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This research cluster explores the role of the ‘live project’ - a real life architectural design project which involves meaningful collaboration between students and a constituency outside the academic institution - as both an essential pedagogical instrument and an unorthodox instigator of participatory design. It expands on the basis of live projects, many of which are driven by the school’s very own in-house live projects practice ‘Project Office’, to examine implications in architectural pedagogy through the active engagement of open architectural competitions, co-design opportunities of client learning and post-occupancy evaluation. These ongoing research projects resonate with several current socio-political polemics in the field of architecture that challenge conventions ranging from the self-referential studio culture to hierarchy within a professional plan of work. The cluster has sought out and established active, collaborative exchanges with other practice-led teaching and research networks, sharing an ethos on ‘radical pedagogies’, ‘spatial agencies’, ‘participatory design’, ‘social transformer’ and ‘contextual learning’, through joint live projects, workshops, seminars, symposia and publications.



Architecture Live Projects: Pedagogy in the Making

Simon Warren, staff PhD project

The research explores the ‘live project’ – a real life architectural design project which involves meaningful collaboration between students and a constituency outside the academic institution – as an essential pedagogical instrument in architecture, and proposes its necessary role in a pluralist architectural education. Climate change and energy depletion, computer advances in design and making, and more volatile economic conditions all contribute to the architect facing increasing dilemmas of how to practice. Live projects give students the possibility to encounter these realities in a direct way. Rather than being educated solely within the confines of the institution and the orthodoxy of pedagogy that might prevail there, the live project has been identified by many educators as an influential experience in raising and confronting these issues. The live project programme, at this institution, is the vehicle for a practice-based PhD, enquiring into alternative models of architectural education and best practice in the field.

Simon Warren and Craig Stott co-direct Project Office, Leeds School of Architecture’s in-house RIBA chartered practice as a basis of its architectural pedagogy through ‘live projects’. The New Wortley Community Centre by Project Office has been named as one of the UK’s 100 best breakthroughs for its significant impact on people’s everyday lives. Located in Leeds’s most deprived area and with no funds for architectural consultancy, the New Wortley Community Association approached Project Office for help to design an inspirational multi-purpose space. Student led community engagement and design competition enabled a successful BIG Lottery Reaching Communities bid of £750k to build the project. Project Office coordinated the design team and produced the construction drawings with graduate employees, while landscape architecture students designed the external realm, graphics students designed signage and product design students produced built-in furniture as part of their degree coursework. In total 196 people participated in the project.

Project Office has overseen the construction of a new entrance to New Wortley Health & Wellbeing Centre. Acting as Architect and Contract Administrator, Project Office worked directly with students to develop the concept of a new enclosure assembled from recycled windows as a sustainable and inexpensive response to the brief. Following a grant from Power to Change and generous materials donations from Bereco Windows, JELD-WEN UK, Chippendale Projects, Dobson Construction, Rockpanel and Bradrepaint the project was successfully completed in the autumn of 2018 and opened by Leeds West MP Rachel Reeves.

Design for Autism

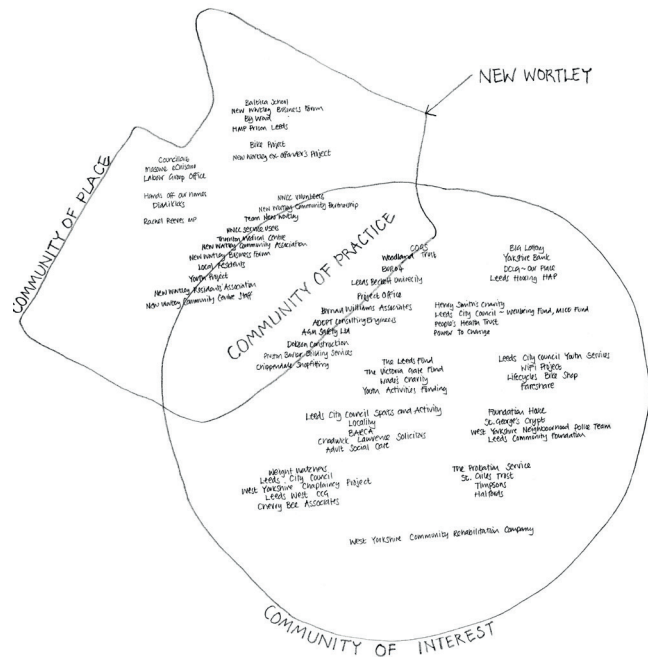
Joan Love, staff research profile

Joan Love’s applied research focus, for the last six years, encompasses educating design students from BA(Hons) Interior Architecture and Design, to design environments for autistic users. This is an ongoing live pedagogic project, with eight local Special Educational Needs and Disability schools. Joan has published two recent research papers: ‘Sensory Spaces: Sensory Learning – An experimental approach to educating our future designers to design autism schools’, and ‘Studio teaching experiments - spatial transitioning for autism schools.’

Joan’s experimental research uncovers new information in the form of ‘10 spatial transitioning platforms’ relating to behaviour-informed design. Her current study involves the cross disciplinary inputs of a sensory integration practitioner and a positive behaviour analyst. The advancement of designing for autism is at the centre of the research, assisting future professionals to create responsive spatial environments. Joan has contributed towards The National Autistic Societies, Network Autism, Useful Resources, and is a member of LARG LAB (The Leeds Autism Research Group).



Project Office, New Wortley Community Centre
Project Office, New Wortley Health & Wellbeing Centre



Evaluating Client Learning through Live Projects:
Innovations for Reflective Practice
 Craig Stott, staff PhD project

The PhD aims to determine what learning outcomes are facilitated by situated learning environments for stakeholders engaged with architectural live projects, and the influence and impact this experience has. The PhD aims to answer the following research questions;

1. What are the aims and context of co-design within architectural live projects?
2. What is the client learning?
3. What influence / impact / relevance does this learning have?

The intention is to gain an understanding of what the client groups engaged with Project Office learned through participating in the programme, and what have they used that learning to implement. A paper highlighting the lack of understanding in this area and the potential of aiding aggregation of original knowledge was presented at the 2019 Association of Architectural Education Conference held at Westminster University around the theme 'Learning through Practice'. Due to their inherent nature as situated learning environments, live projects in architectural education provide a good starting point for exploring this opportunity. An initial pilot scheme undertaken for this piece of research provided a range of interesting learning outcomes including tangible benefits such as the upskilling of clients to confidently engage with architects, to implicit transformations in perception including a heightened understanding of the role architecture plays, even in areas of multiple deprivation.

Craig Stott and Simon Warren had a co-authored journal article entitled 'Advocating a co-design methodology across academy and community' included in *Charrette* 5(2) Autumn, 2018: 'Architecture Connects: Strategies for the Co-Production of Architectural Knowledge', edited by Jane Anderson of Oxford Brookes University. The article describes and evaluates the emergent model of 'co-design' adopted by Project Office and considers the positive and negative outcomes of the co-design approach, with the aim of evolving the methodology for forthcoming live projects involving students and external communities.

Design Studio Pedagogy
 Jennifer Chalkley, staff PhD project

Jen's research interest lies in design studio pedagogy. She is currently undertaking a PhD which explores how changes to teaching practices within the context of the design studio could support undergraduate design students in taking control of their own learning, thus becoming self-regulated learners. Self-regulated learners are those who actively control aspects of their thinking to support learning process such as risk taking and accidental learning.

The research focuses on teaching strategies that encourage and improve dialogue between students, challenging common problems in studio culture of teacher-centred learning and competition amongst students. Whilst studio culture has many strengths, these problems can generate added emotional pressure and antipathy amongst peers. As we continue to adapt to a new generation of learners, the strengths of studio culture could be enhanced further with teaching strategies which encourage the supportive nature of student-centred learning.



Craig Stott, Analysis of Client Learning through New Wortley Community Centre project

Craig Stott and Simon Warren, Community consultation led by Leeds Beckett students

Listening to occupants; how can the social housing sector use post occupancy evaluation to improve tenant experience, housing management and environmental impact?

Petros Tsitnidis, PhD project

Obtaining feedback on building design is currently highly ignored, even if its value has been recognised since the middle of the 20th century. Starting from the early methods that Sim van der Ryn and Peter Manning published during the 1960s, to the Probe project and the contemporary Soft Landings method by Bill Bordass and Adrian Leamann, the research aims to investigate the purposes and usefulness of existing Post-Occupancy evaluation methods. In addition to that, the research aims to create an understanding of the information social housing providers need to make better decisions regarding refurbishment and new-built developments. Utilising mainly qualitative research methods and focusing on the human factor, this research aims to draw meaningful conclusions about the viability of a Post-Occupancy evaluation method fit for the practices of the social housing sector. Taking into consideration the technical, social and political issues the social housing sector is currently facing, this research will have significant impact in making the practices of social housing providers more efficient and their relationship with social tenants more productive.

'(the) cartesian (& the) vernacular'

Joseph Earley, MArch thesis

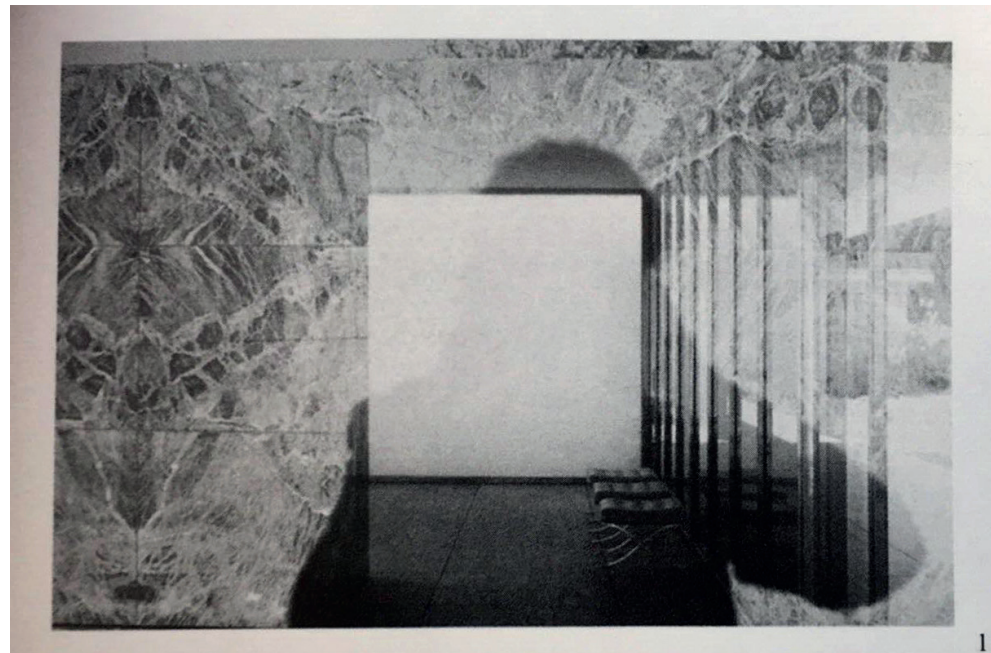
The Cartesian and the Vernacular, initially understood through the work of Ivan Illich, are apparent antonyms. They each form a body of predispositions that, although often found in parallel, seem to favour opposite values. This thesis will present examples of each system and examine them through a progression of lenses that will look to reveal the nature of the Cartesian and the Vernacular in general, but more specifically, in relation to one another. The highest ambition of this thesis is to examine whether there are examples that have brought the Cartesian and Vernacular not only into close proximity, but also into a possible synthesis. If that is the case, the question is whether this Cartesian Vernacular, or indeed Vernacular Cartesian, has any potential further application or iridescence. In investigating such matters, this thesis translates between examples across a variety of fields, and its primary theoretical influences are from the works of Illich, Sennett, Evans and Damisch.

**Architectural Education:
Part Time or Wasted Time**

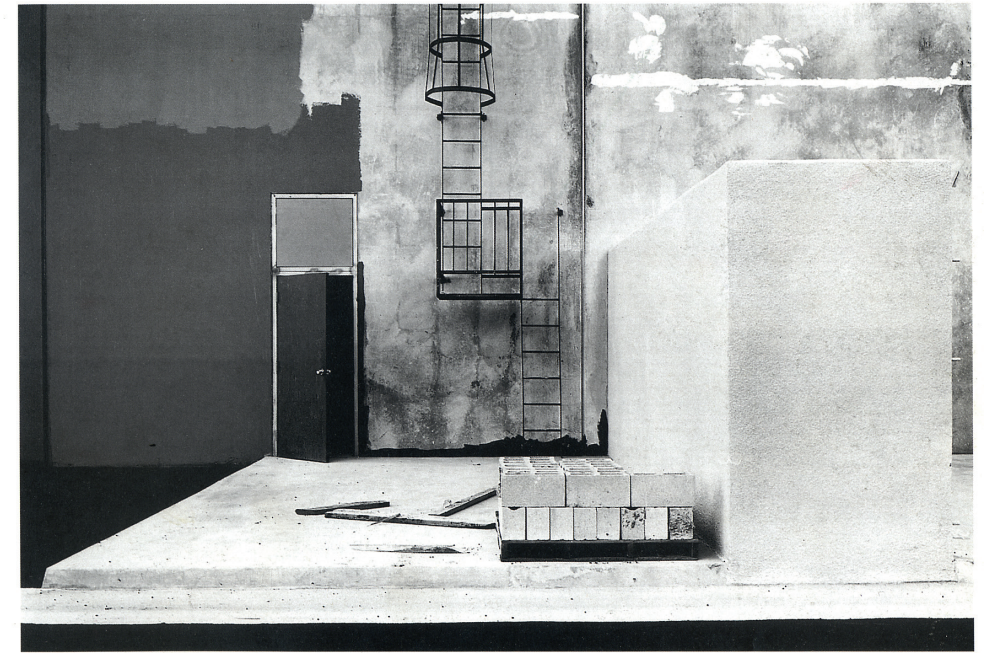
William Gains, third year
undergraduate dissertation

This writing comes at a time of notable change within the history of architectural education.

In July 2018, for the first time in the history of architectural education the UK Institute for Apprenticeships granted formal approval to the Royal Institute of British Architects (RIBA) for the introduction of Architectural Apprenticeships. With significant backing from some of the industry's largest employers, this movement highlights the growing schism between practice and pedagogy that has developed over past decades. This dynamic relationship will form the focal point within this research module, investigating the needs of practitioners, expectations of architectural educators and aspirations of tomorrow's architectural graduates. A critical analysis of both historical and current pedagogy will be vital in order to better understand the successes and failings of former education systems and whether yesterday's lessons can provide insight to help inform tomorrow's architecture. Primary research gathered from individuals in close association to architectural education will be analysed to evaluate the variety of requirements and expectations put upon the current education system. This information will then be used to assess areas of weakness to be improved upon, helping educate and assist the constant amelioration of the architectural community.



Robin Evans, Barcelona Pavillion, 1990
Lewis Baltz, Construction Detail, 1974





**CITYzen Agency, second and third year
undergraduate design studio**

Leader: Craig Stott

The CITYzen Agency studio situates its explorations in overlooked places. We consider global imperatives and local issues together, exploring their interconnection and the consequence of each on the other. And by understanding resources within the community and considering techniques of engagement we become receptive to their effects on the design process. This year, working alongside the Leeds Chamber of Commerce group Quality Places and Spaces our explorations are located within Leeds' retail district, exploring the stalled development sites within the main city conurbation and considering the High Street of the future. The CITYzen Agent constructs a design methodology that generates an urban assemblage which explores and communicates ideas of architectural intervention and invention, proposing socially, economically and environmentally resilient solutions for a brave new world. Our praxis is derived from Bruno Latour's term, 'critical attention is shifted from architecture as a matter of fact to architecture as a matter of concern'.

CITYzen D Studio, MArch Design Studio

Leader: Simon Warren

CITYzen D studio is a creative and ethical activist environment where students act as a 'force for good'. Its area of study is the displacement of people and ecologies, which then is responded to through architectural propositions. This year, students have created architecture that engages with transgender identity, homelessness, the care system, Eastern European migration, literacy, lost cultural spaces, methods of generating community space, reinventing the suburban high street, insect extinction and protein production, and public v private space. The studio also participates in 'live projects', working with external collaborators on real projects. A team of students from the design studio won First Prize in the Better Philadelphia Challenge 2019 with their winning proposal of 'Kensington in Recovery: Spine and Seeds'.

RIBA have released a set of resources inspiring Key Stage 2 school pupils to explore the world around them designed by MArch student Graham Davey, facilitated by Project Office and CITYzen D Studio. The series of tools allow pupils to learn about the world and its people, and begin to understand that place making relates to locality, as well as to regional, national and world geographies.

Students from CITYzen D Studio and Project Office directors also travelled to Lisbon to meet and exchange presentations with Ateliermob Architects, which is a socially driven organisation with the principle of 'working with the 99%' that provide services to those communities that do not normally have access to design professionals.



**Better Philadelphia Challenge
2019 Winner**
**Graham Davey, Joe Earley, Jade Moore and
Michele Prendini**
CITYzen D Studio

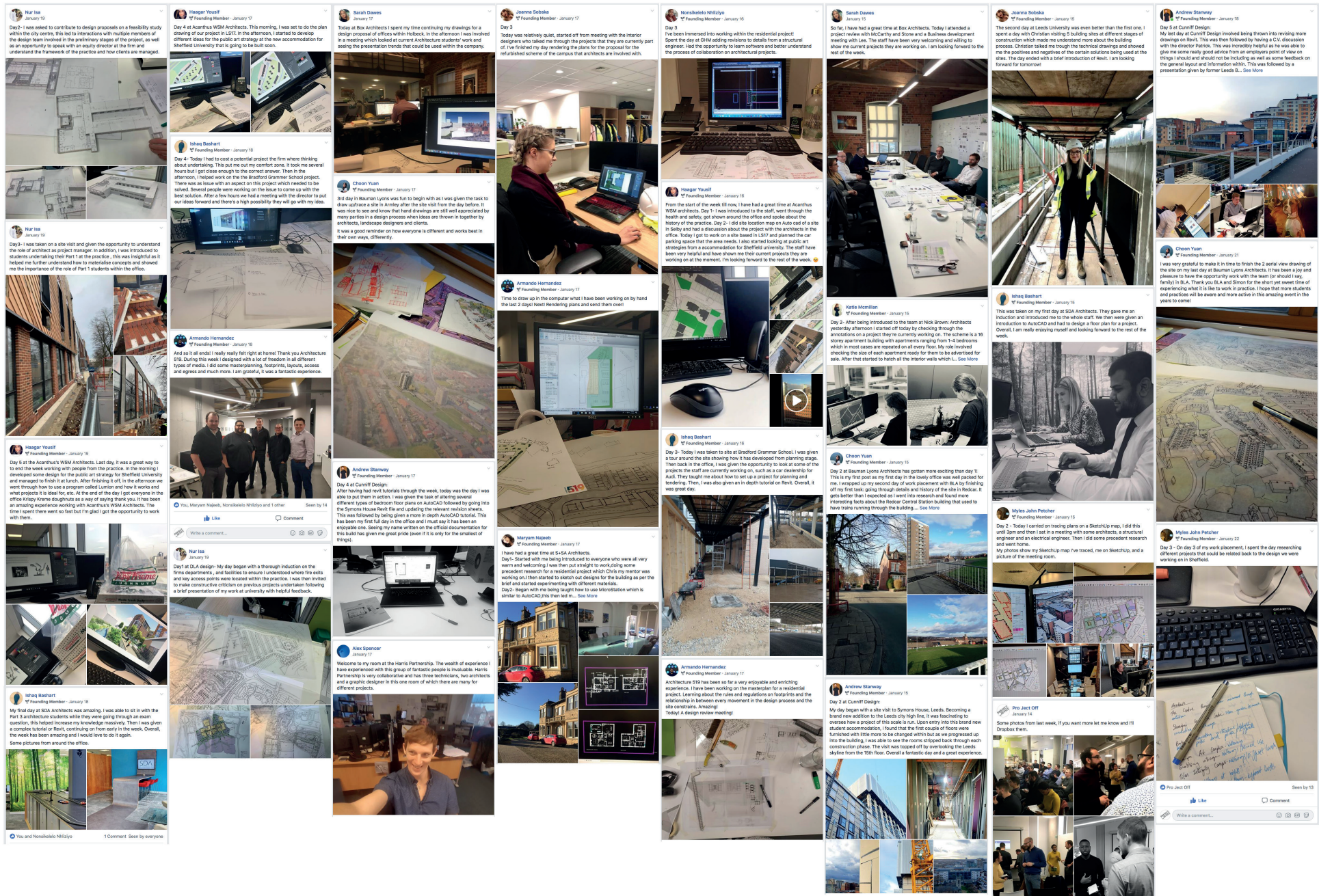
A team of postgraduate architecture students are celebrating international success after beating competition from across the globe to scoop the top prize in the Better Philadelphia Challenge 2019, in which entrants were tasked with reimagining a neighbourhood that has struggled with drug abuse in the U.S city. Student Jade Moore said: 'Having to address issues that are so unfamiliar to our everyday lives made the project challenging and also so interesting. We were able to engage with people that have entirely different experiences to us and that was incredibly eye opening.' The team were in contact with residents from the Kensington neighbourhood

during the design process, submitting a final entry that impressed judges with its solutions to tackling other underlying issues that are commonplace in the area.

As part of their prize, students were invited to Philadelphia to pick up their award for winning the Philadelphia Challenge 2019. They presented their winning submission 'Kensington in Recovery - Spine and Seeds' on 19th February, 2019 at The Centre for Architecture and Design in Philadelphia. The presentation was warmly received by judges, remarking on how the students' work demonstrated impressive understanding of place, social and economic issues. Around 200 guests listened to the four postgraduate architecture students describe their inventive strategy for the regeneration of Kensington. Students discussed with organisers and community advocates how their competition ideas can influence ongoing initiatives in the area.



'Kensington in Recovery - Spine and Seeds'
Winning Proposal of Better Philadelphia Challenge 2019



Symposium: Professional Practice

Held on 24 January 2019, the open event was attended by students across the subject area, and formed part of the PG Diploma in Architectural Professional Practice Course. The school welcomed a range of speakers who also engaged in open discussions on the role and future forms of interdisciplinary practice. The symposium looked at the ever more diverse and dynamic landscapes of architectural production, culture and politics, and the wide range of tasks and modes of operation that architectural practitioners engage in besides traditional work in the architectural office. These included work in consultancy, facilitation, policy making, systems planning, event planning and curating, activist and charity work, artistic practices, community projects, journalistic and investigative work, educational work (schools, academia, adult learning), critical and academic writing and publishing.

The keynote lecture by Rory Hyde focused on new forms of design practice for the public good, and redefining the role of the designer today. Rory is Curator of Contemporary Architecture and Urbanism at the Victoria and Albert Museum, Adjunct Senior Research Fellow at the University of Melbourne, and Design Advocate for the Mayor of London. Other speakers include: Professor Ruth Morrow from Queen's University Belfast who has been recognised for innovative approaches within architectural education and research; Gayle Appleyard is co-founding partner of GAGARIN Studio, a practice that has been exploring creative & sustainable re-modeling of existing buildings and interior architecture; Akil Scafe-Smith, an alumni of the Arts & Science BASc at UCL and the Bartlett's Development Planning Unit, is a co-founding partner of RESOLVE, an interdisciplinary design collective that aims to address multi-scalar social challenges by combining architecture, art, technology and engineering.

Speed Dating: Work Placements - Professionalism in architecture education

This extracurricular programme provides students with a week of practical experience with a Leeds city region practice. Now in its sixth year, Speed Dating, which refers to how matches are made between students and practices at an introductory event, has become embedded as a key event in the academic year. 40 Leeds city region practices have engaged with the programme and each year 20 plus students gain valuable practice experience.



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