories of architecture and urban planning of the modern era”; “Modern problems of architecture, urban planning and architectural environment design”; “Architectural design of multifunctional public buildings”.

The “**Architecture of hybrid residential buildings**” academic discipline consists of following content modules (CM):

**CM 1** Prerequisites for the emergence and development of hybrid residential buildings. Engineering hybrids.

**CM 2** Hybrid residential buildings with the possibility of homework.

**CM 3** Functional hybrids and modern trends in the formation of hybrid housing.

**The purpose of studying the “Architecture of hybrid residential buildings” academic discipline** is the formation of knowledge and skills of students regarding the ability to determine the modern typology and specifics of designing the latest hybrid residential buildings, acquisition of knowledge by students on the design of the latest types of hybrid residential buildings, which embody the modern way of life of the 21st century, employ an extremely complex functional program and combine architectural and urban planning approaches. Acquisition of ability by students to develop concepts for the formation of hybrid residential objects, situate them in the urban structure, and use techniques and methods for designing modern hybrid residential buildings when organizing functional and spatial solutions.

As a result of mastering this discipline, applicants must be able to think scientifically and analyze, systematize and use theoretical works and grapho-analytical design materials regarding techniques and methods for the formation of hybrid residential buildings; be aware of the latest concepts of architectural design of

modern hybrid residential objects of various types, their specific features, functional characteristics and relationships, as well as form-making design processes for the application of high-quality design solutions in architecture and urban planning.

## **1 CONTENT OF ACADEMIC DISCIPLINE BY CONTENT MODULES AND THEMES**

### **MODULE 1 ARCHITECTURE OF HYBRID RESIDENTIAL BUILDINGS**

#### **Content module 1**

##### **Prerequisites for the emergence and development of hybrid residential buildings. Engineering hybrids**

The content module involves familiarization with the basics of the discipline, the concept of hybrids and the terminological apparatus of modern residential architecture. The building is considered as a system, as well as a classification of residential hybrids: structural engineering hybrids, functional hybrids, housing with the possibility of working from home (*hybrid home*).

Factors and prerequisites for the emergence of hybrid residential buildings are analyzed. Postmodern mentality is explained as the main factor in the emergence of hybrid residential buildings and the hybrid approach in architecture at the end of the 20th century. The historical origins and prototypes of hybrid residential buildings are considered.

The peculiarities of structural engineering hybrids are studied on the cases of implemented projects and theoretical works. Modern trends in the formation of structural engineering hybrids and prospects for the further hybridization of housing are considered.

#### **Content module 2**

##### **Hybrid residential buildings with the possibility of homework**

Peculiarities of housing with the possibility of working from home (*hybrid home*) and hierarchical scale levels of hybrid housing design are studied. The problems and factors determining the architectural planning organization and spatial

composition of *hybrid home* are analyzed. Architectural and design means of forming a *hybrid home* and hybrid spaces are studied.

### **Content module 3**

#### **Functional hybrids and modern trends in the formation of hybrid housing**

The content module involves familiarization with the latest ideas in the field of residential architecture of the 21st century – a variety of functional residential hybrids and their features. Theoretical concepts that led to the emergence of hybrid housing and the mental model of the formation of hybrid residential buildings are examined. The search for the systematization of hybrid buildings, their architectural and planning organization, spatial composition and design requirements are considered.

### **2 ORGANIZATIONAL AND METHODOLOGICAL RECOMMENDATIONS**

The teaching methodology of the “**Architecture of hybrid residential buildings**” academic discipline involves working in dialogue between the teacher and the students and is designed for 32 hours of lectures, 16 hours of practical classes, and 102 hours of independent work.

To help students understand the structure of the academic discipline and the connection between practical classes and independent work with lecture classes, the following section is presented in the form of structural and content tables, which include information about the content, structure, distribution of hours by topics and types of classes, and recommendations for completing practical tasks and organizing independent work.

### **3 ORGANIZATIONAL STRUCTURE AND CONTENT OF PRACTICAL CLASSES**

Practical class is a form of educational training aimed at developing skills and abilities to perform certain types of work. For each topic, the teacher conducts practical classes (Table 1), in which he develops the skills and abilities of students to practically apply certain theoretical provisions of the academic discipline through individual completion of grapho-analytical tasks.

Table 1 – Organizational structure and content of practical classes

Type of educational class	Hours	Topics, content and methodological guidelines for conducting practical classes
1	2	3
<b>Module 1 Architecture of hybrid residential buildings</b>		
<b>Content module 1</b>		
<b>Prerequisites for the emergence and development of hybrid residential buildings. Engineering hybrids</b>		
<b>Practical class.</b> <b>Theme 1</b> <b>Analysis of the formation and development of hybrid residential buildings</b>	2	Study of the influence of ecological theories on the formation of hybrid construction. In-depth analysis of the features of hybrid construction methods, hybrid structures and materials. Definition and analysis of spatial structures of hybrid buildings; development of options for functional organization, methods for constructing hybrid buildings, and their comparison. Task is performed in the form of graphic works on 1–2 sheets of A3 format
<b>Practical class.</b> <b>Theme 2</b> <b>Definition of the main methods for forming the structural engineering hybrids</b>	2	Determining the main methods of construction of structural engineering hybrids, their analysis and features of placement in the structure of the city Analysis of technological processes in the structure of hybrid residential buildings and their development; conducting an analysis of the formation of hybrid residential buildings in the urban structure. Studying the features of the modular construction method, analyzing construction examples. Task is performed in the form of graphic works on 1–3 sheets of A3 format
<b>Content module 2</b>		
<b>Hybrid residential buildings with the possibility of homework</b>		
<b>Practical class.</b> <b>Theme 3</b> <b>Features of hybrid residential buildings with the possibility of working from home (hybrid home)</b>	2	Analysis of general features of hybrid residential buildings with the possibility of working from home (hybrid home). Development of a sketch project of hybrid home. At the student's choice: 1. Detached house with the possibility of working from home: architect's house,

Continuation of table 1

1	2	3
		<p>fashion designer's house, doctor's house, etc. (resident's profession is at the student's choice).</p> <p>2. Organization of a workplace in one's own apartment in a multi-storey building.</p> <p>Task is performed in the form of graphic works on 3 sheets of A3 format</p>
<p><b>Practical class.</b>  <b>Theme 4</b>  <b>Techniques and methods of organization of hybrid home. Requirements for the organization of workplaces</b></p>	2	<p>Development of own conceptual model of individual hybrid residential building with possibility of working from home (hybrid home) in the urban structure.</p> <p>Report with presentation demonstrating analysis, examples and own design solution of hybrid home. Defense of the sketch project of hybrid home.</p> <p>Task is performed in the form of graphic works on 3 sheets of A3 format</p>
<p><b>Content module 3</b>  <b>Functional hybrids and modern trends in the formation of hybrid housing</b></p>		
<p><b>Practical class.</b>  <b>Theme 5</b>  <b>Determining the main regularities in the formation of functional hybrids</b></p>	2	<p>Identification of analogues and examples of theoretical experience in the formation of the spatial planning structure of functional hybrids.</p> <p>In-depth analysis and definition of the characteristic features of functional hybrids using examples of implemented buildings, design solutions and iconic projects.</p> <p>Graphic comparative analysis of analogues and examples of new hybrid residential buildings.</p> <p>Task is performed in the form of graphic works on 1–2 sheets of A3 format</p>
<p><b>Practical class.</b>  <b>Theme 6</b>  <b>Conceptual basis of the formation of functional hybrids</b></p>	4	<p>Analysis of the specifics of functional and spatial organization of hybrid residential buildings (formation of spatial structures).</p> <p>Development of a sketch project of a multi-storey hybrid residential building including a functional scheme, a scheme of public spaces, types of residences and a spatial volumetric solution.</p> <p>Task is performed in the form of graphic works on 3 sheets of A3 format</p>

End of table 1

1	2	3
<b>Practical class. Theme 7 Development of a concept idea for the spatial organization of a modern hybrid residential building</b>	2	Development of a sketch spatial model of a building in the urban structure (identifying new approaches to formation, defining the main functions and their interrelationships). Report with a presentation demonstrating the analysis, examples and actual design solution of a functional hybrid. Defense of a sketch project of a multi-storey hybrid residential building. Task is performed in the form of graphic works on 3 sheets of A3 format
<b>Total hours</b>	<b>16</b>	–

#### **4 ORGANIZATIONAL STRUCTURE AND CONTENT OF INDEPENDENT WORK**

Independent work is a form of organizing the educational process, according to which the planned tasks are performed by the student under the methodological guidance of the teacher. It serves as the main means of mastering the educational material during extracurricular educational work.

Independent work is aimed at consolidating the theoretical knowledge obtained by students during their studies, the deepening of said knowledge, as well as acquisition and improvement of practical skills and abilities in accordance with the chosen direction of training

The student's independent work on mastering the educational material can take place in the institute's library, classrooms, computer classes, as well as at home.

The content of independent work on the "Architecture of hybrid residential buildings" discipline is presented in the table (Table 2).

Table 2 – Content of independent work on the discipline

Independent work	Topics, content and methodological guidelines
1	2
<b>Module 1</b>	
<b>Architecture of hybrid residential buildings</b>	
<b>Content module 1</b>	
<b>Prerequisites for the emergence and development of hybrid residential buildings. Engineering hybrids</b>	
<b>Independent work on content module 1</b>	Study of literature and analysis of information resources on the topic of tasks for CM1. Finalization of graphic tasks and presentation on the topic of practical classes; completing their design with illustrative (graphic) and text (written) materials
<b>Content module 2</b>	
<b>Hybrid residential buildings with the possibility of homework</b>	
<b>Independent work on content module 2</b>	Study of literature and analysis of information resources on the topic of tasks for CM2. Finalization of graphic tasks and presentations on the topic of practical classes; completing the design of album and presentation with illustrative (graphic) and text (written) materials
<b>Content module 3</b>	
<b>Functional hybrids and modern trends in the formation of hybrid housing</b>	
<b>Independent work on content module 3</b>	Study of literature and analysis of information resources on the topic of tasks for CM3. Finalization of graphic tasks on the topic of practical classes; completing the design of album and presentation with illustrative (graphic) and text (written) materials

## 5 CONTROL METHODS AND CRITERIA FOR ASSESSING LEARNING OUTCOMES

The main control methods for the academic discipline are:

Current control: written and graphic control (presentations on modules, sketch graphic tasks).

Module control: oral control (assessment of reports with presentations, defense of graphic tasks on themes of modules).

Final semester control is in the form of an examination based on examination tickets.

### **Assessment criteria for module control**

Two components are objects of the assessment:

1. Quality of the content of the graphic task (graphic illustrations and 3D models).

2. Quality of the defense of the graphic task (preparation, presentation, answers).

The quality of the completed practical task is assessed by a number of indicators:

- compliance of the content of the practical work with the task and the requirements of the methodological recommendations for its implementation;

- the degree of independence in solving the task, making general schemes of typological characteristics of the object, relevant drawings, analysis of 3D models, graphic images and design proposals for its shape formation;

- ability to work with literature and information sources and analyze graphic illustrations, relevant analytical diagrams and 3D models;

- design of graphic materials according to the compositional design.

The quality of the defense of the practical task is assessed by following criteria:

- meaningfulness of the applicant's report on the main results of the tasks;

- clarity of structure and logical sequence of presentation of the material;

- validity and quality of the visual presentation of graphic tasks regarding the further use of the results of the work;

- use of professional, industry, scientific terminology;

- completeness, depth, scientific validity of answers to questions.

When assessing module control, appropriate assessment levels are used with the maximum number of points corresponding to the content module. The following levels are used:

High level (tasks completed correctly);

Sufficient level (tasks completed with minor errors);

Medium level (tasks completed with significant errors);

Initial level (tasks completed incorrectly).

### **Assessment criteria for final semester control (examination)**

Final semester control is in the form of written examination (Table 3).

Table 3 – Final semester control

<b>Final semester control – examination</b>	<b>30</b>
Written answer to theoretical question № 1	10
Written answer to theoretical question № 2	10
Written answer to theoretical question № 3	10

Assessment criteria for final semester control:

1. The higher education applicant has mastered the theoretical material fully, demonstrates deep comprehensive knowledge of the topic, confidently navigates the course content, thinks logically and consistently, and answers all exam questions: «high level» (27–30 points).

2. The higher education applicant has mastered the theoretical material well, presents it in a reasoned manner, is familiar with the content of the exam questions, expresses his / her thoughts, but makes certain inaccuracies and minor errors: «sufficient level» (20–26 points).

3. The higher education applicant understands the fundamentals on the topics of the course, is poorly oriented in the content of the exam questions, reflects the problem in a superficial manner, and demonstrates an insufficient level of mastery of theoretical material: «medium level» (11–19 points).

4. The higher education applicant has fragmentary knowledge of the topic, is not familiar with the content of the exam questions, and makes a significant number of mistakes: «initial level» (1–10 points).

### Assessment criteria on a 100-point scale

The results of studying the discipline are assessed according to the national (four-point) scale (excellent, good, satisfactory, unsatisfactory); 100-point system; unified (seven-point) rating scale – “excellent” (A), “good” (B, C), “satisfactory” (D, E), “unsatisfactory” (FX, F). The correspondence of score on a 100-point scale to the level of competence is given in Table 4.

Table 4 – Grading scale

100-point scale	Level of competence	Four-point/two-point scale	
		exam	test
90–100	high	excellent	passed
82–89	sufficient	good	
74–81			
64–73	average	satisfactory	
60–63			
35–59	low	unsatisfactory	failed
0–34			

**90–100 points** – applicants receive for a high (excellent) level of knowledge (minimal inaccuracies are possible) of educational material of the educational component; the ability to analyze and use the acquired knowledge in decision-making in the relevant subject area, apply theoretical provisions when solving practical problems; clearly, succinctly, logically, consistently answer/solve the questions/tasks;

**82–89 points** – applicants receive for a very good level of knowledge (a small number of inaccuracies is possible) of educational material of the educational component above the average level; reasoned answers / solutions to the questions/tasks, ability to apply theoretical provisions when solving practical problems;

**74–81 points** – applicants receive for a generally correct (good) understanding of educational material of the educational component; answering/solving the questions/tasks and applying theoretical provisions when solving practical problems with certain (insignificant) shortcomings;

**64–73 points** – applicants receive for mediocre knowledge of educational material of the educational component, poorly reasoned answers, the presence of errors in solving tasks, weak application of theoretical provisions when solving practical problems;

**60–63 points** – applicants receive for weak knowledge of educational material of the educational component, inaccurate or poorly reasoned answers with a violation of the sequence of presentation, the presence of significant errors in solving tasks, weak application of theoretical provisions when solving practical problems;

**35–59 points** – applicants receive for ignorance of a significant part of educational material of the educational component, significant errors in answers/tasks, inability to apply theoretical provisions when solving practical problems;

**0–34 points** – applicants receive for ignorance of the main fundamental provisions of educational material of the educational component, inability to answer/solve the questions/tasks, inability to orientate in elementary ways when solving practical problems.

## RECOMMENDED LITERATURE AND INFORMATION RESOURCES

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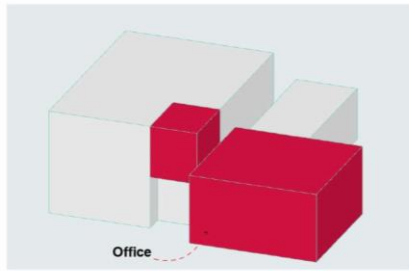
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20. Règlement thermique de construction au Maroc [Electronic resource]. – Valid since 2020–05. – Royaume Du Maroc : Agence Nationale pour le Développement des Energies Renouvelables et de l'Efficacité Energétique, 2020. – 52 p. – Electronic text data. – Regime of access: <https://ordresearchcentre.org/wp-content/uploads/2020/05/R%C3%A8glement-thermique-de-construction-au-Marocpdf>, free (date of the application: 20.02.2026). – Header from the screen.

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## APPENDIX A



### Stand-alone house

- Family Size: 4 people (2 adults + 2 kids)
- Professional Working from Home: **Architect**
- Ground Floor: Living Room, Kitchen, Toilet, Office, guest room.
- First Floor: parents Bedroom, 2 Kids' Bedrooms Shared Bathroom, storage for the office.
- Outdoor: Small backyard, Parking for two cars.

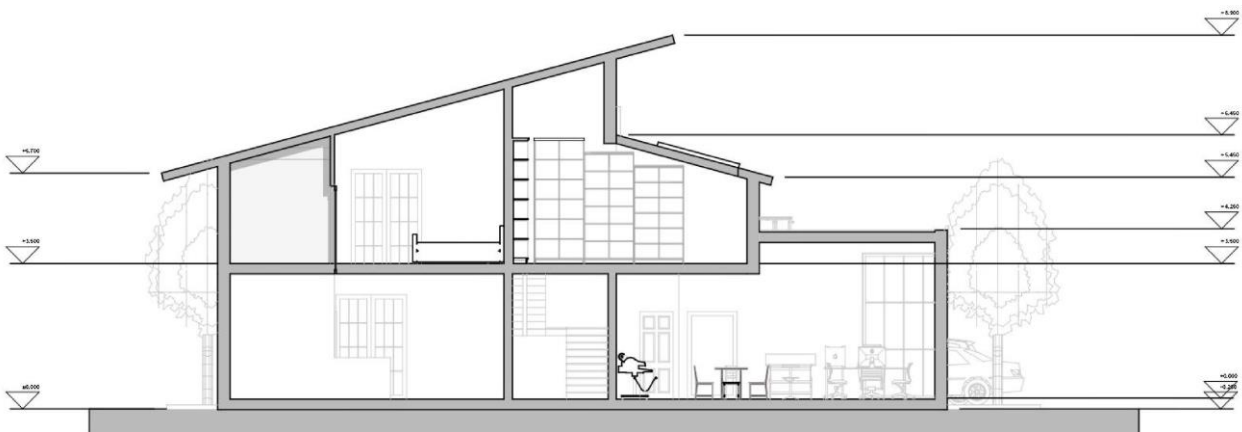
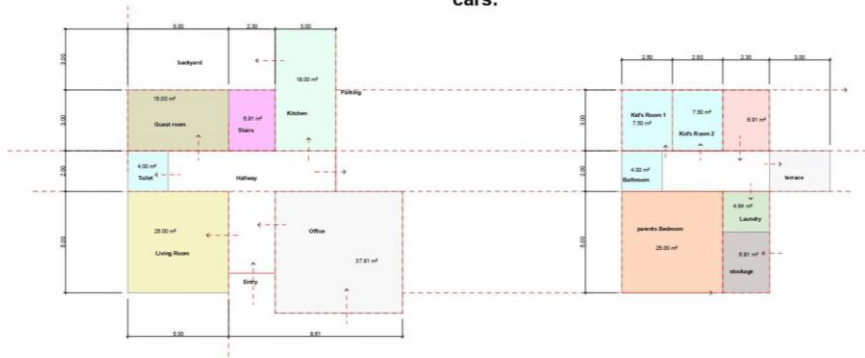
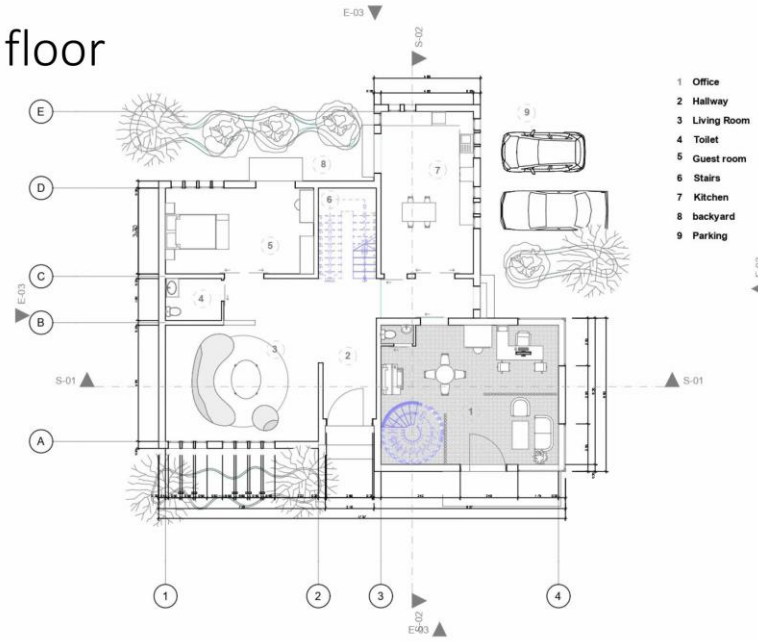


Figure A.1 – Example of task for Content Module 2: concept, section, 3D view  
(author: student of Mn ABaS 2024-2a Mansour Chaymae, 2025)

## Ground floor



## First floor

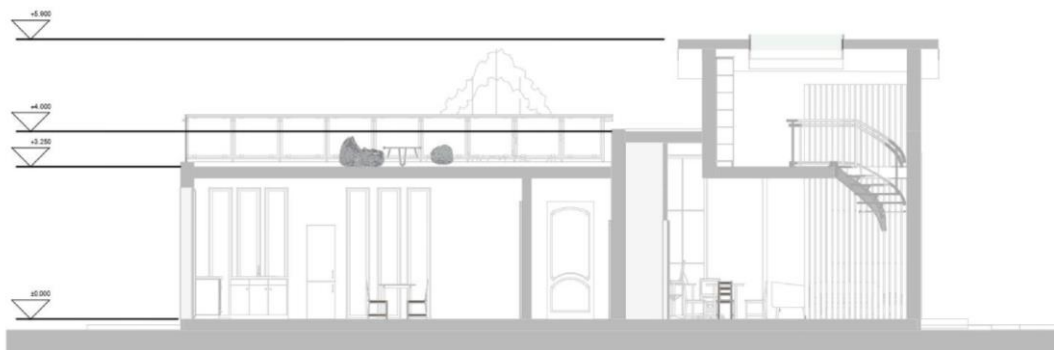
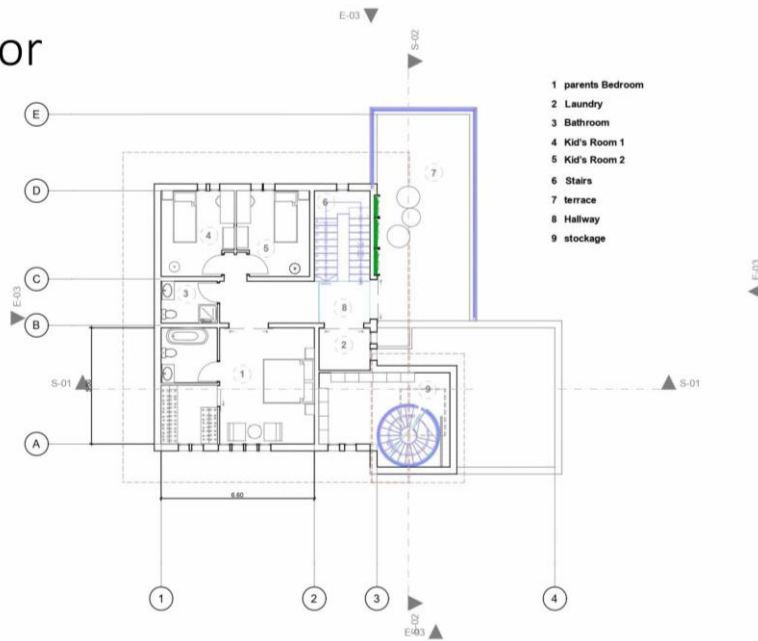


Figure A.2 – Example of task for Content Module 2: plans, section (author: student of Mn ABaS 2024-2a Mansour Chaymae, 2025)

*Електронне навчальне видання*

Методичні рекомендації

до проведення практичних занять та організації самостійної роботи  
з навчальної дисципліни

**«АРХІТЕКТУРА ГІБРИДНОГО ЖИТЛА»**

*(для здобувачів другого (магістерського) рівня вищої освіти денної форми  
навчання зі спеціальності 191, G17 – Архітектура та містобудування)*

*(англ. мовою)*

Укладач **БОРИСЕНКО** Артем Сергійович

Відповідальний за випуск *О. В. Смірнова*

*За авторською редакцією*

Комп'ютерне верстання *А. С. Борисенко*

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вул. Черноглазівська, 17, Харків, 61002.  
Електронна адреса: office@kname.edu.ua  
Свідоцтво суб'єкта видавничої справи:  
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