



Paneldiskussion under ASAE05 (Foto: F. Almlöv)

ASAE05

Annual Symposium for Architecture and Education 2005

The third Annual Symposium for Architecture and Education opened in the Department of Design Sciences building at Lund Institute of Technology, LTH, on August 27, 2005, just at the beginning of the new academic year. Organized by the Board of Education of the School of Architecture through its Chairman, Prof. Abelardo Gonzales, it gathered a number of prominent guests who together addressed a series of questions concerned with the overall topic: "The contemporary architectural academic and practice based discourse versus The need for updated education strategies?" ASAE05 had the goal of defining a frame of reference for following events, which will generate a platform for ASAE06 that will emanate from the Scandinavian schools of architecture.

ASAE05 continue from the previous year's seminar by updated discussions concerning the relation between architectural education and practise.

Issues discussed where:

- How the Swedish architectural education can evolve towards the Bologna model, and why?
- How we can create an academic environment that adjusts itself after changing demands and methods?
- How we can challenge the faculty for constantly adopting new methods in the educational process?
- What the society demands on the contemporary architectural academic- and practise-based discourse are, and how we can educate architects for facing and fulfilling these demands?
- How we can create a well-functioning interaction between architectural education, research and practice?
- Will Sweden, as a nation, be able to offer a high qualified level concerning the architectural education as a whole, or will the Swedish students be obliged to search for other and better qualified architecture faculties in Europe, USA or Asia, for being able to enter the architecture market?

The questions mentioned above is a common ground for the overall topic of the different architecture schools education program.

Background and general aim for ASAE

ASAE will encompass a series of meetings with different architecture schools in Europe, America and other countries, taking into consideration the objective of the School of Architecture in Lund: Architectural Design, Experiment and Construction, with a defined connection to the Bologna model.

The aim of ASAE is:

- to present and compare different architectural educations.
- to analyse different education programs, that may improve the level at LTH-A.
- to develop ideas that could become contra punctual processes in which several sources could participate, interact and overlay. In this way we will continually generate new

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architectural attitudes and new impulses.

- to discuss how ideas, concepts and dreams may be realised as constructed artefacts.
- to investigate how concepts, that may be obscure or apparently unrealisable, can be developed into a real building, with those original conceptual ideas carried to the final architectural proposal.
- -to discuss how to solve economic, politic problems that put in danger a qualify level of architecture education with the bad consequences for a future professional work, in architecture practice, research, or educational fields.

The two former ASAE symposiums have dealt with the following issues:

The ASAE03 discussed two main concepts in the architecture education: Experiment & Excellence, as a common ground for the overall topic of the different architecture schools education program.

Last year the ASAE04 theme was Architectural Investigation – as shared platform for education and professionals.

The panel discussion

Three lectures at the start of the symposium, 45 minutes in length each, acted as a platform for the panel discussion. Prof. Emeritus Peter Cook, Bartlett/London, gave the first lecture. Helle Juul, Juul & Frost Arkitekter Copenhagen, held the second lecture and the third lecture and final lecture was held by Gert Wingårdh, Wingårdh Arkitektkontor AB. The lecturers were organized as presentations of their own work, and views on architecture in general.

The panel consisted of:

Prof. Emeritus Peter Cook, Bartlett/London

Prof. Christer Malmström, CTH/Gothenburg

Arch. Gert Wingårdh

Arch. Helle Juul

Editor Olof Hultin, Arkitekten

Prof. Tiina Sarap Head, Alnarp SLU

Prof. Thomas Hellquist, LTH/Lund

Prof. Bijan Youssefzadeh, UTA/Arlington

Prof. Abelardo Gonzalez, LTH/Lund

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Moderator:

Arch. Morten Lund, Denmark Design School/Copenhagen

Following the three lectures Morten Lund gave a brief introduction to the subject to be discussed. “The contemporary architectural academic and practice based discourse versus the need for updated education strategies”

The Bologna model was introduced in 1999 as a way to make it easier for students to exchange places of studies within Europe and to facilitate the cooperation for universities concerning educational strategies for undergraduate studies. The Bologna model has evolved into a minimum of a three year basic education resulting in a Bachelors degree. Following the bachelor degree is a master degree with an addition of at least two years of studies.

In what way can the School of Architecture in Lund adopt this system? Morten Lund stressed the discussion by addressing the question “is it important for the School of Architecture in Lund to offer both educational levels or shall Lund focus on the bachelor degree?” Summarized the debate contained of some main issues such as:

- the difference between practice based and academic based traditions in teaching,
- the issue of “elite schools” versus “democratic schools”,
- how to compete in an international context of education and marketing
- the overall question of qualities in different teaching methods.

Christer Malmström argued that every school has to have a plan of identity, for teachers as well as students, and he emphasized that the school of architecture needs to focus on identity rather than to strive for the optimal school. It's also important to find the overall focus of education and to use it as strength. Concerning the subject of elite schools Christer Malmström reflected that to get an elite there is need for a mass, if an elite is wanted. Christer Malmström continued that it is a waste of time to fight the system. Instead we should educate more architects and fight for a better architectural result, not to worry about the Bologna process, though five years of studies is believed to be necessary in the effort of creating a high quality educational climate.

Olof Hultin stated that the architectural climate today concerns, to a large extend, the creating of objects and icons.



Modell under uppbyggnad (Foto: F. Almlöv)

That draws the interest from bigger and more important architectural tasks, as how to improve human life. Olof Hultin called for the architectural schools to make the students interested in what it is all about and that the object is not important. Let the architect work in the society not only with inventive forms but also with subjects that really matters. Olof Hultin meant that the school in Lund has a choice to make and one piece of advice is that it can be good to be “boring”.

Gert Wingårdh suggested an education model for Lund containing three years of studying. The first year should deal with studying interior design, the second building designs and the third year urbanism. Gert Wingårdh also underlined the importance of teachers sharing their knowledge and understanding their task to make the students fit for society. A radical suggestion was to let the students’ vote on which teacher they want to stay for another year. Gert Wingårdh continued that world class architecture is what gets pub-



Peter Cook, stilstudie 1 (Foto: F. Almlöv)



Peter Cook, stilstudie 2 (Foto: F. Almlöv)

lished. High quality architecture can be of a different matter and it is important to know that high quality architecture is not necessary good for publishing. A good architect needs to be a good communicator but high quality architecture is not necessarily easy to communicate.

Tiina Sarap gave two words for guidance; openness and sharpness.

With openness Tiina Sarap refers to a more frequent replacement of teachers, which could limitate the repetition of teaching years. Part-time teaching could be another alternative. Such openness would create a platform for Lund to be the place where practice and teaching benefit from each other, a place for public and private partnership in research, workshops etc. Tiina Sarap continued that the Bologna process demands an articulation about what high quality architecture is. Five years education is needed to create the vibrant atmosphere needed for good teaching, and you can develop in any direction as long as you have a vibrant atmosphere and there-

fore it is needed to promote the attitude of the student. To be able to raise quality it is important to see progress, a grading system can be part of that developing process.

Bijan Youssefzadeh stated that it is important to teach a critical way of thinking and doing, and that this demands an intellectual framework. Bijan Youssefzadeh questioned an education based on only architectural theories and argued that architectural theory and practice has to be combined in a creative process to benefit from each other. Bijan Youssefzadeh promoted the “black box” principle as a teaching model where the process is more important than the final result. To be able to trigger such a creative process a cross disciplinary teaching is needed with influences from art, literature, film etc. It is also crucial to have high quality teaching in the basic level. Based on American experiences Bijan Youssefzadeh suggested to a new application system where everybody who wants to enter the school of architecture is welcomed, but only some ten percent are graduating.

Thomas Hellquist quoted a resent statement by Jean Nouvel dealing with the matter that architects of today, more than ever, destroys places and he continued that in the latest issue of Architectural Review one could read the critical essay “Beyond the cult of the object”. Comparing the statement and the essay one can conclude that there is a need for an architecture that absorbs lessons of history, living in harmony with the environment, e.g. love, peace and understanding. Thomas Hellquist concludes that if Nouvel and Architectural Review are right, most of the architecture we produce today is wrong and influenced by similar values resulting in one-liners, logos and jingle architecture. Thomas Hellquist stresses the need of teachers with different characteristics such as “the strong shaper” that shapes the student, “the gardener” who lets the student grow, “the transmitter” who transmits facts and “the guide” that guides the student through the exiting trip of architecture. Such educational support demands economical resources that the school at the



ASAE05 gästar invigningen av Turning Torso, Malmö (Foto: F. Almlöv)



Thomas Hellquist och Santiago Calatrava i samtal. Om arkitektur, får man förmåda. (Foto: F. Almlöv)

present time lacks. One suggestion could be to form a school of architecture outside the polytechnic university.

Helle Juul suggested using a bottom-up strategy to formulate the future goals of the education, where the demands and ideas for changes should come from the students. It is also important to recognise that the students themselves have a responsibility for their own education and therefore should actively formulate what they want. Helle Juul encouraged the students to revolt and to take an active role in the future. Concerning the education, Helle Juul, underlined that teaching by doing is important and that learning is an ongoing process that never stops. It is a state of mind and life is a long education that won't end when you leave the school.

Peter Cook stated that each school needs a clear identity but very few have one. Concerning the subject of elite schools Peter Cook had no worries and pointed out that a competition between students is good as well as a competition between

teachers. He also supported Bijan Youssefzadeh proposal of a new application system where all applicants are welcome but only a few graduate, maybe even less than a ten percent. Concerning teaching Peter Cook argued that it is important to learn the business of looking and that the students ought to be responsive. Finally Peter Cook pointed out the importance for teachers to work as practitioner and that the own work and experience can be a part of the teaching process.

Abelardo Gonzalez summed up the panel discussion with the following conclusions:

- It is important that the school have a strong profile and it is the people working at the school that creates this profile.
- There should be a strong demand for architectural understanding.
- There should be a clear relation between theory and practice.
- Subjects like structure, building function and form mor-

phology are lacking in today's education though they are crucial in architectural design and practice.

- To create a good and creative education one needs to invest in teachers in the undergraduate level.
- The architectural education needs duration of at least five years. Architectural schools in France and Great Britain are arguing that they need even longer time.
- Freedom of choice for the student is important.

Morten Lund thanked the audience and the participants in the panel discussion.

Notes by Fredrik Almlöv, educational leader

**Helle Juul**

Har en Ph.D. i Arkitektur. Etablerar tillsammans med Flemming Frost JUUL & FROST Arkitekter i 1990. praktiserande arkitekt med flera uppdrag åt olika internationella universitet, samt konsultuppdrag bl.a. i Bangkok och Sofia.

Tidigare Lektor på Konstakademiens Arkitektskola i Köpenhamn samt Danish international school of Architecture.

- Praktiserande arkitekt siden 1990 kombineret med en række tillidserhverv på internationale universiteter, rådgivningsopgaver Bangkok, Sofia, etc.
- Tildelt Ph.D. graden i Arkitektur 1994.
- Anstald hos KHR och på Henning Larsens Tegnestue. Lektor på Kunstakademiets arkitektskole 1990-98 samt på DIS - Danish International School of Architecture. Ekstern lektor på AUC i Urban Design.
- Chefarkitekt på Dansk Arkitekturcenter 1998-2000, Gæstprofessor på Pratt, New York, RMIT Melbourne Australien samt på Lunds Universitet og Konstakademien i Stockholm.
- Redaktør af RUM tidskrift for arkitektur, design og indretning, 2003.
- Udstationeret for Kampsax i Bangkok efteråret 2001.
- Skribent i Politiken om international Arkitektur, medlem af redaktionsudvalget for Arkitektur og SKALA. Leder af DAL. København. Fagdommer i en lang række internationale som danske arkitektkonkurrencer. Deltager som workshopleder på den Russiske pavillion på Biennalen 2004. Stifter med Flemming Frost Skazki Arkitekturforum 1990.

**Christer Malmström**

Arkitekt SAR/MSA Christer Malmström (LTH 1978) bedriver egen verksamhet i Malmström & Edström Arkitektkontor AB, Göteborg, samt är sedan 1997 bitr professor vid Chalmers-Arkitektur. Kontorets uppdrag rör främst bostäder och publika byggnader. Projekt som nyligen avslutats är bland andra kv Barken Beatrice i Västra Sannegårdshamnen (Bo 2005 i Göteborg) samt Södertörns högskolebibliotek i Huddinge (delat Kasper Salin-pris 2004).

Christer Malmström är medlem i Rådet för arkitektur, form och design samt styrelseledamot i Statens Konstråd och Svensk Teknik & Design (STD).

**Olof Hultin**

Född 1946, arkitektexamen LTH 1971

Har arbetat hos bland andra bernt nyberg och brunberg&gillberg

Chefredaktör på tidskriften arkitektur sedan 1989

Författare till flertalet böcker om svensk arkitektur, bla guide till stockholms arkitektur, guide till sveriges arkitektur.

Stora journalistpriset 1989

**Peter Cook**

Peter Cook was born in southend-on-sea, england, in 1936.

he studied architecture at the bournemouth college of art from 1953 till 1958 and from 1958 at the architectural association in london. cook was co-editor of archigram magazine which influenced a generation of architects and city planners. it began as a student 'alternative' information sheet (architecture+gram) founded by cook, while he was working in the office of james cubitt and partners. it started out as a stencilled magazine whose first issue - which sold 300 issues - appeared in 1961. ever since the archigram magazine was founded and produced its first exhibition, 'living city', at the institute of contemporary arts (ICA), london, in 1963, the archigram group (cook and his associates warren chalk, dennis crompton, david greene, ron herron and michael webb) set itself the task not of revolutionizing architecture, but rather of the way of thinking about it. the limits of its investigation were the relationship between cities and the new technologies of information, movement and perception.

fun, play and pleasure were the rationale for archigrams projects, not as recreation, the pause that refreshes, between stretches of productive labour, but as an epistemology and an end in itself.

(Text from Designboom, UK)

**Thomas Hellquist**

Arkitekt SAR/MSA Thomas Hellquist (LTH 1976) bedriver egen rörelse i Lund med uppdrag från bland andra Statens Fastighetsverk och Malmö Stad. Är sedan 2003 adjungerad professor i arkitektur på LTH.

Thomas Hellquist har tidigare varit chef för Form/Design Center i Malmö 1992-96, utställningschef på Arkitekturmuseet i Stockholm 1996-99 samt ordförande i ASS 1999-2002. Han är ledamot av tidskriften Arkitekturs redaktionskommitté samt ledamot i Vägverket Skånes miljö- och skönhetsråd.

**Gert Wingårdh**

Arkitekt SAR/MSA Gert Wingårdh (Chalmers 1975) bedriver egen verksamhet med Wingårdh arkitekter, Göteborg. Trefaldig Kasper Salin vinnare med Öjared country club, Astra Zeneca, Möndal, samt för Kårhuset vid Chalmers. Han är hedersdoktor vid Chalmers, samt mottagare av flera utmärkelser och priser, både svenska och internationella. Bygger just nu Sveriges ambassad i Washington DC, USA.

Gert har tidigare varit ordförande i styrelsen för arkitektur vid Chalmers, styrelsen för Arkitekturmuseet. Är medlem i Kungl. Ingejörsvetenskapsakademien och Kungl. Akademien.

**Morten Lund**

After 1992 I have been teaching on a regular basis. Gradually Danmarks Designskole became my home base. Beside my obligations as a research coordinator and a teacher I put much emphasis in developing the industrial contacts. The furniture industry was often participating in projects but also packaging industries, textile firms and variety of others became partners. I started developing clear agreements about copyright and confidentiality. It is my experience that if you take the dialogue directly with the business in the early stage there is usually no later legal problems.

Another venture was my participation in the Living Design exhibitions where I was working presenting Danish Design abroad. The initiative was financed by Ministry of Culture through the Danish Cultural Institute. A part of the profile of the exhibitions was the introduction of new designs. The initiative supported the initial product development of many products that have later become commercial successes. My industrial contacts during that period were mainly to the utensil companies Royal Scandinavia and Stelton and the furniture companies Fredericia Stolefabrik and Fritz Hansen. Besides them I have build a close network to Otto Kohonen of Turku, in Finland that makes Aaltos furniture, TVMK in Tallinn that produces large quantities of inexpensive furniture and PP Möbler in Alleröd, that makes all the finest furniture one can imagine.

Parallel with my teaching I have been working as a design consultant within strategic design in various firms. For a few years ago I even did a job for Designskolen Kolding, helping them with their identity program and guidelines for the organisational structure. It was exciting to learn a design school from that side of the table.



THE CONTEMPORARY ARCHITECTURAL
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THE NEED FOR UPDATED EDUCATIONAL STRATEG
SABELLA

