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# Living Learning

2nd annual aae conference

Abstracts

Hosted by Sheffield School of Architecture (SSoA)  
The University of Sheffield  
3-5 September 2014

aae

## Welcome

'Living and Learning' is the second international conference of the aae, hosted by the University of Sheffield, School of Architecture, UK. Although centred on architectural education, contributions are invited from any disciplinary context which might offer insight and spark critical debate. Our theme points towards the notion of 'liveness', not just as experienced through live projects, but expanded to consider different forms of community participation and civic engagement, material and constructed interventions. The conference therefore offers a platform for critical reflection on the most recent wave of 'live' explorations in design studio teaching and beyond. Conceived as a festival of ideas and exchange about architectural education, we invite you to actively contribute to this event and hope that you will return to your own work environments inspired in some way, shape or form. Thank you for bringing our conference to life.



**Session 3: Thursday 4<sup>th</sup> September**  
**4.00 pm- 5.00 pm**

***SYMPOSIUM: Tools to Understand Design (2 papers)***

**'And ... Action!': Keeping it real in Dublin's suburbs**  
*Orla Murphy, University College Dublin*

Standard recipe for a School of Architecture  
 Design Studio Module

- 12 weeks give or take
- A territory: urban, landscape, suburban
- A spatial or thematic programme

These three ingredients, in varying ratios, usually make up the structure of a standard semester in a School of Architecture.

While there is much in favour of the above methodology – problem-based learning in constructed proto-real project scenarios; reiterative development of skills; engagement in projects of increasing spatial, societal and/or cultural complexity – there is an increasing

willingness to pull at the edges of the standard model in the search for ways in which architectural pedagogy can better engage students and tutors in a rigorous questioning of what architecture and, importantly, the role of the architect in society is about. This paper will explore the pedagogical basis, structure, success and limitations of Imaginative Territories, a design studio in UCD School of Architecture, in which students were asked to design through film in Dublin's suburbs. The open, live and kinetic qualities of film and filmmaking will be discussed and the use of filmic tropes (framing, panning, perspectival movement etc) and film types (documentary, animation, stop-motion etc) to weave reality and imagination together will be demonstrated through examples of student work. The potential for design through film to facilitate a deeper engagement with and broader dissemination of architecture will be proposed.

**Drawing is Alive - The observer's momentum**  
*Raquel Pelayo, Universidade do Porto, Portugal*

The Faculdade de Arquitetura da Universidade do Porto (FAUP) Oporto University in Portugal developed in the

second half of the XX century a original course in architecture that bases itself on freehand drawing. This communication addresses how this singular teaching-learning architecture approach, which focuses on the student, relates to 'liveness'. The communication will show how some of the architecture course drawing practises explore experiencing and living a place as means to develop ideas for architectural interventions on that site. Several drawings will be shown to illustrate these practises. To draw from observation can be a live experience enhancer if you visit your architectural intervention place once a week during two months just to spent some hours to walk around the place, feeling it, flirting with it, recognizing it and trying to understand it by yourself. The premise is that you can't intervene in a complex urban space just by analysing the city plan or using other second hand representations of it, you have experience it more deeply, taking your time to apprehend it through your unique sensibility. A precious time to spend living and learning architecture.

***SYMPOSIUM: Context and Design (2 papers)***

**Sustainability and Difference in Suburban Cape Town, South Africa**

*Rudolf Perold, Cape Peninsula University of Technology; Oswald Devisch, Hasselt University*

Suburban development and its inherently unsustainable spatial and socio-economic characteristics pose a major challenge for the transition to sustainable urbanism. To explore ways in which suburbs can be altered to become more sustainable, we require approaches which are comprehensive and context-specific. Contemporary approaches to research and teaching increasingly reposition students in the 'real-world' to facilitate a learning experience specific to their immediate and local context, enabling them to produce locally relevant knowledge (cf. Salingaros and Masden, 2008:129). Architectural education at the Cape Peninsula University of Technology (CPUT) in Cape Town, South Africa is responsive to these changes, and the Design-Build Research Studio (DBRS) was established in 2011 to