

OIKODOMOS. LEARNING FROM EXPERIENCE.

Mónica García



An interdisciplinary group of architects and teachers from the ETSAV (Escuela Técnica Superior de Arquitectura de Valencia) joined OIKODOMOS program in 2010-2011 academic year. Last spring semester, members from ETSAV group participated as external reviewers on tasks included in workspace Proximity.

Working in a virtual environment as OIKODOMOS means to extend our field of action, to approach the local to the global issue and to allow multiplicity of readings and answers from different points of view or different traditions in teaching.

OIKODOMOS provides access to a more complex educational space,

a meeting point of similar and different experiences that build a larger network. Thereby teaching is brought closer to the complexity of today's reality.

On the other hand OIKODOMOS highlights character of diffusion and impact of the work from students and teachers out of our universities. This aspect implies a high degree of motivation that would be unthinkable in any other way.

1. "Great Circle" map, 1945 Author: Mac Donald Gill. Publicity for "Cable & Wireless" (British telecommunications company). Static representation of the world around London.
2. "Facebook Map of the World", 2010. Author: Paul Butler. Representation of friendship activity.





External review. OIKODOMOS platform.

A traditional review, student-teacher meeting, means interaction and possibility to manufacture concepts or to organize information in the time and in the sequence of speech.

An external review through network space implies experimentation on new ways to communicate, as well as strategies to add stimulus by new mechanisms. Moreover it requires from evaluators a bigger degree of precision (to build the objectivity of the message to convey) and from students an increasing critical capacity in order to select in between plurality of received information.

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A clear protocol of action.

A clear protocol of action has to be established at four levels:

1. Action by author of tasks.

Teachers-authors have to fix tasks, objectives, even guidelines for future evaluators.

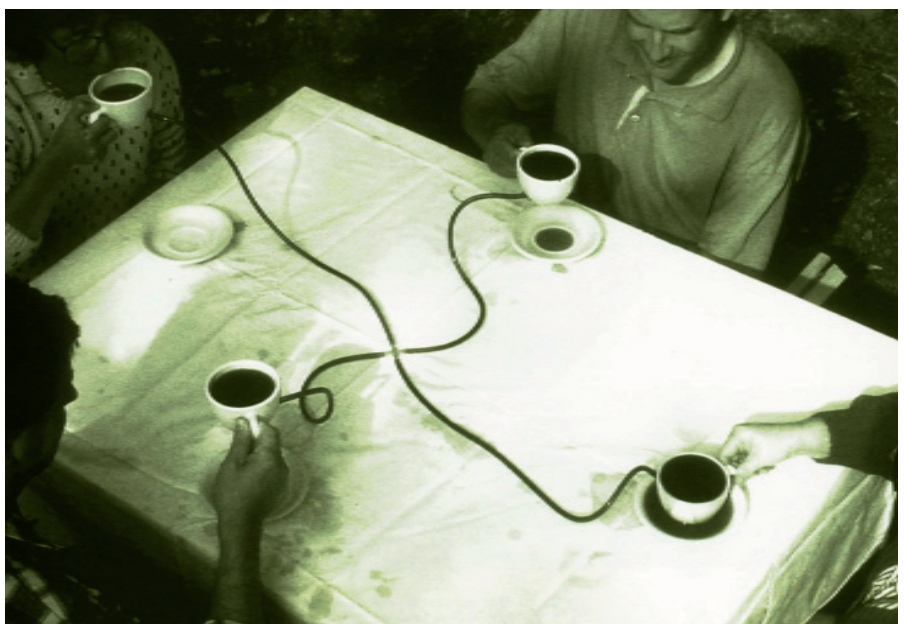
In studio proposed by Sint-Lucas School, working on the suburban area of Linden (Belgium), task, objectives, guidelines, were very clear.

2. Action of evaluators.

Before starting evaluation of a single exercise a global vision must be built in order to get Omniscient evaluator/s. Geographical and temporal distance can be helpful in the construction of a wider perspective that allows discerning the entire panorama of proposals.

In first place a transversal view through different exercises related to the same task provides knowledge about profile of participants in a concret studio.

3. Louis Kahn talked to his students. Rice University, 1968.



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5. Action of evaluators. Partial view.

6. Action of evaluators. Transversal view.

7. Action of evaluators. Longitudinal view.

8. Action of evaluators. Global view.

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		Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9
DESIGN STUDIO: EMPOWERING SUBURBIA										
LA21 TK1 Understanding of Proximity										
LA22 TK4 Mapping proximity: LINDEN										
LA22 TK13 Micro Urban Strategies										
LA24 TK20 Empowering Suburbia: Architectural Strategies in Linden.										

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In second place a longitudinal view gives general information about objectives of studio and sequence of different tasks.

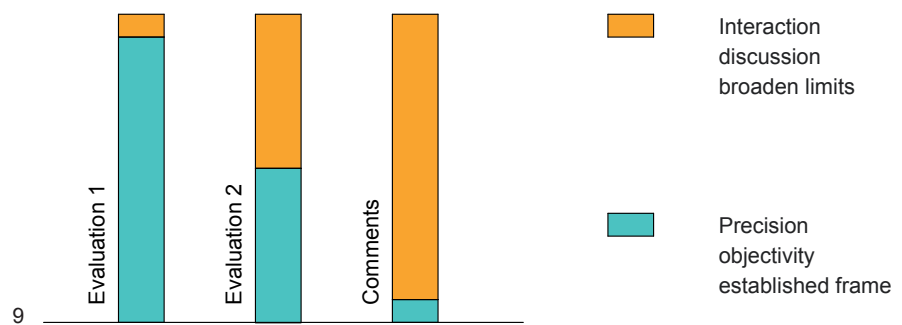
Once global criteria are set distribution of exercises can be done in between different evaluators and evaluation of single exercises can take place.

3. Exercises presented by students.

Works are presented usually on inherited supports that sometimes provide information difficult to be

read on computer screens. Perhaps incorporation of digital formats as video, or a sequence of still images at different scales would be more adapted to be watched on screens.

Another suggestion could be «not using only visual formats, but multi-sensorial formats». Perhaps replace text by sound (student voices, music...). Opportunities offered by new technologies have to be explored.



4. Structure of OIKODOMOS platform.

provides multiplicity of ideas, diversity, enrichment and interaction.

Evaluations from external reviews are structured in three levels:

1. Formal qualification (evaluation 1). It answers to previously established objectives. It requires a bounded response.
2. Reviewer comments (evaluation -2). It is a way to exceed these established frameworks and to enrich criticism.
3. General comments. They certainly encourage interaction.

The global corpus of OIKODOMOS evaluation system is very rich. It offers rigor at the same time that

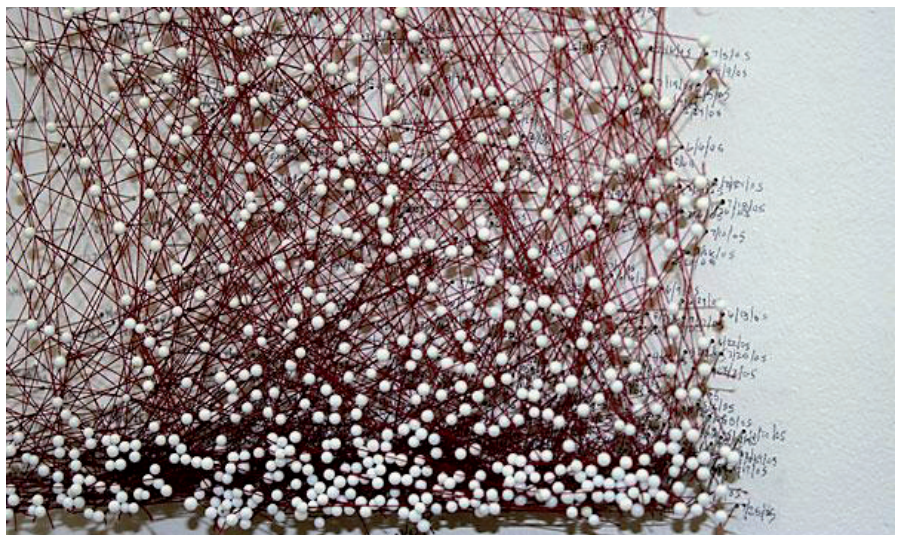
In conclusion

A piece of the artist Katie Lewis is proposed as metaphor of OIKODOMOS evaluation system.

On one hand it provides the rigor of specific coordinates, that could represent established basis by the platform OIKODOMOS and by authors of different workspaces and tasks. On the other hand a body of non-established relationships comes to rely on the previous structure. It gives musculature and consistency to the complete body.

9. Structure of OIKODOMOS evaluation system.

10. "201 Days". pins, pencil, thread; 84" x 48" x 1.5. Author: Katie Lewis is an artist who collects daily data through documentation processes and generates numerous strategies to transform information in a material system.



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