

A laboratory of pedagogical experiments: architecture through the body

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Traditional practices for training first-year students in architecture, tend to rely on hard-core skill training, digitalisation and programmatic exercises. However, these pragmatic methods have shown low impact on student's creativity, experimental skills or spatial literacy.

This paper presents the empirical results of a pedagogical investigation conducted between 2017 and 2023 at "Fundamentals: Spatial explorations" a design laboratory at Umeå School of Architecture in Sweden.

The laboratory is staged as a pedagogical environment to initiate students in architecture, where the design process is at the center of the practice, and the human body is used as a main tool for exploration and design. Methods focus on iterative hands-on production, and include 1:1 spatial analysis, spatial performance, prototyping, material testing, phenomenological reading, and processual documentation.

The experiment has shown that methods for architectural pedagogy significantly promote student's creativity and their abilities on making. Also, abstract thinking has fostered drawing beyond representation. Finally, processual documentation has revealed the construction of architectural pedagogy as an architectural matter, that is, architectural pedagogy as architecture itself.

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Exhibition
Fundamentals
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