



**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)





**EAAE Education Academy** 3rd workshop

### School Practices

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





**EAAE Education Academy** 4th workshop

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

Athens, 12-13 October 2017 NTUA School of Architecture



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

33 registrations 24 institutions 18 countries

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

46 registrations 31 institutions 16 countries

### **Workshop NTUA Athens** 12-13 October 2017

49 registrations 30 institutions 22 countries



# Afterlife Survey

English: <a href="https://nl.surveymonkey.com/r/XLD58SV">https://nl.surveymonkey.com/r/XLD58SV</a>

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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 socioeconomic 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



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This position paper aims to lead to a Chatter on Architectural Education, that claims the space that architectural education needs and that explains vely such space has to be negotiated, to a time of bandwinery protessional precision and striking takes of employment, (EAR) opens up the document for feedback from a title interface. This will bead to architics every three years, that activating the values. for retich the SAAE educity stends for.

Authors: Johan De Yessone, Heiner Heiner, Mie Rich-Cente, Phile Leve, Michel Bertell, Frime Avital, Listrative

Tractions for the foliage requires a pediagonal of playful articles for imagination, within clare education is not only a mader of learning-by-doing, but also of twestern through-design. It is intended to develop the particular "register" of an artificial.

The transformation of exhibitional practice to dependent upon pioneering pedagogine. Pedagogine regularly regular inflaming, into degrand even termagoning reflect which progress professional practice committee actioned.

Tracking through design feature critically, creativity and currently. By challenging the student to interfering the diverse and often contribing demands of effice and seelfvelos, economy and culture rethin

And Bestural education denotops mailtance by confinence exchange of ideas and orticism Students acquire resilience within the educational environment as much as authors of 6. This still enables them to other report responses to techniquing circumstances.

Tracking problem has present to track. Tracking design requires insight in both and tracking as well as prelapoping presides. Moreover, the transformation of antiffeed surpresides and the responsive and explaintive return of transforming through design, transceptible tests to prometing paragraphs.

### REAT CARE ARCHITECTURAL PROCATION DO AND FOR WHOM

And feet and education can create professionals capable of responding to emergent meet. The antifecture graduate is a new officer, afte to detect, formulate and accounts spatial problems and those when an intervention could be beneficial to society. (If the is an advocable information) yield but can ect as histher own spatial generator.

Architectural education aims to produce graduates able to transpose complexity lists a spatial consept. Architecture students are extracted in the adulty to pose questions not just arcovers. Denoty entineing completity and uncertainty, rather than residing \$. Societs team to respond to complet conditions by developing concepts of attachded space. Creating space becomes an intrinsic print, endoduing a solution or staging the furner condition.

And feetund education can provide abole to with a time through which to critically reflect upon local, regional and global value systems of spatiel production. Arthorized education area to species as a "facili condition" — defining a faderous believes indicated selection, regional production and global systems. In single or a series to spatiale employed, ulcom-and titles and on a restrict, cuttivation, cuttivation. molectors, investors and constructive-critics.

And feetund education is designed to graduate students who are able to manage the whole. With a ward dependent on forms of expedient that can be use across decigning, writing and diverse agender, exchanges destroyed and encouraged before a buriet new or starting before being across. And the days students must be well with a and sometimes beyond when, contacts and conditions, to ensure students and chargings and of the purpose.

And Austrant education prepares students for an unbounded field of practice. The future of architectural precise is uncertain. Students are encouraged to menan executive to nescent trends, pay effection to disk, manage embloyati, take sendor once. Energian that student does have a recommendation of the comment of the

Architectural education entires to achieve and esobrer equality. It seeks to ensure its while, make, weather tractices are no larger above the demands, that is considerables as the contract of the contract and the contract of the contract and to ensure recises, diverse ethnic groups, and dudents from poorer beorground have equal access to both extending and produce.

Professional Metabasian materia forms of straction. Antitle dure education occurres conductes for Boding continues on the largest that indefine the interaction between electromism, technology, culture, portion and examinations and ex a consequence the boundaries of the antificial and produce. The

Architecture students are encouraged to explore the namely of roles they can assume in practice, in and outside the disciption. Their particular pillined that has design education has developed, include there to explore the various paths triving their individual obereption to existing or emerging boths. In its farm, the educational environment therefore reflects the objectity of practices and professional pathways example, preparing students to deal with the open-ended, complex, dynamic and fluid, as rest as

The resignacity between practice and academia is vital. Academia, and antitle-dund education in pedicater, needs to be connected not very with extentific necessity within universities, but also with the to extend p production occurring within professional practice. Professional practice takes a professional position; in the torefort of aduat societal challenges and demands, it provides a unique source for cepturing knowledge and concerns of others.

Fractioner education provide a means through which estitionard education nation is interested a confunctional position. The tending analysis on noticed annothing professional practice, being a reporter from the durit, (Operational Paradistrian is what oughts to detail The Meating practiced is a good artifally, an expectable leading, and a stated and imparadistal independent of the confunction of the contract of the contrac

Professional medit equals academic qualification to enrich the educational environment as a whole. Securing the unique dathque between theirly and precise requires a between discrepancy between both. A indisprised expedies in design, and designed where insensit is notice to getterable between both. A indisprised expedies in a substantial part of education. The quantitation or others for fractioning and of education. The quantitation or others for fractioning predifferenceds to be clear, incorporated in an assertibation system and equal-scientific research.

And Section of academic emphasise from a unique dialogue between the academic world and and deviation provides. The best providences of an interesting traditionally track at the extracts of an interesting, while artifacture recently a publish their research workwide in pourses and books that are med by the whole profession and a large part of the surrounding society.

The design studio is the energy field eround which all pedagogy and curricula orbit. It is Opposed to centered and responsive and can three both within and beyond the campus. It in the obtain and constitution collected on within a safe, induced and development which entering the appendix in the order property of the property of experiment. Coding studio beaching unders recripte pedagogical formats and benchmis fiself into a variety of spatial settings: testure half, laboratory, workshop, exhibition space.

Fallure is the resist first of innovation and expanded fields of enguly, Architecture students are required to envision, experiment, edit and start again if necessary. Faiture is not the end of a design project but the beginning of a before adulton. Students are then ensouraged to value the process and not justifie result. The studio environment is sale and indusive, allowing studiets time for self-directed learning, enabling authoritic innovation and invention

The approximity to continuously inhabit a stude space is essential to architectural education productivity. A design duble is a black loc, an anappation certain, regulating its erea completible and controlling its erea completible. An object is not be suffered to produce the object, seek experience, continuous and before and controlling to the suffered before the suffered by the

Architectural education can ordy same the needs of a disease anciety. If it is as disease as the society & series to serve. Directly is encouraged in the broaded series —a diverse dubted an beater body, diverse environments and diverse equipment and evaluation torus contitude to

And September Subsection requires a research of mate. Concession and Besture establishes mades of Analysis and management in graphing a measurest definition. Colorising particularly within these modes of blowing internal place of particular internaling and finite particular place of particular place of colorising particular and only particular internaling that finish is within conduct. Another trans-colorisis devices in a debugger in which there in terms belong that the conduct. The billion of the colorisis is of the colorisis of the col

Academic dealers education is in activitiesed beginns in which both the student and the feasibless are engaged in a common goest. Inquiry beset beauting through design is editing. The purpose of closely contenting and included in research and bearing is not only a matter of implicing the design solution of the statests with, but also in related an editing process of chemicage the impactive material the student as well. For the impactive beacher, the design stude is a printinged of a in which experiments on the door that practice does not allow.

In such conditions, architectural education and particularly the architectural design studio, becomes a place of requests in their, in architectural education, the application of theory and lectronal traveledje is be take for creative operations. The data provide baselow with the directive and other make of the statement of the provided by the statement of the chapter, and premise and data more region. Designing without in a way of expension of the chapter, and premise and statement great before, the design studies are set of the chapter of the chapter, and or concerning and the time, the design studies are set of the chapter of each social discourse, sect to Theory and acheese.

Riducational extension of impulsitive design studio work are validated as part of the large field of research output, and properly evaluated on its own terms. The contributions are not instend to researchers, academics, beathers and prodiferens. It is visit to the development of anyweith level research and education that the students are given an equal role as contributor to the common

Architectural education delivers imprintive procedurers. The design state is an educational environment that encourages curriedly divisor research. It is a place of the thought, independent from economic and political pressure and market diven needs. In this quality, architectural education provides a reading legacy that foctors Microig research in practice. The anti-freduce graduate continues to develop a disposition that is not limiting prohopional produce to serving clients demands only, but that is also collectly evaluating this demands and exploring attentions when appropriate. Assets within inquisitive recommendation of exhibitation probability. The exhibitation probability and accurate the designitive and support society in coping with a first changing wind, by drawing insights that there are the particular pages, with pasts and pages and the page of the page of the page of the pages of the pages of the pages.

And Restand education ethnishes and furters research in prestice. Descript antitle dark education addresses societal and professional challenges, posing a clear need for research that methes subside existence.

Design advantage and disturble are a recessful field. Recently on being methods and questions is an important and specify test of recently. Since within term observed in a place of recently without and besselved on dety delicing principle of packages, but in packing the designing excessions and control and, it is collected as extracted principle and or less than the control of the packages.

BMAEBI, August 2018

### EAAE Charter on/of Architectural Education

DRAFT 30 November 2017 -> 15 June 2018

Proposal for detailed structure of the Charter and some principles

- **O 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 on ongoing quest
- 5.3a. AE as a place of/for architectural research
- 5.3b graduates as inquisitive practitioners





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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

preliminary programme

Friday 15 June - 18:00-20:00

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

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



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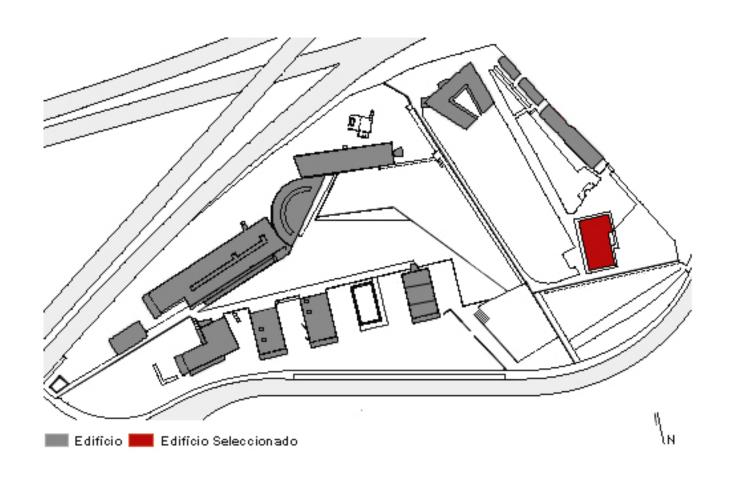
- Assemblea consortium in architectural school are well trained and often successful architects, but not formally trained teachers, the need in providing these tutors with a
- Develop didactic programs (teaching architectural design)
- Appropriate didactics can assist tutors in their work, lead to better results and increase student's
   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 Universtat 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?





