

Socially situated pedagogies as a strategy to innovate architectural curricula: the case study of SARPe and its first experimentation at the University of Pavia

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The authors discuss a pedagogical experiment that arises out of an ongoing Erasmus+ project titled “Socially Situated Architectural Pedagogies” or SARPe, which involves the Universities of Pavia, Istanbul, TU Delft and Malaga. SARPe project situates itself in 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). On that basis, it aims to critically analyse architectural pedagogy especially (but not exclusively) in architectural studio. It seeks to broaden reflections on how architectural curricula can reconnect to the outside world and, more particularly, how learners and educators (and their mutual positioning) engage with non-institutional stakeholders. Among other outcomes of SARPe, the authors reflect on the experience of coproduction of a second-year architecture studio at the University of Pavia. Here the studio is reimagined as a site for commoning of knowledge through collaborations with non-academic actors; challenging hierarchical position between learners and educators; and practice of dialogue. As such a transformative-relational methodology is highlighted which activates the traditional studio towards a socially situated pedagogical practice that promotes self-organisation, encourages active participation and destabilises hierarchies.

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