

# Chapter 5

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Closing debate

Panel

**Constantin Spiridonidis**  
**Jean François Mabardi**  
**Per Olaf Fjeld**  
**Marvin Malecha**  
**David Willey**

**Constantin Spiridonidis, Thessaloniki, GREECE**

It seems appropriate at this point for us to circumscribe or try to make an outline, assuming, of course, that these meetings will continue in the future, if we agree that they should. On this basis, the first question we should consider is whether we feel there is a need to continue with this effort or is this meeting a culmination point? In case we feel there are reasons for us to pursue another project, then, what will this be and how will we go about achieving it?

As far as I am concerned, I do not have a precise idea in mind, at the moment, of how we should proceed, but, of course, eventually proposals will be made. I would, actually, like to open the discussion, firstly by asking our guests, who were invited to read the books presented here and who were asked to present or introduce a number of related issues, and, secondly, by asking the rest of the audience, who heard the presentations and reacted through the debates and discussions on issues concerning architectural and urban design education.

There is one last remark I would like to make with regards to something I was hoping we would avoid, and which, I think, we managed to successfully do. I must confess that this is the first time in my 15 years of experience with such meetings that we have managed, for two days, to concentrate our discussion on education rather than on the nature of architecture or design and, as far as I am concerned, this is quite an achievement. In my opinion, in order for us to maintain this level of discussion and raise it to new heights, we should aim at keeping our focus on education rather than on defining architecture.

In previous experiences, although all these discussions and debates had education as a main objective, within the first ten minutes of the discussion, the topic would change to defining architecture, and as there were as many definitions and conflicting views as the number of participants, it used to be very difficult to move on or arrive at any satisfactory conclusions. Therefore, experience has shown us that as architectural educators we are better off talking about education rather than architecture. In view of that, I would now like to hear from you in terms of your personal hunches and reactions from what you have experienced during the past two or three days and, subsequently, hear your proposals.

**Christian Huetz, Regensburg, GERMANY**

First of all, I would like to express my thanks to Constantin for having made a very good selection of panelists, and I greatly appreciate the work involved. It seems to me that this is only the beginning and this was evident when we had to repeatedly resort to interrupting our discussions due to time constraints, thus suggesting that there is a lot more for us to talk about and a lot more to be done. Personally, I feel that more should be done, despite the fact that, at the moment, we cannot specify how this can be done. I found it very interesting to talk about teaching architecture and feel quite strongly that we should carry on, even if in the context of a forum.

As far as the issue of architecture and teaching is concerned, I think that our discussion on teaching should be carried on. I have found that even with the large diversity of cultural and geographical backgrounds there could be some principles of teaching that are not contingent on cultural background that can be very interesting. We can have workshops anywhere, consisting of students and teachers that are multicultural. In fact, I had one here that proved to be interesting along with the workshop conducted by Aarhus. Therefore, I would simply suggest that we go on.

**Hernan Marchant, Santiago, CHILE**

First of all, I would also like to express my thanks to Constantin for giving me the opportunity of being here, in such a nice place, and taking part in such a fine discussion on the teaching of architecture. I come from Chile, which is very far and this morning I was looking at Marvin Malecha who comes from the States, I am in Hania with Jean Francois and it seemed as if we are with Santiago in a big triangle in this flat earth. Since I come from a continent that is used to trying to get the best of two worlds, looking towards North America and Europe in an effort to extract what we can from them; so, this is exactly what I have been trying to do here.

When I look in the mirror, I cannot say what the panorama of Europe is, but I can say that at least in Chile, we have not done a lot of the work that I think needs to be done in teaching. I will discuss this in accordance with what has been mentioned here. The first thing we have not done very well is the crossover between being an architect and teacher, which is a very important issue that we need to recognize and find a way to concentrate our efforts on teaching rather than being an architect that teaches architecture.

The second point has much to do with research on teaching, centered around architecture, once we assume that we have to be first of all teachers. This is important in view of the way architects are trying to work today with new technologies, as mentioned by two of our speakers. I think that this is a major issue, and we have not progressed much in this area in teaching because we do not use all the computer systems available to the common people. For example, we do not use enough communication systems, such as email, video conferencing and e-learning. There are a lot of instruments that could be used at a basic level by everyone, but where there is room for reflection is how we could really use new technologies in learning, going beyond the normal functions these instruments were normally designed for. For example there are instruments designed for drawing and communicating, but for teaching there is no software. In other words, not much thought has been given to what can be done with technology in teaching. Nevertheless, there is much to be done in this area; consequently, we must all face the challenge.

**Ali Uyanik, Aarhus, DENMARK**

The last two and a half days reminds me of a movie where a Samurai goes through a forest, where he gets killed, his wife gets raped and his sword disappears. These events are followed by a series of stories told by each of the characters, so that the dead Samurai tells a story, the raped woman, the offender, ending with the eye witness who happens to have stolen the sword and so on and so forth. So, in comparing the variety the movie provides with this experience of reading the same type of texts, I can say that with each text we are presented with a different story. This is wonderful, and we can all go home feeling considerably enriched.

However, the fact remains that there is a reality in our school, back home, that burdens me. In Aarhus we have thoroughly applied the stipulations made at the Bologna Convention, which have large-scale implications on the education of architects, especially because the existing framework of teaching is completely different. As a result of this, students are now moving around Europe a lot, which means that we see students only one semester at a time or even for just one semester, and the next time you see the student again, it is for a thesis' program. Consequently, the feeling of continuity between and among students and staff is getting lost. Despite the fact that these changes do have their positive side, they have a large-scale impact, and we do not know where all this will lead us and how we should use it positively. I would really appreciate hearing a response from you because, so far, we have looked at this new situation mainly from a negative perspective.

**Constantin Spiridonidis, Thessaloniki, GREECE**

As you know, all these initiatives that we have undertaken in the framework of our thematic networks have in the background the fundamental question of what we are to do in facing the new European policies concerning higher education, in general. The reason we are here is to establish among ourselves a system of dialogue and communication in order to better organize ourselves as schools and as teachers. With respect to this new situation, even if this debate takes place in the framework of the Meetings of Heads of Schools, I would like to mention, that many schools are already in this new system while there are many that are not. From those that are not, there is a large number that want to or are ready to become part of this new system, but there are also others that have opted out. The question is how will we react or organize ourselves in order to continue to offer quality education in either system?

It is possible that there might be other schools that have opted out of this system, as is the case with Portugal or Romania that have taken an official stance on this. We may ask ourselves whether we consider the systems to be innocent and without objectives. The answer is probably not,

because systems have their own objectives and strategies. Our role, then, is to gain a better understanding of where we are and where we are going. Moreover, what is expected of these discussions is to answer the basic questions and provide opportunities for us to stay together.

The experience we gain through that leaves two basic issues that I would very much want to save, with the first being pluralism, which is our richness and at the forefront of issues to be safeguarded in the face of any compromises to be made for the sake of unity and common policies. Pluralism is the essence of our discussions and our work; therefore, it is essential that we find mechanisms to protect it. Europe's environment is multicultural which explains the different views and considerations about education, culture and architecture, and this heritage should be protected. The meetings that we organize do not aim at homogenizing our educational systems or contents, but mainly to sustain or maintain diversity, which in fact, represents the ethical attitude of the Network. This Network does not want to promote or be partial to any particular aspect of architectural education. On the contrary, we want this Network to be a supportive environment for change and changing trends, underpinned with a deep sense of conservation of diversity, in addition to supporting our education.

Along this line, I would like to refer to a remark made by Christian Huetz, which is strongly related to what Marvin Malecha also mentioned. That is, we must remain in the axis of educating architects and not just training them, and this can be a common ground for us to construct our future activities. I must apologize for being so lengthy, but Ali's remarks gave me the opportunity once again to define the ethical framework of these events, including ENHSA and EAAE as well as the student workshops, which are all activities involving the collection and diffusion of information as a means of our getting to know each other through others.

**Cesare Macchi Cassia**, Milan, ITALY

Perhaps it could be possible to extend our discussion on architectural education in order to create places and occasions to teach and talk about the quality of architecture. This involves talking about the cultural value of the profession, which has been an historical presence in the discussion on the quality of architecture. Moreover, we could enter into a discussion on the cultural role of our clients, as well as discussing the private and public commitments of society on the whole. Fillarete said that if the mother of architecture is the architect, the father is the client. In this way, we can finally arrive at our discussion on the two aspects of architecture, teaching and design. Another possibility would be for us to discuss altogether and in a more in-depth manner the methods and results of our teaching while also speaking with the best of our students and illustrating designs in the form of a seminar.

**Josep Muntanola**, Barcelona, SPAIN

I believe that we now know far more about the situation in Europe in terms of architecture and design education than ever before, and that it is important that we continue to explore the area through the book and discussions. Despite the difficulties encountered in the subject matter, what I have found interesting is learning about what is happening in the different schools and the various perceptions of problems faced. The question to deal with is how to proceed from now on, whether to continue in the same way, etc.

In relation to what Prof. Cassia suggested, I think we could have thematic platforms for discussion, with one person as coordinator and a series of two or three experienced teachers from a school or outside the school with knowledge on teaching, technology, how to use technology in different teaching situations/ courses or even how it can be related to research. This expertise can be both from the academic and / or professional worlds in an attempt to bridge certain gaps or facilitate processes, but we should always ensure that our discussion is predominantly on education. In other words, the themes should be on architecture education and technology, etc. and not deviate by talking about other subjects. I think that there are experiences, for example, that can help us see the point of view of a student or make us see how something works or how it can potentially work in the future.

Another possibility, of course, is to resort to more abstract and theoretical issues like some of the issues that have been addressed here, such as methodologies, effective means of communication, and competences in architecture, which can all be presented through comparative case studies, and through this cooperation can emerge a wealth of new ideas, without undermining the importance of arriving at an optimal or more viable ways of teaching.

Therefore, I would suggest and encourage such platforms of encounters, whereby in an effort to arrive at specificity, we explore the whole gamut of complexity within the educational domain. Moreover, there is also that whole question regarding the research and professional matter that should, naturally, be included as part and parcel of the educational process, otherwise we will fall into the trap of repeating what we aim to avoid in such meetings.

**Loughlin Kealy, Dublin, IRELAND**

It struck me and became quite clear as we were speaking yesterday afternoon and this morning that there were a few things we were aware we could not address very effectively. So, I thought of putting forward the idea of dialogues. Certainly, if we start with the idea that we are ultimately heading towards some competences for people, it seems to me that there needs to be some student-teacher dialogue that will have to be developed, in terms of teachers exposing their intentions, their materials or pedagogies, etc, and, somehow, find some type of reflection, coming from a student that has gone through that process and to do that in a fairly structured way, so that we have a reporting and reviewing system of that, in order to capture that set of experiences, as I think we need to actually capture what we are doing in these situations very effectively.

The second suggestion, which I think is very important, has already been referred to, which is the teacher / peer review / senior-academic commentary. It emerged in some other dialogue, yesterday afternoon, and although it was quite short and difficult to capture what it meant, it did offer an intriguing possibility in terms of where we might go. There was another set, which I do not know how we would do, but I would be very interested in hearing from the perspective of professional foresight, and I am not talking about the profession as a consumer, here, but really talking about people who are seriously reflecting about the profession and looking at the pedagogies and competences that we are trying to instill, and if there is some type of reflection that could come from that.

I suppose the one that is left almost to the end is the client-user question, which again I have referred to and touched on as somebody mediated between what we do as a profession, etc. At the end, as I said to people before, most clients do not want buildings, but facilities in which they can live properly and carry out their work. At a certain point, we achieve art at the highest level of our craft, but there is a demand, which comes with the ability to respond to need, which sometimes gets suppressed when we talk about competences. This refers to the ability to be able to listen, absorb information and actually give effect. There is lots of information out there that I do not think we work on very well.

The final suggestion I want to make is one that people have mentioned repeatedly, and not knowing how we can advance it, I will just put it out again: It's this question of technology and learning. This morning I asked the question: is pedagogy important? Do we actually take it seriously? If so, what do we mean by serious pedagogy? The old chestnut that we all talk about is the transition between manual and digital, and we have positions on this which are certainly not informed by any great research, suggesting that there are always losses as well as gains. How important is this fact? How do we capture all this? That's the question on my mind.

Having opened up these windows and doors, which we all know are already there, is there some way we can put this back on your table and Constantin say that your ingenuity can come up with another formula that can take it forward. I am also very conscious of the fact that at the Heads Meeting, they "occupy a different planet", but this is an issue we have already touched upon.

### **Luis Conceicao, Lisbon, PORTUGAL**

I have been very quiet over the last three days, and I have been thinking about all this brainstorming on what to do next. As I have been talking to different people during the coffee breaks and at lunch and dinner times, it seems that what is common in Europe is that most of the architecture being made is not made by architects. In fact, Loughlin Kealy referred to that earlier.

The second point is that the profession is changing because the world is changing and the quality and quantity of information and the tools that we use to transmit and transfer information are changing as well. In response to this, Marvin suggested "flattening". Nevertheless, this is a reality we need to face in the years ahead.

The third point is that we, speaking for myself and my generation in Portugal, have a certain idea or image of what architecture is, what an architect is and what architectural education is, which are also changing. I studied at the School of Fine Arts, which included painting, sculpture and so on, following the French tradition. About 18 or 20 years ago, we entered university, under a different system and regulations, meaning that architectural education is not exclusively prone or inclined to making regular mason architects. There is also university formation, which means that architects coming out of university are not necessarily professionals. I believe that only 20 or 30% of the architects coming out of university will really do architecture.

Therefore, we have to think of architecture as a culture or something else lying within the university system, that is, a wide range of knowledge that goes beyond building or urban design, which we should talk about because it is beginning to stress me and some of my colleagues as professors or architectural educators, if you like. The question to consider is how to train our students beyond the normal education of the architect in order to create a culture that will spread over societies and communities, offering the highest standards of services. After all, 30 years ago in Portugal you would not call an architect to redo the bathroom, as is the case today with those that can afford the service. This means that, culturally, the community is beginning to look at us in a different way, that is, along the line of the carpenter, plumber, etc. On the other hand, the virtual space and culture that architects are part of goes beyond the glossy magazines and star system, as we start seeing the architects Marvin referred to as selling windows, construction equipment and materials, etc. Finally, as teachers and educators, we should try to widen the field of the profession.

### **Tom Jefferies, Manchester, UNITED KINGDOM**

One of the things that is noticeable and which can become explicit in the way the publications are handled, whether that is implicit or explicit, is that there is some kind of defensiveness, at some level, about what architecture is, and I wonder if that is actually necessary. There is a big discourse on culture, but such discourse is impossible to resolve because culture is always moving, which I think is a good thing since things should be ambiguous. There is also a kind of tension between the idea of professional competences and the wider, ethereal thing called architecture, and whether it needs defending or not is a question in the light of reality.

The interesting aspect of the conference, for me, is that it has made evident the fact that there is a lot of thinking behind architectural education, and it varies and the variation is the idea of plurality, which I fully support. Surely, I do not want to be the same as everybody else, but I want to be talking roughly about the same thing, so as to understand where everybody is coming from, and then have interesting discourse.

Urban design seems slightly more ambiguous in terms of its definition, and I think it would be very interesting to set up a comparative discourse which would take urban design as a kind of field and look at the comparative approaches to the subject from the perspective of architecture, on the one hand, and planning, on the other, because there is a significant cultural divergence about what the subjects actually involve, but, in my experience, it wants the two sides to start talking to each other in a rich, collaborative way in which the divergence quickly disappears, and it becomes a syllogistic situation.

What I would take away from this gathering is that, potentially, there is the opportunity to maxi-

mize interdisciplinary discourse if architecture, as a subject, has the "bottle" (the bravery, the fortitude) to take it on. I agree with Marvin who said in the previous session that there needs to be this attitude of a bunch of committed, intelligent, motivated people as a community, a world. We have enough to offer in discourse with other disciplines to actually make the most of our unique position rather than turning it into an introverted discussion about how many angels you can get on the head of a pin and whether this applies to architecture or not! I guess all I could say to that is that I do not believe in angels, but do believe in pins.

The great thing about traveling abroad is that I get a chance to see some really weird telly (television). This morning, I saw "Postman Past", a children's programme translated into Greek, and it was fantastic! On another occasion, I saw an American business programme, despite the fact that I do not watch American business programmes, but there was the Chairman of ..... who said "luck is where preparation meets opportunity." I think that architecture as a profession has the ability to set itself up and maximize its opportunities, and this is what we should be doing rather than worrying too hard about ethereal issues since these will happen anyway. Punk rock happened when people realized you did not have to learn to play the guitar to be good!

**Christian Huetz**, Regensburg, GERMANY

A quote from Alison Smithson has just come to mind, "We never design", and she said that as an architect, which kind of bothered me. Anyway, Luis was pointing out the problems we have that we can discuss. I was very disturbed about changes in teaching under the terms of the Bologna proceedings in the background, and I think we should deal with the matter of what teaching means under these terms. In my opinion, it is not very useful to raise new questions, but we should think about what to do, when this is to be done, and how it will be done. Luis also pointed out that our profession is changing, the Bologna proceedings is changing our teaching, the frames and conditions are changing what architecture has done; however, all that does not change the need for us to think about our teaching and how we can react by teaching, in a non-traditional way, as Marvin pointed out. I have found a way that I believe Jean Francois mentioned, which suggested that we increase student autonomy step-by-step. When students have autonomy, they can react to the unknown or whatever lies ahead without having anyone stand over their heads. I consider that to be a very important point you mentioned!

**Julian Keppl**, Bratislava, SLOVAK REPUBLIC

I would like to thank mainly the organizers for preparing such a brilliant workshop. I am very pleased to have had this opportunity to be here and listen to such excellent reviews of the book and wish to thank you for preparing those two books. I think that both as professionals and teachers, we need work with precedence and I consider those two books as a collection of precedence, giving us new ideas and inspiration. Moreover, it provides evidence of our teaching for us to reflect on in assessing what we do well and what needs to be corrected. I believe it is a process worth continuing and hope that we will meet again and talk about those issues we have in common, as well as the serious problems concerning our profession, both as architects and educators.

**Simon Beeson**, Edinburgh, UNITED KINGDOM

A couple of things, but firstly, could everyone who contributed to the book please stand up. To extend that thank you, I would like to say that when you give a paper at a conference, usually, you do not really get what you said discussed. Let's face it, there is never enough time, nobody discusses what you said, they discuss what they came there to say, and it is a real privilege for all of us to have so many people discuss, not only our individual contributions, but the book as a serious piece of work. I have found the last few days incredibly useful in understanding the context of what I do, and I think that is where the monitoring exercises really begin, it is the question of the context in which we are working, not a paradigm or any great rules, but the context in which we work.

The second thing is that I think I should extend a thank you to Crete and to Greece, in fact quite an old thank you, of some 4,000 years, and in the tradition of most teachers since Socrates, I suppose I have grown up with teachers telling me stories and fables, which are always a far more useful way of getting at a problem than to talk about the problem. I have two little stories:

The first I hear when I go to the Fringe Festival in Edinburgh. There is a group called the "Chipolatas"( frankfurters or spicy sausages) that comes from Australia and perform mostly for children, doing juggling, etc, but in the middle of that performance, they tell a story where two members of the group stand in the middle of the floor with a narrator, who says that there are two men. (Could I have two volunteers with my colleague from Plymouth?) So, the two men stand in a field, perhaps an island, and one man says, "This land is my land." The other man says, "No, this land is my land." The other refuses to accept the claim and the two men argue back and forth until a wise, old lady comes along and puts her ear to the ground, listens to them arguing and says, "Be quiet!" "The land says, 'You belong to me'."

As a teacher, you get some very good experiences from students, and this recurring theme of how the voice of the student comes through is one of the things that we have to look at in the next process. I have one little story that usually reduces me to tears. It is when the student has really gotten to you and you know you have both done something wrong or otherwise learnt something profound. I had a student do an introductory studio, which was based on a very simple hypothesis, a 40,000-year-old one, where nature gave people everything they needed to live except the window, and if we can address this issue, it is core to architecture. So the student is asked to model a window and everything they need to model about the context of that window (1:50 scale model).

They all do this very beautifully because they are all young students who do not answer back or question why. I had a Korean student, a young woman, who did a very beautiful model, but in her case, the window was a door, with a screen that opened into the house, and it sat in a house in a courtyard, which sat behind a wall. So, if you can imagine this model with a little bit of wall and a door in it and a bit of courtyard, where she put sand, and a little timber platform, sliding shutters, a bit of roof that came out and a deck or veranda all around the house. It was a beautiful architecture model for a student at the beginning of her career. Then sitting on this little veranda were two bits of red Plasticene. I looked at this model, which I thought was beautiful and very interesting as it was culture specific and revealed a lot of things that I had not thought about in the problem. Everyone else had done conventional windows, so I asked her what the red Plasticene things were and she said that they were her grandmother's slippers, which for me was such a wonderful observation, and I often wonder when I am teaching how to get at such things. This refers to the question of the student not being an empty vessel, but a person that brings something which is human along with him / her. We should be incredibly weary in these discussions that we do not lose sight of that, and several speakers have already touched on that, which for me is a very important issue.

**Patrick Flynn, Dublin, IRELAND**

I was just thinking, "Wow, how do I follow that!" You will be delighted to hear that I will not have you stand up, but what I will say, in common with Simon, is a thank you to everybody for this excellent conference. It is a privilege to be here and wish to thank Constantin for all this organization, knowing very well what a "headache" organizing such events can be. When I came to this conference I wondered whether conclusions actually mattered. Do we worry about coming to an end? But, here we are at the end of the session, and I will have to say that surely they do matter, but perhaps what is more important is what comes afterwards when you start to pick apart those conclusions and, possibly, go away with something different than you thought was there on that day.

I particularly liked, this morning, Jean Francois talking about the seeds, grass and growing, which is a great metaphor that I think I will take away with me. I suppose, now to be put on the spot of where to go next, is quite hard. I think it will come to me in two or three months' time in the middle of some kind of review by the Dublin Institute of Technology College, one more time, about

whether we have enough classrooms or when I have some student's mother on the phone complaining or asking if he / she is doing alright at school. It is at such moments that I will understand something from today. If I can just pick up from what Simon was saying, to me, the common theme is that to be a teacher, you need to have students. Even if you are a teacher yourself, you are still being a student, and what I am interested in is paragons between students and tutors, which four speakers have touched on, referring to what the tutor brings, what the student has, what emerges from that and how you learn as you teach. It is interesting that all four speakers happen to be here together to conclude this.

Another thing that I was thinking about when Simon was talking about design, what it is and how to teach it, and which I often noticed during the lecture series, especially when the air conditioning was off and getting very hot is that I started getting restless and wondered when it would all end. People started sketching as well as taking notes, and those sketches are "seeds" that were planted six months ago of some scheme they were thinking about and maybe revisiting or, possibly, as in my case, I was drawing some projects I had done in college just to think about them one more time. I am not really aware of how we can teach or even capture. Maybe we give constant lectures and mark the student sketches at the end of the year. I do not know. One thing I would like to look at, however, is this idea of the relationship between students and tutors in those paragons, and that is where I am going to leave it. Thank you very much.

**Vana Tentokali**, Thessaloniki, GREECE

I would also like to thank the speakers, organizers and most of all, Constantin for the fantastic idea of organizing such a symposium. From the conception of the idea to its application, he raises the questions of *why, how, when*. All these questions in terms of the educational design process is so well done, specified and clearly structured that it reminds me of the complete work of a contemporary Greek philosopher, Kostas Axelos, whose work is based on the exploration of questions. He refers to questions in terms of cross – or trans- questioning. The whole idea is to raise the question, and this is the magic of this workshop, in response to the questions Constantin raised.

**Constantin Spiridonidis**, Thessaloniki, GREECE

Thank you for all this positive feedback, even if it makes me uncomfortable.

**Juhani Katainen**, Tampere, FINLAND

I also wish to express my thanks to everyone. We had a preliminary meeting in Brussels about that format and what that form could be, and was quite pleased when this idea of "readers" was suggested, although I cannot remember at this moment who it was that actually come up with the idea.

Consequently, having listened to all the discussions and speeches throughout the last few days, I can say that it has been quite an event. When speaking about the future and the meaning of that document, for me, this is the first time that I have received some prepared information about what is going on in European architectural schools. I have participated in many conferences and spoken at many levels on these issues, but I never had the chance before to have a closer look at what these schools are doing and what these people think about what they are doing. Therefore, as far as continuity is concerned, we should at least try to develop this type of information, print it and circulate it as this is very important. It is also possible for this to be done via the internet. But, irrespective of how it appears, the essence is that it is very important information for teachers in order to look at the various methodologies and ways of thinking. After all, we all have a common goal, which is to give young people opportunities to achieve their educational and professional goals.

**Emel Aközer**, Ankara, TURKEY

It was a great privilege and honor to be here and participate in these discussions and am glad

to say that the discussions and speeches have already provided a framework for self-reflection and self-evaluation. We may want to share the way we develop and design our courses and hope that these discussions will continue through different media or means. I am also hoping that our students will benefit from these discussions, because I believe that these should be transparent and perhaps we can even create opportunities for students to participate in this dialogue in an effort to enrich our discussions.

**David Willey, Plymouth, UNITED KINGDOM**

The focus on the idea of working from student experiences has come up quite strongly here, in this meeting, rather than the documentation. The sample of the people, here, has brought this out very strongly. The idea that we can't actually work out from the student is actually a very important idea and it has been a very powerful experience for me listening to that discussion. The other thing I was interested in that emerged yesterday is the idea that there is a shared component in the ethical positions and values we have in our teaching. That idea that we were all hearing different "arias" in the papers written and the question for me was: what on earth is this opera! What is the context of the work? How do we understand these individual pieces within the overall content?

I think that if there are any values in what we do, maybe these values have importance only when they are shared, which then says something about the school, not just the individual teacher or course. Then, there is the responsibility within the school to somehow question whether different values can operate simultaneously within the school. The question, then, for me, is how you deal with the different values, shared values or sense of the school. I think Loughlin was talking about that this morning, when he said that there is something that the school does which for the student represents the whole course or education, which is not an individual "aria" but an "opera." In the school you do not have a Mozart running the school, irrespective of how interesting that would be, though it would also depend on the school. There are arguments, peace treaties and something emerges out of that. The question then is, to what extent can you have an agreement on the matter?

I think that there is something that a school does that goes far beyond the role of the individual class. At Plymouth we are very conscious that our building does the teaching for us in part. It is a social building where staff and students meet outside the classroom in a room with coffee next to a courtyard. We know that we are going to a brand new building that does not have that, but as staff, after having been in the building for many years, we know that the particular space in relation to the studios is part of the way that we teach. However, this information does not appear anywhere except in the back page of a submission we make explaining how we do our work. So, there are things at all kinds of levels that make a school work, making the "opera" work, but that are difficult to get at, yet, if we take these elements away, the school disappears.

One of the things we have not been doing in this discussion is talking about what the school is doing. For example, referring to Aarhus, Ali mentioned that if students are on the move all the time, then students are not getting the continuity of the experience which the school is making. Therefore, I would say that the school has a role independently of what we do or any individual contribution. However, this idea of school role is actually very important and interesting, but it may not have emerged, here, because of the structure of what we have done. Nevertheless, I know from the individual things I do that they could not be run without that context, which is absolutely crucial to the way I work.

Therefore, at a pragmatic level, what we could easily do is, in fact, what I was very interested in from the presentation of the Aarhus team, which is the teaching done at the summer school, and I could see that format if it was developed as actually being, not a small, one-afternoon session, but as the central part of the discussion, there would be two or three different teaching paradigms, working with students, it could be clearly presented and the work could be seen and reviewed by all of us. With this kind of material, we could then have a really critical and informed discussion that would bring forward some real concerns or issues about process, as well as the kinds of things students are concerned about.

**Simon Beeson**, Edinburgh, UNITED KINGDOM

I have a question. Is there a mechanism by which this discussion can be fed into the next meeting?

**Constantin Spiridonidis**, Thessaloniki, GREECE

The idea was to give a presentation at the Heads' Meeting, tomorrow morning. This presentation was intended to be brief since the agenda of the meeting is not closely related to this one. In all the Meetings of Heads, we usually have a slot in the morning where we report what has already been done. Therefore, the two previous events will be presented shortly, not just announced, simply because they represent the schools and this is a way of diffusing information to those who are responsible for the administration of the school and who support or not the mobility of schools and staff members.

As I have already told you, we were notified by the Socrates Technical Assistance Office that we will have the possibility of continuing this project, for the next three years, so we can move ahead with the proposals that have been made. Therefore, we can say that we have the possibility, potential and the financial support to organize in the future the second event.

I do have some ideas, which I am pleased to say are very closely related or at least not contradictory to what has already been suggested. Last year we started a kind of inquiry, which although is by no means a closed issue, it has, to a certain extent, been developed. What I am referring to is the mapping of the competences, as Loughlin has already mentioned. This can give us a very fruitful harvest and ground for us to discuss our methods and approaches. The competences appear as a very precise issue and question: how can we develop these competences or even the values that David Willey mentioned in others? Competences and values are more or less similar. My impression is that regardless of the strategy or technique of the event we will organize, it will be very useful to define a number of competences that we consider very significant for us to have as a course objective and think about the kind of teaching methods and strategies that could achieve those competences. We will pool our experience together in order to consider and follow different approaches and considerations that aim at achieving such a goal. This is simply an idea that needs to be developed, but obviously, this is not the right moment for that. If there are further comments, suggestions or reflections, please do not hesitate to send your emails.

I would like to thank the writers for all the efforts they made in contributing to the volume and the guest speakers, who accepted our invitation, particularly the "readers" who were asked to do the difficult work of reading and reviewing the material. Many thanks for your presence, contribution, participation and help.

