

Changing Architectural Education:

The role of the librarian

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Overview

- What is CEBE?
- Some current debates in architectural education
- The link between research and teaching in architecture
- Problem based learning in architecture
- The role of libraries


CEBE Website

The screenshot shows the CEBE website home page. At the top left is the logo for 'The Higher Education Academy' and 'CEBE Centre for Education in the Built Environment'. A search bar is located at the top right. A purple navigation bar contains links for 'Home', 'News & Events', 'Themes', 'Projects & Initiatives', and 'Publications'. The main content area features a large heading 'The Centre for Education in the Built Environment' and a sub-heading 'Enhancing the Student Learning Experience' next to a photograph of a student. Below this is a welcome message: 'Welcome to the CEBE web site. As part of the Subject Network of the Higher Education Academy, the Centre provides discipline based support to enhance the quality of learning and teaching in the UK Higher Education Built Environment community.' A 'Quick Links' section lists various resources such as 'Transactions', 'JEBE', 'ACBEE', 'Latest Headlines', 'Departmental Workshops', 'Case Studies', 'Special Interest Groups', 'Higher Education Funded Projects', and 'RUDI - Resource for Urban Design Information'. A left sidebar contains links for 'Site Map', 'Cymraeg', 'Contact Us', 'Resources Finder', and 'Join Our Mailing List'.

This screenshot displays the 'Transactions' journal page. The header includes the journal title 'Transactions' and the subtitle 'Centre for Education in the Built Environment'. A search bar is present in the top right. The page is titled 'CEBE Transactions' and describes it as 'The online journal of the Centre for Education in the Built Environment'. It features a description of the journal's focus on research, practice, and learning. The current issue is 'Volume 6, Issue 1, April 2008'. There are links for 'The Editors', 'Contents', and 'Editorial'. The editorial title is 'Growing the Student In Active Systems' by David S. G. Smith, with a page number of 10-21. A 'Full Text (HTML)' link is also available.

This screenshot shows the 'JEBE' journal page. The header includes the journal title 'JEBE' and the subtitle 'The Centre for Education in the Built Environment'. A search bar is located in the top right. The page is titled 'JEBE' and describes it as 'The Journal for Education in the Built Environment'. It provides a description of the journal's focus on research, practice, and learning. The current issue is 'Volume 2, Issue 2, December 2008'. There are links for 'The Editors', 'Contents', and 'Editorial'. The editorial title is 'Developing the Journal from Review Process' by David S. G. Smith, with a page number of 10-21. A 'Full Text (HTML)' link is also available.

CEBE Publications




ISSN 1774-8947
ISBN 978-1-85148-454-8

The Use of "Challenges" to Drive Autonomy, Employability and Student Engagement: a Journey through and Evaluation of a Challenge Based Project

Wick Cunningham, *Architectural Education*
May 2009

CEBE
working papers
series



The
Higher
Education
Academy

CEBE BRIEFING GUIDE SERIES

No. 3

■ Critique

Despite the overall rise that reviews play in the education learning model, the review has described a host of qualities which are likely to limit learning. The nature of the review – as the reflection of the project – means that students will typically be getting by on limited sleep and thus will be limited in their engagement with the process both as presenters and as listeners as well as being in an emotionally weak position. They find it easy and the associated with working on the deadline, even if the project to the extent of their presentation of the project, even if the presentation is not one often hard to follow or understand. This can be dealt with a limited time to see the effect of leaving the usual feedback that students hope to receive.


The physical arrangement of the room, with students often presenting at the front of the lecture, can also mean that students feel that their work is on a pedestal by the lecturer, and it may be perceived as being there to defend their work, that they themselves are the being assessed. There is often an artificial situation set as a student as a relation – usually being an address to a relation between presenter and listener, which is potentially negated in the problem set. Coupled with this is the student's fear of being judged, as in the case of the student who is being assessed. There is often an artificial situation set as a student as a relation – usually being an address to a relation between presenter and listener, which is potentially negated in the problem set. Coupled with this is the student's fear of being judged, as in the case of the student who is being assessed.

The relationship between presenter and listener is made more problematic by the unequal relations of power between the two. This is due to the unequal spatial arrangements, the number of listeners in relation to presenter and, also of course, the position of sitting the tutors and listening to how in relation to the student (not least because they tend to hold the power of assessment). This asymmetrical power relationship is reinforced by, (Wheeler, 1987), meaning the limited number of students both presenting and taking truly constructive, and it tends to delegate much to learning (Dunne, 2004).

The third discipline of the participant in the reviewer also means the possibility for learning and idea development. Since the tutors, visiting critics and new students are already in a greater or lesser degree involved in the assumption of 'negotiated knowledge' (Dunne, 2004), this leads to the use of 'jargon' (Gulf, 1991), which limits communication to those outside the profession and suggests a socialisation of students, whereby they learn to fit into the more formal professional skills, again further separating them from 'real' people and potentially limiting the possibility for creative communication (Waters, 1994).

It is easy to think that these problems never occur in your reviews, but the student's experience suggests otherwise. It is possible to be involved in such a way that is not so hard as making the power relations, introducing others, promoting it to be as and making the experience a more positive one, we have not found it in our work to date that elements of the experience we have found to be negative by many students. It is the kind of feedback which forces us to go back, rethink, and challenge our assumptions: planning and implementing reviews needs to become a mix of, both the critical and the understanding.


■ Illustrations by Mark Pearce




The
Higher
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Supporting Student Diversity in UK Schools of Architecture

A CEBE Guide

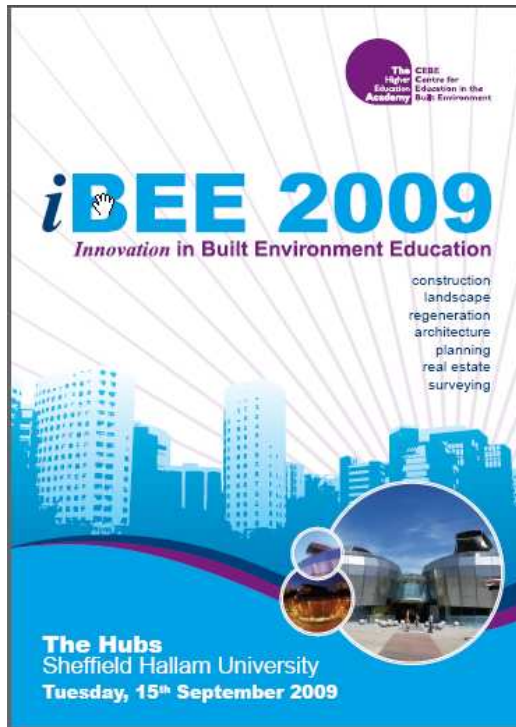


Compiled and written by
the CEBE special interest group on
"Supporting Student Diversity
in UK Schools of Architecture"



The
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CEBE Events




The CEBE Centre for Education in the Built Environment

iBEE 2009

Innovation in Built Environment Education

construction
landscape
regeneration
architecture
planning
real estate
surveying

The Hubs
Sheffield Hallam University
Tuesday, 15th September 2009



Friday 30th January 2009
Weiss School of Architecture
Cardiff University

Designs on the Planet 3

Delivering Sustainability through Design Projects

This symposium builds on the two previous Designs on the Planet events, by providing an opportunity for teachers of architecture to come together and creatively focus on ways in which climate change issues can be incorporated into conceptual design projects, principally at ARB/ARB Part 2 level. In doing so they will consider:

- How projects can maintain and strengthen their design ambition, whilst considering climate change issues
- How learning objectives can be set that encourage students to imaginatively explore climate change in their design proposals
- How climate change issues can be incorporated into projects where students define their own clients
- How we can assess the extent to which students have addressed climate change issues within their design projects.

Through a series of masterclass workshops, the event will harness the collaborative expertise, experience and creativity of leading teachers of sustainable architecture to support the development of studio programmes. Participants are invited to bring with them a design project brief from their school for discussion and development.

It is hoped that as a result of the day's activities, a set of guidelines can be developed on how to incorporate climate change issues within design projects and studio programmes.

The workshop is open to all design tutors, course leaders, heads of school and those responsible for the teaching of environmental design and building technology from all years within schools of architecture.

For further information and to register visit:
<http://www.cardiff.ac.uk/technology3.htm>
Contact: Arne Evers (a.evers@cardiff.ac.uk)
Tel: 029 2087078

OXFORD BROOKES UNIVERSITY The University of Nottingham

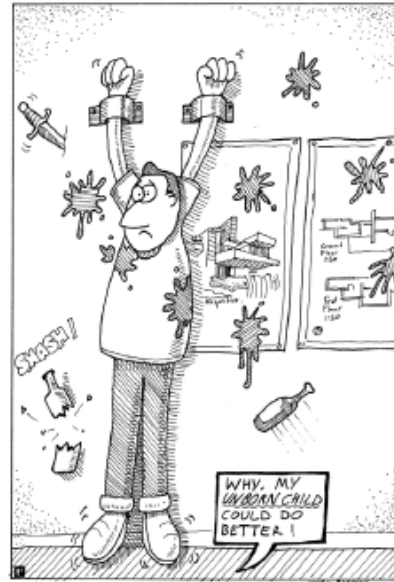
Studio Culture 6
The Student-Led Studio

CEBE Workshop for
New Teachers of
Architecture

Some Issues...



Mini-me
Culture



Adversarial
Crit



Late Night
Culture



Inclusivity

Some Dilemmas...

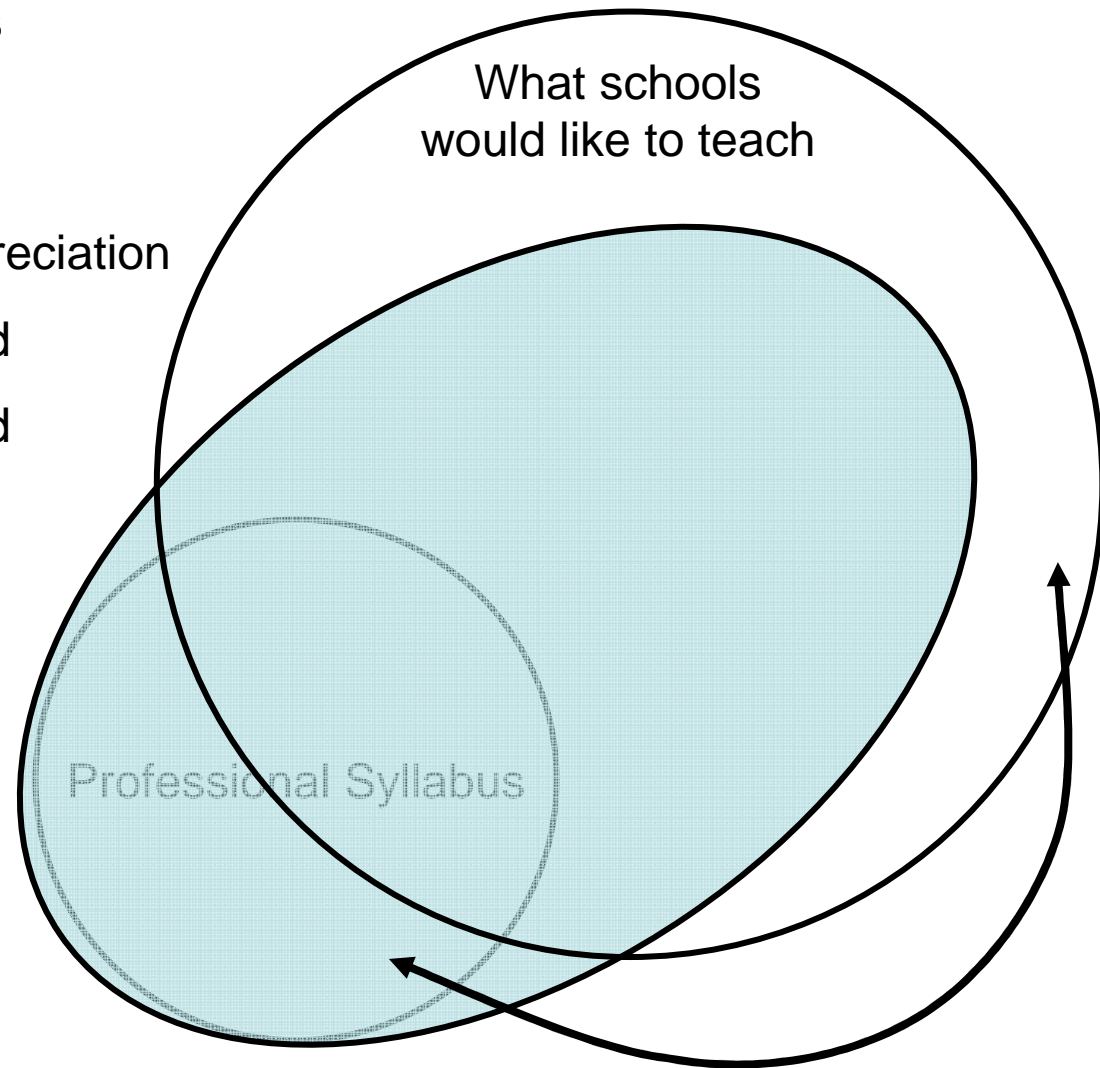
- Student-Led or Tutor-Led Activities
- Artistic or Evidence Based endeavour
- Knowledge or values
- Transmission of knowledge or integration of thinking
- Individual crusade or team-based effort
- Abstract or real
- Process or product

Confounded by...

- Growing Curriculum Content
 - Sustainability
 - New technology
 - New professional criteria
- Less Time
 - More Students
 - Need to Research
- Less Space

- Values of teachers
- Research Interest
- Affective: Valuing, Commitment, Appreciation
- Subjective, Judged
- Implicitly Assessed

- Protection of the Public.
- Transferability of labour
- Cognitive: Knowledge, Understanding.
- Skills and Abilities
- Objective, Measurable
- Explicitly Assessed



Tension

What to teach?

- **Design**
- **Technology & Environment**
- **Cultural Context**
- **Communication**
- **Management Practice & Law**

Joint RIBA/ARB Criteria

What to teach?

- **Design:**
- **Cultural Context**
- **Fine Arts**
- **Urban Design**
- **Human Needs**
- **Profession of architecture**
- **Briefing**
- **Structure and Construction**
- **Environment and Technology**
- **Cost and Regulatory Constraints**
- **Procurement**

EU Directive on Architectural Education

What to teach?

- **Values of Teachers**
- **Research interests of teachers**
 - **Research Content**
 - **Research Methods**
 - **Practice Based Research**

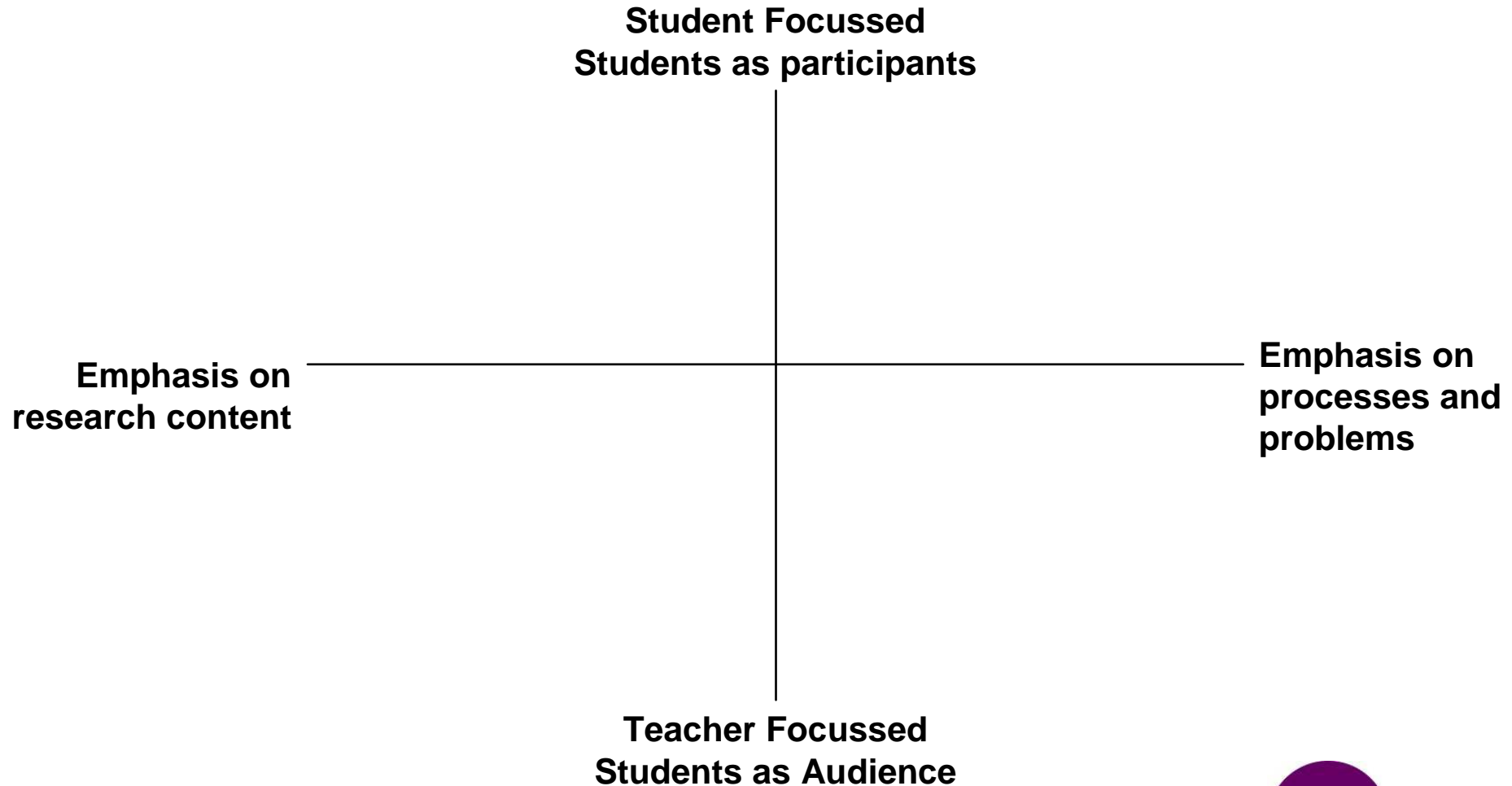
So ...

- Some Questions:
 - How do we decide what we want to cover?
 - Do we really need to ‘cover’ everything?
 - Knowing what or knowing how?
 - Where do my research interests fit?
- Possible Answers
 - Students finding out for themselves (when needed)
 - Information skills

Research and Teaching

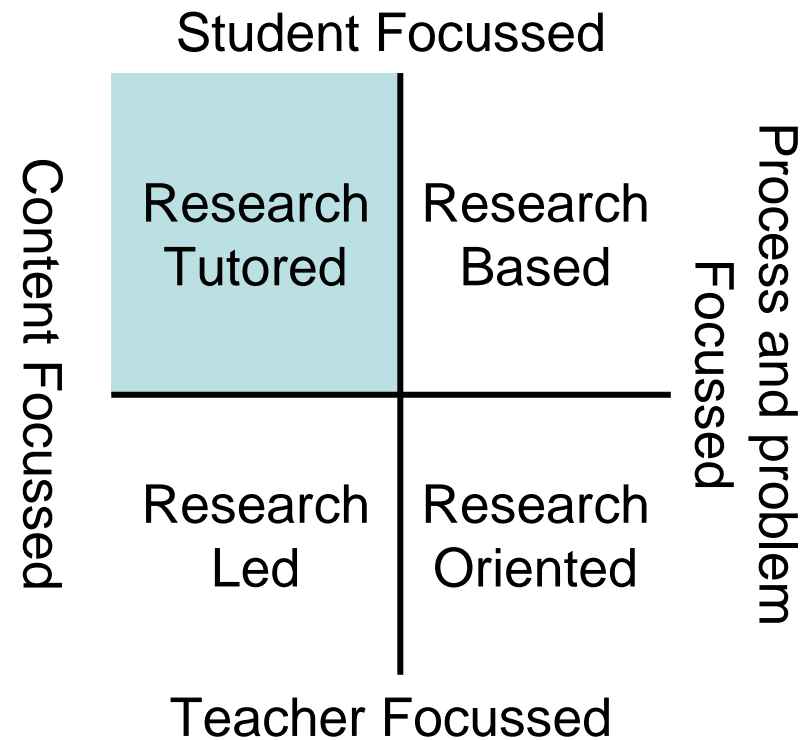
What do we mean by '**research-led**' teaching?

Research and Teaching



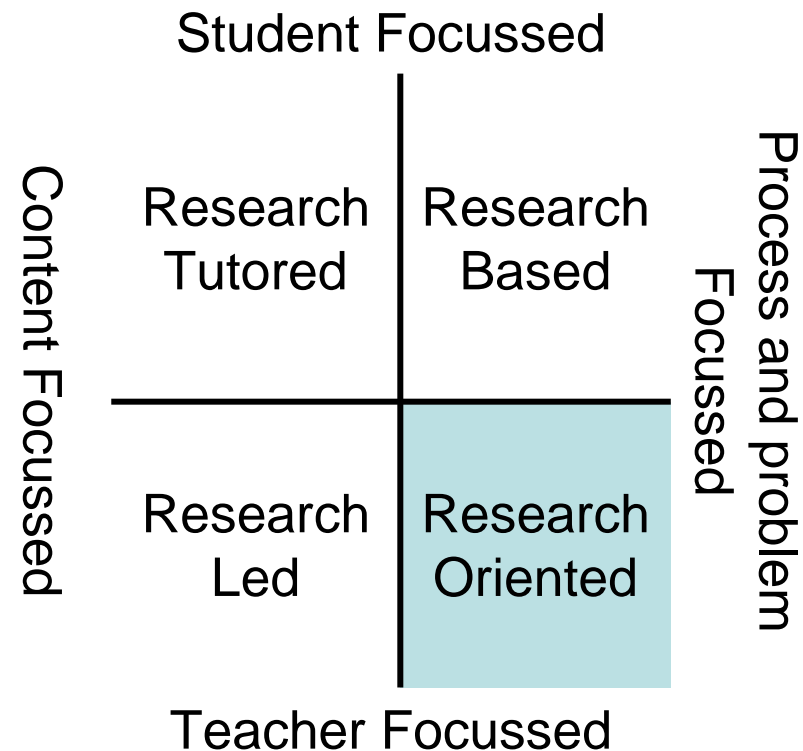
Case Study 1

- Tutor's Research:
 - Exhibition Design - Relationship between setting and exhibited object
- Student Activity
 - Students designed installations
 - Translation of tutor's theory into practice
 - Emphasis upon understanding research content



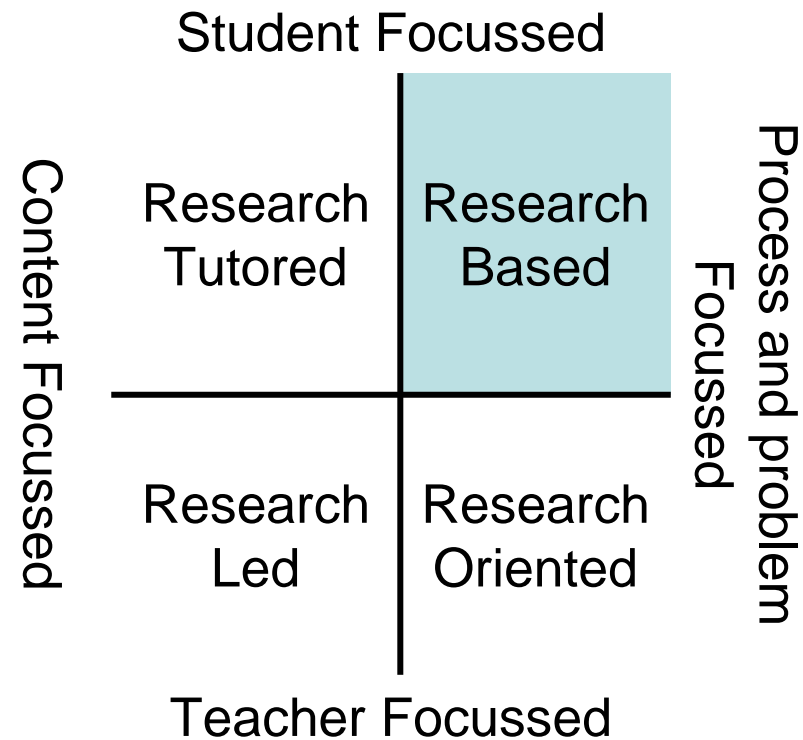
Case Study 2

- Tutors' Research:
 - Impact of Wind farms on Landscape
- Student Activity
 - Students critically analysed research data and methods
 - Developed research skills
 - Consider how research leads to knowledge creation



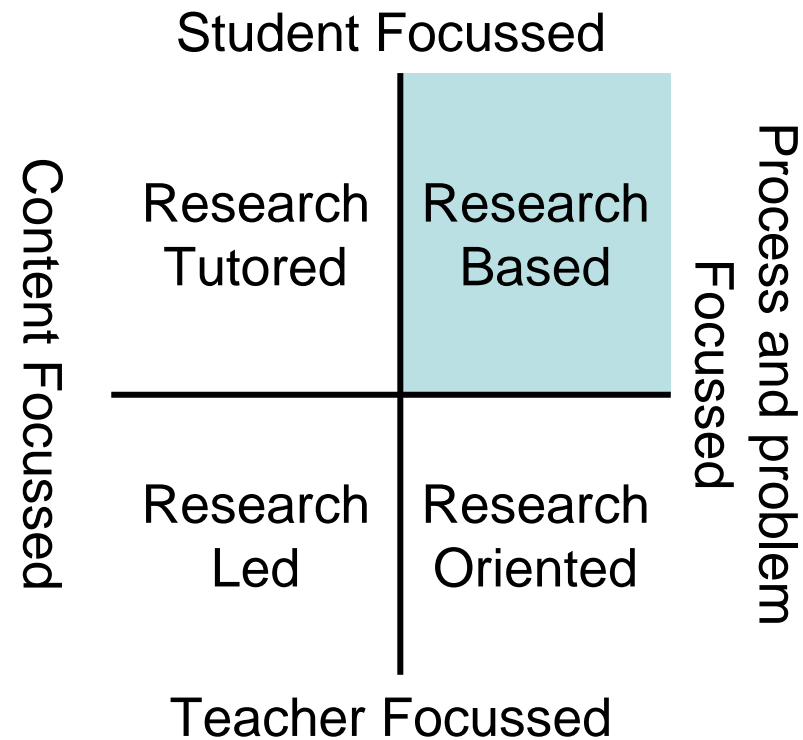
Case Study 3

- Tutor's Research:
 - Development of innovative techniques for casting concrete
- Student Activities:
 - Students developed their own techniques for casting concrete
 - Developed critical judgement on their techniques
 - Used investigation to prove or disprove a thesis



Case Study 4

- Tutor's Research
 - Not necessarily related to student thesis
- Student Activities
 - Students develop their own personal research thesis that they explore through designing
 - Document and reflect upon their thesis and its findings
 - Emphasis upon synthesis and innovation rather than scientific methodology.
 - Students decisions evidence based



Problem-Based Learning

- Inquiry-led approach to learning
- Derived from medical education
- Not
 - Problem Solving
 - Project Work
- Alternative to lectures?

Problem Based Learning

- Students work in groups to work on specific problems
- Students provided with a ‘trigger’ question
- Tutor acts as a facilitator, rather than ‘transmitting’ knowledge
- Focus upon capability rather than content
 - Skills, abilities and attitudes
- Not always a single ‘correct’ answer

Lecture Based vs Problem Based

Transfer of Information	Finding Out
Tutor = source of knowledge	Tutor Facilitates, asks appropriate questions
Encourages superficial/surface approach	Encourages deep approach and better understanding
Content dictated by lecturer	Students focus only on the information they need
Reliance on lecture notes	Reading around the subject is essential
Lecturers enjoy lecturing	Lecturers enjoy engaging in dialogue

So...

What might this mean for architecture libraries?

Deriving a Syllabus

- What do students need to know?
- What do students need to be able to do?
- What attitudes should students develop?
- What values would you hope students develop?

What is important is what gets learned and not what gets taught