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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.

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Chania, Crete

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Editorial

News Sheet Editor - Anne Elisabeth Toft

Dear Reader

Summer is near and therefore also the **EAAE Meeting of Heads of European Schools of Architecture**. Keeping with tradition, it will take place in Chania, Crete. The meeting will begin on Saturday 5 September (day of arrival) and end on Tuesday 8 September (Wednesday 9 September is the day of departure).

The meeting is directed at deans, rectors, and programme- and exchange co-ordinators. The aim of the meeting is to promote networking and to provide a context for exchange of school political views and dialogues. So the meeting is not a conference with paper presentations. However, keynote lectures will be given during the meeting, which will otherwise be structured as a number of panel discussions.

Keynote speakers are:

- Ali Rahim (USA)
- Julia B. Bolles-Wilson (Germany)

The title of this year's meeting is "**Bologna 10 Years After: A Critical Mapping of the European Higher Architectural Education Area**".

According to the organizer of the meeting, **EAAE Project Leader Constantin Spiridonidis** (Greece), the main objective of the meeting is to facilitate a critical review of the experiences of the last ten years of reforms implemented in Schools of Architecture around Europe.

On page 12 you can read more about the issues that will be addressed at the meeting. Additional information about the meeting and how to register can be found on www.eaae.be

EAAE Council Member **Herman Neuckermans** (Belgium) has written the article entitled: **Flexibility in Architectural Education in Europe**, which you can read on page 16.

The article deals with some of the same issues that will frame the discussions of this year's **EAAE Meeting of Heads of European Schools of Architecture**. In the article Neuckermans reflects on the impact of the Bologna process on the European Higher Architectural Education Area.

Cher lecteur,

L'été s'approche et avec lui la Conférence des Directeurs d'Écoles européennes d'Architecture organisée par l'AEEA. La tradition veut que cette Conférence se déroule à Khandia, dans l'île de Crète. Elle s'ouvrira le samedi 5 septembre (jour de l'arrivée des participants) pour se clore le mardi 8 septembre (les participants repartent le mercredi 9 septembre).

Cette Conférence s'adresse aux doyens, aux recteurs et aux coordinateurs de programmes et d'échanges. Son but est d'encourager un réseau de relations dans un contexte ouvert au dialogue et à l'échange de points de vue en matière de politiques scolaires. Par conséquent, cette Conférence n'inclut pas la présentation de travaux. Des exposés sont toutefois proposés tout au long de la Conférence qui par ailleurs s'articule autour d'un certain nombre de tables rondes.

Principaux intervenantes qui ont d'ores et déjà confirmé leur apport:

- Ali Rahim (Etats-Unis)
- Julia B. Bolles-Wilson (Allemagne)

La Conférence de cette année est intitulée "Bologne 10 Years After: A Critical Mapping of the European Higher Architectural Education Area" (Bologne 10 ans après : signalement critique du domaine de l'Enseignement supérieur de l'Architecture en Europe). D'après l'organisateur de la Conférence, Constantin Spiridonidis (Grèce), Chef de Projets de l'AEEA, la Conférence a pour objectif principal de faciliter un examen critique de l'expérience recueillie pendant ces dix dernières années de réformes au sein des Écoles d'Architecture aux quatre coins d'Europe.

Nous vous invitons à découvrir en page 12 les questions qui seront traitées pendant la Conférence. Pour tout renseignement supplémentaire et pour vous inscrire, veuillez consulter www.eaae.be

Herman Neuckermans (Belgique), Membre du Conseil de l'AEEA est l'auteur de l'article "Flexibility in Architectural Education in Europe" (Souplesse dans l'Enseignement de l'Architecture en Europe), que vous trouverez en page 16 Cet article traite quelques-unes des mêmes questions qui seront au cœur des débats de la Conférence des Directeurs d'Écoles européennes d'Architecture organisée par l'AEEA. Dans son article, Neuckermans réfléchit à l'impact du processus de Bologne dans le domaine de l'enseignement supérieur de l'architecture en Europe.



Keeping with tradition, the EAAE General Assembly will take place in connection with the Meeting of Heads of European Schools of Architecture. This year it will take place on Monday 7 September 2009. On page 13 you can read the agenda for the General Assembly which will be chaired by EAAE Council Member **Loughlin Kealy** (Ireland).

On page 14 EAAE Project Leaders **Maria Voyatzaki** (Greece) and **Constantin Spiridonidis** (Greece) tell us about the new perspectives of the ENHSA as the network has been granted another 3 years contractual period by the LLP Program.

In his regular column "The President's Letter" EAAE President **Francis Nordemann** (France) also reflects on the Bologna process, the role of the EAAE and why the EAAE is now proposing to occupy the very field that links education and profession. You will find "The Presidents Letter" on page 5.

On page 7, EAAE Project Leader **Maria Voyatzaki** (Greece) and EAAE Project Leader **Constantin Spiridonidis** (Greece) re-announce a joint workshop between ENHSA-EAAE Architectural Design Teachers' and Construction Teachers' Networks.

The workshop entitled "Architectural Design and Construction Education, Experimentation towards Integration" will take place in Genoa from 11 to 13 June 2009. The workshop will be hosted by the Faculty of Architecture, University of Genoa.

Voyatzaki and Spiridonidis state that: "The workshop wants to open a debate on the issue of integration starting from the most outstanding separations in our educational systems, that between architectural design modules and construction modules." ¹

On page 10, EAAE Council Member **Stefano Musso** (Italy) re-announces the second workshop of the EAAE-ENHSA Conservation Teachers' Sub-Network. The workshop will take place in Dublin, Borris and Kilkenny, Ireland, from 17 to 19 September 2009, and it will be chaired by EAAE Council Member **Loughlin Kealy** (Ireland), School of Architecture, Landscape and Civil Engineering - University College Dublin.

*La tradition veut que l'Assemblée générale de l'AEEA se célèbre à l'occasion de la Conférence des Directeurs d'Écoles européennes d'Architecture. Cette année, la date est fixée au lundi 7 septembre 2009. Nous publions en page 13 l'ordre du jour de notre Assemblée générale qui sera présidée par **Loughlin Kealy** (Irlande), Membre du Conseil de l'AEEA.*

Maria Voyatzaki (Grèce) et Constantin Spiridonidis (Grèce), tous deux Chefs de Projets de l'AEEA, nous présentent en page 14 les nouvelles perspectives de l'ENHSA maintenant que le réseau se voit favorisé d'une nouvelle période contractuelle de trois ans grâce au programme LLD.

*Dans la "Lettre du Président" qui est sa rubrique habituelle, le Président de l'AEEA **Francis Nordemann** (France) examine aussi le processus de Bologne, le rôle de l'AEEA et la raison pour laquelle l'AEEA se propose dorénavant d'occuper le terrain qui relie l'enseignement à la profession. La "Lettre du Président" vous est présentée en page 5.*

*En page 7, **Maria Voyatzaki** (Grèce) et **Constantin Spiridonidis** (Grèce), tous deux Chefs de Projets de l'AEEA, attirent de nouveau votre attention sur un Atelier organisé conjointement par les réseaux de l'ENHSA-AEEA des enseignants de design architectural et des enseignants de la construction. Cet Atelier intitulé "Architectural Design and Construction Education, Experimentation towards Integration" (Design architectural et Enseignement de la Construction, Expérimentation en vue d'une Intégration) aura lieu à Gênes du 11 au 13 juin 2009. La Faculté d'Architecture de l'Université de Gênes accueillera les débats.*

Voyatzaki et Spiridonidis nous déclarent : "Cet Atelier se veut d'ouvrir un débat sur la question de l'intégration à partir de la séparation la plus notable dans nos systèmes d'enseignement, qui est la séparation entre les modules de design architectural et les modules de construction." ¹

*En page 10, le Membre du Conseil de l'AEEA **Stefano Musso** (Italie) nous fait à nouveau part du deuxième Atelier du sous-réseau de l'AEEA-ENHSA pour les enseignants en conservation. Cet Atelier qui aura lieu à Dublin, à Borris et à Kilkenny, en Irlande du 17 au 19 septembre 2009, sera présidé par le Membre du Conseil de l'AEEA **Loughlin Kealy***

The workshop will build on the first workshop of the network, which was held in Genoa in October 2007. The main objective of this first workshop was to bring together as many educators of conservation as possible from European schools of architecture.

The workshop functioned as a social platform for getting to know colleagues who shared similar interests. It investigated a broad number of issues and looked into the similarities and differences in contents and pedagogy of teaching within the field of conservation/restoration of architectural heritage.

The second workshop will address the theme of "transformation". The workshop will be experimental - and participants will be asked, through the medium of real sites, to reflect on some key issues that impact on conservation/restoration practice and theory and on how these may be explored in teaching.

Last but not least, on page 9 EAAE Council Member **Hilde Heynen** (Belgium) re-announces **The Fourth EAAE-ENHSA Sub-network Workshop on Architectural Theory**. The workshop will take place in Fribourg, Switzerland, from 15 to 17 October 2009. It will be the fourth workshop in a series of workshops focusing on the teaching of architectural theory in European schools of architecture.

Where the first workshop discussed "**Contents and Methods of Teaching Architectural Theory in European Schools of Architecture**", the second workshop focused on the question of how architectural theory relates to the production of architecture - more specifically how theory functions as background for studio work.

In the third workshop - which took place in Lisbon, Portugal, in April 2008 - the network continued mapping the field of architectural theory both as a speculative discipline aiming at academic research and as an operative discipline aiming at seeking tools and skills to help in charting the profession's future practice.

The fourth workshop will explore ways in which architectural techniques influence the organisation of discourse.

(Irlande), de l'École d'Architecture, de Paysage et d'Ingénierie civile du 'University College' de Dublin.

Ce nouvel Atelier poursuivra les travaux du premier Atelier que le réseau avait tenu à Gênes en octobre 2007. Le premier Atelier avait pour objectif principal de regrouper un nombre maximum d'enseignants en conservation des Écoles européennes d'Architecture. Cet Atelier se proposait d'être une plate-forme sociale qui permette aux participants de faire connaissance entre collègues partageant les mêmes intérêts.

Ce premier Atelier avait étudié un grand nombre de sujets et examiné les ressemblances et les différences dans les contenus et la pédagogie de l'enseignement de la conservation/restauration de l'héritage architectural.

Ce second Atelier traitera des questions de "transformation". Il s'agira d'un atelier expérimental au cours duquel les participants seront amenés, à travers un certain nombre de sites réels, à réfléchir sur des problèmes clés qui jouent un rôle dans la pratique de la conservation/restauration et sur la façon de les étudier sous tous leurs aspects dans l'enseignement.

Enfin et surtout, Hilde Heynen (Belgique), Membre du Conseil de l'AEEA, nous rappelle le quatrième Atelier du sous-réseau de l'AEEA-ENHSA sur la Théorie de l'Architecture. Cet Atelier qui se tiendra à Fribourg, en Suisse, du 15 au 17 octobre 2009, est le quatrième d'une série qui s'intéresse à l'enseignement de la théorie de l'architecture dans les Écoles européennes d'Architecture.

Alors que le premier Atelier intitulé "Contents and Methods of Teaching Architectural Theory in European Schools of Architecture" avait discuté les contenus et les méthodes de l'enseignement de l'architecture, le deuxième Atelier s'était concentré sur la question de savoir comment la théorie de l'architecture se rapporte à la production de l'architecture, plus spécialement comment la théorie fait fonction de toile de fond dans le travail au studio.

Dans le troisième Atelier qui a eu lieu à Lisbonne, au Portugal, en avril 2008, le réseau a continué à tracer le champ de la théorie de l'architecture, tant comme dimension spéculative qui aspire à la recherche académique que comme dimension opérative visant la recherche d'outils et de compétences qui aident à organiser la pratique de la profession dans le futur.

Keynote speakers are:

- Katja Grillner (Sweden)
- Jonathan Hill (UK)
- Sarah Wigglesworth (UK)

Yours sincerely

Anne Elisabeth Toft

Notes and References

1. Spiridonidis, Constantin; Voyatzaki, Maria: Architectural Design and Construction Education. Experimentation towards Integration. In: EAAE News Sheet #85, June 2008, p. 7

Ce quatrième Atelier va explorer les voies par lesquelles les techniques de l'architecture influencent l'organisation du discours.

Principaux intervenantes qui ont d'ores et déjà confirmé leur apport:

- Katja Grillner (Suède)
- Jonathan Hill (Royaume-Uni)
- Sarah Wigglesworth (Royaume-Uni)

Sincèrement

Anne Elisabeth Toft

Notes et Références

1. Spiridonidis, Constantin ; Voyatzaki, Maria : Architectural Design and Construction Education. Experimentation towards Integration (Design architectural et Enseignement de la Construction. Expérimentation en vue d'une Intégration). Paru dans le Bulletin de l'AEEA # 85, juin 2008, p. 7

The President's Letter

EAAE President, Francis Nordemann

Profession. Professions

Architecture is a project-based discipline taught via projects. A good understanding of this discipline leads to a synthesis ability, which is widely recognized in our world of files.

Although executing the project does not require the architect to be a geographer in order to understand a site and its topography, a sociologist and landscape architect in order to understand its population and vegetation, a mason and heating engineer, a roof tiler and electrician, a painter and decorator or an economist and ecologist, executing the project does mean knowing how to draw from these different fields and from professional know-how, applying salient elements, allowing systems and logic to emerge, bringing them together in synergy.

Rather than exploring each of these disciplines, techniques and know-how, the project-focused approach assumes that a link can be made between them to create a balance between understanding a plot of land, reinterpreting a location, constructing a site, etc. so that one day it may itself be transformed.

We know that this design approach furthers the aptitude for building and opens the way into the architectural profession. In fact, etymologically, the word architect means 'head mason', the person who leads the others in the act of building. Those in the profession would say that this is not enough when talking about responsibility in construction. Maybe...

You certainly need to be able to read, write and count, but is this not the case in any field? You need to know how to sow, plant, grow and harvest. You need to be able to adopt a legal mindset, think about safety rules and usage standards and understand the reasoning behind liabilities and insurance and also the imperfections of the representation. Are these not also elements of design knowledge that need to be combined and integrated into the project dynamics?

Further to Bologna (1999) and the Chania Declaration (2001), the EAAE is now proposing to occupy the very field that links education and profession and to monitor the exchanges between

Profession. Professions

L'Architecture est une discipline appuyée sur la notion de projet, et enseignée par le projet. La bonne intelligence de cette discipline engendre une capacité de synthèse, largement reconnue dans notre monde de dossiers.

Si pratiquer le projet ne consiste pas, en effet, à être géographe pour comprendre un site et sa topographie, sociologue et paysagiste pour comprendre sa population et sa végétation, maçon et chauffagiste, couvreur et électricien, peintre et décorateur, économiste et écologue,... ...pratiquer le projet exige de savoir puiser dans ces savoirs disciplinaires et ces savoir-faire professionnels, en saisir les éléments saillants -faire apparaître des systèmes, faire émerger des logiques- et les mettre en synergie.

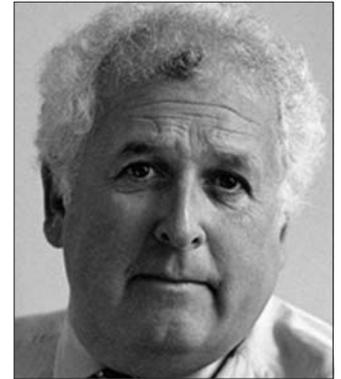
Plutôt que d'explorer chacune de ces disciplines, techniques et savoir faire, la pratique de projet suppose de savoir y créer du lien, pour composer des équilibres : comprendre un terrain, rejouer un lieu, construire un site... pour qu'un jour celui-ci puisse lui-même être transformé.

On le sait, cette attitude (design attitude?) sert l'aptitude à édifier et ouvre au métier d'Architecte : étymologiquement, le " premier maçon ", celui qui entraîne les autres dans l'acte de construire. Les professionnels diront que cela ne suffit pas quand il est question de responsabilité constructive. Peut-être.

Il faut, certes, savoir lire, écrire et compter, mais est-il une place au monde sans l'exigence de ces trois prérequis ? Il faut savoir semer, planter, faire pousser et récolter.

Il faut savoir entrer dans la logique juridique, dans l'obligation des règles de sécurité, dans la raison des normes d'usage et la dialectique des responsabilités et assurances, comme dans les imperfections de la représentation. Ne sont-ce pas là aussi des connaissances de design, à lier entre elles, balayer et entraîner dans les dynamiques de projet ?

Au-delà de Bologna (1999) et de la déclaration de Chania (2001), l'AEEA/EAAE se propose aujourd'hui d'investir le champ propre aux liens Education / Profession, et d'observer les échanges entre éducation et profession. Enseignement initial et formation



education and profession. Initial training and life-long learning spread out a net that we should know where to place and move in order to accommodate professionals regardless of their position and their role in the production of reality.

For even though the project-focused approach is the prerogative of the architect and enables him/her to construct, it also gives him/her access to plenty of other activities where the synthesis ability is at play.

Territorial architect, structural designer, programme designer, builder, planner, consultant, lobbyist, scenographer, protector of ordinary or historical architectural heritage, teacher, etc.

These are some of the many ways of practising the discipline of architecture and of learning new skills. The current financial and economic crisis should help us see the extent of these issues as many professionals are reconsidering their commitment in order to renew and refresh it. ■

permanente tendent un drap qu'il convient de savoir placer et déplacer pour accueillir les professionnels, quels que soient leur rôle et leur place dans la production du réel.

Car si l'attitude de projet est l'apanage de l'architecte et permet de construire, elle permet l'accès à bien d'autres activités, où l'aptitude à associer et la capacité de synthèse sont en jeu.

Architecte des territoires, designer d'objet, concepteur de programmes, maître d'ouvrage, aménageur, conseiller, lobbyiste, scénographe, conservateur du patrimoine ordinaire ou historique, enseignant...

Autant de perspectives pour la pratique de la discipline Architecture et pour l'apprentissage de compétences renouvelées. La crise financière et économique actuelle devrait aider à mesurer la portée de ces enjeux, alors que nombre de professionnels reconsidèrent leur engagement pour le renouveler et le rafraîchir. ■

EAAE-ENHSA Workshop on Design and Construction Teaching

Experimentation towards Integration

11-13 June 2009, Faculty of Architecture, University of Genoa, Genoa, Italy

Architecture as a manifestation of our culture in space emerges through a creative synergy of artistic expertise, technical intelligence and scientific knowledge guiding the act of designing buildings and structures. The process of design through which architectural forms are produced is primarily driven by values, principles, ethics and objectives directing the creative manipulation of mass, space, volumes, materials, textures, light and pragmatic elements such as cost, construction techniques and technology, in order to achieve an aesthetic, functional and meaningful end.

An architect is involved in the creation of the built environment by translating into built forms and spatial organisations the socially and culturally defined demands of persons, groups or bodies. As a person who - through the architectural design practice - transforms the citizens' needs into designed proposals of physical space to be constructed, an architect should be able to operate within a variety of client, architect, management and builder relationships in an effective and professional way, within the constraints imposed by the building and construction industry, the project budget and the brief. This is why architects must possess a systematic and broad body of knowledge, skills, and theory developed through education, graduate and post-graduate training, and experience. Architectural education shall be structured to assure the public that when an architect is engaged to perform professional services, she or he has met acceptable standards enabling proper performance of those services.

For more than 25 years, architectural education worldwide has experienced a progressively growing modularization of the studies offered by the schools of architecture. As the number of offered modules is growing, the links between them become more and more weak and unable to assure continuity in the taut contents. This fragmentation of the teaching contents causes architectural knowledge to be offered in a form of disconnected smaller entities, with no clear directions for students to make the necessary connections in their effort to develop an understanding of the wholeness of architecture and, thereafter, to form a competent profile for a practising architect. The central question that this workshop raises is whether contemporary architectural educators, as well as the educational system as a whole, have

developed the necessary teaching methods, techniques and tools for integrating the fragmented and progressively isolated taught parts into a complete and coherent body of knowledge.

In recent years, we have experienced significant changes in all aspects of the contemporary architectural practice accompanied by new approaches in architectural theory and contemplation. All these changes in the way we understand, think and create architecture are moving together with the extremely fast development of advanced information technologies and digital tools supporting architectural design during the process of generation, representation and simulation of architectural forms. In parallel, the construction industry, responds to the new orientations of the formal and technical aspects of architecture, uses the same technology and, even more, the same or compatible digital infrastructure, in order to produce new materials, dependent on new construction techniques requiring specific technical knowledge. All these radical changes affect the education of the architect since the demand for integration now becomes imperative, new competences emerged from the need for integration are now of vital importance, new knowledge is necessary and new concepts and conceptions are definitely affecting the profile of the contemporary architect. The request of this new profile influences not only the contents of the subject areas taught in architectural curricula, but also the whole system of studies, as it is responsible for the coherence of the education offered and the integrity of the competences to be fulfilled.

One of the main characteristics of this new profile is the ability of the architect to experiment and to create innovative architectural forms by using new materials, by implementing new construction techniques, and by applying new forms of structures depending on new sets of standards and constraints. In this new condition, the creation of architectural forms is no longer based upon a standardized construction process that uses well-known techniques and well-established materials able to materialize a broad spectrum of conventional architectural forms. The design of the forms must remain much more in contact with the construction logics, integrating all the constraints of the emerging new materiality. The growing demand for professionals able to collaborate in

interdisciplinary teams with a global understanding of the interconnection and associations of all the elements that comprise architecture makes integration one of the key issues of contemporary architectural education.

There is a clear paradox between the objectives of contemporary architectural education and those of contemporary architectural practice, the former being about fragmentation, the latter being about integration. The question arising is how we can organize architectural education and deliver our architectural design and construction courses in such a way that we can incorporate in our teaching the inseparable active presence of a way to think about the form with a way to think its materiality. We all accept the design studio as the melting pot of architectural knowledge, but is it really the place where all the fundamental knowledge is easily accessible? How the traditionally separate courses of architectural design and construction will be redefined in order to assure the ability of the graduates not to design forms that another specialist will know how to construct, but to create forms conceived on the basis of their unconventional materiality. How we can teach architectural design and construction assuring the creative synthesis of the designed forms with the aspects of their materiality. How we can offer integrated knowledge where structures, materials and forms are one unique and inseparable issue. Does architectural education need to re-consider or even invent new teaching methods, techniques and tools in order to achieve? How is integration taught? What are the necessary assignments to teach integration? Is it a bottom-up or a top-down process?

The workshop invites:

- All teachers teaching architectural design to present how they understand integration and which innovative approaches have developed in their architectural design teaching in order to assure their students of the capacity to think of form through its technical and material aspects; to find poetry not only in their formal propositions, but also in their tectonics; to think of form, construction, material and structure simultaneously and in integration as a coherent whole rather than a sum of independent parts; to define strong concepts through studying the materiality of their forms.

- All teachers teaching construction in schools of architecture to present how they understand integration and which innovative approaches have developed in their construction teaching in order to assure their students of the capacity to encompass the tectonic aspect in the forms they imagine; to envisage the technological implications of their formal decisions; to turn the material and technical limitations to the advantage of their forms; to think of form, construction, material and structure simultaneously and in integration as a coherent whole rather than a sum of independent parts; to re-define and re-assess the profound content that the materiality of their forms can offer to strengthen the quality of their architectural propositions.

The workshop wants to open a debate on the issue of integration, starting from the most outstanding separations in our educational systems - those between architectural design modules and construction modules. We expect the workshop to reveal innovative approaches to the question of the integration becoming a collector of good practice examples able to inspire more teachers and to influence changes in our educational approaches.

The workshop will be organized in four sessions:

- Integrating the architectural design and teaching of digital fabrication
- Integrating the architectural design and teaching of materials
- Integrating the architectural design and teaching of structures
- Integrating the architectural design and teaching of environmental issues

Invited speakers will address the issues on each one of the above areas.

Extended abstracts of 300 words must be submitted to mvoyat@arch.auth.gr no later than 15 April 2009.

For more information, email:
mvoyat@arch.auth.gr ■

Fourth EAAE-ENHSA Sub-network Workshop on Architectural Theory

Architectural Theory: a Technical Practice?

15-17 October, 2009 Western Switzerland University of Applied Sciences, Fribourg College of Engineering and Architecture, Switzerland

Call for papers

Instead of art I have taught philosophy. Though technique for me is a big word, I never have taught how to paint. All my doing was to make people to see.

(Josef Albers)

Architecture is known to be a strong metaphor for organizing discourse. It can be said then that architectural practice functions as a background for theory.

This may be one explanation for the fact that there exist bodies of architectural theory that cannot be defined, explained or enclosed by discourse. Many of such theorizations seem to be generated by architectural techniques.

After questioning the position of theory in schools' curricula and its relation to research (Hasselt 2006), the way theory functions as a background for practice (Trondheim 2007) and theory as an operative discipline for seeking tools for charting the profession's future practice (Lisbon 2008), the workshop seeks to explore ways in which architectural techniques influence the organization of discourse.

Questions:

- Is there a shift of focus from object to technique in contemporary architecture? How does this affect issues of materiality
- Does "Vitruvius disintegration" (the dissolving of *firmitas/utilitas/venustas*) open up ways to exploring new techniques for organizing (architectural) theory?
Are contemporary techniques for architectural design practice (mapping, diagramming, bricolage, collage, sampling, transferring, pouring, digging, ...) fertile for the production of new techniques for architectural theory?
- What theories have generated such contemporary architectural techniques?

Scientific committee:

- Hilde Heynen (EAAE)
- Chris Younès (EAAE)
- Luis Conceicao (EAAE)
- Florinel Radu
- Pieter Versteegh

Keynote speakers

- Katja Grillner (Sweden)
- Jonathan Hill (UK)
- Sarah Wigglesworth (UK)

Schedule

- Deadline for submission of abstracts - June 30th 2009
- Notification of acceptance - July 2009
- Deadline for conference registration - September 15th 2009
- Conference - October 15th -17th 2009

Abstracts

Abstracts with proposals for papers or projects should be sent to:

architecturaltheory@hefr.ch.

Abstracts should not exceed 400 words. The first page must contain the following data: title abstract, name, position, affiliation, phone, email and correspondence address of the author(s).

The second page contains the title, theme, keywords and the abstract itself without indication of the author.

Abstracts should be sent as attachment in text format named "abstract-your last name.*".

Abstracts can be accompanied by digital illustrations (maximum 5 MB), saved as "jpeg" files named "illabstract-your last name-01.JPEG",

For information contact florinel.radu@hefr.ch ■

EAAE-ENHSA Sub-network Workshop on Conservation

Conservation/Transformation

17-19 September 2009, Dublin, Borris, Kilkenny, Ireland

II° workshop organized by:

- Faculty of Architecture of the University of Genoa.
- School of Architecture, Landscape and Civil Engineering University College Dublin.

Coordinator: Professor Stefano F. Musso

This workshop builds on the workshop held in Genoa in 2007. The theme to be addressed is that of "transformation", acknowledging that what is conserved is no longer what it was before intervention. The workshop is experimental - participants are asked, through the medium of real sites, to reflect on some key issues that impact on conservation/restoration practice and theory and on how these may be explored in teaching. The ambition is to create a discursive atmosphere as a contribution to the reflective papers of the participants.

Four inter-connected themes are put forward for consideration:

- Communication from within the field of conservation/restoration outwards
- Design/ making a proposition for intervention
- Confronting issues of sustainability
- Universal access/tensions with conservation ethics

To facilitate creative exploration, the sessions of the Workshop will be held at different locations. The working language of the Workshop is English.

The workshop will be chaired by Professor Loughlin Kealy, School of Architecture, Landscape and Civil Engineering - University College Dublin

Call for Abstracts

You are invited to prepare an abstract (300 words) for a paper on one of the selected themes. All abstracts should be written in English or French. The paper should address theoretical and practical issues related to one or several of the themes and how these issues might be addressed in teaching

Abstracts should be sent to:

Professor Stefano F. Musso,
Faculty of Architecture of the University of Genoa
stradone di S. Agostino,37 -16123
Genova, Italy
etienne@arch.unige.it
conservation07@arch.unige.it

The concept for the Workshop is as follows:

- Participants' abstracts will be presented in the Introductory session, before participants engage in the tasks of the workshop.
- Three sites have been selected as specific contexts within which the themes will be explored. Participants (in small groups) will be asked to examine one of the sites and prepare an agreed statement on the significance of the site and how the themes might be addressed in relation to the conservation/restoration issues involved.
- The statements of each group will be presented to the workshop. Following discussion, the workshop will attempt to articulate key points on which there is agreement and those on which there is not.

Following the workshop, participants are asked to develop their abstracts into papers, taking into account the experience and discussions of the workshop. The papers (2500-3000 words maximum) will be submitted for review/publication to the Scientific Committee. The selected papers will be published in 2010.

The Committee comprises:

- Professor Francesco Doglioni, Venice
- Professor Loughlin Kealy, Dublin
- Professor Stefano Musso, Genoa
- Professor Chris Younnes, Paris

Note: Participants are advised to bring weather resistant clothing and footwear.

The outline schedule for the workshop is as follows:

- Announcement and Call for Abstracts
February 2009
- Submission of Abstracts: Final Programme
15 May 2009
- Workshop
17-19 September 2009
- Submission of Papers
18 December 2009
- Publication
June 2010

Costs

The fee for the workshop is 390 euro. This covers the cost to travel from Dublin to the workshop hotel (Thursday) and from the workshop venue

back to Dublin (Saturday), two nights accommodation with breakfast and dinner, and a pack lunch on Friday. Accommodation will be in the small town of Borris, County Carlow. The workshop cost for participants who wish to arrange their own accommodation is 240 euro. This includes one dinner (Friday evening). A list of places offering accommodation in the area will be provided on request. Further information will be published on the web site and spread off by mail, together with the registration forms.

Participants who wish to arrive before Thursday or stay on after Saturday must make their own arrangements for accommodation for extra nights. All participants will receive a copy of the published proceedings. ■

12th Meeting of Heads of European Schools of Architecture

Chania Greece 5-8 September 2009

Bologna 10 years after

EAAE Project Leader, Constantin Spiridonidis

A Critical Mapping of the European Higher Architectural Education Area

The 12th Meeting of Heads of European Schools of Architecture will take place in Chania, Greece, from Saturday 5 September 2009 (arrival day) and will finish on Tuesday 8 September 2009 (Wednesday 9 September is the departure day). The title of this event is "Bologna 10 years after: A Critical Mapping of the European Higher Architectural Education Area". The event will be structured upon 5 sessions with the following titles:

Session 1.

What have we achieved, what have we missed (Discussion on the impact of the Bologna process on the contemporary profile of schools of architecture)

Session 2.

Are we really more harmonized? (Discussion on the impact of the Bologna process on the various systems of studies in Europe)

Session 3.

Are we more transparent? (Discussion on the impact of the Bologna process on the contents of studies)

Session 4.

Have we assured more competent architects? (Discussion on the impact of the Bologna process on the quality of education)

Session 5.

Which are our future expectations? Which are our expectations for the future.

The main objective of the meeting is to facilitate a critical review of the experiences of the last ten years of reforms implemented in schools of Architecture around Europe. Keynote speeches, panel presentations and the established debates among participants are hoped to yield interesting, critical insights and to promote ways of envisaging the future.

EAAE General Assembly

Chania, Greece, 7 September 2009

Agenda

EAAE Council Member, Loughlin Kealy

The 2009 General Assembly of the EAAE will be held on Monday, 7th September on the occasion of the Meeting of Heads of Schools of Architecture in Chania, Crete. The General Assembly meets annually in accordance with the statutes of EAAE and the President and Council invite the attendance of member schools.

Draft Agenda

Chair: EAAE Council Member, Loughlin Kealy

1. **Welcome** - EAAE President Francis Nordemann
2. **Presentation of the 2008 - 2009 EAAE Council Members and EAAE Project Leaders**
EAAE Council Member Loughlin Kealy
3. **Report 2008 - 2009**
EAAE President Francis Nordemann
 - Events, projects and activities of past year
 - Upcoming events
4. **Approval of new member schools**
EAAE Council Member Loughlin Kealy
5. **Financial statement**
EAAE Council Member Loughlin Kealy: EAAE Council Member Ramon Sastre (Treasurer)
 - Balance 2008
 - Provisional Accounts for 2009
 - Estimated budget for 2010
 - Overview/cost patterns
6. **EAAE Council 2009 - 2010**
Presentation by EAAE Council Member Loughlin Kealy
 - Continuing Members
 - Members retiring from the EAAE Council
 - Election by General Assembly 2009
 - Nomination as EAAE Vice President
 - Nomination for EAAE Council membership
7. **Report on the MACE project**
EAAE Council Member Herman Neuckermans
8. **Any other business**
9. **The President's address**
EAAE President Francis Nordemann
10. **Closing remarks**
EAAE Council Member Loughlin Kealy

ENHSA Thematic Network

Report: New contractual period for the Thematic Network ENHSA

EAAE Project Leader, Constantin Spiridonidis

The ENHSA III thematic network is granted by the LLP Programme for a new three year contractual period. In this new extension of the ENHSA Thematic Network, we wish to continue our contribution to the creation of the European Higher Architectural Education Area. We wish to structure this area in a way that will become more competitive to other intercontinental counterparts and more attractive to the European and non-European learners. In order to achieve this objective, we need to construct and promote a coherent identity of this area through its distinctive characteristics.

Our inquiries in the previous years showed us that a competence-based architectural education constitutes an innovative approach comparing it to the existing trends of architectural education worldwide; that this approach can creatively encompass the most significant issues of the contemporary debate on higher education and can meet the standards and the aspirations of the European Policies on Higher Education for transparency, quality and mobility. The restructuring of the European Higher Education Area will then be based upon the implementation of a competence-based approach to architectural education.

On the basis of this approach, we want to develop four major issues of the education of architects in Europe. We want to incorporate these issues into this logic in order to achieve a coherent environment characterised by common terms, logics and references. These issues are: 1. The question of the qualification and the issues of quality, which are central in the European debate on higher education. 2. The question of lifelong learning and its impact on the established educational structures. 3. The question of sustainability as consciousness and ways to understand architecture and to act as architects. 4. The research as a necessity for production of new architectural knowledge. What we then need is to creatively and coherently place these four axes under the umbrella of a competence-based European architectural education.

As all broader references to education end up in the classroom, two more large issues emerged from the demand for a restructured academic environment. The one is how we can use a list of competences in order to restructure a school curriculum. The other is how a predefined list of competences

can be translated into teaching practices. With this spectrum of issues, our project is structured upon a number of separate work packages. It proposes a work package for each one of these themes/objectives in order to ensure a better and more focused development of its actions and a more efficient coordination.

What the project wants to produce is, first of all, an extended consciousness between the partners of the experience of a new era in higher education worldwide and the realization that in order to be competitive, we have to develop coherently our own particularities and specific educational cultures. Partners need to realize that the creation of these cultures is the outcome of collective work and that they have to work together in order to construct the common based on which each one of us will create the different. Partners have to implement new tools, new concepts and new practices in teaching architecture, compatible with the speed of change affecting our society, our cultures and our personalities.

To achieve the above, the project will create a large number of outputs, which will be information, views, ideas, proposals and reviews on the main axes mentioned above. They will mainly be constituted by publications and academic events, organised across Europe, the dissemination of which will be addressed to a broader architectural academic and professional public. This is expected to encourage the reconsideration of our applied educational practices and the decision to move towards more transparent and complex pedagogical models. Of particular concern for the project is the recording of good teaching practices, which is expected to reveal new teaching approaches and methods in the proposed new academic environment.

The strategy for the organisation of the work of the consortium is based on two types/groups of development work packages. The first group is structured by work packages, which develop one of the main themes mentioned above (Competences, QF, Lifelong learning, Sustainability, Research) so that the work will focus on each issue and in this way will be more productive and consistent. This split creates the need for a synthesis in order to achieve a coherent and consistent architectural educational environment.

The synthesis is ensured in two ways: The first is on the managerial level and is ensured with Work package 1 where the Management Committee in collaboration with the Steering Committee inspect, facilitate and implement the synergies between the parallel work packages. These synergies are inspected on the basis of the notion of the competences which underpin each one of the themes of the work packages and constitute the common term in the understanding of each one of these themes.

The second way of the synthesis is ensured by the work of the two packages on the development and synthesis that deal with the two following questions: 1. How can all information, knowledge and experience of the competences approaching the issues treated by the development packages (2, 3, 4, 5 and 6) be translated into a new contemporary, flexible and efficient curriculum (question of package 7)? 2. How can all information, knowledge and experience of the work done in these packages affect the teaching strategies, and how can it be translated into new pedagogical approaches?

The advantage of this proposed structure is that we have a deep analysis and development of each package, and at the same time, we have permanent articulation efforts during the development of the project. This structure permits the involvement of many persons in the working groups of the project opening up an extremely broad spectrum of possibilities, directions and themes to the partners.

For more information, you can contact the coordinators of the ENHSA Networks Maria Voyatzaki (mvoyat@arch.auth.gr) and Constantin Spiridonidis (spirido@arch.auth.gr). ■

Flexibility in Architectural Education in Europe

EAAE Council Member, Herman Neuckermans

Education

In the course of the last decades the European higher education scene has been experiencing significant transformations.

The ongoing BA/MA process, initiated by 29 European countries with the Bologna declaration of 19 June 1999, was the start of a process of connecting the national education systems, aiming at more transparency between higher education systems, as well as implementing tools to facilitate recognition of degrees and academic qualifications, mobility and exchanges between institutions in the European Union. Today, 46 countries have committed themselves to the idea of the EHEA, including Turkey. Not all schools have adopted the BA/MA system, but the majority has or is moving towards this system. In the Chania Statement from its GA / 2001, EAAE claimed the right for schools of architecture to choose freely whether to adopt the BA/MA system or not, and EAAE has underlined that the awarding of an academic architectural diploma should be based on 5 years of education.

The Bologna declaration aims at the creation of comparable degrees, while still – and this is frequently wrongly interpreted – respecting the diversity and identity of each country. At the same time, the EU was and is strongly promoting the exchange of students via the Erasmus programme a. o. Bologna has therefore introduced the concept of transferable credits, the so-called ECTS system. The exchange of students and staff needs a tool to monitor the quality of what is exchanged: a system of quality assurance via internal and external visitations of schools and via the expressing and checking of the goals and competences of the educational systems. All diplomas have to be accredited; this is done nationally, and not subordinated to ongoing international EU consultation and concert (ENQA). Accreditation is necessary for national and international recognition of diplomas. It is the result of the Quality Assurance Cycle shown in Figure 1. It is repeated periodically.

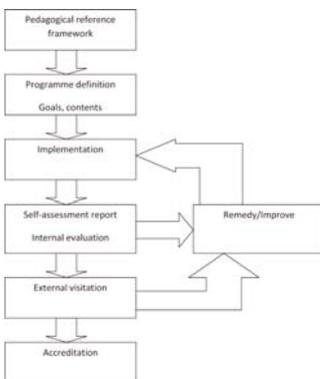


Figure 1: Quality assurance cycle

Whereas in the past, the majority of diplomas were accredited by virtue of their belonging to a governmental education system, today, numerous private initiatives are popping up and all diplomas have to be accredited via a process of external quality assessment. Schools therefore have to first produce

a self-assessment report in preparation of an external visitation. The visitation report is the basis for the accreditation.

The academic accreditation is different from the professional accreditation. The former relates to the recognition of a diploma or a programme, the latter pertains to the access to the profession, to the license to build.

Although legally not required, some governments/schools look for some kind of international accreditation in order to achieve an international quality label. RIBA does this for architecture, ABET does it for engineering curricula, EARAA for management education, ESQUIS for MBA.

ECTS credits

The European Union has been promoting the exchange of students and staff within Europe via the Erasmus, Socrates and Tempus programmes. Home institutions (schools or universities) make bilateral agreements and import credits issued by the host institution. As a result, today, numerous networks link most European schools. At the same time, we see the emergence of select partnerships. Student mobility operates within the framework of a learning agreement for a number of ECTS credits between the home university and the host university. The European Credit Transfer System is the common trade-off measurement unit for the time devoted to a subject: 1 ECTS credit = 25 to 30 hours' student workload. Study programmes thus have to be expressed in credits devoted to each subject. This has generated the distinction between contact hours and real study time including independent study.

The ECTS is based on the premise that 60 credits express the workload of a full-time student during one academic year.

The EU recommends 180 credits for a Bachelor's degree, and 60 to 120 credits for a Master's degree.

Credits quantify the time spend to a learning object by the students, and in the European Credit Transfer and Accumulation System¹, an ECTS credit represents a student workload between 25 and 30 hours.

A full year thus amounts to 1,500 to 1,800 hours work by a student. How this is billed is a matter of discussion and can differ from school to school. So, for example, do we count 4 hours' student time per 1 hour's ex cathedra lecture, and 1 hour's effec-

tive work per 1 hour's Exercises, Seminars and Design (ESD)? Some advocate 3.5 hours per lecture and 1.5 hour's work per 1 hour's ESD.

In the context of student mobility, it should be clear what a student is importing from his/her Erasmus stay abroad, and these weighting factors have to be agreed upon. As long as there is no fixed rule, the host institution should state explicitly what each credit represents at their institution in order for the home institution to interpret the credits.

These recommendations do not solve all the transfer problems because there is no absolute (universal) standard for measuring the quality of student work, and thus the grades depend on the current practices at the host institution. Therefore, some schools rescale the grades according to their proportional distribution of grades at the home institution. The strategy adopted by Bologna to guarantee the quality of the credits is to specify the learning outcome in acquired competences.

Competences

In order to improve the quality of education and to evaluate what a credit really means in content, all learning objects will have to be tagged with competences. Competences are a hot topic today, they play a key role in mobility, and they are an essential part of the process of visitation in view of accreditation.

Identifying competences becomes more and more important because of the quite liberal learning systems at universities in Europe, where students can choose elective courses and thus graduate with quite different individual profiles under the umbrella of the same diploma.

Whereas institutions are in charge of the academic competences, the profession takes care of the professional qualifications.

The formulation of competences is still 'under construction', and several EU initiatives are handling this: the TenCompetences programme, the TUNING programme, ACE, etc.² In this context it is appropriate to include a reference to the MACE project, an EU-funded eCONTENTplus programme aiming at federating architectural repositories all over Europe, and of which EAAE is a partner via K.U.Leuven. The learning objects in MACE³ can be tagged with and retrieved by competence metadata. See <http://portal.mace->

project.eu under search and browse – browse by competence.

Competences encompass knowledge, attitudes and capabilities.

One author distinguishes 'generic competences' related to a specific education level (e.g. university, polytechnic university, high school) and to the diploma (Bachelor's and Master's). The 3TU criteria from TU Delft, TU Eindhoven and TU Twente list these generic competences for a technical university education in the Netherlands.⁴

Generic competences are complemented by 'domain specific competences' which for architects are the famous 11 points specified in the Qualifications Directive 2005/36/EC, copied from the Architect's Directive/1985⁵ stating: "Training as an architect shall comprise a total of at least four years of full-time study or six years study, at least three of which on a full-time basis, at a university or comparable teaching institution. The training must lead to successful completion of a university-level examination.

The training, which must be of university level, and of which architecture is the principal component, must maintain a balance between theoretical and practical aspects of architectural training and guarantee the acquisition of the following knowledge and skills" – they are known as the 11 points and listed in Appendix 1. These 11 points date back to 1985 and many feel that they are somehow outdated, because many changes have occurred since then. By way of example, mastering the new information and communication technology (ICT), sustainability, energy, ecology are missing from the list.

Levels or degrees of achievement within these competences are further specified along the so-called Dublin descriptors⁶, the taxonomy of Bloom, ABET criteria, CDIO (Concept Design Implementation and Organisation – MIT), TUNING, etc. The ACQA⁷ system proposed by TU/e in the Netherlands considers the following four dimensions of competences: capability to analyse, capability to synthesize, capability to abstract (induction) and capability to concretize (deduction).

The Dublin descriptors⁸ for the Bachelor's and Master's degrees were created by an international group of experts in order to structure qualifica-

tions; they pertain to knowledge, attitudes and skills. They are listed below in ascending level of achievement:

1. Knowledge and understanding – insight
2. Applying knowledge and insight
3. Judgement
4. Communication
5. Learning to learn.

Bachelor's and Master's programmes differ in level of achievement.

Levels of achievement within each of these descriptors can be expressed on a scale. Which achievement level corresponds to what educational level/system has to be agreed upon by peers. The standard measuring units, for example the level of abstraction, also have to be agreed upon by peers. This is a delicate operation because it pertains to distinctions and differences in level between institutions. Meijers proposes to characterise a school profile/programme by means of a competence radar plot, like the one shown in Figure 2.



Figure 2

Some add other mental categories inspired by the taxonomy of Bloom, transgressing the cognitive domain with psycho-motoric and dynamic-affective attitudes, which frequently and wrongly are not considered.⁹

ACQA articulates the levels of achievement in five levels: novice (Nov), advanced beginner (aBeg), competent (Cpt), proficient (prof) and expert (exp), and what this means has to be determined by consensus amongst peers. See Figure 3.

Translating curricula in competences is a tedious, but rewarding work. It stimulates teaching staff to reflect not only about what and how they teach, but why they teach this subject, why they have chosen this design assignment and how it contributes to the profile of the school.

Profession

The second major ongoing change in Europe is the new legislation on the free mobility of goods and people in EU as specified in ?The Qualifications Directive 2005/36/EC of the European Parliament and Council.¹⁰ This directive sets out rules for the mutual recognition of almost 800 diplomas among the 27 EU countries. Because there is no standard education profile for architectural education in Europe, the directive specifies a minimum duration of four years of full-time architectural educa-

tion and lists the competences schools have to offer in order to have their diploma recognised mutually by the other member states as being a diploma of architecture. It is somewhat confusing that this directive lists as professional competences for an architect the 11 competences mentioned in the Architects' Directive 85/384/EEC as competences for academic diplomas. Today, it is clear that the Qualifications Directive is about gaining access to the profession (for a self-employed architect), thus about professional qualifications, which in many countries require an academic qualification plus professional internship.

The idea is that an architect with the right to practise (as a self-employed professional) in the home country finds his/her qualifications recognised, allowing him/her to practice in a host country within the 27 EU countries. The proposed SIM Directive (COD/2004/2001) about? Services and establishment in the internal market?¹¹ contains regulations on how subsequently to engage in any economic activity.

All schools have to inform Brussels, via their national coordinator, of which diplomas they issue as diplomas of architecture in order to be considered for mutual recognition. The EU Commission has agreed, just recently, that the coordinator can be assisted by an expert in architectural education and/or practice.

Needless to say, architecture in the Qualifications Directive is about the profession of a self-employed architect.

The dichotomy between the 3+2 track agreement of Bologna and the minimum of 4 years in the EU regulation is definitely striking. And it is hardly necessary to repeat that the architectural educational community is advocating 5 years as a minimum for the education of an architect, which is completely in line with the position of the Architects' Council of Europe (ACE)¹², UIA and UNESCO¹³.

Diversity and flexibility

These ongoing transformations frame the discussion of diversity and flexibility in (architectural) education.

Whereas the Bologna process has first (wrongly) been perceived as an instrument that would equalise all education in Europe, reality is showing a picture of identity and specificities that make

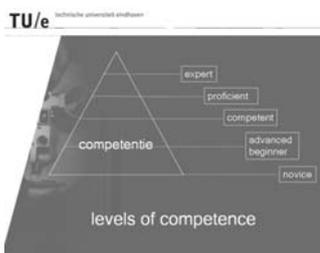


Figure 3

Source: A. Meijers – Academic Competences and quality assurance – Leuven, Jun 27, 2006

education in architecture across Europe very diverse. These differences are becoming more and more visible, because of the multiplication of exchanges of staff and students.

There is a panoply of systems leading to the profession of an architect: academic diploma, academic diploma plus 2 years, 3 years of apprenticeship, six months of practice within the academic education and diploma, the 3-part RIBA system etc.

Surveys carried out in the wake of the Bologna process show a great diversity of school profiles. ENHSA has surveyed to what extent schools in Europe follow the Bologna scheme.¹⁴

Some schools stick to the education of an architect, others are moving or have already moved to the education in architecture preparing for a multitude of professions: decision makers in the construction environment, real estate managers, project developers and project managers, construction experts, site managers, building programmers, software developers for the construction industry, advisors, teachers, designers, fashion designers etc. Other schools are fully engaged in research – the condition *sine qua non* for progress in architecture as a discipline – but there is still a long way to go in building the discipline of architecture, just think of the difficulty in agreeing upon a list of key journals for the discipline.

Almost all schools struggle with the issue of specialisation versus a generalist architectural education. Should it be done as an initial Master's degree or as a Master's after a Master's? Does an education in conservation presuppose a full education as an architect? Do we teach urban design after graduation or is it part of the education of an architect, and if yes, to what extent?

The scene of education today shows a great variety of profiles.

Post-industrial society is characterised by an explosion of knowledge and hence a growing number of specialists. To the schools of architecture this creates a dilemma between generalisation and specialisation as well as a permanent tension between the legal limitations on the length of studies and the impossibility of 'containing it all in one head'.

Traditionally, a school of architecture prepares a student for the profession of a self-employed architect, where he/she will be legally reliable for his/her projects, and the whole legislation, including at European level, relates to this professional situation. This is obvious in schools that have a period of apprenticeship integrated in their programmes before graduation as a preparation for the profession of an architect.

Looking closer at what happens in many schools of architecture today, we see a shift in profile among more and more schools: from the education of an architect to the education in architecture. We see the appearance of options, colours, elective courses, graduation based on a (written) thesis or a final year project, and schools grant different diplomas, some of which are not even diplomas of architecture. They prepare for many different professions: builder, project leader, safety coordinator, technical expert, legal expert, managerial roles and creative roles, decision maker, critical questioning, architectural designer, legally accountable, real estate, specialist in urban design, in building technology, costing, briefing, computer architecture, virtual architect, website designer, computer system management, developer of software, building management and maintenance, space planning etc.

But notwithstanding the focus on the education in architecture, schools of architecture should nurture/foster whatever is the best they have in-house, their designer approach: holistic thinking, creative thinking, thinking in action, critical thinking, discernment and ability to make choices, a constructive rationalism etc.

One extreme sees architecture as a kind of cultural study: learning about society through its built environment. This is a model found mostly in Italy; only a few of the students are prepared for the role of the architectural designer.

Many schools (have been forced to) differentiate and offer a wider palette of courses and subjects. What is offered mainly depends on the internal market (what is needed), on regional specificities (e.g. the presence of a wood or glass industry), on the educational situation in a country (how many schools are there and of what type), on the specialisation of the staff as linked to the history of a school or on the size of the school (a school with

3,000 students allows better for alternative profiles than a school with 400).

Specialisation creates a new problem: who can practise as an architect and who cannot? Take as an example the relationship between a diploma in architecture and a diploma in urbanism: nowadays, some studies in urbanism are also studies in architecture and fit into a 5-year architectural education trajectory, others are not and do not allow nor prepare the graduates to practise as architects (this is the case in the Netherlands). A similar issue concerns conservation: can it be integrated into an architecture curriculum or should it be taught as a postgraduate study? The Bachelor's/Master's structure is almost predestined to lead to specialisation at the Master's level. The question now becomes: who will get a diploma in architecture?

Preparing for the variety of these new roles can quite easily be incorporated at schools of architecture because of the power of the design approach and the 'designer way of thinking'¹⁵, an attitude that makes room for many different professional situations.

Whereas engineering education strongly emphasises scientific, analytical, mathematical and computational reasoning, the education of an architect adopts a creative, synthetic and global approach. Architectural education teaches how to cope with tricky problems. It is characterised by a strong emphasis on critical thinking, positive and constructive reasoning as well as rationality, creative and reflective thought. It creates an attitude of considering wholeness, inclusion and globalisation versus reduction, exclusion and locality. Coping with the ever faster changes in knowledge and tools, schools will have to prepare for lifelong learning and thus have to focus on how to think, how to learn, rather than on what to teach now. They will have to offer permanent education. The offer can be local, national, European or even worldwide making use of information technology. E-learning initiatives will create new opportunities.

education? Today, all new programmes are subjected to a process of accreditation. This accreditation is being organised at national level and fine-tuned at European level; initially, it will be done for the Bachelor's degree, and subsequently for the Master's degree.

School profiles

Because of the multiplication of exchanges abroad, and because of the diversity, schools need to advertise their profile.

And there are many initiatives to map the scene of architectural education in Europe: the EAAE Guide of schools (printed, as well as on the EAAE website), seminars (Aachen) and conferences (Bucharest: Diversity – a resource for the Architectural Education¹⁶ and the Oxford conference series¹⁷ since 1958), ENHSA survey and UPOOL.org.

The EAAE Guide of schools of architecture in Europe was initially inspired by the format of the ACSA guide in the USA. From the second edition on, a web version has also been produced. Consultation is free, whereas being listed requires membership of EAAE.

The third edition of this guide was published in 2007 and the e-version includes hyperlinks to the schools' websites. These websites are unequalled sources of information – many show not only the course topics, but even the full course material.

EAAE is currently preparing the fourth edition of this guide where each school presents its profile, facts and figures, the Bachelor's and Master's programmes offered, plus its PhD/Doctorate programme and language of teaching. www.eaae.be/eaaienieuw/documents.php?show=publications&type=eguide

An interesting way of making school profiles easily visible was developed by RWTH Aachen: profiles are shown in pie diagrams of subjects taught, in terms of how much the profile is artistic or technical, and in terms of what part of the programme is compulsory or elective, respectively. See Figure 4.

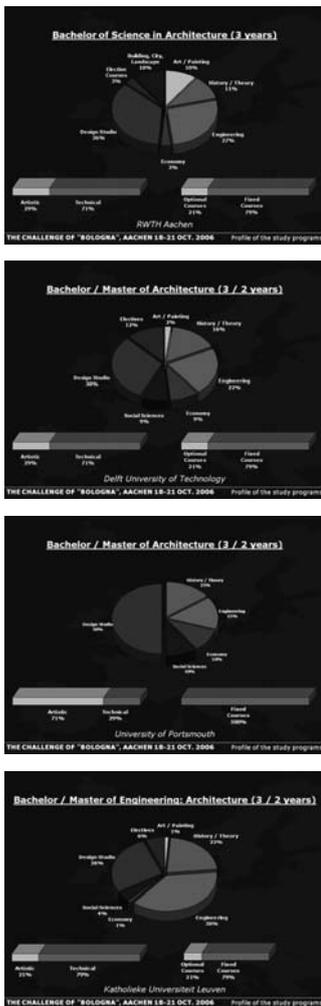


Figure 4: Source: Karsten Ley – The challenge of “Bologna” – RWTH Aachen – October 18-21, 2006



Figure 5

UPOOL.org is a private initiative aiming at presenting schools seen from the perspective of students willing to change schools in the context of Erasmus. See Figure 5.

This website, <http://upool.org>, made by João and Guilherme Lopes allows you to search and

compare architecture schools and programmes according to a diverse and original set of criteria. (Still a prototype version). For each school it shows: workload per subject, staff to student ratio, international contacts.

Radar plots (Figures 2,6) are also used to show profiles of schools and to make differences visible.

On top of this variety of school profiles, programmes, structures, belonging to a university or not, students benefit from a growing flexibility and increasingly have to make decisions about their own trajectory through a wide offer of possibilities and electives and about their own pace of progress on their way to a diploma. At K.U.Leuven, students enrol for either a diploma contract (= a full academic diploma), a credit contract (parts of a full programme) or an exam contract (without attending courses). As a result, many schools now face 'a loss of efficiency' (from the point of view of the authorities in charge) because students spend 7 to 8 years completing a 5-year programme. The cohort system – where most of the students move together from one year to another – is disappearing.

New systems are invented to counsel and guide students who are balancing between freedom and standard programme.

A person's qualification is no longer clearly expressed by his/her 'final' diploma, but by his/her portfolio and by the sum of his/her diplomas. Thus, profiles of graduates are less predictable and the price of this flexibility is that architects starting in an office enrol on 'trial' for a period where they have to show what they can and what they are.

Appendix 1:

The 11 points from the Qualifications Directive 2005/36/EC:

- (a) ability to create architectural designs that satisfy both aesthetic and technical requirements;
- (b) adequate knowledge of the history and theories of architecture and the related arts, technologies and human sciences;
- (c) knowledge of the fine arts as an influence on the quality of architectural design;
- (d) adequate knowledge of urban design, planning and the skills involved in the planning process;
- (e) understanding of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale;
- (f) understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs and that take account of social factors;
- (g) understanding of the methods of investigation and preparation of the brief for a design project;
- (h) understanding of the structural design, constructional and engineering problems associated with building design;
- (i) adequate knowledge of physical problems and technologies and of the function of building so as to provide them with internal conditions of comfort and protection against the climate;
- (j) the necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations;
- (k) adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concept into buildings and integrating plans into overall planning.

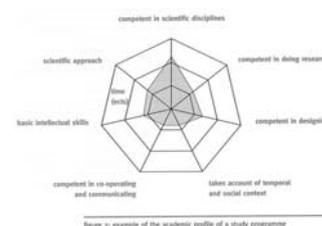


Figure 2 : source ref 4

Appendix 2

The ACQA¹⁸ system proposed by TU/e (The Netherlands) considers the following 4 dimensions, of competences:

- Capability to analyse
- Capability to synthesize
- Capability to abstract (induction)
- Capability to concretize (deduction)

Appendix 3

The generic competences in the 3TU criteria are:

1. Is competent in one or more scientific disciplines
2. Is competent in doing research
3. Is competent in designing
4. Has a scientific approach
5. Possesses basic intellectual skills
6. Is competent in co-operating and communicating
7. Takes account of the temporal and social context

Appendix 4

Dublin descriptors listed in ascending level of achievement:

1. Knowledge and understanding - insight
2. Applying knowledge and insight
3. Judgment
4. Communicating
5. Learning to learn.

Notes:

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4. Meijers, A., van Overveld, C., Perrenet, J. Criteria for Academic Bachelor's and Master's Curricula, TU/e, Eindhoven (NL), 2005 - ISBN 90-386-2217-1
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9. Declan, K., Writing and Using learning Outcomes: A practical guide - University College Cork, Ireland, 2007 - ISBN 978-0-9552229-6-2
10. eur-lex.europa.eu/LexUriServ/site/en/oj/2005/l_255/l_25520050930en00220142.pdf
11. eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52004AR0154:EN:NOT
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15. CROSS, N., Designerly ways of knowing, p. 225 Design Studies, vol. 3 no 4 Oct. 1982, pp. 221-227
16. Neuckermans, H., Diversity in architectural education, pp. 235-242 in: N., Diversity - a resource for the Architectural Education EAAE Transactions on Architectural education no 30 Ion Mincu University Press, Bucharest, 2007 - ISBN 2-930301-26-0
17. www.oxfordconference2008.co.uk
18. Meijers, A , e.a. *ibidem* ref 6

ICSA2010 - The 1st International Conference on Structures & Architecture

21-23 July 2010, Guimarães, Portugal

We are glad to announce that ICSA2010 has received more than 250 abstracts so far from colleagues from 47 countries. However, you still have an opportunity to send your quality paper contribution.

After numerous requests from potential ICSA2010 authors, we have extended the deadline for the submission of abstracts to June 30th, 2009. As you understand, this will be the only deadline extension, so that the scientific committee members can perform their abstract reviewing duties in time.

Abstracts must be submitted electronically through the website of the conference at www.icsa2010.com

Authors will be notified in relation to the acceptance of their abstracts no later than 15th September, 2009. Papers are

due on 15th December, 2009 and their acceptance will be notified before 15th February, 2010. The proceedings will be published by Balkema - Taylor & Francis Group, (<http://www.balkema.nl/instructions.asp>). The proceedings will be indexed by EI and ISI.

The conference - that will be held in the beautiful and world heritage city of Guimarães, Portugal, is co-sponsored by several international organizations, such as the Architects' Council of Europe, the Architectural Institute of Japan, the American Society of Civil Engineers, the China Civil Engineering Society, the European Convention for Constructional Steelwork, the International Association for Bridge Maintenance and Safety, the International Association for Bridge and Structural Engineering and the Tensinet, among others. We would also like to take

this opportunity to thank all of them for their support and confidence in this event.

The conference is intended for an audience of researchers and practitioners worldwide with a background in architecture and in structural engineering. Architects, structural and construction engineers, builders and building consultants, construction industry persons, academics, researchers, students, product manufacturers, material suppliers, project managers and contract administrators, asset managers, government authorities of infrastructure development and others are all welcome.

All major aspects of structures and architecture will be addressed. Those include the following topics: comprehension of complex forms, computer and

experimental methods, concrete and masonry structures emerging technologies, glass structures, innovative architectural and structural design, lightweight and membrane structures, special structures, steel and composite structures, the borderline between architecture and structural engineering, the history of the relationship between architects and structural engineers, the tectonic of new solutions, the use of new materials and timber structures

For further information:

www.icsa2010.com

Archibots: Intelligent and Adaptable Built Environments

30 September 2009, Orlando, Florida at Ubicomp 2009.

Call

Robotics embedded in our built environment will increasingly support and augment everyday work, school, entertainment, and leisure activities in an increasingly digital society. A full-day workshop offering at Ubicomp, the International Conference on Ubiquitous Computing, Archibots aims to identify opportunities and challenges in research and education in the emerging area of Architectural Robotics - intelligent and adaptable physical environments at all scales.

For Archibots 2009, we seek position papers representing diverse perspectives from the extended ubicomp community exploring possibilities and defining an agenda for Architectural Robotics for the year 2019 and beyond. Workshop participants will discuss these perspectives and then, in teams, sketch short videos to envision possible futures. The

collected videos of the workshop are intended to stream to the Video Program of the conference.

The organizers plan to publish selected position papers as an edited book or a special issue of a journal, and also further relations with industry and allied disciplines. scope: We solicit position papers envisioning opportunities and challenges for Architectural Robotics to support and enhance human needs and desires, including, but not limited to:

- specific applications (e.g., work, health, play, elderly, disabled, children).
- re-configurable and modular robotics in buildings, public places, furniture...
- sociological and psychological implications of architectural robotics.
- programming buildings that sense, infer, and respond to human needs.
- intelligent building structures and systems with embedded robotics.

- the software and hardware infrastructure needed to realize archibots.
- teaching and learning architectural robotics.

We encourage papers that go beyond a mere presentation of accomplished works; instead, we seek contributions to this emerging field that openly communicate techniques, methods and assemblies of architectural robotics and, more broadly, the challenges and prospects of architectural robotics which we recognize as technical, social and aesthetic.

Submissions

Paper submissions must be formatted according to the Ubicomp supplementary proceedings template and submitted in PDF to both kegreen@clermson.edu and mdgross@cmu.edu no later than 5pm EST on June 25, 2009. Papers must not exceed 6 pages and 10MB, including abstract, all figures, and references. Each submission should have one design-

nated author who will participate in the conference, should the submission be accepted. [The organizers acknowledge support for this workshop from the U.S. National Science Foundation.]

Papers due

5pm EST on June 25, 2009

Organizers

- Keith Evan Green (Clemson U.)
- Mark Gross (Carnegie Mellon U.)

Human Habitation: Architecture, Settlement and Urban Identity of the Persian Gulf Region

5- 6 October 2009, University of Westminster / RIBA, London, UK

- part of the 2009 World Habitat Day events by UN-HABITAT

Call for Papers

The dramatic change of the role of the Persian Gulf region - from being one of the main providers of fuel and energy to one of the major consumers of energy and produced of carbon emissions in the world - has taken place with little critical debate about these transformations.

The Persian Gulf region, possessing 50% of the world's total oil reserves, has over the past few centuries become a major centre of global attention and conflict. Most of these events, from the 1820s conflicts between British forces and Arab sheikhdoms, through to the Iraqi invasion of Kuwait in the early-1990s and the 2003 US and British invasion of Iraq, have had a tremendous environmental and cultural impact in the region.

Extensive recent architectural activity in Persian Gulf countries has been equally dramatic. Indeed, the dominant trend seems to have shifted from supplying fossil fuel to massive amounts of building construction in often brutal urban developments. The culture of "Dubaization" in the region during the past ten years is now ringing alarm bells amongst different professions. A "free-for-all" approach to architectural development has created surreal cities which seem to deny any chance of belonging to a specific place, climate or cultural identity.

The organizers of this conference at the University of Westminster, in conjunction with UN-Habitat, wish to take this opportunity during the global economic downturn to open up the debate, critically and speculatively, about what has been happening in the Persian Gulf region. The aim is to explore historical and contemporary influences, and looks at the development of architecture and urban settlements and their relevance to environmental sustainability and specificity of place. The conference will thus look at the various impacts of globalisation in that region especially in relation to issues of cultural identity, human habitation and ecological building.

Conference format

Contributions are invited from designers, architects, practitioners, teachers, students and all those who are interested in the disciplines of architecture, habitation and urban design. As noted, the presentations will be divided into three topics in order to open up ways of thinking about aspects of cultural identity, human habitation and ecological building. These three themes are:

- Identity and City
- Architecture and Settlement
- Climate and Comfort

Conference dates and location

The two-day conference will be held on 5th-6th October 2009 in the Jarvis Hall of the Royal Institute of British Architects (RIBA) at 66 Portland Street, London W1B 1AD, UK.

Conference deadlines

- Call for papers: May 2009
- Submission of abstracts: 30th June 2009
- Registration: May - July 2009
- Notification of acceptance of papers: 20th July 2009
- Final date for submission of full papers: 7th September 2009
- Submission of visuals for full papers: 21st September 2009
- Presentation of papers: 5th & 6th October 2009

Conference programme

Conference Day 1

AM: Celebration of UN World Habitat Day with key speakers from UN-Habitat
PM: Panel 1 - Identity and City
Evening: Reception and private view of exhibition (held at the University of Westminster)

Conference Day 2

AM: Panel 2 - Architecture and Settlement
PM: Panel 3 - Climate and Comfort

Research prizes and closing ceremony

Conference Registration Fees

The cost for attendance at the conference

- 120 GBP for two days
- 75 GBP for one day
- 5 GBP Students

Early Registration for the conference is advised, (available until £90 2009 September)

Organisers of the conference

- **Honorary Chairman:** Professor Jeremy Till
- **Academic Advisor:** Professor Murray Fraser
- **General Secretary:** Nasser Golzari
MA Architecture, Cultural Identity & Globalisation,
Department of Architecture
School of Architecture and Built Environment,
University of Westminster,
London, UK.

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www.humanhabitation.org

Symposium of the DRS Special Interest Group on Design Pedagogy

16 October 2009, CEPAD, Coventry University, UK

The aim of the new SIG is to bring together design researchers, teachers and practitioners, and others responsible for the delivery of design education, to clarify and develop the role of design research in providing the theoretical underpinning for design education.

The Inaugural Symposium of the SIG was held on 27th March 2009. It was hosted by the Centre of Excellence for Product and Automotive Design (CEPAD) at Coventry University. Its purpose was to launch the SIG, allow members to meet each other, and to

share expertise and interest. It included presentations by Mike Tovey, Karen Bull, Jane Osmond, Kay Stables, Jack Ingram, Steve Garner and Linda Drew.

The next symposium of the Design Pedagogy SIG takes place on:

Friday 16 October 2009, 09:30 - 16:00
CEPAD, Coventry University

The purpose of the event is to pursue the aims of the SIG by taking forward some of the developmental themes identified at the inaugural.

It is free to DRS members, including refreshments.

Please register your interest in attending the symposium by 4 September 2009. You will then be sent a detailed programme.

You are invited to present a poster of your particular research interests and expertise to be viewed during the day.

Please contact Mike Tovey with a poster title by 4 September 2009, the poster format will then be sent to you.

For further information:

www.coventry.ac.uk/cepad

RESEARCH Processes, Results and Contributions.

24-25 November 2009: THE ART OF University of Art and Design Helsinki, Finland

Over the last two decades, a lively discussion has developed about the relationship between art and research. The roles of the professional artist and the professional researcher have in many ways come closer to one another and often merged in fruitful ways. At the university level, the criteria for various forms of research related to art and design have emerged. With some variation, the suggested minimum criteria include: a clearly articulated epistemic interest, a systematic and sustained approach, explicit and articulated means for communicating and evaluating the results, and established practices for publishing the results.

This new institutional connection between research and art/design has promoted much discussion concerning the dialogue between theory and practice, or 'reflecting' and 'making', the emphasis often being on the question of how they might be combined in a productive way. This time the conference explores the different ways to turn processes into results guided by following questions:

- To what extent is it productive to demarcate the practices of art/design from theories of art and design? Do

these distinctions just serve the narration of the dialogues between theories and practices or do they have relevance beyond that?

- How to conceive of the relationship between the art/design processes and the research results from case to case?
- How to document art and design processes for research purposes?
- How to communicate non-verbal research results?
- What do we mean by contribution in terms of art and design research?
- What is the relationship between saying and showing, or argument and demonstration?

These questions might also stimulate other relevant questions.

The conference will go beyond conventional paper presentation, as each conference session space will be designed to enable oral presentations to interact with exhibited works of art and design.

The aim of the event is to continue and update the discussions concerning the relationship between art and design practices and research, in terms of both content and modes of presentation.

We invite papers (5000 words max) by doctoral students, post-doctoral researchers and academics dealing with following themes:

- (1) Explorative art/design projects. This type of papers must be submitted together with creative works and must contribute to understanding how the visual and the verbal are unified in artistic and design research. Each submission should also include a separate brief description (80 words max) of the creative work and visual material such as photographs or video (digital formats only, totally 10M max.).

- (2) Methodological and theoretical questions related to the conference theme.

All contributions will be double-blind peer reviewed. To facilitate double-blind peer review process, authors should make efforts to ensure that information about the authors' identities do not appear anywhere in the paper. If an author is cited, "Author" and year should be used in the bibliography and footnotes, instead of author's name, paper title, etc.

The conference is hosted by School of Design in co-operation with Design

Connection Doctoral School at the University of Art and Design Helsinki. Since the first event in 2005 in Helsinki, "The Art of Research" event has been organized annually, altering between two locations: University of Art and Design Helsinki and Chelsea College of Art and Design in London.

The paper and exhibition proposals should be sent to the conference secretary Johanna Rauhaniemi, Johanna.Rauhaniemi@taik.fi. For the paper template and other practical details, see the conference web site at: www.taik.fi/designresearch/AOR2009 Conference fee 1500/1000 for students, includes conference attendance and refreshments.

Key Dates:

9 April 2009 First call for papers
10 August 2009 Deadline for papers
1 September - 6 November 2009 Registration and payment
28 September 2009 Review notice and referee feedback
30 October 2009 Submission for final papers
10 November 2009 Arrival of exhibits.
24-25 November 2009 Conference

File to factory: The design and fabrication of innovative forms in a continuum

3 - 4 September 2009, CMA (Centre for Mediterranean Architecture), Chania, Crete, Greece

International Symposium

Call for Abstracts

The symposium aims at putting together teachers at schools of architecture in Europe, architects/designers and building industries who operate with electronic media from design to manufacturing. The symposium is also open to those teachers, architects and building industry agents who wish to know more about this process.

Its topic is the file-to-factory continuum, the domain of design-to-manufacturing from the file produced in a school lab or an architect's studio to the factory to be fabricated. The conference will be based on paper presentations as well as debates among participants to exchange research results, information, ideas, techniques, methods and expertise.

The rationale

This continuum, from design to manufacturing, concerns the different types of computer software that operate within it to generate an increasing number of contemporary buildings. It also concerns technological advances in the genesis of new materials and methods for the fabrication of components that are changing construction.

In Universities, Research Labs and Architectural Offices, a vast spectrum of ideas, theories, practices is already in action, pointing out changes in architecture produced by the integration of the file-to-factory continuum approach. The debate is largely opened up among architects, referring to new definitions of architecture's contemplations and attestations, to new concepts of the relation-

ship with the industry and, of course to the final user.

Despite this evident continuum, in real terms work that is produced as the result of continuous efforts of research at universities and the respective research produced in the building industry is hardly communicated and rarely becomes common knowledge. The two parties involved, universities and enterprises, do not have the necessary close contact to promote creativity, innovation and competitiveness in the domain of the creation of contemporary architecture with the use of advanced technology at European level. However, these two parties are complementary in their strengths and weaknesses.

Namely, universities possess dedicated researchers with profound academic interest to conduct research but lack the infrastructure to test their ideas, whilst enterprises have the aforementioned infrastructure but cannot exploit it as they lack profound academic research. Moreover, teachers of architectural design always aware of contemporary tendencies in architecture never convey these tendencies to the building industry that tries speculatively and tentatively to adjust and adapt to these needs.

Continuum

will develop a series of activities such as student workshops to visit small to medium sized enterprises that work with cutting edge CAM/CNC techniques to become familiar with their limitations and potentials.

The core concepts and basics questions have been developed in two workshops

(Lyon, Sept 08 and Barcelona, Mai 09) in the context of the 3rd continuum Architectural design and manufacturing: from the school lab to the fabrication workshop and will be presented and discussed in the Symposium.

The symposium will focus on the following themes:

Digital Fabrication and File-to-Factory Production in Schools of Architecture:

- What teaching protocols have you established in your school? What are the , teaching methodologies you implement?
 - Presentation of case studies and good f2f practice.
 - Necessary infrastructure, machinery, equipment for working on f2f.
- Possibilities, limitations, capacities
- Necessary software to operate f2f
 - Student competences necessary to work on f2f in the lab
 - Teacher competences necessary to work on f2f in the lab
 - Computer Technician competences necessary to work on f2f in the lab
 - Equipment Technician competences necessary to work on f2f in the school model shop/ workshop

Digital Fabrication and File-to-Factory Production, Mass Customisation in architectural practice:

- What work or communication protocols have you established in your practice?
 - Presentation of case studies and good f2f practice.
 - Necessary infrastructure, machinery, equipment for working on f2f.
- Possibilities, limitations, capacities
- Necessary software to operate f2f

- Architect's competences necessary to work on f2f in the office.

Digital Fabrication and File-to-Factory Production in the Building Industry:

- What work or communication protocols have you established in your enterprise?
 - Presentation of case studies and good f2f practice.
 - Necessary infrastructure, machinery, equipment for working on f2f.
- Possibilities, limitations, capacities
- Necessary software to operate f2f
 - Employee's competences necessary to work on f2f in the lab

Abstracts should not exceed 500 words.

For more information please visit:

www.f2f-continuum.eu/conference

Or contact:

mvoyat@arch.auth.gr

Photography Next

4-5 February 2010, Stockholm, Sweden

This conference presents two themes, "Photography and Word" and "Photography and Education," each focusing on key issues under current development in the international research field. The first day of this two-day conference will include talks by a handful of internationally renowned speakers from the university and museum sector. The event is open to all scholars of photography in universities, museums and archives. The second day will include parallel seminars where the participants have the opportunity to present academic papers within the two themes.

Photography and Word is open to consider a variety of verbal supplements to photography. From the observation that photographs are highly sensitive to spoken and written language, we invite investigations and experimentation in hermeneutical processing, design manual development, juridical controversies, theoretical analysis as well as artistic, curatorial and journalistic practices. Thus we may highlight problems relating to copyright and/or protection of individual privacy; dissemination and organiza-

tion of digitized photographic collections; visual rhetoric in political and/or commercial arenas; syntagmatic and paradigmatic modes of producing illustrated meaning; manufacturing evidence of criminal/immoral conduct or the use of language in photographic exhibitions.

Photography and Education considers photography as a tool and a subject for education.

- The role of photography in teaching; in history books, educational materials, museums exhibitions.
- Photography taught; from amateur photo classes to public education and professional courses. What have been the intentions behind teaching photography and what have been the dominant values?
- Practical photography as means of education and research, from art school's examination of self, gender, and discourse to research practices that rely on photographic records and documentation.
- Transversal production of generic standards and habits among closed circuits of producers, distributors and consumers.

Confirmed keynote speakers

- **Martin Barnes**
Victoria & Albert Museum, London
- **Elizabeth Edwards**
University of the Arts in London
- **André Gunthert**
L'Ecole des Hautes Etudes en Sciences Sociales

Call for papers

Abstracts (250 word maximum) can be submitted until 1 October 2009. State your name, affiliation and contact information and under what theme your paper would fit. Send your abstract to: Anna.Dahlgren@nordiskamuseet.se

- **Dates:**
4-5 February 2010
- **Venue:**
Nordiska museet and Moderna museet, Stockholm, Sweden
- **Last date for submitting abstracts:**
1 October 2009.
- **Last day for entries for participation on lecture day only:**
1 November Number of participants are limited. We will give priority to those presenting papers.

- **Detailed program:**
November 2009

Organising committee

Behind the conference Photography Next stands a group of four Nordic researchers in photography, all members of the Nordic network for the History and Aesthetics of Photography (funded by Nordforsk 2003-2007).

- **Anna Dahlgren**
Nordiska museet, Stockholm, Sweden
- **Kimmo Lehtonen**
University of Jyväskylä, Finland
- **Dag Petersson**
The Royal Academy of Art, School of Architecture, Copenhagen, Denmark
- **Esa Sigurjónsdóttir**
University Iceland

Metropolis 2009,

1. - 31 August 2009, Copenhagen, Denmark

Copenhagen International Theatre is now preparing the second edition of Metropolis taking place from August 1st to 31st 2009.

Metropolis is a new urban arts festival launched in 2007 with the aim of creating a Scandinavian platform for dance, performance, installations, media and conceptual art which works in and with the urban space and the urban infrastructure.

Metropolis focuses on innovative Danish and international work featuring not just outdoor performance work, but work which in particular is cross-disciplinary

(architecture, design, performance, art and media) and work which challenges our notion of space, place and the city.

We wish to present a programme which challenges our preconceptions of the city, takes people to unusual places, engages the audience and presents unusual work.

Programme will be published in June.

For more information, subscribe to our newsletter on:
metropolis@kit.dk.

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
Francis Nordemann, 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

11-14	06	2009	■	EAAE-ENHSA Workshop Genova / Italy	<i>L'Atelier de l'AEEA / ENHSA</i> <i>Gênes / l'Italie</i>
04-08	09	2009	■	12th Meeting of Heads of European Schools of Architecture Chania / Greece	<i>12^e Conférence des Directeurs des Ecoles d'Architecture en Europe</i> <i>Chania / Grèce</i>
15-17	10	2009	■	EAAE-ENHSA Workshop Fribourg / Switzerland	<i>L'Atelier de l'AEEA / ENHSA</i> <i>Fribourg / Suisse</i>
17-19	10	2009	■	EAAE Council Meeting Fribourg / Switzerland	<i>Réunion du conseil de l'AEEA</i> <i>Fribourg / Suisse</i>
21-22	11	2009	■	EAAE Council Meeting Leuven / Belgium	<i>Réunion du conseil de l'AEEA</i> <i>Louvain / Belgique</i>