MARC KIRSCHBAUM, BELEN ZEVALLOS (EDS.)

LEARN
[IN]
a matter of space

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Foreword

This E-book provides an overview of our DAAD-financed LEARN[IN] project in 2019-2020 that dealt with the "re-definition of learning spaces as a key factor of 21st century education". In the first year, we intensively worked together in the cities of Heidelberg, Florence and Guimarães, we being the three participating universities, along with professors and students and guest speakers, involved in the project. In the second year, we worked on the LEARN[IN] manifesto, we compiled this publication and we also worked on common projects and research applications.

At SRH University in Heidelberg, we have been conducting research in the field of learning spaces for some years now. We are doing so for mainly two reasons: first, studying and teaching have significantly changed over the last few years, and second, the implications of those changes need to be integrated into the conceptions of spaces in which learning takes place. Another important objective of this project is to build up networks and academic alliances within Europe; this is more relevant than ever. Therefore, the subtitle is: "A European approach" and we wholeheartedly support this.

As is known, the challenges that our world is facing can usually only be targeted with a holistic approach and only with a grounding in scientific facts and human sincerity. Be it climate change, digitalization or the COVID-19 pandemic, our students need to learn how to work in an always changing environment, in interdisciplinary teams as well as in international contexts, to address these challenges.

At the same time, learning spaces and educational environments have to transform and adapt to this new educational curriculum with innovative approaches. After two years of an ongoing exchange of ideas, we believe that LEARN[IN] is a rather small but good step in that direction. We would like to thank all participants and colleagues who have made this project possible and exciting. This gratitude extends especially to the students who trusted us on this journey and made us proud with their performance during the symposium and labs I and II. The new Erasmus partnerships that have been built up and an ongoing and collaborative PhD programme are proof of the rewarding work that took place in unforgettable encounters in Heidelberg, Florence, Guimarães, and now and then via Skype.

This dialogue helped us to reflect on our issues and explore new possibilities, while the change of perspective through interdisciplinarity and international contexts gave us the feedback we need to grow and improve our research and educational strategies.

We would also like to express our sincere thanks to our university and to the Heidelberger Hochschulverlag.

We are looking forward to continuing our research in our upcoming project "LEARN[IN] II: Digital Learning Spaces".

Heidelberg, December 2020
Marc Kirschbaum & Belen Zevallos

Learning outside of the classroom

The second workshop, "Learning outside the classroom", took place at Santa Maria Novella Station, an important modern building designed by Giovanni Michelucci. We adopted the same procedure as for the Uffizi exercise. From this architecture, and the interpretation of Michelucci's design sketches, emerges the monumental space of the ticket office, the long horizontal environmental section which links the station with the apse of Santa Maria Novella Church, the surprising beam-knees of the gallery, the accurate use of materials, the design of furniture as part of the infrastructure itself, the relation with the city.

Learning by doing, we understood on-site that Modern is not a style, but rather a stance, an intellectual approach. As for the Uffizi, we should be interested in buildings able to establish not stylistic or figurative, but systematic relationships. As for other important modern architects, technical issues become architectural themes. Designing implies understanding to which system (or sub-system) a part of the whole belongs.

After two urban interiors, the third workshop, named "The museum as third teacher", was held at the National Museum of Bargello. The focus of this experience was reasoning about old spaces and new uses, the relation between immovable walls and upcoming different needs, and the resistance of the spaces and the variability of the human presence. After being welcomed by one of the curators, the students were free to explore the museum. As for the previous workshops, we adopted the same modality of visiting: travelling and drawing. Drawing within the site led the students to a slow discovery of the space, the opposite of a fast visit (a.k.a. *surfing*). The students were invited to represent and analyze parts or aspects they were interested in: museum architecture, exhibition design, natural light, artificial lighting system, use of the spaces, etc.

The Florentine workshop was concluded with a collective on-site discussion based on the sketches made in the museum's courtyard.

Impressions of the second workshop "Learning outside the classroom" at the Santa Maria Novella Station.

Detail of the grids of skylights leading the passenger to the platforms at Santa Maria Novella Station.
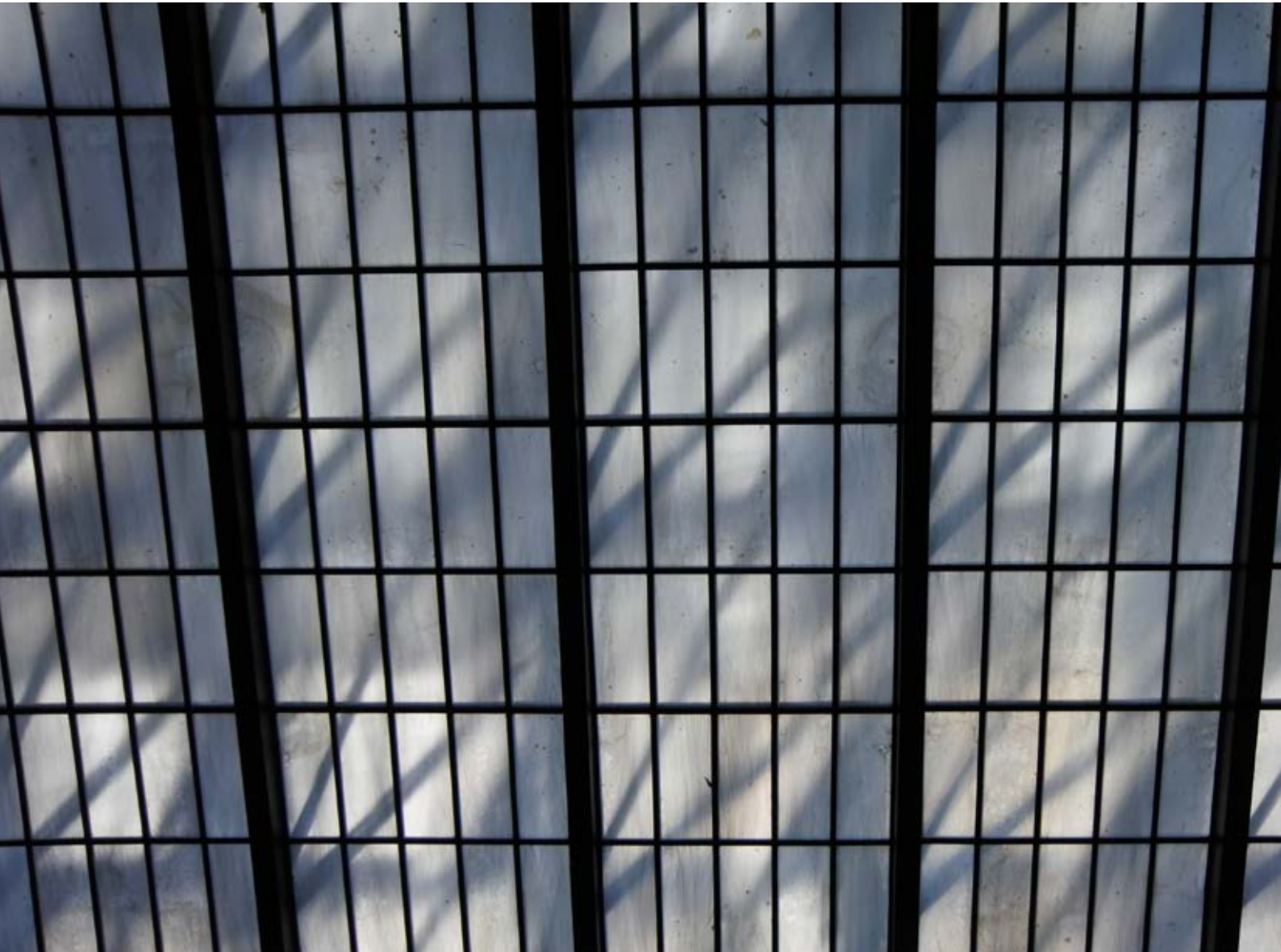
Impressions of the third workshop, "The museum as third teacher" at the National Museum of Bargello, Florence.

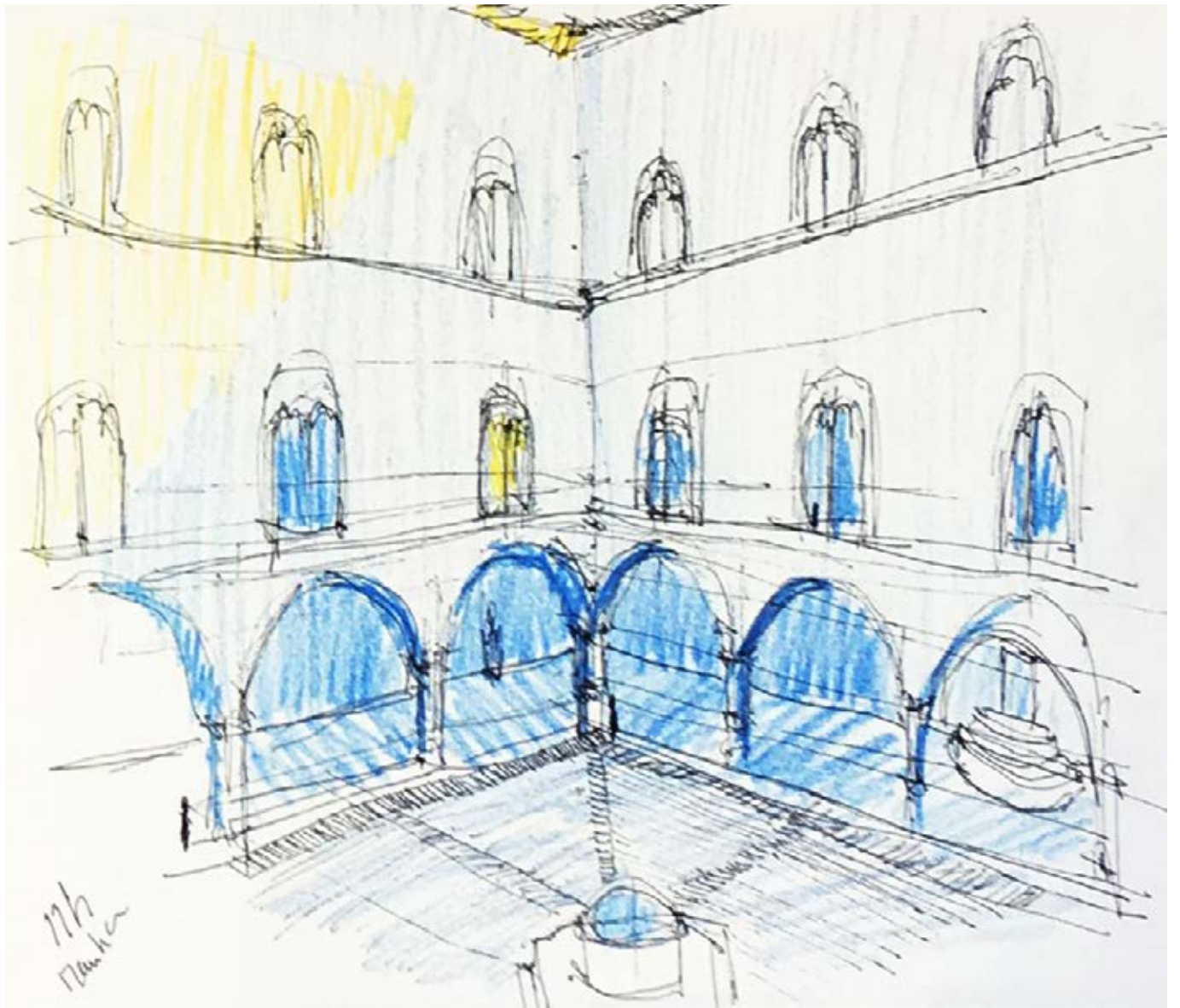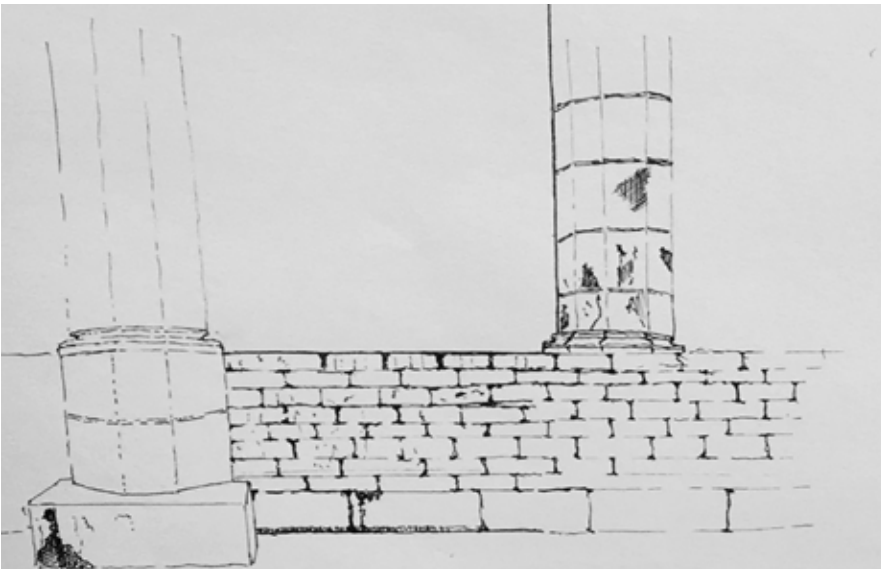Sketches of the students drawn during the third workshop "The museum as third teacher" National Museum of Bargello, Florence.

Guided visit to the "Brunelleschi Dome" and "Basilica of Santa Maria del Fiore".

Impressions of the visit to the Palazzo Medici Riccardi.

LEARN[IN] Team

LEARN[IN] Project Leader
Prof. Dr.-Ing. M. Arch./USA Marc Kirschbaum
SRH University Heidelberg,
School of Engineering and Architecture

Marc Kirschbaum is an architect and architectural theorist, professor for architectural theory and design, as well as head of the architecture programme at SRH University Heidelberg. He was head of the inter- and transdisciplinary research project Reallabor STADT-RAUM-BILDUNG (Real World Laboratory CITY-SPACE-EDUCATION) and is intensively engaged in learning architectures and human-space relationships. He studied architecture and urban planning in Kassel and Manchester/GB, and, as a Fulbright scholar, architectural theory in Seattle/USA. Together with Prof. Kai Schuster, he is a founder and partner of pragmatopia | architecture.city.life in Kassel/Germany. In addition, he works as a reviewer, judge and consultant in university, research and practice contexts.

LEARN[IN] Project Coordinator
Belen Zevallos M. Sc.
SRH University Heidelberg,
School of Engineering and Architecture

Belen Zevallos holds a Master in Architecture from the School of Architecture of the University of Minho. She has also studied at the PUCP (Peru), and at Yildiz Technical University (Turkey). Her interest in landscape and its definitions, meanings and representations, as well as her attention to education, have led her to create Space Transcribers, which focuses on reflections, re-interpretations, representation and intervention of the landscape. She was part of the research project Reallabor STADT-RAUM-BILDUNG (Real World Laboratory CITY-SPACE-EDUCATION) funded by The Ministry of Science, Research and the Arts of the State of Baden-Württemberg. In 2019 she was invited as a Teaching Assistant at the Institute for Urban Design and Housing at KIT. Currently she is working on her PhD at the University of Minho and working as a Research Associate and Teaching Assistant at the School of Engineering and Architecture at the SRH University Heidelberg.

Prof. Dr. Francesco Collotti
University of Florence,
Department of Architecture (DiDA)

Francesco Collotti is an architect and full professor at DIDA Università degli Studi di Firenze, promoting not only research into architectural identities, but also involved in international programmes of scientific and cross cultural fertilization. He is the Coordinator of the doctoral programme of architectural and urban composition. His activity is a link between research, professional work and teaching. He is interested in sustainable, site-specific and responsible contemporary architecture. He is a teacher at International Design Seminars "Naples, architecture and city" (Università degli Studi di Napoli, DOMUS, D.A.M. Frankfurt). Since 1997 he has been a member of the Scientific Committee of the Swiss reviews Rivista tecnica and (1998) Archi. His articles and essays have been published in the most important international architectural reviews (Werk bauen+wohnen, Domus, Casabella, Archi, FirenzeArchitettura).

Dr. Eliana Martinelli
University of Florence,
Department of Architecture (DiDA)

Eliana Martinelli is an architect and holds a PhD in Architectural Composition from the Università Iuav di Venezia. Her PhD dissertation was the first in Italy on the work of the Turkish architect Turgut Cansever. She was adjunct professor at the EMADU – Université Euro-Méditerranéenne de Fès (Morocco), DESTEC – Università di Pisa and DiDA - Università degli Studi di Firenze. She is a member of the DiDA Research Unit Dar_Med and takes part in international conferences and publications on Euro-Mediterranean heritage and design. She has been a post-doctoral fellow at the DiDA since 2019. Her recent research activity has focused on architectural and urban regeneration design through participatory practices, in collaboration with different cultural and non-profit organizations (Chille de la balanza theater company, Cospe Onlus). After having worked as an architect in Leipzig (Germany), she carries on her professional activity in Italy, realizing architectural and interior designs in line with her research interests.

Dr. Giada Cerri
University of Florence,
Department of Architecture (DiDA)

Giada Cerri is an architect and holds a Ph.D. in Management and Development of Cultural Heritage. Her research interests focus mainly on museum design, seismic vulnerability and the safety of museum collections, and the management of cultural heritage. She carries on both research and professional activity, seeking for mutual and continuous inspiration. She was a post-doctoral fellow at the DIDA for three years, and is now part of the research project RESIMUS, a multidisciplinary study on resilience and museums. She works as a museum consultant and designer. Her experience encompasses collaborations with the Ceramic Museum of Montelupo Fiorentino and the MuDEV – Museo Empolese Valdelsa (Italy), the Museu da Casa Brasileira (Brazil) and the Bard Graduate Center Gallery (USA). She is Adjunct Professor of Interior Design in the Master in Interior Design programme at the DIDA Design Campus.

Prof. Dr. Saverio Mecca
University of Florence,
Department of Architecture (DiDA)

Saverio Mecca, Architect and Full Professor of Building Production at the University of Florence, has been the Dean of the Department of Architecture DIDA of the University of Florence since January 2013; before that, he was Dean of the Faculty of Architecture from November 2009. He works actively in academic research on construction management and local and indigenous architectural heritage and architectural design. In more recent years, he has been working actively on European projects on vernacular architectural knowledge systems and on training in graduate courses and post-graduate courses in the Mediterranean regions. Since 2007 he has been Director of the Research Center for Innovation and Local and Indigenous Knowledge Systems at the University of Florence, INN-LINK-S Research Center, oriented toward investigating local and traditional knowledge systems in the fields of architecture, agronomy and material cultures with an interdisciplinary scientific approach.

Prof. Dr. Cidália Silva
University of Minho, School of Architecture (EAUM)

Cidália Silva (PhD) is an Assistant Professor of Architecture and Urbanism at the University of Minho's School of Architecture, Director of the PhD programme in Architecture and Integrated Research Member of Lab2PT (Landscape, Heritage and Territory Laboratory at University of Minho), being Vice-coordinator of the LandS Group of this laboratory. She works with three interconnected approaches: since 2004, she has investigated the shift of the paradigm from the city to the expanded urban territory; in this framework, since 2007, she has pursued deeper focal research into the issues of Time and Uncertainty. Since 2017 she has been engaged in researching the role of children in the transformation of the contemporary urban space. In this context, she is the coordinator of the Project on Architecture and Urbanism of the ProChild CoLAB – a Portuguese nationwide consortium with a transdisciplinary approach dedicated to combatting poverty and social exclusion in children from 0 to 10 years old. Being an active participant in various interdisciplinary conferences, and having published in national and international journals, she is also the editor of The International Journal of the Constructed Environment.

Prof. Dr. João Cabeleira
University of Minho, School of Architecture (EAUM)

João Cabeleira is an architect and Assistant Professor at the School of Architecture of the University of Minho (EAUM), being responsible for the courses of Geometry and Seminar 1C (History and Ucronia). Currently he is the vice-president of the architecture school, president of the school pedagogical council, coordinator of the group SpaceR_Lab2PT and a member of the EAUM scientific council. He holds a degree in Architecture (2002) and a Master's degree in Methodologies of Intervention upon the Architectural Heritage (2006), both granted by the Architecture Faculty of the University of Porto (FAUP). He concluded his PhD, at EAUM (2015) with a dissertation entitled "Imaginary Architecture: Real and Illusory Space in the Portuguese Baroque". In relation to his pedagogical and research activity, he has organized exhibitions, workshops, participated in the organizing committee and scientific committees, presented communications at national and international conferences and published in national and international journals. Currently he is involved in the research group on Architecture and Urbanism of the ProChild CoLAB – a Portuguese nationwide consortium with a transdisciplinary approach dedicated to combatting poverty and social exclusion in children from 0 to 10 years old.

Prof. Dr. Mónica Faria
University of Minho, School of Architecture (EAUM)

Mónica Faria is an artist and Invited Professor at the School of Architecture of the University of Minho (EAUM). She holds a degree in Fine Arts-Sculpture from the Faculty of Fine Arts, University of Porto (2005), and a Master's in Teaching of Visual Arts for Teachers of the 3rd cycle of Basic Education and of Secondary Education of the Faculty of Psychology and Education Sciences, University of Porto (2010). She has a PhD in Arts Education, Faculty of Fine Arts, University of Porto (2016), and was an FCT Research Fellow (2012-2016). She is an integrated researcher at GEPI, Study Group with Indigenous People, University of International Integration of Afro-Brazilian Lusophony, Brazil and at Lab2PT, Landscape, Heritage and Territory Laboratory, University of Minho, Portugal. She is currently involved in the research group on Architecture and Urbanism of the ProChild CoLAB – a Portuguese nationwide consortium with a transdisciplinary approach dedicated to combatting poverty and social exclusion in children from 0 to 10 years old.

Prof. Dr. Natacha Antão Moutinho
University of Minho, School of Architecture (EAUM)

Natacha Antão is a draughtswoman and assistant professor at the School of Architecture of Minho University, being the current director of the Bachelor in Visual Arts programme, and a researcher in Lab2Pt - Landscape, Heritage and Territory Laboratory. She has worked at this school since 2005, teaching drawing in several courses, such as Architecture, Visual Arts, Design and Fashion. She holds a PhD in Fine Arts (2016) with specialization in drawing from Lisbon University Faculty of Fine Arts, with the thesis Colour in the Creative Process - the Space for Colour in Architectural Drawings. Her artistic and scientific research intersects with her pedagogical activity, focusing on areas such as drawing and colour and the practice of walking as a research methodology, having recently co-chaired the international meeting/conference Drifting Bodies/Fluent Spaces (2020).

LEARN[IN] Participants

LEARN[IN] Symposium

Prof. Dr. Natacha Antão Moutinho
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Morgan Conner
Iris Cornejo
Nicolas Ctvrtnik
David Deussen
Prof. Dr. Carsten Diener
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Prof. Dr. Mónica Faria
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Ana Margarida
Dr. Eliana Martinelli
Paula Martins
Ana Mota
Mesut Nada
Sandra Neuner
Prof. Dr. Katja Ninnemann
Katharina Pritsch
Prof. Francisco Ramírez
Karen Rojas
Prof. Dr. Christine Schimek
Verena Schmid
Felicitas Schwab
Prof. Dr. Cidália Silva
Adriana Raquel Silva de Oliveira
Dr. Melanie Seidenglanz
Jacqueline Wirth
Belen Zevallos

LEARN[IN] Lab I

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Nicolas Ctvrtnik
Ines Graca
Prof. Dr.-Ing. Marc Kirschbaum
Helena Lopes
Dr. Eliana Martinelli
Prof. Dr. Saverio Mecca
Pedro Mendes
Mesut Nada
Katharina Pritsch
Prof. Dr. Cidália Silva
Jacqueline Wirth
Belen Zevallos

LEARN[IN] Lab II

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Lucas Cerqueira
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Raissa Fonseca
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Chiara Simoncini
Fabrizio Taricone
Jacqueline Wirth
Belen Zevallos

Quotes

1. Quote on page 15 from St. Augustin in:
WADE, J. (1825). Select proverbs of all nations illustrated with notes and comments, to which is added, a summary of ancient pastimes, holidays and customs. With an analysis of the wisdom of the ancients, and of the fathers of the church, the whole arranged on a new plan. New York, P. Covert. pp.216.

2. Quote on page 53 from Nietzsche in:
Nietzsche, F. W., & Polt, R. F. H. (1997): Twilight of the idols, or, How to philosophize with the hammer. Indianapolis, Ind: Hackett Pub.p.10

3. Quote on page 101 from Bartalini, in:
Bartalini, Vladimir (2018): Criptopaisagens. Velar pelo que não se vê e mal se escuta, in Pedro Fidalgo (coord.), A Paisagem como Problema: Conhecer para Proteger, Gerir e Ordenar, , Vol. 5 (Lisboa: Instituto de História Contemporânea da Faculdade de Ciências Sociais e Humanas da Universidade Nova de Lisboa), pp. 398-410.

Images

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Pages 14-17, 52–55, 100-103
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Photos of the Department of Architecture (DIDA), University of Florence, ©Didacommunicationlab.

Pages 104-107
Photos of the School of Architecture EAUM, University of Minho, ©EAUM.

Page 137
©Jane Jacobs 1968.

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The challenges that our world is facing can usually only be targeted with a holistic approach and only with a grounding in scientific facts and human sincerity. Be it climate change, digitalization or the COVID-19 pandemic, our students need to learn how to work in an always changing environment, in interdisciplinary teams as well as in international contexts, to address these challenges. At the same time, learning spaces and educational environments have to transform and adapt to this new educational curriculum with innovative approaches.

After two years of an ongoing exchange of ideas, we believe that LEARN[IN] is a rather small but good step in that direction. This E-book provides an overview of our DAAD-financed LEARN[IN] project in 2019–2020 that dealt with the "re-definition of learning spaces as a key factor of 21st century education."

LEARN[IN] is a DAAD-financed project within the research programme "Hochschuldialog mit Südeuropa" (Higher Education Dialogue with Southern Europe). The project "LEARN[IN]" is conducted by SRH University Heidelberg/Germany, Università degli studi Firenze/Italy and Universidade do Minho/Portugal.

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