This studio will explore ways of learning by deconstructing siloed design thinking through a synergistic interaction of architecture, interior architecture, and furniture design to innovatively address the concept of ‘a dynamic learning process’ through cross-design-disciplinary perspectives.

The everlasting discourse on educating the next generation asks for adapting school-typologies to gain insights into the experience of learning. ‘Learning divergently’ might be part of the curriculum, once given the opportunity. The studio will examine the context of the programmatic design of school typologies in different social communities, taking into account new learning circumstances and the ecological footprint, between the span of life cycle assessments and artificial intelligence.

Extending the concept of education seems critical, taking into account that it is not all cognitively relevant in culture, and we might have the wrong messages in our education system. Differentiating shapes, colors, and materials are part of the curriculum. Students will study the potentials and possibilities of ‘the haptic, the visual, the sensual.’ Practical skills and understanding are not less critical. They are lost in our education, yet they are essential for an integrative society.

There are School buildings, socially progressive, looking ahead, reflecting the lives and customs of students. Some have been falling into neglect, are in danger of being lost, have been redeveloped, or still receive significant recognition. The task is to examine to which extent the programmatic re-encoding of the school building is needed that allow exemplary spaces, to create socially conscious constructions, communities, and learning environments. ‘How could this kind of space be visualized, and how could it be built?’

Good teachers realize that the students are the antenna; they are sensing things that the teachers don’t yet sense.
— Brian Eno

Looking towards changing worlds, offers an ongoing invitation to ask: ‘What’s next?’ How we learn is subject to constant change. Integrating always changing forms of our professions and its conditions of transformation in our daily life is of importance, and an overarching theme, ‘How do we want to learn?’

Seminar and Studio-Overview:
This project is a school - proposed elementary school to Grade 12; the site is either in Portland, Oregon, or near Stuttgart, Germany. The two-credit seminar will precede the studio and will include individual and teamwork. Students will examine and develop a catalog of historic, modern and contemporary schools and prototypes for learning spaces that exemplify the necessary discourse. It will serve as the point of departure to the Winter term, and for the individual two-term studio project. Students will generate and develop their architectural concept and configuration in a tandem development of design and analysis. In Spring term students will focus on clarifying and validating building organization and characteristics, interior spaces, and furniture design, finalizing with a comprehensive presentation.

Outline for the Seminar:
__Case study work to develop an understanding for schools, both from a conceptual and a social viewpoint.
__Examine theoretical writing, principles, practices used or implied in the design of schools from significant periods of architecture, interior architecture, and furniture design.
__Practice analysis of school buildings and its associated impact on the social engineering of how we learn. __
__Development of a detailed program, including a proposed timeline; Site-investigation, analysis, and decision of site.
__Information presented in a catalog as generic types -- developed in terms of relational characteristics: context, site, building type, orientation, light, façade, hallways, staircases, classrooms, furniture, materials, and surface role.