

EAAE

October 1979

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

The 7th. International Forum of the European Association for Architectural Education is to take place at the School of Architecture of the Technical University in Berlin on 8th, 9th and 10th November 1979. The EAAE invites members of staff and students of all European schools of Architecture and all others concerned with the future of architectural education in Europe to attend and participate in the conference. Many schools have already registered their intention to attend and contribute material for the conference. If you wish to participate as a delegate or observer but have not yet registered, please do so by completing and returning the form printed on Page 2 of this newsheet.

This gathering marks the seventh international meeting of staff and students in seminar to discuss questions and problems inherent to the educational process. The venue and facilities for each Forum have been provided by a particular member school giving, as an incidental benefit, the opportunity for visitors to examine the academic and practical organisation of the host school.

On this occasion, The EAAE is most grateful to the staff and students of the Technical University in Berlin for their hospitality in providing for the Forum at their school and for their work in preparing the detailed arrangements for this promising conference.

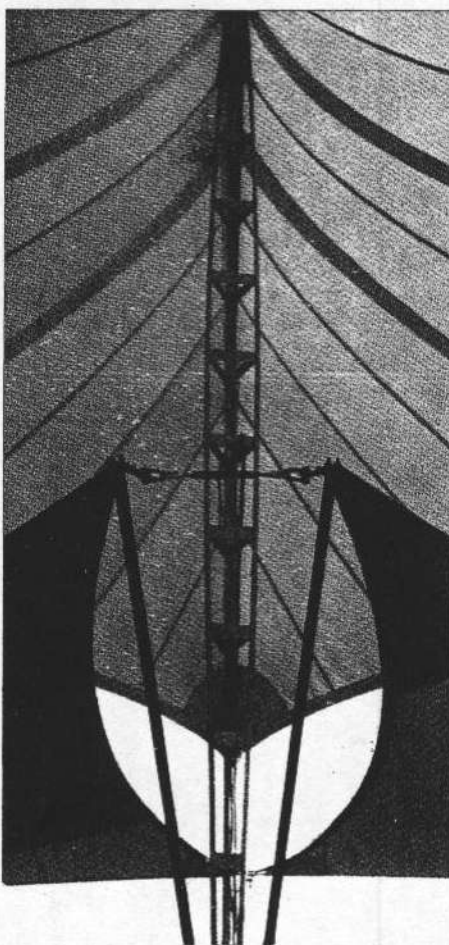
The Forum will examine the nature and function of theoretical and practical educational techniques under the specific title:

"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 education in particular, has centred on the role of the 'project'. A whole new ideology has been founded on project orientated teaching. But how successful are our methods? 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?

BERLIN FORUM



Frei Otto

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 main framework of the conference will be provided by the participating member schools themselves. Each will present a description of a particular project undertaken by them. The project work will be illustrated in a general exhibition and the staff and students responsible for the work will explain the

theory, objective, execution and assessed value of the programme. In this way, the Forum will be provided with a clear and detailed basis for examination and comparative analysis of working methods at different schools and a practical stimulus to the discussion the future development of learning techniques in general.

Forum Programme:

EAAE BERLIN-FORUM, 8th, 9th, 10th
NOVEMBER 1979, T U Berlin

THURSDAY

11.00 Check in (TU-BERLIN, Architecture Building) and delivery of exhibition contributions

14.00 Opening of forum: Declan Kennedy,

T.U.Berlin

Welcoming address: University President
Statement — Hans Haenlein, London
(President EAAE)

14.45 Coffee break

15.00 1. Key statement: Project-oriented Studies

16.00 2. Key statement: Student projects and practice

17.00 Opening of exhibition
Chairman of Architectural Department
TUB

19.00 Evening-Dinner arrangements possible

FRIDAY

9.00 Introduction within Discussion Groups
on topics to be announced

Herbert E. Kramel, Zurich
Dietmar Grotzebach, Berlin
H. Becker, Louvain-la-Neuve
Peter Haupt, Berlin, etc.

9.30 Discussion groups

12.00 Lunch break

14.00 Discussion groups —
continuation of morning session

18.00 Evening — Reception — Venue to be
announced

SATURDAY

9.30 Summary — Final Plenary Session

11.00 General assembly — EAAE members

14.00 Afternoon — Excursion — Berlin (West)

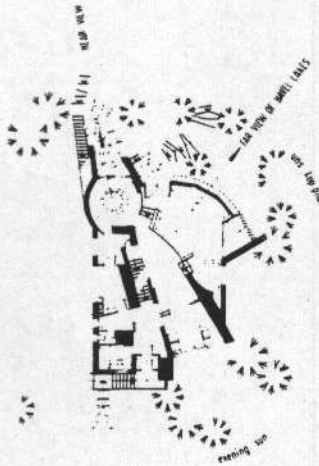
The official language of the forum is ENGLISH. There will be the possibility of one French speaking and one German speaking discussion group. The rest will be in English. Please,

continued on page 4.

EAAE

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

Berlin Forum
Nov. 8-10
1979



'The Role of the Project in Design Education'

Registration Form
Please, fill in in BLOCK CAPITALS

Name -----
Title -----
Profession -----
Preferred language: English (), French (), German ()
Institution -----
Address -----
Tel.No. () -----
Home Address -----
Tel.No. () -----
Last Project -----
Dates in Berlin Nov. ----- to ----- 1979
If not already submitted, title of exhibition contribution -----
Size of exhibition material -----

Room Reservation

BERLIN

Re: -----
Please reserve -----
----- room(s) with 1 bed ----- room(s) with 2 beds
for ----- for -----
for ----- for -----
from ----- to ----- (date of arrival) ----- (date of departure)

Category A 1: Hotels (Room with bath) from DM 75,-
Category A 2: Hotels (Room with bath) DM 55,- to 74,-
Category A 3: Hotels (Room with bath or shower) DM 35,- to 54,-
Category B: Hotels DM 25,- to 34,-
Category C: Boarding-houses DM 20,- to 24,-
per bed and night incl. service and V. A. T.

Please mark the group required. If not available I'll accept a room in category -----
Reservation can only be confirmed if this card arrives at the Tourist Information Office at least one week in advance.
Arrival by: Car — Bus — Train — Plane*
If notification is delayed, please leave message at your information counter at Tegel Airport

Special desires: -----, (date) -----

*) Delete the inappropriate (Signature and address)
Please print or type -----

If you wish to attend the 7th International Forum please complete the registration form at the left and return as soon as possible to:

Conference Chairman — EAAE
Prof. Declan Kennedy
Institut für Wohnungsbau und Stadtteilplanung FB 8
Technische Universität Berlin
Sekt. A 30 Raum A 801 a
StraBe des 17.Juni 135
1000 Berlin 12

Please indicate on the lower part of the form if you wish to exhibit project material. Details of the standard format may be obtained from the Editor.

If you wish accommodation to be arranged for your stay in Berlin, please complete the form above and return to:

Berlin Tourist Office
Verkehrsamt Berlin
Europa-Center
D - 1000 Berlin 30

Joint Programmes of Study – A growing factor in European academic cooperation

Alan Smith

Joint programmes of study are becoming an increasingly popular instrument for academic cooperation in Europe, and the European communities' scheme for the development of such programmes is already beginning to have a significant impact on the world of higher education throughout the nine.

This is the clear message to emerge from the first EEC conference of joint study programme directors, held at the University of Edinburgh in early April.

Organised by the *Institute of Education of the European Cultural Foundation* (Paris), to which the Brussels Commission has now entrusted the management and evaluation of its joint study programme scheme, the Edinburgh Conference may be seen as a milestone in the development of this kind of European academic cooperation. It drew together for the first time ever representatives of almost all the joint study programmes supported by the EEC to date together with a considerable number of invited guests from international organisations.

The conference had been convened for the purpose of carrying out a thorough appraisal of joint study programme development thus far, and the picture to emerge is an encouraging one. In the three years since the scheme's inception as one of a number of related measures contained in the action programme for education voted by the Council of Ministers, some 86 joint programmes involving over 170 institutions from all sectors of higher education have received EEC aid. Indeed, such has been the interest shown by the academic world that the 1978/79 year has witnessed a tripling of commission funds.

Diversity is seen by project directors as one of the strengths of the joint study programme model. Thus it is not surprising that the programmes supported so far differ considerably.

One of the most favoured types is that whereby joint planning of courses produces a structure permitting students from both or all institutions to spend part of their studies abroad. In some instances, fully integrated degree courses have been developed. Notable among these is a first-degree programme in business administration involving Middlesex Polytechnic (GB), the *Ecole supérieure de commerce et d'administration des entreprises*, Reims (France) and, latterly, the *Fachhochschule Reutlingen* (Fed. Rep. Germany), which provides for the approximately 200 students involved to spend two years in each of two of the countries concerned. Fully integrated postgraduate degree programmes are currently being discussed, *inter alia*, by University College, Dublin, and Heriot-Watt University, Edinburgh, in the field of mathematics, by the Universities of Tübingen and Durham in theology, and by the Université de technologie, Compiègne, and Cranfield Institute of Technology (GB) in engineering.

Joint programmes do not, however, necessarily involve mobility of persons. Thus another effective variant consists in the joint production of course units or modules for insertion into the teaching programmes at the partner institutions. Thus the Technische Hogeschool in Delft and Imperial College London are collaborating on a series of "teaching games" for students of engineering geology, while the

Universities of Ulm and Glasgow have developed highly effective audio-visual courses in various specialised fields of anaesthesia.

Finally, there are certain subjects such as architecture, design, urban planning and regional studies which tend to favour a model involving elements of all those mentioned above, students and staff coming together to work on a problem-orientated practical project. Depending on the subject concerned, Birmingham students of architecture join forces with Delft interior designers, teams from Lille and Bochum set out to study together the structural problems of comparable industrial regions, or those from Aachen, Louvain, London and Stuttgart the possible solutions to problems in specific parts of the cities concerned.

These few examples give some impression both of the range of academic disciplines thus far involved in the programmes, and the geographical spread across member states. In both respects, the joint study programmes scheme covers a broad area, but nonetheless certain variations in pattern do emerge.

Against this overall background, the 120 delegates in Edinburgh spent almost three days of intensive discussions tackling some of the key questions in the development of joint programmes:

- What is the purpose of joint study programmes, and how effective an instrument are they proving to be in fulfilling that purpose?
- How do such programmes arise, and what are the best strategies to adopt in order to plan and develop them successfully?
- What types of programmes have been developed to date and what might be the future trends?
- What are the main problems to be tackled when establishing a joint programme, and what solutions can be found to overcome them?
- Eventually, how effective is the EEC scheme as a means of promoting the development of joint study programmes, and where should the emphasis be placed in the years to come?

Lord Briggs himself set the tone for the meeting with an opening keynote speech in which he stressed the crucial need for maintaining a sense of future perspectives in a time of severe economic constraints. And this feeling was echoed in the five detailed working group sessions to follow. To stimulate a certain specificity of approach to the problems under review, participants were divided into five broad subject areas covering the natural sciences and medicine, the humanities, the social sciences, engineering, and architecture/regional studies respectively.

But despite their different angles of approach, the representatives of the different fields came to a number of important findings. These may be summarised as follows:

1. In their multiplicity of forms, joint study programmes constituted an important and effective model for academic cooperation in Europe. In the modern world, it was essential to allow students to benefit from available expertise in terms of both the content and structure of courses beyond national frontiers. Initial experience

showed that well conceived joint programmes were not only attractive to students but in many cases also provided their graduates subsequently with enhanced opportunities on the employment market.

2. Joint study programmes should not be viewed in isolation, but rather as one important element in the overall pattern of academic cooperation. With this in mind, care should be given to avoid the erection of artificial barriers such as that between joint study programmes as a teaching-orientated model on the one hand, and accompanying research projects on the other.
3. If imaginatively developed, the joint study programme model was excellently suited to tapping the rich reservoir of academic potential in the community. But since one of the main characteristics of this potential is its very diversity, joint study programmes should not be encouraged to comply with preconceived norms but rather be allowed to develop in a variety of ways according to the requirements of the institutions of higher education themselves.
4. Of the many problems — academic, administrative, linguistic and so on — which confront those wishing to develop joint programmes, financial problems still constituted the most formidable single obstacle.
5. The EEC scheme for promoting the development of joint programmes was, despite the relatively small sums involved, an important instrument. As such, it should be maintained and strengthened, and operated with a maximum degree of flexibility.
6. To be fully effective, however, the present scheme would need to be backed up by adequate ongoing resources, in order to ensure that the programmes initiated and developed with EEC support could realise their full potential in practice. In particular, attention should be given to increasing the availability of student grants for study in another member state, and to extending opportunities for more exchange of staff members.
7. In addition, there was a need for improving the flow of information on joint study programme matters, differentiated according to the target groups concerned.

Thus the Edinburgh Conference, important though it was as an individual event, is to be seen as just one element in the more comprehensive process of information and evaluation of joint study programmes being carried by the Paris Institute on behalf of the Commission — work which has already given rise to the publication of an evaluation report on the early progress made under the scheme.

And both report and conference are convinced on one central point: the commitment of those working on the establishment of joint programmes of study augurs well for the continuing development of academic cooperation in Europe.

Alan Smith is a member of the Institute of Education of the European Cultural Foundation responsible for the management of the Joint Study Programme Scheme.

Contacts...

A main objective of the EAAE is to help individual teachers and students throughout Europe to make contact with each other. The Newsheet is circulated to European schools of architecture and this page is open to anyone who wishes to use it to make contact with other schools, individuals or groups. Please apply to the Editor: David Coupe, at the Canterbury School. For your information, we list below those schools which are now active members of EAAE together with the name of the Association's contact.

Polytechnic of the South Bank
Department of Architecture
Wandsworth Rd London SWB (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)

Kunstakademiet Arkitektiskole
Kongens Nytorv 3
DK 1050 Kobenhavn K (K. Henk)

Arkitektiskolen i Aarhus
Norreport 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 Facoltà d'architettura
Viale Mattiolo 39 Torino (Prof. Rogerro)

Université Catholique de Louvain
Unité 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
B 7721 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
Facoltà 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)

Tekniska Hogskolan Stockholm
Sektionen for Arkitektur
Biblioteket
S-100 44 Stockholm

Hochschule für bildende Künste Hamburg
Lerchenfeld 2
D 2 Hamburg 76

Kingston Polytechnic School of Architecture
Knights Park
Kingston upon Thames, Surrey

Hull College of Higher Education
School of Architecture
Brunswick Avenue, Hull (Cho Padamsee)

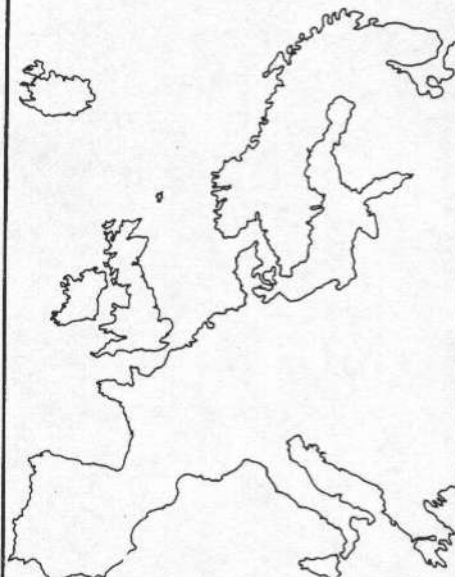
Presidency

In November this year, Hans Haenlein will retire from his position as first president of EAAE and will no longer participate in the administration of its affairs. He will be succeeded by Professor Herbert Kramel of ETH Zurich.

As members will be aware, Hans Haenlein conceived the idea of EAAE and it has been largely through his inspiration and consistent hard work that the Association has developed and is now able to offer an extensive framework for continuing discussion between schools of architecture in Europe. The Administrative Council are sure that all members would wish to join with them here in recording their appreciation of his unfailing effort on behalf of EAAE and of his contribution to the cause of European cooperation.

EAAE Secretary

H. Becker
Université de Louvain
Unité d'Architecture
Place du Levant 1
B 1348 Louvain 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 fondée 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 dédiée 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 enveloppés dans l'enseignement de l'architecture. Les demandes et le prospectus général de l'EAAE (prix 100 Fr. Belges) peuvent être obtenus aux secrétariats.

Berlin Forum

continued from page 1.

indicate your preference on the registration form, but only if you feel incompetent to discuss in the English language.

Please, use hotel booking postcard and return as soon as possible to the address printed on it. Hotel accommodation is the individual responsibility of participants. Student representatives should mention this under "Title" on the registration form. The TUB architectural students will attempt to provide free accommodation for them while in Berlin, if they register before Oct. 10th 1979.