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EAAE News Sheet

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EAAE News Sheet

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Contributions to EAAE News Sheet

Contributions to the News Sheet are always welcome, and should be sent to the editor, who reserves the right to select material for publication.

Contributions might include conference reports, notice of future events, job announcements and other relevant items of news or content. The text should be available in French and English, unformatted, on either disk or as an e-mail enclosure.

Contribution AEEA News Sheet

Les contributions au News Sheet sont toujours bienvenues.

Elles doivent être envoyées à l'éditeur, qui décidera de leur publication.

Contributions d'intérêt: rapports de conférences, événements à venir, postes mis au concours, et d'autres nouvelles en bref sur la formation architecturale. Les critères à suivre sont: Les textes doivent être en Français et en Anglais, en forme d'un document de texte non formaté, qui peut être attaché à un e-mail ou être envoyé en forme d'une disquette.

News Sheet deadlines

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Cover photo

EAAE International Competition for Students in Architecture 2008: Winning entry (1st prize)
by Aisling O'Carroll and Melissa Towar from University of Waterloo, Canada.

Editorial

News Sheet Editor - Anne Elisabeth Toft

Dear Reader

The cover photo of the magazine shows the winning entry in the EAAE International Competition for Students in Architecture 2008. There were 230 entries for the competition, which attracted the attention of students of architecture from many countries in Europe, Asia as well as North and South America. The 1st prize was awarded to **Aisling O'Carroll** and **Melissa Towar** from University of Waterloo, Canada, on 24 November 2008.

The second prize was shared by **Sonia Jou-ya Huang** and **Kevin Pang-Hsin Wang** from University of Auckland, New Zealand, and **Davide Castoro** and **Maria Vittoria Cardinale** from Politecnico di Milano, Italy.

The first prize winners were awarded 6,000 Euro, while the second prize winners were awarded 3,000 Euro each. Third prizes - 2,000 Euro - went to **Daedo Kim** and **Jitaek Lim** from Hanyang University, Ansan, Korea, and **Vlad Stoica** from UAUIM Bucharest, Romania.

The competition was organised by EAAE Project Leader **Emil Popescu** (Romania), Rector of "Ion Mincu" University of Architecture and Urban Planning, Bucharest, Romania. On page 12, you can read about the competition, the award-winning projects and the many events surrounding the competition. The report was written by **Ciprian Buzila** and **Simina Stan** who are both Faculty Members at "Ion Mincu" University of Architecture and Urban Planning, Bucharest, Romania.

EAAE Council Member, **Herman Neuckermans** (Belgium) has worked on the EU funded MACE project since September 2006. On pages 16, he gives a report on the project, which sets out to transform the ways of e-learning within architecture in Europe.

The **Fourth EAAE-ENHSA Sub-network Workshop on Architectural Theory** will take place in Fribourg, Switzerland, from 15 to 17 October 2009. The workshop - which will be the fourth workshop in a series of workshops focusing on the teaching of architectural theory in European schools of architecture - is re-announced on page 8.

Cher lecteur,

*Nous vous présentons en couverture de notre Bulletin le projet lauréat du Concours international de l'AEAA 2008 s'adressant aux étudiants d'Architecture. Ce Concours a éveillé l'intérêt de 230 étudiants d'architecture originaires de nombreux pays d'Europe, d'Asie et d'Amérique du Nord et du Sud qui nous ont envoyé leurs participations. Le 1er prix a été décerné à **Aisling O'Carroll** et à **Melissa Towar** de l'Université de Waterloo, au Canada, le 24 novembre 2008.*

*Sonia Jou-ya Huang et Kevin Pang-Hsin Wang de l'Université d'Auckland, en Nouvelle-Zélande, et Davide Castoro et Maria Vittoria Cardinale du Politecnico di Milano, en Italie, se partagent le deuxième prix. Les lauréats du premier prix sont récompensés de 6 000 euros tandis que les gagnants du second prix reçoivent 3 000 euros chacun. Le troisième prix de 2 000 euros est attribué à **Daedo Kim** et à **Jitaek Lim** de l'Université d'Hanyang, à Ansan, en Corée, ainsi qu'à **Vlad Stoica** de l'UAUIM Bucarest, en Roumanie.*

*Le Concours était organisé par le Chef de Projets de l'AEAA **Emil Popescu** (Roumanie), Recteur de l'Université d'Architecture et d'Urbanisme 'Ion Mincu' à Bucarest, en Roumanie. Nous vous invitons à vous informer en page 12 sur les projets gagnants et les nombreux événements qui ont jalonné notre Concours.*

*Ce rapport est rédigé par **Ciprian Buzila** et **Simina Stan**, tous deux membres de la Faculté de l'Université d'Architecture et d'Urbanisme 'Ion Mincu' à Bucarest, en Roumanie.*

*Le membre du Conseil de l'AEAA, **Herman Neuckermans** (Belgique) participe au Projet MACE de l'Union Européenne depuis septembre 2006. Son rapport, publié en pages 16, détaille le projet qui a pour objectif de transformer les méthodes d'enseignement de l'architecture par e-learning en Europe.*

Le prochain Atelier sur la Théorie de l'Architecture du sous-réseau de l'AEAA-ENHSA se déroulera à Fribourg, en Suisse, du 15 au 17 octobre 2009.

En page 8, nous rappelons à votre attention cet Atelier qui est le quatrième d'une série sur l'enseignement de la théorie de l'architecture dans les Écoles européennes d'Architecture.



Where the first workshop discussed "Contents and Methods of Teaching Architectural Theory in European Schools of Architecture", the second workshop focused on the question of how architectural theory relates to the production of architecture - more specifically how theory functions as background for studio work.

In the third workshop - which took place in Lisbon, Portugal, in April 2008 - the network continued mapping the field of architectural theory, both as a speculative discipline aiming at academic research and as an operative discipline aiming at seeking tools and skills to help in charting the profession's future practice.

The fourth workshop will explore ways in which architectural techniques influence the organisation of discourse.

On page 10, EAAE Council Member **Stefano Musso** (Italy) announces the second workshop of the **EAAE-ENHSA Conservation Teachers' Sub-Network**. The workshop will take place in Dublin, Borris and Kilkenny, Ireland from 17 to 19 September 2009 and it will be chaired by EAAE Council Member, **Loughlin Kealy** (Ireland), School of Architecture, Landscape and Civil Engineering - University College Dublin.

The workshop will build on the first workshop of the network, which was held in Genoa in October 2007. The main objective of this first workshop was to bring together as many educators of conservation from European schools of architecture as possible.

The workshop functioned as a social platform for getting to know colleagues who shared similar interests. It investigated a broad number of issues and looked into the similarities and differences in contents and pedagogy of teaching within the field of conservation/restoration of architectural heritage.

The second workshop will address the theme of "transformation". The workshop will be experimental - and participants will be asked, through the medium of real sites, to reflect on some key issues that impact on conservation/restoration

Alors que le premier Atelier intitulé "Contents and Methods of Teaching Architectural Theory in European Schools of Architecture" avait discuté les contenus et les méthodes de l'enseignement de la théorie de l'architecture, le second Atelier s'est concentré sur la question de savoir comment la théorie de l'architecture se rapporte à la production de l'architecture, plus spécialement comment la théorie fait fonction de toile de fond dans le travail de studio.

Dans son troisième Atelier tenu en avril 2008 à Lisbonne, au Portugal, le réseau avait continué à délimiter le champ de la théorie de l'architecture, tant comme discipline spéculative qui aspire à la recherche académique que comme discipline opérative visant la recherche d'outils et de compétences qui aident à organiser la pratique de la profession dans le futur.

Le quatrième Atelier va maintenant explorer les moyens par lesquels les techniques de l'architecture influencent l'organisation du discours.

*Le Membre du Conseil de l'AEEA **Stefano Musso** (Italie) vous annonce en page 10 le deuxième Atelier du sous-réseau de l'AEEA-ENHSA pour les enseignants en conservation. Cet Atelier qui aura lieu du 17 au 19 septembre 2009 à Dublin, Borris et Kilkenny, en Irlande, sera présidé par le membre du Conseil de l'AEEA **Loughlin Kealy** (Irlande), de l'École d'Architecture, de Paysage et d'Ingénierie civile du 'University College' de Dublin.*

Ce nouvel Atelier poursuivra les travaux du premier Atelier que le réseau avait organisé à Gênes en octobre 2007. Le premier Atelier avait pour objectif principal de regrouper un nombre maximum d'enseignants en conservation des Écoles européennes d'Architecture. Cette initiative se proposait d'offrir une plate-forme sociale qui permette de faire connaissance entre collègues qui partagent les mêmes intérêts. Les participants avaient étudié un grand nombre de sujets et examiné les ressemblances et les différences dans les contenus et la pédagogie de l'enseignement de la conservation/restoration de l'héritage architectural.

Ce second Atelier traitera des questions de 'transformation'. Il s'agira d'un Atelier expérimental au cours duquel les participants seront amenés, par le biais de sites réels, à réfléchir sur des problèmes clés qui influent sur la pratique de la conservation/restaura-

practice and theory and on how these may be explored in teaching.

On page 6, EAAE Project Leader **Maria Voyatzaki** (Greece) and EAAE Project Leader **Constantin Spiridonidis** (Greece) announce a joint workshop between ENHSA-EAAE Architectural Design Teachers' and Construction Teachers' Networks.

The workshop entitled "Architectural Design and Construction Education, Experimentation towards Integration" will take place in Genoa from 11 to 13 June 2009. The workshop will be hosted by the Faculty of Architecture, University of Genoa.

Voyatzaki and **Spiridonidis** state that: "The workshop wants to open a debate on the issue of integration starting from the most outstanding separations in our educational systems, -those between architectural design modules and construction modules." ¹

Last but not least, I would like to draw your attention to "The President's Letter". Just as former EAAE President **Per Olaf Fjeld** (Norway), the current President **Francis Nordemann** (France) continually contributes to EAAE News Sheet. "The President's Letter" is the President's regular column, in which he writes about various current topics. In this issue of the magazine, you will find "The President's Letter" on page 4.

Yours sincerely

Anne Elisabeth Toft

tion et sur la façon de les étudier sous tous leurs aspects dans l'enseignement.

En page 6, Maria Voyatzaki (Grèce) et Constantin Spiridonidis (Grèce), tous deux Chefs de projets de l'AEEA, nous annoncent un Atelier organisé conjointement par les réseaux de l'ENHSA-AEEA pour les enseignants de design architectural et les enseignants de la construction.

Cet Atelier intitulé 'Architectural Design and Construction Education. Experimentation towards Integration.' (Design architectural et Enseignement de la Construction. Expérimentation en vue d'une Intégration) se déroulera à Gênes du 11 au 13 juin 2009. La Faculté d'Architecture de l'Université de Gênes accueillera les débats.

Voyatzaki et Spiridonidis nous déclarent : "Cet Atelier veut ouvrir un débat sur la question de l'intégration à partir des séparations les plus notables dans nos systèmes d'éducation, qui sont celles des modules de design architectural par rapport aux modules de construction." ¹

Enfin et surtout, j'aimerais attirer votre attention sur la "Lettre du Président". Tout comme son prédécesseur Per Olaf Fjeld (Norvège), notre Président actuel, Francis Nordemann (France), publie régulièrement son message dans notre Bulletin de l'AEEA. Dans la colonne qui lui est réservée, le Président traite les divers sujets d'actualité.

Vous trouverez en page 4 la "Lettre du Président" du présent Bulletin.

Sincèrement

Anne Elisabeth Toft

Notes and References

1. Spiridonidis, Constantin; Voyatzaki, Maria: Architectural Design and Construction Education. Experimentation towards Integration. In: EAAE News Sheet #85, June 2008, p. 7

Notes et Références

1. Spiridonidis, Constantin ; Voyatzaki, Maria : Architectural Design and Construction Education. Experimentation towards Integration (Design architectural et Enseignement de la Construction. Expérimentation en vue d'une Intégration). Paru dans le Bulletin de l'AEEA # 85, juin 2008, p. 7

The President's Letter

EAAE President, Francis Nordemann



Economy

Times change. Time passes.

After years of investment, excessive property activity and financial stimulation, the mood has changed in just a few weeks. The crisis has turned everything upside down. Even though the subject is approached with discretion or superstition, the strong likelihood of witnessing urban and architectural consequences is already becoming reality. In one location, urban development projects are scaled back, in another, construction programmes for offices and housing are postponed or abandoned, while planned fabulous holiday spots conceived during the construction boom are stopped completely or reduced to more modest ambitions. The immediate result of reduced activity for architectural agencies is that a number of professionals in the fields of architecture, construction and urban development are already experiencing under-employment.

It is too late now for fear, since the crisis has already occurred. This is a period for hope (by definition, crises pass), which should be approached with determination. As the current climate does not offer the same activity and fever as before, this necessary moment of pause demands that we summon up strength not only to prepare a new era in which we are more responsible with our resources and more on the scale of our world, but also to invest in strategies for the future that are ambitious and appropriate.

Training, research, education and lifelong learning will give us new possibilities, because the time has come for reflection, with investment in new knowledge, and the reorganisation of methods and content in line with redefined goals, which have been readjusted in order to deal with new issues. Our development model based on fossil fuels is, in effect, out-of-date, opening the field for models that are more responsible by linking ecological, economic and social concerns. New knowledge should be worked out and old knowledge reconsidered, reconstructed and ordered in the perspectives inspired by the development of renewable energies and the rediscovery of natural environments and the biosphere.

Architectural education is at the heart of this issue, as much due to its human, economic and social

Economie

Les temps changent. Le temps passe.

Après des années d'investissement, d'activité immobilière démesurée et d'excitation financière, l'époque a changé en quelques semaines. La crise a tout renversé. Si le sujet est évoqué avec discrétion ou superstition, la forte probabilité d'assister aux conséquences urbaines et architecturales est déjà largement réalisée. Ici, des projets de développements urbains sont revus à la baisse, là des programmes de construction de bureaux et logements sont reportés ou abandonnés, de futurs et fabuleux lieux de villégiature portés par l'euphorie de la construction sont arrêtés nets ou ramenés à des ambitions plus modestes. Conséquence immédiate, l'activité ralentie des agences d'architecture a déjà entraîné nombre de professionnels de l'architecture, de la construction et de l'aménagement urbain vers le sous emploi.

Il est aujourd'hui trop tard pour avoir peur, puisque la crise s'est produite. C'est une période d'espoir (par définition, les crises passent) qu'il convient d'aborder avec détermination. S'il y n'a plus aujourd'hui l'agitation et la fièvre d'avant, ce nécessaire moment de pause exige de rassembler ses forces pour préparer une ère nouvelle, plus responsable au regard de nos ressources, plus à l'échelle de notre monde, et d'investir dans des stratégies d'avenir, ambitieuses et à notre mesure.

L'enseignement, la recherche, l'éducation, la formation continue (Lifelong learning), vont pouvoir considérer de nouvelles possibilités car le temps est venu de la réflexion, avec l'investissement dans de nouveaux savoirs, et la réorganisation des méthodes et des contenus au regard d'objectifs redéfinis, réajustés à la mesure d'enjeux nouveaux. Notre modèle de développement fondé sur l'énergie carbone est, en effet, dépassé, ouvrant le champ à des modèles plus responsables associant projet écologique, projet économique et projet social. Des savoirs nouveaux sont à élaborer, les savoirs anciens reconsidérés, recomposés et ordonnés dans des perspectives inspirées par le développement des énergies renouvelables et la redécouverte des milieux naturels et de la biosphère.

L'enseignement de l'architecture est au cœur de ces enjeux, tant par sa dimension humaine, économique

dimension as to its use of the earth's resources to build the sustainable environment in which we will live.

The hope for an end to the crisis is strengthened by a new way of thinking; by experimentation with a global economy that is carefully considered and reconstructed differently. Our schools have the opportunity to enable a wide community of students, teachers and researchers - free from the frenzy of production - to develop, explore, elaborate and convey this new knowledge. ■

et sociale, que dans la mise en oeuvre des ressources de la terre pour bâtir le milieu soutenable qui fera notre cadre de vie.

L'espoir d'une sortie de crise se nourrit de la pensée reformulée, de l'expérimentation d'une économie planétaire réfléchie et reconstruite autrement. La chance de nos écoles est de pouvoir permettre à une communauté élargie d'étudiants, enseignants et chercheurs -libérés de la frénésie de la production- de concevoir, explorer, élaborer et transmettre des connaissances régénérées. ■

EAAE-ENHSA Workshop on Design and Construction Teaching

Experimentation towards Integration

11-13 June 2009, Faculty of Architecture, University of Genoa, Genoa, Italy

Architecture as a manifestation of our culture in space emerges through a creative synergy of artistic expertise, technical intelligence and scientific knowledge guiding the act of designing buildings and structures. The process of design through which architectural forms are produced is primarily driven by values, principles, ethics and objectives directing the creative manipulation of mass, space, volumes, materials, textures, light and pragmatic elements such as cost, construction techniques and technology, in order to achieve an aesthetic, functional and meaningful end.

An architect is involved in the creation of the built environment by translating into built forms and spatial organisations the socially and culturally defined demands of persons, groups or bodies. As a person who - through the architectural design practice - transforms the citizens' needs into designed proposals of physical space to be constructed, an architect should be able to operate within a variety of client, architect, management and builder relationships in an effective and professional way, within the constraints imposed by the building and construction industry, the project budget and the brief. This is why architects must possess a systematic and broad body of knowledge, skills, and theory developed through education, graduate and post-graduate training, and experience. Architectural education shall be structured to assure the public that when an architect is engaged to perform professional services, she or he has met acceptable standards enabling proper performance of those services.

For more than 25 years, architectural education worldwide has experienced a progressively growing modularization of the studies offered by the schools of architecture. As the number of offered modules is growing, the links between them become more and more weak and unable to assure continuity in the taut contents. This fragmentation of the teaching contents causes architectural knowledge to be offered in a form of disconnected smaller entities, with no clear directions for students to make the necessary connections in their effort to develop an understanding of the wholeness of architecture and, thereafter, to form a competent profile for a practising architect. The central question that this workshop raises is whether contemporary architectural educators, as well as the educational system as a whole, have

developed the necessary teaching methods, techniques and tools for integrating the fragmented and progressively isolated taught parts into a complete and coherent body of knowledge.

In recent years, we have experienced significant changes in all aspects of the contemporary architectural practice accompanied by new approaches in architectural theory and contemplation. All these changes in the way we understand, think and create architecture are moving together with the extremely fast development of advanced information technologies and digital tools supporting architectural design during the process of generation, representation and simulation of architectural forms. In parallel, the construction industry, responds to the new orientations of the formal and technical aspects of architecture, uses the same technology and, even more, the same or compatible digital infrastructure, in order to produce new materials, dependent on new construction techniques requiring specific technical knowledge. All these radical changes affect the education of the architect since the demand for integration now becomes imperative, new competences emerged from the need for integration are now of vital importance, new knowledge is necessary and new concepts and conceptions are definitely affecting the profile of the contemporary architect. The request of this new profile influences not only the contents of the subject areas taught in architectural curricula, but also the whole system of studies, as it is responsible for the coherence of the education offered and the integrity of the competences to be fulfilled.

One of the main characteristics of this new profile is the ability of the architect to experiment and to create innovative architectural forms by using new materials, by implementing new construction techniques, and by applying new forms of structures depending on new sets of standards and constraints. In this new condition, the creation of architectural forms is no longer based upon a standardized construction process that uses well-known techniques and well-established materials able to materialize a broad spectrum of conventional architectural forms. The design of the forms must remain much more in contact with the construction logics, integrating all the constraints of the emerging new materiality. The growing demand for professionals able to collaborate in

interdisciplinary teams with a global understanding of the interconnection and associations of all the elements that comprise architecture makes integration one of the key issues of contemporary architectural education.

There is a clear paradox between the objectives of contemporary architectural education and those of contemporary architectural practice, the former being about fragmentation, the latter being about integration. The question arising is how we can organize architectural education and deliver our architectural design and construction courses in such a way that we can incorporate in our teaching the inseparable active presence of a way to think about the form with a way to think its materiality. We all accept the design studio as the melting pot of architectural knowledge, but is it really the place where all the fundamental knowledge is easily accessible? How the traditionally separate courses of architectural design and construction will be redefined in order to assure the ability of the graduates not to design forms that another specialist will know how to construct, but to create forms conceived on the basis of their unconventional materiality. How we can teach architectural design and construction assuring the creative synthesis of the designed forms with the aspects of their materiality. How we can offer integrated knowledge where structures, materials and forms are one unique and inseparable issue. Does architectural education need to re-consider or even invent new teaching methods, techniques and tools in order to achieve? How is integration taught? What are the necessary assignments to teach integration? Is it a bottom-up or a top-down process?

The workshop invites:

- All teachers teaching architectural design to present how they understand integration and which innovative approaches have developed in their architectural design teaching in order to assure their students of the capacity to think of form through its technical and material aspects; to find poetry not only in their formal propositions, but also in their tectonics; to think of form, construction, material and structure simultaneously and in integration as a coherent whole rather than a sum of independent parts; to define strong concepts through studying the materiality of their forms.
- All teachers teaching construction in schools of architecture to present how they understand integration and which innovative approaches have developed in their construction teaching in order to assure their students of the capacity to encompass the tectonic aspect in the forms they imagine; to envisage the technological implications of their formal decisions; to turn the material and technical limitations to the advantage of their forms; to think of form, construction, material and structure simultaneously and in integration as a coherent whole rather than a sum of independent parts; to re-define and re-assess the profound content that the materiality of their forms can offer to strengthen the quality of their architectural propositions.

The workshop wants to open a debate on the issue of integration, starting from the most outstanding separations in our educational systems - those between architectural design modules and construction modules. We expect the workshop to reveal innovative approaches to the question of the integration becoming a collector of good practice examples able to inspire more teachers and to influence changes in our educational approaches.

The workshop will be organized in four sessions:

- Integrating the architectural design and teaching of digital fabrication
- Integrating the architectural design and teaching of materials
- Integrating the architectural design and teaching of structures
- Integrating the architectural design and teaching of environmental issues

Invited speakers will address the issues on each one of the above areas.

Extended abstracts of 300 words must be submitted to mvoyat@arch.auth.gr no later than 15 April 2009.

For more information, email mvoyat@arch.auth.gr.

Fourth EAAE-ENHSA Sub-network Workshop on Architectural Theory

Architectural Theory: a Technical Practice? / *La théorie de l'architecture: une pratique technique?*

15-17 October, 2009 Western Switzerland University of Applied Sciences, Fribourg College of Engineering and Architecture, Switzerland

Call for papers

Instead of art I have taught philosophy. Though technique for me is a big word, I never have taught how to paint. All my doing was to make people to see.

(Josef Albers)

Architecture is known to be a strong metaphor for organizing discourse. It can be said then that architectural practice functions as a background for theory.

This may be one explanation for the fact that there exist bodies of architectural theory that cannot be defined, explained or enclosed by discourse. Many of such theorizations seem to be generated by architectural techniques.

After questioning the position of theory in schools' curricula and its relation to research (Hasselt 2006), the way theory functions as a background for practice (Trondheim 2007) and theory as an operative discipline for seeking tools for charting the profession's future practice (Lisbon 2008), the workshop seeks to explore ways in which architectural techniques influence the organization of discourse.

Questions:

- Is there a shift of focus from object to technique in contemporary architecture? How does this affect issues of materiality
- Does "Vitruvius disintegration" (the dissolving of *firmitas/utilitas/venustas*) open up ways to exploring new techniques for organizing (architectural) theory?
Are contemporary techniques for architectural design practice (mapping, diagramming, bricolage, collage, sampling, transferring, pouring, digging, ...) fertile for the production of new techniques for architectural theory?
- What theories have generated such contemporary architectural techniques?

Scientific committee:

- Hilde Heynen
- Chris Younès
- Luis Conceicao
- Florinel Radu
- Pieter Versteegh

Appel aux communications

A la place de l'art, j'ai enseigné la philosophie. Bien que, pour moi, la technique c'est un grand mot, je n'ai jamais enseigné à peindre. Toute mon activité a été de faire voir.

(Josef Albers)

L'architecture est réputée être un puissant métaphore pour l'organisation de discours. On peut dire alors que la pratique architecturale fonctionne comme un arrière-plan de la théorie. Cela explique peut-être le fait qu'il existe des corpus de la théorie architecturale qui ne peuvent pas être définis, expliqués ou incorporés par des théories. Une grande partie de ces théorisations semble être générée par des techniques architecturales.

Après le questionnement du statut de la théorie dans le curriculum des écoles et de sa relation à la recherche (Hasselt 2006), de la façon dont la théorie fonctionne comme un arrière-plan de la pratique (Trondheim 2007), et de la théorie comme discipline opérative pour la recherche d'outils permettant la cartographie de pratiques futures (Lisbonne 2008), ce séminaire vise à explorer les voies par lesquels des techniques architecturales influencent l'organisation du discours.

Questions:

- Existe-t-il dans l'architecture contemporaine un déplacement d'attention de l'objet vers la technique?
- Est-ce que la "désintégration vitruvienne" (la dissolution de *firmitas/utilitas/venustas*) ouvre la voie à des explorations de nouvelles techniques pour organiser la théorie (architecturale)? Les techniques contemporaines de la pratique du projet architectural (cartographies, diagrammes, bricolage, collage, échantillonnage, transfert, coulage, creusage, ...) sont-elles fertiles pour la production de nouvelles techniques de théorie architecturale?
- Quelles théories ont généré de telles techniques contemporaines?

Comité scientifique:

- Hilde Heynen
- Chris Younès
- Luis Conceicao
- Florinel Radu
- Pieter Versteegh.

Intentional schedule

- 1st call for papers - November 2008
- 2nd call for papers - March 1st 2009
- Deadline for submission of abstracts - March 31st 2009
- Notification of acceptance - June 1st 2009
- Deadline for conference registration - September 15th 2009
- Conference - October 15th -17th 2009

Abstracts

Abstracts with proposals for papers or projects should be sent to:

architecturaltheory@hefr.ch.

Abstracts should not exceed 400 words. The first page must contain the following data: title abstract, name, position, affiliation, phone, email and correspondence address of the author(s).

The second page contains the title, theme, keywords and the abstract itself without indication of the author. Abstracts should be sent as attachment in text format named "abstract-your last name.*". Abstracts can be accompanied by digital illustrations (maximum 5 MB), saved as "jpeg" files named "illabstract-your last name-01.JPEG",

For information contact florinel.radu@hefr.ch ■

Calendrier préliminaire

- *1er appel à communications - janvier 2009*
- *2ème appel à communications - 1er mars 2009*
- *Date limite de soumission des résumés - 31 mars 2009*
- *Notification d'acceptation - 1er juin 2009*
- *Date limite d'inscription à la conférence - 15 septembre 2009*
- *Conférence - 15-17 octobre 2009*

Résumés

Les résumés avec des propositions de textes ou de projets doivent être adressé à

architecturaltheory@hefr.ch.

Les résumés ne doivent pas excéder 400 mots. La première page doit contenir les informations suivantes: titre du résumé, nom, position, affiliation, numéro de téléphone, adresse e-mail et adresse postale de l'auteur. La deuxième page contient le titre, le thème, des mots clés et le résumé, sans indication de l'auteur. Les résumés doivent être envoyés en annexe au message électronique, en format texte, nom de fichier resume-votre nom de famille. Les résumés peuvent être accompagnés d'illustrations digitales (au maximum 5MB), en fichier " jpeg " nommé " illabstract-votre nom de famille-01.jpeg*

Pour information contacter florinel.radu@hefr.ch ■

EAAE-ENHSA Sub-network Workshop on Conservation

Conservation/Transformation

17-19 September 2009, Dublin, Borris, Kilkenny, Ireland

II° workshop organized by:

- Faculty of Architecture of the University of Genoa.
- School of Architecture, Landscape and Civil Engineering University College Dublin.

Coordinator: Professor Stefano F. Musso

This workshop builds on the workshop held in Genoa in 2007. The theme to be addressed is that of "transformation", acknowledging that what is conserved is no longer what it was before intervention. The workshop is experimental - participants are asked, through the medium of real sites, to reflect on some key issues that impact on conservation/restoration practice and theory and on how these may be explored in teaching. The ambition is to create a discursive atmosphere as a contribution to the reflective papers of the participants.

Four inter-connected themes are put forward for consideration:

- Communication from within the field of conservation/restoration outwards
- Design/ making a proposition for intervention
- Confronting issues of sustainability
- Universal access/tensions with conservation ethics

To facilitate creative exploration, the sessions of the Workshop will be held at different locations. The working language of the Workshop is English.

The workshop will be chaired by Professor Loughlin Kealy, School of Architecture, Landscape and Civil Engineering - University College Dublin

Call for Abstracts

You are invited to prepare an abstract (300 words) for a paper on one of the selected themes. All abstracts should be written in English or French. The paper should address theoretical and practical issues related to one or several of the themes and how these issues might be addressed in teaching

Abstracts should be sent to:

Professor Stefano F. Musso,
Faculty of Architecture of the University of Genoa
stradone di S. Agostino,37 -16123
Genova, Italy
etienne@arch.unige.it
conservation07@arch.unige.it

The concept for the Workshop is as follows:

- Participants' abstracts will be presented in the Introductory session, before participants engage in the tasks of the workshop.
- Three sites have been selected as specific contexts within which the themes will be explored. Participants (in small groups) will be asked to examine one of the sites and prepare an agreed statement on the significance of the site and how the themes might be addressed in relation to the conservation/restoration issues involved.
- The statements of each group will be presented to the workshop. Following discussion, the workshop will attempt to articulate key points on which there is agreement and those on which there is not.

Following the workshop, participants are asked to develop their abstracts into papers, taking into account the experience and discussions of the workshop. The papers (2500-3000 words maximum) will be submitted for review/publication to the Scientific Committee. The selected papers will be published in 2010.

The Committee comprises:

- Professor Francesco Doglioni, Venice
- Professor Loughlin Kealy, Dublin
- Professor Stefano Musso, Genoa
- Professor Chris Younnes, Paris

Note: Participants are advised to bring weather resistant clothing and footwear.

The outline schedule for the workshop is as follows:

- Announcement and Call for Abstracts
February 2009
- Submission of Abstracts: Final Programme
15 May 2009
- Workshop
17-19 September 2009
- Submission of Papers
18 December 2009
- Publication
June 2010

Costs

The fee for the workshop is 390 euro. This covers the cost to travel from Dublin to the workshop hotel (Thursday) and from the workshop venue

back to Dublin (Saturday), two nights accommodation with breakfast and dinner, and a packed lunch on Friday. Accommodation will be in the small town of Borris, County Carlow. The workshop cost for participants who wish to arrange their own accommodation is 240 euro. This includes one dinner (Friday evening). A list of places offering accommodation in the area will be provided on request. Further information will be published on the web site and spread off by mail, together with the registration forms.

Participants who wish to arrive before Thursday or stay on after Saturday must make their own arrangements for accommodation for extra nights.

All participants will receive a copy of the published proceedings. ■

EAAE/Lafarge International Competition for Students

]PRESENT[- Architecture's Challenge

Text written by Ciprian Buzila and Simina Stan, Translation by Radu Tudor Ponta, "Ion Mincu" University of Architecture and Urban Planning, Bucharest, Romania

Introduction

In September 2007, AEEA affiliated schools of architecture began work on yet another international student competition aimed at mapping out the challenges of current practice. 230 entries for the competition were the rich harvest of autumn 2008, among which schools from Brazil, Chile, Iran, India, China, Singapore and New Zealand, as well as schools from Europe and North America, were represented in what proved to be a truly international event.

The theme of the competition was vast and open, an important part of the competitors' contribution - as proved be the criteria the jury forwarded - being precisely the interpretation of its complexity. The present, it seems, enjoys less attention than other times that architecture has traditionally related to. An important part of our discipline has traditionally been forward-looking, while history has (not always, but) rightfully enjoyed a particular place in this evolution. The competition brief invited students to reflect upon the particular relationship that architecture has always enjoyed with time, while focusing on the challenges that the present has to offer. In this way, the brief also suggested that dwelling in ideal times should not overshadow the current issues involving architectural practice, that neither nostalgia, nor the architecture of anticipation can constitute answers to problems that require an immediate position. As in contemporary practice itself, the question regarding the relationship of a project developed in the present to the past (be it past models, the history of the site, etc.) and the future (anticipating evolution, flexibility, sustainability, etc.) is a loaded one. The few questions of today's architecture that the organizers of the competition suggested (its traditional link to the city, its relationship with technology, its survival in a consumer-oriented market and society, public space and the common good) deliberately broadened the spectre of the competition brief.

In this sense, 'architectural quality' was only the last of four criteria in the judgement of the entries, as if it could always be a result of the other three:

- Pertinence in problem identification/accurate topic selection and approach throughout the project
- Relevance of problem/topic in the focused and enlarged context

- Capacity for clearly stating intentions and proposals
- Architectural quality of the proposal

The process of selection was done in two phases - one within each school participating in the competition, and the other by an international selected jury (see related material - the jury report, the award-winning entries, etc. at www.iaim.ro/en/aeea2008).

As a whole, the entries mapped out the confident]present[of architectural education, the diverse approach to the issues of today, the manifold interpretation of architecture's challenges, and also - more importantly - the vast horizon of its future expectations.

The award-winning projects

- **First Prize: Landscape Synergies**
Aisling O'Carroll, Melissa Tovar,
University of Waterloo, Canada

The suggestive title of the project expresses a concept of architecture understood as a continual process of development that lengthens its original lifespan. For their case study - the town of Gary, Indiana - the authors devise a three-directional study that intersects synergetically on the idea of architectural development through the redesigning of infrastructure.

In the words of Professor Luis Conceicao, the project is about permanence and change in the territory and about conceiving its possible adaptable infrastructure which is to say the continuity of its existence.

To illustrate this idea, a physically and socially deteriorated urban fabric was chosen - the old steel factory; a threefold rehabilitation programme was devised, one that targeted precisely the aspects that formerly constituted the biggest environmental issues. By way of a productive landscape - natural means of soil treatment through planting of particular species - lost surfaces can be detoxified and reintegrated in the town's daily use. The steps taken in the present lay the foundation of a bridge towards the future use of these areas by cultivating them and providing the optimal direction for their development.

• **Second Prize: Re:]present[**

Sonia Jou-ya Huang, Kevin Pang-Hsin Wang
University of Auckland, New Zealand

The project focuses on two islands in New Zealand. The key issue discussed in relation with the architectural]present[is its relationship with time. It is a project that speaks about the changes that any work of architecture entails.

The authors present a space inscribed in an unstable environment, in a shifting landscape: an island that can be engulfed by waters, thus challenging the idea of permanence. At the very opposite of a monument whose significance is linked to its perennial presence in a place, the space in question is freed of any preconceived meanings, but acquires depth through the events that it hosts and the people that take part in them. It is an architecture that doesn't bring about further changes, but engages change on a direct and different level: it is a space that welcomes any activities regardless of its original, intermediate or past function.

The essence of the project is beautifully explained by Professor Kit Allsopp: This proposal is the most abstract and poetic but nonetheless engages most strongly with its dreamlike site. The installations that appear and disappear with the tides reinforce the idea (or phenomenon) of the passage of time, the incessant flow from past to present and into the future.

The constructions themselves do not change, so perhaps they are a metaphor for an architecture which does not change, but can and will absorb our constant shifting and shuffling about. We, in effect, are the sea coming and going with the tide.

• **Second Prize: 23 - Evidad**

Davide Castoro, Maria Vittoria Cardinale
Politecnico di Milano, Italy

The authors chose a very direct presentation of the project, one without any written explanations and only supported by top views. As Professor Leen van Duin of the jury commented, the project offers strong image, based in the logic of architecture. The project builds a bridge between forms of the past and possible forms that can stand in the future, both in typology as well as morphological terms. The design is an accurate intervention: it is bright, clear and promising, presenting architecture as an autonomous discipline, far away from

hypes, cult and business art (media). The project strives towards an absolute architecture, which is special in a period in which the meaning of architecture is blurring or even fades away.

In this way, the approach of the project also generated questions regarding the historical identity of the discipline of architecture, as art and science of building, and offers an interesting interpretation of the competition's title.

• **Third Prize: The City, the Fortress Wall and Residence**

Daedo Kim, Jitaek Lim
Hanyang University, Ansan, Korea

The project presents a solution for the rehabilitation and extension of a residential district within the historical area of Seoul, Kwangee Gate. An in-depth analysis of the site conditions leads to the evaluation of dwelling needs within the historical area circumscribed by a fortification wall and its access gate.

The result is a contemporary living environment, tailored on today's requirements, but also open to future developments and respectful of the cultural, social and spatial history. At the programming level, this prompted the introduction of a commercial street that acts as a buffer along the northern limit of the area creating, at the same time, a stronger identity for the future neighbourhood. At a formal level, the wall generates an interesting landscape geometry that allows for its greater visibility and strengthens the presence of this historical element.

• **Third Prize: Green-up Bucharest**

Vlad Stoica
"Ion Mincu" University of Architecture and Urbanism, Bucharest, Romania

The idea of the project consists of a general environmental makeover of the typical Bucharest apartment building. The author advocates a reinstatement of green spaces and responsible environmental design in an age of crisis of natural resources. Double-skin facades, roof-top gardens and careful redesigning of the ground areas are the solutions for a radical improvement of the quality of life by way of better insulation, lower gas emissions, the reduction of the use of fossil fuel and making the most of renewable energy solutions, etc. The entire operation develops an esthetical

edge grounded in the mentioned environmental solutions.

The jury also awarded 7 mentions

- Andrei Nicolae Biscaneanu
UAUIM, Bucharest, Romania,
- Maciej Siuda
Wroslaw University of Technology, Poland,
- Razvan Enescu
UAUIM, Bucharest, Romania,
- Ji Hyung Kim, Dong Won Kim, Joo Hyoung LEE
Hong Kong University, Korea,
- Kok Fong Liew
National University Singapore, Singapore,
- George Gaventuc
Cluj Technical University, Romania,
- Hana Michalkova
Technical University, Dresden, Germany

- and nominated 10 other entries. The entries submitted ranged from actual interventions in existing urban fabric, to addressing the social issues of today's society, questions of political and historical identity of our cities, and their environmental future.

Events surrounding the competition

The occasion of the international student competition]PRESENT[- Architecture's Challenge led to the organization of a series of events filling what was to become an architectural week from 22 to 28 November 2008. In this, AEEA and the "Ion Mincu" University of Architecture and Urbanism, Bucharest (UAUIM) enjoyed the gracious support of the Lafarge Group, Romania. The tone was set at the opening of the exhibition of the top entries in the competition, and the award-giving ceremony on 24 November. However, in the days to follow, an entire series of conferences and debates brought architecture to the centre of contemporary society.

After the press conference on 25 November, attention was focused on the round table entitled Micro-landscape, moderated by historian Adrian Majuru (coordinator of the Dr. Nicolae Minovici Folk Art Museum and one of the initiators behind the founding of the Museum of Urban Anthropology). It was a debate on the gestures, preoccupations, projections and momentary fulfillments, questions and answers that each generation

reiterates in the narrow space of family life. All these elements are at the heart of an ever-changing micro-landscape that defines human nature, influenced by what is apparently a similar pattern of accessories that primarily define one's comfort and safety.

The first of four conferences on Brazilian urbanism by Professor Kay Intaguire, Dean of the Faculty of Architecture and Urbanism of the Federal University of Parana, Curitiba, took place on 26 November. The author began by a detailed presentation of colonial Brazil, and its three centuries of administrative architecture. Subsequent conferences focused on dwelling and living in Brazil, religious architecture - noted for its representative nature - and were followed by a presentation of the grands ensembles of Brazilian towns.

The series of events continued with a debate entitled Citadel morning-present as architecture challenge, moderated by three staff members of the "Ion Mincu" University: philosopher Stefan Vianu, Prof. Arch. Augustin Ioan and Lect. Arch. Françoise Pamfil. The topic of the present was considered from a philosophical angle as insufficient presence, and as the opposite of absence. The debate followed on present critical issues such as public space, or the social aspects of architecture, both in need of being rediscovered by architectural culture. In conclusion, Augustin Ioan considered architecture's right to self-effacement when sometimes not building, the refusal to build can be a solution.

The last day, 28 November, hosted yet another round table moderated by Adrian Majuru, of the Bucharest History Museum: Our faces reflected city. Among the invited guests were anthropologist Antoine Heermeryck, lecturer at the "Spiru Haret" University, Bucharest, Dan Puric, actor and theatre director, psychiatrist Sorin Riga of the "Alexandru Obregia" Neuropsychiatry Hospital, Bucharest, Prof. Arch. Florin Biciuc and Prof. Arch. Rodica Maria Eftenie from the "Ion Mincu" University. The topics that the participants addressed were how the city alters one's behaviour and the representativity of public space.

The exhibition of the projects itself was on display at the "Ion Mincu" University of Architecture and

Urbanism in Bucharest and ran through January, giving not only professionals, but also interested parties the opportunity to enjoy the diversity of the projects' approach, their resourcefulness and originality. ■

The MACE book

EAAE Council Member, Herman Neuckermans

At the end of December 2008, all EAAE members received a copy of the proceedings of the MACE conference organised on 20-21 September 2008 in the Teatro Piccolo at "La Biennale di Architettura", Venice.

For the sake of clarity, MACE is an EU funded programme aiming at federating architectural repositories. The EAAE participates in this programme via K.U. Leuven. Fraunhofer FIT is the main contractor of MACE.

The proceedings of the conference have been published by Fraunhofer IRB Verlag, the editing company of Fraunhofer Gesellschaft. The book entitled "Browsing Architecture - Metadata and beyond" is no 40 of the EAAE transaction on architectural education. The book was presented in the News Sheet no 83.

The editors of Collaboratorio, one of the Italian partners in the MACE consortium, Matteo Zambelli, and Anna Helena Janowiak have done a tremendous work in producing these proceedings. They shaped it as a paper version of an e-book by characterising each contribution with keywords and cross-referencing them. The production of the MACE book has been fully financed by the EU eContentplus MACE program. The price (of 39 Euro) on the back cover is purely symbolic as the book is not for sale. A limited number of copies are still available for deeply interested people and can be ordered from the EAAE Secretariat at the price of 20 Euro for handling and mailing costs. Please contact: aeaa@eaae.be

Repository owners who in previous years have expressed their interest in joining MACE will be contacted again in the coming month, or they have already been contacted recently, this time with specific questions pertaining to incorporation of their repository. They are also invited to contact mace@asro.kuleuven.be for more information.

The address of the MACE portal site is:
portal.mace-project.eu

New Directive - New Directions...

EAAE Transactions on Architectural Education no 36

The 9th Meeting of Heads of European Schools of Architecture entitled "New Directives - New Directions...What is the Academic Direction of Our Schools in This New Context?" took place in Chania, Crete from 2 to 5 September 2006. This volume presents the lectures, the dialogues, and the debates of this meeting. It dealt with important issues emerging from the new institutional framework which concerns the recognition by the EU, of academic titles and has been formulated following the new EU Directive (from September 2005) and the various interpretations given to the Bologna Accord by schools of architecture in Europe. The meeting also investigated the academic consequences on the formulation of new curricula and the emerging difficulties of their compatibility with the new EU Directive.

Keynote speakers at the meeting were:

- Alexander Tombazis (Greece)
- Craig Dykers (Norway)
- Nuno Portas (Portugal)

Proceedings 220 p.

- EAAE Members 20 Euro
- Non-EAAE Members 25 Euro

Editors:

- Spiridonidis, Constantin
- Voyatzaki, Maria



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Ten Years of Heads' Meetings

EAAE Transactions on Architectural Education no 41

In 2007 the EAAE celebrated ten years of "Meeting of Heads of Schools of Architecture in Europe". The 10th Meeting took place in Chania, Crete from 1 to 4 September 2007 and was entitled "Ten Years of Heads' Meetings: Navigating across the European Higher Architectural Education". It was addressed to those who have the responsibility for the management of academic issues of schools of architecture such as Rectors, Deans Academic Program Coordinators and their representatives.

Proceedings 190 p.

- EAAE Members 20 Euro
- Non-EAAE Members 25 Euro

Editors:

- Spiridonidis, Constantin
- Voyatzaki, Maria



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Changes of Paradigms in the Basic Understanding of Architectural Research 1 + 2

EAAE Transactions on Architectural Education



Changes of Paradigms in the Basic Understanding of Architectural Research 1 + 2

From 25-28 June 2008 the Royal Danish Academy of Fine Arts, School of Architecture in Copenhagen, Denmark hosted the EAAE/ARCC 2008 Conference on Architectural Research: "Changes of Paradigms in the Basic Understanding of Architectural Research". One hundred and forty persons participated in the conference, which focused on two central subjects - Information and Communications Technology (ICT) and analogue reality and worldwide population growth, urban development and climate change. The proceedings contain the keynote addresses and the participants' contributions.



Keynote speakers at the conference were:

- Jesper Kvorning (Denmark)
- Saskia Sassen (UK)
- Marvin Malecha (USA)
- Volker Buscher (Germany)
- Jesper Theilgaard (Denmark)

Proceedings

- Volume 1
360 p.
EAAE Members 20 Euro
Non-EAAE Members 25 Euro
- Volume 2
392 p.
EAAE Members 20 Euro
Non-EAAE Members 25 Euro

Editors:

- Anne Katrine Gelting
- Ebbe Harder

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Rector of the Oslo School of Architecture and Design



Arkitektur- og designhøgskolen i Oslo
The Oslo School of Architecture and Design

The Oslo School of Architecture and Design is seeking a new rector from 2010. The Rector is the head of the institution's general academic and administrative business. Applicants will have a substantial professional and administrative track record as well as strong leadership skills. The position has a fixed term of 4 years with a possibility for renewal.

The new Rector of AHO must be able to represent and promote the school both on a national and international level, as well as develop strategies for the School's educational policy, academic practice and research. In addition, the Rector is responsible for developing and maintaining efficient administrative services, and creating a positive organizational culture and a productive working environment for both staff and students.

AHO is looking for a Rector with integrity, determination and vision. Eligible candi-

dates will have excellent organizational abilities, strong cooperative and communication skills, as well as an ability to motivate and inspire colleagues.

It is a prerequisite that candidates are fluent in one of the Scandinavian languages.

A full description of the position can be found at www.aho.no/rector (In Norwegian only)

Please mark your application "Rector" and send it to:

The Oslo School of Architecture and Design

Post box 6768 St. Olavs plass,

N-0130 Oslo

Norway

or by e-mail to:

postmottak@aho.no

Application deadline: June 19, 2009.

The Oslo School of Architecture and Design (AHO)

The Oslo School of Architecture and Design (AHO) is an independent institu-

tion within the Norwegian university system. AHO is a specialized university providing education within architecture and design, awarding PhDs and the degrees Master of architecture, Master of industrial design and Master of landscape architecture. In addition, AHO offers post-professional masters degrees in urbanism and architectural conservation. The school has approximately 600 students and 100 employees. The school comprises four institutes: the Institute of Architecture, the Institute of Urbanism and Landscape, the Institute of Industrial Design and the Institute of Form, Theory and History.

For more information, please contact:

The head of the AHO Board
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The leader of the nomination committee
Mr. Jonathan Romm,
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EAAE News Sheet and Website offers publication space

As the circulation of the News Sheet continues to grow the Council of EAAE has decided to allow Schools to advertise academic vacancies and publicise conference activities and publications in forthcoming editions. Those wishing to avail of this service should contact the Editor (there will be a cost for this service).

Yours sincerely

Francis Nordemann, President of the EAAE.

News Sheet

School members:

- 1 page 300 Euro
- 1/2 page: 170 Euro
- 1/4 page: 100 Euro
- 1/8 page: 60 Euro

Non members: + 50%

Website

School members:

- 2 weeks: 170 Euro
- 1 month: 200 Euro
- Any additional month: 100 Euro

Non members: + 50%

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EAAE

The EAAE is an international, non-profit-making organisation committed to the exchange of ideas and people within the field of architectural education and research. The aim is to improve our knowledge base and the quality of architectural and urban design education.

Founded in 1975, the EAAE has grown in stature to become a recognized body fulfilling an increasingly essential role in providing a European perspective for the work of architectural educationalists as well as concerned government agencies.

The EAAE counts over 140 active member schools in Europe from the Canary Islands to the Urals representing more than 5.000 tenured faculty teachers and over 120.000 students of architecture from the undergraduate to the doctoral level. The Association is building up associate membership world-wide.

The EAAE provides the framework whereby its members can find information on other schools and address a variety of important issues in conferences, workshops and summer schools for young teachers. The Association publishes and distributes; it also grants awards and provides its Data Bank information to its members.

EAAE Secretariat

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EAAE Calendar / AEEA Calendrier

18-19	04	2009	■	EAAE Council Meeting Barcelona / Spain	Réunion du conseil de l'AEEA <i>Barcelone / l'Espagne</i>
14-15	05	2009	■	EAAE/ACE Joint Working Party Brussels / Belgium	AEEA/CAE Groupe de travail Conjoint <i>Bruxelles / Belgique</i>
11-14	06	2009	■	EAAE-ENHSA Workshop Genova / Italy	L'Atelier de l'AEEA / ENHSA <i>Gênes / l'Italie</i>
04-08	09	2009	■	12th Meeting of Heads of European Schools of Architecture Chania / Greece	12^e Conférence des Directeurs des Ecoles d'Architecture en Europe <i>Chania / Grèce</i>
15-17	10	2009	■	EAAE-ENHSA Workshop Fribourg / Switzerland	L'Atelier de l'AEEA / ENHSA <i>Fribourg / Suisse</i>
17-19	10	2009	■	EAAE Council Meeting Fribourg / Switzerland	Réunion du conseil de l'AEEA <i>Fribourg / Suisse</i>
21-22	11	2009	■	EAAE Council Meeting Leuven / Belgium	Réunion du conseil de l'AEEA <i>Louvain / Belgique</i>