

## Aarhus School of Architecture // Design School Kolding // Royal Danish Academy

### 2nd VELUX Daylight Symposium

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**EAAE News Sheet**

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#### **EAAE News Sheet**

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#### **Contributions to EAAE News Sheet**

Contributions to the News Sheet are always welcome, and should be sent to the editor, who reserves the right to select material for publication. Contributions might include conference reports, notice of future events, job announcements and other relevant items of news or content. The text should be available in French and English, unformatted, on either disk or as an e-mail enclosure.

#### **Contribution AEEA News Sheet**

*Les contributions au News Sheet sont toujours bienvenues.  
Elles doivent être envoyées à l'éditeur, qui décidera de leur publication.  
Contributions d'intérêt: rapports de conférences, événements à venir, postes mis au concours, et d'autres nouvelles en bref sur la formation architecturale. Les critères à suivre sont: Les textes doivent être en Français et en Anglais, en forme d'un document de texte non formaté, qui peut être attaché à un e-mail ou être envoyé en forme d'une disquette.*

#### **News Sheet deadlines**

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2nd VELUX Daylight Symposium. EAAE President Per Olaf Fjeld  
Photo Credit: VELUX

## Editorial

News Sheet Editor - Anne Elisabeth Toft

### Dear Reader

In his regular column "The President's Letter" (p. 7) EAAE President **Per Olaf Fjeld** (Norway) gives an account of the activities of the association as he reports on the many meetings, workshops and conferences he has participated in during the last few months. As the activities of the organisation continues to grow so does the knowledge of and interest in the work of the EAAE.

President Per Olaf Fjeld among other things talks about his meeting with ACSA (Association of Collegiate Schools of Architecture), the sister organisation of the EAAE, and with a representative of the South American schools, Professor **Hernan Marchant** from the Facultad de Arquitectura y Urbanismo (FAU), Universidad de Chile. Professor Marchant, who has had an interest in the EAAE for years, was interviewed by EAAE News Sheet Editor **Anne Elisabeth Toft** (Denmark). On page 25 you can read the interview in which Professor Marchant speaks of the architectural education in Chile.

The EAAE is involved in many different activities. Just like the last issue of the EAAE News Sheet, this issue of the journal will also look more closely at the **thematic networks** of the association. Common to these are that they serve as cross-cultural forums for discussion and collaboration between teachers from all over Europe with particular interests or specializations.

Some of the networks have already existed for several years and have many active members who meet on a regular basis. New networks and initiatives are, however, right now in the process of being implemented.

On page 12 new EAAE Project Leader **Aart Oxenaar** (The Netherlands) is announcing "Design in Urbanism", a new EAAE network which he will be responsible for together with his colleague **Pieter Jannink** from the Amsterdam Academy of Architecture, and on page 13 new EAAE Council Member **Loughlin Kealy** (Ireland) is presenting a collaboration project between the EAAE and EASA (The European Architecture Students Assembly).

EASA is a platform for exchange of ideas and knowledge for European students of architecture.

### Cher lecteur,

*Dans sa Lettre du Président (p. 7), Per Olaf Fjeld (Norvège), Président de l'AEEA, décrit les activités de l'Association et présente son compte-rendu des réunions, des workshops et des conférences auxquelles il a participé au long des quelques mois passés. Au fur et à mesure que les activités de notre organisation s'intensifient, les travaux de l'AEEA éveillent de plus en plus d'intérêt et sont mieux connus.*

*Fjeld nous rapporte entre autres qu'il a eu un échange d'idées avec des représentants de l'organisation soeur de l'AEEA, l'ASCA (Association of Collegiate Schools of Architecture) et un représentant des Ecoles d'Amérique du Sud, le Professeur Hernan Marchant, de la Facultad d'Arquitectura et d'Urbanismo (FAU) de l'Universidad de Chili. Marchant, qui s'intéresse à l'AEEA depuis des années, a été interviewé par la Rédactrice du Bulletin de l'AEEA, Anne Elisabeth Toft (Danemark). Vous trouverez en page 25 cette entrevue dans laquelle Marchant nous parle de l'enseignement de l'architecture au Chili.*

*L'AEEA est engagée dans un grand nombre d'activités. Tout comme dans notre dernier numéro du Bulletin de l'AEEA, nous souhaitons dans le présent numéro faire plus ample connaissance des réseaux thématiques de notre Association. Ces réseaux ont ceci en commun qu'ils servent de forum interculturel aux débats et à la collaboration entre les enseignants des quatre coins d'Europe ayant des intérêts ou des spécialisations déterminés. Quelques-uns de ces réseaux existent depuis plusieurs années et comptent de nombreux membres actifs qui se rencontrent régulièrement. Il n'en est pas moins que de nouveaux réseaux et de nouvelles initiatives sont sur le point d'être lancés.*

*En page 12, le nouveau Chargé de mission de l'AEEA, Aart Oxenaar (Pays-Bas) annonce le réseau thématique "Design in Urbanism", un nouveau réseau de l'AEEA, dont il partage la responsabilité avec son collègue Pieter Jannink, tous deux de l'Académie d'Architecture d'Amsterdam. En page xx, le nouveau Membre du Conseil de l'AEEA, Loughlin Kealy (Irlande), vous présente un projet de collaboration entre l'AEEA et l'EASA (The European Architecture Students Assembly). L'EASA est une plate-forme qui favorise l'échange d'idées et de connaissances parmi les étudiants*



It works as a network for communication and exchange - a forum where students of architecture meet to discuss architecture and architectural education. Like the EAAE EASA is a non-profit organisation. It was established in 1981 when students of architecture from Liverpool invited their fellow students from all over Europe to come and help them solve problems in their city. About 300 students gathered. Since then there has been an assembly in different countries with 400 to 500 participants each year <sup>1</sup>.

It is Mr Kealy's hope, that the EAAE and EASA will be able to develop a fruitful cooperation with far-reaching perspectives for both organisations.

EAAE Council Member **Stefano Musso** (Italy) is responsible for the EAAE-ENHSA Conservation Teachers' Sub-network. In this issue of the EAAE News Sheet he re-announces the thematic network workshop "Teaching Conservation/Restoration of the Architectural Heritage: Goals, Contents and Methods" which will take place in October 2007 in Genoa, Italy (p. 19). Mr Musso hopes that the workshop will attract as many educators of conservation as possible. The workshop will function as a social platform for getting to know colleagues who share similar interests. According to Musso it will investigate a broad number of issues and look into the similarities and differences of the contents and pedagogy of teaching within the field of conservation/restoration of architectural heritage.

On page 11 EAAE Council Member **Hilde Heynen** (Belgium) is re-announcing the second EAAE-ENHSA Sub-network workshop on Architectural Theory. The workshop entitled "Mapping the Field of Architectural Theory at European Schools of Architecture" will take place at the NTNU Trondheim, Norway, from 28-30 June 2007. According to Hilde Heynen it will focus on how architectural theory relates to the production of architecture.

EAAE Council Member **Maria Voyatzaki** (Greece) is responsible for the EAAE-ENHSA Construction Teachers' Sub-network which had its first workshop in May 2002. The network is one of the most active in the EAAE. So far Ms Voyatzaki has organised five successful workshops, and on page 22 she announces workshop number six: "Emerging

*européens en architecture. L'EASA est un réseau de communication et d'échange – un forum au sein duquel les étudiants en architecture débattent de l'architecture et de l'enseignement de l'architecture. De même que l'AEEA, l'EASA est une organisation à but non lucratif. Elle a été fondée en 1981 où les étudiants en architecture de Liverpool ont invité leurs compagnons de toute l'Europe à venir les aider résoudre les problèmes de leur ville. 300 étudiants étaient au rendez-vous. Depuis, entre 400 et 500 participants se rencontrent chaque année dans divers pays <sup>1</sup>.*

*Kealy espère que l'AEEA et l'EASA vont entreprendre une collaboration fructueuse, avec des perspectives majeures pour les deux organisations.*

*Le Membre du Conseil de l'AEEA, Stefano Musso (Italie), est chargé du sous-réseau de l'AEEA-ENHSA pour les enseignants en Conservation. Dans le présent Bulletin de l'AEEA, il nous rappelle le prochain workshop du réseau thématique, "Teaching Conservation/Restoration of the Architectural Heritage: Goals, Contents and Methods" qui se déroulera en octobre 2007 à Gênes, Italie (p. 19). Musso espère que ce workshop attirera un grand nombre d'enseignants en conservation. Ce réseau se propose d'être une plate-forme sociale qui permette de faire connaissance de collègues qui partagent les mêmes intérêts. D'après Musso, ce workshop va étudier un grand nombre de sujets et examiner les ressemblances et les différences dans les contenus et la pédagogie de l'enseignement de la conservation/restauration de l'héritage architectural.*

*Hilde Heynen (Belgique), Membre du Conseil de l'AEEA, nous rappelle (p. 11) le second workshop du sous-réseau de l'AEEA-ENHSA sur la théorie de l'architecture. Cet workshop intitulé "Mapping the Field of Architectural Theory at European Schools of Architecture", s'est déroulé à la NTNU de Trondheim, en Norvège, du 28 au 30 juin 2007. Selon Heynen, l'attention sera portée sur la manière dont la théorie de l'architecture se rapporte à la production de l'architecture.*

*Maria Voyatzaki (Grèce), Membre du Conseil de l'AEEA, est responsable du sous-réseau des enseignants de la construction de l'AEEA-ENHSA qui a organisé son premier workshop en mai 2002. Voyatzaki a jusqu'à présent organisé cinq workshops couronnés de succès, et elle annonce en page 22 le sixième workshop - "Emerging Possibilities of*

**Possibilities of Testing and Simulation Methods and Techniques in Contemporary Construction Teaching**” which will take place in Mons, Belgium, from 22-24 November 2007.

The oldest EAAE network - and perhaps the most successful - will celebrate its 10 year anniversary in September, when rectors, deans, heads and academic programme co-ordinators gather in Chania, Crete, Greece, for the “**10th Meeting of Heads of European Schools of Architecture**”.

A number of social events in the framework of the meeting have been organised to mark and celebrate its anniversary. The meeting will take place from 1 to 4 September 2007. EAAE Project Leader **Constantin Spiridonidis** (Greece) who is responsible for the meeting, states that it will be structured upon the following four sessions:

1. A session which will give an overview of the experience the network has gained during the past ten years of meetings.
2. A session which will focus on the working relationship that the network should establish with the professional bodies and the forms that this will take.
3. A session which will discuss the proposal for recommendation to the European Parliament and to the Council of the establishment of the European Qualifications Framework for Lifelong Learning (EQF) that was adopted by the Commission on 5 September 2006 and its impact on architectural education.
4. A session which will discuss the necessity of broader collaborations and communication with schools of architecture from other continents and the contemporary need to develop an international and transcontinental debate on architectural education.

On page 14 you can read more about the meeting and its contents.

According to the traditional practise, the EAAE **General Assembly** is held in connection with the “**Meeting of Heads of European Schools of Architecture**”. This year the general assembly will take place in the afternoon of Monday, 3

**Testing and Simulation Methods and Techniques in Contemporary Construction Teaching**” – qui se célébrera à Mons, en Belgique, du 22 au 24 novembre 2007.

*Le workshop de plus ancien de l’AEEA, et peut-être le plus réussi, fêtera son dixième anniversaire en septembre, quand les Recteurs, les Doyens, les Directeurs et les Coordinateurs des programmes se retrouveront à la Canée, dans l’île grecque de Crète pour la 10e Conférence des Directeurs des Ecoles d’Architecture en Europe.*

*Plusieurs événements sociaux ont été organisés dans le cadre de cette réunion pour singulariser et célébrer cet anniversaire. Cette réunion est fixée du 1er au 4 septembre 2007. Constantin Spiridonidis, Chargé de mission de l’AEEA (Grèce) et responsable de la réunion, nous informe que le programme s’articule autour des quatre sessions suivantes:*

1. *Une session qui donnera une vue générale de l’expérience acquise dans le réseau au cours des réunions des dix dernières années.*
2. *Une session qui se concentrera sur les relations de travail que le réseau doit établir avec les organismes professionnels et les formes que celles-ci revêtiront.*
3. *Une session qui débattrà la proposition de Recommandation du Parlement et du Conseil européens pour l’établissement d’un cadre de qualifications européennes pour la formation tout au long de la vie (EQF) adoptée par la Commission le 5 septembre 2006, et son impact sur l’enseignement de l’architecture.*
4. *Une session qui discutera la nécessité d’une plus ample collaboration et communication avec les Ecoles d’architecture des autres continents et le besoin moderne de développer un débat international et transcontinental sur l’enseignement de l’architecture.*

*Consultez la page 14 pour en savoir plus sur cette réunion et son contenu.*

*L’AEEA a coutume de célébrer son Assemblée générale à l’occasion de la Conférence des Directeurs des Ecoles d’Architecture en Europe. L’Assemblée générale de cette année se tiendra l’après-midi du lundi 3 septembre 2007. Le Président de l’AEEA, Per Olaf*

September 2007. EAAE President **Per Olaf Fjeld** announces that it will include the following features (in random order):

- President's speech
- President's report
- Treasurer's report
- EAAE - new and old council members and project leaders
- New EAAE Vice-President

Another important EAAE event also taking place in Chania in connection with the "10th Meeting of Heads of European Schools of Architecture," is the prize award ceremony of the **EAAE Prize 2005-2007: Writings in Architectural Education**. On page 9 EAAE Project Leader **Ebbe Harder** (Denmark) announces the names of the 10 nominated authors. He also announces that in Chania the jury which consists of **Hilde Heynen** (Chair, EAAE), **Paola Vigano**, **Allen Cunningham**, **Ole Bouman** and **Leen Van Duin** (EAAE) will award three prizes. The EAAE Prize is sponsored by **VELUX** and was first awarded in 1991.

EAAE Project Leader **Emil Barbu Popescu** (Romania) who has initiated many EAAE activities throughout the years - conferences, workshops, meetings and a number of student competitions and awards - is now announcing the **EAAE-Lafarge International Competition for Students of Architecture 2007-2008**. On page 15 you can read about the competition which addresses "the present challenge of architecture". Mr Popescu states that students who are interested in the competition should register before 31 March 2008.

Mr **Ramon Sastre** (Spain) who became an EAAE Council Member in September 2004 is responsible for the EAAE website. Since 2004 he has worked on it, and on page 18 he gives a report on the latest up-dates of its contents.

In September 2006 EAAE Council Member **Herman Neuckermans** (Belgium) announced a new project: the EU-funded **MACE project**, which sets out to transform the ways of eLearning of architecture in Europe.

On page 33 he reports on the progress of the project which will run for three years.

*Fjeld, nous a communiqué que les éléments suivants sont d'ores et déjà prévus (l'ordre n'est pas encore établi):*

- *Discours du Président*
- *Rapport du Président*
- *Rapport du Trésorier*
- *Nouveaux et anciens Membres du Conseil et Chargés de Mission de l'AEEA*
- *Nouveau Vice-Président de l'AEEA*

*Un autre événement important de l'AEEA se déroulera aussi à la Canée à l'occasion de la 10e Conférence des Directeurs des Ecoles d'Architecture en Europe. Il s'agit de la remise du prix de l'AEEA 2005-2007: "Writings in Architectural Education". Ebbe Harder (Danemark), Chargé de mission de l'AEEA, nous annonce en page 9 les noms des 10 lauréats proposés. Il nous annonce aussi qu'à Chania le Jury composé par Hilde Heynen (Présidente, AEEA), Paola Vigano, Allen Cunningham, Ole Bouman et Leen Van Duin (AEEA) remettra trois récompenses. Le Prix de l'AEEA, sponsorisé par VELUX, a été décerné la première fois en 1991.*

*Emil Barbu Popescu (Roumanie), Chargé de mission de l'AEEA, a été l'instigateur de nombreuses activités de l'AEEA durant ces années: conférences, workshops, réunions, concours et prix ouverts aux étudiants ; il nous annonce aujourd'hui le Concours international AEEA-Lafarge ouvert aux étudiants d'architecture 2007-2008. Voyez en page 15 les détails de ce Concours intitulé "The present challenge of Architecture". Popescu fait savoir aux étudiants intéressés par ce Concours qu'ils doivent s'inscrire avant le 31 mars 2008.*

*Ramon Sastre (Espagne), Membre du Conseil de l'AEEA depuis septembre 2004, a la charge du site internet de l'AEEA. Il y travaille depuis le premier jour et nous fournit en page 18 son rapport sur les dernières actualisations du site.*

*Herman Neuckermans (Belgique), Membre du Conseil de l'AEEA, nous annonçait en septembre 2006 un nouveau projet: le Projet MACE, fondé par l'Union européenne, qui entreprend de transformer les méthodes de e-learning dans l'enseignement de l'architecture en Europe.*

*Il nous rend compte en page 33 des avancées de ce projet dont la durée est prévue pour trois ans.*

In May 2006 EAAE Council Member **Stefano Musso** (Italy) organised a meeting between the EAAE Council and a number of deans of Italian schools of architecture<sup>2</sup>. The aim of the meeting was to strengthen the connection between the EAAE and the Italian schools of architecture. As the meeting went very well, EAAE President Per Olaf Fjeld and the EAAE Council decided that similar meetings should take place in more European countries. The second meeting of this kind - this time a meeting between the EAAE Council and Catalan deans - was held less than six months later on 10 November 2006. On page 31 EAAE Council Member **Ramon Sastre** (Spain) who organised the event reports.

EAAE Project Leader **Jüri Soolep** (Estonia) launched the joint conference “Towards Stronger Creative Disciplines in Europe” which took place in Tallinn, Estonia, from 27-28 April 2007. In connection with the conference, EAAE President Per Olaf Fjeld and the EAAE Council had a meeting with representatives from the **Nordic Academy of Architecture (NAA)** under the headlines “Challenges in European Architectural Education and Profession - The Nordic Model”. EAAE Project Leader **Ebbe Harder** (Denmark) participated in the meeting. On page 32 he sums up the discussions that took place on 27 April.

Associate Professor **Vana Tentokali** from the School of Architecture, Aristotle University of Thessalonica, Greece, was one of many architects who participated in the EAAE-ENHSA **Architectural Design Teachers' Sub-network workshop: “Teaching and Experimenting with Architectural Design: Advances in Technology and Changes in Pedagogy”**. On page 35 she reports from the workshop which took place in Lisbon, Portugal, from 3 to 5 May 2007. The workshop was organised by EAAE Project Leader **Constantin Spiridonidis** (Greece) and focused on digital design and the impact that new forms of experimentation and the subsequent new conceptions of architectural form have on the teaching of architectural design. The list of invited lecturers included **Paul Coates, Fabio Gramazio, Mathias Kohler, Neil Leach, George Legendre, Kas Oosterhuis, Bob Sheil** and **Soren Sorensen**.

EAAE President **Per Olaf Fjeld** and EAAE News Sheet Editor **Anne Elisabeth Toft** were invited to

*En mai 2006, **Stefano Musso** (Italie), Membre du Conseil de l'AEEA, a organisé une rencontre entre le Conseil de l'AEEA et plusieurs Doyens des Ecoles d'architecture italiennes<sup>2</sup>. Le but de cette réunion était de renforcer les relations entre l'AEEA et les Ecoles d'architecture italiennes. Forts de l'entente qui s'en est dégagée, le Président de l'AEEA, Per Olaf Fjeld, et le Conseil de l'AEEA ont décidé que des réunions similaires allaient être tenues dans d'autres pays d'Europe. La deuxième réunion du genre, cette fois entre le Conseil de l'AEEA et les Doyens catalans, s'est concrétisée six mois plus tard, le 10 novembre 2006. L'organisateur de cet événement, **Ramon Sastre** (Espagne), Membre du Conseil de l'AEEA, nous présente son rapport en page 31.*

***Jüri Soolep** (Estonie), Chargé de mission de l'AEEA, a lancé la Conférence conjointe “Towards Stronger Creative Disciplines in Europe”, qui s'est déroulée à Tallinn, en Estonie, les 27 et 28 avril 2007. A l'occasion de cette Conférence, le Président de l'AEEA, Per Olaf Fjeld, et le Conseil de l'AEEA se sont entretenus avec des représentants de l'Académie nordique d'Architecture (NAA) autour du thème “Challenges in European Architectural Education and Profession - The Nordic Model”. **Ebbe Harder** (Danemark), Chargé de mission de l'AEEA, a participé à ces débats. Il récapitule pour nous en page 32 les discussions du 27 avril.*

***Vana Tentokali**, Professeure associée de l'Ecole d'Architecture à l'Université Aristote de Thessalonique, Grèce, était parmi les nombreux architectes présents au workshop du sous-réseau des enseignants du projet architectural de l'AEEA-ENHSA: “Teaching and Experimenting with Architectural Design: Advances in Technology and Changes in Pedagogy”. Vous trouverez en page 35 le compte-rendu qu'elle nous offre sur ce workshop tenu à Lisbonne, Portugal, du 3 au 5 mai 2007. Ce workshop mis sur pied par **Constantin Spiridonidis** (Grèce), Chargé de mission de l'AEEA, s'est intéressé au design numérique et à l'impact qu'ont sur l'enseignement du design architectural les nouvelles formes d'expérimentation et les nouvelles conceptions de la forme architecturale qui s'en suivent. Sur la liste des locuteurs qui étaient invités figurent entre autres **Paul Coates, Fabio Gramazio, Mathias Kohler, Neil Leach, George Legendre, Kas Oosterhuis, Bob Sheil** et **Soren Sorensen**.*

*Le Président de l'AEEA, **Per Olaf Fjeld**, et la Rédactrice du Bulletin de l'AEEA, **Anne Elisabeth***



the 2nd VELUX Daylight Symposium in Bilbao, Spain, from 6-7 May 2007.

This large symposium brought together more than 275 people from around the world with a special interest in daylight, architecture and architectural education. On page 39 you can read Ms Toft's report on the event which was organised by VELUX.

Yours sincerely

Anne Elisabeth Toft

*Toft, étaient invités au 2e Symposium de VELUX sur la lumière du jour qui s'est tenu à Bilbao, en Espagne, les 6 et 7 mai 2007. Cet important Symposium réunissait plus de 275 personnes du monde entier nourrissant un souci spécial pour la lumière du jour, l'architecture et l'enseignement de l'architecture. Les conclusions de cet événement organisé par VELUX vous sont présentées par Toft en page 39.*

*Sincèrement*

*Anne Elisabeth Toft*

**Notes and References:**

1. For further information on EASA (The European Architecture Students Assembly): [www.easa.tk](http://www.easa.tk)
2. A report from this meeting can be read in EAAE News Sheet # 77, p. 19. (The magazine can be downloaded on: [www.eaae.be](http://www.eaae.be))

**Notes et Références:**

1. *Pour plus de renseignements sur l'EASA (Assemblée européenne des Etudiants en Architecture): [www.easa.tk](http://www.easa.tk)*
2. *Voir notre compte-rendu de cette réunion dans le Bulletin # 77 de l'AEEA, p. 19. (Vous pouvez télécharger le Bulletin à l'adresse : [www.eaae.be](http://www.eaae.be))*

## The President's Letter

EAAE President, Per Olaf Fjeld

### Participation

Since the last News Sheet, I have had the opportunity to participate in a number of conferences and workshops throughout Europe. The EAAE and its collaborators have had specific roles in all these events. In addition, the EAAE had a meeting with our USA sister organization ACSA (Association of Collegiate Schools of Architecture) and a representative of the South American schools, Hernan Marchant from the University of Chile. This was our first meeting, and the agenda was therefore very open.

The discussion elaborated upon the need and desire to achieve a more global sense of awareness of the importance of architectural education, but as the meeting progressed it became quite clear that there is also a need to know more about one another. Our priorities and common working ground may have appeared quite similar at the beginning of the meeting, but as the informal discussion progressed, it was also made clear that there are differences in what we perceive to be the challenges that architectural education will confront in the near future. In order to build a stronger base for this type of discussion, better and more frequent communication between continents should be considered. It was a good meeting, and I think we all agreed that architectural education is in a time of transition. At the same time the meeting gave a clear indication that the two organizations have a lot to offer each other in a further clarification of our differences and similarities and a more in-depth discussion of architectural education. Marvin Malecha (a good friend of the EAAE for many years and newly appointed President Elect of AIA (American Institute of Architecture)) was an excellent host.

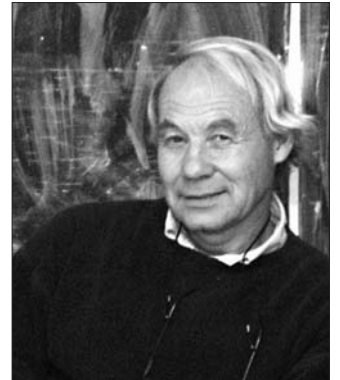
The Tallinn conference "Towards Strong Creative Arts Disciplines in Europe" was a joint venture between the European Association of Conservatoires (AEC), the European League of Institutes of the Arts (ELIA) and the EAAE. The first two associations represent more than 600 European higher education institutions within the field of arts and music with over 400,000 students. The aim of the meeting was to clarify a Position Paper for the EU Ministers of Education. Several EU-representatives were also present in the audience. They seemed quite impressed when the

Socrates Thematic Network leaders presented the large amount of material produced by the various networks and their related organizations. As always, Constantin Spiridonidis made a very good presentation. During the summation of the different discussions, it became acutely apparent that there is a need for institutions within the arts and music to be given the same possibilities of research as in other creative fields, or as stated in their programme. "To recognize and acknowledge artistic development and research taking place in higher arts and music education as being at a level equivalent to other disciplines of higher education and fully contributing to the European Research Area." Throughout the various working sessions, it was also very apparent that the creative disciplines have a lot to learn and offer one another.

Although the pedagogy and process of development that follow the various subjects are different, there is a latent capacity to open up for new approaches in pedagogy and research in these cross-discipline discussions. It also became clear that the EAAE, particularly in relation to the process and impact of the Bologna Declaration, has been ahead in anticipating problems, pressing for discussion, offering clear information (or at least as clear as possible) and promoting debate with EAAE members. Juri Soolep and his colleagues hosted the meeting in a very generous way, and none of us were caught up in the riots that occurred during those beautiful spring days.

It is also interesting to note that the EAAE attended a Nordic Academy meeting in Tallinn scheduled the morning before the opening of the conference. This meeting included all of the Scandinavian Schools, Iceland, and representatives from the Baltic schools. The chairman, rector at the Oslo school, elaborated upon the history of the academy and how it has become more and more important for its member schools. The discussion focused upon the possibility of or rather the need for building a regional network between the Nordic schools; a network of schools with similar attitudes and pedagogical models in teaching architecture.

The regional network would enable each school to establish a closer and more active teaching relationship, joint PhD programmes, and a better utilization of resources. It is very important



considering the many challenges ahead of us that the EAAE continues to build up its base and encourage its members to find ways to work together, and in the best way possible foresee the challenges that lay ahead. Participation and communication on many levels will help insure the strength of the individual architectural school within the greater picture of European Higher Education.

I also had the pleasure to participate in the EAAE/ENSA Conference in Lisbon "Teaching and Experimenting with Architectural Design, Advances in Technology and Changes in Pedagogy". The conference had about 100 participants from all over Europe and a few from the USA. It was both a very interesting and important workshop revealing both the changes and the diversity in pedagogical approaches related to architectural design teaching.

The tendency is clear - design is taught far more open and free from the traditional programme. It is more process oriented rather than project oriented, and questions about the capacity to generate a good discussion are regarded as an essential contribution. What appear to be essential features in the pedagogy of design processes are allowing the student to find a position to create, to understand one's individual process, and to tackle change within the process.

To master different tools, and to understand that there is a relationship between tools, process, and product must also be regarded a very important factor. The University of Lusiada and their Director Joaquim Braizinha were excellent hosts, and there was a very good feeling throughout the conference. Constantin Spiridonidis and Maria Voyatzaki together with their collaborators formed a programme that pinpointed the rather dramatic changes many schools have faced in relation to architectural education.

It is of vital importance that we participate in these events, and I strongly urge your school and your faculty to do so. Not only are the contents of these workshops and conferences of excellent quality within the given subject and relevant to the challenges facing our schools, but these events are also essential for strengthening our common base for discussion. All of our activities are announced

in the News Sheet, in our yearly calendar, and on the EAAE Website.

The Chania Meeting of Heads is celebrating its 10 year anniversary. Please, you must come! The meeting will make a summery of the past years' contents, but more importantly; it will continue to debate the challenges that lie ahead of us - and, I think we have plenty of both challenges and changes ahead of us. Hopefully, we will move beyond a discussion of the structural reforms as a result of the Bologna Declaration to a more content-related debate. What is the future education of an architect? Which type of responsibilities in relation to ecological issues will the schools include in their curriculum? Do our institutions want to play a clearer role in such issues? To put it simple, a great number of fundamental changes are facing the world at large, and many of these will have a direct impact on architecture and its educational institutions. Again, it is important that we accept that there will be different points of view. The critical issue is not our differences, but that we avoid having no focus at all. ■

## EAAE Prize 2005-2007 - Writings in Architectural Education

EAAE Project Leader, Ebbe Harder

Representation in Architecture  
Communication – Meaning – Visions

Sponsored by VELUX

The EAAE prize for “Writings in Architectural Education” rewards the best unpublished writings for or on architectural education every two years. VELUX is sponsoring the current EAAE Prize 2005-2007 as they did in the 2003-2005 and 2001-2003 previous editions.

The competition for this year was announced in the EAAE News Sheet, on the EAAE-website and through distribution of leaflets. We received 33 essays, 25 from 12 European countries and 8 from the USA for evaluation by a jury consisting of Hilde Heynen (chair), Ole Bouman, Paola Vigano, Allen Cunningham and Leen Van Duin. The jury selected the 10 best papers which are now in the process of being rewritten in reply to the jury’s feedback. Criteria for assessment were:

- Topicality with respect to the brief of the competition “Does representation have its own architectural content and agenda, and what impact will this have on architectural education?”
- Quality of writing, clarity of intent.
- Quality of argumentation, strength of the conclusion (preferably of relevance to education).
- Originality and drive.

The 10 nominated authors selected by the jury are mentioned in alphabetical order:

- **Alturk, Emre**  
Architectural Representation as the Media of Critical Agencies  
TU Delft, Faculty of Architecture  
The Netherlands
- **Brooker, Graeme & Dr. Erik Northey**  
Framing Space: Awe, Fetishism, and the Architectural Photograph  
Manchester School of Architecture  
UK

- **Dawson, Jaap**  
What Happened to Analogy?  
Faculteit Bouwkunde  
Technische Universiteit Delft  
The Netherlands
- **Dusoiu, Elena-Codina**  
Swallowing Reality, Representation – Tricking – Reasons  
The University of Architecture and Urbanism  
“Ion Mincu”, Bucharest  
Romania
- **Hvattum, Mari**  
Veiled Works and Blurred Contexts  
Arkitektur og Designhøgskolen  
Norway
- **Jenson, Michael K.**  
Architecture Writ large: The Representation of the Architect/Architecture in an Age of Complexity  
University of Colorado, College of Architecture  
USA
- **Lerner, Isaac**  
Buoyancy: A Structural Effect of Digital Representation on the Design of Architectural Form  
Eastern Mediterranean University  
Department of Architecture  
Turkey
- **Reinhardt, Dagmar**  
Representation as Research: Design Model and Media Rotation  
Faculty of Architecture  
University of Sydney  
Australia
- **Schoonderbeek, Marc**  
Beyond Representation; An Experimental Studio on Socio- Political Contexts  
Delft University of Technology  
Architecture/Public Building  
The Netherlands
- **Veikos, Cathrine**  
Technical Provocations – The Changing Role of Representation  
University of Pennsylvania  
USA

EAAE PRIZE

**2005-2007**

sponsored by

**VELUX®**

The authors have been given one month till June 1, 2007 to improve the papers, and hereafter the jury will select three prize winners from the re-submitted, re-written papers. Winning essays will be published on the EAAE's website and in a theme issue of The Journal of Architecture.

The prize award ceremony will take place in connection with the EAAE/ENHSA meeting in Chania from 1 September 2007, and the winners will be encouraged to present the winning papers.

**Hilde Heynen**  
Chair of the Jury

**Ebbe Harder**  
Organizing Committee ■

## Second EAAE-ENHSA Sub-network Workshop on Architectural Theory

School of Architecture, NTNU, Trondheim, Norway, 28-30 June 2007

### Mapping the Field of Architectural Theory at European Schools of Architecture

EAAE Council Member, Hilde Heynen

This is the second sub-network workshop in the field of architectural theory. In the first workshop (Hasselt, 21-23 September 2006) we dealt with the various ways in which schools position architectural theory within their curriculum and how architectural theory is related to research. As a follow-up to this event, we want to further investigate these issues, focusing now on the question of how architectural theory relates to the production of architecture – more specifically on how theory functions as background for studio work.

#### Provisional programme

##### Thursday, 28 June 2007

18:00 Welcome and opening of the conference

18:30 Key-note lecture:

**Bjørn Alterhaug & John Pål Inderberg,**  
Department of Music, NTNU, Trondheim

20:00 Dinner

##### Friday, 29 June 2007

09:00 Session 1 (part 1)

**Towards a poetics of architecture**

Speakers:

**Pedro Vieira de Almeida** - Escola Superior Artística do Porto,

**Luis Conceicao** – Universidade Lusofona de Humanidades e Tecnologias, Lisbon,

**Eivind Kasa** – NTNU, Trondheim,

10:30 Coffee break

11:00 Session 1 (part 2)

**Towards a poetics of architecture**

Speakers:

**Tijl Eyckerman** - Higher Institute for Architectural Sciences, Henry van de Velde, Antwerp,

**Maria Helena Maia** - Escola Superior Artística do Porto,

**Arild Water Jacobsen & Finn Hakonsen** - NTNU, Trondheim,

**Emel Aközer** - Middle East Technical University (METU), Ankara

13:00 Lunch

15:00 Session 2 (part 1)

The reception of architecture

Speakers:

**Christos Hadjichristos** - the University of Cyprus,

**Sylvain De Bleckere & Koenraad Van Cleempoel** - PHL, Association of University of Hasselt

16:00 Coffee break

16:30 Session 2 (part 2)

The reception of architecture

Speakers:

**Margaret Stewart & Lynda Wilson** -

Edinburgh College of Art,

**Richard Dargavel** - The Manchester School of Architecture,

**Juan M. Otxotorena & José A. Medina** -

School of Architecture of the Navarra

University, Pamplona

20:00 Dinner

##### Saturday, 30 June 2007

09:00 Key-note lecture:

**Jonathan Hill**, Bartlett School of Architecture, UCL

10:30 Coffee break

11:00 Session 3

Architectural theory – (from ideologies to Erkenntnis)?

Speakers:

**Claus Peder Pedersen / Henrik Oxvig** – The Royal Academy of Fine Arts, Copenhagen,

**Gennaro Postiglione** - Politecnico di Milano,

**Ole W. Fischer** - ETH, Zürich,

**Concha Diez-Pastor** - University of Segovia

13:00 Lunch

15:00 Session 4

**Relation to other disciplines**

Speakers:

**Christoph Holliger** - University of Applied Sciences North Western Switzerland,

**Svein Hatløy** – Bergen Arkitekt Skole, Budapest,

**Andreas Savvides** - the University of Cyprus,

**Rudolf Klein** - Saint Stenen University

16:00 Coffee break

16:30 Closing session

This session will attempt to make a synthesis of all previous sessions in order to draw some conclusions on the themes discussed and to present topics and challenges for future meetings.

20:00 Dinner

##### Sunday, 1. July 2007

09:30 Guided tour to architectural sites in Trondheim

14:00 End of tour

**For further information, please contact:**

[gunnar.parelius@ntnu.no](mailto:gunnar.parelius@ntnu.no)

## Proposal for a network 'Design in Urbanism'

EAAE Project Leader, Aart Oxenaar

First I would like to thank the EAAE Council for inviting me as a representative of the Amsterdam Academy of Architecture to become a project leader, and thank you especially for making it an open invitation. This enabled me to discuss in our staff how we as academy can best contribute to the EAAE networks from the specific knowledge and experience in our school.

The Academy is a practice oriented design school at Master level, carried by a large network of practicing designers and typified by the combination of architecture, urbanism and landscape architecture in a partially interdisciplinary curriculum. Of these, urbanism is, as we find it, the discipline that is most at the 'cutting edge' of the three special design disciplines.

Therefore, we propose a working group or network 'Design in Urbanism'.

The title already indicates a problem in defining the discipline in a European context. There are in each country different traditions, ranging from urban design, taught as an aspect of architectural training, through 'städtebau' or 'stedenbouw' as design disciplines in their own right, to urbanism and urban planning as more planning oriented disciplines. We do not aim, however, at starting fundamental discussions on the foundations of the discipline as such.

Aim of the working group would be:

- to come to grips with the different traditions and the state of the art of design in urbanism in Europe
- to make an inventory of current issues in education and of the design tasks and problems at hand in practice in the different countries
- to set an agenda for design in urbanism in Europe.

The format has not been set yet, but we suggest conferences of heads of schools, programme coordinators and teachers; meetings of teachers and practitioners; student workshops. A first meeting should be organized to set themes and structures with a small group of heads of schools or programme coordinators.

## EAAE/EASA Collaboration Project

EAAE Council Member, Loughlin Kealy

EAAE will take a further step in its mission of supporting the development of architectural education over the coming year. This project is intended to help connection between students of European Schools of Architecture and the efforts of the architectural research community in relation to sustainable design. The EAAE will work through the architectural students forum EASA to encourage this development. EASA organises a gathering/workshop each summer, in which a particular theme is explored, supported by invited tutors.

The focus for the EAAE/EASA collaboration is the conference of PLEA (Passive and Low Energy Architecture) to be held in 2008. The PLEA annual conferences bring together researchers from across the globe and the organisers are interested in fostering the interface with architectural education.

The proposal agreed by the Council is that EAAE support EASA making a contribution to the PLEA Conference 2008, which will be held in Ireland. EASA are also holding their 2008 meeting in Ireland, thus providing a unique opportunity. The proposed theme of the student workshop is "Adaptation" - and the intention is that the meeting and workshop will explore how society/architecture will respond to the challenges of climate change. EASA are planning to hold their workshop in Letterfrack in the west of Ireland, at the furniture college there. Letterfrack is a community that has itself adapted to far-reaching change - it was the subject of the Irish Pavilion at the Venice Biennale of 2004 designed by O'Donnell and Tuomey, Architects.

The PLEA 2008 Conference will be held in Dublin, hosted by the Energy Research Group, based in the School of Architecture, Landscape and Civil Engineering at University College Dublin. The organisers have expressed strong interest in holding a student event based on the EASA summer workshop and it is intended that the collaboration will be announced at the 2007 Conference. The EASA organisers for 2008 are interested in exploring the possibilities - the Irish group is drawn from the schools at University College Dublin and Dublin Institute of Technology.

The project offers an opportunity for EAAE to promote the response of architectural education to

the emerging challenge of sustainable design through an interface with the research community and students of architecture. It is hoped that the collaboration will make a constructive link between design education and the architectural research community that could have long term effects.

EAAE Newsletter will disseminate information to its network concerning EASA and its forth-coming events, highlighting the 08 meeting in particular. It is hoped to have further details on EASA/PLEA08 available for delegates at the Heads of Schools meeting in Crete in September 2007.



## 10th Meeting of Heads of European Schools of Architecture

Chania, Crete, Greece 1-5 September 2007

### 10 Years of Heads' Meetings: Navigating through the European Higher Architectural Education Area

EAAE Project Leader, Constantin Spiridonidis

This year we celebrate 10 years of Meetings of Heads of Schools of Architecture in Europe. Like all previous meetings, the 10th meeting will take place in Chania, Crete, Greece, between 1 and 4 September 2007 and will be entitled "10 Years of Heads' Meetings: Navigating European Higher Architectural Education". It is addressed to those who are responsible for managing the academic issues of schools of architecture – Rectors, Deans, Heads, Academic Programme Coordinators - and their representatives.

In the past years we have faced the challenge of a new European architectural education environment; respecting the different, considering the other, promoting the particular, supporting the common, upholding the shared values, working for the transparent, the clear, the European. We surveyed, assessed, analyzed what we already have and collectively tried to construct what we expect, what we dream of. We worked to formulate visions, values, principles, standards, pledges, goals and objectives, but also to develop methods, processes, strategies, means and tools with which to achieve them. Our partners, from every corner of Europe, have brought to these meetings the spirit of their geographic areas, their cultural particularities, the characteristics of the identities of their schools, and have animated debates on a large number of issues, questions and dilemmas:

We are trying to create our own framework for architectural education in Europe, where each school of architecture will have its different and recognizable presence, tailored and trimmed to the perspective of a harmonized European architectural educational environment for transparency, quality and collaboration. We are trying to shape a European version of architectural education that is more competitive, more reliable and more respectable.

The 10th Meeting of Heads of Schools of Architecture in Europe will be structured upon four sessions:

The first session will consist of an overview of the experience we have acquired during the past 10 years of meetings and a reconsideration of the achievements, the outcomes, the gains and the losses. The aim of this debate is to trim our orien-

tation, to eventually reconsider our self-imposed agenda of self-criticism.

The second session will focus on the working relationships we have to establish with the professional bodies and the forms that this will take. This session will continue the discussion we began last year on the same subject and will investigate these forms in the perspective of Lifelong Learning.

The third session will discuss the proposal for Recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework for Lifelong Learning (EQF) that was adopted by the Commission on 5 September 2006, and its impact on architectural education.

The fourth session will discuss the necessity for broader collaborations and communication with schools of architecture from other continents and the contemporary need to develop an international and transcontinental debate on architectural education.

The common framework of all the discussions will be the notion of competences and learning outcomes as the expression of a new paradigm in the way we think and structure our architectural education environment; a concept which we have been discussing over the past years.

Your presence is of extreme importance to the assembling of a broader range of schools, from all regions of Europe, and outside Europe, and will give you the chance to voice your views. A number of social events in the framework of this meeting have been organized to denote and celebrate its 10th anniversary. Since the registration fee includes the cost of accommodation, meals and other social events, it is very important that you send us your registration forms no later than **15 July 2007**, so that we have enough time to organize your accommodation in Chania.

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**For further information, please contact:**

enhsa-net@arch.auth.gr

## The Present Challenge of Architecture

EAAE - Larfarge International Competition for Students

### Theme

Traditional cities gave an architectural response to people's needs. They represented the communities they sheltered and displayed the inhabitants' values, history, and aspirations. In fact, they lived together with the communities and gave a quick answer to the emerging changes.

It seems that the modern city has lost its flexibility. Although it wished it could foresee society's direction, it lagged behind several changes and, since there was no architectural answer, a series of crises broke out. That led to malfunction, and its pace of development could not keep up with novelties.

What is more, the modern city can hardly adjust to the present and seems to forget that it has to be at the service of its dwellers. The 21st century poses many challenges to our modern cities. Some can be felt everywhere, while others are just local manifestations. The role of architecture is to come up with solutions to any challenge.

Technology is one of them, and architecture finds it rather difficult to metabolize it sometimes.

Economic changes are trials as well, and sometimes they unsettle vast territories.

There are also the haphazard challenges, i.e., natural or social calamities.

Nowadays there are individual migration phenomena, and architecture cannot possibly find a way to settle people.

There are also some challenges taking place on smaller territories, and of which you can hardly learn.

Architecture should come up with an answer for each of them, but we can only notice how it tries to offer transitional solutions. Architecture should learn something from such challenges and provide appropriate answers.

From the mentioned challenges, we recommend competitors to identify and define a problem, and offer a response directing approach through the public space redefinition conceived, stated and explored by its connection with the other spaces.

In an individualized society odds the notion of public space tends to be completely revised: what is today public space, how do we understand it, how are we experiencing it?

Students of architecture are expected to debate a large range of local challenges from their places of origin and select the most meaningful one to respond.

The projects should contain clear statements on both the chosen problem and its solution, illustrating their distinct approach to public space.

### Competition Rules

#### Language

English is the official competition language

#### Eligibility

The competition is open to all students of architecture enrolled in an education institution affiliated to the EAAE/AEEA. For schools not affiliated to the EAAE/AEEA the registration fee/school is 100 Euro. The projects can be designed individually or in groups supervised by an architectural school professor.

#### Registration

Filling in the provided competition form will register each entry. Each student will choose a 6 digit code that will be displayed on the competition entry.

The competition form once filled will be e-mailed to the competition secretary no later than by the deadline announced in the competition schedule.

#### Jury

The evaluation will consist in two phases:

- A jury will meet at each architectural school participating in this competition in order to select 3-5 entries
- A final jury

#### Architectural School Jury

In this phase the jury composition and process will be conducted by each participating architectural school and will aim at selecting the 3-5 best projects representing the school at the final judgement. Henceforth, each school will select the jury members and selection criteria.

#### **Final Jury**

The final judgement will take place at the University of Architecture and Urbanism "Ion Mincu" Bucharest, Romania. Prizes and Mentions will be established for the best projects entries. The jury's members will set the selection criteria and evaluation process.

#### **Final Jury Members**

- to be nominated

#### **Secretary**

Françoise Pamfil, Romania

#### **Note**

None of the professors that tutor the entry project can be a jury member or secretary.

#### **Entry Contents**

- site plan 1/500 (1/1000)
- a set of site pictures indicating the intervention zone
- 2 characteristic sections 1/100 (1/200)
- all elevations 1/100 (1/200)
- all plans 1/100 (1/200)
- relevant perspectives
- other graphic items that will help a deeper understanding of the entry
- scale of the above compulsory items will be chosen by entrants in order to best illustrate each case.

#### **Format**

- Hardcopy - 2 A1 paper formats (594x840mm) Drawings must be made in a PORTRAIT format of A1.
- Digital- a CD with a .bmp/jpeg extension (300 dpi) consisting of the two A1 images.

#### **Ensuring Anonymity**

Each paper format A1 will, in the right bottom corner, display a code of 6 types (numbers and letters) written with a 1cm height ARIAL FONT body text.

This code will be marked also on the CD cover, disk and folders and will be provided by to organizers upon the following rule: two types - country of origin; two types - school/university, two types - entry no.

The same code will be written on the A5 sealed envelope.

In the closed envelope an A4 paper format will state the following:

- name and surname of the author (authors). In case of group entries the group leader will be named
- name and surname of the tutoring professor
- name of the school of architecture where the students (group of students) are enrolled
- declaration on self-responsibility stating that the invoiced project is original and is conceived by the indicated author(s). In case of group entries the group leader will sign the declaration.

The CD and the sealed envelope will be introduced in the same packaging and invoiced to the organizers.

#### **Questions and Answers**

Competitors may formulate questions to the international competition secretary by email on competition@ae2007@iaim.ro. They will receive (from this email addresses) also the list of all questions received and answers provided by the international competition secretary.

#### **Prizes**

I - 6000 Euro

II - 4000 Euro

III - 3000 Euro

10 Mentions - 1000 Euro each

The jury has the right to convey these prizes or to distribute in another agreed manner the prize fund.

#### **Publication of Results**

The international competition results will be communicated to each school that has had participants in the competition.

The results will be announced on the website of the University of Architecture and Urbanism "Ion Mincu" Bucharest website as well.

A press release will be invoiced to main architectural magazines.

It is envisaged to publish An Official Catalog Editing with best projects.

#### **Rights**

The organizers reserve the printing, editing and issuing rights to all entries (be it integral or partial) and also the right to organize exhibitions of the projects.

Both the Hardcopy and Digital formats become the property of the organizers and consequently will not be returned to the entrants.

All rights from publishing or exhibiting the competition projects are exclusively of the organizers. Participation in this international competition implicitly represents the acceptance of the competition terms by the competitors.

#### **Competition Schedule**

- **1 September 2007**  
Theme launch and registration start
- **31 March 2008**  
End of registration
- **31 March -17 April 2008**  
Questions from entrants
- **25 May 2008**  
Deadline for answers to questions
- **15 October 2008**  
Architectural schools jury deadline
- **25 October 2008**  
Project arrivals at organizers ■

## **The EAAE Website Update**

EAAE Council Member, Ramon Sastre

The EAAE has celebrated its 30th anniversary. This means that its history is longer than the use of the Internet. In the last months the EAAE website has been updating its contents. The objective is to make available the most important documents that show the EAAE and its history. It is very important to have all this knowledge open to everybody, both to our old members and to those who have joined us recently.

### **News Sheet**

The News Sheet has from the beginning been the most normal way for our members to get information about the association.

Unfortunately, issue numbers 1, 2 and 6 have not been found. The oldest issue we have is number 3 from 1979. It is a four page document inviting all members to participate in the 7th International Forum of the European Association for Architectural Education to be held in Berlin in November 1979.

### **Transactions**

We have begun a similar effort to gather all the information related to EAAE Transactions. These are books, conference proceedings, texts on architectural education, workshops, etc, material that clearly indicates that the EAAE has a long history. About thirty titles complete this collection. Some of them can be accessible on the Internet, but it is necessary to provide a simple and clear way to reach also these documents through the EAAE Website.

### **Member update**

We are trying to have our member list as updated as possible. It is not only presented as a list of schools. The new 2006 EAAE E-guide provides accurate and updated information about our member schools. The E-guide is not only available on our website, but is linked to each school and two pages are allocated for each member school. It is a big improvement to have the E-guide connected to every school as this allows us to immediately correct any error or add additional information.

### **News**

Announcements, events, links, news from the Council and the Project Leaders, etc will always be a vital part of the site. Visits to our website have started to grow, but we are dependent upon your interest and the information you can offer.

In order to increase the number of visits to the site, it is necessary to have links that refer to it, and it should start from the members' websites. It means that every member's website should have a link to the EAAE site, just as the EAAE site has a link to every member's site. This way, most of the staff and students of your school will have an easier way to reach our site. We would therefore kindly as you to put our link on your website.

If you think important material is missing or should be added to our site, please contact us. Your help and collaboration is essential. The EAAE also invites you to use the site as a discussion platform for architectural education.

## EAAE-ENHSA Conservation Teachers' Sub-network

Genoa, Italy, 18-20 October 2007

### Teaching Conservation/Restoration of the Architectural Heritage

EAAE Council Member, Stefano F. Musso

New EAAE Council Member Stefano F. Musso (Italy) will be responsible for the EAAE-ENHSA Conservation Teachers' Sub-network, and he is now, for the second time, announcing a thematic network workshop – Teaching Conservation/Restoration of the Architectural Heritage: Goals, Contents and Methods – which will take place in October 2007 in Genoa, Italy (see issue n.78 p. 13). A final programme for the workshop will be sent to all the European schools of architecture before July.

Stefano Musso hopes that the workshop will attract as many educators of conservation/restoration as possible. The workshop will, in fact, function as a social platform for getting to know colleagues who share similar interests. It will investigate a broad number of issues and look into the similarities and differences in the contents and pedagogy of teaching within the field of conservation/restoration of architectural heritage. It is important to organize the event in a comfortable and efficient way, so that those who intend to participate respond as soon as possible by sending the registration form which will then be sent to the organizers together with the programme.

#### Agenda

The workshop constitutes a further initiative and a new start of the Thematic Network on Conservation within the EAAE and ENHSA. Previous activities within this framework have been held in 2004 and 2006 in Leuven coordinated by Herman Neuckermans, and their results have been published in the EAAE "Transactions on Architectural Education" no 21 and 31. From now on, this sub-network will have Stefano F. Musso as project leader. This new workshop will take place at the School of Architecture in Genoa, Italy, on October 18 to 20. The main objective of this first workshop is to bring together educators in conservation in the widest sense of the word, at least for the moment, from various European schools of architecture so that:

- they can investigate together the similarities and differences in the contents and pedagogy of teaching within the field of conservation/restoration of architectural heritage;
- they can examine the ways in which the teaching of conservation/restoration fits into the

curricula of different schools with regard to timing, teaching hours and breadth of studies on the subject;

- they can critically compare educational objectives and strategies implemented by the schools in relation to conservation/restoration teaching;
- they can exchange ideas and thoughts on new teaching methods and discuss the rational encompassing the teaching of conservation/restoration in the education of an architect.

In order for the workshop to meet these objectives, it focuses on dialogue and debate rather than on paper presentations, even though papers can be sent and will be published according to the recommendations attached to this document. The workshop is therefore organized around four sessions, where each one deals with a specific question.

These questions are described in the attached document. Two invited guests will start every session with brief presentations of its questions and a synthesis of the answers that you will eventually have provided when sending us the posters of presentation of your school. The rest of the time is left for free discussion.

To facilitate the discussion and to complete the exchange of ideas and experiences, it is of vital importance for us to have the posters of every school that participates in the workshop. The posters will be exhibited parallel with and during the workshop so that they can offer information and constitute the reference points during the discussions.

Each participant, in addition, can send her/his contribution to the organizer about one or more topics in the form of a text (.doc or Pdf format) with 25,000 characters as maximum and A4 10 pages. The paper can contain B/W or Colour Images in JPG format, with 300 DPI resolution, not exceeding the maximum number of pages.

The final outcome of the workshop will be a publication which will include all the items that have been submitted by you as well as the conclusions of the event. This outcome will be distributed to all European schools of architecture.

### **Programme**

**Preliminary Structure of the Workshop** The workshop will consist of four sessions, each of which will discuss a particular question. Going into depth with each one of them, it is expected that during the workshop the differences and the similarities of the contents of conservation/restoration teaching and the ways it is taught in different schools all around Europe will have been identified. The questions of each session are the following:

#### **Session 1. What is thought about conservation/restoration and why?**

Thursday afternoon, 18 October 2007 - 3 to 7 p.m.

This session will deal with the contents of teaching within the wide field of conservation of our architectural heritage. The first issue could, in this perspective, be an attempt to clarify the boundaries and the limits of what we intend for "heritage", but also about the interpretations we have of ideas, concepts and activities like, for instance, those identified by the words: preservation, conservation, restoration, etc. Other related questions are, for example: what do we teach in this field at a school of architecture? Which themes do we choose, what are the priorities we set, and what choices do we make about them? Which are the theoretical and technical principles that govern the organization of conservation/restoration courses? Which are our educational objectives when we design and manage these courses? Briefly: the discussion deals mainly with what we teach and why we teach it.

#### **Session 2. How do we teach conservation/restoration?**

Friday morning, 19 October 2007 - 9:30 a.m. to 1:30 p.m.

This session deals with one of the most important issues in the teaching of conservation/restoration: its pedagogy; not only the teaching methods in terms of effective knowledge transfer, but also its synergy with other subjects that are part of the curricula, with emphasis both on theoretical and studio design teaching. Could the care and restoration of our heritage, within the different interpretations and definitions we propose for it, be taught in a design studio and within which

limits and requirements? What is the role of other subjects in our teaching activities? What is the role of the so-called "humanities" and, on the other hand, that of the different "scientific and technical contributions"? In other words: what is the contribution of history, not only of architecture, for example? What is that of the construction sciences and techniques? What are the roles of the materials technology and sciences, or of chemistry, physics and so on? Is our teaching activity mainly intended to create competences and capabilities "to know", "to understand" and "to judge" (analysis, diagnosis, etc.), "to do" (intervention), or whatever else about the objects of our interest and care? What are the present and more diffused views on this issue?

#### **Session 3. Who teaches conservation/restoration?**

Friday afternoon, 19 October 2007 - 3 to 7 p.m.

This session would investigate to discover who teaches the subjects we are dealing with in our schools of architecture? What should be the teacher's background in this field in order to enable him/her to reach the objectives of his/her job? What kind of experience should he/she have? What is the situation of schools of architecture today in relation to these themes and issues? How do colleagues of different disciplines collaborate on developing the teaching and formative activity in this complex field?

#### **Session 4. When and to what extent do we teach conservation/restoration?**

Saturday morning, 20 October 2007 - 9:30 a.m. to 1:30 p.m.

This session will discuss the distribution of teaching in the duration and organization of the studies to become an architect. How does this distribution occur? In what year and in which kind of curriculum should the themes related to the preservation, conservation and restoration be introduced and to what extent? How far should these subjects go in a school of architecture? How will different subjects in this complex thematic field be prioritized? How will our teaching be related to the teaching of other subjects in architectural education?

#### **Closing Session. Dynamics and Tendencies**

Saturday afternoon, 20 October 2007 - 3 to 5:30 p.m.

This session will attempt to make a synthesis of all previous sessions in order to draw some conclusions towards directions in which schools of architecture can move, the emerging models applied in the pedagogy of the subject, or a way of mapping these models. In the context of this discussion, the future of the network of conservation/restoration teachers will schedule its future activities.

#### Social activity and visit to the Historical Centre of Genoa

Sunday, 21 October 2007

#### Guidelines for Poster Presentation

The posters have to be presented in a concise form following the way schools answer to the four questions (please see below and the attached proposed structure of the workshop). For comparability to be possible, we kindly ask you to present your answers to the questions posed in the distinct areas that you see below. Our intention is not to define strict guidelines with regard to the structure or the layout of the posters, but mainly to ensure a basic uniformity, useful for their presentation, legibility and final publication. Every school will present the teaching of conservation/restoration that occurs in their school on two ISO A1 (22.4 x 33.1 inches / 594 x 841 mm). posters as maximum, in portrait format. Each one of them must include the name of the school and the country of origin in block capitals. It would be convenient if the answers to the questions follow the sequence that has already been allocated in the programme of the workshop for the discussions.

A sample of this sequence is the following:

- What and why What are the contents of conservation/restoration teaching in your school, and what are the educational objectives that drive this choice? Please do not exceed 150 words.
- How What are the educational methods and pedagogic strategies implemented in your school for the teaching of conservation/restoration? How is that related to studio teaching? Please do not exceed 250 words.
- Who What are the qualifications of your school's staff (permanent and not) that teaches

conservation/restoration? Please do not exceed 150 words.

- When and to what extent What is the teaching hours of conservation/restoration in your school. What is the depth into which the teaching of conservation/ restoration delves? Please do not exceed 150 words.

#### Expected Reforms

What is your school's mission statement about the teaching of conservation/restoration? Please do not exceed 150 words.

We kindly ask you to include in your presentations some students' work samples through which one could get a good picture of the contents of the course you are describing. The photographs, sketches, or any other visual material could be introduced in one of the two posters or they can be inserted in between the text, as you prefer.

You are kindly requested to either send them by e-mail, in PDF format (in this case we will print them), not later than 15 September 2007 or to bring them, already printed, to the workshop venue, in the morning of 18 October 2007.

#### For the papers

We would be most grateful if you could e-mail them not later than September 15th 2007, so that the session chairpersons will have time to prepare and organize the debate

All the materials must be sent to the following addresses:

conservation07@arch.unige.it  
etienne@arch.unige.it ■



## Call for the Sixth EAAE-ENHSA Construction Teachers' Sub-network Workshop

Faculté Polytechnique de Mons, School of Architecture, Mons, Belgium, 22-24 November 2007

### Emerging Possibilities of Testing and Simulation Methods and Techniques in Contemporary Construction Teaching / *Possibilités émergentes dans les méthodes et techniques de simulation et d'essai pour l'enseignement de la construction contemporaine*

EAAE Council Member, Maria Voyatzaki

Contemporary architectural education in Europe, to a greater or lesser extent, has not encapsulated in its teaching practices of advanced testing and simulation methods. Despite the technical possibilities and potential of the existing advanced technological infrastructures, schools of architecture use digital technology mostly at the level of representation or of morphogenesis.

There is, however, a great deal of innovation on contemporary construction in the building industry regarding the simulation of reality and the control over the behaviour of forms, structures and materials, their aesthetics, loading conditions, environmental particularities and properties before their materialisation.

These changes impose on the design process new logics that support parametrically the design-construction choices within a flexible and continuously changing context of decisions and constraints.

These logics enable a direct control of the constraints that affect the materiality of a building and of the possibility to get direct feedback for potential errors, problems, as well as the potential advantages in the ways certain parameters can be manipulated.

These new approaches to the production of the built environment render design as a process of continuous testing and put the term 'testing' on the pedestal of the contemporary design process as a crucial keyword. Moreover, the development of simulation techniques has allowed for the significant convergence of the design process with construction.

From the static, timely, costly, passive, tedious and inaccurate simulation of reality that physical modelling has served until recently, we are nowadays in a position to simulate reality dynamically in no time, at the cost of the digital infrastructure (that schools of architecture and architectural practices possess) but above all interactively and accurately.

Interaction and accuracy could be considered the most important characteristics of contemporary simulation and modelling as they directly involve

*L'enseignement de l'architecture contemporaine en Europe n'a pas intégré dans ses pratiques d'enseignement les méthodes avancées de simulation et d'essai. En dépit des possibilités et potentiels techniques des perfectionnements qu'offrent les infrastructures technologiques existantes, les Ecoles d'architecture utilisent principalement la technologie digitale pour la représentation ou la morphogénèse.*

*L'innovation est pourtant importante au sein de la construction contemporaine dans l'industrie de la construction pour ce qui est de simuler la réalité et le contrôle du comportement des formes, des structures et des matériaux, de leur esthétique, des conditions de charge, des particularités et des propriétés environnementales, et ce, avant la matérialisation.*

*Ces changements imposent au processus de design de nouvelles formules mathématiques qui soutiennent paramétriquement les choix de design-construction à l'intérieur d'un contexte de décisions et de contraintes flexible et en changement continu. Ces formules mathématiques permettent de contrôler directement les contraintes qui affectent la matérialité d'un édifice et d'obtenir un retour direct d'information quant aux erreurs et problèmes potentiels, mais aussi quant aux avantages potentiels de pouvoir manipuler certains paramètres de diverses façons.*

*Ces nouvelles approches en matière de production de l'environnement bâti font du design un processus d'essais continu et placent la notion d'essai sur le piédestal du processus de design contemporain en qualité de mot-clé essentiel. En outre, le développement des techniques de simulation a tenu compte de l'importance de la convergence entre le processus de design et la construction.*

*D'une simulation de la réalité qui, de par son mode de réalisation physique, était jusqu'à récemment statique, en temps dû, coûteuse, passive, fastidieuse et manquait de précision, nous nous trouvons aujourd'hui dans une position où nous pouvons simuler la réalité de manière dynamique, en un rien de temps, pour le prix d'une infrastructure digitale (dont disposent les Ecoles et les Cabinets d'architecture), mais avant tout avec l'interaction et la précision voulues. On pourrait dire que l'interaction et la précision sont les caractéristiques les plus importantes de la simulation*

the design team with the dynamic forms/structures that emerge and allow for their freezing, modification and through computation to the actual prototype building and eventual manufacturing.

Architects more than ever have more control over the building process. Simulation through computation and model building offers greater control of the construction of their ideas that derives from the digitally produced design information that can automatically become construction information 'through the processes of data extraction and exchange'.

Models are capable of consistent, continual and dynamic transformation and replace the norms of conventional processes.

Analytical computation techniques have shifted the value system of the design process from modularity to variability, from singularity to multiplicity, and finally from mass-production to mass-customisation. Designers no longer 'create form' but 'find form' from an infinite spectrum. Moreover, analytical computation techniques accurately perform structural, energy and fluid dynamics, airflows within and around a building and dynamic behaviours of other fluids such as smoke, water, etc.

The use of 3-D and 4-D models software releases all necessary qualitative and quantitative dimensional information for the design, analysis, fabrication and construction, assembly and sequencing. Models are used for conceptual, formal and tectonic exploration. The debate of the irreplaceable tactility of physical modelling comes to support rapid prototyping which is an affordable opportunity to investigate design iteratively with physical modelling.

The outcome of the design process is no longer a simulation that differs dramatically from the characteristics of the real building and functions primarily as representation. On the contrary, the design outcome encapsulates with great accuracy the characteristics of the building that is being designed and can be directly manufactured. These fundamental changes in the domains of design and construction, as expected, demand a different work environment, knowledgebase, priorities and certainly values which will legitimize and reflect all the above.

Are the ways, methods and practices we employ to teach construction friendly and welcoming to these new changes? Do we give our students the

*et du modelage contemporains puisqu'elles impliquent directement l'équipe de design avec les formes/structures dynamiques émergentes et qu'elles permettent de s'arrêter sur l'image, d'effectuer des modifications et par calcul informatique de construire le prototype en question et éventuellement de le fabriquer. Les architectes contrôlent plus que jamais les processus de construction. La simulation à travers les calculs et la construction de modèles offre un meilleur contrôle de la construction des idées qui dérivent des données de design générées numériquement et automatiquement transformables en données de construction à travers le traitement de données extraites et échangées'. Les modèles sont capables de transformations cohérentes, continues et dynamiques et remplacent les normes des processus conventionnels.*

*Les techniques de calcul analytique ont modifié le système de valeurs du processus de design, de modulaire à variable, de singulier à multiple, et finalement de production de masse à personnalisation de masse. Pour les designers, il ne s'agit plus de 'créer la forme' mais de 'trouver la forme' à partir d'un spectre infini. De plus, les techniques de calcul analytique réalisent avec précision des dynamiques pour les structures, l'énergie et les fluides, les flux d'air à l'intérieur et autour des édifices et les comportements dynamiques d'autres fluides tels que les fumées, l'eau, etc. L'utilisation de modèles 3-D et 4-D dégage toutes les données dimensionnelles qualitatives et quantitatives nécessaires au design, à l'analyse, à la fabrication et à la construction, à l'assemblage et au séquençage. Les modèles servent à l'exploration conceptuelle, formelle et tectonique. Le débat sur l'irremplaçable qualité tactile du modelage physique en vient à soutenir les prototypes rapides qui offrent une opportunité abordable pour étudier le design de façon itérative grâce au modelage physique.*

*L'issue du processus de design n'est plus une simulation qui s'avère totalement différente des caractéristiques réelles de l'édifice et de ses fonctions, essentiellement sous forme de représentation. Au contraire, l'issue du design intègre avec une grande précision les caractéristiques de l'édifice qu'on est en train de dessiner et peut être fabriquée directement. Comme on peut s'y attendre, ces changements fondamentaux dans les domaines du design et de la construction demandent un autre environnement de travail, une autre base de connaissances, de priorités et bien entendu de valeurs, qui puisse légitimer et refléter tout ce qui précède.*

*Est-ce que notre façon d'enseigner la construction, est-ce que nos méthodes et nos pratiques sont conviviales et ouvertes à ces changements ? Est-ce que nous*

possibility to enter a labour market which is rapidly adopting, and is orienting itself towards the extensive use of these new techniques and logics?

Are the traditional teaching methods and techniques capable of receiving this new context, or do they need an overall reassessment? What infrastructures do we need to have, and how close to the building industry do we need to get? What is the cost of such adaptation and what is our benefit? What examples have developed that could inform us about their effectiveness, the problems and the possibilities that they have created, firstly to our students' competences and skills, and secondly to the dynamics of our teaching? How do students respond to such innovations, what are the learning modes and patterns, what are they capable of doing with what they learn?

The workshop wishes to open up a debate among construction teachers on the above questions with the aim to inform, as well as to develop a forum for the exchange of ideas with a critical spirit and a good will to synthesise views which will neither approach the new defensively, nor will they see the old aggressively, but will comprehend the importance of collaborations as a presupposition for new educational experiences and academic knowledge.

The debates will develop on five thematic areas, each one of which will elaborate on the teaching examples of testing and simulation in construction teaching with special emphasis on topics of:

- form and structure,
- the environmental control,
- the materials and
- the building components.

Invited speakers will address the issue of testing and simulation on each of the above areas.

Extended abstracts of 300 words must be sent to [mvoyat@arch.auth.gr](mailto:mvoyat@arch.auth.gr) no later than 20 September 2007.

For more information please visit [www.enhsa.net](http://www.enhsa.net) or email at [mvoyat@arch.auth.gr](mailto:mvoyat@arch.auth.gr) ■

*fournissons à nos étudiants la possibilité de s'engager dans un marché du travail en mutation rapide et orienté vers l'usage extensif de nouvelles techniques et données mathématiques ?*

*Est-ce que les méthodes d'enseignement et les techniques traditionnelles sont capables de recevoir ce nouveau contexte ou est-il temps d'entreprendre une réévaluation générale ? De quelles infrastructures avons-nous besoin et jusqu'à quel point devons-nous nous rapprocher de l'industrie de la construction ? A quel coût se fera cette adaptation et quel bénéfice en tirerons-nous ? Quels exemples pourraient nous informer de leur efficacité, des problèmes et des possibilités qui sont apparus, en premier pour les compétences et le savoir-faire de nos étudiants, et en second pour la dynamique de notre enseignement ? Comment nos étudiants répondent-ils à de telles innovations, quels sont les modes et les structures d'apprentissage, que sont-ils capables de faire de leur savoir ?*

*L'atelier souhaite ouvrir un débat parmi les enseignants en construction sur les questions ici présentées dans le but d'informer et aussi de développer un forum ouvert à l'échange d'idées dans un esprit critique et une volonté claire de faire la synthèse des points de vue qui se refusent à la défensive à l'heure d'approcher tout ce qui est nouveau et ne portent pas de regard agressif sur ce qui est ancien, mais qui comprennent l'importance de collaborer comme condition préalable à de nouvelles expériences dans l'enseignement et le savoir académique.*

*Les débats tourneront autour de cinq domaines thématiques, chacun d'eux sur les exemples éducatifs d'essais et de simulation dans l'enseignement de la construction avec une attention spéciale aux champs suivants :*

- forme et structure,
- contrôle de l'environnement,
- matériaux et
- composants des édifices.

*Les débatteurs invités traiteront les questions des essais et de la simulation dans chacun des champs susmentionnés.*

*Vous pouvez soumettre vos sujets en 300 mots à l'adresse [mvoyat@arch.auth.gr](mailto:mvoyat@arch.auth.gr) avant le 21 septembre 2007.*

*Pour plus d'information, merci de visiter le site [www.enhsa.net](http://www.enhsa.net) ou de vous informer à l'adresse [mvoyat@arch.auth.gr](mailto:mvoyat@arch.auth.gr) ■*

## Profile: Facultad de Arquitectura y Urbanismo (FAU), Universidad de Chile

Interview with Director Hernán Marchant Montenegro, Facultad de Arquitectura y Urbanismo (FAU), Universidad de Chile, Santiago, Chile

The School of Architecture (at FAU) belongs to the main national university, the Universidad de Chile. It is the oldest and biggest school of architecture in the country with around 1,000 students and about 150 teachers.

Since 1849 more than 4,500 architects have acquired their diploma at the school, which is located on the Andrés Bello Campus in Santiago city centre close to Avenue Alameda between Santa Lucia and Baquedano. The school occupies an ancient market compound made up of six old buildings and covering an area of more than 2 hectares.

The campus hosts two faculties: the Faculty of Architecture and Urbanism and the Faculty of Economics. The first-mentioned consists of three schools: architecture, design and geography.

Architect Hernán Marchant Montenegro is a professor at the FAU Universidad de Chile, from where he graduated in 1975. He holds a Master's Degree in Architectural History from Université de Paris-Sorbonne (2002) from where he is presently studying for a Ph.D. in Art History.

From 2000 to 2002 Marchant was head of the design department at the FAU Universidad de Chile, and from 2003 to 2005 he was academic head of the same faculty. Since 2003 he has been director of the Mecesup UCH 0217 Project at FAU.

In addition to pursuing his academic career, Marchant has also worked as a practicing architect. For a number of years he worked in France at Marcel Breuer & Associates and at OTH International in Paris. In 1987 he opened his own studio in Santiago, Chile.

Marchant is a frequent participant in EAAE events. EAAE News Sheet Editor Anne Elisabeth Toft spoke with him at the 9th Meeting of Heads of European Schools of Architecture which took place in Chania, Crete, from 2 to 6 September 2006. The interview below was made as an e-mail interview in May 2007.

### What does it take to become an architect in Chile?

Students have to complete a 10 semester programme of architectural studies plus one year to fulfil the diploma requirements which allows them to practice without any further constraint.

Only a small quantity of schools in Chile is proposing a 5 years programme.

### How many schools of architecture and design are there in Chile? Where are they situated?

There are 44 schools of architecture in Chile imbedded in faculties, belonging to 34 different universities: 9 of them are national universities, and 25 are private universities. FAU belongs to Universidad de Chile which is the main national university. There are 16 schools of architecture in Santiago, 7 schools in Valparaiso, 6 schools in Concepción, and 15 others in different cities across the country from Arica to Punta Arenas.

### Can you study architecture and design at the same schools?

You can study architecture and design in the same faculty but they are always different schools.

There are a few schools that propose a common first year of studies for architecture and design.

### Are most of the schools of architecture affiliated to technical universities or to academies of fine arts?

Schools of architecture are not affiliated to technical universities or to academies of fine arts, because there are only 2 technical schools and 1 of fine arts, and they are very specific.

### In what way does Facultad de Arquitectura y Urbanismo differ from other schools of architecture in Chile?

Being the oldest, the biggest and the main national university probably does that the greatest singularity of the school is its diversity:

Diversity of architectural currents, given by the liberty each teacher has to exercise in his teaching duties, and the parallel teacher system (two or more course teacher options).

Diversity of curriculum given by the possibilities that students have to choose an important number of elective courses in four different areas of knowledge: history and theory, urbanism, design, and technology.

Diversity of students: being a national university, we attract individuals of very diverse origin and social and economic conditions: students from exclusive private schools, the public educational system, and bilingual schools from Santiago to the farthest regions of the country.

**What degrees do you offer at Facultad de Arquitectura y Urbanismo?**

Bachelor in architecture, design and geography  
Professional diploma in architecture, design and geography and master's degree in urbanism, geography, social housing, and building management.

At the moment, the Faculty of Architecture at the Politécnica de Madrid is organizing a PhD programme on behalf of the Facultad de Arquitectura y Urbanismo.

**Please tell me about the historical background of the school. When was it established? Which professional tradition is it based upon?**

In 1849 the first class of architecture in Latin America was by law established in Chile headed by Claude François Brunet Debaines who had been hired in France to become the government architect.

Ten years later, in 1859, an arts section including painting, architecture and sculpture, was added to the University of Chile

The University Council in 1896 approved a three-year programme for the course of architecture. The plan contemplated subjects given by the School of Fine Arts and by the Faculty of Physics and Mathematics, which was responsible for its tuition and granted the corresponding diploma.

In 1901, a four-year programme was approved. It was later extended to five years through a decree by the Ministry of Public Instruction enacted in 1924.

Until 1944 the School of Architecture was part of the Faculty of Engineering. The same year the Ministry of Education created the Faculty of Architecture.

In 1964 the Faculty was christened "Facultad de Arquitectura y Urbanismo", a title which it holds to this day. Since 1996 it has hosted a school of design with two orientations (industrial design and graphic design), and in 1978 a new department and a School of Geography were also included.

Finally, in 1985, the present structure of the Faculty of Architecture and Urbanism, based on schools, departments, institutes and centres, was approved.

In synthesis our professional tradition is from the beginning based on a mixture of beaux arts and polytechnic education.

**Does the teaching take place in units, or are the students given individual project guidance? What is the student/teacher ratio?**

Each course is imparted by at least two or more parallel professors in charge of 25 to 50 students.

Studios have a maximum of 30 students, except in the first year of study where they have 40.

Students have individual project guidance, and the student/teacher ratio is about 10/1.

**Has the mode of teaching changed because of the technological development in recent years?**

In the last four years we have been running a research project financed by the World Bank in a programme of the Education Ministry called "Mecesup".

The main goal of this project is the modernization of teaching through the introduction of digital and technological resources.

We have developed three main issues:

- Stimulate communications through the introduction of open source platforms such as Moodle that increases the virtual exchanges between students and teachers, and in a second phase starts the development of e-learning.
- Introduce databases by creating a portfolio database to analyse the trajectory of each student during his career, and building specific databases for each knowledge area.
- Increase experimentation by updating teachers in technological matters. A second stage proposes experimental research on new pedagogical methods using new technologies.

**Please tell me about the research done at your school. How is it administered and how is the research of the school integrated in the teaching?**

The faculty has proposed priority areas with their respective investigative lines, which are the following:

Architectural design as a development factor: sustainable architectural design, social housing, and product design.

Rural and urban, local and regional scale land planning: design and planning of human settlements and environment; rural habitat and ecosystems; landscape design and prospective design.

Identity, preservation and development of national cultural, architectural and urban heritage: preservation of architectural heritage in the urban centres and rural areas of the country, specifically Chiloé, Easter Island and the communities of the Chilean highlands and other indigenous groups.

Development of scientific and artistic creativity in the field of habitable spaces: Innovative creativity through cybernetic operation and information systems.

In an effort to strengthen the research programme of the faculty, the Housing and Planning, History of Architecture, and Experimental Building Institutes were created in 1952, and later substituted by the Easter Island Institute (1978), and Housing and Architectural Restoration Institute (1984).

The faculty's research field has grown by incorporating the Department of Geography in 1978 and reopening the School of Design in 1996, permitting an empowerment of the investigative activity.

In 1982 an institutional impulse was given with the creation of the Direction of Investigation whose function has been carried out since 1991 by the Investigation Unit dependent on the Academic Direction.

Finally, in 1993 the Priority Investigation Fields of the Faculty of Architecture were defined, and in the year 2000 an Internal Investigation Contest System was organized, specifically orientated towards those initiating their academic carrier (instructors and assistant professors) and maintaining stable relations with the faculty. The objective of these contests is to contribute to the forma-

tion of interdisciplinary work teams between the academics of different departments and institutes, considering the existing affinity advantage amongst them towards the priority fields of the faculty..

**In a number of European countries it is free to study at institutions of higher education. The students also receive financial support from the government for their studies. Is it expensive to study at Facultad de Arquitectura y Urbanismo? What does it cost to study at the school?**

Until 1981 it was free to study at the FAU. Since then, however, students here have paid a tuition fee just like at all the other national or private universities in Chile. The annual fee is about 3.000 Euros, which is very expensive for the families from medium and lower income groups in Chile. The gross national income per capita was \$5.870 in 2005.

There is credit from the government and from private banks.

**Are there many young people who apply for admission to the architectural studies in Chile?**

In 2006 about 2,500 young people started architectural studies.

That means 7% of the global number of students in the Universities.

Until last year we had close to 1,000 candidates for 180 vacancies in the first year of the school of architecture.

Nowadays, interest is decreasing very quickly to about 25% last year, because of unemployment, a result of there being too many new, young architects. The 44 schools of architecture provide about 1,000 new architects every year in a country with 16,500,000 inhabitants.

**Is there a high rate of unemployment among newly educated architects in Chile?**

There are no valid studies of unemployment among newly educated architects.

There is a hidden unemployment that is solved by activities in other areas indirectly related to architecture.

The average income of an architect with four years' experience is about 1,000 Euros.

A first job salary for a new architect is about 500 Euros (minimum salary is about 170 Euros).

**What does it require to become a teacher at one of the schools of architecture in Chile – does it for instance take an examination within the field of education?**

To become a teacher you must be an architect or have an equivalent degree within your speciality.

Recently, a new condition has been added: to become a member of the academic staff, you need to have a master's or PhD degree.

**What is the structure of the faculty like? Does the academic staff participate actively in school politics?**

At the head of the faculty is the dean. He is assessed by a faculty council and an advisory committee.

There are three main administrators: a vice dean, a head academic and students' affairs administrator, and a head economic and administration affairs administrator.

The faculty has four directors for the schools of architecture, design, geography and post-graduate; and five departments: design, history and theory, building technology, urbanism and geography.

Then finally three institutes: architectonic restoration, Easter Island studies and housing.

The academic staff participates in school politics in the Faculty Council represented by the directors of each unit and 5 elected representatives.

**What is the average age of the academic staff at the school? Is it similar at other schools of design?**

There is no obligation to retire once you have reached the retirement age (65 for men and 60 for women). Because of this, the teachers' average age is high, 52 years, and recruitment rate is low.

As the private schools were established about 25 years ago, they have a lower average age.

**How many female professors are there at Facultad de Arquitectura y Urbanismo? (Is it similar at other schools of design in Chile?)**

The academic staff of our school of architecture is composed as follows:

33 full time academics, 36 half-day academics and 70 part-time academics.

43 of 139 are female professors.

Other schools of design have less female participation.

**In what way and how often is the students' work evaluated?**

The student's work in all courses is assessed with a scale from 1.0 to 7.0.

In studies on the initial levels, work is assessed with a concept; Distinguished, Passed, Not Passed, etc. That is only to give a reference of what the student's progress is, due to the fact that it is not always possible to evaluate in terms of an exact grade.

The final project or exercise is considered of greater importance in terms of evaluation, as the intention is that through it, it should be possible to measure the progress and maturity of the student after having been instructed and guided throughout the semester.

There are also some common evaluation processes at least once a semester with a jury.

In the case of the subject courses, there are periodical written evaluations such as tests or papers which are predetermined each semester by the school.

**To what extent does Facultad de Arquitectura Urbanismo adjust its teaching to the continuous changes within the profession and within society?**

In the last ten years the school has made a big curricular adjustment.

Given the explosive expanse of knowledge, the school organised its Course Plan in three consecutive stages, structured on the basis of curricular activities, obligatory and elective, whose objectives and programmatic contents are oriented to give the basic and specialized formation of the discipline.

The basic formation is guaranteed by obligatory subjects in an annual regime at the initial stage and by semester in the advanced and professional stages.

The specialized formation is taught as elective courses that cover different areas of knowledge in the architectural discipline.

This plan is complemented with General Education courses that can be taken at any faculty of the Universidad de Chile, following the internal requirements of the School of Architecture.

**What is the relationship like between Facultad de Arquitectura Urbanismo and the trade and industry? Is there any kind of direct cooperation?**

The principal connection is produced by the participation of practicing architects in the educational process.

Being a national university, our school is very highly oriented towards solving real problems and social issues related with architecture.

The three institutes: housing, architectonic restoration and Easter Island studies are directly connected with the communities, working in practical and theoretical studies that involve our students.

**Has Facultad de Arquitectura Urbanismo established any kind of educational cooperation with other schools of architecture in Europe and the U.S., and if so - which ones?**

Since 1998, the school opened its doors to student mobility. Before that the students were supposed to carry out their studies here at the school.

Nowadays, the following exchange programmes are currently active that allow studying abroad for one or two semesters:

- Chilean Universities, members of the Consejo de Rectores (state)
- Pontificia Universidad Católica de Chile
- L'Ecole d'Architecture de Paris-Belleville, France
- L'Ecole d'Architecture et de Paysage de Bordeaux, France
- Städtebauliches Institut U. Stuttgart, Germany
- Tampere University of Technology, Finland
- Istituto Universitario di Architettura di Venezia, Italy

- Universidad Politécnica de Madrid, España
- Universidad de Alcalá de Henares, España
- University of California-Berkeley, USA
- University of Montreal, Canada
- Universities of Australia and New Zealand

Besides, through the programme of free international students, the school takes 8-10 students per semester from diverse foreign Universities.

**What, in your opinion, is the main challenge facing architecture today? Is globalisation the dominant question?**

Architecture should face the challenges that modern life has brought: We live longer, and public spaces and community spaces in buildings are not prepared for people's leisure.

Internet and the massive use of technology, computers, cell phones, etc. have changed the practices in work and in social relationships.

New forms of production are changing the professional practices.

Architecture should readapt the building programmes with these new issues dominating technology rather than being dominated by technology; we probably need to think that "less is enough".

Globalisation is a worldwide tendency that architecture must take as an opportunity we never had before. Speaking about appearances, "globalisation" is not a real new challenge. Taking one example out of thousands, let us consider Palladianism. It has been exported/imported/re-exported for decennia in the whole occidental world. Good architects interpreted and adapted the "principles" guiding their design, but lots of others were just copy-cats and never knew why they were doing it.

As long as architects develop, by doing, using principles to guide their design, and if we recover the main issues of early modern architecture, taking care of local conditions and differences, we probably do not need to fear the globalisation effect. (Crossing practice by theory and theory by practice)

To maintain the richness of different identities is the main challenge to face: keeping local, being global, blending modern issues with traditional roots.



**What is the primary agenda for you and your school in the near future?**

Sustainability is a major issue that we will not solve if we are not able to form students with a renewed sensibility to respect nature and community problems.

Technology in our Latin American countries means the use of “low-tech and high-thinking”.

Nowadays, architects and teachers in the USA are concerned with the use of BIM (Building Information Modelling). Technology gives to architecture “a new twist on the future of design” as James Cramer says in his new book “The New Architect”. These new technological changes are irresistible for the future of the profession, but teaching and education have not yet solved this challenge for architects to avoid becoming “copy-paste” practitioners if we do not give them the fundamental tools in design, teaching the “Design Thinking” as Marvin Malecha does at the NC State College of Design.

Finally, I think that as teachers, we must solve the problems of integration and “transversality” of learning and knowledge.

In our school we should have a common and transversal first year of design, architecture and geography based on a common “project methodology”.

We need to integrate in the core of our curricula the new “active” teaching methodologies: project based methodology, study case methodology and problem based methodology.

Project based learning should have two complementary aims (J.-F. Mabardi):

“The first one leads the student to mastering professionally the design processes and procedures”

“The second one leads the student to becoming autonomously able to think, to assess, to chose, to decide and to actuate beyond the professional limits; to organize a teaching/learning process through the project.”

It is time to put into practice what Montaigne wrote more than four centuries ago: “Mieux vaut une tête bien faite, que tête bien pleine”. ([...] rather a well-made than a well-filled head<sup>1</sup>) ■

**Notes and references**

- 1: Essays by Michel de Montaigne translated by Charles Cotton;  
<http://oregonstate.edu/instruct/phl302/texts/montaigne/montaigne-essays-1.html#II>.

## EAAE Meeting with Catalan Deans

Barcelona, Spain, 10 November 2006

### Report

EAAE Council Member, Ramon Sastre

Taking advantage of the EAAE Council Meeting to be held in Barcelona in the weekend 11 and 12 November 2006, the deans of the Catalan schools of architecture met most of the members of the EAAE Council and some project leaders.

This meeting took place at Col·legi d'Arquitectes de Catalunya (COAC), the Association of Catalan Architects, at its central building in the Cathedral Square, in the very centre of the city. The event was made more profitable because the meeting had a third point of view as a representative of the association's deans was also present.

Ramon Sastre, the local EAAE Council Member, and also member of COAC and former director of ETSAV, introduced all the attendants of the meeting and described the present situation of architectural education in the country.

In Catalonia there are six schools of architecture: four public and two private. They belong to five different universities, since two schools (ETSA Barcelona and ETSA Vallès) belong to the same university: UPC. These six schools are quite different and so are their problems and sometimes their interests. However, they are all very interested in having these meetings with the EAAE Council, since the adaptation of the Bologna structure has turned out to be a very difficult process with no clear end result at all.

ETSA Barcelona is the oldest school in Catalonia. It is more than 125 years old, and the largest one with more than 2,700 students. ETSA Vallès comes in second (more than 30 years old and 1,000 students). ESARQ (UIC) and La Salle Arquitectura (URL, two campuses: Barcelona and Tarragona) are the two private schools. They are about 10 years old and with a much smaller number of students. Finally, there are the new schools in Girona (UdG) and Reus (URV). They are two years old and complete the group of the six Catalan schools. The latter are both located about 100 km from Barcelona, north and south respectively.

Per Olaf Fjeld, President of the EAAE, opened the meeting by thanking COAC for allowing the use of their premises to hold the meeting and all the present schools for attending this event. He expressed his feeling that the EAAE is becoming an

institution in architectural education in Europe. In a time when some European directives are changing, it is necessary to find experts to assess their implementation and solve the inevitable problems as they appear. The EAAE with its history and the increasing number of members will become one of the entities of reference in this sense.

He added that all European schools can gain some advantage by belonging to an association that is joined by more than a hundred schools, and at the same time this fact will increase EAAE representation and influence within the field of architectural education.

The host of the meeting, COAC, showed its interest in being in touch with the schools of architecture since they are the origin of their future associates. They exposed their point of view and their concern for this relation because according to Spanish law, the students who pass their final project work in any school of architecture automatically become licensed architects, being able to design any kind of building or urban/regional plan. It has been this way always, but the increasing number of schools and students together with the new Bologna framework may alter this situation and this would affect architects' associations deeply.

On the other hand, schools were more worried about the way the studies of architecture are going to be designed within the Bologna frame. Subjects such as accreditation, bachelor and master, the time of experience before being licensed, etc. were put on the table and discussed with the EAAE members.

The meeting flowed easily and warmly. The reduced number of people and their seating around a table provided an excellent atmosphere and produced a fruitful meeting. Some of the deans had their first contact with the EAAE, while others have had a long relation with it. Everybody agreed, however, that these meetings should be repeated when possible.

The president of the EAAE thanked the attendants again for showing up for the meeting on a Friday afternoon in November and closed it at about 8 p.m. on 10 November 2006.

## Joint Meeting between the EAAE and the Nordic Academy of Architecture

Tallinn, Estonia, 27 April 2007

### Report

EAAE Project Leader, Ebbe Harder

Heads of schools and deans from the 12 Nordic schools of architecture (NAA) and representatives of the EAAE met at a joint meeting under the headlines "Challenges in European Architectural Education and Profession – The Nordic Model," hosted by Juri Soolep from the Faculty of Architecture, Estonia Academy of Arts, Tallinn.

The meeting took place in connection with the joint conference "Towards stronger creative disciplines in Europe."

The purpose of the meeting was partly to discuss the experiences accumulated from a regional, Nordic co-operation scheme, and partly the current European challenges of the architectural profession and architectural educations.

Carl Otto Ellefsen, President of NAA, presented the experiences of and the basis upon which the NAA functions. The NAA has existed since the beginning of the 1990'es and was originally a co-operation for increased exchange of students within the Nordic countries and an annual workshop for students and teachers.

Carl Otto Ellefsen pointed out that even though there are significant differences between both the conditions and the understanding of the architectural educations, there are also important and culturally based similarities in the educational and professional approaches. The pedagogical approach is similar, and in all of the Nordic countries architects and architectural educations have played an active role in establishing and implementing the social well-fare model, which all the Nordic countries' democracies support.

EAAE President Per Olaf Fjeld and former President James Horan spoke of the challenges that the educations face, how the EAAE acts and what the perspectives are in the EAAE co-operation with ACE (the Architects' Council of Europe).

Constantin Spiridonidis reported from the survey about the competences in the architectural educations and the priority of competences at various levels of study, which he has initiated.

In the following discussion the question was raised whether the EAAE can make use of the experiences made from the NAA as an inspiration for other European regions to a closed co-operation. The

EAAE is currently building a line of networks, rich in perspectives and professional themes: "construction", "conservation", "theory and history", "architectural and urban design", etc., and the reasons for strengthening these initiatives at a common European level are well founded.

The questions are, however, whether the very management and terms under which the architectural educations and research are based, would be suitable for a more formal and systematic discussion in a regional forum. The experience from the NAA could indicate that exchange of experience and discussions in such a regional forum are valuable and even able to lift the problem to both a European and global perspective.

## MACE

EAAE Council Member, Herman Neuckermans

### Report: Update from MACE

The MACE project in which the EAAE is participating is progressing well. Needless to recall that MACE has the ambition to federate many repositories of architectural learning objects all over Europe. The EAAE is participating in the project because of its dissemination capacities amongst schools of architecture in Europe. We have been asking the EAAE members who have a repository or who are planning to develop a repository, which can be shared with the colleagues and students all over Europe. The answers we received so far are being processed, and based on the results of a pilot project with one repository, guidelines will be prepared for those who want to join MACE.

In the coming months we will have an operational prototype, and we will present this briefly in Chania and then contact you again. In the meantime a MACE project website (<http://www.mace-project.eu>) has been set up, and a link has been established from the homepage of the EAAE to that site and vice versa. Federating the repositories will be done by harvesting the metadata (data describing the real data) into a central database and then dispatching the search results to the respective repositories / repository owners.

For the time being a prototypical case is being elaborated by mapping the metadata of DYNAMO onto the international LOM (Learning Objects Metadata) standard which allows central harvesting and search via the OAI-PMH (open archive initiative – protocol for metadata harvesting) standard. Several scenarios have been developed in order to find out which metadata are needed: content metadata, context metadata, usage metadata and competence metadata.

MACE has the ambition to enrich the metadata; this means to create more functionalities than merely consulting and straightforward searches. Therefore, MACE will create several widgets in the host repositories showing interesting related sites, annotated links (towards designers, architects, literature, architect's sites,...), location maps, related topics / projects, architects,...

The major task of the EAAE within its dissemination role in MACE is the organisation of an international conference. The focus will be on digital repositories in architectural education and most probably linked to the theme of e-learning. The

proceedings of the conference have to be published by month 24 of the project, i.e. Sept 2008. Given the fact that the EAAE is having its annual meeting in Chania in September and that the summer months are mostly a vacation period, we will organize the conference in the month of May, June or October 2008 in Leuven. More info will follow in the coming months.

Several collaborators are working part-time on the project for the partnership of EAAE/K.U.Leuven. EU funding covers part of the costs. Today the EAAE/K.U.Leuven team consists of Prof. Herman Neuckermans, partnership project leader and Prof. Ann Heylighen, who is taking care of DYNAMO. Mathias Casaer, software developer (who has developed the website of the EAAE), is working part-time on the translation of the DYNAMO metadata. Dr. Mario Santana, architect and UNESCO expert in conservation, is taking care of the website of MACE and the weekly video-conference. Ma. Arch. Jiun-De Chen is building the database of teachers for the EAAE in order to have a better penetration in the schools. Herman Neuckermans is organizing the conference and will do the database scouting on site.



## Architectural Design Teachers' Network Workshop

Vana Tentokali, Dr Architect, Associate Professor, School of Architecture, Aristotle University of Thessaloniki, Greece

## Teaching and Experimenting with Architectural Design: Advances in Technology and Changes in Pedagogy

School of Architecture University Lusíada, Lisbon, 3-5 May 2007

Socrates Thematic Network, EAAE/ENHSA

### Invited lecturers

Paul Coates, Fabio Gramazio, Mathias Kohler, Neil Leach, George Legendre, Kas Oosterhuis, Bob Sheil, Soren Sorensen

### Reviewing Committee

Sean Hanna, Oliver Fritz, Johannes Kaferstein, Dimitris Papalexopoulos, Antonio Sazzio, Constantin Spiridonidis, Maria Voyatzaki

### Organizing Committee

Joaquim Braizinha, Sean Hanna, Oliver Fritz, Johannes Kaferstein, Cristina Meirelles Moita, N. Minguel Seabra, Constantin Spiridonidis, Maria Voyatzaki, Emmanuel Zaroukas

It is rather common ground that the new paradigm in architecture, understood as the peak of a gradual transmission from its former condition of "stability" dealing with forms to a new condition of "non-standard" dealing with forces, in a very schematic way of course, has already accomplished a first stage of its development. Some of the consequences of this new paradigm in architecture were: to contract new alliances with new epistemological fields such as the "new sciences"; to absorb the theories of complexity and chaos, the non-linear or topological geometries; to redefine its boundaries; to regain an energetic role to the play of systems which constitute the built environment. Some of the consequences for its content were: to be awakened from a "reactionary lethargy of inertia"; to be freed from "its passive relation with the notion of time" and to be transformed to "an endless series of folding"; to "discover the virtual" as the "capacity to actualization"...

It seems, though, that despite the accomplishment at this stage, this new paradigm has been spread unequally among the architectural schools at least in Europe. There is an enormous diversity in terms of the introduction of the perspective(s) of this paradigm in the educational programmes and curricula among the schools. There are schools on the one hand that became distinguished due to their leading role on this particular perspective since they developed pioneer research programmes exploring and expanding it further, while at the

same time they adopted and integrated it within their educational curricula. There are schools on the other hand that did not accept the "new paradigm" keeping an "ideological" distance from it rather than articulating an epistemological critique. In the meantime, situated in the "interstitial space" between the two verges of this contemporary architectural reality, the majority of the schools is looking awkwardly towards them and struggling to capture some of the "non standard" achievements, while it is still carrying from the past "moments of inertia".

After all, there is an urgent need for questioning and exploring the present reality in regard to the level and the degree of adopting the above perspectives by the European schools of architecture. Identifying this vacuum of data, Professor Constantin Spiridonidis, Coordinator of ENHSA Thematic Network, asked this(these) crucial question(s) formulating it(them) as the title of the workshop: 'Teaching and Experimenting with Architectural Design: Advances in Technology and Changes in Pedagogy'. The workshop took place in the magic environment of the School of Architecture University Lusíada in Lisbon (3-5 May 2007) hosted by the Head of School of Architecture University of Lusíada, Professor Joaquim Braizinha. Invited teachers from a variety of schools presented their own experience of and involvement in this perspective. As a consequence, the workshop became an epistemological tank for the starting point of interdisciplinary discussion and exploration, within which a variety of approaches found its contribution point and left its conceptual trace.

It is rather rare for a workshop to be simultaneously so well theoretically explored as an initial declared intention and at the same time so effectively applied as a real event within its physical and cultural context. It is worth mentioning some indications for the double quality of the workshop, among these: The first indication stems from the thorough development of the epistemological question(s) stated in the text (Call for Papers). The second stems from the clearly structured conceptual categories upon which it was focused (programme of the workshop). The third stems from its own organizational structure applied with a short and decisive procedure (the flexible organi-

zation of the workshop). The fourth stems from the wonderful physical and architectural setting within which it took place (School of Architecture and Art, Lusiada University).

It is almost impossible for anyone beyond the organizers to state more clearly and more efficiently the theoretical agenda of the workshop. Therefore, the most accurate way of approaching it is to quote some of its highlights.

Given the fact that "architectural education is open to innovation through experimentation, the object of the workshop was the impact that new forms of experimentation and the subsequent new conceptions of architectural form have on the teaching of architectural design". Basic epistemological questions for the workshop were: What are the visible or invisible lines directing and generating the experimental part of architectural education? What is the impact of this new experimental part on the pedagogical implementation of architectural education?

"Since architectural education has always been dominated by the teaching of architectural design", particular thematic issues for discussion in the workshop were the following (2nd Call for Papers):

"Architectural design: As the basic conceptual tank, the course of architectural design consists of a specific architectural paradigm. As atelier or as laboratory, as lab or as studio, 'integrated' or 'vertical', the course of architectural design is always the decisive melting pot of architectural education, the efficient catalyst of architectural knowledge, the powerful multiplier of architectural creativity, the effective developer of a framework of thinking, understanding and doing architecture. It is the dynamic 'heterotopia' where the articulation and integration of architectural ideas take place, through experimentation, critique, confrontation, exchange, argumentation, debate or even imposition.

It is structured upon its own process (the teaching method), its own tools (the selected design themes, assignments, and all other educational means), its own concept (the educational aims and strategy), its own objectives (the expected learning outcomes), its own connotative meaning (the

driving value system), its own conception of architecture and of the architect, its own implemented pedagogy".

Advances in technology: Nowadays, the applications of digital technology are not only powerful devices constituting the main tool for designing, modelling and manufacturing architectural forms. As tools are also a powerful, efficient and meaningful medium for thinking about the domain of their application, about the objects resulting from their use, about the subjects that choose to employ and that legitimize them as expressive signs manifesting a certain way of (re)conceiving, (re)thinking, contemplating and experimenting with architecture.

In this revolutionary environment of information society, architecture as a cultural statement and manifestation of our life in space seeks its redefinition and its reinvention as a new framework of values and principles, of knowledge, skills and competences, of tools and means, of priorities and preferences, as a new paradigm.

New terms, notions and concepts emerge in the architectural vocabulary: liquid, hybrid, hyper, virtual, trans, morphogenetic, animation, seamless, skin, interactivity, parametric, nodes, machinic, morphing, self generating, build-ability, and so on. The consequence is that new values, new aesthetic principles and new forms of experimentation are rapidly grounded in the consciousness of the architects and have a strong impact on architectural education and on the teaching process"

Changes in pedagogy: The traditional architectural design studio is progressively transformed into an experimentation lab in most of the cases dominated by the computer or even dispersed into distant and virtual work places from the students' homes. The tutorials are mainly developed on the basis of PP presentations and not on the drawing board any more.

The knowledge of a significant number of software is in our days a necessary condition, which has already marginalized the traditional courses on drawing and representation techniques. CDs with multimedia paperless presentations tend to replace the drawn deliverables of architectural design modules.

The main objectives of the workshop:

- To establish a dialogue and exchange of ideas and experiences among teachers who have incorporated in their architectural and urban design teaching practices the support of digital design techniques and the new conceptions of form.
- To map the teaching methods they use and the architectural design modules they conceive, structure and develop by employing innovative digital design techniques of generating and manufacturing architectural forms.
- To outline the educational objectives of those modules, the teaching strategies they follow and the learning outcomes they expect to achieve.

It is almost impossible for someone participating in this workshop not to mention the sense of accomplishment from the cognitive aspect of the sessions. That was the main achievement of the workshop: to create conditions for an interesting content from a cognitive aspect. The fact that the papers, not only by the keynote speakers but also by almost all the presenters, were focused on the conceptual categories of the sessions, resulted in the coherence of their content and in the evolutionary character of the following discussion.

#### Keynote speakers

Kas Oosterhuis and Ilona Lenard presented their internationally recognized architectural work not only as a final product but also as a process integrating biological concepts within it. Bob Sheil presented architectural projects conducted with sophisticated manners by students at the Bartlett School of Architecture emphasizing the “making” process. Paul Coates gave a clear picture of his pioneer architectural work based on algorithms from his first 15 years of teaching. Soren Sorensen talked about architecture, and how it is represented through the introduction of new emerging technologies. George Legendre developed a panorama of the design technologies through his academic involvement. Fabio Gramazio and Matthias Kohler presented their innovative architecture work combining and cooperating architecture with manufacturing.

At the end, Neil Leach presented the state-of-the-art within the field of digital morphogenesis introducing a rather optimistic view.

#### The sessions

The conceptual categories of the sessions were: 1. New values, new priorities. 2. New teaching principles, new concepts. 3. New practices, new tools. 4. New pedagogies, new teaching approaches.

For the first two conceptual categories: New values, priorities, principles, concepts  
Architecture seems to have found its crucial current priorities through experimental approaches based: on optical 3-D motion capture systems, on ‘reactive spaces’ through research fields such as Ambient Intelligence or Hybrid Environments in the media laboratories, on light-weight structures. To put it briefly: new media entail and/or presuppose new didactic experimental approaches.

Architecture seems to explore new principles and concepts in the name of the “fixed image versus image in motion” and of the “performative” as a mode of practice.

Architecture seems to have kept some of its old values and principles reconsidering them, though, with a new view: There is still an emphasis on the “slowness of the mass” and on the deepening of knowledge through a historical framework. Moreover the notion of the “shared design” is not as new as it is supposed to be.

Architecture seems to have kept a critical view regarding: 1. Notions of identity, gender, locality and social concerns through the post-structuralistic perspectives of Derrida and Deleuze. 2. Principles of a “spatial” design studio approach. 3. Effects of the computer on society.

Architecture seems to have advanced the exploration of form not as a de-contextualized abstract entity, but rather as an object that is shaped by a multiplicity of fields.

For the last two conceptual categories: New practices, tools, pedagogies, teaching approaches

Architecture seems to have already followed some innovative practices in terms of educational tools and pedagogies: Exploring space through collaborative design, information and communication technologies, IT means of simulation for building performance, curricula that combine a spectrum of tendencies starting from EAAE/ENHSA and ending at the particular local conditions.

Architecture seems to have reconsidered research approaches towards: design methodologies and skills in knowledge, aesthetics of conceptual ideas,



preconceived conceptions about architectural form, history as an element of sustainability, experience between architect and client, the role of the teacher as a tutor of self-questioning.

Architecture seems to have looked through a virtual window, following sometimes a psychoanalytic pedagogical perspective and at other times shifting the role of the architect from an "object" designer to a "process" designer.

Architecture seems to keep asking for a strategy: for (re)organization and reinterpretation of reality through interdisciplinarity and for cognitive operations that can be treated as transformative tools in creative practices.

Architecture seems to follow some technological and interdisciplinary teaching approaches towards the architectural studio coursework and some teaching tools such as the Building Information Model as a multiple entity or a model for returning "back in shape".

Architecture seems to introduce innovative teaching approaches towards "reading" the reality through the notion of "layering" (not as a stratification, folding, collage or montage, but as a form of abstraction).

At the end, an extended research programme "A comparative study: Urban strategies and digital design tools in contemporary architectural education" brought to light a documentation for the introduction of digital design tools in 51 design courses in Europe.

It is almost impossible for someone participating in this workshop not to mention the sense of a lack of accomplishment, an almost real starvation for more insights, for further exploration and research on the initial questioning. Talking about questioning; the mind is not centred only on the initially formulated ones. The initial questions have already been multiplied from a diversity of points of departure, perspectives and angles. It is rather obvious that during the process of the workshop, the initial questions have already been engrafted by the germ of its own content. A content which enclaves the "virtual"; a content which frees the "virtual"; a virtual, though, as "the capacity of actualization"; an actualization,

though, at any level and aspect; an actualization, though, in the terms of a rather famous phrase by A. Zaera-Polo and F. Moussavi "the actualization of the virtual can never operate by resemblance....it requires from tools that will allow us to see, to imagine and to conceptualize what we have never seen before"

(Zaera-Polo and Moussavi 1997, 103). ■

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## 2nd VELUX Daylight Symposium

Guggenheim Museum Bilbao, Spain, 6.-7. May 2007

### Report

EAAE Project Leader, Anne Elisabeth Toft

More than 275 people from all over the world participated in the 2nd VELUX Daylight Symposium which took place on 6-7 May 2007 in Bilbao, Spain. Among the participants were EAAE President Per Olaf Fjeld (Norway) and EAAE News Sheet Editor Anne Elisabeth Toft (Denmark).

According to VELUX, the purpose of the symposium was to create an international platform for cross-disciplinary exchange of knowledge, viewpoints and visions for daylight in buildings<sup>1</sup>. The invited keynote speakers were leading figures from around the world within the fields of lighting consultancy, architecture, engineering, medicine, physics and science. The participants were also a mix of various nations and professional groups.

With this interesting event taking place at the Guggenheim Museum, VELUX once more proved itself to be a committed opinion former within the architectural discipline.

As a manufacturer of roof windows and skylight solutions, VELUX has always been closely connected to the design and construction of buildings. However, it is the proclaimed strategy of the company to contribute to the continued debate among professionals about daylight quality in buildings and to lead the development of better living environments with daylight and fresh air.<sup>2</sup>

VELUX' initiatives in this area go in a number of directions. The company is currently initiating research and demonstration projects in the field of daylight quality, indoor comfort and low energy consumption. It awards a grant - the International VELUX Award for Students of Architecture "Light of Tomorrow" (organized in co-operation with the EAAE and the UIA) - and it sponsors the EAAE Prize: Writings in Architectural Education. In 2005 VELUX launched the architectural magazine *Daylight and Architecture*, and in 2005 it also organized its first VELUX Daylight Symposium.

The symposium took place in Budapest and proved to be such a success that it set the scene for more symposiums to come. VELUX hopes that the symposiums will generate a forum which will "allow ample space for discussions of theory and practice - defining a "common language" - discussing how to define quality in buildings, and how to achieve daylight quality in projects."<sup>3</sup>

The discussions of the 2nd VELUX Daylight Symposium focussed on two things: Daylight conditions in schools and the relationship between daylighting and students' well-being and performance; and: Architectural education and the teaching of daylight. Per Olaf Fjeld served as moderator in a discussion session - one of five - with the heading: "Education, teaching daylight".

The two-day event began in the afternoon of Sunday 6 May when participants were taken on guided tours to daylight reference buildings in Bilbao. These included among others the "Fosteritos" Metro System by Foster and Partners (1988-1995, 1997-2004); the Biblioteca Foral de Bizkaia by Gloria Iriate, Eduardo Mugica and Augustin de la Brena (2004-2007); and the Conservatorio de Musica de Sarriko by Miguel Angel Campo and Roberto Ercilla (2003-2006).

The tours were followed by a grand welcome reception in the evening at the Palacio de Congresos y de la Musica. The evening paid tribute to the core values of VELUX, as it celebrated the spirit of the VELUX 5 Oceans - the prestigious solo round-the-world race, characterised as the ultimate solo challenge and the longest and toughest sporting event in the world. The presence of the five skippers, who had just completed the race, cast glamour and excitement on the reception which culminated in Sir Robin Knox-Johnston's keynote speech: *Taking on the Elements*. British born Knox-Johnston holds the legendary record as the first person to sail single-handed round the world non-stop. He has also set the record for the fastest circumnavigation in his time.

The following day - Monday 7 May - was dedicated to the discussions of daylight.

The discussions covered a lot of ground and were concerned with both daylight seen as related to large global complexes of problems as for instance climate changes and sustainability, and daylight and its affect on human health. At the same time there were discussions that - with special focus on educational methods and tools - dealt with teaching within the field of daylight at universities and schools of architecture.

The morning's discussions focussed on "Daylight + Health + Schools". They were opened by James R. Benya (USA), Principal of Benya Lighting Design,

Architectural Lighting and Daylighting Designers and Consultants. In his lecture "Daylight + Schools = Health + Learning + Sustainability" he put into perspective the recent research into daylight. He argued that in the past two decades worldwide interest in daylighting has been renewed largely for reasons of energy efficiency. At the same time, however, medical and health research began to focus more on light and its effect on human health. Most recently, innovative research into student learning has revealed a strong relationship between light and learning. According to Benya, children in most daylight schools demonstrate improved test scores compared to those without. The unfolding practice of sustainable design is now embracing the theory of biophilia - daylight being perhaps the most essential component of a biophilastic environment - as an essential part of advanced design.

The next speaker after Mr Benya was Dr Richard Hobday (GB) - author of *The Healing Sun: Sunlight and Health in the 21st Century* (Findhorn Press, 2000) and *The Light Revolution: Health, Architecture and the Sun* (Findhorn Press, 2006). In his lecture "Health, Architecture and the Sun" he focussed on the relations between daylight and health bringing together, as he argued, "historical evidence and contemporary medical research in support of a tenet once held by some of the most renowned figures in architecture: that sunlit buildings are much healthier than buildings that exclude the sun's rays".<sup>4</sup>

The next speaker of the day was Consulting Architect and Principal of Heschong Mahone Group, Lisa Heschong (USA) who has divided her professional practise between energy research, writing and building design. As a researcher she led the project teams which analysed the impacts of daylighting on human performance for the Daylighting and Productivity Studies funded through PG&E and CEC. She also led the team that analysed baseline lighting characteristics and created a computer model of lighting energy use for the State of California Energy Commission. Her lecture "Daylighting and Student Performance" revealed that studies in the United States have shown an association between the presence of daylight and/or outdoor views and better student learning outcomes. Her presentation detailed the findings, methodology and implica-

tions of the studies for school design, along with discussing various hypotheses for possible causal mechanisms, such as circadian or mental stimulation.

After Ms Heschong's lecture the participants of the symposium were presented with a case study from Austria - Sonderschule Schwechat - a special school for disabled children in which daylight plays an important role. The project - that is designed based on the most recent research within daylight and health - was presented by the architect who designed it: Hemma Fasch, Fasch & Fuchs Architects, Vienna. After this Christian Vogt (CH), Principal of Vogt & Partner, Lighting Consultants spoke of the lighting conditions of the school and the director of the school Ingeborg Schramm (A) spoke of the children's use of and well-being in the house.

The morning finished with lively discussions that touched on the subjects mentioned. Discussions continued during lunch break and later in the day in various group sessions under the headings: 1. "Tools for daylight evaluation"; 2. "Daylight communication"; 3. "User experience of daylight spaces"; 4. "Education, teaching daylighting"; and 5. "Daylight and building regulations"

The lectures of the afternoon took their starting point in "Daylight + Education + Tools". The theme was introduced by Professor Jan Ejhed (S), KTH School of Technology in Stockholm, Sweden, President of the European Lighting Designers' Association (ELDA). In his lecture he stressed the increasing interest in daylight and daylight planning in current architecture and urban planning and the demand for an improved and extended education for the future. Since the complexity of the daylight planning process, in his mind, will increase, and the design methodology and the design tools have to be developed, an essential question to pose is: What do the new (computer aided) tools offer, and what do we really need?

This question was taken up by the four speakers of the afternoon: Magali Bodart (B), Zach Rogers (USA), John Mardaljevic (GB) and Henrik Wann Jensen (DK/USA).

Dr. Magali Bodart in his lecture "Daylight in education" reported on research and teaching

being carried out at Université Catholique de Louvain in Belgium. The Architecture Department of the Université Catholique de Louvain (ARCH-UCL) and the Belgian Building Research Institute (BBRI) decided with the support of the Belgian government to promote the use of daylighting in buildings, and therefore to provide architects, students and building designers with tools that could help them improve daylighting penetration and distribution in their buildings. Consequently, a daylight laboratory was developed.

Zack Rogers, who leads the AEC (Architectural Energy Corporation) Daylighting Analysis Group and is an expert on the design and analysis of daylighting strategies using Radiance and Trace-Pro, gave an "Overview of Daylight Simulation Tools (Digital and Physical Methods)". His presentation focussed on some of the complexities involved in both static daylighting calculations (design conditions) and annual daylight simulation. It also focused on the various physical and computer-based tools available, illustrating how they can be used to assist in the daylighting design and analysis process.

Dr John Mardaljevic reported on various approaches to determine a quantitative measure for daylight in buildings. The daylight factor, established half a century ago, is still the most commonly used approach, although the limitations of it are manifest. Recently developed computer simulation techniques do not have the same limitations. They can very accurately predict luminous quantities using realistic sun and sky conditions that are derived from standard meteorological datasets. According to Dr. Mardaljevic these climate-based modelling approaches reveal the true daylighting potential of buildings and can be used to predict a variety of illumination metrics at all stages of the design evaluation process. In his lecture Dr Mardaljevic not only described the use of the climate-based modelling, he also discussed its role in the teaching of architectural daylighting principles.

The last speaker at the symposium was Chief Scientist at Luxion and Associate Professor at the University of California at San Diego, Henrik Wann Jensen. In his lecture "State-of-the-art in Computer Simulated Daylighting" he told of his research and the latest development within

computer simulated daylighting. New advances in computer graphics algorithms make it possible to accurately and rapidly compute the effect of daylighting in the interior of a building. This technology has been implemented by Luxion in the VELUX Visualizer- a new simple tool for visualisation of daylight conditions with roof windows and skylights. Mr Wann Jensen explained how it can precisely calculate the effect of daylighting in buildings. To quote Mr Wann Jensen, "It is a tool that makes it possible to experiment with design, verify and observe daylighting in completely new ways"<sup>5</sup>.

At 5 p.m. Professor Jan Ejhed ended the symposium by summing up and putting the discussions of the day into perspective. After this the evening featured various celebration activities in Bilbao – dinner, drinks and networking.

It will be very interesting to watch how the VELUX Symposiums develop in the next few years. ■

For further information please visit:

<http://www.thedaylightsite.com/symposium.asp?tp=1014&y=2007>

All presentations from the symposium can be found on: <http://www.thedaylightsite.com>

Sources: VELUX

#### Notes and References

1. VELUX Daylight Symposium, 6-7 May, Guggenheim Museum Bilbao, p. 5
2. VELUX Daylight Symposium, 6-7 May, Guggenheim Museum Bilbao, p. 5
3. <http://www.thedaylightsite.com/symposium.asp?tp=1000>
4. VELUX Daylight Symposium, 6-7 May, Guggenheim Museum Bilbao, p. 27
5. VELUX Daylight Symposium, 6-7 May, Guggenheim Museum Bilbao, p. 34



2nd VELUX Daylight Symposium, Bilbao, Spain. Photo Credit: VELUX

## Is the World turning into one big Megacity?

23-26 September 2007, IFHP, Copenhagen, Denmark

The International Federation for Housing and Planning is holding its world congress in Copenhagen with the theme "Futures of Cities." Keynote speakers include architect Rem Koolhaas, Danish Minister for the Environment Connie Hedegaard, and Lord Mayor of the City of Copenhagen Ritt Bjerregård along with Klaus Bondam, Mayor of Technical and Environmental Affairs, will speak at the congress.

2007 marks a pivotal year for cities and world population. We have crossed over into an urban era where 51% of the world's population now lives in cities. A century ago, the percentages were 10% urban, 90% rural. At the current rate of movement the prognosis is 60 % urban, 40 % rural by the year 2030.

Is the world turning into a single endless megacity? The "Futures of Cities" is the essential question behind and theme of the International Federation of Housing and Planning's 51st IFHP World Congress in Copenhagen, September 23-26, 2007.

All indicators tell us that the number of cities is on the rise. The surge of megacities and the urban world at large can be seen as a huge problem or as a positive potential. It is a matter of making the best of our urban world. It is a matter of altering our perception of cities – from bad and black – to glad and green. It is a matter of embracing cities and optimizing them for the future. It is a matter of implementing sustainable planning, building, housing and spatial solutions.

"The future is multifaceted and so are cities. There is no single specific scenario true to all cities. The challenges and potential solutions differ greatly from one city to the next. This is what we want to address," says "Futures of Cities" Project Manager Regitze Marianne Hess.

The world congress has already enlisted some of the world's leading figures within their respective fields including the architects Rem Koolhaas, Ken Yeang and Jan Gehl, along with Richard Burdett, LSE Professor Centennial in

Architecture and Urbanism, and Peter Newman Professor of City Policy. In addition, the Danish Minister for the Environment Connie Hedegaard and Lord Mayor of the City of Copenhagen Ritt Bjerregaard will speak at the congress.

The congress is highlighting the topics of sustainable planning solutions, best building practices, housing the urban population and urban quality.

Among many other relevant issues, the congress will address: the surge in growth of the world's megacities; the bridging of urban regions; the formation of urban corridors and problems of shrinking cities; the challenges of large-scale projects; green building technologies and construction of urban identity; housing in relation to welfare, market and state; affordable housing; high density living and the inhabitation of high-rises; urban liveability, healthy cities, mobility in the public realm, urban ecology, art, tourism and what constitutes urban quality and how it relates to urban life.

An expected 700 policymakers, practitioners, researchers and students from more than 40 countries will come together in Denmark's exciting capital of Copenhagen, for a trilogy of events: 51st IFHP World Congress, IFHP 2007 Student Congress; and the IFHP Ranko Radovic – Student Competition.

Will the world turn into one megacity? "The Futures of Cities" is the forum where 700 people will exchange knowledge and insight and voice opinions and ideas. Come listen to what they have to say and join in the debate in Copenhagen, September 23-26, 2007.

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### For further information, please contact:

IFHP 2007 Copenhagen  
info@ifhp2007copenhagen.dk

## Future and Character of Architectural Education

14. – 17. September 2007, National Supervisor Board of Architectural Education, Beijing, China

### 2007 International Conference on Architectural Education, organized by CAFA Beijing and TU Delft

In this conference the concept of pluralism in architectural education will be discussed. Mapping the multiform landscape of didactical systems is in addition the main goal. We invite architectural educators from all over the world to participate and re-evaluate the future of architectural education. The discussions will be comprehensive and

subject-specific and will be divided over different sub-themes.

Schedule Beijing conference 14th – 17th September 2007:

- Deadline for abstracts submission (max. 350 words) 10th June 2007.
- Scientific committee informs applicants of accepted abstracts 15th June 2007.
- Deadline for full-length papers (max. 2500 words, excl. illustration) 1st August 2007, to be published in the proceedings.

The Conference book will be published

by the China Architecture and Building Press.

- All the participants (also the one not presenting a paper) are allowed to bring a poster presentation to the conference.

September 15th and 16th the Conference at the Central Academy of Fine Arts proceeds in the following schedule:

- 09.00 – 12.30 Key note speeches
- 12.30 – 14.00 Lunch
- 14.00 – 17.30 Parallel sessions

18.30 – 22.00 Dinner and cultural events  
September 17th there will be an excursion

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www.ICAE2007.org

## Instant Cities: Emergent Trends in Architecture and Urbanism in the Arab World

1-3 April, 2008, American University of Sharjah, UAE

### Introduction

Throughout the Arab region, rapid urbanization fueled by speculation and geopolitical transformations have had a significant impact on architecture. The flow of people, goods and capital into the Gulf states has prompted fundamental changes resulting from economic growth and diversification intended to lessen the dependence on oil revenues. As a result of its ability to entice investors and instantly translate funds into real estate ventures, Dubai has become a prime example and a potential focus of study.

Architects and planners struggle to adapt to processes of rapid change and there seems to be little time for reflection on the long-term socio-cultural or environmental consequences of current practices.

The CSAAR 2008 conference will focus on the causes and effects of emergent trends in architecture and urbanism in the Gulf. Media campaigns and journalistic accounts of the extraordinary

projects that promise to increase economic vitality and attract tourists have focused attention on the region.

However, there have been few attempts to move beyond the descriptive. We invite colleagues from across disciplines to develop analyses that identify, explicate and theorize emergent trends in architecture and urbanism in the Arab region in general and the Gulf states in particular. Questions to be considered include: How has economic progress affected contemporary architecture and urbanism in the Arab region? What theoretical constructs can be employed to explain transformations in the built environment? What can be learned from architecture and urbanism in fast-developing cities like Dubai? How have inhabitants adapted to the effects of urban development?

While the conference is primarily concerned with conditions in the Gulf, organizers invite contributions that address how rapid urbanization affects the production of architecture and the

lives of inhabitants throughout the Arab region and beyond.

### Topics of Interest

We invite submissions in all areas related to urbanism and architecture, particularly work focusing on bridging the gap between theory and practice.

### Important Dates

- Deadline for abstracts: July 30, 2007
- Full Paper submission: September 30, 2007
- Notification of acceptance: November 15, 2007
- Deadline for final papers: January 15, 2008

### Submission and Relevant Information

Abstract submissions should be approximately 500 words and must be in English. Full paper submission could be either in English or Arabic. Abstract and full paper submissions should be sent in MS Word or PDF document format. Abstracts should be e-mailed to Dr Jamal Al-Qawasmi (jamalq@kfupm.edu.sa). Full

paper submissions are required to be done online at the conference website: [www.csaar-center.org/conference/2008A](http://www.csaar-center.org/conference/2008A)

Full paper format, submission guidelines, registration, accommodation and further information are available at the conference website.

### For further information about submissions, please visit:

[www.csaar-center.org/conference/2008A](http://www.csaar-center.org/conference/2008A)

## Medi-Triology 'CCC': Coastal Settlements - Culture - Conservation

A symposium is being organised by the Faculty of Architecture of Eastern Mediterranean University, in Gazimagusa, North Cyprus, in collaboration with the Gazimagusa Municipality. This is the Vth International Gazimagusa Symposium 2007, encoded on the theme of Medi - Trilogy 2: Coastal Settlements - Culture and Conservation in the Mediterranean Basin.

In this coming event that, the main goal will be to emphasize the problems and potentials of the coastal spaces, such as archeological sites, marinas, harbors, rural and urban areas in the Mediterranean basin that possess rich cultural and architectural values.

There will be 74 paper presentation and 25 poster presentation at the symposium. Participants from different parts of the world like United Kingdom, Italy, Iran, Lebanon, Bahreyn, Slovakia, Turkey and North Cyprus will present their papers and posters.

All papers and poster abstracts will be published in the conference proceeding. And 2 papers will be selected to be published in Open House International Journal's December 2007 issue.

More information can be found on the web-site of the symposium site: [www.emu.edu.tr/medi3ology2](http://www.emu.edu.tr/medi3ology2).

## EAAE News Sheet and Website offers publication space

As the circulation of the News Sheet continues to grow the Council of EAAE has decided to allow Schools to advertise academic vacancies and publicise conference activities and publications in forthcoming editions. Those wishing to avail of this service should contact the Editor (there will be a cost for this service).

Yours sincerely  
Per Olaf Fjeld, President of the EAAE.

### News Sheet

School members:

- 1 page 300 Euro
- 1/2 page: 170 Euro
- 1/4 page: 100 Euro
- 1/8 page: 60 Euro

Non members: + 50%

### Website

School members:

- 2 weeks: 170 Euro
- 1 month: 200 Euro
- Any additional month: 100 Euro

Non members: + 50%

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## EAAE

The EAAE is an international, non-profit-making organisation committed to the exchange of ideas and people within the field of architectural education and research. The aim is to improve our knowledge base and the quality of architectural and urban design education.

Founded in 1975, the EAAE has grown in stature to become a recognized body fulfilling an increasingly essential role in providing a European perspective for the work of architectural educationalists as well as concerned government agencies.

The EAAE counts over 140 active member schools in Europe from the Canary Islands to the Urals representing more than 5.000 tenured faculty teachers and over 120.000 students of architecture from the undergraduate to the doctoral level. The Association is building up associate membership world-wide.

The EAAE provides the framework whereby its members can find information on other schools and address a variety of important issues in conferences, workshops and summer schools for young teachers. The Association publishes and distributes; it also grants awards and provides its Data Bank information to its members.

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**EAAE Calendar / AEEA Calendrier**

28-30	<b>06</b>	2007	■	<b>EAAE / ENHSA Workshop</b> Trondheim / Norway	<b>L'Atelier de l'AEEA/ENHSA</b> Trondheim / Norvège
01	<b>09</b>	2007	■	<b>EAAE Council Meeting</b> Chania/ Greece	<b>Réunion du conseil de l'AEEA</b> Chania / Grèce
01-04	<b>09</b>	2007	■	<b>10th Meeting of Heads of European Schools of Architecture</b> Chania / Greece	<b>10<sup>e</sup> Conférence des Directeurs des Ecoles d'Architecture en Europe</b> Chania / Grèce
18-20	<b>10</b>	2007	■	<b>EAAE / ENHSA Workshop</b> Genoa / Italy	<b>L'Atelier de l'AEEA/ENHSA</b> Gênes / Italie
22-24	<b>11</b>	2007	■	<b>EAAE / ENHSA Workshop</b> Mons / Belgium	<b>L'Atelier de l'AEEA/ENHSA</b> Mons / Belgique
22-24	<b>03</b>	2008	■	<b>EAAE-Lafarge International Competition for Students of Architecture</b>	<b>Concours international Lafarge de l'AEEA ouvert aux Etudiants d'Architecture</b>