

Learning Methods on Heritage for Architects:

Creative Design Process for a Sustainable Built Environment

A. Introduction. Heritage, a central issue for future architects

Culture and heritage constitute the driven force to sustainability of the built environment, situated at the heart of urban renewal and innovation, becoming a key issue for training future architects. The fact that a substantial part of our built environment is already built, the population exponentially growing, and concentrated in the small areas of the cities, has brought forward the need to work with our preexistences. We cannot freeze the dynamics of human occupation; we can however learn how to assess the values it cherishes, and incorporate them to the design process, not as a limitation but as treasure design material for our proposals.

B. Contents

How can we address this key issue as architects?

While integrity of the process of heritage documentation and values assessment within design strategies are the foundations, creativity must also be integrated in this part of the learning/teaching methods, building up processes rooted in the specificity of architecture, its tools, internal logics of the discipline.

From the UNESCO Chair CREhAR at the School of Architecture of Seville University in Andalusia, we propose to present learning methods on heritage for architects.

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Since the foundation of the Andalusian government, cultural heritage has become a local resource, being the gate from we entail the other three vectors of sustainability -environmental, economic and social. A core part of the actual definition of its character, Andalusia has become a national reference in the 21st century.

The study is organized in four sections and intertwined by a diagramation.

1. Heritage and sustainability. Conceptualization, teaching/learning approach

As for the conceptualization framework, we establish a conceptual and updated approach to sustainability through heritage and how we can train educators to share this complex and fluid concept of heritage.

2. USE Architectural Higher Education.

Then we focus on Architectural Higher Education at USE, tracing the presence of heritage and sustainability. We analyze the specialized Master programs, together with reflecting on transversality of sustainability and cultural heritage within all the courses and modules of the main Grade on Architecture.

3. METHOD INNOVATION. Creative Practices at USE

In a third part we show creative practices in the context of methodological innovation, sharing concrete learning-teaching courses -both monographic and others where heritage appears as a transversal aspect- claiming research as an essential part of the design proposal. Both mandatory and elective, these courses intend to build up this methodological panorama on creativity through the contents, goals, methodologies, tools and results.

4. CHALLENGES

We finish with the challenges we face, as perceived from academia, institutions and professionals. Different agents involved in cultural heritage and sustainability are invited to offer their reflections on the challenges we face in order to get a better training.

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