

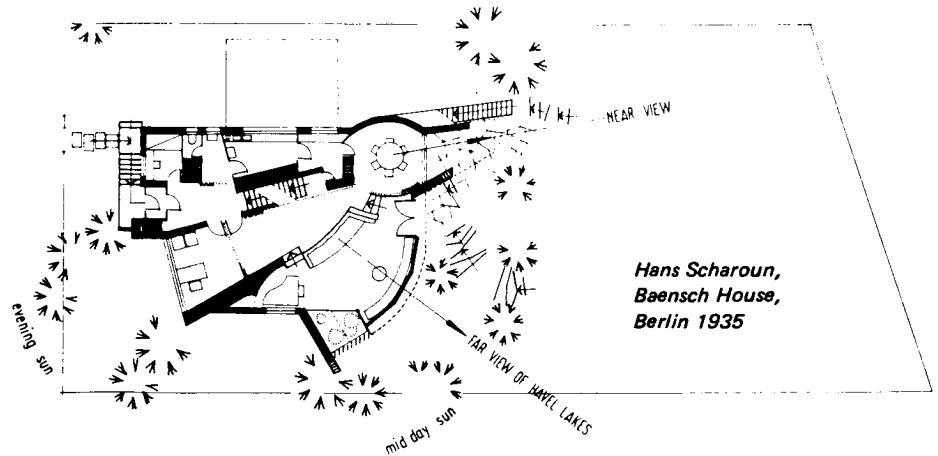
EAAE

Newsheet 2.

May 1979

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

Berlin Forum Nov. 8 - 10 1979



*Hans Scharoun,
Baensch House,
Berlin 1935*

'The Role of the Project in Design Education'

The EAAE is arranging its 7th international forum in collaboration with the School of Architecture at the Technical University in Berlin. The dates will be November 8-10, 1979

With the forum in Berlin the EAAE will enter a new phase of its development. The first six forums were planned to create contacts between schools, teachers and students and therefore were designed to cover very general ground. The forum in Berlin will concentrate on a theme specific enough to evoke interest and stimulate conveyable knowledge. The theme will be **THE ROLE OF THE PROJECT IN DESIGN EDUCATION'.**

During the last ten years much discussion and reform in higher education in general and in architectural design education in particular has centred on the role of the 'project'.

A whole new ideology has been based on project oriented teaching. But only the translation of this new findings from the present ideology into a methodology that is part of a common body of knowledge will enrich the field of education.

Let us come back to the question of the project and it's role in design education. Since everyone in teaching has a notion of the role of the project, it can be assumed that the question posed will be met with many ready answers.

Nevertheless, let us discuss some points which might enrich the debate before the Berlin-Forum.

Among the many questions which come to ones mind the type of projects used in architectural education today seems to be of importance. What do we consider a project? What motivated the choice of a specific project? What happened to the "building-

type" approach? What are the roles of the faculty and the students in the selection and development of the project? How does the evaluation of a project take place? What effect does the quantity of students in a school have on the project dealt with? What, if any, are the differences between a semester-project and the thesis-project?

What is the relationship between the various fields taught at a school of architecture and the projects in the design courses? What is the difference between a project dealt with in the master-class of an academy as opposed to one in project oriented course? How do we see the case - study method with respect to our project debate?

Finally, how does a project in education differ from a project in the profession?

The EAAE council feels that the time is right for highlighting the different views and opinions across Europe on these topics and to use actual project work as vehicles for discussion.

In Berlin we hope to have an opportunity to deal in depth with all, or a number of these questions.

The forum arrangements will include a) a plenary session during which selected projects will be presented, b) discussion groups where themes introduced during the plenary session will be illustrated by the projects and c) an exhibition of all the projects submitted.

We feel that the forum and it's debate on the role of the project in design education will provide the impetus to move the EAAE into it's next stage of development and to stimulate the participants with new insights into an important aspect of design education.

Herbert E. Kramel

News from the Schools

There are over 200 schools of Architecture in Europe. Many of these actively communicate across their national boundaries by joint research and project work, by exchange of staff and by participation in international seminars and conferences organised by EAAE and other similar organizations. The EAAE Newsheet is intended to help all schools to become more informed each other's activities and to make international contact more readily available. This page will be reserved for the use of individual schools who wish to bring their work to the attention of others throughout Europe.

Delft

Presently, as the Dutch Government continues to economise, the opportunity to improve our educational programme becomes more difficult. Owing to a lack of teachers our tutorial groups are increasing in size and plans are afoot to reduce the course to 4 years duration. This means that, in future, students will not be able to take a full part in the democratic management of our School and the managerial influence gained by students in the sixties will be lost. A further danger is that our 1st Year will become 'selective' rather than 'informative' that a student may no longer decide for himself whether to continue.

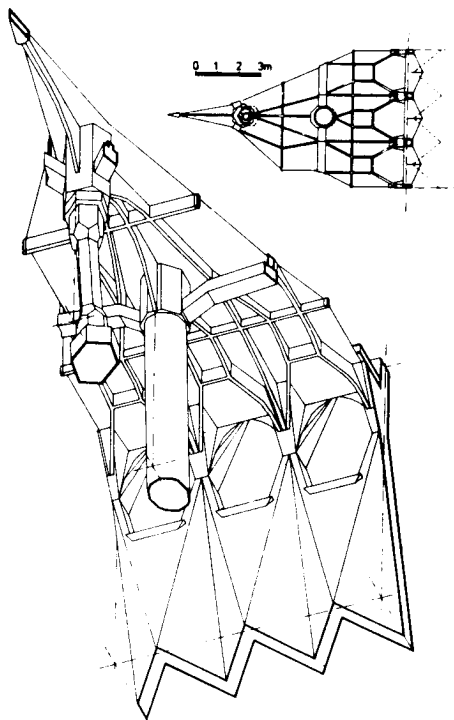
Nevertheless, many of us are working hard on developing our educational system both inside and outside the School. Groups have been formed to consider the integration of Construction and Design and also the relationship between practice and training as it was at the EAAE Conference in Birmingham. In our University, it is generally felt that Dutch students lack sufficient practice. However, this non-practical approach can be an advantage in developing a critical view on the way architecture and urbanism are expressed in present society.

Dirk Jan Postel.

Future Newsheets

The Council regrets that it was unable to publish this issue in January owing to unforeseen circumstances. Issue No. 3 will be published in September 79 and will contain final details of the forthcoming Forum in Berlin. If you would like to have an article published, or if you would like the Newsheet sent to you regularly, please write to the editor: David Coupe, Canterbury College of Art, School of Architecture, New Dover Road, Canterbury, Kent, England.

Exhibition



T. H. Delft Department of Architecture wish to announce the availability of their EXHIBITION ABOUT THE WORK OF THE CATALAN ARCHITECT ANTONI GAUDI (1852-1926)

This exhibition gives an impression of the rare unity of form and structure in Gaudí's work, and settles with the common notion that his work sprang from sheer fantasy or an uncontrolled need for self-expression. Gaudí constantly sought after the structuring principle that underlies nature. "Originalidad es volver al origen" (Originality is: returning to the origin), according to Gaudí. This Catalan had the controlled passion of a poet, in the original meaning of the word: a maker, an inventor. Gaudí was a rationalist with a perfect command of materials. We think that even today something can be learned from his originality, his poetry and his skill.

A book, containing a number of essays on special features of Gaudí's buildings, accompanied the original exhibition during April/May 1978 at Delft University.

An official, extended and corrected Dutch edition of this book is now in preparation as well as translations into Spanish and German.

The exhibition consists of about 235 panels (mostly 50 x 50 cm, others 50 x 110, 105 x 50 and 105 x 110 cm), showing drawings and photographs, and 2 models.

Apply for information on availability and terms to:

Infokom Afdeling Bouwkunde,
Miss Jitty Landman, kab. 1.30,
Berlageweg 1, Delft, The Netherlands
Tel.: 015-78 42 12.

Oslo

Peter H. Butenschon writes:

Schools of architecture from Denmark, Finland, Norway and Sweden met in Oslo from March 14 to 17. The last such meeting was held in Aarhus, Denmark in 1972. Some 100 representatives from 11 schools came, about half of them students.

The meeting had as its theme "urban renewal". The first two days were taken up by presentation of projects, one from each school, selected so as to give a picture of the variation in methods and ideology of teaching and learning with the use of real problems. In the description of the projects, the various ways of dealing with users, with tenant groups and city administrative bodies, were discussed.

These experiences were used as material for discussing two main themes: The new demands that the emphasis on re-use and rehabilitation places on the architectural profession, and thus on education; and the responsibilities of schools toward the urban environment of which they are part. Particular emphasis was given on the third day to the role of craftsmanship and the building trades in this new professional role.

One concrete result of the meeting was an agreement to institute student exchange, with the necessary administrative structure to secure continuity.

Open House

Members may wish to hear about "Open House", the English quarterly magazine published by SAR, the Foundation for Architects' Research in the Netherlands. SAR was founded in 1965 by Prof. N. J. Habraken, currently head of the school of architecture at M.I.T. In "Open House" Habraken's original ideas on "Supports" and "Tissues" received critical review from various differing points of view, e.g. user participation, design methods, construction, management, standards, professional roles, etc.

The articles in "Open House" deal with architectural practice as well as with architectural theory. Emphasis is on the description of projects, whether in Holland or abroad. These projects may either be applications of SAR ideas and methods or may show a strong conceptual relationship with those ideas. Concerning theory itself "Open House" has not only articles by the SAR research bureau but often contributions are invited from others, in the same field. Hence the name "Open House".

Subscriptions to "Open House" may be obtained as follows:

rates: student	Hfl. 25.00
standard	Hfl. 50.00
Institutions/libraries	Hfl. 80.00

payment: First Class Bankers Cheque or Money Order giving full name and address to: Algemene Bank Nederland N.V. Eindhoven Bankgiro 1.150.000 no. 52.75.15.345.

The Need for a Model in Design Education

H.E. Kramel

For the professional involved in architectural education it was the EAAE which has provided for the first time an intellectual forum for the exchange of concerns, ideas, experiences as well as knowledge.

During the first cycle of forums a lot of interest and enthusiasm was expressed about the future role of the EAAE and now that some time has lapsed it may be opportune to look back, make some observations and propose a recommendation.

In the reading of the following observations it should be kept in mind that we are talking in this presentation about design education and not the related field of architecture. Furthermore it is important to consider observations and the criticism which is expressed rather as an attempt to contribute constructively to the further development of the EAAE than only a negative appraisal of its activities.

One of the objectives of the forums to improve communication amongst professionals involved in design education. Through the themes of the forums the attempt was made to contribute to a larger body of knowledge concerning the field. As we see it little real communication about either the process of learning or of teaching took place and it appears that a common body of knowledge is virtually non-existent.

There are many, very urgent problems existing in professional education today which each individual and each school has to solve. What basis do we have for the sharing of the valuable experiences generated at the many schools in Europe? Do we have a clear understanding of what constitutes a school and what determines its quality? Do we acknowledge a good teacher? Do we have means for the evaluation of the methods applied in teaching? We may even ask critically how much do we presently know and understand about the results of research in architecture. Do we have a clear understanding of the relationship between the teacher and practitioner and how we gained insights into the problem of continuing versus education in architecture in the last two years.

One other, rather vital question which concerns the teacher in architectural education has to be added at this point. Do we even within the EAAE have an understanding of the teacher and his role in today's educational process? Is teaching an acknowledged profession or is the teacher only the practicing architect on an "educational leave"? Why is it that teachers in the profession have to justify their qualification in terms of professional practice and research?

In spite of the fact that the teacher undoubtedly plays an essential role in the learning process it is important to realize that little or nothing has been done to establish the role, existence and qualification of this "teacher". Therefore very little is known about teaching methods. In our opinion it is because of these omissions and other generalisations that very little real, qualitative exchange took place on the subject of design education.

In the last ten years the changes which took place in architecture and building science have also increased enormously the demands in the educational field. Yet simplistic responses have so far developed leading to the present critical state in design education.

It does not seem fair to express criticism without at least attempting to find a solution to the problems presented. The attempt in our case was made through the formulation of a proposal which we would like to put forward for discussion at the next forum.

The proposals which we would like to make are the following:

First we propose the development of a unifying model for design education. Secondly in the application of this model the following two variables should be seen as fundamental. We would like to introduce the "school" as an "operational unit" within this model and to introduce the variable of quantity into this "operational unit" (the school) and any consideration of its program. At this point some elaboration is no doubt necessary. It is necessary to justify the proposal of a "unifying model" which at first glance sounds like a very ideological pursuit and quite inconsequential as to the real problems we have to deal with. Labelling a school an operational unit within the model sounds like an unnecessary complication with little if any benefits. Finally the relationship between a school and its program and the variable of quantity needs clarification.

A unifying model:

In the opening statement of this paper we tried to explain that the major reason for the present state of design education is the lack of a body of common knowledge and that as a fair consequence of this little real communication amongst professionals is taking place. The fact that very little or no qualitative change and development has taken place in the field is then only a logical consequence of the first observation.

In our opinion it is therefore of the utmost importance to establish a base whereupon this common body of knowledge and understanding can develop. A unifying model could provide this base.

What are the functions of such a model?

It seems that such a model could help us to better understand our work and its complex interrelationships. Furthermore it could serve as a vehicle to help in the integration of information and thereby allow the control of complexity in the field. The model could also serve as a basis for communication in the field of design education, allowing for a real exchange of knowledge, information and methodologies. In the past as in the present the teacher in design education has used a very powerful vehicle which in many respects substituted a unifying (or operational) model. This vehicle is the project. It is the project which in its various forms and roles provides the common denominator that ties the diverse aspects of the curriculum together. This role is quite an important one at least for some aspects of the educational process. However the project can no longer be the only denominator in design education, instead we need a model which can include the project in its various configurations as well.

The school as an operational unit.

In the second aspect of the proposal the school is introduced as an "operational unit". In the application of the model the idea behind this

proposal is that on the one hand it makes sense to talk about design education in general. However we all know that this educational process in taking place within a well defined entity — the school. We believe that as far as the operational considerations are concerned it is always the school that is the basic unit, "the operational unit", that we must refer to. To exclude "the school" from the model would lead to misunderstanding and misrepresentation. While we can look at certain isolated problems like basic design, courses in architecture or research we also have to consider the framework within which they interact and recognise that they are determined by the other elements within the school.

If we look at a school as an organization, many insights can be gained. For some countries in Europe it will be necessary to take a further step and look at the school also as an institution. In order to give us an understanding of its full complexity finally we have to consider the design philosophy which governs the school in question.

With this step we hope that it becomes clear that in a unifying model, or simply a model for design education, the school has to appear as a clearly identifiable unit without it the danger is that we dabble in generalities which again will contribute very little to a common body of knowledge.

Quantity and programme structure.

Further, in the application of the model we express concern for the relationship between the school, its program and the number of the students at the school. Behind this concern stands the question of the relationship between quantity, quality and structure.

It was at the last forum at Birmingham where in the discussion about quality in design education the question of quantities involved emerged as an important parameter. In observing this phenomena of numbers it seems as if it is possible and reasonable to differentiate between schools with up to 200 students, with up to 500 and up to 2,500 and beyond. The reason for this grouping is that it seems as if the structure of the program of the school has to be seen differently in each one of the various ranges. We believe that it is not possible to compare "operational units" (schools) their program structure or their organization without considering the number of students existing at any given school.

A more differentiated approach is necessary which takes the number of student involved at each school into consideration.

Based on such an approach it would then be of great interest to many of us to share the experiences and insights acquired in regard to the questions of quantity by the various schools in Europe.

In response to the criticism a proposal consisting of three parts has been put forward calling for a unifying model in design education, the introduction of the school as an operational unit and the introduction of quantity as a function of program structure.

The criticism as well as the proposal made must be seen as an attempt to contribute constructively to the present critical situation in design education. Since it is one of the declared goals of the EAAE to enhance overall quality of design education it seems appropriate that this paper be presented in the intellectual forum of the EAAE for criticism.

Professor Kramel is Dean of the Faculty of Architecture at E.T.H. Zurich and President Elect of the EAAE.

Contacts...

A main objective of the EAAE is to help individual teachers and students throughout Europe to make contact with each other. It is hoped that future issues of the Newsheet will be circulated to all schools of architecture and this page will be open to anyone who wishes to use it to make contact with other schools, individuals or groups. For your information, we list below the Schools of Architecture which are active members of EAAE together with the name of the Association's contact.

Polytechnic of the South Bank
Department of Architecture
Wandsworth Rd London SW8 (H. Haenlein)

Canterbury College of Art
School of Architecture
New Dover Rd Canterbury Kent (D. Coupe)

N.E. London Polytechnic
School of Architecture
Waltham Forest Precinct Forest Row
London E17 (N. Frith)

City of Birmingham Polytechnic
School of Architecture
Perry Bar Birmingham B42 2SU (J. Howrie)

Kunstakademiets Arkitekteskole
Kongens Nytorv 3
DK 1050 Kobenhavn K (K. Henk)

Arkitekteskolen I Aarhus
Nørreport 20, 8000 Aarhus C (N. Lund)

University of Trondheim Dept of Architecture
N 7034 Trondheim NTH

Delft University of Technology
Dept of Architecture
Berlageweg 1 Delft (Prof. Van Randen)

Eidgenössische Technische Hochschule
Architekturabteilung
CH 8093 Zurich Honggerberg (H. Kramel)

Politecnico Torino Facolta d'architettura
Viale Mattiolo 39 Torino (Prof. Roggero)

Université Catholique de Louvain
Unite d'Architecture
Place du Levant 1 B 1348 Louvain la Neuve
(H. Becker)

Institut S. Luc Ecole Sup. d'architecture
26 rue Sainte Marie B 4000 Liège

Ecole Sup. d'architecture St. Luc
Chaussée de Tournai 50
B7721 Ramegnies Chin

Institut St. Luc Ecole Sup. d'architecture
rue d'Irlande 57 B 1060 Bruxelles

Plymouth Polytechnic
School of Architecture
Drake Circus Plymouth Devon PL4 8AA
(T. Matof)

Université de Genève Ecole d'Architecture
9 Boulevard Helvétique
CH 1200 Genève (D. Gilliard)

Politecnico di Milano
Facolta di Architettura
3 Via Bonardi Milano (M. Salvade)

Technische Hogeschool Eindhoven
Afdeling Bouwkunde
Insulindelaan 2 Eindhoven

Newcastle University
Department of Architecture
Newcastle upon Tyne

Portsmouth Polytechnic School of Architecture
King Henry 1st St., Portsmouth

Leeds Polytechnic School of Architecture,
Calverly St. Leeds

Department of Architecture
University of Bristol, Bristol BS1 5RA
(Prof. Ivor Smith)

EEC Grants for Joint Study Programmes

On behalf of the EEC Commission, the Institute of Education of the European Cultural Foundation in Paris announces that applications are invited for support under the Commission's scheme for promoting "Joint Programmes of Study" between institutions of higher education.

Some 86 such joint programmes, involving 172 institutions, have been supported since the scheme was introduced by the EEC within the framework of its Action Programme three years ago. The scheme is open to all subjects: those financed so far include such widely differing fields as anaesthesia and archaeology, dentistry and design.

Courses of at least three months' duration, jointly planned and provided by any recognized type of higher education institution in two or more Member States, will be eligible for a grant, though in practice the degree of 'jointness' may vary widely. In some cases it may involve students' spending a recognized part of their studies abroad; in others, members of staff from a foreign institution may come to teach a course segment; in others again, courses or parts of courses may be jointly produced for introduction into the teaching programmes at all the participating institutions, even where no staff or student mobility is involved.

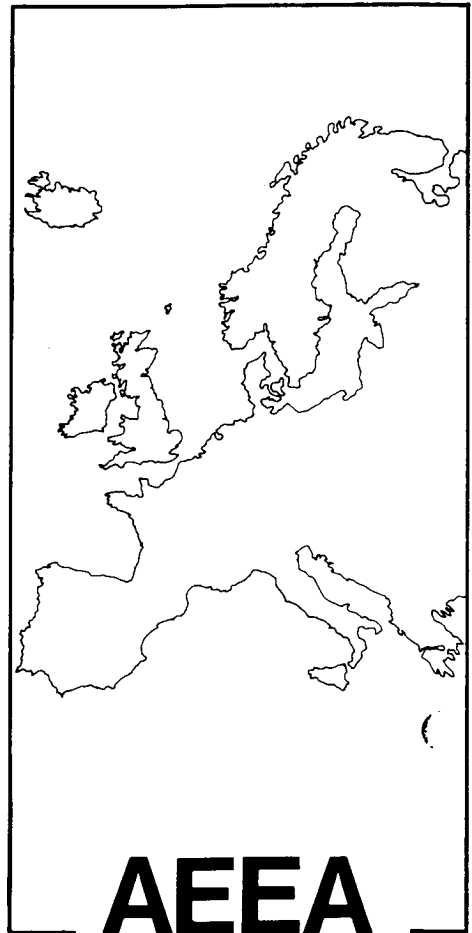
The grants to be awarded are intended to cover travel, subsistence and organizational expenses incurred in developing or evaluating joint programmes, as well as for the production of teaching materials. In some cases, projects already financed may receive further payment.

The level of grant will normally be in the order of 4000 European units of account (£2,700) per programme, and it is hoped that some 65 will be financed this year.

Further details on the scheme and the official Application Forms may be obtained from Mr. Alan Smith at the Institute of Education of the European Cultural Foundation, Université Paris IX (Dauphine), 1, Place du Ml. de Lattre de Tassigny, 75116 PARIS, Tel. 727.06.41 or 505.14.10 (extension 3000/3003/3006), which is now assisting the Commission in the scheme's management.

EAAE Secretary

H. Becker
Université de Louvaine
Unite d'Architecture
Place du Levant 1
B 1348 Louvaine la Neuve
Belgium



AEEA EAAE

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

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