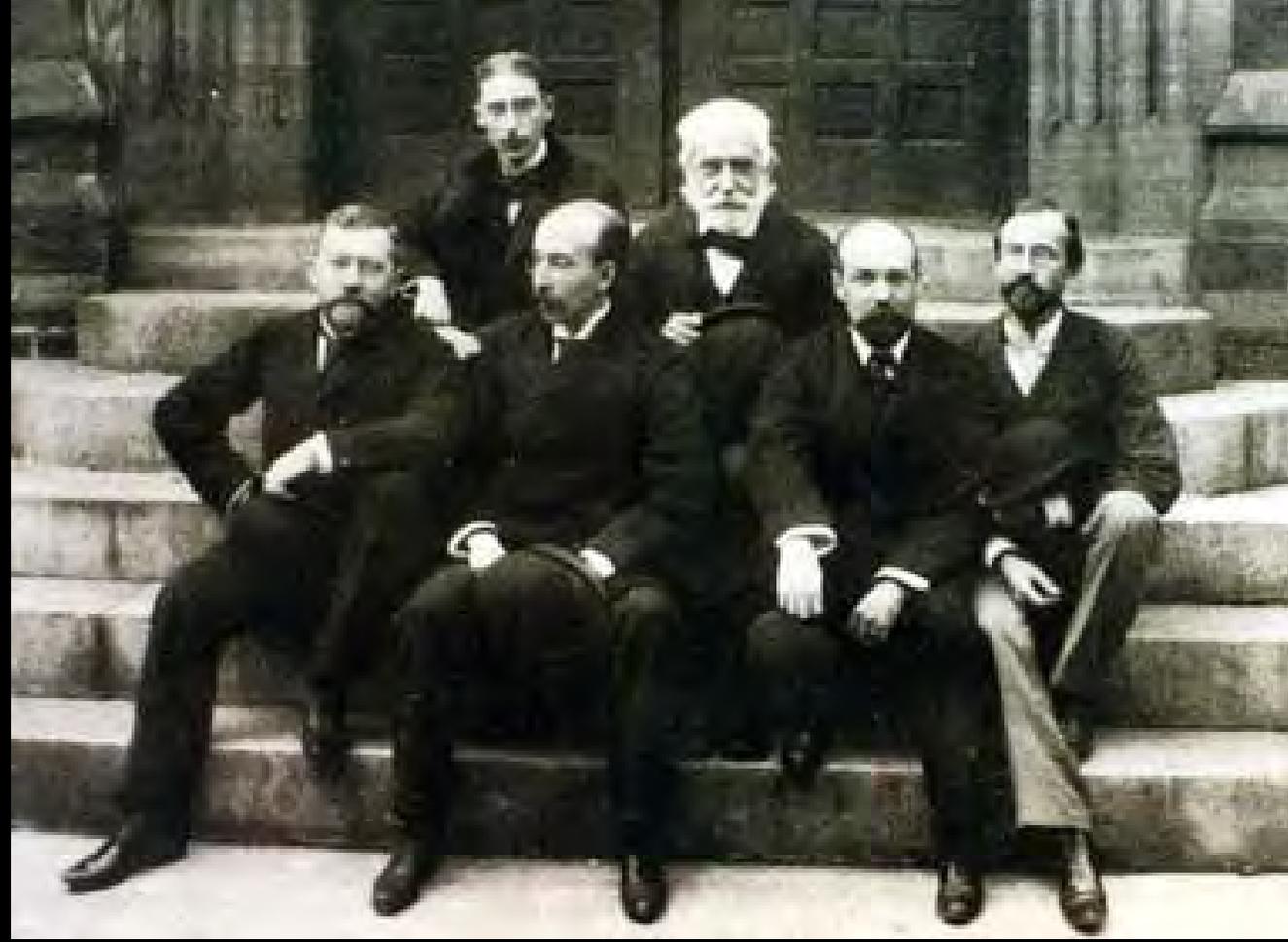




# EAAE Academy on Education

Milano 28 August 2015, Johan De Walsche, Oya Atalay Franck, Sally Stewart  
From 2017 onwards, Pnina Avidar, Madeleine Maaskant, Riva Lava







E A A E Education Academy

Porto 2016



E A A E Education Academy

Amsterdam 2017





## **PLATFORM**

collection, exchange and dissemination of knowledge and experience on AR education  
mutual inspiration through good-practices and thought-provoking concepts;

## **RESEARCH** on/in architectural education

educational research in architecture/research in architectural education;  
collecting, initiating and discussing;

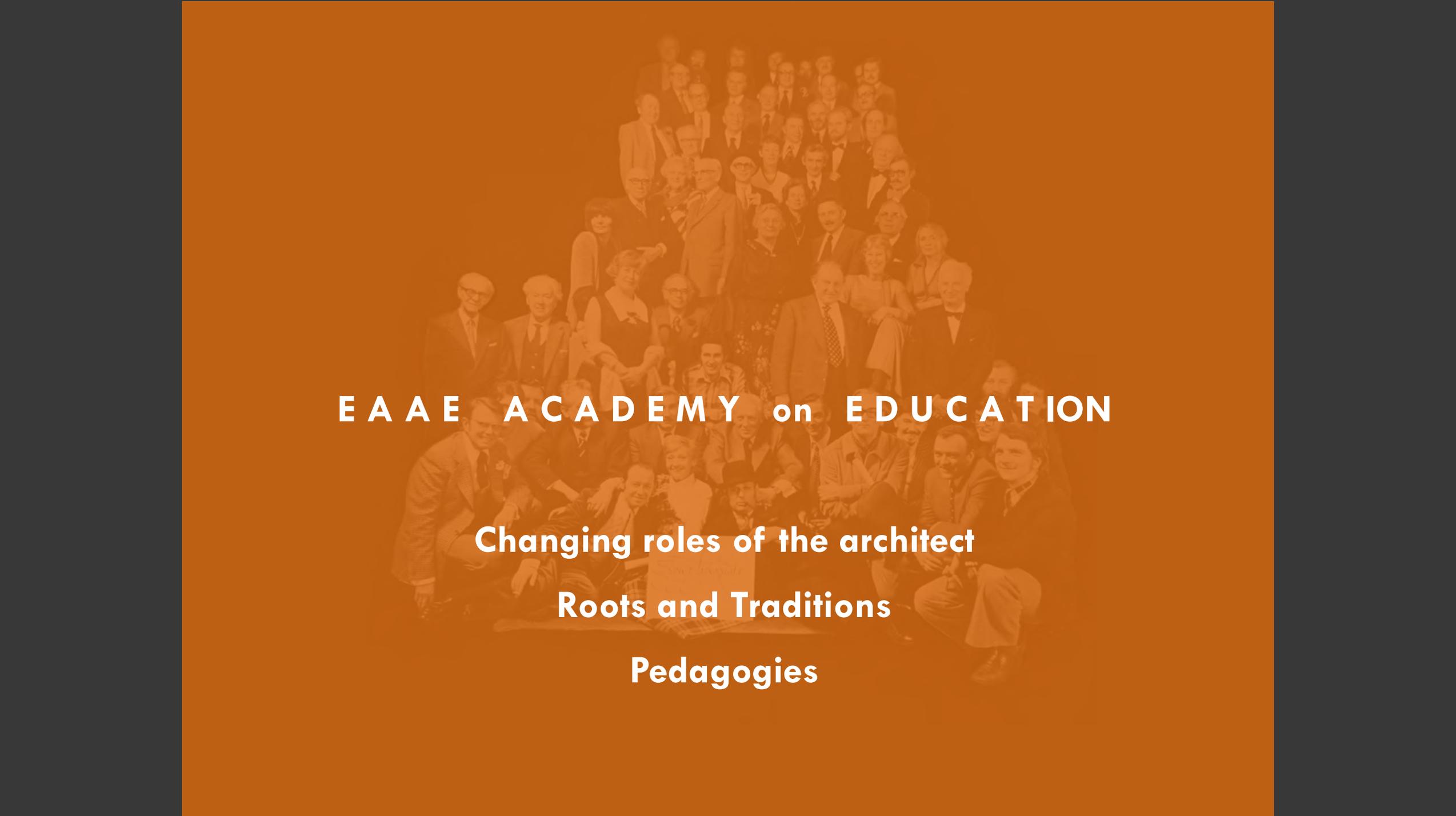
## **THINK-TANK**

articulation and promotion of common concerns and interests  
reflection upon and responding to topical issues,  
revealing and underpinning possible positions.

A large, multi-tiered group photograph of many people, likely members of the EAAE Academy, arranged in several rows. The photo is semi-transparent and serves as a background for the text.

# EAAE ACADEMY on EDUCATION

## 3 STRATEGIC THEMES



**E A A E A C A D E M Y on E D U C A T I O N**

**Changing roles of the architect**

**Roots and Traditions**

**Pedagogies**



**European Association for  
Architectural Education**  
Association Européenne pour  
l'Enseignement de l'Architecture



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## Learning with the World: EAAE Annual Conference

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CONFERENCE by: EAAE  
August 30, 2017

### Concluding report of President Karl Otto Ellefsen

Dear all, hereby you can find  
the concluding report of  
President Karl Otto Ellefsen to  
the General Assembly in  
Bordeaux. Here you can  
download the...

[Read more](#)

EAAE PRESIDENT

### Meet Member Schools

Universitat Politècnica de  
València,  
Escola Tècnica Superior  
d'Arquitectura





## Education Academy

The EAAE is convinced of the benefits of establishing a platform for collection, exchange and dissemination of knowledge and experience on Architectural education. Moreover, such a platform will offer mutual inspiration through sharing and discussing good-practices and thought-provoking concepts.

Architectural education in Europe takes many shapes, and it has been investigated from several perspectives. However, the information remains dispersed. So, there is a need for making a state of affairs. The Education Academy aims to collect and discuss existing research on architectural education; consequently it aims at initiating new research initiatives.

The Education Academy wants to be a think-tank, articulating and promoting common concerns and interest in architectural education. It offers a platform for reflecting upon, and responding to topical issues, thus revealing and underpinning actions, claims, and positions to be taken.

### EDUCATION ACADEMY

[GOALS & ACTIONS →](#)

[THEMES →](#)

[WORKSHOPS →](#)

[CONFRONTING WICKED PROBLEMS →](#)

[CONTACTS →](#)

## Goals & Actions

## Themes

Getting started:

short term: **a three year plan** with the following goals:

- create a community
  - reach the right persons and get them involved
  - widen the audience
  - become aware of diversity and similarity
  - while being inclusive developing common ground
- explore the field systematically
  - with the three strategic topics as a frame
  - identify “what lives among educators”
  - identify “what has to be said”
- consolidate (what has to be said)
  - **Charter on Architectural Education**

2015	spring				
	summer		first plans		
	autumn		mission statements		
2016	spring	26-27 Feb	kick-off	Reading	identifying 'burning issues'
	summer		report GA		
	autumn	25-26 Nov	workshop	Porto	the changing roles of the architect
2017	spring	3-4 March	WS2	A'dam	roots and traditions of institutions
	summer		report GA	Bordeaux	
	autumn	12-13 Oct	WS3	Athens	Pedagogies / kick-off draft Charter
2018	spring	?	WS charter	?	
	summer		approval of the Charter		
	autumn		conference of the academies	Antwerp	research and/as education
2019	spring				
	summer				
	autumn				
2020	spring				
	summer				



**EAAE Education Academy**  
**Kick-off meeting**

**School of Architecture**  
University of Reading  
**26-27 February 2016**

Dear colleague,

At the annual EAAE meeting, last summer in Milano, the **EAAE Education Academy** was presented. The EAAE is convinced of the benefits of establishing a **platform** for collection, exchange and dissemination of knowledge and experience on Architectural education. Moreover, such a platform will offer mutual inspiration through sharing and discussing good-practices and thought-provoking concepts.

Architectural education in Europe takes many shapes, and it has been investigated from several perspectives. However, the information remains dispersed. So, there is a need for making a state of affairs. The Education Academy aims to collect and discuss existing **research** on architectural education; consequently it aims at initiating new research initiatives.

The Education Academy wants to be a **think-tank**, articulating and promoting common concerns and interest in architectural education. It offers a platform for reflecting upon, and responding to topical issues, thus revealing and underpinning actions, claims, and positions to be taken.

As a starting point, the Education Academy has identified three themes: (1) the changing roles of the architect; (2) traditions and roots of institutions; (3) pedagogies. However, we do not consider these fields as separate projects. Rather, the academy aims to set out how the three areas would combine, and what types of activity they might generate.

A **kick-off meeting** and workshop will take place at the **School of Architecture in Reading, UK, on 26 and 27 February 2016**. In this kick-off meeting we plan to brainstorm on the three themes, and identify future steps. This kick-off meeting is also meant to establish a core group of committed partners, who are willing to actively engage in the activities of the academy. More detailed information and an agenda about this kick-off meeting will follow soon.

While the kick-off meeting in Reading is mainly intended for engaged participants, willing to become part of the core group, the Academy plans a second workshop meeting on **14 and 15 June 2016**, in Lisbon, right before the start of the EAAE-ARCC Conference "Architectural Research Addressing Societal Challenges".

With this e-mail we invite you to **express your interest in participating in the Education Academy**, either by applying for the core group, or by expressing your interest for belonging to the academy, and be included in the mail list. To do so,

**EAAE\_Education Academy Kick-off meeting Reading 26-27 February 2016**  
**time schedule**

26/feb	by	
14:00	JDW/OAF/SS	welcome and introduction
14:50		group formation
15:00	by groups	mapping of existing projects - three groups, all in one room - on wall
16:00		regroup the maps on the wall, by us (OA, SS, JDW)
16:30	group spokesmen	3 groups, per theme
17:00	all	
17:30	JDW/OAF/SS	potential/existing questions/themes for the EA (Ro/Tr/Pe)
17:45		end
18:00		reception (till 19:00)
20:00		dinner
<hr/>		
27/feb		
9:00	JDW/OAF/SS	finding and gaps
9:15	all	what do these pictures tell
10:00		coffee break
10:30	by group	(1) actions and projects, provocations and performance...
11:30	by group	each group 10 min
12:00		short break
12:15	JDW/OAF/SS - all	by projectleaders
12:45		what is next?
12:45		end

**The initial goals:**

To verify the need for an Education Academy

To identify “what lives among educators”

To look for an operational model for the Academy







Platform: disciplinary  
 school of sciences / bldg technologies  
 / COMPETENCES (ENVIRONMENT FOR)

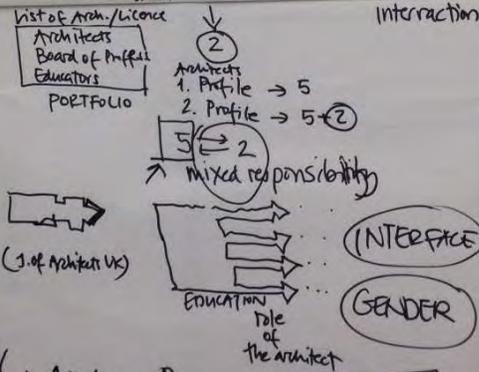
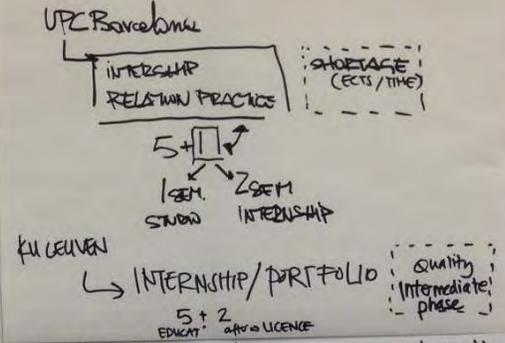
specializations  
 the actual context  
 S/ ROLE

increase # students  
 + Graduate (Master)

lean energy computers  
 (special field) ???

Prof.

ONGOING 'Diploma Projects' Funding? (Ped. Network) (Pole)  
 Uni zgrb, Munster, Luepfau, Edlmonk, Turkey, Estahban, ...  
 Goal: Mapping types of diploma project



↳ Academic Design Offices - DESIGN SCHOOL TRADITION  
 - Academia wall → practice  
 - Research in Arch link/mix fundamental? applied  
 - Research finding new format of outputs (quality indicators) (quantity indicators) (material, exhibition, ...)

- Designerly questions  
 thinking of architects - holistic  
 Inter Education + Research

PORTO  
 ↳ 3+2  
 school → GENERALIST  
 graduate → SPECIALIST  
 3+2  
 3+1+1

BEIRUT  
 ↳ Assessment  
 ↳ Admission to study

↳ pre-university 'quality'

## HOW DO YOU PREPARE STUDENTS FOR THE FUTURE?

- DESIGN THINKING / CRITICAL THINKING
- THOUGHT BA - REACT TO THE DEMANDS OF THE MARKET → SPECIFIC  
 MA. GENERIC (INTERNATIONAL CURRIC)
- DYNAMIC CONTRACTS
- TEACH STUDENTS TO THINK CRITICALLY IN ORDER TO FIND WAYS OF SOLUTIONS IN DIFFERENT SITUATIONS
- PREPARE TO BE ABLE TO REPOSITION THEMSELVES (NO MATTER WHAT TIME RANGE)
- TO LEARN TO THINK, TO REFLECT ON THE FUTURE AND PRESENT - NOT ONLY TODAY'S NEEDS.
- YES + NO - QUESTIONS, ONE ANSWER - HOW GET + KNOWLEDGE + POSITION
- TYPES OF PROJECT TAUGHT CHANGE WITH CHANGE - M. ARCH, PAVILIONS, URBAN INTERVENTION
- REAL INPUT
- Y1 GET EMPLOYMENT / Y1 GAIN EXPERIENCE /  
 Y10 AMASS SOME KIND OF EXPERIENCE /  
 Y25 RE MASTER OF THEIR SUBJECT
- WE PREPARE

Handwritten note on a sticky paper.

Towards a charter – 5 (8?) “burning issues”

3 strategic themes

What does it mean to educate (towards) critical, creative citizens

(the purpose of education)

**the changing roles of the architect**

What does it mean to teach by design

(focus on teacher – focus on edifying capacity of design)

**roots and traditions**

The future self – self designated trajectory

(focus on student – the ‘independent learner’ – the school as a provider)

**pedagogies**

The versatile curriculum

(the need for a diverse range of didactic techniques and approaches)

Research and/as teaching

(the educational capacity of research – the inquisitive nature of teaching – the relationship between research/design/teaching)

Knowledge of architecture outside the discipline

The tacit knowledge of architectural education

Beyond the fundamentals of architectural education



EAAE Education Academy

2<sup>nd</sup> workshop

**the profession of the architect, and the role of the school in  
relation to this profession**

Porto, 25-26 November 2016

Faculdade de Arquitectura da Universidade do Porto (FAUP)



Louis Kahn, Yale, New Haven, Connecticut, 1964 – photographer Arnold Newman. [http:// louis-kahn-at-vitra-design-museum.html](http://louis-kahn-at-vitra-design-museum.html)

## Friday 25 Nov 2016

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13:00 13:15 *welcome*

### **session 01: Who killed the architect? How to revive?**

13:15 13:20 *Qui a tué l'Architecte/Who killed the architect* Thierry Jeanmonod

---

13:20 13:30 *Hybridizing disciplines* Guillaume Baron

---

13:30 13:45 *discussion of the paper*

---

13:45 13:55 *Architecture and the production of presence* Lisbeth Funck

---

13:55 14:10 *discussion of the paper*

---

14:10 15:00 *workshop*

15:00 15:30 *break*

### **session 02: the place of architectural education : school or no school**

15:30 15:40 *school as the place to revive* Riva Lava

---

15:40 15:55 *discussion of the paper*

---

15:55 16:05 *What if... a faculty of architecture could function like a university hospital?* Dag Boutsen

---

16:05 16:20 *discussion of the paper*

---

16:20 17:10 *workshop*

---

17:10 17:30 *roundup*

19:30 *dinner (to be paid)*

## Saturday 26 Nov 2016

---

### session 03: closing gaps and bridging sectors: architectural education and professional identity

9:00	9:10	<i>Hurtigpraksis: a student response to a distant profession</i>	Ona Flindall & Odd Rune
9:10	9:25	<i>discussion of the paper</i>	Stalheim
9:25	9:35	<i>The architect as a mediator</i>	Maria Duda
9:35	9:50	<i>discussion of the paper</i>	
9:50	10:00	<i>School of Architecture meets Institute of Political Studies</i>	Stéphane Hirschberger &
10:00	10:15	<i>discussion of the paper</i>	Delphine Grail-Dumas
10:15	11:05	<i>workshop on the theme in small groups</i>	
11:05	11:35	break	

### session 04: workshop: towards a position paper

11:35	12:45	<i>production of a position paper</i>	
12:45	13:00	roundup and end	





is the architectural  
MENT - and how can we (if  
can) facilitate the DISCOVER  
the architect lost in public  
are?  
architect needs to (re)position his/her  
in public spaces.

TO OVERCOME OBSESSION WITH  
'DESIGN' IN THE NARROW SENSE (PRODUCT  
OUTCOME)  
TO DEFINE THE 'PRACTICE OF DESIGN'  
AS A CAPACITY-BUILDING PROCESS AND  
ITS REFLECTION IN ARCHITECTURE EDUCATION



OUR PROFESSION? A DIVERSE  
COMPLEXITY, DIFFERENT  
- AR

INSECURITY - PART OF  
CAN BE HANDLED, TURNING  
AN ASSET FOR EDUCATION  
- CHALLENGES; ABILITY  
SEPARATING EDUCATION & PROFESSION  
- NEED TO REINTEGRATE AGAIN  
CAN OPEN UP POSSIBILITIES FOR  
HOW OPEN THE SCHOOLS ARE FOR THE PROFESSION  
ASKING STUDENTS WHAT KIND OF ARCHITECTS  
THEY WANT TO BE; WHOM TO WORK FOR  
EVALUATION - THE RESULT? WHAT IS THE  
THE PROCESS? HOW THE PROFESSION  
COMMUNICATE WHAT THEY ALREADY  
AND WHAT THEY WILL LEARN - NEXT  
STEP OF THE ED. JUST SCHOOLS IS THE STUDENT  
NOT THE PROJECTS (JUST TO EXCLUDE) - CAPACITY  
RESPONSIBILITY OF STUDENTS + WORKING  
INDEPENDENT PROFESSIONALS // ACADEMIC TRAINING  
SCHOOL IS COOL  
or not? School!  
ugh!  
provides the ideal realm / safe place to develop  
to relearn in my eyes  
"incubator"  
into the real world (like medicine)  
as public services?  
education/research not a priori oriented  
"intelligence" - innovation-vision  
forces us to think that education is solving  
formulating the problem?  
little time of studying with high expectations  
"other Architectural" of the future + shared economy  
tools should focus on what NOT TO CHANGE

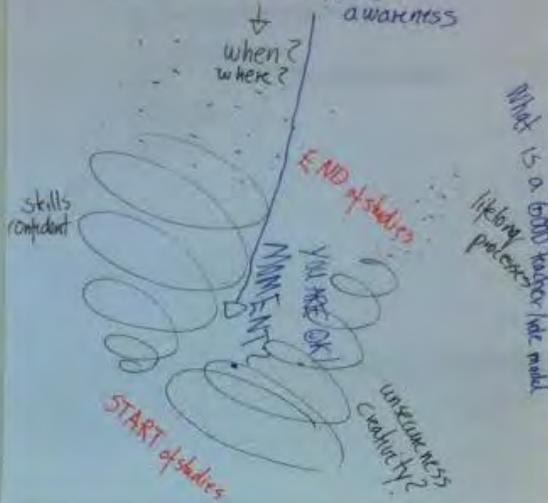
## INSECURITY - PART OF THE PROFESSION

- CAN BE HANDLED, TURNED INTO AN ASSET FOR EDUCATION
- CHALLENGES, ABILITY OF SELF-REIALIZATION
- SEPERATING EDUCATION & PROFESSION
- NEED TO REINTEGRATE AGAIN AT THE END
- CAN OPEN UP POSSIBILITIES FOR EMPLOYABILITY
- HOW OPEN THE SCHOOLS ARE FOR FUTURE OF THE PROFESSION
- ASKING STUDENTS WHAT KIND OF ARCHITECT THEY WANT TO BE, WHOM TO WORK FOR
- EVALUATION - THE RESULT? WHAT IS ACHIEVED THE PROCESS? HOW THEY DEVELOP
- COMMUNICATE WHAT THEY ALREADY KNOW AND WHAT THEY WILL LEARN - NEXT STEP
- PROBING OF THE ED. INST./SCHOOL IS THE STUDENTS' GRADE (NOT THE PROJECTS TO EXCLUDE) - CAPABILITIES
- SELF-RESPONSIBILITY OF STUDENTS + WORKING EXPERIENCE
- INDEPENDENT PROFESSIONALS // ACADEMIC DISCIPLINE

## SCHOOL IS COOL

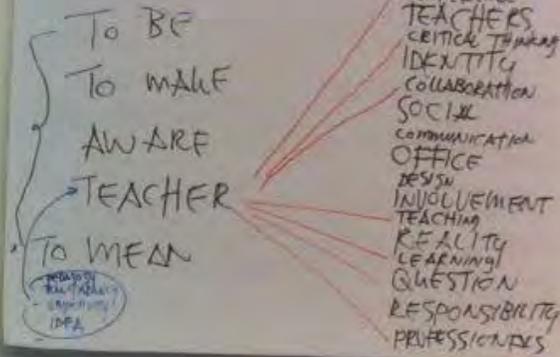
- school or not? School!
- not enough!
- school provides the ideal realm / safe place to develop ideas (to re-learn, un-learn in my terms)
- research into the real world (like medicine)
- ADOs as public services?
- arch education/research not a-priori oriented
- "excellence" - innovation - vision
- Bologna forces us to think that education is solvable
- problem solving or <sup>formulating</sup> defining the problem?
- too little time of studying with high expectations?
- "Uber-Architektur" of the future + shared economy
- Schools should focus on what NOT TO CHANGE

## There is a MOMENT



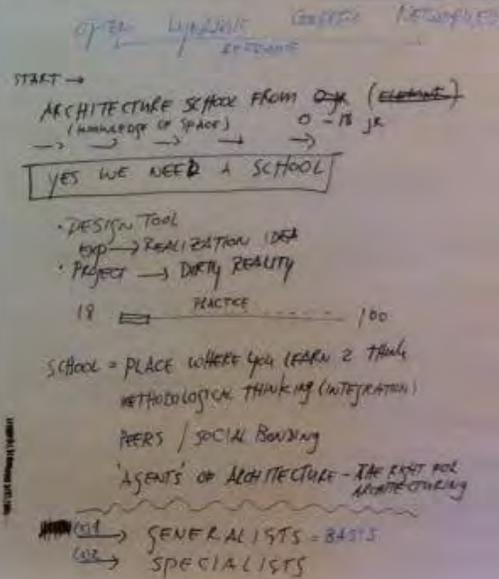
HOW CAN WE MAKE STUDENTS AWARE ABOUT WHAT IS TO BE AN ARCHITECT? THE WHAT DOES IT MEAN TO BE ARCHITECT? //

X  
HOW TO MAKE STUDENTS AWARE OF THE PRACTICE  
WHO R THE TEACHERS?



- 2 architects in one design studio, principle.

- ↳ qualified architect from practice } composition
- ↳ architect with academic title }
- life - long education process (...always in the middle of...)
- ↳ after you finish and solved → architectural projects → climb
- public role of academia
- putting education into public space
- different approach to education
- (and teacher don't push students to design the same way as he/she design...)





## outcome Porto:

- the call: **the role of the architect?**
- the response: what to do as **educators?**
  
- **dedication** of teachers
  
- teaching **competence** - teaching “**confidence**”?
- Teaching for **awareness** about the own role
- Generalist or specialist: the **moment** of choice?
- school is **part of society**, not just a preparation for it



## outcome Porto:

- the call: **the role of the architect?**
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- Teaching for **awareness** about the own role
- Generalist or specialist: the **moment** of choice?
- school is **part of society**, not just a preparation for it

However,

- a **generic** and **assumed future**?
- which **evidence**?

# **AA E** EDUCATION ACADEMY

**EAAE Education Academy  
3<sup>rd</sup> workshop**

## **School Practices**

**Amsterdam, 3-4 March 2017  
Academy of Architecture Amsterdam  
Amsterdam University of the Arts**



Image: KASK Gent, Stadsarchief Gent, De Zwarte Doos. Foto Raf. Van den Abeele. In: De Caigny, S., Nevejans, A., Van de Voorde, S., Van Impe, E., & Van Regenmortel, E. (2012). Bronnengids architectuuronderwijs Vlaanderen (C. Grafe Ed.). Antwerp: Centrum Vlaamse Architectuurarchieven (CVAa) - Vlaams Architectuurinstituut (VAi).

## DAY 1

13:30 - 13:40	welcome	
13:40 - 14:00	<b>opening lecture</b>	
	Madeleine Maaskant <i>Amsterdam Academy of Architecture, The Netherlands</i>	<i>The Academy - concurrent model + talking to students and their employers</i>
14:00 - 14:30	<b>workshop</b>	<i>speeddating</i>
14:30 - 15:30		<i>what-if game</i>
15:30 - 15:50		<i>debate</i>
15:50 - 16:30	<b>session 01: not design but practice</b>	
	Marc Godts <i>KULeuven Faculty of Architecture, Belgium</i>	<i>your future practice in architecture - a fast forwarding masterstudio</i>
	Pnina Avidar and students <i>FHK Fontys, Tilburg, The Netherlands</i>	<i>MA&amp; U - In Practice</i>
16:30 - 17:00	break	
17:00 - 17:45	<b>closing lecture day 1</b>	
	Harriet Harriss <i>Royal College of Art, London, UK</i>	<i>architectural education beyond the institution</i>
17:45 - 18:00	wrap-up	
18:00 - late	<b>evening program + dinner</b>	

## DAY 2

09:00-10:30	<b>session 02: ideal school?</b>	
	Jeroen Visschers <i>Rotterdam Academy of Architecture and Urban Design, The Netherlands</i>	<i>Spaces for Design Education</i>
	Riva Lava and students, <i>Athens School of Architecture NTUA, Greece</i>	<i>ideal school</i>
		<i>debate</i>
10:30-12:00	<b>session 03: disciplinary internship or interdisciplinary studio work?</b>	
	Carla Sentieri-Omarrementeria, Jordi Martínez-Ventura, <i>Universitat Politècnica de València, Spain</i>	<i>professional practice from the students of the school of architecture in valencia</i>
	Michela Barosio <i>Politecnico di Torino, Italy</i>	<i>flexible design units</i>
		<i>debate</i>
12:00-12:15	wrap-up	
12:15 - 13:00	<b>closing lecture: educational PhD research</b>	
	Zeynep Aydemir, <i>Istanbul Technical University, Turkey/KULeuven, Belgium</i>	<i>an inquiry on contemporary architectural design studios</i>





École Nationale Supérieure d'Architecture  
Paris-La Villette  
Guillaume Barron



School of Architecture  
National Technical University of Athens  
Rico Lavi  
Alexandros Pylaios  
Evangelos Fotakis



School of Architecture  
University of Melbourne  
Paula Tighe



ETH Royal Institute of Technology  
School of Architecture and Built Environment  
Stockholm  
Per Engman



Politecnico di Torino  
Michele De Biasi







## **Outcome Amsterdam:**

New models are required

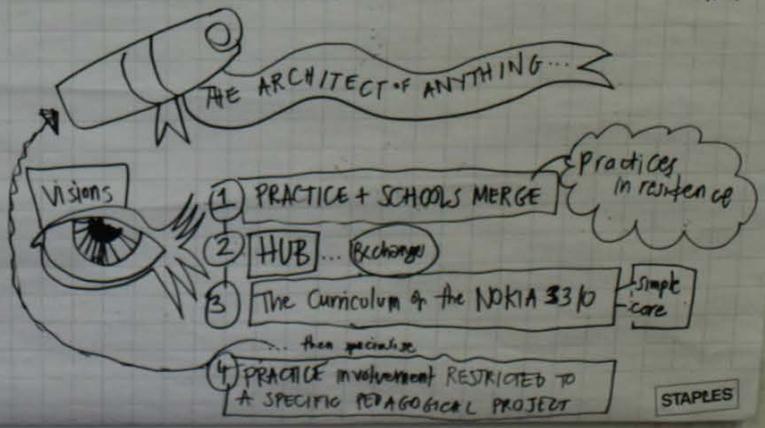
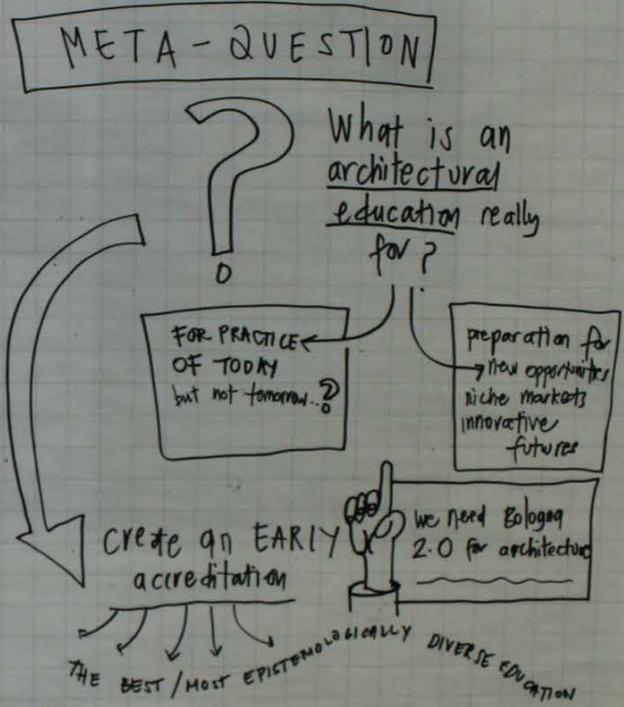
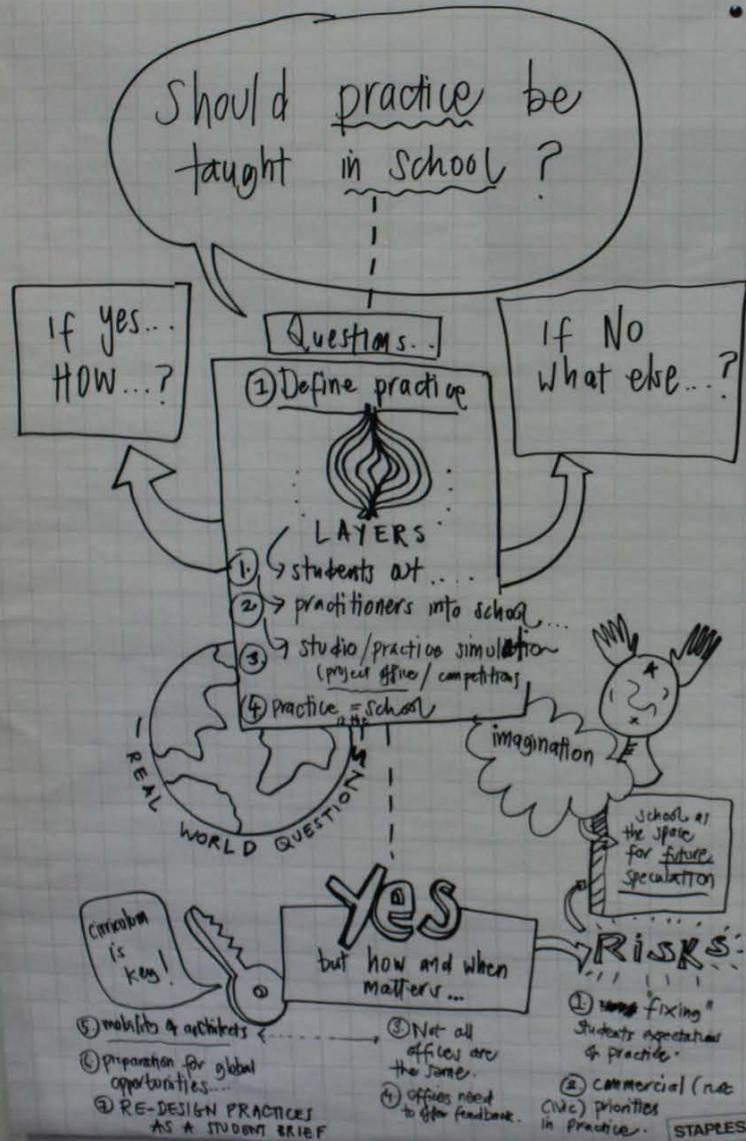
The pedagogical capacity of practice

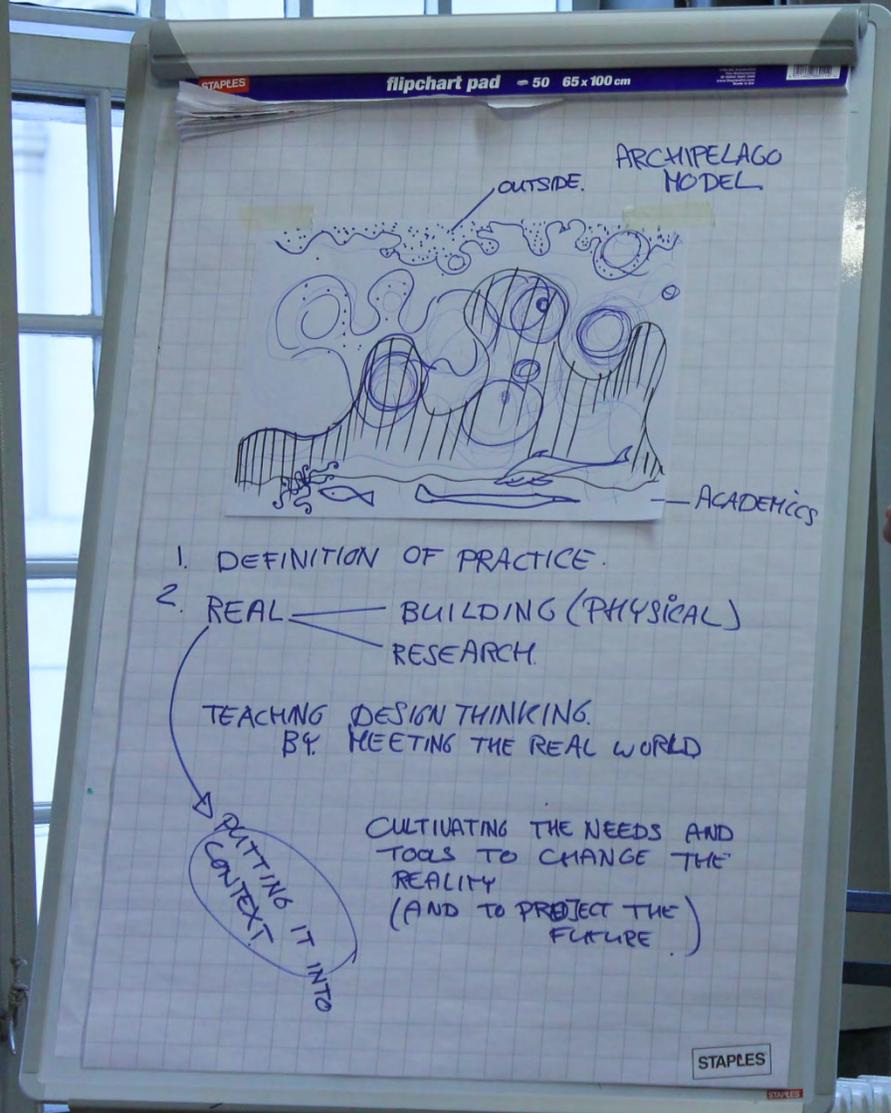
The urge for connecting with practice during study will benefit both academia and practice

The importance of securing the own (sacral) space of academia

Architectural education, as an interface

(between a socio-economic reality and academia)





## **Outcome Amsterdam:**

New models are required

The pedagogical capacity of practice

The urge for connecting with practice during study will benefit both academia and practice

The importance of securing the own (sacral) space of academia

Architectural education, as an interface

(between a socio-economic reality and academia)

A combination of discomfort with the existing structures,

And a strong craving for conceiving new educational constellations.

The more (academization of) architectural education leads to homogenization, the more efforts for diverging become apparent

The way out:

Either by implementing creative solutions within the existing structure

Or by conceiving new constellations and establishing new conditions within actual socio-economic reality



EAAE Education Academy  
4<sup>th</sup> workshop

## Why do you teach like you do? Teaching by design

Athens, 12-13 October 2017  
NTUA School of Architecture



Image: students at work in the courtyard of the Athens School of Architecture © Michalis Gatzias

Workshop Athens

Why do you teach like you do? Teaching by design

12-13 October 2017

**NTUA School of Architecture**

National Technical University of Athens

Call for trigger presentations closed

**Registrations open till 20 september**

**Why do we teach? Why do we teach like we do?**

**The coming workshop of the education academy will address the purpose of architectural design education from three perspectives.**

- a) Teaching for a profession: *qualification* \*\***
- b) Teaching for belonging: *socialisation* \*\***
- c) Teaching for becoming: *subjectification* \*\***

**Thursday 12 October**

13:00 13:30 welcome and introduction

**session 01 teaching for becoming - how do we teach to reach what?**

---

13:30 14:30 3\*10' trigger presentations + 30' questions and debate

---

Alberto Calderoni Learning by Doing: the Embodied Cognition for the Architecture School

---

Marjan Michels The role of aesthetic judgment in the process of socialization and subjectification of the student

---

Vassilis Ganiatsas From Intuitional and Conceptual 'Spark' to Architectural 'Flame': Teaching Architectural Design by the students's ideas

---

14:30 15:30 break-out table discussions

---

15:30 16:00 coffee break

**session 02 the role of the teacher - Who is teaching? What is valued?**

---

16:00 17:00 3\*10' trigger presentations + 30' questions and debate

---

Harriet Harriss Mistresses of the Architecture Academy

---

Sevgi Türkkän Architectural education and the making of the architect-author

---

Konstantina Demiri Interweaving intramural and extramural crits with the design studio. The case of NTUA Greece.

---

17:00 18:00 break-out table discussions

---

**18:00 18:45 keynote Merrit Bucholz**

---

20:00 dinner

Friday 13 October

**session 03      teaching for a society in transition**

---

9:00    9:50 2\*15' trigger presentations + 20' questions and debate

---

Nadia Charalambous    Design studio challenges in uncertain geographies

---

Brix Etgar                    Civic Architecture: Challenges and opportunities in learning and teaching socially engaged studio

---

9:50    10:30 break-out table discussions

---

10:30    11:00 coffee break

---

**11:00    13:00 'Athens extra'**

---

**round table session with teachers from Athens**

---

13:00            end

---



Workshop Reading  
 Education Academy kick-off  
**Reading, 25-26 November 2016**  
 Reading School of Architecture

25 participants  
 21 institutions  
 14 countries

(Belgium, Czech Republic, Hungary, Italy, Latvia, Lebanon, Liechtenstein, Norway, Portugal, Spain, Switzerland, the Netherlands, Turkey, UK)

Workshop Porto  
 The Profession of the Architect, and the Role of the School in Relation to this Profession  
**Porto, 25-26 November 2016**  
 Faculdade de Arquitectura da Universidade do Porto (FAUP)

33 registrations  
 24 institutions  
 18 countries

(Belgium, Brazil, Croatia, France, Greece, Hungary, Italy, Latvia, Lithuania, Norway, Portugal, Romania, Slovakia, Slovenia, Spain, Switzerland, the Netherlands, Turkey)

Workshop Amsterdam  
 School Practices  
**3-4 March 2017**  
**Academy of Architecture Amsterdam**  
 Amsterdam University of the Arts

46 registrations  
 31 institutions  
 16 countries

(Belgium, Croatia, Spain, France, Greece, Hungary, Iceland, Italy, Lebanon, Lithuania, the Netherlands, Slovenia, Sweden, Switzerland, Turkey, UK)

- coincidence of the topic and the place - inputs through the local context
- common problems in different contexts
- being inclusive, widen up, while creating common ground
- a certain continuity and sustaining interest exists - the raise of a 'community' (incl. PhD's in AE)
- gradually the EA succeeds in reaching and engaged audience  
 (beyond the formal EAAE representatives only): a specific EA-maillist of 144 educators

**EAAE Education Academy**  
**Working group**  
**Charter on Architectural Education**

Carla Sentieri Omarrementeria	Valencia	Spain
Dag Boutsen	Leuven	Belgium
Delphine Grail-Dumas	Bordeaux	France
Gunnar Parelius	Trondheim	Norway
Harriet Harriss	London	UK
Johan De Walsche	Antwerp	Belgium
Jordi Martinez Ventura	Valencia	Spain
Lorraine Farrelly	Reading	UK
Lukas Sip	Bratislava	Slovak Republic
Madeleine Maaskant	Amsterdam	the Netherlands
Mia Roth-Cerina	Zagreb	Hungary
Michela Barosio	Torino	Italy
Oya Atalay Franck	Winterthur	Switzerland
Paula Trigueiros	Minho	Portugal
Pedro Luz Pinto	Lisbon	Portugal
Peter Staub	Vaduz	Liechtenstein
Pnina Avidar	Tilburg	the Netherlands
Raquel Paulino	Porto	Portugal
Riva Lava	Athens	Greece
Sally Stewart	Glasgow	UK
Ugis Bratuskins	Riga	Latvia
Vicenzo Riso	Minho	Portugal

# Future of Architectural Education Research Consortium



Gabor Nemes, BME - Budapest University of Technology and Economics, Hungary

Nadia Charalambous, University of Cyprus

Sinisa Justic, University of Zagreb, Croatia

Don Gray, Kent School of Architecture

Michela Barosio, Politecnico di Torino, Italy

Paula. Trigueiros, Universidade do Minho, Portugal

Carla Sentieri Omarrementeria, Universitat Politècnica de València, Spain

Bernard Kormoss, Liège, Belgium

Oya Atalay Franck, Zurich University of Applied Sciences and Arts

Dag Boutsen, KU Leuven, Ghent; Belgium;

Riva Lava, NTUA, Athens, Greece

Anna María Bogadóttir, Iceland Academy of the Arts; Iceland

Johan De Walsche, University of Antwerp

Harriet Harriss, Royal College of Art, London





## Confronting Wicked Problems (Education Academy)

### Adapting Architectural Education to the New Situation in Europe

The Erasmus+ project's point of departure is the acknowledgement that architecture as an education, a discipline and a profession has to redefine and release its potential for problem-solving and innovation within a new economic and societal context. This new normal implies that the knowledge basis, teaching methods and role models transferred in architectural education have to be adapted to a new reality. There is a strong demand for diversification both in architectural education and in practice.

Generally the project raises the question of how to teach architecture today in Europe, and especially how curriculum and teaching should be adapted to the new societal and professional situation. The project aims at strengthening the architectural graduates' ability to face this new normal and thus improve their social impact and employability.

#### EDUCATION ACADEMY

[GOALS & ACTIONS](#) →

[THEMES](#) →

[WORKSHOPS](#) →

[CONFRONTING WICKED PROBLEMS](#) →

[CONTACTS](#) →

# E-FIADE

Exploring the Field of Interaction in Architectural Design Education

**e-FIADE - Exploring the Field of Interaction in Architectural Design Education**

[www.efiade.org](http://www.efiade.org)



ABOUT



ACTIVITIES



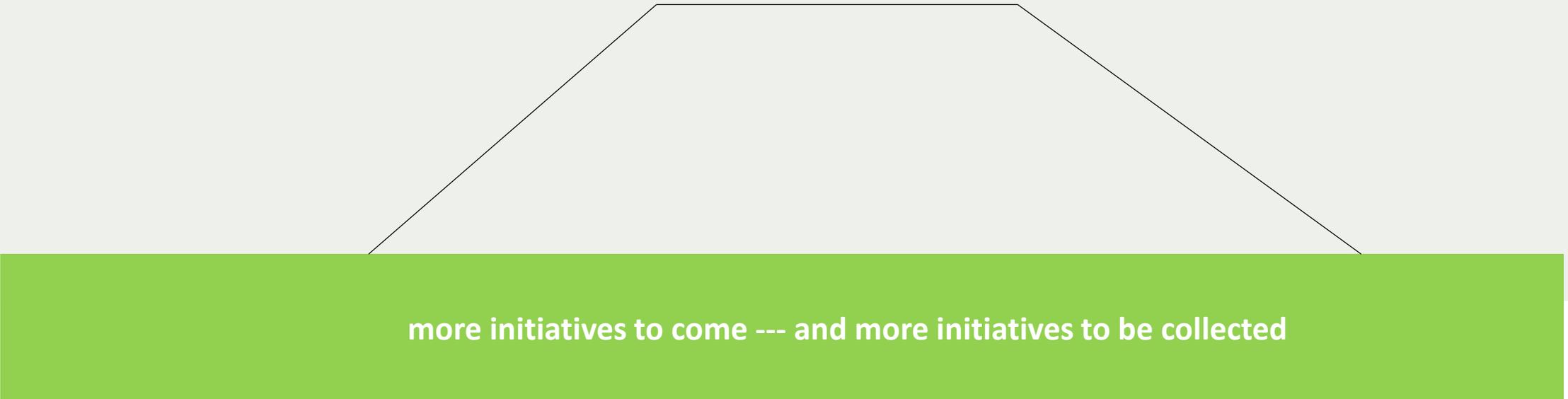
INTELLECTUAL OUTPUTS



**NEST - New Schools of Thought, Architectural education in times of homogenisation**

[www.uni.li](http://www.uni.li)

[https://www.uni.li/en/topics/topic-architecture/nest?set\\_language=en](https://www.uni.li/en/topics/topic-architecture/nest?set_language=en)



more initiatives to come --- and more initiatives to be collected

ARCHITECTS' COUNCIL OF EUROPE  
CONSEIL DES ARCHITECTES D'EUROPE

European Association for Architectural Education  
Associazione Nazionale degli Architetti - ANA

CNA  
PPCI

## EDUCATION and PRACTICE THE FUTURE ARCHITECT

6 May 2017  
CASA DELL'ARCHITETTURA  
Piazza Manfredo Fanti 47, Roma, Italy

Co-funded by the  
Creative Europe Programme  
of the European Union

With the Patronage of:

Provincia del Comune di Roma  
Accademia Nazionale di Architettura  
ACQUARIO ROMANO  
Ministero della Cultura  
Ministero dell'Università e della Ricerca Scientifica  
Ministero dell'Università e della Ricerca Scientifica



ARCHITECTS' COUNCIL OF EUROPE  
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