News Sheet 6

EAAE

April 1981

European Association for Architectural Education
Association européenne pour l'enseignement de l'architecture

PRESIDENTS REPORT 1980

looking back over the past five years of the existence of the association we find that those first years have been a time of development and growth. A time in which the association tried to find its way into the international community.

In these first years the association tried particularly to develop its instruments of exchange and communication, the annual Forum and the News Sheet. The News Sheet as the voice of the association especially had to find a sensible and practical format.

The year 1980 was a year of rethinking and reconsideration. After the honey-moon of its existence, the period of enthusiasm, a next step had to be taken, a phase of normality had to be introduced adding stability to the early fragile existence of the association. First, internal re-organizations became necessary. A permanent secretariat was established in Bruxelles thereby suring the continuity in communications. The Association's book-keeping and finances had to be reorganized and are now properly established at the University at Aarhus, Denmark. The formal structure of the News Sheet was reorganized allowing for more flexibility in its publications.

In addition to the Forum, the Workshop, an alternative format of debate, was introduced. Allowing for the exploration of a field first on the level of the workshop and a more thorough follow up and an indepth exploration of certain important issues on the level of the Forum. In order to contribute to the understanding of the European educational system a first step towards an European directory for design education was made. During 1980 the association continued its growth, at a more reduced pace to its present 31 active member schools, 7 individual members, and 2 associate members.

Two events took place in 1980 which greatly determined the activities of the association. Firstly, in November 1979, the Berlin Forum dealt with "the role of the project in architectural education". A very substantial report grew out of this Forum. Secondly, the Zurich-workshop proved equally important. With it, the Administrative Council tested a new type of EAAE-event not yet tried before. The experience of the workshop proved the validity of the format, which will be of great importance in 1981.

In 1980 first contacts with the three schools of architecture in Vienna have been established for the preparation of the next EAAE event in 1981.

At the end of this very brief review of the life of the association in 1980, I would like to welcome the new members of our association:

Paris
Dublin
Malta
Ankara

It is a great pleasure to introduce to the members as re-elected Council member David Coupe:(Canterbury, England) and as newly elected member:Manuel Ribas y Piera (Barcelona, Spain).

In our 1980 General Assembly Age van Randen (Delft, Netherlands) was elected Vice President, leading to the presidency in 1982/83. His dynamic personality and commitment to EAAE will assure the continuous development of our association.

H. E. Kramel
Zurich

Future Events

The second EAAE Workshop is to be held in Vienna on the 23rd, 24th and 25th April 1981 to discuss the topic:—

"The relationship between Urban Design and Architecture in Architectural Education".

The Workshop has been arranged in conjunction with the following institutes in Vienna: Akademie der Bildenden Kunste, (Professor G. Peichl), Hochschule fur Angewandte Kunst (Professor W. Holzbauer) and Technixche Universitat (Professor R. Krier). Full programme details and registration forms have been sent to all EAAE members, applications should be made to EAAE workshop secretariat, c/o Mrs. E. Muller, ETH-Honggerberg, CH-8093 Zurich, Switzerland.

The idea of Workshops as a more regular, less formal point of contact between European teachers is proving popular, several schools have already proposed subject areas for future meetings. South Bank Polytechnic and the University in Ankara have developed Workshop or Forum proposals which might be organised in their schools in the near future.

If you have a proposal of your own, the Council would be pleased to receive your suggestions and collaborate in the planning. Please write to:
European Association for Architectural Education
51 Rue de la Concorde
1050 BRUXELLES
Belgium

PROFILE: GESAMTHOCHSCHULE KASSEL

In this second of a series of short profiles of the member schools, Professor Peter Jockusch, member of the administrative council of EAAE, introduces the School of Architecture, Town and Landscape Planning at the University of Kassel-Gesamthochschule, West Germany.

Kassel is a north-Hessian industrial town of 200,000 inhabitants, known abroad by its quinquennial arts exhibition 'Documenta', close to the border of East Germany (GDR).

The "Gesamthochschule Kassel" is the youngest of the Hessian universities and was founded in 1971 as a result of the new approach in organisational and curricular reform of the German University system after a time of student unrest and of change in political power.

The School of Architecture, Town and Landscape Planning (ATL) has a local tradition, since it was amalgamated both from the School of Architecture and Landscape Design of the former College of Fine Arts — which in 1978 celebrated its 200th anniversary — and from the former Department of Architecture of the Fachochschule Kassel.

The new school of ATL was upgraded to university status and consists now of two departments, one for Architecture, the other for Town and Landscape Planning.

The new school of ATL as part of a reform university tries to realize the following reform objectives (which were partly imposed by the ministry, partly decided upon by the foundation committee and partly deduced and developed by the two departments themselves):

— to integrate the former threefold system of architectural education (Fachochschule: Ing. grad.; University: Dipl. -Ing.; Academy of Fine Arts: Diplomarchitect HbK) into one consecutive concept, where every student after one year of orientation takes a first course of two years and a half, leading to a Diploma A, and can then leave into practice or may continue in a postgraduate course of one year and a half to get Diploma B at university level. Both diplomas qualify for professional work.

— to integrate Architecture, Town planning and Landscape planning into one course system with common general studies and with options for the three specialized fields of study.

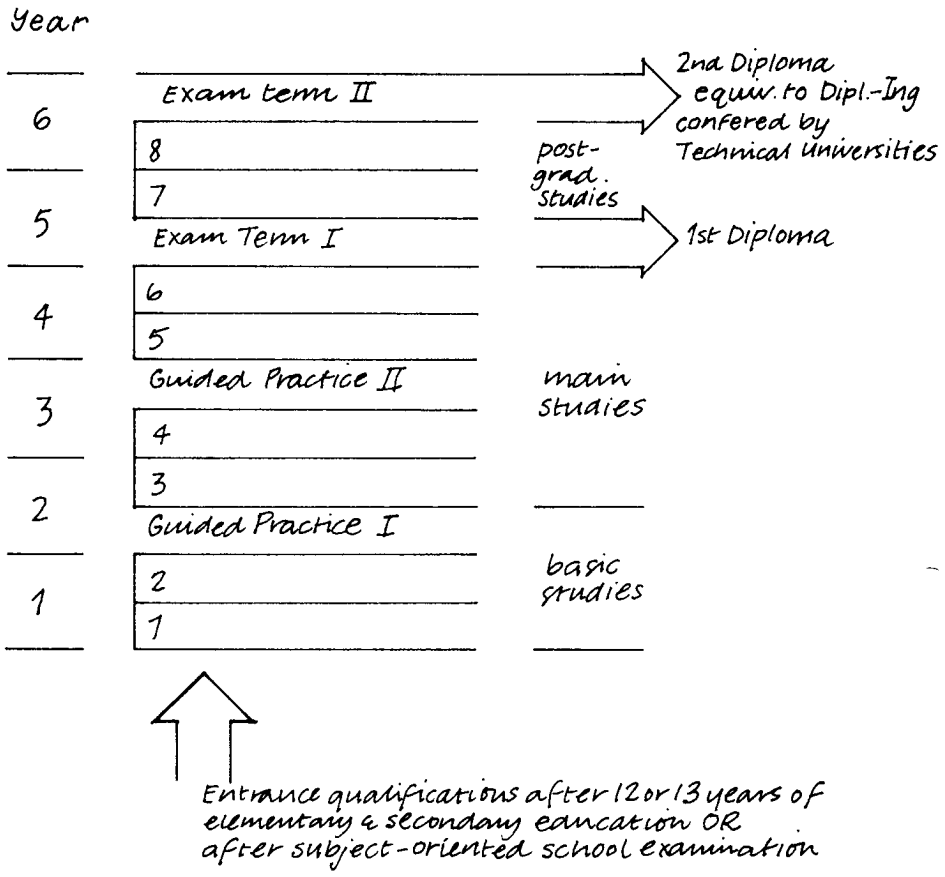
— to overcome the deficiency of both theory and practice in architectural education by
· basing the teaching/learning process on project oriented study focussed on problems.
· integrating two six-months phases of guided practice into the courses.
· inviting students to take an active part in staff research work (research oriented learning).

— to liberalize the exam procedures: (consecutive exams, group exams, problem — not subject focussed exams, examiners proposed by the student etc.

— to help to individualize the curriculum according to the special interests of students (by letting them choose topics of their projects, options for special courses, diploma thesis topics etc).

— to build up teaching with few formal lectures (only 8 hrs per week) and more tutored "project work" in small groups.

— to build up an organisational pattern where the department is the smallest organisational unit and where individual subjects have no organisational identity (no "chairs", no institutes).



Schematic description of an Integrated Course

— to create a staff structure where in all three categories of teaching staff (from Arts school, from Fachochschule and with University status) work together on equal terms but with different teaching loads. There should be no assistants or junior academic staff.

— to liberalize entrance qualification by allowing e.g. graduates from vocational training schools to enter under certain conditions.

— to orientate the course towards the responsibility of the architect planner to society and to focus projects on socially relevant problems and to establish a critical science of planning.

— to stimulate multidisciplinarity in staff and student work and to educate students to qualify as specialists "able to cooperate". Much has been realized in the years of growth and development, e.g.:

— project work of students and staff has contributed much to real planning, design and development problems of the town and the region of Kassel — not always to the satisfaction of the people in power.

— a laboratory for experimental building and a work group for adapted technology work on various projects for low cost housing, re-use of garbage material, intermediate technology, rediscovery of natural building materials, energy conservation, solar architecture, use of green plants for the conditioning of buildings etc. There is a considerable international co-operation to be noticed.

— a laboratory for urban ecology assesses the amount of pollution and emmission, analyses urban vegetation etc. The results of which form a basis for various actions taken in planning policies.

— although the number of diploma students in ATL in general exceeds 3 — 4 times the needs of society for the recruitment of the professions, the school seems to be very popular among applicants, out of which only one in five can be taken due to the tough "numerus clauses" (= limitation of enrolment).

While the university as a whole has grown from 3000 to 7700 (in 1980/81) students, the school ATL had an annual intake of 127 and a total student enrolment of 660, half of which are architectural students, and one quarter ea town planners and landscape planners. There is a stagnancy in enrolment (or "in option") for town planners, a growth of landscapers and a decrease of architects. There are 27 teaching staff, 6 nonteaching academics, two technical instructors, 8 fte secretarial staff. Roughly 40 hrs per week of teaching are done by visiting part time lecturers, tutors etc.

The school, although rather successful, suffers from various threats and shortcomings among which the most important are:

— the growth in student numbers exceeds the related growth of staff and physical resources by more than 60%.

— the ministry does not support the school in gaining recognition by the professions. Being different from other schools it is now deemed a fault, but this was a special obligation for the university when it was founded.

— a certain policy takes command to make the school similar to the established schools in order to grant full recognition.

— exam regulations are aggravated so that almost all aspects of liberality get lost (subject exams, no group work in wirtten thesis work, more intermediate exams . .)

On the occasion of the tenth anniversary of the school, there will be an exhibition and a catalogue on the contribution of the school to planning problems of the region. The catalogue will be available on request.

THE TEACHING OF ARCHITECTURAL TECHNOLOGY

A report on the proceedings of the first EAAE Teachers Workshop/ Zurich November 1980. David Coupe.

Technology as a Design Tool

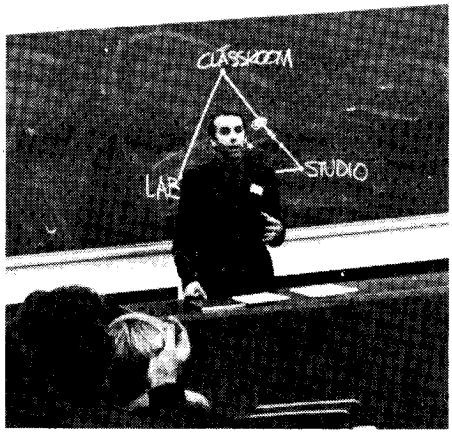
The Association's first international Workshop for teachers was an undoubted success. Held at the Federal Technical University in Zurich (ETH-Z), it was attended by more than 60 teachers from all parts of Europe and from the United States and Canada. The aim was to grapple with that most perennial question for schools of architecture — "How to teach Architectural Technology?" or as it was soon to develop — "How to develop students' technical knowledge & skill as an integrated tool in their design process?". The object of all participants was to get down to a thoroughly tactical discussion of this methodological problem, avoiding polemic and vauge theory, but investigating the comparitive value of specific teaching programmes. Professor Kramel and his colleagues had prepared the ground well in inviting leading speakers from Delft, Ankara, M.I.T. and Haward to explain their programmes and in mounting a full exhibition illustrating the technical course work at ETH-Z.

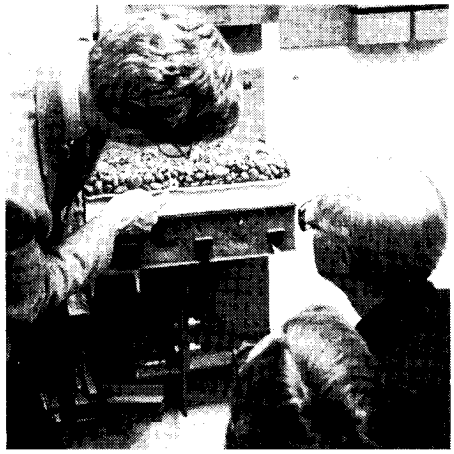
Tying the Knots

Introducing the teaching strategy adopted in the first three years at Zurich, Professor Kramel affirmed that the principle "what one designs must be related to how it is made" is firmly held by the school but its application in architectural education is by no means straight forward. Through the proliferation of specialisms within our course structures the incipient schism between technology and other elements of design has become acutely widened and unrelated. Teachers often fulfill separate and independant roles relying on the student to bring the parts together into integrated design proposals.

In these circumstances, integrative design study will never develop successfully and much of the work of the teaching team at Zurich is therefore directed towards demonstrating the interdependance and correlation of the various facets of design work. It is also considered pointless to "teach" architectural technology as a separate science — a body of knowledge to be stored up against future requirements. In each stage of the students progress, technical principals and methods are presented in relation to other aspects of the design problem "in the round" and at a level of complexity which can be readily appreciated and applied: At all levels of the course therefore, although the complexity of information and methodology increases, the "fields of view" over the relationship of elements within the design process is kept constant.

In the first year, students carry out several exercises related to single cell buildings in which they adopt simple conventional building techniques and explore their implications through 2 and 3 dimensional drawing projections. In this way, they gain immediate experience of tying building elements together





in 3 dimensional "knots" and perceive the effect of these topical decisions on the overall quality of the solution.

Professor Ronner related how these principals were explored further in the second year by their application to a moderately complex design project devised and tutored jointly by the technology team and the design team. The approach to the problem emphasises that design and construction are just two faces of the same coin — space is made by building operations, neither can exist independantly and they can only be evaluated in relation to each other. Students are encouraged to maintain this dialogue throughout the development of their scheme. In the third year (Professor Schaal) the construction teachers have to help the students face the problem that the interrelation of technological systems within building design is enormously complex. They attempt to give their students a "thought-model" whereby the hierarchy of relationships in building technique (knots between elements up to knots between systems) might be understood and the level of involvement of the architect as designer determined.

Structuring Permanency amidst Change

Professor Van Randen, who had brought his whole teaching team from Delft outlined their teaching process at third year level in which the main objective is to help students to study and practice technology as an integrated element of the design process. The teaching input is based on the principal that it is necessary to understand the building process as it is developing around us and attempt to recognise the architects present and future role. There is a close relationship between research and teaching within the group and much attention has been given to the format of the lectures, lecture notes and exercises provided for the students. All these are intended to comprise a sort of tactical "survival kit" for the designer faced with a dynamic rather than static combination of problems.

It is postulated that the three variables: Variety, Change, Interaction are crucial characteristics of the design problem and the solution must be largely influenced by some combination of these forces. Lectures refer to the "Building Node" (Knot) as the focus of decision taking; at this "point" the students are confronted with the reality of choice perceiving that the implication of a decision made at one Node will ripple, 3 dimensionally, to its neighbours and thence throughout the fabric of the building, Controlling and orchestrating this interaction — 'structuring permanency amidst change' is studied by investigation of buildings under construction and by limited design exercises.

In one exercise, each of 30 students detail a particular Node of a given building layout. Their 1:5 scale details are then assembled into a wall mosaic and then the conflicts appear and the art of "shoving things around until they fit" begins — the rules of this operation have to be proposed and agreed, the "structuring of permanence" is externalised. The lecture notes are prepared in booklet form and their layout (which includes many simplyfied diagrams and graphic metaphors) underlines the variable and interactive nature of architectural technology.

Internalising Knowledge

For the Europeans, the visitors from the United States threw an interesting sidelight onto the subject. Ed Allen from M.I.T. explained that he had a particular problem, — his job was to teach about building materials and construction methods to students with little or no design (or even drawing) experience. He posed the central question as 'How can we help students internalise technical knowledge?" — so as to place the essential facts at his fingertips and thereby become inseparable from the design process. He suggested the need to explore with the students not only the scientific facts and engineering procedures in relation to a particular material but also its history, the development of its related craft, its beauty and even its poetry. It is also important to employ many different teaching forms involving all the senses — The practical "hands on" study of materials and their properties was invaluable in helping students to absorb knowledge.

continued over

John Wollett from Haward posed the opposite question "Is technology really necessary in the architectural curriculum?" He claimed that as seen from his side of the ocean, the question was certainly worth considering. At his graduate school, most students arrived with little technical knowledge and left to join large multi-disciplinary design corporations (designing super-large buildings) in which technical design would be the job of some other specialist. Far better, he thought to help his students to become generalists skilled in developing architectural ideas and concepts — 'Society Kings' capable of leading and supervising the integrated host of minor specialists toward an architecturally respectable climax. This picture of the architect as an artistic 'Second Wave' integrator contrasted markedly with the presentation that followed.

Evaluating Value Systems

Dr. Pultar of the Technical University in Ankara, proposed that for teachers in a country such as Turkey, the problem was not so much How to teach but what to teach and why?

Whereas it might seem generally appropriate to develop students knowledge abreast of current technological advances, the importation of such building methods into Ankara had proved disasterous, environmentally, socially, and in the sphere of housing, productive of building forms quite inappropriate to the needs of the users. While the city centre had become a high rise mausoleum without the service infrastructure to support it, 60% of the population squatted on the perimeter in shelters thrown up with whatever materials and techniques came to hand.

He suggested the necessity for the designer to understand why these two phenomena exist side by side — the implication of basic value judgements on the whole process of technical design. Designers and teachers can be to preoccupied with Design and Execution as an empirical process — The identification of the level of resources available, the legitimacy of the values which are used throughout the decision process, and the evaluation of the resultant buildings in use are fundamental to achieving a design technology which can be confidently taught as a practical working method.

Several less formal presentations of teaching methods were given by teachers from other schools including interesting practical building exercises carried out at Stuttgart and Canterbury and the Workshop proved to be a most intensive and informative discussion — wide ranging but consistently practical. It was not intended to draw any summary conclusions, rather to give members a close insight into each others methods.

Nevertheless, it might be said that re-integrating technology as a stimulating instrument of design remains a core problem for schools of architecture. For the student who's experience has not ranged beyond his drawing board, the need to consistently balance what you "create" with how you make it is not too obvious — he is the one artist who is expected to practice his craft without actually using the medium. So long as he remains at one remove from real materials, real space, real building process, those who have to teach these aspects will always have the most difficult job.

CONTACTS

The News Sheet is circulated to European schools of architecture and this page is open to anyone who wishes to use it to make contact with schools, individuals or groups. Please apply to the Editor: David Coupe, at the Canterbury School. For your information, we list below those schools which are now active members of EAAE.

Belgium

Universite Catholique de Louvain, Unite d' Architecture
Institut St. Luc, Ecole Superieur d'Architecture, Bruxelles
Ecole Superieur d'Architecture St. Luc, Ramegnies
Institut St. Luc, Ecole Superieur d'Architecture, Liege
Faculte Polytechnique de Mons

Denmark

Kunstakademiets Arkitektskole, Kobenhavn
Arkitektskolen, Aarhus

France

Unite Pedagogique d'Architecture 7, Paris

Germany

Hochschule fur Bildende Kunste, Hamburg

Great Britain

Birmingham Polytechnic, School of Architecture
N.E. London Polytechnic, School of Architecture
Canterbury College of Art, School of Architecture
South Bank Polytechnic, School of Architecture, London
University of Bristol, Department of Architecture
Plymouth Polytechnic, School of Architecture
University of Newcastle upon Tyne, School of Architecture
Leeds Polytechnic, School of Architecture and Landscape
Portsmouth Polytechnic, School of Architecture
Hull College of Higher Education, School of Architecture
University of Sheffield, Department of Architecture

Ireland

School of Architecture, University College, Dublin

Italy

Polytechnico Torino, Facolta d'architettura
Universita di Milano, Facolta di architettura

Malta

New University of Malta, Department of Architecture

Netherlands

Technische Hogeschoole Eindhoven, Afdeling Bouwkunde
Technische Hogeschoole Delft, Afdeling Bouwkunde

Norway

University of Trondheim, Department of Architecture

Sweden

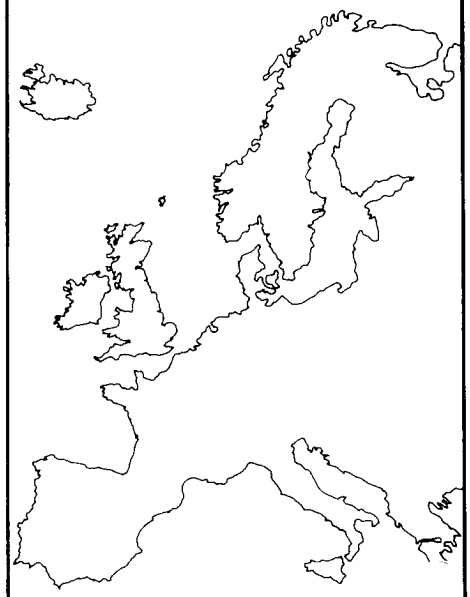
Tekniska Hogskolan Stockholm, Sektionen for Arkitektur
Chalmers University of Technology, Goeteborg
Tekniska Hogskolan i Lund, Sektionen for Arkitektur

Switzerland

Eidgenossische Technische Hochschule-Zurich
Universite de Geneve, Ecole d'Architecture

Turkey

Middle East Technical University, Ankara



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The European Association for Architectural Education was founded in 1976 to enable teachers and students of Architecture throughout Europe to collaborate towards a fuller communication of ideas, methods and philosophies across their national boundaries. The Association is dedicated to the promotion of a wider understanding of the theory and process of Architectural Education throughout the Continent. It meets annually at i General Assembly and at its International Forum by invitation at a European School of Architecture. Membership of the EAAE is open to schools of architecture, and to individual teachers or students or others who by virtue of their profession are involved in Architectural Education. Application forms and the General Prospectus of the EAAE (price 100 B.Fr) may be obtained from the Secretary.

L'association européenne pour l'enseignement de l'architecture a été fondé en 1976 pour donner le moyen aux enseignants et étudiants de l'Europe, de collaborer dans une manière plus complète à la communication d'idèes, de mèthodes et de philosophies à travers leurs frontières nationales. L'association est dédié à la promotion d'une entente de théorie et de procédé d'éducation architecturale d'un bout à l'autre du continent de l'Europe. Elle se rencontre chaque année à une assemblée générale et à son Forum international par invitation à une école d'architecture européenne.
La qualité de membre est ouverte à toutes les écoles d'architecture et aux enseignants, aux étudiants et à tous autres qui, en vertu de leur profession, sont enveloppé dans l'enseignement de l'architecture. Les demandes et le prospectus général de l'AEEA (prix 100 Fr. Belges) peuvent être obtenus aux secrétariat.