

Ideas and Reflections on Architectural Education in Europe: A Workshop Synthesis

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General Observation

The effort to bring together materials such as found in the volume, *Monitoring Architectural Design Education in European Schools of Architecture*, editor: Constantin Spiridonidis, provokes several immediate observations.

The intention of this volume is not to establish a school of thought as much as to aspire to scholarship in teaching.

It is a representation of the diversity of culture within a way of thinking even more than it represents the cutting edge of our discipline.

It is a valuable effort for what it represents, that is, the connection between reflection and teaching.

In an artifact oriented culture, this effort represents the importance of writing and critical role of shared discourse in the evolution and transformation of the discipline of architecture. It is an effort that deserves our appreciation.

Perspectives and Bias

It is important to establish the position of the individual who would make comments as much as it is critical to understand the references of those who have submitted their work for review.

Teacher

As a teacher I have been actively in the classroom for thirty years.

Academic Administrator

I have been an academic administrator as a Department Chair and as a Dean for twenty-seven years.

Architect

As an architect I have worked in the corporate office Of Hugh Stubbins and Associates. I have associated with architectural firms to produce professional services in the area of church work and as a special consultant to universities and cities.

American

The perspective I bring to this meeting is as an American educator in the context of a professional culture that include accountability to professional associations, accreditation agencies and the general public.

Student

I remain a student of architecture. I believe it is the only acceptable posture for an individual who would remain in the academy.

Session Questions

For the sake of Continuity I believe it is fair that I answer the same questions that have been provided for the published papers to establish clearly my position relative to architectural education.

What do I teach and why do I teach in the design course for which I am presently responsible?

My primary teaching assignment is a course under the name Design Thinking. This is a course of my invention that I have evolved over a period of eight years. I chose this subject because of a strong belief that design teaching has given too little attention to specific instruction on the subject of the evolution and implementation of critical thinking skills. This course is specifically prepared for first year design students.

Teaching is a great reminder that it always about people never about the artifacts or the outcome, these things. I believe that through teaching even the ordinary can be made extraordinary.

How do I teach and why do I choose to teach this way in the course for which I am presently responsible?

I teach the first year Design Thinking course in a large lecture format that alternates between formal lectures, a film series illustrating lecture topics, discussion sessions with graduate students following a series of assignments emphasizing reflective writing on subjects related to the lectures, and a project 16 weeks in length that asks the student to build a three dimensional model of his or her own thought process.

I choose this method of instruction so as to mix students of the design disciplines including Architecture, Art and Design, Graphic Design, Industrial Design, and Landscape Architecture together. It also allows me to establish a common framework among the students to form a shared language among them.

The formation of design thought is best exemplified by the thinking eye, that is knowing how to see (saper vedere) of Leonardo Da Vinci. We are guided by a philosophy of instrumentalism, we learn by doing, there is truth in making (verum ipsum factum).

What exercises do I run and why do I choose to do so in the course for which I am responsible?

I have chosen a mix of assignments including reflective writing, public presentations, shadow activity, and the development of a physical model of thought in order to provoke a reaction in each student as an independent thinker.

Teaching Aspirations

If you aspire to teach individuals to evolve within a design discipline and to fashion a foundation of thought you must consider the mix of inspiration, reflection, critical thought and the desire to effect the work of others. The teacher must look beyond the carefully crafted course outline to the intentions of the course experience. It is therefore the impact on a student's behavior as a designer that I believe is most important to serve a lifetime in the profession of architecture. To this end I expect to influence students and to;

- inspire them to test ideas through action,
- cause them to operate in continual reflection,
- provoke them to value critical thought,
- insist that they become centers of influence.

Review Comments

The comments that follow have been derived from the reading of the text, *Monitoring Architectural Design Education in European Schools of Architecture*, editor: Constantin Spiridonidis.

A Way of Thought

There is strength in the pursuit of first principles promoting education as a way of thinking.

Historic and Civic Conscience

There is strength in the nurturing of a "historic and civic conscience" either overtly as exercises in a greater cultural context or as an underlying expectation for social responsibility.

Teaching as Scholarship

There is emerging strength, though not generally demonstrated, in the concept of teaching itself as scholarship.

Attention to People

There is little attention within the document to either the student represented by many learning styles and the context of their experiences or the faculty matching particular teaching approaches to course assignments.

Errant Voices

There are few errant voices in the document and almost no discourse on departure from long accepted teaching models.

The Case for Research

References to research are generally loose and unsatisfactory.

Attention to Professional Practice

References to architectural practice and professionalism are not convincing and generally devoid of the exigencies of professional conduct and services.

The Voice of the Client

There is little if any reference to those who must be served.

Provocations

The reading of the document has inspired from its various articles three provocations for education and design practice. These provocations will develop and mature with time. It is necessary to consider their implications.

Evidence Based Decisions

Can we assess our teaching pedagogy and our practice culture so as to underpin our discipline with the rigors of evidence?

Scholarship (Discovery, Integration, Application, Teaching)

Research

The Winds of Change

What are the forces of evolution and revolution that are upon us?

Technology

Digital Currency

A Flattened Earth

Outsourcing, Offshoring

A Deeper Understanding of the Human Condition

Learning styles, Cultural Diversity

The Academic Culture

Pedagogy and Content, Logistics, Tenure

A Life- Long Commitment

Should we not accept a role as educators beyond what happens within a curriculum for the continual transformation that will be a part of every design professional's life?

Shepard the Internship Experience

The bridge experience

Assist Continual Professional Development

The learning Organization

Nurturing Personal Development

Connecting personal goals and life-long learning

Challenge: Who will lead architectural education? Who will lead architecture?

This is a moment of great change and transformation in the practice of architecture. A crisis of identity and of service is overturning the conduct of the profession. The culture of practice as we have known it is not only threatened it is essentially past. How much longer can the culture of education hold this evolution and transformation off? Illustrated by the work of students from the Design Thinking course I have referenced I believe we must use the tools that constitute the design process. Deduction, reflection, assumption and preconception begin the process of iteration that serves the development of models to answer the challenge just as it would serve the development of a physical artifact. The question that must be asked as course materials are reviewed is who will lead architectural education? Who will lead the profession of architecture? What implications will such questions have on our understanding of architectural education? We must take the time to deduce the situation before us so that we understand the large picture of our challenge. As the candle burns through the process the difficulties will fall away leaving us with the essence of the issues to be addressed. It is a process that will require patience and discipline.

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Reflection

We must begin our understanding of what we teach by first reflecting on who we are, who we wish to become and who we are driven to be. The forces in the profession serve a strong notice to us that if we do not respond we will become irrelevant to the future of the profession. The mirror in the fish bowl of water reminds us that how we will see ourselves is entirely dependent on the positions we wish to take.



Assumption

The necessary step of a professional curriculum is that it must embrace and enroll in the culture of the profession that is being served by the curriculum that is being propagated. Too often faculty, in the interest of keeping a distance from external influences, mistakenly adopt a posture of academic freedom as an excuse for a non-responsive posture to professional preparation. As the profession is now transforming at a pace considerably more intense than the academy such a posture only heightens the possibility that formal education experiences will be discounted. The model reminds us that we need to take on the garments of the profession in order



to embrace the value system of the profession. We can not remain aloof to the implications of practice. We must wrap ourselves in the entire culture of the discipline of architecture.

Preconception

Much of what we pursue in curricular matters is the result of what we wish to become. It is our preconceptions that contribute to how we begin to develop curricular paths. Knowing this, we must be conscious of our preconceptions in order to understand our bias. Bias has a major effect on how we perceive the future of architectural education and the relationship between architectural education and the profession. The student who saw the assembly of a chair as a linear activity soon realized that it was the rule by which the chair was assembled that determined the outcome. Each component and related connector becomes as important as the final outcome. This is a lesson well understood for curricular development.



On the Near Horizon: The Learning Organization

The Learning Organization Model is an essential commitment by an office because it signifies a commitment to the pursuit of knowledge and openness to new means and methods. This rapidly evolving aspect of practice is asserting the importance of professional education beyond the boundaries of the academy. We in professional education must address this development. Further, we must be prepared to address the issues of the profession through new techniques and technologies. It is becoming more clear to me that we in education must make a life long commitment to our students and by so doing make a commitment to the profession for total engagement.

It is clear in the professional context that;

employee education is an expensive investment, but it is even more expensive to ignore, every member of an office team must commit to the pursuit of knowledge and life-long learning

education throughout life is as relevant for the most senior member of the firm as for the most junior member of the firm,

moderating what is learned in school and what is applied in practice

is attention to the readiness for practice at every stage of a career

seeking out the horizon for what is evolving is an investment in the future of the firm

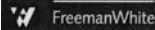
The Freeman White Model

The commitment to a learning organization is reflected in the model of continuing learning established by the Charlotte architectural firm of Freeman White architects. This model presents a comprehensive plan for connecting the aspirations of the organization to the capabilities and ambitions of its staff. This model recognizes that it is possible to build future leadership from within the organization.

The first chart demonstrates the comprehensive nature of the courses offered in the Freeman White organization.

One Teaching Firm's Model

Levels of training
CEU/IDP
coverage
Crosses job
descriptions



CORE and ENRICHMENT Courses			Level	Prereq	Firm's Strategic Goals					Qualifies For Credit/Bonus					Performance	
Course Number (Core or Enrich.)	Course	Learning Objective	Course Time	Level	Prereq	Teamwork/ Collaboration	Client Satisfaction	Business Development	Operational Efficiency	Financial Stewardship	Professionalism	Leadership	Communication	Problem Solving	Continuous Improvement	Overall Performance
C	Or-3 Orientation - LS	To gain a better understanding of FV's history, Outlook, etc.	150	h												
C	Or-4 Orientation - Computer Filing	Learn how to file FV projects electronically.	150	h												
C	Or-5 Orientation - Hard Copy Filing	Learn how to file FV projects manually.	150	h												
C	Or-6 Orientation - CAD & QM FV files	To be introduced to FV's standardized CAD & QM processes and paper flow.	225	h												
C	Or-7 Orientation - PDS	To gain knowledge on the program and use of the Project Data Sheet.	100	h												
Management																
C	M-1a Negotiating Contracts and Fees, Managing Project Scope	To understand the basic use and interdependency of the Owner/Architect and Architect/Consultant agreements. To understand the basics of good contract negotiation.	225	h											5	
C	M-1b Negotiating Consulting Contracts and Fees	To better understand the relationship between the consulting services we provide and the agreement to perform the work. How to price fees based on value instead of on effort. How to control the scope of services in relation to the fee, and learn to be compensated for the work done.	225	h											11	
C	M-2 Client Development and Maintenance	To better understand the nature of a business relationship and how to keep a good relationship going.	225	h											14	
C	M-3 Consultant Contracts, Coordination, and Management	To learn to manage the working arrangements between the Architect and his consultants.	225	h											11	
E	M-3a Risk for Managers	To clarify the manager's understanding of the legal risks involved in the design-contract relationship.	225	Or	Y										19	
C	M-4 Business Office, Project Manager Interface	To better understand the relationship between all business related parties from a FV's perspective.	200	h											14	
C	M-5 Quality Management	The policies and procedures needed for effective project quality as well as the tools that help the process. Work Plans, Task manager, and Deliverables Checklist. STANDARD CLASS	150	h	Y										19	
E	M-5a Production Process	To fully understand the overall roles and responsibilities of FV's process during the production phase of a project.	150	h											18	
C	M-5b Project Management / Quality Management Refreshers	To better understand the policies and procedures needed for effective project quality as well as the tools that help the process.	225	h	Y										14	
C	M-6 FreemanWhite Schedules	To be exposed to the various schedule types at FV, their components, and the associated controls.	150	h												
E	M-7 Leadership	Provide courses for managers, supervisors and other individuals to advance their leadership skills and abilities.	225	Or											15	

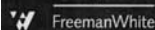
The second chart articulates the relationship between the organization learning model and the overall expression of the office from job definition to the satisfaction of continuing education requirements demanded by licensed practice and client demonstrated capability.

One Teaching Firm's Model

Clear learning objective

Links to firm goals

Links to job descriptions



CORE and ENRICHMENT Courses			Level	Prereq	Firm's Strategic Goals					Qualifies For Credit/Bonus					Performance	
Course Number (Core or Enrich.)	Course	Learning Objective	Course Time	Level	Prereq	Teamwork/ Collaboration	Client Satisfaction	Business Development	Operational Efficiency	Financial Stewardship	Professionalism	Leadership	Communication	Problem Solving	Continuous Improvement	Overall Performance
C	Or-3 Orientation - LS	To gain a better understanding of FV's history, Outlook, etc.	150	h												
C	Or-4 Orientation - Computer Filing	Learn how to file FV projects electronically.	150	h												
C	Or-5 Orientation - Hard Copy Filing	Learn how to file FV projects manually.	150	h												
C	Or-6 Orientation - CAD & QM FV files	To be introduced to FV's standardized CAD & QM processes and paper flow.	225	h												
C	Or-7 Orientation - PDS	To gain knowledge on the program and use of the Project Data Sheet.	100	h												
Management																
C	M-1a Negotiating Contracts and Fees, Managing Project Scope	To understand the basic use and interdependency of the Owner/Architect and Architect/Consultant agreements. To understand the basics of good contract negotiation.	225	h											5	
C	M-1b Negotiating Consulting Contracts and Fees	To better understand the relationship between the consulting services we provide and the agreement to perform the work. How to price fees based on value instead of on effort. How to control the scope of services in relation to the fee, and learn to be compensated for the work done.	225	h											11	
C	M-2 Client Development and Maintenance	To better understand the nature of a business relationship and how to keep a good relationship going.	225	h											14	
C	M-3 Consultant Contracts, Coordination, and Management	To learn to manage the working arrangements between the Architect and his consultants.	225	h											11	
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C	M-6 FreemanWhite Schedules	To be exposed to the various schedule types at FV, their components, and the associated controls.	150	h												
E	M-7 Leadership	Provide courses for managers, supervisors and other individuals to advance their leadership skills and abilities.	225	Or											15	

CEU'S

The third chart of the Freeman White model indicates the importance of connecting the practice academy model of life-long learning to the fundamental responsibilities of firm management. It is a model that incorporates case studies, the cross training of individuals without regard for disciplinary bias. All are invited into the process for what they offer to the experience.

One Teaching Firm's Model

Management			Freeman White										Design Case Studies				
Course Number (Core or Elective)	Course	Learning Objectives	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
C-01	Orientation - ES	To gain a better understanding of FWH's vision, culture, etc.															
C-02	Orientation - Computer Filing	Learn how to file PDF projects electronically															
C-03	Orientation - Hard Copy Filing	Learn how to file PDF projects manually															
C-04	Orientation - CAD & GWP	To be introduced to FWH standards of CAD & GWP processes and procedures															
C-05	Orientation - PDS	To gain knowledge on the process and use of the PDS															
Management																	
C-06	Negotiating Contracts and Fees, Managing Project Scope	To understand the role of the architect and architect's contract in project management															
C-07	Negotiating Consulting Contracts and Fees	To better understand the relationship between the architect and the client, and to be able to negotiate the contract															
C-08	Client Development and Maintenance	To better understand the nature of a business relationship and how to keep a good relationship going															
C-09	Conceptual Contracts and Management	To learn to manage the working programs between the Architect and the construction															
E-10	TELL TO Managers	To obtain the manager's understanding of the legal role involved in the design/construction industry															
C-11	Business Office, Project Manager Interface	To better understand the relationship between all business-related parties in a project															
C-12	Quality Management	To understand the quality management process and how to implement it in a project															
E-13	Production Process	To understand the production process and how to implement it in a project															
C-14	Project Management / Quality Management / Schedule	To better understand the project and production management and how to implement it in a project															
C-15	Freeman/White Schedule	To be exposed to the various schedule types of FWH															
E-16	Leadership	To understand the role of the leader in a project and how to implement it in a project															

Freeman White
Annual Meeting 2005

A Word of Warning:

To put it bluntly

The office as a learning organization is moving rapidly into the realm of education appropriate areas of curricular development we do not even realized that we have surrendered.

If we as design educators do not enter into this aspect of the education experience our process will not be regarded as professional education but rather as an applied aspect of a humanities curriculum.

General Observation

In closing there are observations that I believe will set the tone with what to do next with the work, Monitoring Architectural Design Education in European Schools of Architecture.

This volume represents many songs and many independent energies. This is the strength of what has been produced.

This volume must draw together many faculty of varying positions within their careers to enter into discourse.

The temptation for educators to speak among themselves must be tempered by engaging broader constituencies.

Avoid the temptation to seek a single voice. Demand rigor not a single voice.

Who Shall it be to Lead Architectural Education?

This is a time for bold ideas and voices of exploration. It is a time for the errant voice, the critical eye and the open mind.

This is a time for New Ways!

