



Socially Situated Architectural Pedagogy

# Socially Situated Architectural Pedagogies

- SArPe -

## **WP2.1: Setting the scene: Literature review on socially situated architectural pedagogies, and adjacent theoretical perspectives**

### **Internal Report (UniPV)**

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## 1. Introduction

The SARPe project learns from earlier socially situated pedagogical experiments (for e.g. Eco Nomadic School, Hands on Bristol, PRAXXIS, Fourdaysontheoutside) and aims to develop its own specific approaches through commoning of knowledge by opening up the experimental tactics of Partners' existing design studios to those outside the school, collaborating with non-academic educators and learners for developing civic agencies, transforming the studio from an isolated environment for professional education to a place for co-producing architectural knowledge with diverse participants. SARPe aims at training the student-architect (a learner, one of many) for a collaborative, inclusive and horizontal knowledge practice connecting both educators and learners (inside and beyond academia) with an assemblage of stakeholders, laypersons or initiators. The project stems from creating a medium needed to innovate pedagogy that stimulates and is shaped by dialogues between societal challenges, involving actors in the field and the architect (in making).

In doing so it challenges the role of the architect as an expert and probes the static roles of educator-learner and architect-client with the aim to exceed mental distances and bias through working on site and with people from different backgrounds. It proposes a long-term curriculum development based on the pedagogical experiments carried out during the project process, and redefining the studio as one of the several parts of learning, which takes place as an assemblage of different practices from imagining to building together. Overall SARPe project aims at fostering socially situated forms of architectural pedagogies paired with innovation in Higher Education Institutions and beyond.

To achieve its aims and objectives, the consortium started the project by first contextualising the project in the broader framework of theories and practices of socially situated practices and document new socially situated pedagogical approaches. Within the work package 2, an activity titled "**Setting the scene: Literature review on socially situated architectural pedagogies, and adjacent theoretical perspectives**" has been led by University of Pavia (UniPV) with contributions from all partners from October 2022. The activity includes a literature review on "socially situated architectural pedagogies," and adjacent theoretical perspectives through researching and reviewing the relevant literature.

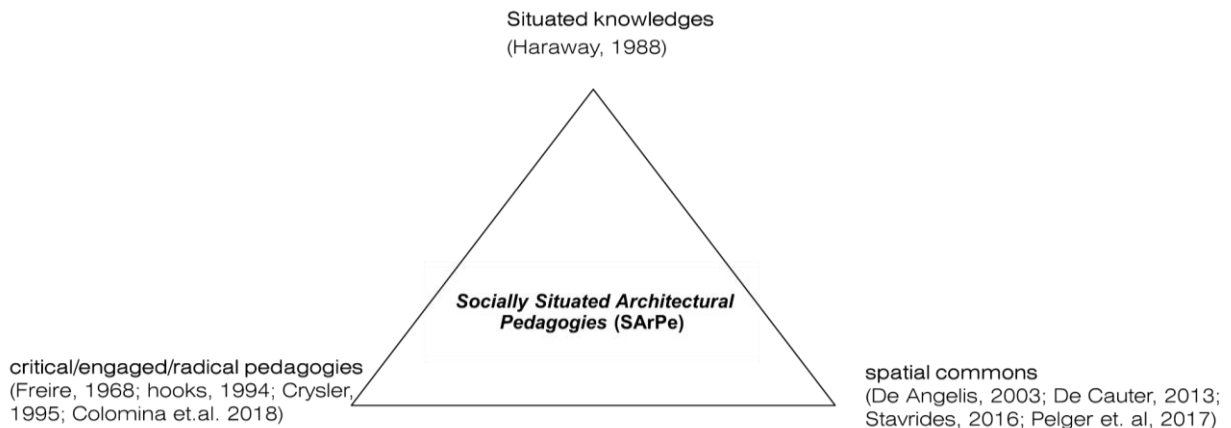


Figure 1: Convergence of the three areas of inquiry which grounds the theoretical framing of SARPe (Source: SARPe, 2022)

The SARPe project situates itself between three areas of inquiry: **critical/radical pedagogies** (Colomina et al., 2022; Crysler, 1995; Dutton & Mann, 1996; Hooks, 2014); **situated knowledge** (Haraway, 1988; Rendell, 2020) and **commons-oriented knowledge and pedagogy** (Bourassa et al., 2017; Deamer, 2022; Korsgaard, 2019). Using these theoretical lenses (Figure 1), it aims to **critically analyse architectural pedagogy** especially (but not exclusively) in **architectural studios**. This internal report consolidates a summary of the literature review, along with additional tasks undertaken and key takeaways undertaken to critically review and analyse the existing field of the three areas of inquiry stated above. It also describes the methodology developed to carry out the task and highlights the outputs of the task 2.1.

## 2. Methodology

The key method applied in this activity is a literature review through which we aimed to build new knowledge by reviewing and in conversation with existing knowledge by all those who have researched in the relevant fields. Following the ethos of SARPe, we take the position that all knowledge is co produced, shared and multiple. Through a **literature review**, therefore, we converse with published works and theories, compare different theories from scholarly sources, which include both existing and developing works on a topic and thus develop a comprehensive understanding of the existing field. Through this we build foundations for our work, support new empirical findings and/or add to existing work or body of knowledge.



To conduct this literature review, in October 2022 UniPV established a reading group between 5 researchers who collectively organised reading and sharing activities between themselves and project partners through a biweekly reading circle focusing on each theme chronologically. The group researched and reviewed numerous secondary sources which include scholarly articles, peer-reviewed journals, published books, case studies and organisational websites. All relevant sources have been collated and thematically organised in a referencing system. In this case, UniPV has selected Zotero as the referencing software due to its open-access functions, ease of accessibility and options to build reference libraries through collaborations between multiple users. In each reading cycle, after selection and analysis of reading material individually, each researcher presented their analysis and key findings from the selected reading material(s). This was followed by group discussions and eventual follow-up of relevant and interconnected sources, if any. In this way, UniPV ensured that knowledge was produced in a collaborative manner, i.e., sharing, discussing and learning through peer-to-peer environments. In fact, the shared reading and sharing sessions were also expanded to include both educators and young educators from all partner organisations as they so facilitated sharing of the knowledge gained, experiences from teaching and learning and case studies between educators and learners who participated in these reading sessions and between partner organisations.

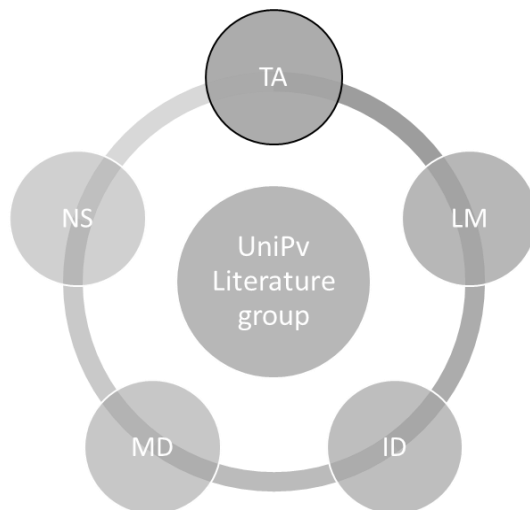


Figure 2: Visualisation of the reading circle of UniPV literature review (Source: SARPe, 2022)

In parallel UniPV has also conducted **a reflective journaling exercise** between the researchers to map out the learning experiences, needs and expectations of the young educators in terms of the changing climate of architectural pedagogy. It urged the participants, who were the researchers involved in UniPV SARPe team, to think about the shortcomings, good stories and best practices that we have experienced in first person in our education and training as an architecture student. The questions asked included:





1. Pedagogical process: how have you been teaching & learning architecture in your career?
2. Socially situated: how and to what extent architectural pedagogy has been, in your personal experience, driven by social matters/agenda and/or locally (and socially) situated?
3. What have been, in your experience, the most important (learning) outcomes of the architectural pedagogy you have been exposed to? What is the role of the project, as an output in itself and/or as part of the learning process?
4. If and in what way evaluation/assessment reflects or is linked to the above points? What is your experience in terms of how you have evaluated and/or have been evaluated in your architectural career?

The overall aim of the task of “setting the scene” was to create a theoretical foundation for the project but also signpost useful tools, methods and approaches to experiment new forms of teaching and learning activities. While the literature review, its collective sharing and reflective exercises were ongoing and fruitful, the activity also benefited from parallel activities from other work packages such as **surveys and semi-structured interviews** (WP4) which UniPV organised with a group of learners.

### 3. Outputs

The activity 2.1 has been successful to generate several outputs as described below:

- Literature review:

Through a series of group readings, critical analysis, and peer-to-peer presentations, the three main themes that inform SARPE - situated knowledge, critical/engaged/radical pedagogies, and commons – have been explored extensively. Several secondary resources have been reviewed to unfold core theoretical concepts, definitions, methods, tools, and case studies related to socially situated architectural pedagogies. Correlated strands of literature have also been identified which contribute towards further informing workshops, tools and methods repository and pedagogical activities.

Through this we have contextualised the project within the existing pedagogical debates of architecture. The literature review conducted has contextualised the project within existing pedagogical debates in architecture and acquired a comprehensive idea of the existing debate.

Number of academic sources accessed in literature review is **322** (Target = 80+ is achieved) which includes contributions from UMA, TUD and ITU and thus includes scholarly sources in English, Italian and Spanish languages. More importantly a diversity of perspectives and concepts from scholarly





articles, books, journals, open-source resources, and institutional reports have been analysed from vastly diverse geographical contexts. (Target achieved: researching in different academic databases including open source and accessed through institutional subscriptions).

The core outputs from the literature review that were produced internally to present, discuss and disseminate includes Zotero bibliographies, annotated papers, powerpoint presentations and a 'reader' of selected sources. Moreover the consortium has produced: a summary, definitions and case studies.

1. Open-access Zotero library: All reviewed and analysed papers, books and articles have been collected into a Zotero group where each source has been tagged with relevant keywords and signposted with key information relevant to socially situated architectural pedagogy. The Zotero databases ( one in English language and one in Spanish language) are open access and include several attachments to the sources.

Link to Zotero Library (English):

[https://www.zotero.org/groups/4916797/socially\\_situated\\_architectural\\_pedagogies/librariy](https://www.zotero.org/groups/4916797/socially_situated_architectural_pedagogies/librariy)

Link to Zotero Library (Spanish):

[https://www.zotero.org/groups/5011866/sarpe\\_esp/collections/F7WTI6SN](https://www.zotero.org/groups/5011866/sarpe_esp/collections/F7WTI6SN)

2. Annotated Bibliography: As a working document the team has created an annotated bibliography where the key papers have been summarised and consolidated. The link is give below: [https://www.dropbox.com/scl/fi/y46nw3ue0fvrjd0nn6hkh/Critical-and-radical-pedagogies\\_Literature-review-annotated- November-2022\\_SARPE.docx](https://www.dropbox.com/scl/fi/y46nw3ue0fvrjd0nn6hkh/Critical-and-radical-pedagogies_Literature-review-annotated- November-2022_SARPE.docx)
3. Annotated papers and powerpoint: Rigorous analysis of reading material has created a collection of scholarly material which are annotated and thus highlighting the key ideas discussed in the literature. The reading group at UNIPV also attached its analysis in the form of a presentation. We have included links to annotated papers and presentations thematically.

Critical Pedagogies:

<https://www.dropbox.com/sh/b5oj3ejf0edqrkv/AACCYvQkuFI7WZ9Hrgz0IRYGa>

Situated Knowledge

<https://www.dropbox.com/sh/sk6dfnzxwfi0d17/AABt3j3Ucw1YyBYfrSmEEY0va>



Commons, Commoning, pedagogy

[https://www.dropbox.com/sh/zu5otpnsgtap6xl/AADnAuanbeKpN7h\\_7-SXG3YMa](https://www.dropbox.com/sh/zu5otpnsgtap6xl/AADnAuanbeKpN7h_7-SXG3YMa)

4. Reader: UniPV has produced a reader highlighting the main quotes and annotated bibliography. It is a short book with selected versions of the key contributions to the field. Link to the reader:

<https://www.dropbox.com/sh/9u9hcdexmu5vbyj/AACXo7q2kMavGm3frDWiOYAgA?dl=0>

5. Glossary: All definitions and concepts gathered through the literature review have been collated into a glossary which denotes the key and relevant words used in the conceptualisation of SArPe and beyond.

Link to the Glossary: <https://www.dropbox.com/scl/fi/c9bjw58khmz33eehxq4hz/SArPe-Glossary.docx>

All these materials have been shared internally and are available on Google Drive.

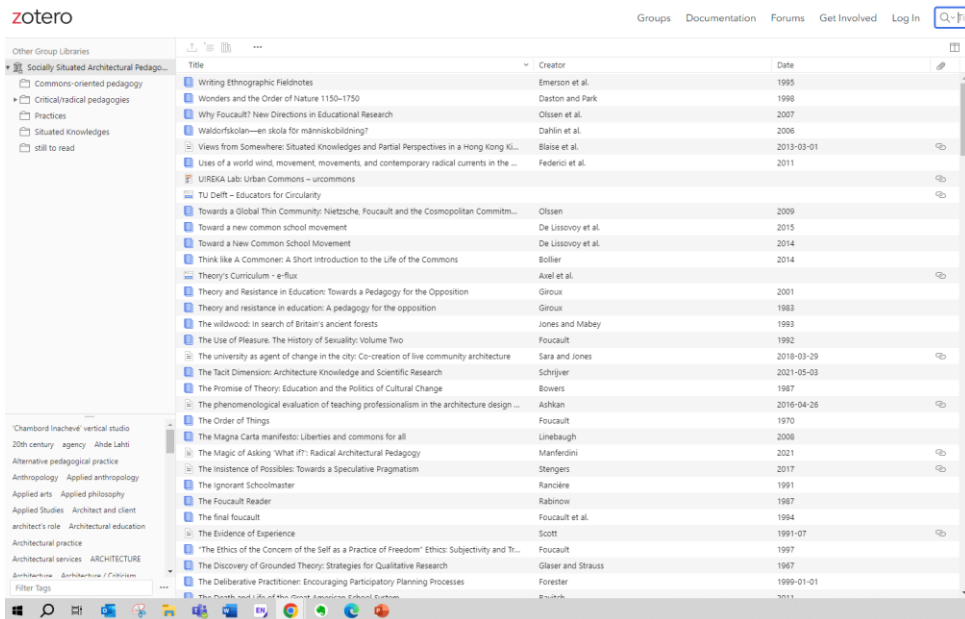


Figure 3: Zotero library for SArPe literature review (Source - SArPe, 2023)

These materials have been very useful to both staff and educators across institutions, in the process of shaping their teaching activities, designing modules and briefs. They have also proved very useful to learners: for example, they have acted as reading material for learners towards the summer school organised by UniPV in September 2023.



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Parallel activities also contributed to the task and their results are given below.

- Reflective Exercise:

This exercise was helpful to draw connections between lived experiences of the educators in various geographical locations and institutions to the theoretical concepts and ideas we have explored in the literature review. As a result, some critical reflections and discussions were generated highlighting the gaps and needs for socially situated, critical and radical interventions in architectural education.

The results of the exercise can be found in the link below:

<https://www.dropbox.com/sh/hukwawhg2lotat7/AABEtbgQ3qz-W8Avlfg-oAlka>

- Transcripts from semi-structured interviews conducted with learners of COMPO1 can be found below.

[https://www.dropbox.com/scl/fi/opvnwctz7f4zzxu21udj4/WP4.6.4-Semi-structured-interview-learners\\_italiano\\_TRANSCRIPT.docx](https://www.dropbox.com/scl/fi/opvnwctz7f4zzxu21udj4/WP4.6.4-Semi-structured-interview-learners_italiano_TRANSCRIPT.docx)

Consent form to conduct this activity:

[https://www.dropbox.com/scl/fi/r26nhy933zo02hx6ww7u1/WP4.6.5-Consent-Form\\_semi-structured-interview-learners\\_ITALIANO\\_v1.0.docx](https://www.dropbox.com/scl/fi/r26nhy933zo02hx6ww7u1/WP4.6.5-Consent-Form_semi-structured-interview-learners_ITALIANO_v1.0.docx)

Participant information sheet:

[https://www.dropbox.com/scl/fi/qq6hfcgmjzn8cokibd7lr/WP4.6.5-Information-Sheet\\_semi-structured-interview-learners\\_ITALIANO\\_v1.1.docx](https://www.dropbox.com/scl/fi/qq6hfcgmjzn8cokibd7lr/WP4.6.5-Information-Sheet_semi-structured-interview-learners_ITALIANO_v1.1.docx)