

Experimental Architectural Pedagogy: Discipline Space and Its Role in the Modern Teaching Identity

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Abstract : The revolutionary school of architectural teaching - VKhUTEAMAS (1923-1926) was a new approach for a new society bringing architectural education to the masses and masses to the growing industrial production. The school's pedagogical contribution of the 1920s made it an important school of the modernist movement, engaging pedagogy as a mode of experimentation. The teachers and students saw design education not just as a process of knowledge transfer but as a vehicle for design innovation developing an approach without precedent. This process of teaching and learning served as a vehicle for venturing into the unknown through a discipline of architectural teaching called "Space" developed by the Soviet architect Nikolai Ladovskii (1881-1941). The creation of "Space" was paramount not only for its innovative pedagogy but also as an experimental laboratory for developing new architectural language. This paper discusses whether the historical teaching of "Space" can function in the construction of the modern teaching identity today to promote value, richness, quality, and diversity inherent in architectural design education. The history of "Space" teaching remains unknown within academic circles and separate from the current architectural teaching debate. Using VKhUTEMAS and the teaching of "Space" as a pedagogical lens and drawing upon research carried out in the Russian Federation, America, Canada, Germany, and the UK, this paper discusses how historically different models of teaching and learning can intersect through examining historical based educational research by exploring different design studio initiatives; pedagogical methodologies; teaching and learning theories and problem-based projects. There are strong arguments and desire for pedagogical change and this paper will promote new historical and educational research to widen the current academic debate by exposing new approaches to architectural teaching today.

Keywords : VKhUTEMAS, discipline space, modernist pedagogy, teaching identity

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