



Architectural
European Medium-sized City
Arrangement



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IO3
2021

Manual of best practices for a blended flexible training activity in architecture for higher education institutions



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This volume returns the results of the Intellectual Output 03 of the research project "ArchéA. Architectural European Medium-sized City Arrangement", with the aim of analyzing and restating the state of the art achieved in the field of flexible mixed training in architecture, strongly encouraged by the emergency period of the Covid-19 pandemic. The result is a collection of good practices carried out internally and externally to the ArchéA partner network, in the context of higher education institutions, made possible by new virtual tools capable of mediating teaching and mixed and flexible learning around the disciplines related to the project.

ArchéA. Architectural European Medium-sized City Arrangement

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Manual of best practices for a blended flexible training activity in architecture for higher education institutions

edited by Enrico Prandi and Paolo Strina

Urban Regeneration Towards a Polycentric City	
Lesson 1. IL METODO DI LUNGO CORSO DEL PROGETTO URBANO IN ITALIA E LA SCUOLA DI PARMA / THE LONG-TERM METHOD OF THE URBAN PROJECT IN ITALY AND THE PARMA SCHOOL	✓
By Carlo Quintelli	
Quiz 1	✓
Lesson 2. LA CITTÀ EUROPEA DI MEDIA DIMENSIONE: I CARATTERI DELLA FORMA URBANA / THE EUROPEAN MEDIUM-SIZED CITY: THE CHARACTERISTICS OF THE URBAN FORM	✓
By Marco Maretto	
Quiz 2	✓
Lesson 3. TECNICA DI RIGENERAZIONE URBANA ATTRAVERSO LA DENSIFICAZIONE STRUTTURATA DEL SISTEMA DELLE CENTRALITÀ (TDSC) / URBAN REGENERATION TECHNIQUE THROUGH THE STRUCTURED DENSIFICATION OF THE CENTRALITY SYSTEM (TDSC)	✓
By Enrico Prandi	
Quiz 3	✓
Lesson 4. ESEMPI APPLICATIVI DELLA METODOLOGIA TDSC: IL PROGETTO PER BOLOGNA / APPLICATION EXAMPLES OF THE TDSC METHODOLOGY: THE PROJECT FOR BOLOGNA	✓
By Paolo Strina	
Quiz 4	✓
Lesson 5. ESEMPI APPLICATIVI DELLA METODOLOGIA TDSC: IL PROGETTO PER AACHEN / APPLICATION EXAMPLES OF THE TDSC METHODOLOGY: THE PROJECT FOR AACHEN	✓
By Giuseppe Verterame	
Quiz 5	✓
Compito / Assignment	✓
Glossario / Glossary	✓



Lesson 1. IL METODO DI LUNGO CORSO DEL PROGETTO URBANO IN ITALIA E LA SCUOLA DI PARMA / THE LONG-TERM METHOD OF THE URBAN PROJECT IN ITALY AND THE PARMA SCHOOL

By Carlo Quintelli

PREVIEW EDIT REPORTS GRADE ESSAYS



Video

You will not see the progress bar because you can edit this lesson



Fig. 01 The structure of the UNIPR's online course into the MOOC of the research programme ArchéA
Fig. 02 Homepage of the UNIPR's lesson into the ArchéA's online course

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Enrico Prandi The teaching of Architecture and the online Learning

University of Parma, Italy

This chapter of the manual intends to reconstruct the path that prompted us to tackle this topic within the ArcheA project.

Upon external request – the call provided for the obligation to follow the directives of the new EU Modernization Agenda for Higher Education (2017) which set among its objectives, in addition to that of increasing the competences and high quality skills of the participants in their own field of studies, the increase of Open Education and Innovative Practices in the digital age – we have imagined how to introduce information technologies in the teaching of architecture.

Teaching of architecture and teaching of the architectural project

Architecture is a discipline of synthesis of different knowledge: it is by definition composite and made up of a part of basic theoretical knowledge and a characterizing part of practical experimentation based on laboratory design activity. Theoretical training is essential and has implications in the practical-planning one. The architectural project must be able to synthesize all the theoretical knowledge (historical, social, technical, technological, etc.) assumed in the other teachings. This aspect is fundamental in the distinction of two different teaching methodologies on which the considerations relating to the modernization of teaching methods will fall.

If the theoretical knowledge in architecture follows teaching methodologies not dissimilar to any other knowledge, humanistic or technical-scientific, for which teaching through the aid of ICT has already undergone extensive experimentation, in the case of the laboratory teaching of the project things appear less obvious and above all lacking in extensive

experimentation.

In the first case, in fact, we have gone from blackboards, projection transparencies and projection of images on slides, to computers and screens in which to project the content of an electronic presentation (such as Powerpoint). In the teaching of the project, on the other hand, the laboratory activity based on doing (on a constant and repeated teacher-student interaction) was affected less by the information revolution which mainly affected the tools of design and representation of the project. If, in fact, until the 1980s-1990s, the representation was based on manual drawings that the student traced directly on the sheet, the advent of the computer led to the appearance of CAD (Computer Aided Drawing) software with which students they design after placing the executive phase delegated to large format printers. In the first phase, therefore, only the drawing tools were replaced, while the methodology of the teacher-student (or student-student in the case of working in groups) iteration remained substantially the same, i.e. the discussion and criticism of the project directly on the sheet of paper. In this first phase, the laboratory classroom was essentially devoid of information technology just as the students had a desktop computer usually at home.

As computer science spread, CAD software evolved to incorporate complex solid modeling functions, students equipped themselves with affordable laptops, the fast, stable and widespread internet network, we witnessed the change of landscape of the classroom-laboratory now equipped with personal computer technologies: in practice, the desks on which until sometime before one drew directly have become simple supports for computers or sheets.

The inevitable point of arrival is now the design directly on the computer by sharing drawings (even with the teacher) and the critical discussion of the project made directly on the screen: in this phase, freehand drawing becomes an action of cultural resistance so that the student does not lose control of the drift shape, the latter very evident in the case of the CAD drawing. The latter, in fact, in the hands of the student architect, in the training and critical acquisition phase, from “design aid” risks becoming “design aid” with all that follows. Students often let themselves be carried away by the facilities that software has to the point of adopting pre-established solutions that should be the object of conscious design. This leads to homologation and formalism.

The possession of a personal workstation, the always active connection via smartphone or computer, is an advantage above all from the point of view of teacher-student and student-student communication. The project material can be shared with the class group and easily shown and discussed in the presence of the students of the laboratory. The thing that was difficult was a criticism of the project which, going beyond the maieutics of words, allowed direct interaction with the project; in practice what is usually done by explaining itself with the same classic language of the project by tracing lines on the sheet to correct or integrate it.

The modernization of the teaching of the architectural project

On this aspect, at the time of the construction of the application (2017), we had set ourselves the goal of experimenting with the introduction of information technology during the design phases identified in the research path. In addition to the in-depth seminars and multiplier events, we had planned, in fact, two project workshops in the presence (one held in Bologna-Cesena and one held in Aachen). To solve the problem of drawing directly on the computer screen, we assumed the use of a monitor with touch functions and related digital pen (large enough to allow sharing in person) to allow “remote” reviews of projects by students not directly involved. The Workshop provided for the direct involvement of a limited number of students (6 per site for a total of 30 students plus 12 tutors) to be transferred to the two locations of the Workshops, the cities of Bologna and Aachen, while a higher number of students could follow the Workshop in its headquarters and make revisions to projects using this new equipment. In addition to this we had

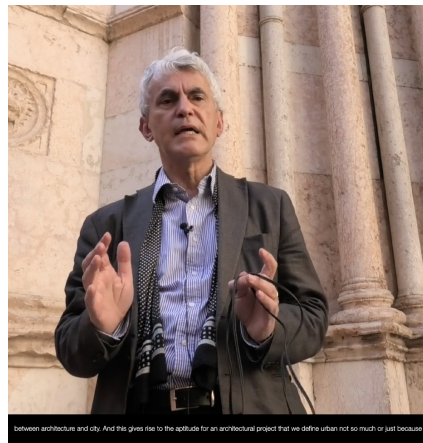


Fig. 03 Frame of the video-lesson edited by professor Carlo Quintelli

foreseen a platform for remote work identified in Adobe Connect, an Adobe Flash-based application that allows you to hold online meetings, serve as support for a teleconference, e-learning sessions, and collaborative content creation.

What has now become customary due to the Covid-19 pandemic, the ArcheA project had conceived 3 years earlier.

Although it was not possible to physically carry out the revision, during the Bologna Workshop (December 2019) a work session was tested in which the two Wacom interactive monitors were tested.

Aid of computer technology in teaching vs. new teaching methods

In Europe and in Italy in the universities involved in the partnership, since they are of a traditional “non-telematic” type, e-learning has never been very widespread and above all relegated to those humanities whose purely theoretical teaching allows an almost equal transfer of the program in e-learning mode.

The advent of the pandemic in the early months of 2020 and the consequent need not to interrupt studies (including university studies) has forced the adoption of systems for distance learning suddenly and often after courses have already begun.

Forced by the emergency and the prospect of lockdown, the different universities have relied on integrated solutions for the management of distance learning (known as platforms), the most popular of which are G-Suite for education, Office 365 Education, Zoom, Cisco Webex, Moodle.

ARCHitectural European medium-sized city Arrangement

DASHBOARD / MY COURSES / ARCHITECTURAL EUROPEAN MEDIUM-SIZED CITY ARRANGEMENT / SECTIONS / URBAN REGENERATION TOWARDS A POLYCENTRIC CITY / QUIZ 4 / PREVIEW

Question 1

Not yet answered

Marked out of 1.00

Flag question

question

Il progetto di rigenerazione urbana dell'Ex mercato ortofrutticolo di Bologna, sperimenta un modello di centralità urbana di ruolo metropolitano. Quali sono le peculiarità di questo tipo di centralità? / The urban regeneration project of the former fruit and vegetable market of Bologna experiments a model of centrality of a metropolitan role. What are the peculiarities of this type of centrality?

- ☐ a. La centralità urbana di ruolo metropolitano si relazione all'interno di un sistema di relazione policentrica. Il riferimento adottato dalla ricerca Spinner 2013 è la stazione./The urban centrality of a metropolitan role is related within a polycentric relationship system. The reference assigned by the Spinner 2013 research is the station.
- ☐ b. La centralità urbana di ruolo metropolitano assume come riferimento il centro direzionale inteso come sede polifunzionale di attività amministrative, governative e di rilevanza metropolitana. Esempio è la sede della Regione Emilia Romagna, progetto di Kenzo Tange./The urban centrality with a metropolitan role takes as a reference the business center intended as a multifunctional seat of administrative and governmental activities of metropolitan significance. Example is the headquarters of the Emilia Romagna Region, designed by Kenzo Tange.
- ☐ c. Per centralità urbana di ruolo metropolitano si intende un tipo di centralità in grado di collegare parti di città. Il riferimento è il centro civico./Urban centrality with a metropolitan role means a type of centrality capable of connecting parts of the city. The reference is the civic center.
- ☐ d. La centralità urbana di ruolo metropolitano interagisce con un contesto vasto composto da due entità: la città e il suo hinterland. Essa rappresenta l'anello di congiunzione tra queste due dimensioni. Assume, inoltre, un carattere fortemente rappresentativo del suo ruolo./The urban centrality of a metropolitan role interacts with a vast context composed of two entities: the city and its hinterland. It represents the link between these two dimensions. In addition, it assumes a strongly representative character of its role.
- ☐ e. La centralità urbana di ruolo metropolitano si pone nel contesto in cui si insedia come anello di congiunzione tra hinterland e città, tra paesaggio metropolitano e urbano. Essa si confronta con un contesto urbano, un ambito e un campo di centralità ad alta vocazione intrinseca metropolitana, condizione quest'ultima rilevabile sia nella città di Bologna divenuta Città Metropolitana nel 2014 a seguito della cosiddetta Legge "Delfino", che nel quartiere Bologna in cui persiste l'area di progetto. Essa assume funzione prevalente direzionale all'interno dell'area vasta di riferimento./The urban centrality of a metropolitan role arises in the context in which it is established as a link between hinterland and city, between metropolitan and urban landscape. It is confronted with an urban context, an area and a field of centrality with a high intrinsic metropolitan vocation, the latter condition detectable both in the city of Bologna which became a Metropolitan City in 2014 following the so-called "Delfino" Law, and in the Bologna district in which the project area persists. It assumes a predominantly managerial function within the vast reference area.

QUIZ NAVIGATION

1 2 3

Finish attempt ...

Start a new preview

Fig. 04 Screenshot of the multiple choice quiz useful to the student's learning check

Regarding the latter, Moodle, (acronym for Modular Object-Oriented Dynamic Learning Environment, an environment for modular, dynamic, object-oriented learning), the ArcheA project has produced a MOOC (Massive Open Online Courses), an online course open dedicated to a large number of users on research topics. Please refer to the article “The ARCHEA online Course on the themes of Urban Design. A teaching / learning educational path” by Lamberto Amistadi and Enrico Prandi in this manual.

Moodle (born in 2002 as a personal project of a researcher from Curtin University in Australia) is a very popular platform in university teaching due to its flexibility of use, while other systems widespread especially in the United States are Coursera: created in 2011 by two professors of Stanford University, EdX: created by the Massachusetts Institute of Technology and Harvard University. EMMA: created in 2016, it is a European-wide platform.

In the acceleration due to Covid-19, most teachers have looked for a viable way to transfer teaching online that they used to do in front of students a few weeks earlier, progressively refining the contents and methodologies.

If the Moodle platform - in Parma in use for some years with the name of Elly - was underused or relegated only to some aspects of university

teaching (for example the use of the calendar for events, for notices, communications, or the final delivery of works) has begun to be populated with video content, presentations, handouts, etc.

Furthermore, the provision of Microsoft Teams with the possibility of sharing the screen has made it possible to remotely transfer the usual review activities of the project in progress. Personally, after the first week of asynchronous reviews (the students uploaded the project drawings in PDF to Moodle and the teacher provided a review by writing or drawing directly on the PDF files or by inserting comments or notes) we started to carry out synchronous reviews using the same procedure made available by the Moodle “Task” module. A series of difficulties emerged immediately, including:

- the size of the screen (> 24-27”) is decisive for being able to see the drawings;
- the possibility of writing (or drawing) directly with the pointer is limited by the difficulty of writing with the mouse.

The second difficulty is adequately solved by placing a digital pen next to the mouse. The latter have now reached high levels of precision and represent an excellent solution. At this point, however, the question arises of how to draw or write with a digital pen. Many computers now have touch screens that also work with digital pens but are

very often of limited size: even tablets with touch functions (such as iPad or Microsoft Surface) rarely exceed 13".

To make the act of digitally drawing on the project possible, a large touch table-monitor would be needed (consider that often the architectural drawings are in ISO A1 or A0 format with consequent costs in exorbitant equipment).

Apart from the aforementioned costs, the solution described above has the advantage of replicating a project teaching methodology that has already been widely tested because it is the one that has always been adopted in architecture schools. In practice, we work with the traditional methodology on digital

sheets with digital pens.

So far we have considered teaching architecture design as a mere online transfer of what has always been done in the classroom.

We know, however, that real online courses are designed and designed for that purpose.

The experimentation is extensive as well as the available documentation that we report below.

Documents	Author/s	Purpose
UAccess_Learning Guidelines_for_eLearning_Content_Creators	University Information Technology	Provide information on the courses and the methodology
E-learning methodologies A guide for designing and developing e-learning courses	FAO Food and Agriculture Organization of the United Nations	Provide information on the courses and the methodology
Blended course design: a synthesis of best practices	Patricia McGee, The University of Texas; Abby Reis, The University of Texas	Provide best practices on course design
Provide best practices on course design	UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific	Provide information on ICT in education and training
Using ICTs and blended learning in transforming technical and vocational education and training	Commonwealth of Learning; Latchem, Colin	- augmented reality aid with web interface for the digitization of review processes
La didattica post-Covid	Fondazione CRUI. Laboratorio permanente sulla didattica. Gruppo di Lavoro sulla didattica post-Covid	Provide information on state of the arts on teaching (with glossary)
The State of E-Learning in Higher Education: An. Eye toward Growth and Increased Access	EDUCAUSE Center for Analysis and Research	
E-learning in European Higher Education Institutions	EUA. European University Association	

However, in the case of architectural disciplines and the project, the matter becomes complicated by virtue of the specificities that were emphasized at the beginning of this paper.

Many authors ask themselves serious questions about whether it is even possible in epistemological terms to teach architecture online.

Since the start of the Covid-19 pandemic, the number of reflection events (usually Webinars) on the topic

of online teaching in the field of architecture has undergone a decisive acceleration, demonstrating an attempt to modernize the teaching of the project and of its techniques albeit caused by the fear of new lockdowns.

Webinar/Seminar	Organizer		Link
What is good online learning in architecture?	AASA – Association of Architecture Schools of Australasia	Steven Feast (Curtin University) – Lessons From Existing Online Programs Dr Jason Crow (Monash University) – Virtual Environments: taking studios online Dr Mohammed Makki (University of Technology, Sydney) – The Conference Approach: application in teaching Elizabeth Strauss (Curtin University) – Engaging Students Online: overcoming separation anxiety. This session will be moderated by Professor Chris Knapp	https://aasa.org.au/news/188/aasa-webinar-what-is-good-online-learning-in-architecture
Online Learning and Teaching in Architecture			
Date: Friday, 3 April 2020 Session Time: 12 noon Melbourne/Sydney Time			

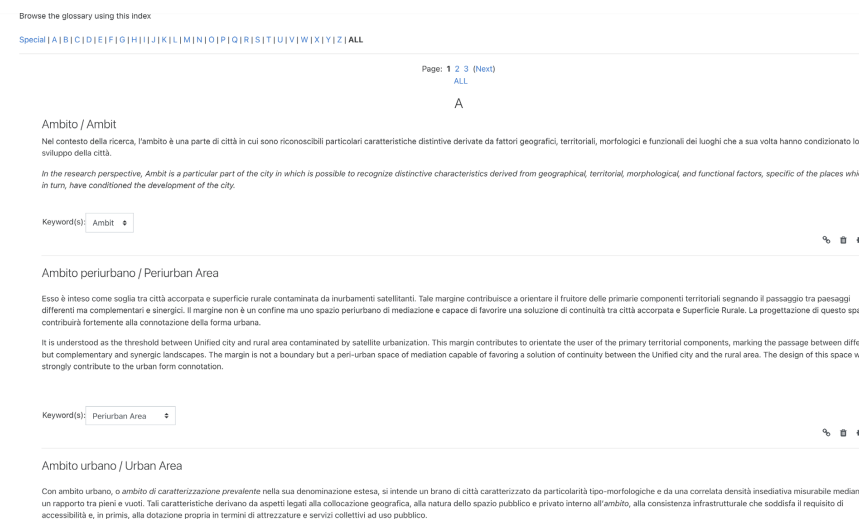


Fig. 05 Screenshot of page dedicated to the glossary into the ArchéA's MOOC

Teaching Architecture Online - Tools and Strategies	KTH-Royal Institute of Technology	Chairman: TODOR STOJANOVSKI (KTH, Royal Institute of Technology)	https://www.youtube.com/watch?v=C-RrVdFhDtg&fbclid=IwAR2cV3dGQXhgZ99zyk0ln6biSu5J3DnNb-
International synchronous online seminar		Presentations: KARL KROPF (Oxford Brookes University), Zoom for design tutorials: tools and management TERESA MARAT-MENDES (Lisbon University Institute), Teaching urban form through the lens of sustainability MARCELLO BALZANI & LUCA ROSSATO (University of Ferrara) Teaching architecture inside the point-cloud LAMBERTO AMISTADI (Bologna University), ArchéA: a blended circular teaching/learning programme ALESSANDRO CAMIZ (Özyeğin University), Aligning online review tools and learning outcomes GIORGIO VERDIANI (Florence University), From 1:1 meetings to team collaboration in CAD environments MALGORZATA HANZL (Lodz University of Technology), Increasing student's involvement in urban design FREDERICK BIEHLE (Pratt Institute), Simulating space and time with Google Earth TOM RANKIN (California Polytechnic University), Virtual walks in real places ELIAS SARANTOPOULOS (Özyeğin University), Custom tutorials, YouTube channel, peer-to-peer reviews	
Friday April 24th 2020, 16:00-19:30 (GMT+2:00)			
Kindly hosted by the KTH-Royal Institute of Technology ZOOM PLATFORM,			
Stockholm, Sweden			

Remote Teaching Workshops	European Association for Architectural Education - Education Academy Workshop (Education Academy)	WS1 2.00 pm Welcome and introduction to the workshop Johan De Walsche (EA main coordinator – University of Antwerp) Michela Barosio (Politecnico di Torino) FIRST SESSION: TOOLS FOR THE REMOTE ENTRY 2.15 pm A virtual abecedarium as cultural project at the basis of the Schools of Architecture in the distance learning. Pasquale Mei, Giorgia Carpi, Antonio Ingrassia, Ilaria La Corte, Elisa Pegorin Corso di Laurea Triennale in Progettazione dell'architettura Politecnico di Milano 2.30 pm A basic design studio experience in Minecraft education edition Aktan Acar, TOBB University of Economics and Technology, Department of Architecture, Ankara 2.45 pm Collective discussion 3.15-3.30 pm Break SECOND SESSION: APPROACHES TO REMOTE ENTRY 3.30 pm Spaces of Sounds İpek Avanoğlu, PhD, Sevgi Türkkan, Istanbul Technical University Faculty of Architecture 3.45 pm The beginning is mental, while the approach is personal Dr. Mohamed Sobhy M. Ibrahim Faculty of Architecture, Design and Built Environment, Beirut Arab University 4.00 pm Tout est projet. Integrating design principles in a 1 st-year online Design Studio: tools and methods Santiago Gomes, Rossella Gugliotta Politecnico di Torino 4.15 pm Collective discussion 4.45 pm Final Wrap-up Michela Barosio (Politecnico di Torino)	
The EAAE Education Academy launches a new series of three workshops focused on architectural design remote teaching issues.			
WS 1. 05.02.21, 2pm to 5pm CET (GMT+1) – Remote entry: First year experience (Moderator Michela Barosio)			
WS 2. 05.03.21, 2pm to 5pm CET (GMT+1) – Working alone, together: Organizing Group work (Moderators Mia Roth-Čerina)			
WS 3. 02.04.21 Judging from a distance: Final Jury and assessment (Moderator Patrick Flynn)			

		<p>5.00 pm Announcement of the next workshop</p> <p>WS2</p> <p>2.00 pm Welcome and introduction to the workshop</p> <p>Johan De Walsche (EA main coordinator – University of Antwerp)</p> <p>Mia Roth-Čerina (Faculty of Architecture, University of Zagreb)</p> <p>2.15 pm Session 1: COLLABORATIVE PLATFORMS</p> <p>Somewhere between a message and a medium: On transferring a design studio to an online learning environment: MIRO and the Incipient Raum</p> <p>Tomas Ooms</p> <p>Faculty of Architecture KU Leuven, Campus Sint-Lucas</p> <p>Serendipity and collective creativity in times of remote teaching: How to offer multiple teaching modes within and without a digital screen</p> <p>Milena Metalkova-Markova</p> <p>Porstmouth School of Architecture</p> <p>2.45 pm Discussion</p> <p>3.05 pm Break</p> <p>3.15 pm Session 2: OFF THE BEATEN PATH</p> <p>Far away, so close</p> <p>Riva Lava</p> <p>School of Architecture, National Technical University of Athens</p> <p>Out of the box: Explorations in Ocean Space</p> <p>Nancy Couling (Architecture) and Prof Vibeke Jensen (Art)</p> <p>Bergen School of Architecture</p> <p>The Art of Creating an Effective Online Collaborative Design Charette</p> <p>Nuala Flood and Alice Clancy</p> <p>NF – Queen's University Belfast; AC – University College Dublin</p> <p>4.30 pm Session 3: NEGOTIATING DIALOGUE</p> <p>The Neighbourhood 2020</p> <p>Sevgi Türkkkan and Ipek Avanoğlu</p> <p>İstanbul Technical University, Faculty</p>	
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There have also been many reflections published by scientific journals in the field of architecture as can be seen from the table below.

Documents	Author/s		Purpose
Reconceptualizing the design studio in architectural education: Distance learning and blended learning as transformation factors	Marta Masd�u Josep Fuses	International Journal of Architectural Research	
A Blended Learning Approach to the Teaching of Professional Practice in Architecture	Lindy Osborne, Queensland University of Technology		
Coronavirus Citt� Architetture. Prospettive del progetto architettonico e urbano / Coronavirus City Architecture. Prospects of the architectural and urban design	Carlo Quintelli, Marco Mareto, Enrico Prandi, Carlo Gandolfi, Universit� di Parma	FAMagazine. Research and Projects on Architecture and the City. Monographic Issue	Provide information on the experiences of teaching architecture online (33 experiences)
The Place of E-learning in Architectural Education A Critical Review	Nawara Mizban, Andrew Roberts Cardiff University	eCAADe 24	
E-Learning in Architecture Professional and Lifelong Learning Prospects	Juvancic, Matevz; Mullins, Michael; Zupancic, Tadeja Aalborg Universitet	E-Learning-Organizational Infrastructure and Tools for Specific Areas	
Evaluation of the online teaching of architectural design and basic design courses case study: College of Architecture at JUST, Jordan	Anwar F.IbrahimAhmed S.AttiaAsma' M.BatainehHikmat H.Ali Jordan University of Science and Technology, College of Architecture and Design	Ain Shams Engineering Journal	
The Tutors' Views on the Utilization of E-learning System in Architectural Education	Sidawi, Bhazad	European Journal of Open, Distance and E-Learning	
Architecture and Instructional Design: A Model for E-Learning	Elena Kays, Art Institute Online, United States	E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education	
E-learning for architecture	Rosalba Belibani, Stefano Panunzi	Gangemi Editori	
Is Online Learning Really the Future of Architectural Education?	Ross Brady		

E-learning-Oriented Software Architecture Design and Case Study	Peng Lu, Xiao Cong, Dongdai Zhou Northeast Dianli University, Jilin, China. Northeast Normal University, Changchun, Jilin, China		
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In addition, through the specific call for papers “best practices for a blended flexible training activity in architecture for higher education institutions”, we have selected additional cases.

Documents	Author/s
A Distributed Virtual Learning Environment (DVLE) for a Constructively Aligned Architectural Design Studio	Alessandro Camiz
Virtual and Parallel Exhibitions in Urban Planning Teaching. Conclusions from the use of augmented and virtual reality	Tomasz Bradecki
Virtual exhibition for design workshops. Some experiences at DiARC_ University of Naples “Federico II”	Renato Capozzi
Teaching drawing in a shared community	Laura Carnevali, Fabio Colonnese
Distance learning of designing high-performance, sustainable, intelligent buildings at the Faculty of Architecture of the Silesian University of Technology	JDariusz Masły
An Alternative Approach to Teaching Architectural History: Redrawing the Pedagogical Boundaries between Architectural History and Design Studio with Flexible and Blended Methods	Renata Jadresin Milic, Catherine Mitchell
Evaluation of the current situation of distance education, with reference to the own academic practice	Anna Kossak
Design and implementation of online learning process for complex architectural projects: a graduation project example during Covid-19 period	Özlem Erdoğan Erkarlan, Yenal Akgün
Architectural Design Studio activities in times of pandemic. Alternative models and tools for managing mixed-mode teaching	Veronica Ferrari
The architectural plan: Teaching and learning methods in social distance's times	Donatella Scatena, Zeynep Gulel, Sergio Amedeo Terracina, Virginia Volanti
Rarefied atmospheres	Esther Giani
International distance learning design experiences. Above the clouds, a project for a temporary event in the Bolognetta valley	Renzo Lecardane, Paola La Scala, Bianca Andaloro
Changing the Curriculum in Architectural Education: the Case of the Trans-African Dialogues Series	Maria Panta, Joseph Agyei Danquah
Beyond the screen	Antonino Margagliotta, Paolo De Marco, Sete Álvarez Barrena
BECC Laboratory in Tokyo. Urban landscape, urban regeneration. Interdisciplinary academic class	Olimpia Niglio, Tsuneaki Fukui
Distance teaching of the history of architecture and urban design?	Camille Bidaud

Growth Opportunity: Transforming Studio-Based Education through Digital Tools during the Global SARS- CoV-2 Pandemic at the University of Florida	Bradley Walters
Reinventing the pedagogy: about architectural and urban utopias. The experience of teaching the humanities and social sciences in a school of architecture during a pandemic.	Milena Guest, Roula Maya, Antonella Di Trani
Experimenting with a multi-partnership educational project in Cherbourg-en-Cotentin (in the department of la Manche, France)	Marie Chabrol, Anne Portnoi, Gabriella Trotta-Brambilla
ArchéA and the pandemic: the Cesena Campus experience	Lamberto Amistadi
The ArchéA online Course on the themes of Urban Design. A teaching/learning educational path	Lamberto Amistadi, Enrico Prandi
Design in the Time of Corona. An Experience Report	Timo Steinmann
Experiences with digital teaching formats during the COVID-19 pandemic at the Department of Spatial Design at the Faculty of Architecture, RWTH Aachen University, as illustrated by the course “Einführen in das Entwerfen” (Introduction to Design)	Felix Mayer
Blended training activities in on-line and on-site exploration of the urban structures	Michał Stangel
Didactics, seminars and workshops in virtual environments. UNIPR experience in teaching architecture	Paolo Strina
From pencil to mouse, from face to screen. A teaching experience in times of Covid 19	Pierre-Antoine Sahuc

An experimentation of the ArcheA Online Architectural Workshop: Aachen Case study

We have already said how ArcheA had foreseen in its development two Architectural Design Workshops to be held in person. The structure of the Workshop applied to architectural design¹ consists of an intensive design activity conducted, in a limited time (on average one week), by groups of students led by the managers (tutors and teachers). The continuous dialogue between students and teachers is the basis of the workshop activity which also includes moments of exchange of ideas, opinions, between the different groups².

In reflecting on the relationship between new technologies and teaching of the architectural project, the ArcheA project envisaged the purchase of computer equipment (graphic tablets / digital blackboards) by the various participating units that would facilitate the remote review of the activities design of the Workshops. The digital instrumentation was tested through some technical tests held between the research groups of the University of Bologna and the University of Parma. The Covid-19 emergency has imposed a change of program which in the ArcheA project was taken as a further unforeseen experimentation regarding the methods of remote project review resulting from the impossibility of being able to carry out the

second Architectural Design Workshop (Aachen, November / December 2020) in the usual way (i.e. in presence).

Instead of in the same place (or in relatively close places) the students and teachers of the Workshop, unable to move due to the limitations imposed by the emergency, participated through the Teams platform by connecting to the virtual general room of the Workshop: in turn the latter it contained 5 virtual rooms (classrooms-laboratory) to allow the work of the groups constituted by the respective universities to which they belong.

Project presentations and collective critical discussions were held daily in the virtual general room.

Although not in ideal conditions, this made it possible to complete the program envisaged by the candidacy.

Teaching Architecture Online: Development Prospects

As is known, in the period of city lockdown, Higher Education never adopted forms of distance learning based on sharing platforms (Microsoft Teams, Google Meet, Skype, etc.) mostly designed to allow remote meetings.

In many universities, teaching on the project was conducted through these platforms, often

with the help of other platforms (Moodle). A so-called asynchronous phase has passed to the so-called asynchronous phase in which teachers and students within the same class team have had the opportunity to interact simply by sharing the screen.

This is very far from designing a course directly online, probably based on differentiated and optimized teaching methods to ensure fluid learning. View the particularities that characterize the teaching of the project a huge step has already been taken even to those who do not have the opportunity to learn to design. To date there are many university initiatives³ (working groups, commissions, etc.) in which

we try to reflect on how to modernize the teaching of the project.

For the future, the University (traditional, the so-called in presence), the elective place for the search for advanced solutions, will be able to open spaces for reflection on how to set up the teaching of the project in such a way as to combine the advantages of the one (traditional) and of the other (online) method.

Architectural Design Workshop C3

(Aachen, 21-30 November 2020)



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Announcement of the selection of no. **30 students** enrolled starting from the Third year of the Master's Degree in Architecture who wish to take part in the Workshop entitled **Redesigning the medium-sized European city. The Driescher Hof in Aachen's periphery**, which will be held in Aachen, Germany from the 21 to 30 November 2020.

The Workshop, which will see the participation of a total of 30 students (6 from the Master's Degree in Architecture of the University of Bologna – Cesena Campus, **ITALY**, 6 from the Faculty of Architecture of RWTH Aachen, **GERMANY**, 6 from the Faculty of Architecture of the Silesian University of Technology, **POLAND**, 6 from the Master's Degree in Architecture of the University of Parma, **ITALY**, 6 from the Ecole Nationale Supérieure d'Architecture de Normandie, **FRANCE**) will be carried out in English and will involve a project for a defined area of the city of Aachen.

Fig. 06 Presentation of the Aachen's Workshop on the Archea's website

Notes

¹ For a further explanation see the monographic issue of FAM e-Journal entitled *Intensive Teaching for the Project* (No 26, 2014): dedicated to the intensive teaching of the project. Available at <https://www.famazine.it/index.php/famazine/issue/view/20>

² Our experience is based on the conduct of two LLP-IP - Intensive Programme Erasmus held in Parma in 2012 and 2013 by title **COMPACT CITY ARCHITECTURE**. See E. Prandi. - 1(2012), **COMPACT CITY ARCHITECTURE**. Historical city centre design in Europe / FAEdizioni pp. 1-92. E. Prandi. - (2014), **COMPACT CITY ARCHITECTURE**. Designing Centrality, regenerating the suburbs / L'architettura della città compatta. Progettare centralità, rigenerare le periferie / FAEdizioni pp. 1-120.

³ The writer was a member of the Innovative Didactic Commission of the Department of Engineering and Architecture of the University of Parma. Similar commissions work in almost all Italian universities.



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