3rd INTERNATIONAL ARCHITECTURAL EDUCATION SUMMIT IAES

New Directions in Architecture Education

13 – 14 SEPTEMBER 2013
ANCB THE METROPOLITAN LABORATORY, BERLIN

Conceptualised and organised by

ANCB The Metropolitan Laboratory   UCLA, Los Angeles   IE School of Architecture, Madrid

INTRODUCTION TO THE IAES

About the Summit

ANCB The Metropolitan Laboratory, in collaboration with UCLA Architecture and Urban Design, Los Angeles and IE School of Architecture, Madrid, presents the 3rd International Architectural Education Summit (IAES) · New Directions in Architecture Education, taking place from 13 · 14 September 2013 in Berlin. The summit brings together internationally respected architects, educators and scholars from leading schools of architecture and other institutions that inform teaching in this field to consider the interdisciplinary possibilities for architecture education.

Background and Aims of the IAES

In 2008, Professor Hitoshi Abe conceptualised and initiated the IAES as a biannual conference amongst an invited group of leading peers to discuss the most pertinent issues in architecture and urban design. In these times of immensurate change, the IAES provides an important chance to evaluate how best to prepare the upcoming generation of architects and city·makers for current and future challenges.

The first summit was held in Tokyo in 2009, jointly organised by UCLA, Los Angeles and the University of Tokyo with international participants, and addressed the tensions between local architectural practices and increased international standards for a globalised architectural profession and its influence on education.

The 2011 summit, held in Madrid/Segovia was jointly organised by IE School of Architecture and UCLA under the guidance of Martha Thorne, IE School of Architecture Associate Dean of External Relations. It addressed innovations in architectural education, looking at topics of collaboration, alternative education platforms, the effects of the digital age on learning, and global outreach.
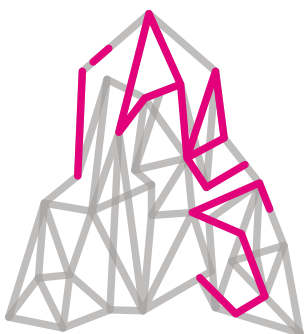
This year's summit will provide a platform for exploring approaches to address new directions in architecture education. It is dedicated to fostering a constructive dialogue between leading academics, practitioners, policy makers and industry representatives concerned with ideas to take architecture education forward.

Recent trends towards the international standardisation of the architectural profession and the transformations taking place in architectural education as a result of the globalisation of professional activities push architecture as an ambiguous concept reflecting the variations in our field into an absolute, singular framework clearing barriers for the profession to expand while repressing ambiguity. Leading architects and educators should act to maintain a richness and variety of approach through public discussion. The IAES was established for this purpose.

Hitoshi Abe

The IAES initiative is a unique opportunity to bring together international colleagues for meaningful debate about architectural education for the 21st century. Participants in the summit will together explore ways to make architectural education more relevant against a backdrop of globalisation, changing technology and pressing societal issues. The gathering in Berlin, two years after the Madrid summit, will deepen the debate and seek paths for real action.

Martha Thorne

The Focus of the 2013 Summit

Today, the creative process in architecture requires an understanding and conceptualising of ongoing interdisciplinary challenges. In response, this 3rd IAES will look at the interdisciplinary possibilities for architecture education including approaches from outside mainstream architecture education and by broadening the understanding of interdisciplinarity. The summit proposes to deepen and evaluate examples of such alternative strategies in three thematic panels:

Panel 1: The role of alternative architecture education platforms

Limited by their institutional structures most universities are not able to react in their curriculum or with their teaching methods to acute architectural, social and environmental demands. This is one of the reasons why an increasing number of alternative education platforms all over the world emerge. All of these platforms take up a position, which includes the non-traditional, the non-conventional, or the non-standardized in contrast to traditional architecture schools. With their creative energy, participants of theses platforms, students and tutors, assemble, edit and produce knowledge, which is related to observations beyond pure architecture knowledge. This panel aims at introducing, comparing, and discussing the meaning of alternative architecture education platforms between the political, the economic, and the cultural spheres of society for today and tomorrow.

What is the role of alternative architecture education platforms in relation to the traditional academic world?

What is the responsibility of alternative architecture education platforms towards society?

What is the role of alternative architecture education platforms in the student's curriculum?

Panel 2: Interdisciplinary strategies in architecture education

Qualitative factors, which influence the value of urban environments, become more and more complex. Social, political, economical and environmental demands challenge the architect to rethink traditional strategies of organising and producing architecture and urban space. Therefore architecture education needs to comprise new teaching methodologies, which broaden the understanding of interdisciplinarity in general and prepare the architect for an interdisciplinary design process. This panel aims at discussing values, goals and organisations of current interdisciplinary strategies, both in architecture education and in professional design processes.

What are the goals and potentials of interdisciplinary strategies?

How are interdisciplinary strategies organised?

How do innovative interdisciplinary strategies lead to better architecture and urban environments?

Panel 3: Collaboration between architecture education and non-academic partners

Research and design strategies in architecture education need to oscillate between pure theoretical approaches and different ways of relating them to practice. Today there are numerous examples of how architecture education platforms provide a rich condition to enter the real world. These platforms usually collaborate with municipalities, civil society, governance and industry to share, question, and answer actual demands and expectations by young architects and non-academic partners. This panel discusses these described issues by initially investigating specific collaborative strategies and real-life examples in respect to new models comprising educational methods and non-academic processes.

How can architecture education prepare for collaboration with non-academic partners such as governments and industry?

How can architecture education in itself create a collaborative condition with non-academic partners?

How can we establish a continuous communication to share and evaluate demands and expectations?

How can architecture education act as an open-source platform, in this respect?

We were delighted to host and conceptualise this year's IAES. The importance of collaborative exchange for the future of our cities is central to the work of ANCB as we continually forge connections between industry, governance and academia to bridge the gaps between the key influencing forces of technology, culture and behaviour. This interdisciplinary approach forms the basis of inquiry for the 3rd IAES as we bring this important discourse on the future of architectural education, debated by key protagonists from diverse fields, to a global public audience.

Hans-Jürgen Commerell and Kristin Feireiss

DAY 1 FRIDAY 13 SEPTEMBER 2013

8:30am   Registration

9:15am - 09:45am

Welcome and Introduction

Hans-Jürgen Commerell, Director, ANCB The Metropolitan Laboratory, Berlin
Hitoshi Abe, IAES General Coordinator, University of California Los Angeles
Martha Thorne, IAES General Coordinator, IE School of Architecture, Madrid
Dietmar Leyk, Research Director, ANCB The Metropolitan Laboratory, Berlin

9.45am - 12:00pm

Ten by Ten: Master Positions

To open up a wide range of possibilities, the master positions introduce a variety of visionary statements about the future education of the architect by international protagonists and respected figures from the academic field, whose contributions will ensure an expansive, controversial and multi-layered dialogue.

What is your vision for the future of architectural education?

On Judgement
Sarah M. Whiting, Dean and William Ward Watkin Professor, Rice School of Architecture, Rice University, Houston

Architecture Workroom
Joachim Declerck, Founder and Programme Director, Architecture Workroom, Brussels

From Professions to Communities of Practice
Neelkanth Chhaya, Dean, Faculty of Architecture, Centre for Environmental Planning and Technology University, Ahmedabad

Towards a Radical Pedagogy
Beatriz Colomina, Director of Graduate Studies, PhD Programme, School of Architecture, Princeton University, New Jersey

The New Normal
Winka Dubbeldam, Chair and Professor of Architecture, University of Pennsylvania School of Design, Philadelphia

Interdisciplinary Niches and Links
Mathias Klotz, Dean of the Faculty of Art, Architecture and Design, Universidad Diego Portales, Santiago de Chile

Towards a Critical Spatial Practice
Nikolaus Hirsch, Director, Städelschule, Frankfurt

Encountering People
Yoshiharu Tsukamoto, Associate Professor, Department of Architecture and Building Engineering, Tokyo Institute of Technology, Tokyo

Soft Matters. New Elements of Architecture
Wolfgang Schäffner, Chair of the History of Knowledge and Culture, Humboldt Universität zu Berlin, Berlin

The Model of No Model
Eric Owen Moss, Director, Southern California Institute of Architecture; Eric Owen Moss Architects, Los Angeles

Sustainable Architectural Education
Matthias Böttger, Founder and Director, raumtaktik – office from a better future, Berlin

12:00pm - 1:30pm   Lunch

1:30pm · 3:15pm

Panel 1: The Role of Alternative Architecture Education Platforms

Most universities, limited by their institutional structures, are not able to react in their curriculum or with their teaching methods to acute architectural, social and environmental demands. This panel aims at introducing, comparing and discussing the meaning of alternative architecture education platforms between the political, the economic and the cultural spheres of society for today and tomorrow.

Moderator: **Lukas Feireiss**, Visiting Professor at space&designstrategies, University of Art and Design, Linz

MARCH
Speaker: **Eugene Asse**, Founder, MARCH, Moscow

Critical Engagement in South African Architecture as a Means Beyond Redevelopment
Speaker: **Jhono Bennett**, Co-Founder, 1:1 · Agency of Engagement, Johannesburg

Shaking Up Alberti
Speaker: **Tatjana Schneider**, Co-Author and Researcher, Spatial Agency; Senior Lecturer, The University of Sheffield, Sheffield

Respondent: **Mark Wigley**, Dean, The Graduate School of Architecture, Planning and Preservation (GSAPP), Columbia University, New York

With a podium discussion involving the Ten by Ten masters acting as front row peers, concluding with an open discussion with the audience

What is the role of alternative architecture education platforms in relation to the traditional academic world?

What is the role of alternative architecture education platforms in the student's curriculum?

What is the responsibility of alternative architecture education platforms towards society?

3:15pm · 4:00pm   Coffee break

4:00pm · 5:45pm

Panel 2: Interdisciplinary Strategies in Architecture Education

This panel is concerned with the social, political, economic and environmental demands that, in their complexity, challenge the architect to rethink traditional working boundaries. It focuses on discussing values, goals and organisations of current interdisciplinary strategies, both in architecture education and in professional design processes.

Moderator: **Martha Thorne**, IAES General Coordinator, IE School of Architecture, Madrid

The Will to Collaborate
Speaker: **Hubert Klumpner**, Co-Director of Brillembourg & Klumpner Chair of Architecture and Urban Design and Dean of the Department of Architecture, ETH Zurich, Zurich

Exploring Links Between the Arts and Cognitive Sciences
Speaker: **Elena Agudio**, Artistic Director, AoN_Platform for Art and Neuroscience, Berlin

Building Design 2020
Speaker: **Chris Luebkeman**, Director for Global Foresight and Innovation, Arup, London/San Francisco

Respondent: **Marcos Cruz**, Director, The Bartlett School of Architecture, University College London, London

With a podium discussion involving the Ten by Ten masters acting as front row peers, concluding with an open discussion with the audience

What are the goals and potentials of interdisciplinary strategies?

How are interdisciplinary strategies organised?

How do innovative interdisciplinary strategies lead to better architecture and urban environments?

6:00 pm   Get-together

DAY 2 SATURDAY 14 SEPTEMBER 2013

10:00am-10.15am

Welcome

Hans-Jürgen Commerell, Director, ANCB The Metropolitan Laboratory, Berlin

10:15am - 12:00pm

Panel 3: Collaboration Between Architecture Education and Non-Academic Partners

Research and design strategies in architecture education need to oscillate between pure theoretical approaches and actual demands and expectations. The panel discusses these issues by initially investigating specific collaborative strategies and real-life examples in respect to new models comprising educational methods and non-academic processes.

Moderator: **Henk Ovink**, Senior Advisor to the Secretary, Hurricane Sandy Rebuilding Task Force, Secretary of Housing and Urban Development, Washington DC

Houseboat to Energy Efficient Residences
Speaker: **Michael Speaks**, Dean of the School of Architecture, Syracuse University, Syracuse

Social Design _ Arts as Urban Innovation
Speaker: **Anton Falkeis**, Head of Department Social Design, University of Applied Arts, Vienna

Medellin's City Process
Speaker: **Alejandro Restrepo-Montoya**, Professor, Faculty of Architecture, Pontificia University Bolivariana, Medellín

Respondent: **Xu Weiguo**, Professor, School of Architecture, Tsinghua University, Beijing

With a podium discussion involving the Ten by Ten masters acting as front row peers, concluding with an open discussion with the audience

12:00pm - 1:30pm   Lunch

How can architecture education prepare for collaboration with non-academic partners such as governments and industry?

How can architecture education create a collaborative condition with non-academic partners?

How can we establish a continuous communication to share and evaluate demands and expectations?

How can architecture education act as an open-source platform?

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1:30pm - 4:15pm

Summary and Concluding Discussion:
Challenges for the Future

Summaries

Panel 1
Lukas Feireiss, Visiting Professor at space&designstrategies, University of Art and Design, Linz

Panel 2
Martha Thorne, IAES General Coordinator, IE School of Architecture, Madrid

Panel 3
Henk Ovink, Senior Advisor to the Secretary, Hurricane Sandy Rebuilding Task Force, Secretary of Housing and Urban Development, Washington DC

Concluding Podium Discussion

Moderator: **Michael Mönninger**, Professor of History and Theory of the Art of Building and Space, Braunschweig University of Art, Braunschweig

Panellist: **Hitoshi Abe**, IAES General Coordinator, University of California Los Angeles

Panellist: **Dietmar Leyk**, Research Director, ANCB The Metropolitan Laboratory, Berlin

Panellist: **Christoph Gengnagel**, Professor of Structural Design and Technology, University of the Arts, Berlin

Panellist: **Mette Ramsgaard Thomsen**, Professor and Head of Centre for Information Technology and Architecture (CITA), Royal Danish Academy of Fine Arts, Copenhagen

Panellist: **Winy Maas**, Founder and Director, The Why Factory, Delft University of Technology, Delft

With questions from Ten by Ten masters acting as front row peers

4:15pm - 5:00pm

Closing Address

Martha Thorne, IAES General Coordinator, IE School of Architecture, Madrid
Hitoshi Abe, IAES General Coordinator, University of California Los Angeles
Kristin Feireiss, Director, ANCB The Metropolitan Laboratory, Berlin

5:00pm

Farewell get-together

The Role of Alternative Architecture Education Platforms

Interdisciplinary Strategies in Architecture Education

Collaboration Between Architecture Education and Non-Academic Partners

New Directions in Architecture Education

PARTICIPANTS

Ten by Ten: Master Positions

Sarah M. Whiting
Dean and William Ward Watkin Professor, Rice School of Architecture, Rice University, Houston

Sarah Whiting's work revolves around architecture's catalytic relationship to politics, economics and society, focusing especially on the individual and the collective relationship to architecture and the city, as well as the nature of public life as it is currently being reformulated in the buildings and urbanisms of the twenty-first century. As well as an educator and writer, she is a partner in the architectural practice WW.

On Judgement

Architecture today is less about interdisciplinarity than it is about simultaneity. Simultaneity has displaced singularity: ticker tapes of topics run at the bottom of any news screen; Google searches generate a multitude of answers to any given question; walkers who stumble while texting blame the obstacles in their path. We're no longer held back by the assumption that you cannot rub your belly and pat your head at the same time. Consequently, there are too many camps from which to choose. The paths that previously had been so clearly delineated are now so multiplied as to have become indistinguishable. Today's lack of a dominant discourse is at once liberating and paralyzing. Our ever-increasing access to information has replaced ideas with observations, discrimination with branding, and architecture with icons.

Our challenge, as architectural academics, is to offer up means of navigating this vast terrain by articulating methods for judging. Only a willingness to discriminate, a willingness to judge, will enable us, and our students, to recognize where interdisciplinarity might be productive for moving architecture forward.

"I Think I'll…"
Ed Ruscha, 1983

Joachim Declerck
Founder and Programme Director, Architecture Workroom, Brussels

Joachim Declerck founded Architecture Workroom Brussels as a think-and-do tank for innovation in architecture and urban planning. It aims to get designers involved in the planning process to help create a context for innovation within the practice of design, while simultaneously promoting the importance of spatial design in the response to a rapidly urbanising world. As part of its role as a cultural player, Architecture Workroom organises masterclasses with international architecture students to generate innovative ideas for urban development.

Architecture Workroom

Radical social changes only emphasise the importance of cities: any demographic growth today is urban growth, any response to the ecological crisis will mainly focus on our urban environments and it is the global network of cities and metropolises that provides us with the greatest part of our wealth production.

This situation has brought some new, very real social problems to light, which require a new way of thinking and a customised approach - whereas architecture and urban planning are still harking back to established principles and fixed planning methods.

This is why Architecture Workroom has been seeking alternative solutions, by concentrating on innovative design principles that connect more fluently with today's urban societies. As a consequence, not just architects and urban planners, but politicians, administrations, market players and citizens will also be required to come up with new ideas to adapt the city to its increased size and its new role.

Team Vlaams Bouwmeester,
©Tim van de Velde

Neelkanth Chhaya
Dean, Faculty of Architecture, Centre for Environmental Planning and Technology University, Ahmedabad

As an architect and academic, Neelkanth Chhaya has researched and worked extensively on emphasising the adaptation of built form to physical and social contexts, especially landform and landscapes. He is also deeply interested in the cultural factors that affect architecture, especially in societies of rapid change. In recent years he has been involved in post-disaster participatory rehabilitation housing projects as well as mass housing projects in urban areas.

From Professions to Communities of Practice: Knowledge Beyond Boundaries in the Age of Uncertainty

We are faced with great uncertainty today. Natural systems are increasingly erratic. Demand for resources is increasing while supply is diminishing. Economics, social life and politics are in a state of turmoil. Technologies are transforming the world, solving and creating problems unknown before. Existing knowledge is unable to tackle the constantly changing challenges.

In this situation, the known boundaries and definitions of fields of knowledge and of professional systematization are bound to transform.

I come from a society which has struggled to deal with challenges. It is also a place where new approaches are being vigorously tried out. The conventional form of architectural practice has only marginally touched the large challenges we face. How do we conduct an education that cultivates a sense of adventurous inquiry outside the known limits of the professions as we know them?

Knowledge Beyond Boundaries in the Age of Uncertainty
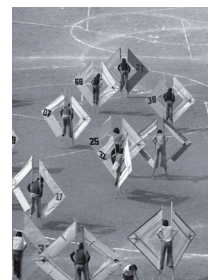Neelkanth Chhaya

Beatriz Colomina
Director of Graduate Studies, PhD Programme, School of Architecture, Princeton University, New Jersey

Beatriz Colomina is concerned with the interplay between culture and technology. She is the Founding Director of the Programme in Media and Modernity at Princeton, which promotes the interdisciplinary study of twentieth century forms of culture. As an architectural historian and theorist, Colomina has also written extensively on architecture and media and her publications include 'Privacy and Publicity: Modern Architecture as Mass Media'. In 2006-07 she co-curated the exhibition 'Clip/Stamp/Fold: The Radical Architecture of Little Magazines 196X-197X' at the Storefront for Art and Architecture, which has since toured worldwide.

Towards a Radical Pedagogy

Pedagogical experiments played a crucial role in shaping architectural discourse and practice in the second half of the twentieth century. These experiments can be understood as radical architectural practices in their own right. Radical pedagogies shake foundations, disturbing assumptions rather than reinforcing and disseminating them. This challenge to normative thinking was a major force in the post-war field of architecture, and has surprisingly been neglected in contemporary thinking.

This was a time of collective defiance against the authority of institutional, bureaucratic and capitalist structures; a geopolitical landscape further transformed by the Cold War and the Vietnam War; a domestic environment built out of consumable plastics and objects of mass-produced desire; and a utopian technological prophecy foretold in science fiction tales now realized in a brave new world of computation, gadgets, and space ships. Architecture was not impervious to such shifts. The discipline sought to stake its claims amidst a new territory. Is anything similar happening today?

Escuela de Valparaíso.
Torneos de Curso Cultura del Cuerpo,
Giro y Realce, 1975.
Archivo Historico José Vial, PUVC, Valparaíso.

Winka Dubbeldam
Chair and Professor of Architecture, University of Pennsylvania School of Design, Philadelphia

Winka Dubbeldam is concerned with blending pragmatics and provocation in her role as educator and design studio leader. She has many years of experience teaching at universities in the US and is driven by the desire to push architecture in new directions. Alongside her design studios tackling real social and environmental issues, Dubbeldam has conducted her own investigative work that has been featured in international professional journals and in monographs. She is the principal of New York-based Archi-tectonics, known for its use of hybrid sustainable materials and smart building systems.

The New Normal

I would like to update you on three initiatives we started at PennDesign, which will be explored in a two-day conference, "The New Normal, Experiments in Contemporary Generative Design", in November 2013. Since its emergence roughly 20 years ago, generative digital design has fundamentally altered the way in which we conceptualize, design, and fabricate architecture. Virtually every aspect of our profession, including education, has been radically transformed. These innovations have not been restricted to questions of technology alone, and have fuelled a lively debate among leading educators, theoreticians, and practitioners in their respective efforts to understand the larger cultural ramifications triggered by this phenomenon. By bringing together leading international and US architects, the symposium, entering The New Normal, seeks to critically explore the above questions and in particular investigate how the role of experimentation can continue to contribute to architecture education, design research and practice, theory, and fabrication. My hope is of course that this will instigate an ongoing discussion on how we can not only keep innovating education, but re-establish even more our place in society and the profession itself.

Generative Digital Design at PennDesign

Mathias Klotz
Dean of the Faculty of Art, Architecture and Design, Universidad Diego Portales, Santiago de Chile

As professor, Mathias Klotz's educational strategies revolve around the process of perception. He proposes capturing and editing our individual experiences of the urban realm as a way of promoting the discovery and development of the city. In his architectural work, Klotz is driven by the search for a sense of belonging and place. He has achieved international recognition for the residential, commercial and public works of his architectural practice based in Santiago, which employ local materials and technology and encompass a concern for the environment, local history and culture.
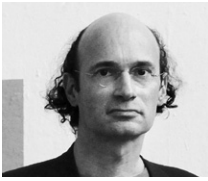
Interdisciplinary Niches and Links

Regarding the education of architects in Chile, our school is aware of the particular moment that architecture has been facing during the last decades in our country, a period in which our school was formed and developed. Chile has experienced accelerated growth, change, and crisis in terms of social integration and a shared vision of a common national identity. This has resulted in more wealth, but also in a rethinking of the way in which this process is carried out, both in terms of finances and in the extent to which it affects the population.

In this sense the School of Architecture challenges the commited architect to contribute projects to the country comprising an „inclusive and diverse vision of society... committed to the sustainable development and the Common Good". Regarding these issues the faculty puts emphasis on the exploration of interdisciplinary niches and links, especially with other units in the faculty. The goal is to motivate the academic community to constitute mixed work groups that simulate, within the university, the intersectional complexity of the professional work by architects.

Interdisciplinary Links

Nikolaus Hirsch
Director, Städelschule, Frankfurt

As architect, curator and art theorist, Nikolaus Hirsch is concerned with the interface between art and architecture. In his role at the Städelschule he has sought to encourage experimentation and a more productive relationship between the departments of architecture and fine art. His work includes internationally acclaimed architectural projects and exhibitions. Hirsch is also the director of Portikus, a gallery for contemporary art in Frankfurt linked to the Städelschule.

Towards a Critical Spatial Practice

Who needs architecture? As much as we tend to use a language of service and keep arguing on behalf of the society as a whole · first and foremost it is the architect who needs architecture. Trapped in a schizophrenic relation between service and authorship he has to question and reinvent his profession. The professional field and its educational environment are not given categories but historical, self-differentiating products and as such the subject of permanent change.

Today, despite the success of global starchitecture, we can witness an urgent need for rethinking and legitimizing the field of architecture. In order to regain cultural relevance as a critical spatial practice, architecture has to take full advantage of its diverse, often contradicting media, including building, exhibiting and publishing. Architectural practice and education can thereby find a position between authorship and service, between the autonomy of a formal language and other social-political forms of knowledge production.

Armin Linke, Occupy Frankfurt in front of the European Central Bank, 2012 (photo essay for Critical Spatial Practice, edited by Nikolaus Hirsch & Markus Miessen, 2012)

Yoshiharu Tsukamoto
Associate Professor, Department of Architecture and Building Engineering, Tokyo Institute of Technology, Tokyo

Yoshiharu Tsukamoto's interest lies in diverse fields ranging from architectural design to research and art practice. He is co-founder of the Tokyo-based practice Atelier Bow-Wow, which began by producing a number of urban research projects that continue to inform its architecture. Tsukamoto also employs this research-based design approach grounded in the specifics of place in his educational work. He has been a visiting professor at several universities and was awarded the 2012 RIBA International Fellowship.

Encountering People

Encountering people always changed the meaning of architecture in history. But architecture education platforms have concentrated on the proper artistic / engineering field of architecture. The role of alternative education platforms might be a route to make architecture encounter people. When architecture encounters people, the commonality in architecture might be discovered as a rich resource. Then interdisciplinary strategies in architecture education might be reorganized in order to enrich the commonality of architecture. In the context of encountering people and of enriching the commonality, architecture always contributes a social construction. But since architectural design during the last half century has been developed under the hypothesis of optimization individualism for both client and architect in the development of consumerism, our minds are set in the system of labor division, which often makes us indifferent from the social construction. The collaboration with non–academic partners might be the chance to rescue us and change the field of architectural design to perform.

Core House by Atelier Bow-Wow

Wolfgang Schäffner
Chair of the History of Knowledge and Culture, Humboldt Universität zu Berlin, Berlin

Wolfgang Schäffner initiated the excellence cluster 'Image Knowledge Gestaltung', an interdisciplinary laboratory constructed as a virtual and real architecture of knowledge in which humanities, sciences and technology studies as well as the design disciplines will participate equally – a concept which represents a shift in focus and thinking from most current design teaching. Since 2005 Schäffner also holds the position of Permanent Guest Full Professor and Director of the Walter Gropius Programme at the Faculty of Architecture, Design and Urbanism, University of Buenos Aires.

Soft Matters. New Elements of Architecture

My vision of future architecture is about the building of 3D-Code. This procedure requires the convergent dealing with adaptive materials, analog code and space structures within an interdisciplinary laboratory of Gestaltung, which replaces the architectural studio. The combination of physical matter, biological systems and code structures makes possible new elements of architecture, which turn the classical architectural scheme upside down: Projecting in terms of implementing human intelligence into passive matter and transforming space into the unfolding of the material's own physical intelligence and activity. It is also a deep change in the kind of materials that will be used (from cement and steel to adaptive materials), since the building of structure, form and function as an analog 3D-code becomes a bio-mimetic procedure. This new kind of architecture includes all soft sciences (humanities, bio-mimetic engineering, nano-sciences, materials science, synthetic biology, design and architecture). They will be brought together within the interdisciplinary lab for a new "cautious design" (B. Latour) according to the intelligence of natural materials, their 3D-codes and complex functions.
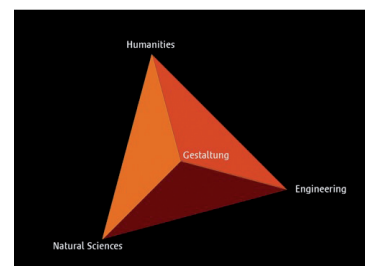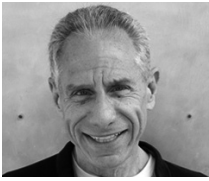

Image Knowledge Gestaltung. An Interdisciplinary Laboratory

Eric Owen Moss
Director, Southern California Institute of Architecture; Eric Owen Moss Architects, Los Angeles

Eric Owen Moss has been a long time faculty member at SCI-Arc and director of the school since 2002. SCI-Arc was founded on the basis of a more free form intersection of teachers and students, a critique of established practices and an aggressive pursuit of the promise of an ever-renewable pedagogy. Its aim is to find radically new responses to the real needs and aspirations of today's world. In addition to his educational role, Moss is also the principal of the internationally recognised practice Eric Moss Architects.

The Model of No Model

What architects have made available to architects over the last 100 years are a number of alleged authoritative premises which, if the architect accepts, serve to validate a form language of architecture. Each premise supplies architecture with the credentials of a newly pedigreed discipline that allows the architect/borrower to found a building conception that conforms to a pre-approved cultural model of progress.

The discourse comprising four pre-approved validators of 20th century architecture and seven invalidators represents the base of my argumentation.

Intentions, understood in retrospect, confirm only a provisional conceptual intent. Authority belongs to the Architect-Cubists, to the aficionados of the ubiquitous machine, to the Metabolists, and to the Architect-Decon literary theorists. And to Medusa and Lyon and the Wounded Slave. Belongs to all and to none.

House Beautiful, 1935; *dwell*, undated

Matthias Böttger
Founder and Director, raumtaktik – office from a better future, Berlin

Matthias Böttger is concerned with the production of space, its conditions and its ecological and political parameters. In this context, the work of raumtaktik focuses on issues of globalisation, migration, commercialisation and the activation of urban space. Böttger is also the curator of the German Architecture Centre (DAZ) and is Professor of Sustainable Architecture + Spatial Tactics at the University of Art and Design, Linz. He previously curated the German pavilion, 'Updating Germany · 100 Projects for a Better Future', at the 2008 Venice Biennale.

Sustainable Architectural Education

Teaching "Sustainable Architecture"? Sustainable in which future, from which perspective and time horizon? Architects constantly design possible alternatives to the unknown future: proposals, dreams, what-ifs, and scenarios. Instead of proclaiming definite solutions architects ask further questions. To prepare to deal with changing the conditions and ambitions during a long life as an architect would be a sustainable architectural education. To teach how to design structures and environments that react to future challenges and conditions with fragile creativity and robust resilience. The time-horizon of architectural education is an unbelievable 100 years.

Horse with no name

Panel 1: The Role of Alternative Architecture Education Platforms

Lukas Feireiss · Moderator
Visiting Professor at space&designstrategies, University of Art and Design, Linz

Lukas Feireiss' work focuses on the dialogue between architecture, art and visual culture in the urban realm. He runs the interdisciplinary creative practice Studio Lukas Feireiss, which encompasses a broad range of artistic, curatorial, editorial and consultative work. He teaches at various universities worldwide and is the programme manager of the design and publishing house Gestalten, specialising in visual culture.

There is a growing need for new models and directions for alternative architectural education platforms that respond to the growing desire of a young generation of becoming architects to both theorise and experiment. Beyond the often restrictive protocol of institutionalised academic programmes, these independent pedagogical platforms seem to offer novel ways of cross-thinking that expand the role of the architect and designer at the very basis of educational values in order to function more broadly and imaginatively as spatial agents within today's complex global realities.

Eugene Asse
Founder, MARCH, Moscow

In 2012 Eugene Asse established MARCH, a new independent school of architecture in Moscow, as a reaction to the monopolisation of architecture education in Russia and the lack of critical thinking about development in Moscow. An important part of the project is integration in the international architectural context, both through a direct partnership with London Metropolitan University and also by attracting international architects and students. Located on the grounds of the cultural and design hub Artplay, MARCH will provide a two year graduate programme certified by LMU.

MARCH

MARCH is the first and the only new, independent architectural school in Russia. The existing architectural education in the country is very standardized, while the standards are rather conservative and rigid. The mission of the new school is to redesign architectural education, continuously experimenting with teaching methods and curriculum. MARCH sees itself as a catalyst of change in the Russian architectural scene.

While Russian traditional education manipulates students with, so to say, "professional reality" - reality of positive knowledges, technical drawings, glossy images, and finally a collection of professional cliches - we instead encourage students to dive deep into actual physical, social, cultural, economical and political reality. We put humanitarian discourse and creative doubt at the centre of our curriculum.

Moscow Underground Passages, Lera Samowich, MARCH

Jhono Bennett
Co-Founder, 1:1 - Agency of Engagement, Johannesburg

Jhono Bennett co-founded 1:1 based on the gap between architectural education and practice in South Africa; currently students are ill-equipped with the skills and experience to effectively operate in the country's development sector. 1:1 aims to work with developing communities in order to clearly communicate their needs and aspirations, to allow spatial practitioners to make better-informed and more appropriate development decisions. Bennett also works with CORC (Community Organisation Resource Centre) within the Slum Dwellers International Alliance, supporting grass roots community-based development organisations.

Critical Engagement in South African Architecture as a Means Beyond Redevelopment

The professions responsible for the design of the built environment play a critical role in shaping the future development of sustainable human settlements in South Africa. Unfortunately these professions continue to be characterised by a preoccupation with top down acute technical solutions, often informed by international 'best practice', which are disconnected from the socio-cultural, economic and political context of South Africa.

This presentation argues for an inclusion of additional values and methodologies used in the training of these professions. Drawing on examples from the training of university students of architecture in Gauteng and practical experience with such environments, it describes the impact that methodologies such as un-learning, interdisciplinary strategic frame working, and participative analytical and design exercises can have on expanding approaches to development design in South Africa.

Photograph by Jhono Bennett

Tatjana Schneider
Co-Author and Researcher, Spatial Agency; Senior Lecturer, The University of Sheffield, Sheffield

Tatjana Schneider's work centres on how space is produced and used, with a particular focus on an expanded understanding of the role of the architect. Spatial Agency is a project that suggests other ways of doing architecture that are often neglected in the discourse of architectural education. It presents a new way of looking at how buildings and space can be produced. Moving away from architecture's traditional focus on the look and making of buildings, the research proposes a much more expansive field of opportunities in which architects and non-architects can operate. Spatial Agency won the RIBA Research Award in 2011.

Shaking Up Alberti or
The Role of Spatial Agency in and for Future (Architectural) Education

My presentation will begin to unravel some of the underlying mechanisms of architectural education in relation to wider socio-political and cultural contexts. The notion of spatial agency will be used as a lens through which to critique, imagine and realise different understandings of architectural education and, therefore, practice. I will question not only the motivations and means of operation of architectural education, but also investigate the role of the educator in defining the sites of action, the level of engagement and also the scale of operation. Architectural education plays a crucial role in educating critical spatial practitioners. Unless, however, schools of architecture begin to reposition and rethink their ways of doing, and begin to help change the current political economy of the production of space, which is based on exploitation, control and alienation rather than equitable means, they might as well be dissolved.

Creative site survey in Laghetto, Veneto. Agency / Fram_menti, 2011

Mark Wigley · Respondent
Dean, The Graduate School of Architecture, Planning and Preservation (GSAPP), Columbia University, New York

In his role as dean at Columbia, Mark Wigley has overseen the development of a number of labs to serve as an interface between the school and the rest of the world, where a new kind of experimentation can take place. In 2005 he co-founded Volume magazine, an experimental think tank focusing on the process of spatial and cultural reflexivity which aims to explore beyond architecture's definition of making buildings. Wigley has written extensively on the theory and practice of architecture and guest curated exhibitions at the Museum of Modern Art, amongst others.

Education is all about trust. The best teachers embrace the future by trusting the student, supporting the growth of something that cannot be seen yet, an emergent sensibility that cannot be judged by contemporary standards. A school dedicated to the unique life and impact of the thoughtful architect must foster a way of thinking that draws on everything that is known in order to jump into the unknown, trusting the formulations of the next generation that by definition defy the logic of the present. Education becomes a form of optimism that gives our field a future by trusting the students to see, think, and do things we cannot.

Panel 2: Interdisciplinary Strategies in Architecture Education

Martha Thorne · Moderator
IAES General Coordinator, IE School of Architecture, Madrid

Martha Thorne led the organisation of the 2nd IAES held at IE School of Architecture, where she is the Associate Dean of External Relations. She is also Executive Director of the Pritzker Architecture Prize, a position she has held since 2005. She has worked with a variety of prestigious international cultural institutions, including as Associate Curator of the Department of Architecture at The Art Institute of Chicago from 1996 to 2005, and is the editor and author of several books, including 'The Pritzker Architecture Prize: The First Twenty Years'.

The boundaries of architecture today are proving more and more fluid. We hear a lot of talk about dealing with design issues from a holistic point of view, relying on the input from other disciplines. The challenge, however, is to move beyond rhetoric and explore which disciplines are able to truly contribute to each other to deepen knowledge. In practice as in education there needs to be real research to define how disciplines can collaborate and inform one another. We need to avoid asking architects to be a "jack of all trades" or allowing the interdisciplinary argument to become an excuse for specialization and further fragmentation.

Hubert Klumpner
Co-Director of Brillembourg & Klumpner Chair of Architecture and Urban Design and Dean of the Department of Architecture, ETH Zurich, Zurich

In his teaching with Alfredo Brillembourg, Hubert Klumpner focuses on the education of a new generation of professionals, who will transform cities in the twenty first century. They have proposed an experimental research and teaching methodology that shifts the emphasis from form-driven to purpose-oriented social architecture, drawing on an increased understanding of the informal city. Klumpner is also co-director with Brillembourg of the interdisciplinary design practice Urban-Think Tank.

The Will to Collaborate

We need to think about what society needs in terms of leadership and real challenges. From that perspective new formats of collaboration and cooperation are necessary to restructure our work methodologies. We need to prioritize our activities on being concerned about the fastest growing urban sector - slums - becoming the home of the larger part of city dwellers. Bridge the divided city by applying our best expertise. That means we need the concrete project that makes interdisciplinary work meaningful. We need to free ourselves from the obligation of immediate success and adopt the concept of the experiment of innovation. We need to restructure both their external but also their internal connections. The biggest obstacle to interdisciplinary work seems the challenge of having the true will to collaborate. Architects need to anticipate future societal problems that are treated generally on a phenomenological level and synthesize them into our work of making buildings, cities and neighbourhoods. We need to include the financial sector. This financial design must become part of interdisciplinary strategies from low-cost housing or a farmers market to large integrated infrastructure planning.

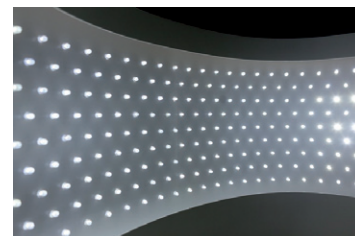Port of Spain parking garage retrofit
Urban-Think Tank

Elena Agudio
Artistic Leader, AoN_Platform for Art and Neuroscience, Berlin

Elena Agudio's research is focused on interdisciplinary studies and on the idea of finding new narratives on the arts. The non-profit organisation AoN serves as a platform for interdisciplinary exchange, bridging various approaches to art and human experience. It is run in collaboration with the Institute for Spatial Experiments led by Olafur Eliasson, the Charité Medical University and the School of Mind and Brain at the Humboldt University. Agudio also works as an independent writer and curator, whose most recent exhibitions include 'Totem and Taboo: Complexity and relationships between art and design'.

Exploring Links Between the Arts and Cognitive Sciences

My presentation is going to address and challenge the questions on interdisciplinary strategies posed by ANCB, making reference to the interdisciplinary program of our Platform for Art and Neuroscience and the experience we have gathered in the last 5 years. The Association of Neuroesthetics is a non-profit organisation linked to Charité Medical University in Berlin, founded in 2009 by Charité leaders and by curators and neuroscientists from Paris, Munich and London with the aim to explore and nurture links between the arts and cognitive sciences from the broadest perspective. It serves as a platform for interdisciplinary exchange, bridging various approaches to art and human experience, cultivating interdisciplinary efforts and encouraging both a dialogue and lasting cooperation between the arts and the sciences. I am going to focus particularly on our work with the architect Philippe Rahm and with artist and designer Sissel Tolaas, on the experiments done by artist Ivana Franke in collaboration with neuroscientist Ida Momennejad and on the recent symposium and fruitful exchange between artist Tino Sehgal and the group of neuroscientists, philosophers and humanists invited to Venice for our event in the context of the 55th Venice Biennale.

Seeing with Eyes Closed
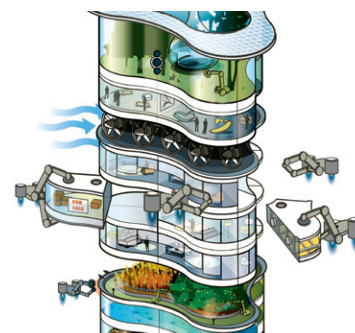Installation by Ivana Franke
Platform for Art and Neuroscience

Chris Luebkeman
Director for Global Foresight and Innovation, Arup, London/San Francisco

Educated as a geologist, structural engineer and architect, Chris Luebkeman's background has given him an insight into the importance of interdisciplinarity. He is concerned with the interrelationship between successful design, breadth of knowledge and steadfast inquiry. Arup Foresight identifies and monitors the trends and issues likely to have a significant impact upon the built environment and society. Luebkeman also lectures widely on the future, sustainability and innovation and has previously taught at universities worldwide, including the Massachusetts Institute of Technology.

Building Design 2020

There is an emerging view that the practice of building design is approaching a tipping point. The roles of the architect, as well as other design professionals, have shifted significantly over the past several decades, and will continue to experience increasingly rapid change. This transformation is due in large part to the evolution of the designer's toolset. Data is available at an unprecedented level of abundance, spurring a sequential upswing in the degree of information, knowledge, and machine and software understanding present in the workflow of today's designers. Yet, the fundamentals of good design remain unchanged. The application of design fundamentals is now, more than ever, the role of the individuals in the design team. This new era of design calls for a consideration of the composition of the design team of the future, and the types of expertise required to design the buildings of tomorrow. Key considerations for the future of building design are the evolving design tools in this era of information ubiquity, and the parallel changes in the skill sets required for designers. Will tomorrow's architect be the blacksmith of today? How can we draw on interdisciplinary education in architecture as a strategy for responding to the changing tools and context of design in the built environment?

Rob House, Arup Foresight

Marcos Cruz · Respondent
Director, The Bartlett School of Architecture, University College London, London

Marcos Cruz's research interests include the body in architecture and a new, holistic approach to urban design that takes into account a variety of social, cultural and political factors. His educational work as studio master of Diploma Unit 20 at the Bartlett focuses on crossing boundaries of the traditional architectural practice, aiming to create innovative conditions in architecture and the city. He is also the co-founder of marcosandmarjan, an atelier combining the practice and teaching of architecture along with experimental design research.

The rapid development of innovative technological approaches in the realms of biology, microbiology and bio-technology are of increasing significance to architecture, demanding our attention due to their inevitable technical, aesthetic and cultural implications. Following a long tradition in which biological and natural principles have been used as a model for architecture, there is a new level of experimentation and application happening that goes beyond prevalent 'green' and 'sustainable' considerations. Design is used as a method to explore and manipulate actual biological material. A notion of design is emerging in which interdisciplinary work methodologies, traded between biologists, engineers, physicians, along with designers and artists are increasingly occurring with great affects on our built environment. This is giving rise to hybrid technologies, new materiality and hitherto unimaginable potentially living forms. Contemporary architectural education is more than ever challenged by this new bio-technological paradigm.

Panel 3: Collaboration Between Architecture Education and Non-Academic Partners

Henk Ovink - Moderator
Senior Advisor to the Secretary, Hurricane Sandy Rebuilding Task Force, Secretary of Housing and Urban Development, Washington DC

Henk Ovink is concerned with the relationship between design and politics. Before taking up his current role as Senior Advisor for President Obama's Hurricane Sandy Rebuilding Task Force, he was Director General for Spatial Planning and Water Affairs and Director for National Spatial Planning of the Netherlands. Ovink was also the curator of the 5th International Architecture Biennale Rotterdam, 'Making City', in 2012 and curator of 'Design and Politics: the Next Phase' at ANCB.

The economic, cultural, social and ecological issues we are facing are increasingly also spatial issues. The confrontation of these issues has a maximum spatial impact on our cities and urban regions. At the same time there is a growing disconnect between design and politics. This double crunch asks for an urgent reconfiguration of current planning and design strategies. The alliance is the Trojan Horse for real change. The alliance as the sidestep out of our already impossible or at least too complex configuration of rules and regulations, inertia in society and bureaucracy, and the impossibility to act as individual players, developers, investors, designers, researchers and business. If we want to 'change the world' we have to let the alliances cut right through to the heart of the individual actors and help to reform, as change agents, these individual and collective powers.

Michael Speaks
Dean of the School of Architecture, Syracuse University, Syracuse

Michael Speaks has played a key role in recent debates about alternative models of city planning. He was project coordinator for the 2012 East Region session of the Mayors' Institute on City Design, an initiative in which mayors engage leading design experts to find solutions to the most critical urban design challenges facing their cities. He was also behind the River Project in Kentucky, connecting many different players to empower the redevelopment of Ohio river cities.

Houseboat to Energy Efficient Residences

HBEER is a partnership formed by UK/College of Design, UK/Center for Applied Energy Research, the Kentucky Highlands Investment Corporation, and the Kentucky Housing Corporation. The multi-year project began in fall 2009 with the goals of creating affordable, energy-efficient modular housing; sourcing at least eighty percent of the building materials in the Commonwealth of Kentucky; and job creation, targeting especially the besieged houseboat manufacturing industry in southeastern Kentucky. Today more than fifty students and faculty have researched and designed energy-efficient, affordable housing prototypes that are now being produced by some of the region's houseboat manufacturers. Today, HBEER is not only helping to create new, green jobs, but it is also helping return to work some of the 575 skilled workers and 1,000 related jobs that were lost in the houseboat manufacturing and marine industries due to the economic downturn. In a speech delivered at the 2012 groundbreaking ceremony for the first built and placed prototype, US Congressman Hal Rogers from Kentucky observed: "This project meets a multitude of needs in our region, by putting families back to work, providing energy-efficient housing, increasing the demand for Kentucky-made products, and creating a hands-on learning experience in the classroom."

Model showing current state of site pollution and cleanup.
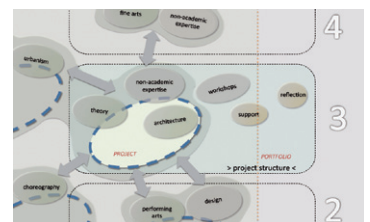River Cities Projects in Paducah, KY

Anton Falkeis
Head of Department Social Design, University of Applied Arts, Vienna

As leader of the masters programme in social design, Anton Falkeis is concerned with the role of the arts in urban innovation. The programme works with non-academic institutions, aiming to integrate diverse disciplinary expertise when dealing with the complexity of urban systems. Art in synergy with scientific methods and knowledge is seen as a tool for spatial and social innovation in a rapidly urbanising world. Alongside his academic work, Falkeis is the co-founder of falkeis architects based in Vienna and Vaduz.

Social Design _ Arts as Urban Innovation

The global development places cities as complex, self-generating environments under enormous pressure. Through the densification and concentration of the population, economy, capital, and media, as well as culture and knowledge in urban agglomerations, both their spatial and social fabric are subject to over proportional stress. In order to account for this global development, new concepts are needed, addressing the overall process of knowledge production in society. Artistic research generates links between multifaceted fields of expertise and the challenges emerging within urban social systems and the broad spectrum of related issues. In Social Design_Arts as Urban Innovation, art - in synergy with scientific methods and knowledge - is understood as a tool for spatial and social innovation in a rapidly urbanising world. The programme works with academic as well as non-academic institutions, aiming at integrating diverse fields of expertise while dealing with the complexity of urban systems. A non-academic partner is not only involved as project sponsor, but as a team member and integral part, facing various challenging questions. By developing studio projects involving real urban problems and consulting government and industry, students are prepared for future collaborations with non-academic partners.

Social Design, Project Structure

Alejandro Restrepo-Montoya
Professor, Faculty of Architecture, Pontificia University Bolivariana, Medellín

Alejandro Restrepo-Montoya is a university professor and researcher in the areas of architecture and sustainability. He has developed urban and architectural projects in the recent context of urban transformation in Medellín and has received international and national awards in recognition of his architectural work. He has lectured internationally and is currently pursuing doctoral studies at the Technical University of Munich.

Medellin's City Process

The role of architecture and urbanism is to create a change from the crisis to a collective and a hopeful urban project. Medellin's City Process and its context are based on: a) an analysis of the main characteristics, b) plannification, urbanism, and architecture as key tools for the development with the involvement of universities and architecture schools, and c) the understanding that the city represents a physical, environmental, but especially a social, civic, and political process - from inhabitants to citizens - from population to citizenship.

Urban space recomposition:
La Alpujarra Civic Hall, Medellín

Xu Weiguo - Respondent
Professor, School of Architecture, Tsinghua University, Beijing

Xu Weiguo's research includes work on the subjects of design methodology and large scale planning. He has been involved in funded research projects including 'Research on Spatiality Optimisation of Tiananmen Square' and 'Theory and Methodology of Architectural Planning'. As well as his academic role, he is also principal of XWG Archi-Studio in Beijing, a research-based practice that aims to investigate and reflect the socio-economic and ecological problems in the process of rapid urbanisation in China.

Education shouldn't be a closed system. It must continue to reflect new developments of human being. Architectural education is the same. It is when responding to those changes, such as the breakthrough of science and technology, new lifestyles, new culture, new philosophic thinking and so on, that it expands, especially in today's information-based time. When we connect our architectural education to these changes, we find that we are creating new knowledge, so as to move architecture forward. We are willing to teach young students useful knowledge and how to get new knowledge rather than the outdated, obsolete dogma, which generally binds their independent thinking. This is more important in China where everyday new contradictions and changes are emerging. It seems that neither Chinese tradition nor Western classical could solve the new problems in China separately. We should explore a third way creatively, which is not simply a combination between Chinese and Western. My viewpoint of architectural education is based on the above understanding. Therefore the teaching is related to the recognition. Taking the architectural design studio as an example, the following are three typical studio instances: 1. The Digital Diagram represents a digital technology-based form-finding process in regards to complex physical phenomena. 2. The New Typological Beijing is based on the new life in the Chinese city. 3. The Crucial Space is concerned with the rebuilding of the city based on social-eco systems.

Concluding Discussion: Challenges for the Future

Michael Mönninger - Moderator
Professor of History and Theory of the Art of Building and Space, Braunschweig University of Art, Braunschweig

Michael Mönninger has researched and published extensively on the history of architecture, design and urban planning, focusing particularly on the post-war period. He is also a member of the Arts Advisory Board to the German Federal Ministry of Transport, Building and Urban Development. In between his academic work, he has been an editor, architecture critic and correspondent for leading German newspapers and current affairs magazines.

Hitoshi Abe
IAES General Coordinator, University of California Los Angeles

In 2008 Hitoshi Abe conceptualised and initiated the International Architectural Education Summit out of a concern with the most pertinent issues in architecture and urban design and how best to prepare the upcoming generation of architects and city-makers for current and future challenges. As well as his career as a leader in education as Chair of Architecture and Design at UCLA, he is a recognised practitioner and founder of Atelier Hitoshi Abe based in Sendai and Los Angeles.

Christoph Gengnagel
Professor of Structural Design and Technology, University of the Arts, Berlin

Christoph Gengnagel's research activities focus on the design development and analysis of innovative materials and construction systems. This is based on the use of digital design and analysis tools, with the objective of developing simple solutions to complex technical issues. Gengnagel was a co-founder and partner of a.k.a.ingenieure in Munich. As of 2013 he is a partner at Bollinger + Grohmann Ingenieure. From 2008-2012 he served two terms as the First Vice President of the University of the Arts in Berlin.

Dietmar Leyk
Research Director, ANCB The Metropolitan Laboratory, Berlin

Alongside his role at ANCB, Dietmar Leyk teaches, publishes and lectures internationally. He has published 'ParaForm', research on morphological phenomena as a base for studying the interdependencies between architectonic fabric and metabolism of urban systems in order to establish models for the evaluation and improvement of their sustainable developments. Since 2005 he has been a visiting professor at the Berlage Institute. In addition to his work as an educator, he is the co-founder and principal of lwa leyk wollenberg architects in Berlin.

Winy Maas
Founder and Director, The Why Factory, Delft University of Technology, Delft

Winy Maas established The Why Factory (T?F) as a think tank on future cities. T?F offers experimental ways of dealing with the future design of our cities, concentrating on the production of models and visualisations for future cities. T?F runs independent research projects, PhD programmes and taught design studios, aiming to publish the results through a variety of media. Maas is also a founding partner of MVRDV, widely recognised for its experimental research projects and built works.

Mette Ramsgaard Thomsen
Professor and Head of Centre for Information Technology and Architecture (CITA), Royal Danish Academy of Fine Arts, Copenhagen

Mette Ramsgaard Thomsen is an architect working with interactive technologies. Her research centres on the relationship between crafts and technology framed through "Digital Crafting" as way of questioning how computation, code and fabrication challenge architectural thinking and material practices. Her work is practice lead and focuses on the design of spaces that are defined by physical as well as digital dimensions. She has taught at numerous universities worldwide.

Hans-Jürgen Commerell
Director, ANCB The Metropolitan Laboratory, Berlin

Hans-Jürgen Commerell is a photographer, curator and publisher, who has been co-director of Aedes Architecture Forum in Berlin since 1994. He studied Social and Business Communication at the University of the Arts in Berlin. In 2009, together with Kristin Feireiss, he established Aedes Network Campus Berlin, a cultural platform focusing on the future of our cities. ANCB provides an interdisciplinary laboratory environment offering workshops, debates and diverse formats in which students and professionals from architecture and planning, civil society, governance and economy share and exchange questions, experience and knowledge.

Kristin Feireiss
Director, ANCB The Metropolitan Laboratory, Berlin

Kristin Feireiss founded Aedes Architecture Forum in Berlin in 1980. She has led a distinguished career as a curator and author specialising in the cultural field of architecture. As of 2013, she was appointed as a jury member for the Pritzker Prize. She was the director of the Netherlands Architecture Institute from 1995 until 2001 and was twice commissioner for the Dutch pavilion at the Venice Biennale. In 2001, Feireiss was honoured for her engagement in the communication of architecture with the Order of Merit of the Federal Republic of Germany. In 2009 she co-founded ANCB with Hans-Jürgen Commerell.

ANCB THE METROPOLITAN LABORATORY

ANCB The Metropolitan Laboratory is delighted to present the 3rd International Architectural Education Summit in Berlin.

In coordinating this year's IAES, Aedes Network Campus Berlin (ANCB), as an independent, cultural education platform focusing on the future of our cities, is uniquely placed to bring together key figures from different fields to debate the critical issues surrounding our globalised urban environments, which influence architectural education.

Since its inception in 2009, ANCB has established a network of international universities and institutions for students and practitioners from diverse disciplines to come together in university design studios and public debates that combine cultural, social and technological research and extend academic debates into a public forum. The IAES presents an exciting opportunity to bring this international discussion to Berlin and to both broaden and deepen the continuous ANCB debate, which started with its inaugural symposium 'Educating the Global Architect' in 2009.

Public Debate Reception
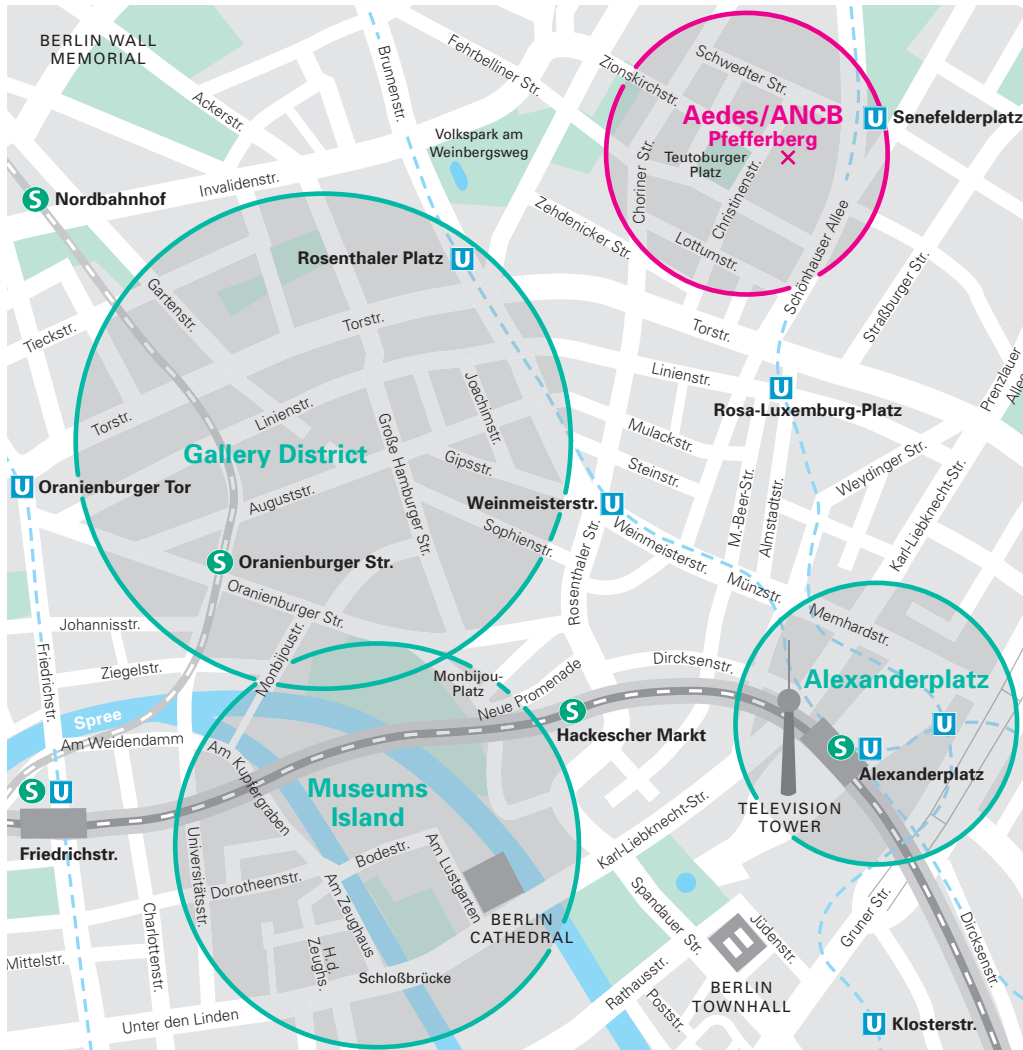

Interdisciplinary Design Studio

REGISTRATION

A limited number of seats is available for the public. If you would like to participate, please send an e-mail to **reply@aedes-network-campus.de** stating briefly your interest in joining the summit.

Participation fee is €150 including lunch and coffee breaks.

A reduced rate of €50 is available for students.

Registration is only possible for the entire length of the conference.

For more information:

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For accommodation options close to ANCB:

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We at ANCB The Metropolitan Laboratory are delighted to present the 3rd International Architectural Education Summit (IAES) on the 13th and 14th September 2013 in Berlin. The summit, jointly conceptualised and organised with UCLA Architecture and Urban Design, Los Angeles and IE School of Architecture, Madrid, will provide a platform for exploring approaches to address new directions in architecture education. Participants from all over the globe will meet in the dynamic, multifaceted setting of Berlin to consider the interdisciplinary possibilities for architecture education. This 3rd IAES will focus on the acute issues at the intersection of three thematic panels: 'The Role of Alternative Architecture Education Platforms', 'Interdisciplinary Strategies in Architecture Education' and 'Collaboration between Architecture Education and Non-Academic Partners'. The summit is dedicated to fostering a constructive dialogue between leading academics, practitioners, policy makers and industry representatives concerned with ideas to take architecture education forward. We wish you all a stimulating and inspiring time filled with challenging and fruitful debates.

Hans-Jürgen Commerell and Kristin Fereiss

Hitoshi Abe   Elena Agudio   Eugene Asse   Jhono Bennett   Matthias Böttger   Neelkanth Chhaya   Beatriz Colomina   Marcos Cruz   Joachim Declerck   Winka Dubbeldam   Anton Falkeis   Lukas Feireiss   Christoph Gengnagel   Nikolaus Hirsch   Mathias Klotz   Hubert Klumpner   Dietmar Leyk   Chris Luebkeman   Winy Maas   Michael Mönninger   Eric Owen Moss   Henk Ovink   Mette Ramsgaard Thomsen   Alejandro Restrepo-Montoya   Wolfgang Schäffner   Tatjana Schneider   Michael Speaks   Martha Thorne   Yoshiharu Tsukamoto   Sarah M. Whiting   Mark Wigley   Xu Weiguo

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