TEACHING-LEARNING-RESEARCH: DESIGN AND ENVIRONMENTS

• Paper / Proposal Title:
From the academy into the space of the community: "two steps backward, one step forward." Towards a peripatetic involvement

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• Abstract (300 words):
The relevance of versatility and flexibility in the learning/teaching dynamic is considered. The horizon of reflection articulates the spaces of action of academic and professional practice, in the scope of Architecture. The binomial versatility/flexibility indicates a changeable, plastic nature. It refers to an apparatus of models – or systems – considered in the learning/teaching experience. Despite its pedagogical-scientific validity, this is not an ideal model but the coexistence of different, eventually contradictory models converging for the same purpose. This is self-evident in learning/teaching Architecture: the growing debate on “research by design” and “practice-based” approaches proves it. Testimonies from teachers who simultaneously teach and act as professionals are considered. Examples of two academic and non-academic approaches to the complementary learning/teaching experience are shown:
a) “Deepening,” characterized by classical academic teaching in the medium-long term (from a school semester to five years). The duration of the studies allows for the slow and careful sedimentation of knowledge aimed at architectural culture in a functional perspective of collecting relevant states of the art.
b) “Intensity” promotes the ability to react (projectually) on subjects in a very short time (weeks).
Precise time circumscription workshops promote immersion that encourages direct, less mental and more impulsive approaches.

Experimental work feeds heterodox results in an empirical approach that frames the Frayling question: "How can I tell what I think until I see what I make and do?".

It is in the oscillation between the academy and the “external” space that progressive attempts to improve training are tuned. Emphasis is placed on the direction of travel – back and forth – from one space to another. The pathway takes on a metaphorical relevance, but it is also, in itself, a method proposal for a peripatetic integration. Examples framed by the notion of Jacques Gubler are considered: “La marche à pied, véhicule du corps.”

• Author(s) Biography (200 words each):
Formation/teaching:
Architecture FAUP_Oporto University (1998); Urbanistics PhD, IUAV_Venice (2004);
Associated Professor, Évora University (2004-);
Guest Professor, Perugia University (2019)

Direction:
Head of the Évora University Architecture_PhD (2013-2020). Landscape; Philosophy and History articulate “Research by Design” approach;
Vice-President of CHAIA: History of Art and Artistical Research Center (2009-2015);
Head CHAIA_architecture research group

Seminars/Workshops:
Director of International Colloquia "Time in Architecture" (1st/2nd editions), focused on architecture praxis, Évora (2009-2010);

Curating:
Participation on Portuguese representation, 14th_Venice Architecture Biennial, Commissioner: Campos Costa, General Commissioner: Rem Koolhaas (2014);
Co-curator: “Mobilhome_Territórios” exhibition, Art curator_Nuno Faria, Algarve (2012);
Exhibition “Malangatana” Mozambican artist (2010);

Books/Essays:
Author/co-autor on "research by design" essays published on ARENA; EAAE; ARCC
Member of board: collection “LeDiagonali”, Letteraventidue;
Translator:"Contro l'Architettura" (Franco Cecla, 2011); "A genealogy of the imagination. Paulo Mendes daRocha and Venice" (Pisani, 2017);
Editor: "DAUE_modus operandi" (2020); with d’Alfonso “Disegnare nelle Città” (2006)
Architectural practice:
Complementing teaching and research follows architecture practice. Honorable Mention on PAUML_Prize (Algarve 2009).