

sotiria inetzi 2017



**General Assembly – FAUP Porto 31 August 2018 - Johan De Walsche**

**E A A E Education Academy**



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, 1968 – photographer Arnold Newman. <http://louis-kahn-at-ultra-design-museum.html>

**Workshop FAUP Porto**  
25-26 November 2016

33 registrations  
24 institutions  
18 countries

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

**School Practices**

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



**Workshop Academy Amsterdam**  
3-4 March 2017

46 registrations  
31 institutions  
16 countries

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 NTUA Athens**  
12-13 October 2017

49 registrations  
30 institutions  
22 countries



# Afterlife Survey

English: <https://nl.surveymonkey.com/r/XLD58SV>

French: <https://www.surveymonkey.com/r/XLD58SV?lang=fr>

German: <https://www.surveymonkey.com/r/XLD58SV?lang=de>

Croatian: [https://www.surveymonkey.com/r/XLD58SV?lang=hr\\_HR](https://www.surveymonkey.com/r/XLD58SV?lang=hr_HR)

Dutch: [https://www.surveymonkey.com/r/XLD58SV?lang=nl\\_BE](https://www.surveymonkey.com/r/XLD58SV?lang=nl_BE)

Greek: <https://www.surveymonkey.com/r/XLD58SV?lang=el>

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Spanish: <https://www.surveymonkey.com/r/XLD58SV?lang=es>

Turkish: <https://www.surveymonkey.com/r/XLD58SV?lang=tr>

WWW.EAAE.BE

# **EAAE Education Academy**

## **Working group**

### **Charter on Architectural Education**

dedicated subgroups

writers

reviewers

Writing sessions + reviews

Ghent 18Apr17

Winterthur 07Dec17

Madrid 26June18

Carla Sentieri Omarrementeria	Valencia	Spain
Dag Boutsen	Leuven	Belgium
Delphine Grail-Dumas	Bordeaux	France
Fredrik Shetelig	Trondheim	Norway
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	Croatia
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
Sinisa Justic	Zagreb	Croatia
Ugis Bratuskins	Riga	Latvia
Vicenzo Riso	Minho	Portugal
Victor Mani	Münster	Germany



## **towards a Charter on Architectural Education**

### **PRINCIPLES AND PRACTICES OF ARCHITECTURAL EDUCATION: a position paper of the EAAE Education Academy**

#### **Who is this for?**

This position paper is intended as a reference document for use by educators, students and University administrators, research institutions and researchers, funding agencies, professional bodies and architectural practices that are committed to education in architecture and in related disciplines. It seeks to identify the shared fundamentals of architectural education, describes the variety of valid practices and formulates a collective position for the international community and the EAAE member institutions. It declares the principles for the development of vibrant, internationally recognized, qualitatively outstanding and well-grounded architectural education and research and consequently a well-informed professional practice. As such, it is a source of inspiration, dialogue and exchange concerning the future curriculum and pedagogy of architectural education

Through its propositional principles, this position paper consolidates a variety of ideas towards contemporary architectural education put forward by members of the EAAE Education Academy within a series of workshops held from 2016 till now. Its formulation sublimates discussions on the socio-economic conditions in which architectural education takes place today across the range of contrasting European regions. Instead, this position paper responds to the ongoing changes within architectural education and the architectural profession. It maintains that architecture and architectural education is at the service of the societies it is embedded within and it recognizes the value of heritage, tradition and the contemporary culture. It highlights the importance of the environments in which architectural education

1



# ***EAAE Charter on/of Architectural Education***

*DRAFT 30 November 2017 → 15 June 2018*

*Proposal for detailed structure of the Charter  
and some principles*

## **0 Preamble**

**1 What can architectural education do and for whom?**

**2. Under which conditions does AE flourish?**

**3. AE and design practice: teaching-through-design**

**4. AE and professional practice: mutual learning**

**5. AE and research practice: resonating fields**

## Preamble

### WHAT CAN A ARCHITECTURAL EDUCATION DO AND FOR WHOM?

- 1.1. AE & complexity, and emerging needs
- 1.2. AE higher education

### UNDER WHICH CONDITIONS DOES ARCHITECTURAL EDUCATION FLOURISH?

- 2.1. "Friendly" climate
- 2.2. Inclusive climate

### AE and design practice: teaching through design

- 3.1. why teaching-through-design: the development of a particular “habitus”
- 3.2. versatile practices

### AE AND PROFESSIONAL PRACTICE : mutual learning

- 4.1. teaching to prepare for professional life – to prepare for future professions
- 4.2. the interconnections between academia and professional practice
- 4.3. practitioners as teachers for AE (good professionals/good teachers/meta-reflective thinkers)

### AE AND the PRACTICE OF RESEARCH: resonating fields

- 5.1. AE requires a research climate (concept/culture/creation)
- 5.2. research as an ongoing quest
- 5.3a. AE as a place of/for architectural research
- 5.3b. graduates as inquisitive practitioners





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**Charter → feedback → update every three year**

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

## quality of architectural education – 1

Madrid, 15-16 June 2018

**Superior Technical School of Architecture of Madrid (ETSAM)**  
Av. Juan de Herrera, 4, 28040 Madrid, Spain

### p r e l i m i n a r y   p r o g r a m m e

Friday 15 June - 18:00-20:00

18:00h – 18:15h      **welcome by the president** (Oya Atalay Franck)

18:15h - 20:00h      **session 01: The Charter on Architectural Education, from position paper to policy paper** (Johan De Walsche)

*In this session we will present the draft version of the charter in its actual state, explain the process, discuss the status, as well as content and approach.*

## **Educating the educators**

Not focussing on the polarization generalist versus specialist

But saying what is it that we do/can do

Naming and further developing how the architect operates

Explicating what are the tools that an architect masters and the capabilities that AE can offer

## **The changing field of action**

urbanisation/digitalisation/diversity: what is the problem? (for architecture)

## **The future self**

what does students want to be(come), the afterlife/scope...

how to handle/plan/design the own trajectory,....portfolio....

## **Entrepreneurship for graduates**

## **The struggle within the institution**

## **Quality of education**

What would be the correct base and procedure for accreditation?

## **The next studio**

embedded learning/new ways of communicating/virtualisation/...



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**EAAE Education Academy**

# **educating the educators**

**invitation to join the meeting**

**Saturday 1<sup>st</sup> September 2018 – 9:00-11:00h**

Architectural education has a long and rich tradition. Many of the pedagogies that were initiated in architecture schools form the matrix of the contemporary insight regarding the approach and the manner of solving “wicked” problems and challenges of our time.

Architectural teaching didactics is however still a question that architectural education needs to address.

Since many of the teachers and educators in architectural school are well trained and often successful architects, but not formally trained teachers, the need in providing these tutors with a didactic frame is more than necessary.

Appropriate didactics can assist tutors in their work, lead to better results and increase student’s motivation and satisfaction.

Furthermore, current developments concerning the change in the practice of the architectural design as well as in the education systems and the growing need in ensuring the quality of the curriculum, emphasize the demand for properly qualified educators.

“Normal” didactics courses and trainings are often not specific enough for architectural teaching.

The EAAE Education Academy intends to develop the needed didactics within the European context of which it is an inherent part of. A European collaboration on this matter can offer an adequate answer to the diversity of approaches architecture schools in Europe have developed and cherish



**EAAE Education Academy**

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- **Assemble a consortium**
- **Develop didactic programs (teaching architectural design)**
- **Develop a business model that will support the didactic program.**

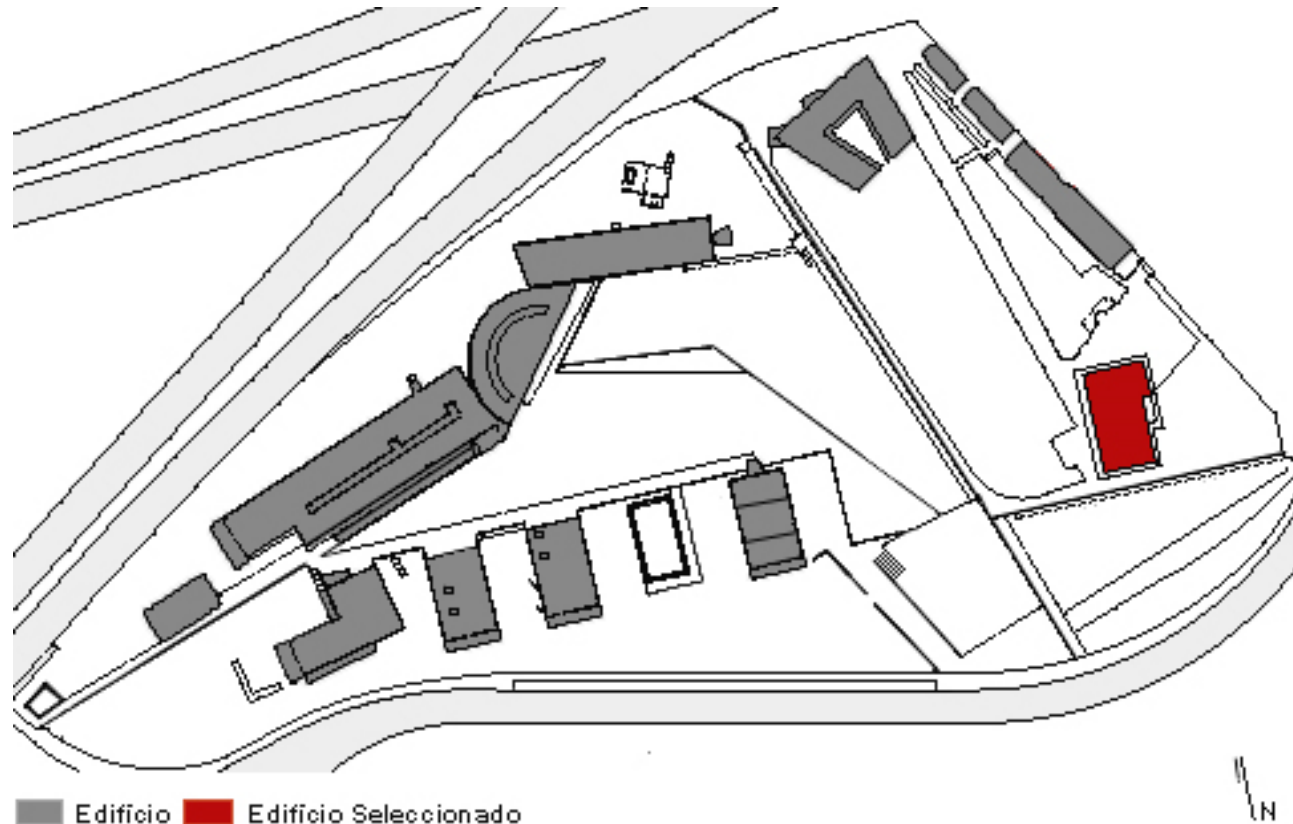
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**Saturday 1 September 2018**  
**9:00-11:00 h (just before the tour)**  
**meeting room of Casa Cor-de-Rosa (ground floor).**





**EAAE Education Academy**  
**6th workshop**

## **quality of architectural education – 2**

*what to value?*

*educating the educators*

**Valencia, 20 October 2018**

**School of Architecture**  
**UPV Universitat Politècnica de València**



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



**UNIVERSITAT  
POLITÈCNICA  
DE VALÈNCIA**



# 1st joint ACSA/EAAE Teacher's Conference

Antwerp, 28-29 June 2019

Faculty of Design Sciences  
University of Antwerp, Belgium

working title

## the practice of teaching | teaching of practice

provisional subtopics

*qualifying the hunch of the teacher*

*teaching through design*

*quality of teaching: do we measure what we value or do we value what we measure?*

