**Paper / Proposal Title:**
Pedagogy of Practice: Creating a pivotal culture for learning Architecture.

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**Abstract (300 words):**
This paper proposes a shift in learning architecture traditionally focusing on training the learner, towards training the field for learning itself (pedias; πεδιάς/παιδιάς = field; plateau/game). Our proposal rethinks stagnated methods and pedagogies of integrating practicing and learning architecture and introduces pediagogy (παιδαγωγία) beyond pedagogy (παιδαγωγία). We will examine learning as a dynamic field of connectors including what Aristotle and the tradition of pedagogy omit: desires. We approach education as network studying Fernand Deligny’s The Arachnean and the concept of ‘wanting’ as manifestation of life beyond singular institutions and among human and non-human interrelations (Doreen Massey’s definition of space). We will present two pilot practices as self-reflective case studies appropriating online technology within a blended learning environment. The first learning activity entails a live building visit with participants (learners) taken on virtual tours, in the field, by a guide (teacher) using their mobile device to record themselves moving around a physical space and share this in real time. Using live tracking technology, participants follow the guide’s location and complement the guide’s commentary referring to online content shared prior to the session (flipped classroom). Like in a game, they actively ‘play’ directing the guide to specific points of interest identified and therefore shaping the learning. The second case study is a virtual collaborative design workshop titled the ‘Architecture Hackathon’, where learners and tutors work together on a concept design for a live project. The physical studio is reformed as interactive online virtual space with video conferencing...
and shared folders. The workshop structure presents a series of activities, ‘labs’, designed to stimulate the flow of ideas and encourage interaction. In both cases, learning is dynamically participatory and provides a blend of theory and practice, and human and non-human assemblages and each case study will be examined against a network of axioms for developing a new pedagogic learning and practicing model.

• Author(s) Biography (200 words each):

Benjamin Powell, ARB, RIBA runs studiomanifest.co.uk, a London-based practice focusing primarily on addressing the housing crisis in the UK, and how small and medium sized housing providers can have a greater impact on delivery. At the University of Suffolk Ben leads the technology and professional practice strand and oversees the sustainability agenda of the BA (Hons) Architecture. His work encourages dissemination of academic theory through professional practice, improving the long-term impact that architects have on addressing major societal issues. Ben successfully completed his Part 3 at The University of Westminster in 2014, having previously studied in Oxford and Brighton. He also holds a Masters’ in International Architectural Regeneration and Development (IARD). Ben previously specialised in historic building conservation, has worked for high-profile commercial practices and also engaged in the architectural charity, Architecture Sans Frontière.

Dr Liana Psarologaki, ARB, RIBA, TCG-TEE, FRSA, SFHEA is an architect, installation artist and educator with particular interest in meta-philosophy of space, post-humanities, and new pedagogies. She trained at the world renowned National Technical University of Athens and holds a PhD from the University of Brighton. Liana is a senior lecturer and the founding academic of Architecture at the University of Suffolk, the course leader of the BA (Hons) Architecture, a visiting assistant professor at TU Delft, a Senior Fellow of Higher Education Academy and the Chair of Education for the RIBA East Region. She recently organised The Built Environment as Sustainable Ecosystem conference as part of the People-Places-Planet agenda of the RIBA: https://www.architecture.com/whats-on/people-place-planet. Current publications include: Psarologaki, L. (2021) “Making Architects in Agile Studios: A manifesto for situated architectural education” in Manifesto? Scroope 29 The Cambridge Architecture Journal. University of Cambridge.