

HIDDEN SCHOOLS

EAAE ANNUAL

CONFERENCE

ZAGREB 2019

THE HIDDEN

SCHOOL

BOOK OF

ABSTRACTS

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INTRODUCTION

The mission of the European Association for Architectural Education EAAE is to advance the quality of architectural education in Europe and thus of architecture in general. The EAAE is a forum for the generation and dissemination of knowledge and information on all aspects of architectural education and architectural research.

The Annual Conference of EAAE would not be possible without a member school stepping in, taking the responsibility of organizing the event for EAAE, working very closely with the president and the council. To name just the last few: the Politecnico di Milano in 2015, TU Delft in 2016, the Université de Bordeaux in 2017 and the University of Porto in 2018. This year, we are very thankful for the commitment and generous support of the University of Zagreb, whose efforts brought together the representatives of over 130 architecture schools from all over Europe here in the capital of Croatia. We are also proud to be part of the celebrations of the Zagreb School of Architecture's centennial establishment.

With each of the EAAE annual gathering, as well as with our other formats such as the recently held first EAAE/ACSE Teachers Conference, we reach beyond the geographical boundaries of our individual institutional settings, addressing all educators, researchers and administrators who engage themselves for high quality architectural education. Our goal is to foster an international community of people and of institutions dedicated to the critical and constructive dialogue on all aspects of teaching and researching on architecture. We also connect to architecture professionals in Europe and in the world (Architects Council of Europe ACE, and International Union of Architects UIA), as well as to our peers in North America (Association of Collegiate Schools of Architecture ACSA, and Architectural Research Centers Consortium ARCC), but also to related academic fields (European League of Institutes of the Arts ELIA).

Personally, I am convinced that a broad and open discussion — not only in academic and professional circles, but also with policy-makers of higher education at national and international levels and with representatives of the building industry — is an imperative for the future of the profession as well as for mastering current and future challenges in the design of the built environment. We need ever more architects who are socially responsible and critical citizens — committed to contributing in a meaningful, graceful and sustainable way to solving the problems of the cities and regions. In this conference by addressing issues which are not always on the daily agenda at our schools – but which are nevertheless crucial for our profession and its relevance for society, we will be able to open up perspectives for new projects, developments, commitments and important decisions.

— prof. dr. Oya Atalay Franck, EAAE President

THE HIDDEN SCHOOL

The hidden school is contained behind/within the visible school. // The hidden school is often personified by a charisma or identified with a specific space or atmosphere. // The hidden school can be embodied in topics that develop outstanding skills. // The activities that shape the most formative aspects of an educational path are often informal ones. // The hidden school can remain unstated in the regular curriculum, and therefore remains subjectively evaluated or overlooked in administrative quality assurance or accreditation.

What constitutes the invisible layers of an architecture school?

The EAAE Annual Conference of 2019 is titled 'The Hidden School', aiming to discuss an architecture school's true character, the substance and the quality of architectural education in the broadest sense, and that which is beyond the stated curricula, yet — whether concretely manifested or subliminally perceived — embodies the culture of the school.

The Hidden School can be observed through a range of tacit aspects or conspicuous specificities which make the educational path a unique one. It is the content that can be embedded within the syllabus, learned informally, personified by educators, the attributes and activities of students, or the spaces it takes place in.

Bearing this in mind, reading between the curricular lines is crucial in evaluation, but is it possible to develop tools for the assessment of the 'hidden'? If the hidden school exists in parallel or as a background process, a self-generated search for fundamental answers, and its interpretation, manifestation or legibility has a multitude of facets, how can these aspects be captured?

The conference, hosted in 2019 by the Faculty of Architecture in Zagreb, focuses upon the subliminal quality of architectural education, that which is beyond the stated curricula and is hard to document through quality evaluation procedures. It can be observed through several indicative aspects, often contributing to the identification of what makes the 'true' spirit or substantial quality of the school and uniqueness or peculiarity of its educational path. It can also be the tacit meaning situated between the lines of the syllabus, or generated by the students that contribute to it and the educators that personify it, the various shapes of informal learning, or the spaces it takes place in.

In order to examine the less obvious but inherent qualities that constitute the specific process of architectural education, we proposed five aspects to be considered as triggers. The five thematic areas are presented below, each offering a series of provocations to which contributors were invited to respond, but we welcomed other thematic responses as well.

The Educator: Strong charismatic figures sometimes personify a school, leaving a lasting legacy forming its identity. Alternatively, they could be the less conspicuous educators just as able to generate meaningful educational experiences. They could be academy situated educators drawing upon a substantial body of research expertise, or they could be practicing architects teaching at architecture schools, informing the educational process with a vital connection to professional practice. Some are both. Is there a preference, or prevalence? What is the role of a teacher in the education of an architect? In what ways are they either a provocateur or a mediator? Which tools best encourage a student to conduct a creative research process? Should architecture teachers be taught to teach? Reciprocally, what forms of autodidactic expression begin to emerge?

The Content: What drives the content of design briefs placed before the student? What is the domain of teaching architecture and who is the architect that educators wish to produce? Is there a substantial frame within which an educator operates in order to achieve a required synthesis and how flexible is the path of achieving the mandatory set of learning outcomes? Where is the balance between abstract or universal and real-world subjects in developing a contemporary and timeless intellectual capable of a culturally and technically sustainable approach? What is the balance between local and universal, or do we aim to develop universal ability to adapt? How does the school communicate its set of values through the subject matter it puts forward?

The Place: What is the importance of the space in which education takes place? How does the space of a school influence the educational process and outcomes? Do the social or cultural contexts in which the school is placed make a difference in the inner and outer perception of a school, or the subject matter? What are the differences between schools that are isolated, remote islands, and schools directly embedded into the surroundings, even extrapolated and scattered into them? Can a particular quality emerging from the spatial character of the school be defined?

The Student: What distinguishes an architecture student from students in other disciplines? What are their common traits? The teaching process is greatly influenced by the exchange between the teacher and the student, and reciprocally determined by their mutual dedication. What motivates a student, and how do schools describe their prerequisites? Can resilience be taught? What are the aspects of horizontal learning? What role does peer-to-peer learning play in self-directed study and independent enquiry? The Bologna Agreement em-

phasizes the need for students to act as independent learners, but can for instance designing one's own trajectory produce a clash with regulated outcomes?

The Process: The educators and the educated, the program and the places are agents of the educational process. How do they interact, and how does this interaction induce learning? In what way does formal education organize and manufacture these interactions? What happens when students become teachers, or places become content? What are the tacit examples of informal learning? In what way do informal educational experiences foster expanded study and bring benefits back to school? What examples of informal learning are individual, collective, institutional or supra-institutional? What is the role of accessible media or open-source communication platforms in manifesting the hidden school?

Teachers, students and practitioners were invited to join this discussion by answering our call for contributions.

Scientific committee: Oya Atalay Franck, Roberto Cavallo, Johan De Walsche, Harriet Harriss, Siniša Justić, Mia Roth-Čerina, Sally Stewart, Tadeja Zupančič

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Open Campus, Informal Spaces, Off-The-Record Paths

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SESSION II

KEYWORDS

open campus, shared school, innovative learning,
free time, interaction

PLACE / ENVIRONMENTS

FOREWORD

The educational institution represents the basis of civil society: any great empire or civilization began to be considered when it developed a structured educational system capable to educate aware citizens participating in public life. Retracing the etymological origin of the term *school*, I think this latter suggests an hidden component which should still be at the basis of the idea of contemporary school. The word comes from the Latin *schola*, which derives from the ancient Greek *scholè* that meant take care of free time. The *scholè* was the time in which one rested from the effort of daily life, to devote himself to study and reasoning.

In the Lyceum, the great Greek philosophical school founded by Aristotle, also known as '*Peripatetic school*', the members gathered at Athens Gymnasium, close to the sanctuary dedicated to Apollo Licium, and informally walked around ('peri') the perimeter of the building, surrounded by a colonnade, together with the teacher. The members of the school of Aristotle faced informal discussions and philosophical and scientific investigations moving around, starting an idea of learning while they were moving and wandering, together outdoor in the nature.

The Latins admitted in the word *schola* the original idea of leisure, rest, quiet and free time to discuss about philosophy and science. In the first etymological vocabulary of the Italian language, Ottorino Pianigiani (1) reports the connection of the first meaning of the term *schola* with the space around the pools in Roman Thermae, called *schola-labri* and *schola-alvei*, where people could wait their turn talking and sharing ideas. The traditional etymology and also some contemporary point of view (2), leads us to the Latin difference between the *otium*, or the leisure of the privileged citizens who could afford moments to dedicate themselves to reflection or study, and *negotium*, or to deal with practice or economic affairs. The *otium* was intended as a moment of excellence and high lifestyle. We modern people persevere in *neg-otium*, which etymological root denies *otium*.

When Charlemagne founded the first public schools in the world, the *schola palatina* of Aachen, the word *schola* was definitively transferred to the specific place of meetings and discussions for educational and learning purposes. He gave form to a circle of intellectuals from all parts of the Carolingian Empire, which during the ninth century built an innovative international atmosphere. Charlemagne developed the meaning of school as institution for moral and intellectual education. It was the only school that did not depend on ecclesiastical institutions and the first school free from ideological constraints.

It was part of an ambitious project of giving unity to a vast empire composed by numerous different peoples.

THESIS ARGUMENTS

I think it would be appropriate to re-discover the original meaning of the word school as *scholè* and it would be suitable think about students as philosophers who love knowledge or researchers in love with knowledge. For the quality of architectural education we should remember that university education is a choice of love for deepening and the desire to know more. It doesn't have to be an obligation, it's not the place of coercion because the university is not only study but also culture, sport, art, vision and ideas to share. The Bauhaus School was in this sense exemplary.

Therefore, the proposal in this paper is that the first hidden layer of architectural education is to give back to the school its authentic meaning of *scholè*, place of the *otium*, where the love of knowledge lives.

The Place on one side and the Educator on the other are the first components to update our universities: open campus, informal spaces, off-the-records paths + innovative teaching are the main tools to pursue a better quality of architectural education.

Nowadays, the development of internationalization processes and updating of the spaces of the schools have assumed a central role in all socio-educational scenarios, leading to profound changes. I would like to emphasize that university education — but also in general public education including schools of every order and degree and beyond the differences between one country and another — have to be constantly careful to the emancipation of the individual through self-realization.

Passing to the field of architecture, the hypothesis to open and regulate the borders, the campus and the school enclosure, that codify the ways of living together, can redefine the school-spaces through open and permeable public spaces. They could become vital structures that give shape to the space to be lived by the human being, in his individual or social dimension. The research focus is the updating of the figures of learning spaces.

ACTIONS AND DESIGN STRATEGIES IN
THREE CASE STUDIES

1 — The Polytechnic University of Milan is working on an educational innovation project that provides a specific pedagogical background to professors and assistant professors to integrate traditional frontal teaching with processes that see an active role of the students. At the same time the Polytechnic of Milan has invested in the last years many resources for a more welcoming university projected towards the future. The new University Campus stems from an idea of Renzo Piano donated to Politecnico di Milano (3). The project is currently under construction.

2 — The case of Bocconi University in Milan is interesting too: New Bocconi Campus project is under construction, designed by the international architectural firm SANAA. Adding to its original buildings and those of more recent construction (the Gardella and Grafton buildings), the University will expand to the south, incorporating the former area of the Centrale del Latte (former local municipality plant of milk collection and processing for the whole Milan Municipality). The striking forms of the new campus will revitalize and interact with the surrounding urban fabric (4).

3 — The Research started on 1st April 2019, winner of the competition New Generations 2017, titled '*A shared school: for a culture of happiness*' acts on the innovation of teaching and on the rethinking of the role of the public educational institution for the public schools for the age groups from 5 to 14 years. The project proposes interventions for sharing and strengthening the Educating Community and at the same time, the renewal of school spaces. The partnership aims to build a virtuous model for changing the culture of the Public School by supporting the actors involved in educational interventions (5).

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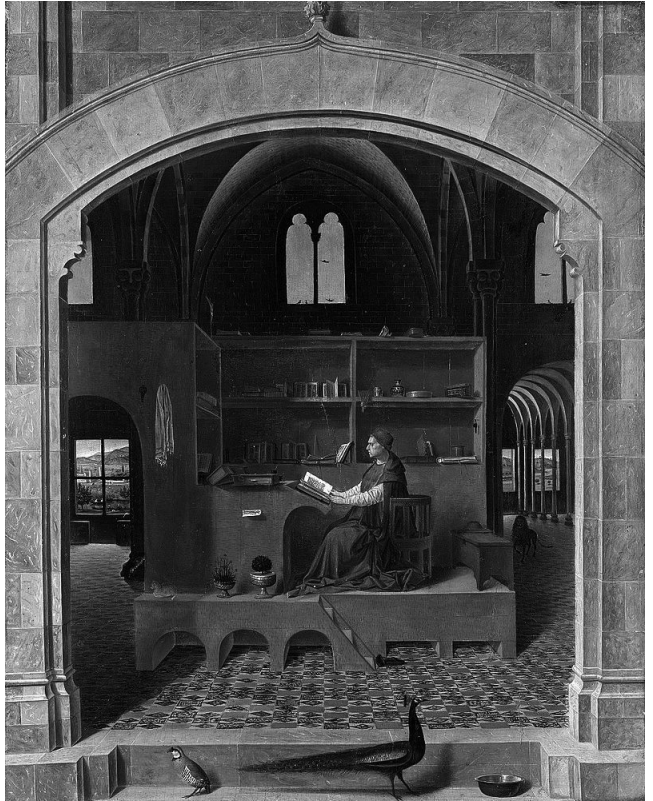
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- 2 Umberto Tenuta, *Scuola, Scholè, Otium. Tempo libero, studio, amore del sapere, filosofia*. From: <http://www.edscuola.eu/wordpress/?p=34688>
- 3 Politecnico di Milano, Susanna Sancassani for METID Learning Innovation 2019, *Pedagogical models and practical approaches to educational innovation*; <https://www.polimi.it/en/the-politecnico/university-projects/construction-sites/new-architecture-campus/>
- 4 Università Bocconi, new Campus in Milan, from: https://www.unibocconi.eu/wps/wcm/connect/bocconi/sitopubblico_en/navigation+tree/home/campus+and+services/bocconi+urban+campus/new+campus
- 5 'A shared school: for a culture of happiness', Scientific Committee: prof. Monica Guerra, prof. Francesca Antonacci from the Department of Human Sciences for Education of the University of Milan Bicocca; prof. Barbara Coppetti from DASTU — Department of Architecture and Urban Studies of Polytechnic of Milan; Barbara Mitelli, Marina Alini from School of Humanistic Coaching of Milan.

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1: The School of Athens' by Raffaello Sanzio, 1509-1511, fresco in Musei Vaticani, Rome



2: St Jerome in his study by Antonello da Messina, 1474-1475, painting in National Gallery London



3: The urban value of new Campus Bonardi in Polytechnic University of Milan



4: The urban value of new Bocconi Campus in Milano

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