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EUROPEAN ASSOCIATION FOR ARCHITECTURAL EDUCATION
Association Européenne pour l'Enseignement de l'Architecture

WEIMAR

MONSARAZ

EAAE 20th Anniversary

The EAAE is celebrating its 20th Anniversary this year and we have dedicated Forum XIV - to be held in Weimar, Germany, **31st May to 4th June** - as the occasion for reunion. We are planning a small reception (the nature of which is still under negotiation) to follow after our Annual General Assembly on Friday, 2nd June and hope that many members will attend. A formal invitation will be circulated later, but I thought I should draw your attention to this in advance.

Hentie Louw, president.

**Le vingtième anniversaire de l'AEEA**

L'AEEA sera célébrer le 20ème anniversaire cette année-ci et le Conseil de l'AEEA à dédié le XIVème Forum 'Enseignement et Réalité', pour célébrer cet anniversaire. Le Forum aura lieu du **31 mai au 4 juin 1995** à Weimar. Une invitation officielle pour un vin d'honneur, qui aura lieu après l'Assemblée Générale annuelle le 2ème juin 1995, sera vous parvenir à bref délai. Nous profitons de l'apparence du 'News sheet' d'appeler l'attention sur cette manifestation à Weimar et nous sommes très heureux de vous rencontrer encore en Allemagne.

Hentie Louw, president.

Université d' été Monsaraz

Convento d'Orada, Monsaraz, Portugal
22-26 Juillet 1995

Les dialogues avec le passé

Le Département d'Architecture de l'Université Portugaise 'Universidade Lusíada' et la Fondation du Convento d' Orada vont réaliser une rencontre avec des enseignants et des étudiants dans la ville historique de Monsaraz, au sud du Portugal.

La rencontre sera subordonnée au thème de 'Dialogues avec le passé'. Ce Thème-là veut explorer le dialogue entre les différentes expériences acquises par des architectes, des historiens, des artistes plastiques, des archéologues, etc, en ce qui concerne le rapport entre l'histoire, le patrimoine et la contemporanéité. Les rapports entre les architectes et le dessin avec les concepts du patrimoine et les différents rapports méthologiques et poétiques qui sont possible d'établir entre

le 'nouveau' et 'l'ancien' seront aussi analysés d'une façon totalement ouverte.

Les ateliers programmés pourront travailler sur des interventions concrètes qui sont mises en oeuvre à présent dans la ville de Monsaraz conduisant les participants à un désirable rapport très affective avec les structures physiques où ils vont travailler. Dans ce cas, Monsaraz est une vraie leçon, riche en rapport sociales et culturels avec le paysage et il sera un très bon exemple pour interroger les méthodes d'interventions et les techniques adoptées par les architectes et même les outils que les écoles fournissent à leurs étudiants pour travailler avec eux.

Une exposition des projets d'étudiants de toutes les écoles intéressées sera aussi organisée. Les éléments nécessaires pour cette exposition et toutes les informations prétextes devront être demandées à:

Dra Margarida Ataíde
Tel: 351 1887 1422/Fax: 351 1887 1422

Dra Anabela Neto
Tel: 351 1363 9944/Fax: 351 1362 2959 ■



Summer Seminar for training Teachers of Architecture

Urbino - Italy, September 10 - 20, 1995

Design and Pedagogy

Teaching design beginnings

Organizers in the name of EAAE
Jean-François Mabardi - Constantin
Spiridonidis

The EAAE supported by the European Commission, "Task Force Human Resources, Education Training and Youth", organizes a summer training session for teachers in Schools of Architecture having as main subject to investigate issues concerning the beginnings of teaching architectural design. Beginnings are considered in double sense: As beginnings in teaching architectural design (the first steps of students in architectural studies) and as beginnings in the profession of teacher of architecture (the first experiences in teaching design).

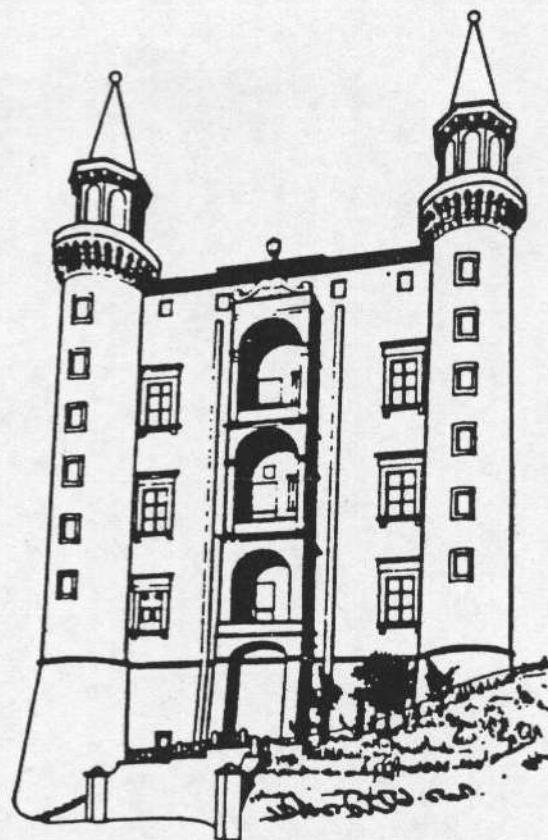
The session will be organized through conferences, seminars, round tables working groups and individual work of the participants on the issues of the pedagogy and the education on and through design.

The aim of the seminar is to discuss methodologies, to compare approaches, thoughts and ideas concerning the design teaching in the beginnings of architectural education, and to define possible strategies as well as their doctrinal bases. EAAE will invite experienced teachers, architects, researchers and psycho-pedagogues to give lectures during the seminar.

This event is addressed to the young teachers of Schools of architecture who are actually teaching architectural design to beginners, to the young researchers who want to become teachers of architecture and to the teachers who are interested about the pedagogical issues concerning the design education .

For additional information:

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Séminaire d'été pour la formation des Enseignants d'Architecture

Urbino - Italie, 10 - 20 septembre 1995

Projet et Pédagogie **L'enseignement du projet à ses débuts**

Organisateurs au nom de l'AEEA
Jean-François Mabardi - Constantin
Spiridonidis

L'AEEA soutenue par la Commission Européenne, Task-force "ressources humaines, éducation, formation et jeunesse", organise un cycle de formation d'été pour les enseignants des écoles d'architecture ayant comme objectif principal d'aborder les questions qui posent les débuts en matière d'enseignement du projet. Les débuts sont entendus dans un double sens: Début de l'enseignement du projet (les premiers pas des étudiants en architecture) et débuts dans le métier d'enseigner (les premières expériences des enseignants de projet).

La session sera organisée en alternant des exposés, des séminaires, des tables rondes, des travaux de groupes et des

travaux individuels sur des questions de la pédagogie et de la formation par et au projet. Le but du séminaire est de dégager des méthodologies, de confronter des approches, des réflexions et des idées en matière de la pédagogie du projet au commencement de l'enseignement de l'architecture, et définir des stratégies possibles et leurs fondements doctrinaux.

Enseignants expérimentés, architectes, chercheurs et psycho-pédagogues seront invités par l'AEEA pour intervenir pendant le séminaire.

Ce cycle de formation s'adresse aux jeunes enseignants des écoles d'architecture qui enseignent le projet architectural aux premières années d'études, aux jeunes chercheurs qui souhaitent de devenir enseignants et à ceux enseignants qui s'intéressent aux questions de la pédagogie du projet .

Pour des information supplémentaires:

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Coast wise Europe '95-'96

Rotterdam, The Netherlands

Coast Wise Europe is an international event organized by the Rotterdam Academy of Architecture, the Netherlands. This event focuses on the coast-line of Europe. 'Coastal' architecture, urban development and landscape design is our theme. In the past, the present and in the future.

One school of Architecture out of every European country with a coastline - from the Bosphorus to the Barentsz Sea - will adopt a piece of coastland of some hundred kilometres, and an island (or archipelago). Some twenty schools are participating.

The first public event will be held in the last week of June 1995: an international conference in the Netherlands, a forum for the exchange of knowledge and creativity. This five-days conference will be a traveling one, a combination of symposium and excursion along the Dutch coast.

Starting in September 1995 most of the participating Schools of Architecture will initiate design projects as a part of their own educational programme.

Specific regions will be explored in terms of analysis and design. The results will be published in the so called Atlas (Spring 1996).

A year later in July/August 1996 a Summer University will be held with three workshops in three different places - a week in Ephesus (Turkey), a week in Rügen (Germany) and a week in Rotterdam (The Netherlands). Participants: some 200 students of architecture, town planning and landscape architecture. Under the guidance of expert designers they will exercise both mind and hands on a considerable amount of carefully chosen, precisely described design assignments.

The whole event will be rounded off in December 1996 with an exhibition.

Organized in conjunction with the Dutch Architecture Institute. A Catalogue will be issued (Autumn 1996).

Coast Wise Europe is a critical enterprise, concerned with the future (of tourism). It aims in an imaginative fashion to highlight the potential for invention of architecture, urban and landscape design.

These disciplines give one the tools for precisely identifying and charting the qualities of existing places. On this bases one can design projects with both past and future in mind. But these disciplines are also a field of heated debate. New

developments will be praised where possible and criticized where this is unavoidable - all this with in view to benefitting the coast and sustainable tourism.

Coast Wise Europe is concerned with mass tourism as a relatively recent phenomenon. During the past half century the holiday industry has been the fastest growing business in the world. Beach and seashore are a number one crowd-puller.

Prognostics suggest a world population at least twice as big within the coming fifty years. Tourism will increase drastically and undermine the far to simple analytical pattern that suggested that they should live on one place, work in another and spend their leisure time elsewhere. Advanced Information Technology and for example the triumph of the Mobile Home draw the outline of a new European topography.

Information

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4. The process of European integration through research and academic cooperation.

Topics:

- The Architect
- The School
- The Architect and the School in Society

Conference output

The papers presented at the Conference will be published upon their submission before or at the conference. Personal copies will be presented to the authors.

Conference proceedings will be sent also to national and international bodies involved in architectural education and practice.

Poster submissions are welcomed. Our available panels are 100/100 cm.

Deadline

The deadline for a 150 words abstract in May 5th, 1995. Papers will have a maximum of 1,800 words. Please submit the abstracts and the papers to the Conference Senior Secretary, Mrs. A. Bratuleanu. Working languages: English and French.

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70109 Bucharest, Romania
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Conference Tempus, call for papers

Standards and Diversity in the Architectural Education

July 2-4, 1995, Bucharest, Romania

From recent international exchange programmes and TEMPUS we had the opportunity to become acquainted with architectural education in Western Europe. We also observed a wide diversity of curricula, which may serve only as starting points. Nevertheless, further analysis and studies are necessary in order to better define both the **standards** and the possible **diversity in architectural education**.

Hence the conference purpose is to concentrate upon:

1. The Architectural education; its mission related to architectural practice and the profession; the Romanian experience.
2. General principles and European Standards in architectural education - their relationship to the Romanian context.
3. European evaluation and performance criteria in the Romanian architectural education.

Summerschool of Architecture

Monastery St. Joachim Osovski, Former Yugoslavian Republic of Macedonia

June 28 - July 12, 1995

The Faculty of Architecture, University 'Ss. Cyril and Methodius' organizes a session of his traditional Summer School at the Monastery St. Joachim Osovski from June 28 - July 12, 1995. This year the theme will be 'Maalo', (Neighbourhood unit). The participants should cover only their travel expenses.

Contact:

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Interactive trainingsystem bioclimatic architecture

Introduction

The Union of Founders of German Science in Essen / Germany (Stifterverband für die Deutsche Wissenschaft) announced 1994 a competition, for ideas supporting the ongoing study reform and the reduction of college days. Of the 102 entries submitted by 38 German universities, the selection committee awarded 14 initiatives, to be granted generous financial support, during the next three years.

Melita Tuschinski, member of research /-teaching staff of Institute of Building Economy, proposed a model project "Interactive Training System - Bioclimatic Architecture", which figures among the winning ideas. The project aims to develop a computer based interactive system for teaching, training and life long learning, for architecture, building construction, HVAC, introducing CAD, simulation and database retrieval.

The architect will implement the project as her doctoral thesis during the next two years, her scientific advisers being Prof. H. Küsgen (Head of Institute of Building Economy) and Prof. Dr. R. Gunzenhäuser (Institute of Informatics, Head of Department of Dialogue Systems) both of Stuttgart University.

Teachware for Bioclimatic Architectural Design

The teaching praxis of "Bioclimatic Architectural Design" regards training as a flexible, open education, able to prepare students for life long learning in a dynamically changing profession. Teaching goals and implementation maintain an experimental approach, with methods being gradually improved according to evaluations.

Architecture training at university level offers the chance to introduce new computer tools developed in research projects (like ISOLDE or ADELIN - a software-package for simulation), to test their efficient use by students promoting the dissemination of new computer tools among future architects. The implementation of the experimental teaching, introducing new media, requires substantial additional preparation time, needing supplementary funding for acquisition of hardware, software and for adequate tutoring assistance, like the following project made possible through generous financial support.

Pilot project "Interactive Learning System - Bioclimatic Architecture"

The goals of the project encompass the development and implementation of a new training method, by introduction of new media and the implicit realisation of a change in the direction of teaching orientation, by methods of individual study and knowledge acquisition. The aim is to develop a learning and teaching system with a wide spread field of subjects, as model for other architecture colleges and realising a connection to research and practice. The topic was selected based on the European efforts to reduce the environment pollution by fuel combustion and on the actual German debate raised by the novella of the heating load reduction regulation on the interests of energy efficient architecture.

The methodical approach of the pilot project is founded on the author's experience of teaching "Bioclimatic Architectural Design", introducing computer aided tools for calculation and energy simulation and on the experience of the pilot project "Databases in Architecture". The envisaged learning system is meant to allow the user to acquire basic and profound knowledge of the topic, by asking informations on design principles of bioclimatic architecture, by analyse of existing buildings and design solutions of the new database and by using the interactive helping system for the introduction of CAD, daylight- and energy simulation for the energetical optimization of existing buildings and for the design of new bioclimatic architecture.

As prospective result, the project outcome will encompass an interactive multi-media learning system, for use in university training of architecture and in later phases also in the fields of building construction and HVAC, as well as for life long learning of practitioners in the domains of design, implementation, funding and supervision of buildings. Time is needed for introduction to use of the authorware MultiMedia ToolBook 3.0, to the CAD-system acadgraph, the Windows-version of the energy simulation software SUNCODE.PC and TRNCAD, with parallel collection and selection of information material. Further on, the learning system will be implemented, tested in courses, evaluated, improved and updated while used as teachware.

Further information:

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EAAE Calendar of Events

1995

May 23-27	ACSA EUROPEAN CONFERENCE, LISBON
May 31-June 4	20th BIRTHDAY OF EAAE -FORUM XIV, WEIMAR Annual General Assembly Teaching and Reality
July 22-26	SUMMERSCHOOL MONSARAZ, PORTUGAL Dialog with the past

1996

Jan/Feb 8-10	WORKSHOP No 29, DELFT Annual General Assembly Doctorates in architectural Design
May	WORKSHOP, No 30 BUCHAREST
September	WORKSHOP, No 31 COPENHAGEN

AEEA Calendrier des Activités

1995

23-27 Mai	CONFERENCE ACSA EUROPÉENNE, LISBONNE
31 Mai-4 Juin	20ème ANNIVERSAIRE DE L'AEEA - FORUM XIV, WEIMAR Assemblée Générale Annuelle Enseignement et Réalité
22-26 Juillet	UNIVERSITÉ D'ÉTÉ MONSARAZ, PORTUGAL Dialogue avec le passé

1996

Jan/Feb 8-10	SÉMINAIRE No 29 DELFT Doctorats en Architecture
Mai	SÉMINAIRE, No 30 BUCAREST
Septembre	SÉMINAIRE, No 31 COPENHAGUE

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Membres d'Honneur

École Polytechnique
 Fédérale de Lausanne (Suisse)

Université de Genève,
 École d'Architecture (Suisse)

Collège de Arquitectos de Galicia (Espagne)

Direction de l'Architecture et de l'Urbanisme
 Ministère de l'Équipement, du Logement et
 des Transport et de la Mer (France)
 Pour leur soutien à la réunion d' Arc et Senans

Ordre des Architects (Belgique)
 Pour son aide à l'organisation de la réunion de
 Bruxelles

Société YTONG (Belgique)

YTONG

Februar 8-9th, 1996

EAAE Workshop, No. 29

Doctorates in Architectural Design

Worldwide social and technical changes require substantial improvements in the design stage of the process of development and renewal of architectural products and systems. After all, decisions made in this stage largely determine the quality of the final product. The social, economic and ecological interests involved are enormous. The growing complexity of design assignments and processes as well as the availability of increasingly larger data files (such as electronic superhighways) require considerable improvements on product modelling in the conceptual stage, on supervision and organisation of the design process as a whole, and finally on design methods and the tools applied in the process. Design research carried out in the various disciplines at (technological) universities may be stimulated by international cooperation, division of tasks, and, whenever possible, by combining research programmes.

The conference aims at an international comparison of doctorate studies in the above mentioned fields of design in general (architectural, industrial, town planning), at an overview of the current state of the art, an exploration of possibilities for cooperation, and at the organisation of the research itself. It will try to start to establish a tradition of doctorate studios in the field of design research, looking for opportunities and possibilities. It will explore areas of utilisation of the results of design research and investigate into job opportunities for those, who obtained a doctor's degree in design.

The Delft 1996 EAAE conference on design research builds on the 1992 ACSA conference, and will concentrate on the following subthemes.

1. Manipulation, processing and application of design data

The amount of relevant information the designer is nowadays confronted with is enormous. In a few years time the information highways will enlarge this data scope to gigantic and unrestrained proportions. Are there new methods of controlling this data explosion?

2. Generation and manipulating design concepts

Designers are using various kinds of

strategies and methods to transform abstract data into concrete forms and solutions. All design problems have to do with the creation of objects or spaces, which have both a practical purpose and an esthetical component. Design solutions are intended to work functionally but are also intended at the same time to be looked at and arouse feelings of well-being and beauty. How does the designer think? Are there individual styles or common strategies to generate design concepts? What is the role of conceptional thinking versus normative, interpretive or descriptive approaches? What is the role of artificial intelligence, is there a future for a fully automated process?

3. Modelling and visualising the design output

The output of a design process can be described in terms of design hypotheses, which have to be tested and proved 'false' or 'true'. The use of models in this stage of the design process is essential and vital. Both methods of functional and visual analysis should be developed in order to test the design product already during the conceptual phase. Testing 'in computer' will become indispensable.

Cyberspace and virtual reality techniques will become the key to 'good' modelling and design output assessment.

What is the state of the art at this moment?

4. Materialisation and production of a design

The ultimate aim of a design process will still be the transformation of a 'software' model to a 'hardware' reality. There is a growing relationship between the research in new materials, the production of standard building parts and their relevance to good and affordable design, but also to maintenance cost and ecological feasibility. Among designers the impact of these aspects is often neglected or settled as irrelevant. How can CAD/CAM procedures contribute to new ideas into this less researched area?

5. Evaluation of design procedures

Methods, strategies and procedures are greatly influencing the results which they are producing. The study of these effects belong to the field of design methodology. How can we assess design processes?

6. Organisation of doctoral-research in design

The way in which Ph.D. or doctorate research in design is organised throughout the universities and faculties in Europe is of a great variety. Are there research pro-

grams? How are candidates selected? Which are the criteria for selection? How is the supervision organized? Do the doctoral-students assist in the undergraduate education?

Prof.ir.arch. Richard Foqué •

8-9 Fevrier, 1996

AEEA Séminaire, No. 29

Doctorats en conception architecturale

Des changements sociaux et technologiques mondiaux exigent des améliorations imposantes dans la phase de conception du processus de développement et un renouvellement des produits et systèmes architecturaux. D'ailleurs, les décisions prises lors de cette phase déterminent largement la qualité du produit final. Les intérêts engagés tant sociaux, que économiques et écologiques sont énormes. La complexité croissante des attributions et du processus de conception ainsi que la disponibilité de fichiers de données toujours plus grands (comme les autoroutes électroniques) exigent des améliorations considérables de la création du modèle en phase de conception, le contrôle et l'organisation de la conception comme un ensemble et en dépit de, des méthodes de conception et des outils utilisés. La recherche en conception effectuée dans les différentes disciplines aux universités doit être stimulée par des collaborations internationales, la répartition des tâches et, si possible, en combinant des programmes de recherche.

Le congrès propose une comparaison internationale de thèses de doctorat dans les domaines mentionnés précédemment, qu'il s'agisse de conception architecturale, industrielle ou urbanistique. Un aperçu de la situation actuelle sera brossé.

Des possibilités de collaboration seront évoquées et l'organisation de la recherche allemande sera présentée. Le congrès donne l'occasion de lancer une tradition de thèses de doctorat dans le domaine de la recherche en conception, en saisissant les opportunités qui se présentent. Les domaines d'utilisation des résultats de la recherche en conception seront explorés et des opportunités professionnelles seront recherchées pour ceux qui ont obtenu un grade de docteur en conception.

Le congrès EAAE de Delft 1996 sur la recherche en conception est basé sur le congrès ACSA 1992 et se concentre sur les thèmes suivants.

1. Manipulation, traitement et application des données de conception

La quantité d'informations dont le concepteur doit tenir compte actuellement est énorme. En quelques années, les autoroutes de l'information donneront à ces données des proportions gigantesques et illimitées. Existe-t-il un moyen de contrôler cette explosion de données ?

2. Génération et manipulation des projets de conception

Les concepteurs utilisent différentes stratégies et méthodes pour transformer des données abstraites en formes et solutions concrètes. Tous les problèmes de conception sont liés à la création d'objets ou d'espaces qui ont à la fois une fonction pratique et une composante esthétique.

Les solutions de conception doivent être fonctionnelles mais aussi agréables à regarder et éveiller des sentiments de bien-être et de beaté. Comment pense le concepteur ? Y a-t-il des styles individuels ou des stratégies communes pour générer des projets de conception ?

Que est le rôle de la pensée conceptuelle par rapport à des approches normatives, interprétatives ou descriptives ? Quel est le rôle de l'intelligence artificielle, existera-t-il à l'avenir un processus entièrement automatisé ?

3. Modélisation et visualisation du résultat de la conception

Le résultat d'une phase de conception peut être décrit en termes d'hypothèses de conception qui doivent être testées et déclarées 'vraies' ou 'fausses'.

L'utilisation de modèles à ce stade du processus de conception est essentielle et vitale. Les deux méthodes d'analyses tant fonctionnelle que visuelle doivent être développées pour tester le résultat de la conception des la phase de conception.

Tester sur ordinateur devient indispensable. La 'cyberspace' et les techniques de réalité virtuelle deviennent la clé d'une bonne modélisation et d'une évaluation du résultat de la conception. Quels sont les derniers progrès techniques en cette matière ?

4. Matérialisation et réalisation de la conception

L'objectif ultime d'un processus de conception sera la transformation d'un modèle 'software' en réalité 'hardware'. La relation est de plus en plus grande entre la recherche en nouveaux matériaux, la production de parties de bâtiment standards, et la nécessité de les utiliser pour que la conception soit correcte et affordable ? Mais aussi pour contrôler les couts et la falsabilité écologique. Les concepteurs négligent souvent l'impact de ces

aspects ou les considèrent hors de propos. Comment la Conception et Fabrication Assistée par Ordinateur peut-elle contribuer à développer de nouvelles idées dans ce domaine si peu exploré ?

5. Evaluation des procédures de conception

Les méthodes, stratégies et procédures influencent de manière considérable les résultats produits. L'étude de ces effets appartient au domaine de la méthodologie de la conception. Comment évaluer les procédés de conception ?

6. Organisation de la recherche des doctorants en conception

La manière dont la recherche de Ph. D. ou des doctorants en conception est organisée dans les universités et facultés européennes est très variée. Comment les candidats sont-ils sélectionnés ? Quels sont les critères de sélection ? Comment la supervision est-elle organisée ? Les étudiants doctorants participent-ils à l'enseignement des étudiants non diplômés ?

*Prof.ir.arch. Richard Foqué,
président du congrès ■*

23rd-25 November 1995

Workshop No. 28: Istanbul

The Accreditation of Architectural Programmes

The Curricula and the Profession(s)

The movement towards the internationalization of architectural practice is gaining momentum. The initial impetus for this was commercial / industrial but increasingly it has the support of political and professional bodies worldwide. The implications for architectural education are significant, because the likely outcome of this trend will be a general demand for greater compatibility of architectural qualifications across national boundaries and, linked with this, a corresponding call for professional jurisdiction over the content of educational programmes.

This, of course, must impinge on the autonomy of educationalists position in determining the curricula and setting criteria of assessment for professional programmes. The relationship between practice and education varies considerably across Europe. Some countries like the United Kingdom have a well-established tradition of professional validation of architectural programmes. By contrast in many countries on the Continent the profession has no role in the education or selection of architects. We shall, therefore, no doubt react differently to the above mentioned developments. That is not the issue. The important thing is that we as teachers of architecture form part of the ongoing debate and get a chance to influence events which may have far reaching consequences, not only for the way we conduct our business but also for the future development of architecture in our respective cultures.

With this in mind the EAAE/AEEA Council held a round table discussion in Brussels in October 1993 with representatives from NAAB, ACSA, ASINEA and various European institutions. This event was sponsored by the Ordre des Architectes Belges and the proceedings were circulated to all member schools.

Afterwards we were looking for an opportunity to broaden this debate and the Faculty of Architecture of the Technical University of Istanbul, who will host the next EAAE workshop in November this year, kindly agreed to take on this topic as the theme for the workshop no. 28. A preliminary forum was organised in Istanbul this month to which all schools of archi-

Announcement Istanbul

International Union of Architects (UIA) has formed a working group for the creation of a 'Character of Architectural Education'. The charter aims to generate a common base for architectural education worldwide in order to increase the availability of international professional practice. Around table to discuss the framework and content of the Charter which will be submitted to the General Assembly of UIA in Barcelona in 1996 is planned to be realized by November 1995 in Istanbul.

The round-table will involve the participation of the UIA and EAAE representatives during the EAAE Workshop on 'The Accreditation of Architectural Education Programmes'.

Yildiz Sey, UIA Council Member ■

ture in Turkey were invited in order to establish the parameters for the debate. The outcome of this will be reported in November. By sheer coincidence the educational steering committee of the UIA is meeting in Istanbul at the same time as our proposed (look at page 7). Workshop to formulate the terms of an international charter on architectural education to be put to the 1996 UIA Congress in Spain for approval (see statement by Professor Sey below).

Because EAAE believes both groups will benefit from a frank exchange of views on this topical issue the organisers are working towards setting up some joint sessions at which teachers of architecture from Europe and beyond will be able to contribute. We are also trying to persuade the various national architectural institutes to send representatives. The November 1995 workshop in Istanbul offers a rare chance for teachers and practitioners from diverse backgrounds to put their heads together in order to find ways in which to minimise the potential dangers which glossy globalization holds for our discipline, and to maximise the obvious benefits which might arise from closer cross-cultural cooperation in the field.

Hentie Louw •

Call for Papers

Workshop No. 28: Istanbul

The Accreditation of Architectural Programmes The Curricula and the Profession(s)

The aim of this international workshop is to discuss the meaning, objectives and basis for accreditation of architectural programmes, and to relate those points to the current discussions on the ways and means of achieving accreditation at global, regional and local levels. The educationists concerns in this area are expected to gain more focus through interaction with practitioners. The workshop will consider and build on existing forms of accreditation in Europe, as discussed in the AEEA Workshop in Belgium in 1993. The Istanbul Workshop will discuss the following questions:

What should be the basis for accreditation at global, regional & local levels?

- Definition of the professional architect (basic qualifications for registration and practice)



- Definition of the range of architectural activities (different diplomas, different programmes)

What are the advantages and disadvantages of accreditation?

- From the Research point of view
- From the Educational point of view
- From the Professional point of view

How should accreditation affect the development of architectural education?

- At the level of educational policy
- At the level of different programmes in architectural education
- At the level of course structure
- In view of the autonomy of universities
- In view of the future developments in architectural education

What are the consequences of accreditation?

- Research / practice / scholarship
- Possibilities: mobility / comparability / convertibility / flexibility / diversity
- Maintaining the individual character of

What instruments of accreditation might be used at global, regional & local levels?

- Instruments of Education
- Instruments of Practice
- Others

Format and Registration

Summaries (600-900 words) of proposed papers should contain the following:

Author's family name, first name; position, affiliation, organisation, work address, telephone, fax; e-mail Title of Paper Keywords

Deadline for Abstracts: June 15, 1995

Deadline for Full Papers: Sept 30, 1995

Authors will be notified by the end of July

Information / Correspondence

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