• Paper / Proposal Title:
Archives as Pedagogical Tools

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• Abstract (300 words):
The revolutionary school of architectural teaching – VKhUTEAMAS (1923-1926) was a new approach for a new society which aimed to bring architectural education to the masses and masses to the growing industrial production. Archival material pertaining to this extraordinary period of teaching research has been an important historical reference, existing in archives in the Russia Federation, America, Canada, Germany and the UK. The history of the schools teaching methodology and archival material remains unknown within academic circles and separate from the current architectural curriculum. Drawing upon research that collected 1000 images in archives and in print, split between institutions, public and private collections this paper discusses for the first time, this fascinating avant-garde teaching methodology and its role in contemporizing architectural teaching practice today through the perspective of the archive. This paper explores the relationship between archival research and contemporary teaching practice and its importance in evolving how architectural teaching is taught. It explores how bridging both archival research and teaching can inform new design studio initiatives through using different pedagogical methodologies to enhance the student experience through analytical learning. It will further reveal how both can inform new ways of teaching through effective problem-based exercises that feeds into core
teaching and learning in appropriate ways, providing a small, but important contribution to how we teach architecture today.

• Author(s) Biography (200 words each):
Dr. Matthew Armitt is a Lecturer in architecture at the Birmingham City School of Architecture and Design and also teaches architecture at the University of Liverpool School Of Architecture. His research focusses on the period of the 1920s and 1930s on Soviet Architecture, Theory, and Architectural Teaching having researched in the Russia Federation, America, and Canada and at Cambridge University. Beyond his research and teaching, Matthew founded the research group Russia House (www.russia-house.com) created as a collaborative research collective to celebrate Soviet creative thought of the 1920s to continue to develop research on the History and Theory of Soviet architecture and architectural teaching in Moscow.