



EDUCATION ACADEMY

EAAE Education Academy
4th workshop

Why do you teach like you do? Teaching by design invitation for participation in the workshop

Athens, 12-13 October 2017
NTUA School of Architecture



Image: students at work in the courtyard of the Athens School of Architecture © Michalis Gatzias

Architectural education has been, and still is, a pedagogy driven by design – a creative process leading to innovation. The design studio is the backbone of the programme. Design is seen, by a growing amount of professions, as the means of dealing with complex and ill-defined problems. What values do we target when teaching by design? What does the design studio offer to the studio's protagonists – students and teachers? Is the studio “the best way for students to learn, and not just the best way for schools to teach”^{}? What are the responsibilities of each of the protagonists in this context? The Bologna reform has (over)emphasized the independent student. Qualification has become a matter of collecting competences. Teaching is driven towards achieving pre-specified outcomes. The question of*

value is skipped. The increased emphasis on learning overrules the concerns of the educator, and targets towards a product.

Education, however, is not merely an economic activity, supplying for a need. It does not just provide courses as a commodity for students' self-learning. Education addresses and enhances values. What is one's teaching supposed to bring about? What is good education in architecture? What are architectural education values? Which manner of education will contribute the most in conveying these values? Why is design the best way to teach (in) architecture? Who is educating? What we value as 'good education' relates to context and time. Therefore, these questions are an inherent part of any discussion about architectural education, and need to be posed again.

Why do we teach? Why do we teach like we do? The coming meeting of the education academy will address the purpose of architectural design education from three perspectives.

a) Teaching for a profession: Qualification**

Architectural education is centred around the design studio. This is assumed to be the most appropriate learning environment to train future architects. Design studio education offers potentially a "multifaceted and enriching learning experience", but is somehow isolated from the outside world since it often does not involve nor does it address direct communication with stakeholders. As a consequence, students lack analysis and negotiating skills which are part of the design practice. Furthermore, the design studio concentrates mostly on the development of individual design uniqueness rather than collaborative team effort - a condition resulting in an insufficient development and assessment of communication and interpersonal skills.

b) Teaching for belonging: socialisation**

Architecture is built culture. Being an architect is belonging to a particular community at a specific moment in history. To which extent and how do we teach to develop this awareness of belonging? This requires methods, tools and techniques that support students in "belonging to" and operating in a particular place and time. Is architectural design education a training in belonging?

c) Teaching for becoming: subjectification**

Parallel to the previous concern of "belonging to", higher education develops one's ability to critically reflect and take a personal position. To this end, teaching means inducing self-formation of the student. This requires methods, tools and techniques of architectural design education that will support student's capacity of "being in the world", making sense of things and positioning themselves in the field (of architecture) in relation to the whole. Design education as an edifying process.

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* Harriss, H., & Froud, D. (2015). *Radical pedagogies : architectural education and the British tradition*. London: RIBA Publishing.

** inspired by: Biesta, G. (2009). Good Education in an Age of Measurement: On the Need to Reconnect with the Question of Purpose in Education. *Educational Assessment, Evaluation and Accountability*, 21(1), 33-46.

Invitation and registration for participation

The workshop is framed round a (small but thought-provoking) selection of triggering presentations - examples of good practice from within architectural education, in which the school takes a position or a stance. However, as the main goal of the workshop is not to present, but to share thoughts, we invite each architectural educator within the community of the EAAE - also without having submitted a paper - to join the workshop and participate in the debate. Participation is free (there are no fees), but registration is required.

The outcome of the workshop will be to have shared insights regarding the meaning and methods of teaching by design; shared insights regarding the impact of different pedagogies, and which purposes they pursue (for different parts of Europe, and in different contexts); new insights in our own teaching, and that of fellow teachers; new insights in how (the) school could link pedagogy with the purpose of education.

Registration

Registration for the workshop can be done at rlava@arch.ntua.gr or rivalava@hotmail.com

For any questions related to content of this workshop please contact education.academy@eaae.be.

For any questions related to practicalities and organization please contact rivalava@hotmail.com.

For questions about the EAAE Education Academy in general, contact education.academy@eaae.be. Info can also be found at www.eaae.be/education-academy/

Dates

Registrations for participation open: 23 May 2017
End of registration for participation: 20 September 2017

Practicalities

ORGANISATION AND VENUE

More info www.eaae.be/education-academy

ACCOMODATION

Suggestions for hotels and hostels, nearby the venue:
[Meliá Athens](#); [My Athens Hotel – Best Western](#); [Exarchion Hotel](#); [Radisson Blu Park Hotel Athens](#)

MEALS

All participants are invited for a meal on the Friday evening, with advance reservations, and to be paid for by participants (40€). The Academy of Architecture will provide drinks at mid-afternoon, and the mid-morning break.

Programme

Thursday 12 October

13:00 13:30 welcome and introduction

session 01 teaching for becoming - how do we teach to reach what?

13:30 14:30 3*10' trigger presentations + 30' questions and debate

2 Alberto Calderoni Learning by Doing: the Embodied Cognition for the Architecture School

11 Marjan Michels The role of aesthetic judgment in the process of socialization and subjectification of the student

6 Ganiatsas From Intuitional and Conceptual 'Spark' to Architectural 'Flame': Teaching Architectural Design by the students's ideas

14:30 15:30 break-out table discussions

15:30 16:00 coffee break

session 02 the role of the teacher - Who is teaching? What is valued?

16:00 17:00 3*10' trigger presentations + 30' questions and debate

10 Harriet Harriss Mistresses of the Architecture Academy

16 Turkkan Architectural education and the making of the architect-author

5 Demiri Interweaving intramural and extramural crits with the design studio. The case of NTUA Greece.

17:00 18:00 break-out table discussions

18:00 18:45 keynote Merrit Bucholz

20:00 dinner

Friday 13 October

session 03 teaching for a society in transition

9:00 9:50 2*15' trigger presentations + 20' questions and debate

14 Nadia Charalambous Design studio challenges in uncertain geographies

8 Brix Etgar Civic Architecture: Challenges and opportunities in learning and teaching socially engaged studio

9:50 10:30 break-out table discussions

10:30 11:00 coffee break

11:00 13:00 'Athens extra'

round table session with teachers from Athens

13:00 end

Organizing team:

Riva Lava (Athens School of Architecture NTUA, host)

Oya Atalay Franck (EAAE, Education Academy)

Pnina Avidar (EAAE, Education Academy)

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