



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.

^{*} 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.

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3rd workshop
Athens, 12-13 October 2017
NTUA School of Architecture

Why do you teach like you do? Teaching by Design.

P R O G R A M M E

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

Alberto Calderoni	Learning by Doing: the Embodied Cognition for the Architecture School
Marjan Michels	The role of aesthetic judgment in the process of socialization and subjectification of the student
Vassilis 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

Harriet Harriss	Mistresses of the Architecture Academy
Sevgi Türkkan	Architectural education and the making of the architect-author
Konstantina 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

Nadia Charalambous	Design studio challenges in uncertain geographies
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