

Urban Design

Berlin, Germany
1st – 8th June 2008

Background

From the 1st – 8th of June 2008 the European School of Urbanism and Architecture (ESUA) held a workshop on Urban Design in Germany. The workshop was organized with the Technische Universität Berlin.

The Berlin test course

The workshop in Berlin provided to the students all the necessary means to operate in a real life urban project.

The test course in Berlin was focused on Sustainable Urbanism related to existing real life projects. The design process was structured in relation with real architectural practice.

Goals of the workshop in Berlin

The outcome was for the students to produce a sustainable development plan for the selected site this way understanding and passing through all the stages of the design process.

The original application

The following description of the test course in Italy is a quote from Work Package 7 as described in the original application in february 2006:

- *Based on the curriculum & training methodology hypothesis the WP partners will in a workshop-style session work out a curriculum for their area of expertise, with respect to their experience and external input from users and related organisations. Then a well-defined part of the curriculum is chosen to translate into an intensive test course.*
- *The test course will be hands-on and related to an existing real-life project, to ensure industry participation and relevance to current challenges. Partner City of Gladbeck will use some of their planning challenges as a test case; WP partner Fundus Gruppe will provide a case study amongst their on-going projects.*
- *The partners Technical University Berlin and Royal Institute of Technology will provide their theoretical knowledge. Berlin will be responsible for the practical execution of the test course, in close cooperation with the other WP partners.*
- *Representatives from affiliated organisations (both industry and academic) will be invited to participate at the test course, to give their input both directly in form of lectures / workshops / projects to the students as well as indirectly in form of evaluation and criticism.*
- *The WP leader will after the test course write a report on, taking into consideration what has been done and input and reactions collected, from students, trainees and practitioners (see WP 7) as well as from affiliated organisations (local authorities, NGO's, etc).*
- *Finally the WP partners will after adjust their curriculum and training methodology proposal in accordance with the input and criticism recorded. The final curriculum module is then published, see also WP 6 Dissemination, to be freely used by any European educational institution.*

Programme

With curriculum sessions in red.

Saturday May 31:

13-17: Curriculum Committee Meeting . Allegra Hotel

18-20: Curriculum Committee dinner meeting

Sunday June 1:

09-13 Curriculum Committee Meeting Lehrter Strasse

13-17: Lunch, free time

17-19: Tutors meeting, Lehrter Strasse

19.30 -20.30 : All participants including students meet. Lehrter Strasse

Monday June 2:

09-12: Presentation of site, site visit.

12-13: Lecture

14-15: Lecture

15-17: Start-up of design studio.

17- 18: Lecture

Tuesday June 3:

09-13: Lectures on urban design, charrettes

14-15: Tour

16-18: Urban design studio.

Wednesday June 4:

09-12: Studio.

12-13: Lecture on NU.

14-15: Lecture on presentations.

15-18: Studio work

15-18: Parallel start-up of curriculum workshop

Thursday, June 5:

09-12: Design studio

Parallel: Curriculum workshop; theme urban design

12-15: Presentations of urban design projects (two groups)

15-16: Critique of proposals

16-17: Other urban design projects close to the site, presentation.

17-18: Presentation of the curriculum modules for urban design.

Friday, June 6:

09-12: Curriculum workshop

Parallel: Students prepare design proposals for documentation and publication.

12-13: Students present their completed presentations (all)

14-15: Presentation of curriculum workshop results (all)

15-17: Discussion on curriculum proposals, critique of the workshop process. This will be the final session with the students (all)

17-18: Tutors and partners discuss the module and the status of the curriculum

Saturday, June 7:

09-13: ESUA partner meeting

14- 19: EDUAC start-up meeting

Sunday, June 8:

09-18: Curriculum Committee meeting, recap, assignments. Lehrter strasse

Tutors

Aljoscha Hoffmann
Katharina Janke
Jasmin Heumann

List of participating partner representatives

Anne Doose
Stefan Bortnowski
Harald Bodenschatz
Karl-Heinz Maschmeier
Michael Stojan
Harald Kegler
Michael Mehaffy
Arne Sødal
Claus Zapffe
Joanna Alimanestianu

List of students

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5	Ge	Song	spongge@hotmail.com	China (TU Berlin)
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Workshop results

During the workshop the students produced in teams five different proposals for the studied area. Below there are presented some slides from their presentations:

Proposition 2

preservation of a traditional atmosphere

preserve the facade along the Lehrter Strasse
 preserve the garden-typologie along the Lehrter
 preserve the block-typologie
 creation of public spaces like plaza

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Legend:
 - Service/office
 - Habitation
 - Service/office
 - Service/office/habitation
 - special functions (cinema, exhibition area, library...)

Atmosphere

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Images of the site

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Proposition 1

preservation of a traditional atmosphere

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 preserve the garden-typologie along the Lehrter
 preserve the block-typologie

Legend:
 - Service/office
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 - Service/office/habitation
 - special functions (cinema, exhibition area, library...)



Data on the project:
Site area:55,000sqm
Floor area:66,500sqm
Building area:11,600sqm
Site occupancy index:21%
Floor to area ratio:1.21
Car plots: ca. 50.

Final master plan



Process plan



Private gardens



abstraction



transformation

Evolving block

Analyse

In a very early stage of our urban design process we consider the area of our project in wider perspective. We try to perceive the location not only from the point of our future ideas but how it can react according to them when we put our solutions into the concrete space and in real time. This approaching requires special methods which should be realized in the right scale. That can help us to achieve an effect which will be compatible with the ideas of new urbanism and sustainable development.

Before we started analyzing the area of our project we had looked on Berlin and its wide context. First of all, one of the important thing is the historic aspect of the city and its urban development process in the term of longer time, especially when it means about traditional forms of urban structures and buildings. We noticed characteristic for Berlin quarters with compilation of various form of backyard houses.

Secondly, we discussed the economic possibilities and needs of Berlin and in this case we noticed which kind of areas and facilities really needs this city. When for example about eight percent of office buildings remain empty, we need to think if this form of use will be really needed.

Finally, we did analyses of further or closer neighborhood and distinguished the most important points in the surroundings:

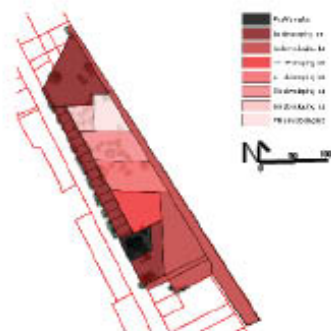
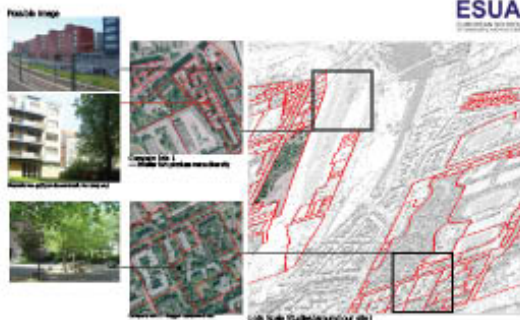
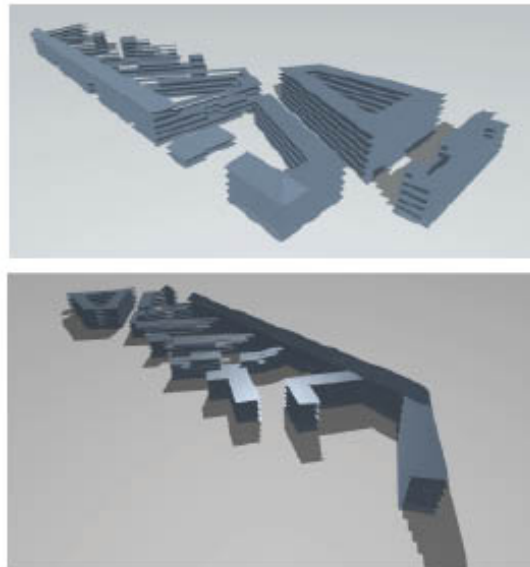
- Central Railway Station (Hauptbahnhof)
- sport facilities (stadium) and green areas around
- interesting housing quarters (Moabit)
- potential of the future Vivico's Master plan for Heidestrasse.

All this places mentioned above can bring additional positive value to the designing area (Lehrterstrasse).

Concept

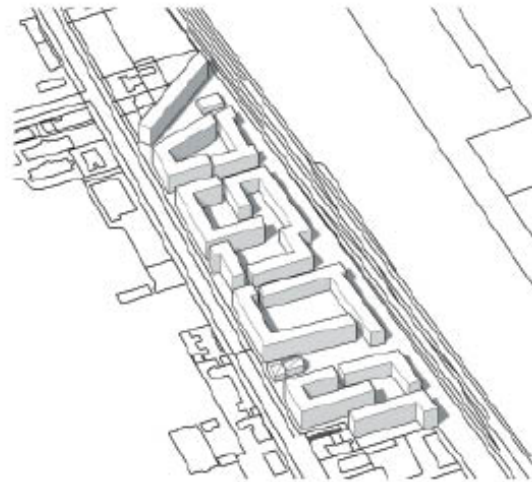
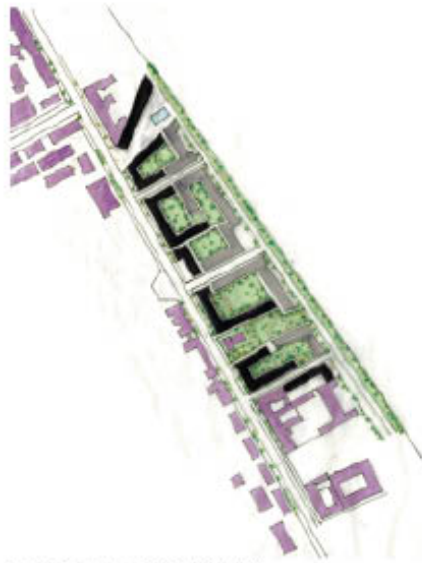
The idea of the project is based on careful analysis and discussion many possible variants, solutions and ideas. We propose:

- repairing the structure of Lehrterstrasse, which has a specific climate characteristic for Berlin, by continue a line of buildings along the street.
 - respecting for historic conditions by keeping historic buildings and relating them to the existing situation.
 - green gardens on the roofs of residential part as an interpretation of traditional idea of allotments. Overlapping gardens and buildings make a combination of using public and private space.
 - „sun orientated“ flats as a reason to
 - mixed use development (residential and commercial) along the main street and more residential in the backyards.
 - save energy and build a better atmosphere
 - locating a hotel on the south entrance close the railway track. Hotel can bring people from the Central Railway Station (Hauptbahnhof) which is situated about 10 minutes walk.
 - direct connection with the Central Railway Station only for pedestrians and bicycles.
 - hotel close to the future S-Bahn station.
 - integrated cultural function with other form of use.
 - green belt along the railway tracks as a north-south connection and also possible bike ways.
 - combination of public, semi public, private and semi private space.
 - easy access to the public transport by creating specific circulation system.
 - bike priority to reduce car traffic.
- There are only several advantages mentioned above. All the project is provided to be realized in longer term of time and can be built in several parts by different investors. That can allow to make profit by more investors and also local authorities.



<final design proposal>

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final design proposal / friday 060608
2 public squares with different qualities, living with private courtyards, new system of streets, connection to sports area, connection to new s-train stop, connection to new development to east, closing of streetfront, varying building heights, green belt along railway tracks.

<first ideas>

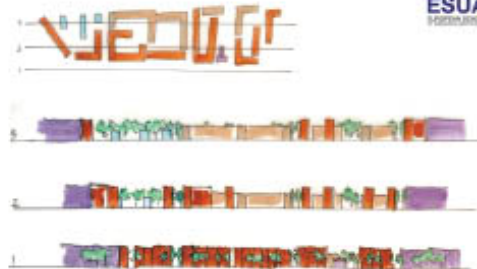
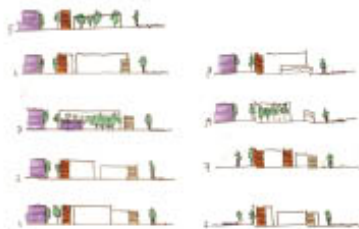
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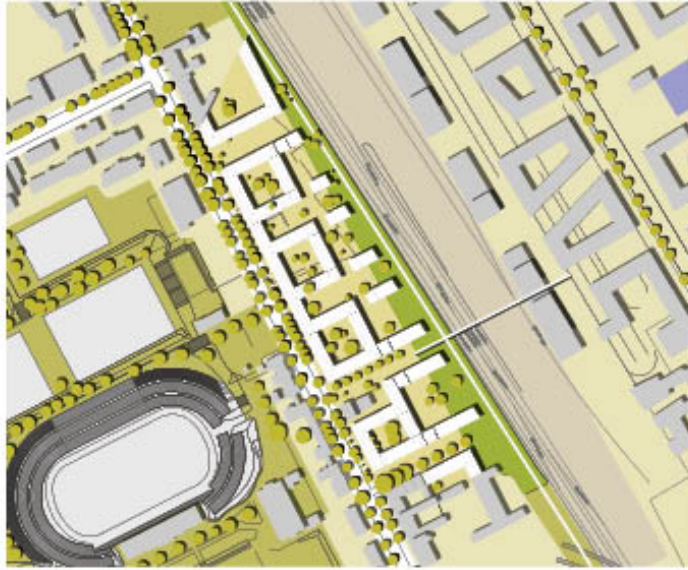
first design ideas + concepts / tuesday 030608

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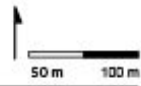
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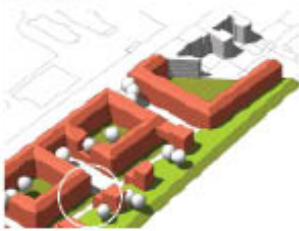
<Site Plan - Development Area>



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<Perspectives>



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Program Plan

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Student feedback

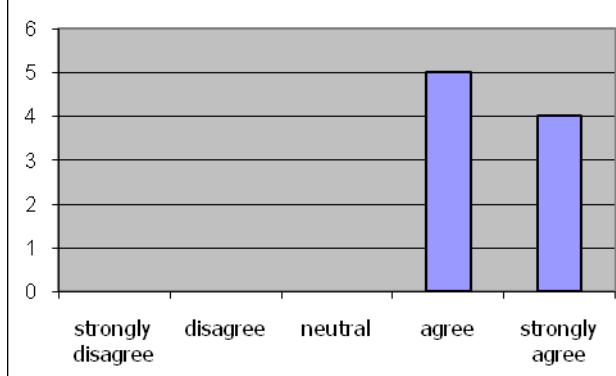
Feedback from the workshop and the ESUA project were harvested in four different ways.

1. Students were given an ESUA feedback form with 24 multiple-choice questions and 11 more open questions requiring more general answers and suggestions. The feedback form was based on the forms used for feedback at previous ESUA workshops, with several of the questions being similar, so that at the end of the project period the different stages of feedback can be compared. The content and results of these forms for the Berlin workshop is given below
2. The ESUA partner Technical University of Berlin created and handed out their own feedback form. The content and results of these forms is given in a separate attachment
3. Anne Dose at the ESUA partner Technical University of Berlin moderated an oral feedback session. The content and results of this session is given in a separate attachment
4. A group of selected students that have participated at the previous ESUA workshops is working on producing an independent student feedback report. This report will be attached to the this report once it is finalised.

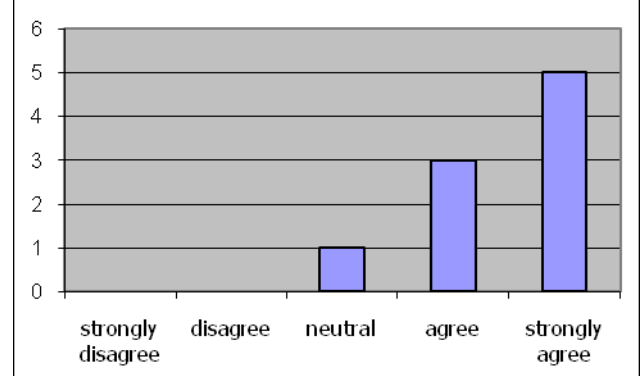
Nine students have delivered the students feedback form. A group of students are as of July 2008 working on an independent student feedback report, which will be attached to this report in a future version.

Below are the results from 24 multiple-choice questions given to the students in form of a questionnaire:

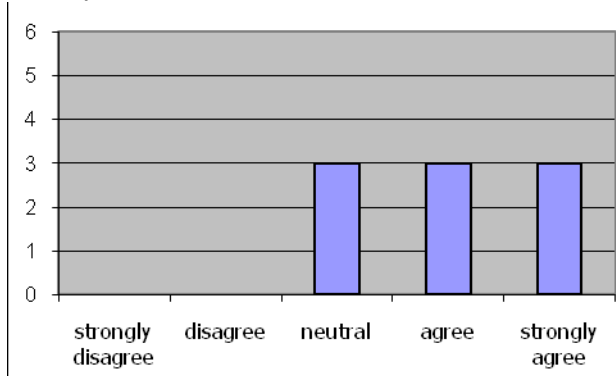
Question 1 - "The teachers were good at explaining things to us"



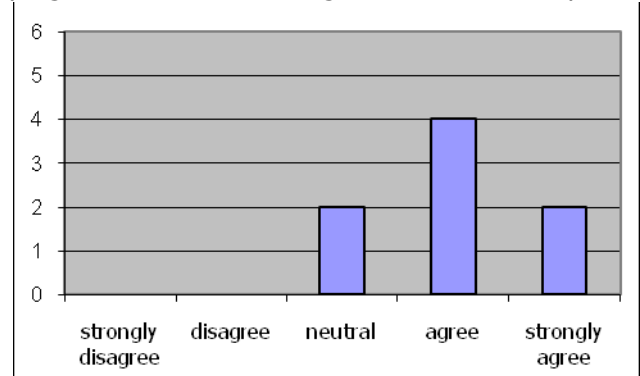
Question 2 - "The teachers have motivated me to do a good job"



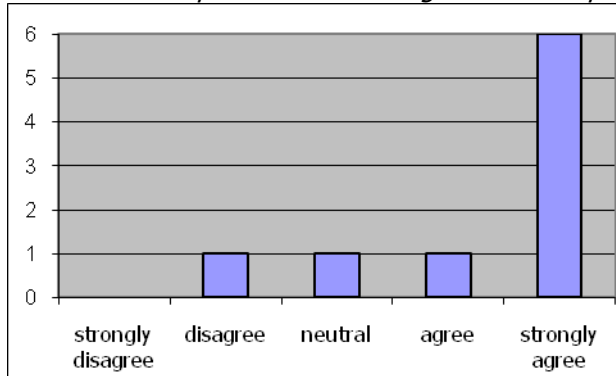
Question 3 - "This workshop felt important for my future profession"



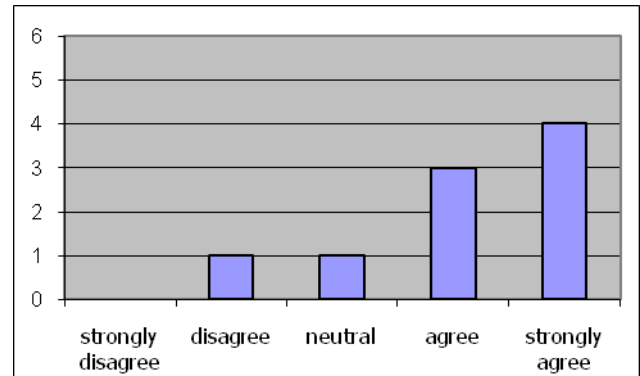
Question 4 - "For the most part I was aware of my progress in relation to the goals of the workshop"



Question 5 - "For the most part it was made clear to me what was expected of me during the workshop"

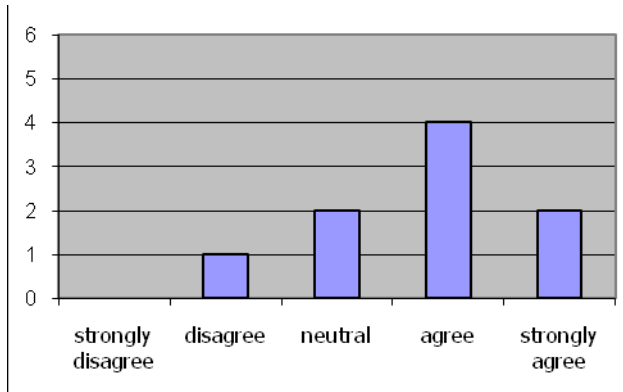


Question 6 - "I learn more during intensive workshops than I do during my regular university studies."

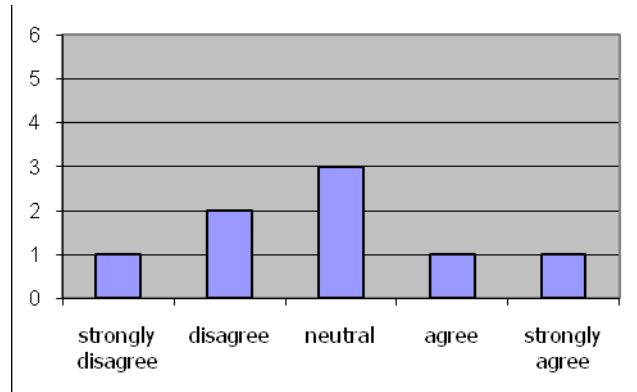


Question 7 - "Workshops are more fun than regular university studies"

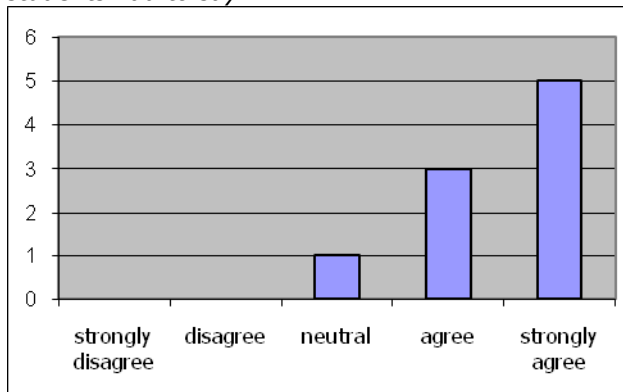
Question 8 - "We were allowed enough time to understand the things we had to learn"



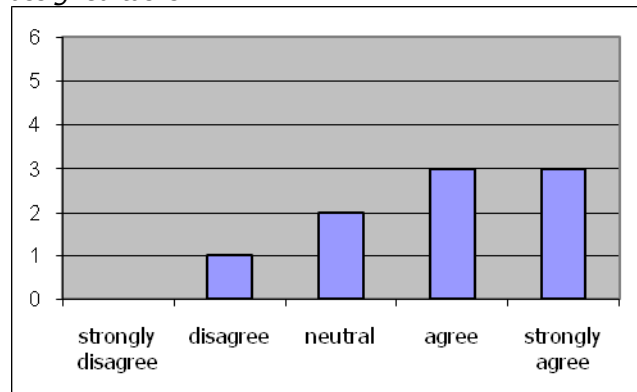
Question 9 – "The teacher listened to what we students had to say"



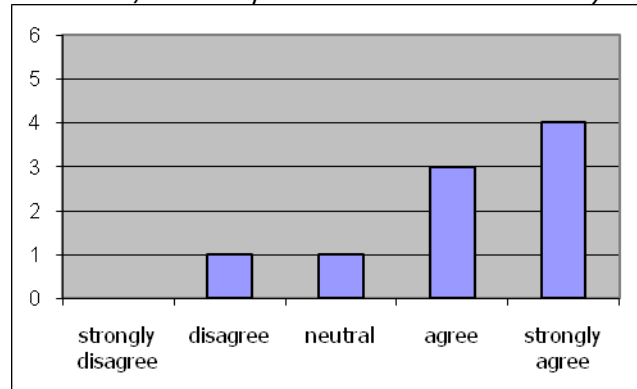
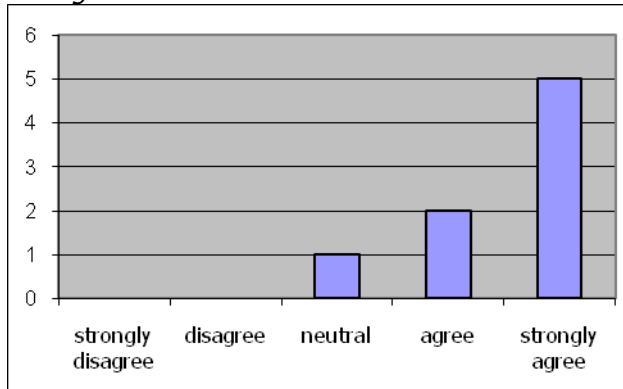
Question 10 – "I have devoted the necessary time to assigned tasks"



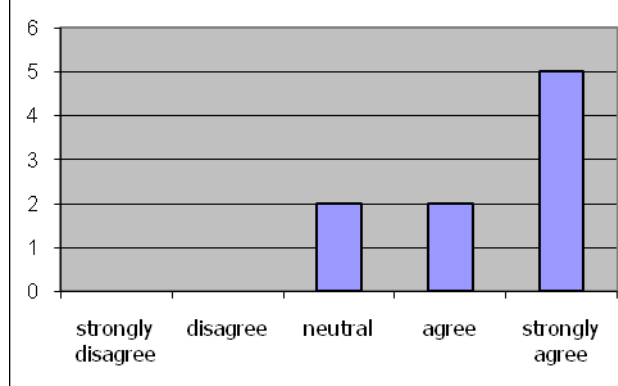
Question 11 – "The atmosphere in the class has been good"



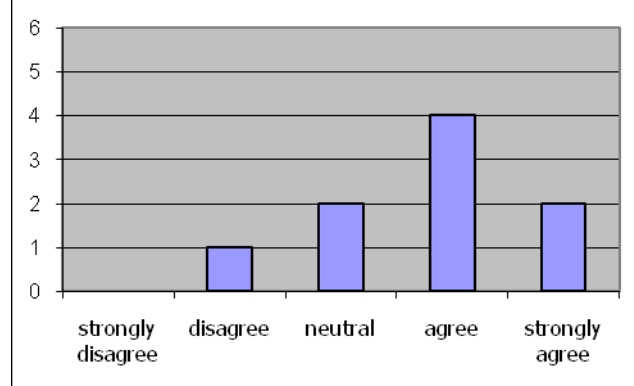
Question 12 – "The physical environment in the classroom / workshop venue has been satisfactory"



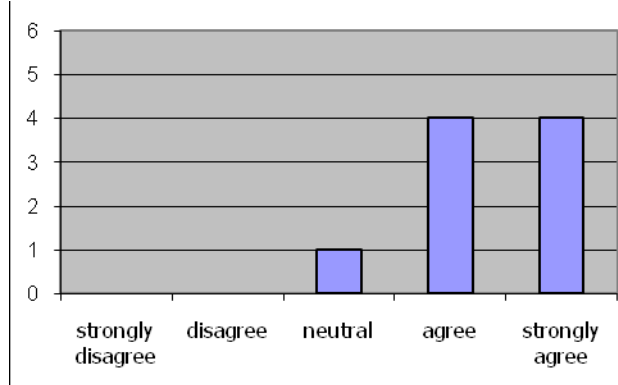
Question 13 – "The workshop has been relevant to my university studies"



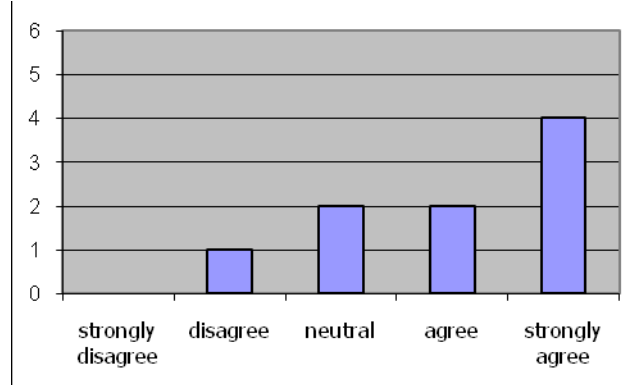
Question 14 – "The lectures have been interesting"



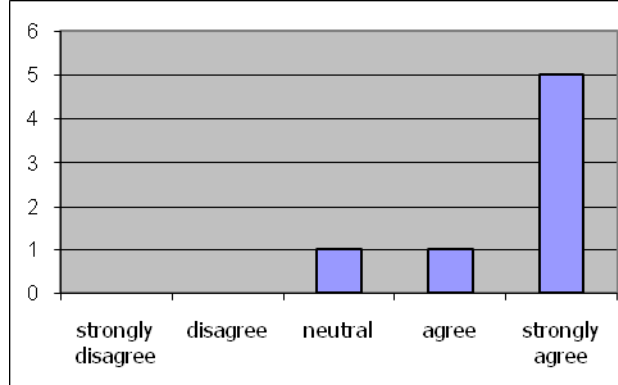
Question 15 – "There has been a good mix between assignments / work and lectures / information from the teachers"



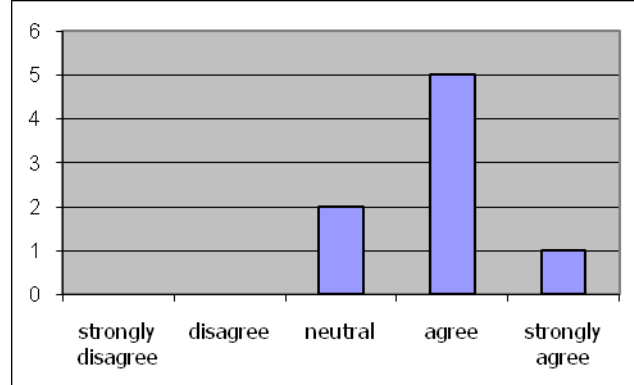
Question 16 – "The workshop has corresponded well to information given in advance / my expectations"



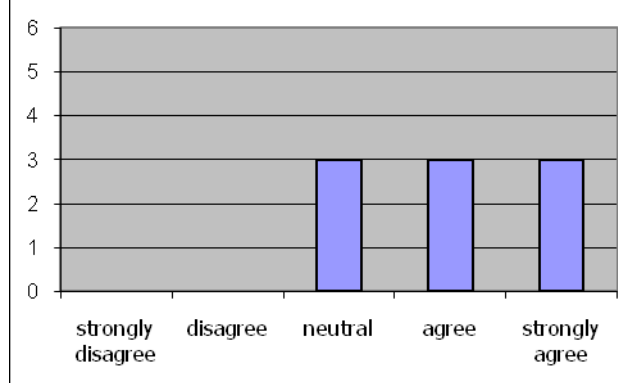
Question 17 – "I would like to learn more about the topics touched upon in the workshop"



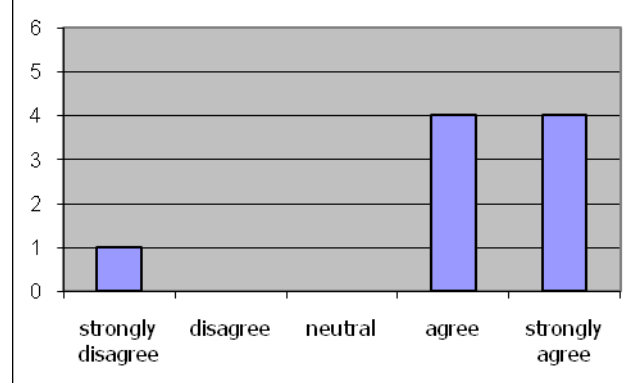
Question 18 – "The content of the workshop could form the basis for a one-year course at my architecture school"



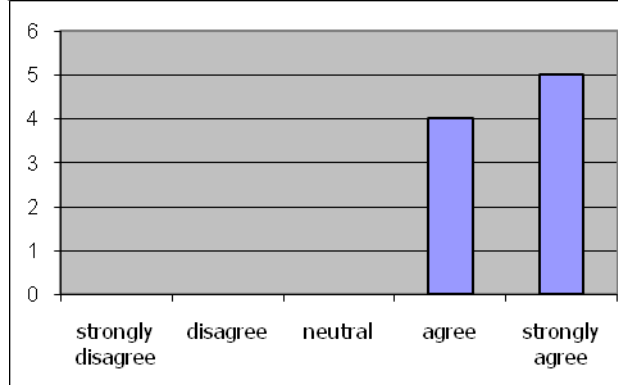
Question 19 – "I want to have more workshops as part of my current university studies"



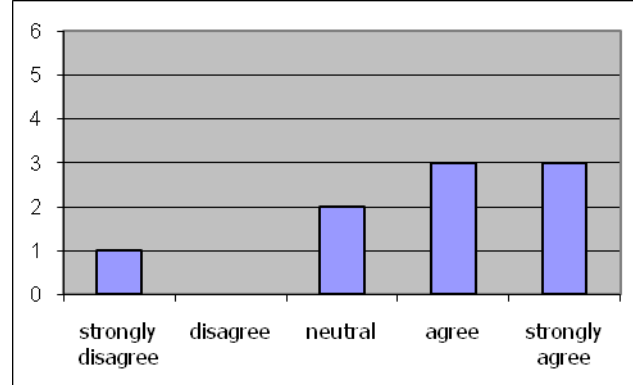
Question 20 – "I want to be involved in more real-life projects as part of my current university studies"



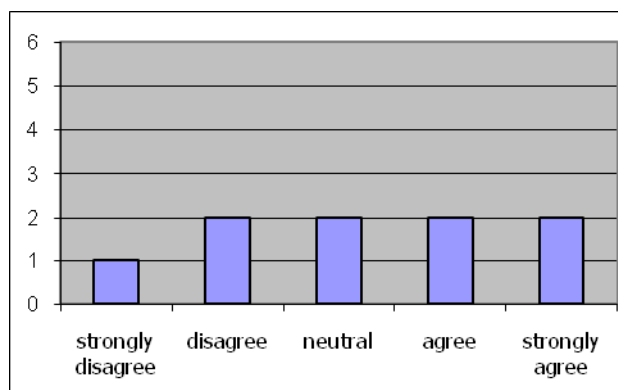
Question 21 – "I want to have more study tours as part of my current university studies"



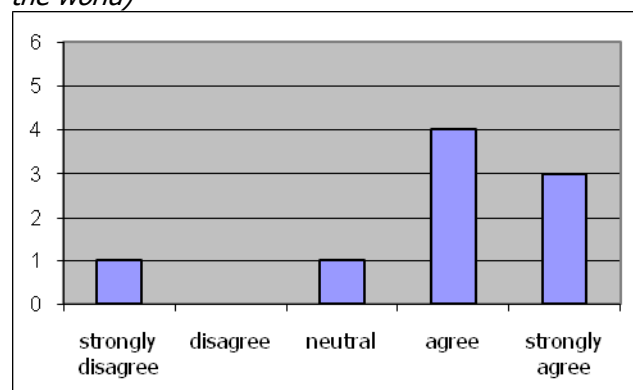
Question 22 – "I am satisfied with my current university studies"



Question 23 – "I consider myself primarily a national citizen"



Question 24 – "I consider myself primarily a European citizen (or: I consider myself a citizen of the world)"



In addition to the above 24 multiple-choice questions the students were given 11 more general questions to which they were encouraged to answer in their own words.

Question 1 – “The best part of the course / workshop, that should be developed further:”

- Working on design issues
- Group work
- Some lectures
- No stress
- Experience
- Combined lectures and design process
- Feedback in time
- Direct feedback from teachers
- Intense production
- Very good lectures & documentation
- Should focus more on the differences between different countries
- The up-to-date practices of urban design in Europe and other countries
- Documentation about other projects in the world, urbanism in Europe & the US
- Talk more about sustainable urbanism
- *"The discovery of different types of contrasts".*
- *"Maybe the workshop should last not 5 but 7 days with the same issues"*

Question 2 – “The parts of the course / workshop that should not be repeated – and why:”:

- More time between the presentations was needed
- Some of the lectures were too general
- Some contents of the lectures overlapped, they should be more clearly structured
- Short time: *"Timeframes should be more flexible. Maybe more time to see the things, especially for people who do not know the place."*

Question 3 – “Please describe some positive elements of your current (or past) architectural education. Please also relate your answer to the academic content and teaching methodology of your education.”

- Sensitive observation of context
- The respect of the urban fabric
- Workshops with international participants where one can gain experience from each other
- Design driven
- Integration of sociological, theoretical aspects in architectural education
- Scientific & systematic technology study
- Field trips
- Excursions
- Different types of project studio (not always only 'design' studio)
- Variation of subjects (seminars – lectures – projects)
- Professional lectures
- Group work
- (In China) *"...we learn the urban design laws and methods in different countries and analyse them according to different basic situations, then learn lessons from them. I think methods differ according to specific situations and cases in each design, maybe we should deal with that."*
- *"Lots of choice – you can put your own focus on classes you choose"*
- *"In my university we learn structures, urbanism, construction – not just the architecture philosophy (& methodology) then you've got another view of the architectural elements"*
- *"My school proposes during the 3 first years a mixture between workshops and normal projects. I make 2 workshops per year. The program associates the project and lots of courses like sociology, history of architecture, construction,..."*

Question 4 – “What is missing in your current (or past) architectural education? Please also relate your answer to the academic content and teaching methodology of your education.”

- The involvement of public interests
- The social conditions of contemporary cities
- Practical approach to planning and new aspects of urbanism
- Workshops
- Real-life examples
- Theory related to practice
- More on-site lectures
- Discussions
- Presentation by students (and also teaching how to present, moderate and discuss)
- Interdisciplinary orientation
- *"Site visits – seeing physically how buildings develop / get build"*
- *"I think in the architectural and urban design education in each country is teaching on the specific problems they are facing. In China we do a lot of research on European and American way of urban development and try to develop our own way. But I am really curious if European experts are researching on problems in developing countries and give critiques to the research."*
- *"Talk more about how to make a good presentation. I have not learned it and it can be really interesting for the future. How to present a work!"*
- *"How we can transmit the message. We don't learn the presentation aspects of our projects."*
- *"We don't have time to do our best"*

Question 5 – “If the ESUA project where to design a one-year module in Germany (as part of a European five-year architectural education) based on this workshop in Berlin, what academic and practical content should the module focus on?”

- Sustainability (environmental – social – economic)
- Urban renewal
- Interdisciplinary orientation
- The change of social and economic conditions
- The character and history of urban design in Berlin
- Variety of aspects and knowledge
- Architectural basics
- German features
- Working with many partners from architecture to urban designers, professors and students from many countries
- More personal control in our projects
- Real project experience
- Work with actors of urban design
- *"We want urban qualities of a city and related reasons & forms"*

Question 6 – “Which elements would you propose to include in such a one-year module that were not touched during one of the workshops?”

- Contemporary case studies
- Communication with different actors in the design process, for example the residents, developers, local authorities,...
- More architecture
- The question of density
- Ecological aspects
- Communication: How to present a project
- *"Guests, professors, new specialists, new ideas"*
- *"Maybe real practice, working with real projects and tasks"*
- *"Just absolving 'normal' study program + practical experience (internship)"*

Question 7 – “Is the idea of an architectural education composed of five one-year modules in different European countries attractive? Could you imagine yourself studying each year in a different country, as part of an organised five-year architectural education?”

- *"Sure Yes."*
- *"Absolutely. It's very cross-cultured to learn different characters of cities to promote the understanding of city-life."*
- *"yes. But should be well systematically organised"*
- *"Would be great! I know this type of studying from different studies – economics"*
- *"Yes! Yes! (Although I'd like the possibility to do the master thesis in one selected country – so maybe 4,5 years + 0,5 year)"*
- *"It depends on the differences between the 5 countries. And I also think the selection of research projects is very important. Should be representative with characteristics of both general European situation and special local problems."*
- *"I don't know if it would be pleasant to work every year in a different situation / location – especially in your first years of study."*
- *"Really interesting but I am not sure if it can work, with travelling each year and changing the hypothesis of learning"*
- *"It looks good! It's a challenge"*
- *"I think it's very graet. Open the eyes of the future urban planner & architect is very important. But it can be too 'global'. I think about law, tradition of a country... It's probably interesting to have one base and then make one-year modules."*

Question 8 – “From a student point of view, what do you see as the greatest advantages of such a European school of architecture? Please relate your answer to both academic and practical issues.”

- To gain a global vision of Europe and to become flexible
- Strong combination of interdiscipline / information.
- Experience new places
- Permanent exchange and stream of information and experience
- Information / input from other countries
- Learn from the others
- Different feelings and experiences of cities.
- Different perspectives and views
- Communication with different people and teachers
- See different cities and the related solutions (laws, buildings, etc.)
- 'Immersive' on the project
- Inter-disciplinary collaboration with people from other countries
- Better language skills / learn new languages
- To be able to compare and discuss planning situation in all countries
- *"The way of which students could practice their design at the same time under the guide of lectures and theories are very important."*
- *"The constant change / flux revitalises ideas + design process + design outcome."*

Question 9 – “From a student point of view, what do you see as the greatest challenges of such a European school of architecture? Please relate your answer to both academic and practical issues.”

- Learning of languages / language difficulties
- Organisation
- Costs
- Learning of different theories of architecture and urbanism
- Practical challenge with flexibility and adaptation to new conditions
- *"learning each year in a new country with new teachers, new philosophy of teaching, and meeting new people and architecture"*
- *"The content / lectures to be taught should have a scientific hierachy"*
- *"To deal with different projects maybe face different laws and systems in different countries, more detailed knowledge... should be introduced to students."*

- *"Different countries have different needs for urbanism – maybe things that work in the south of Europe won't work in the North."*
- *"Organisation – How to deal with the possible quarrels that may happen because of different situations people are facing in different countries"*
- *"Talk about lots of problems & subjects and keep one direction. The danger is to talk about all and nothing"*

Question 10 – "Do you have any other comments regarding the project to establish a European School of Urbanism and Architecture?"

- Improving communication between teacher and students (more work together)
- *"All projects should be praxis-oriented and involve practical issues, e.g. time planning, active communication with institutions,..."*
- *"This is a good thing. Urban design is somehow inbetween of architecture and urban planning. It needs more attention."*
- *"ESUA needs to answer the question where I can work after this study. Will I be an architect or urban planner?"*
- *"An ESUA would probably still need a base and can't be totally nomadic"*
- *"Where will you present your diploma project?"*

Question 11 – "General recommendations to improve the ESUA program:"

- *"Great idea!"*
- *"Let the students co-create their study program"*
- *Stay enthusiastic about the program – then the students will be too!"*
- *"Generally this is a really good idea and I think that many people would like to participate in this. It can be a new approach to teaching and showing architecture and urbanism. But you need to think how to encourage future employers to know about ESUA and show which kind of students you give to the job market. Who am I after 5 years of study at ESUA?"*
- *"For workshops better organisation of lectures / input and time for design work."*
- *"It's fine ☺"*
- *"It's too complicated – maybe you during your studies miss topics, cause maybe you repeat the theory in your second stage in another country and then you don't learn much (study the same thing once again...)"*
- *"The programme has to be really clear!"*

Student feedback – TU Berlin feedback form

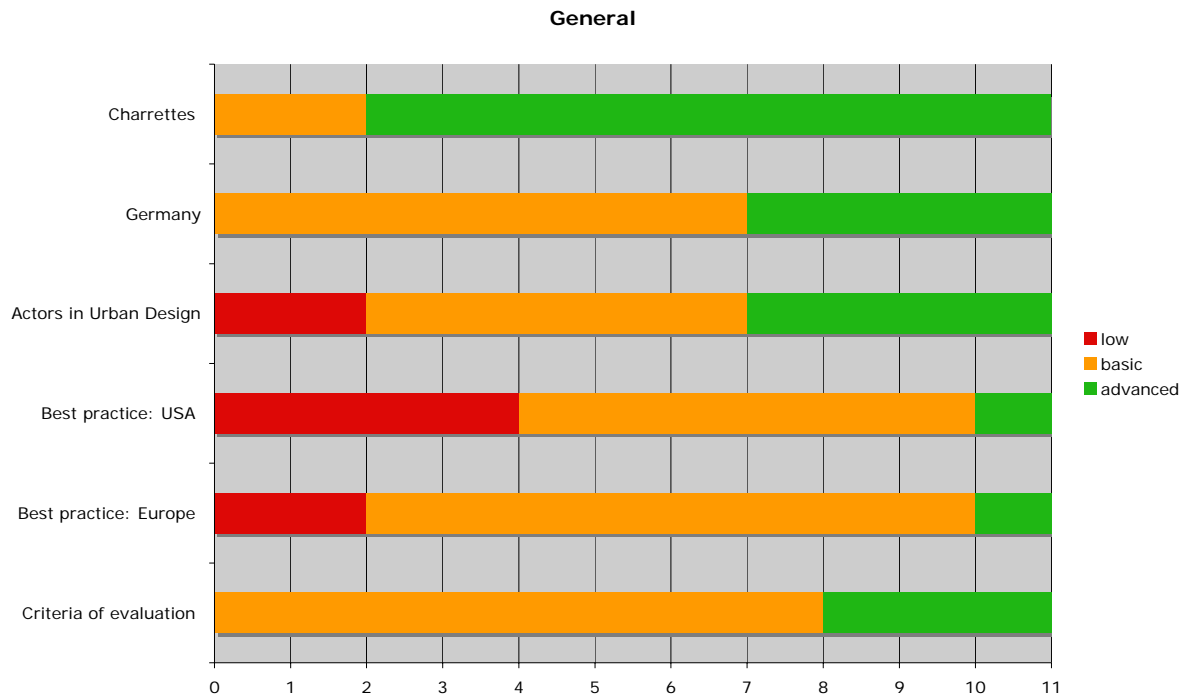
The following pages present the questions and results of the feedback form

1. Questionnaire

Define your level of knowledge gained during the workshop

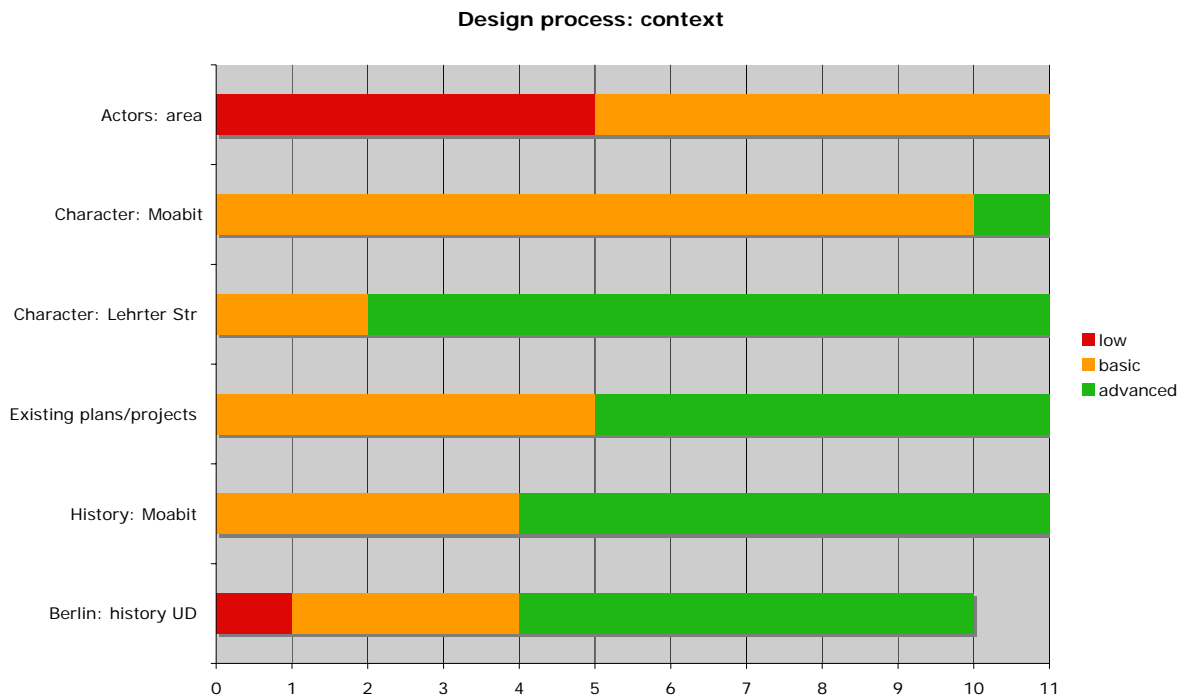
(Sample: 11 questionnaires; question 1 - 16 + 17,18 open questions)

General



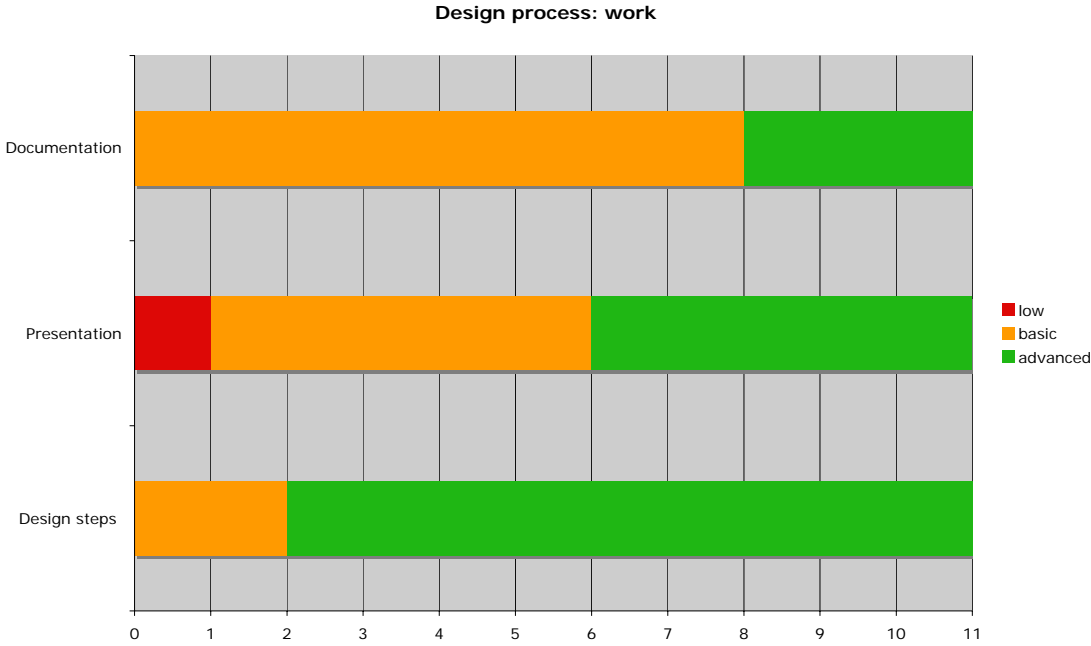
- Q6 Discursive and interdisciplinary forms of working: charrettes
- Q5 Germany: planning system, planning law
- Q4 Actors in Urban Design: public authorities, private investors, civil society
- Q3 Best practice in contemporary Urban Design: USA
- Q2 Best practice in contemporary Urban Design: Europe
- Q1 Criteria of evaluation of sustainable Urban Design

Design process: context



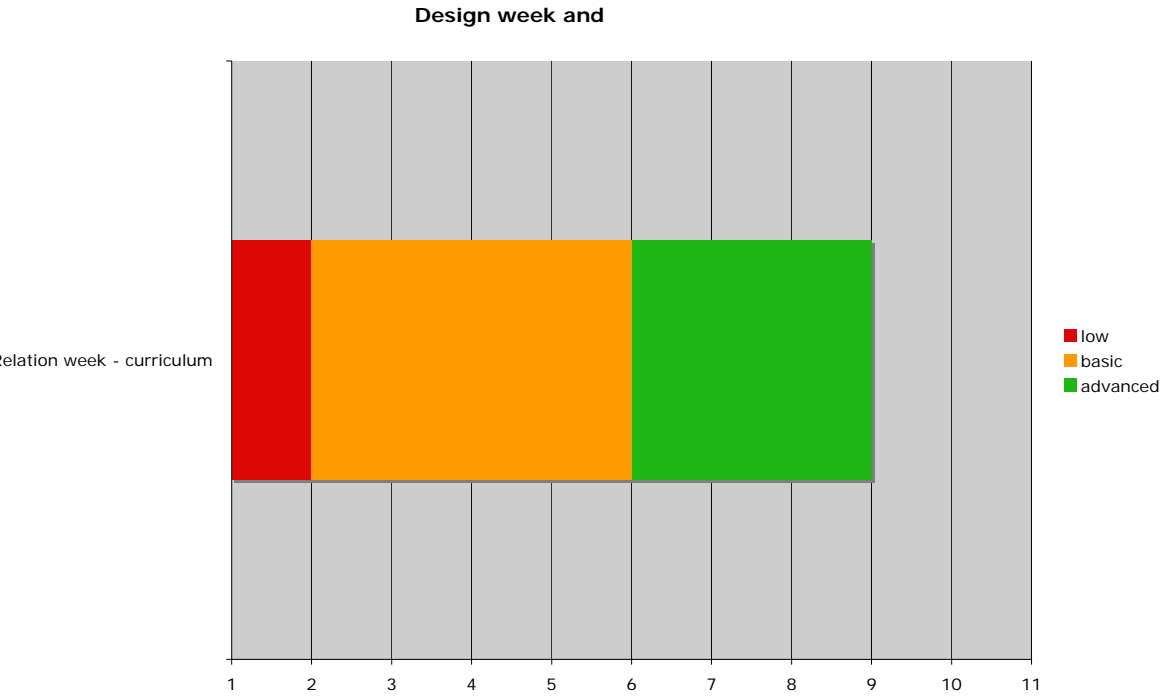
- Q12 Different actors of Urban Design in the design area
- Q11 Current character of the adjoining quarters: Moabit, Government quarter
- Q10 Current character of the design area: Lehrter Straße
- Q9 Existing plans/projects for the design area and the adjoining quarters
- Q8 History of the design areas and the adjoining quarters: Moabit
- Q7 Berlin: history of Urban Design

Design process: work



- Q15 Documentation of the design work
- Q14 Presentation of the design: drawing, speaking
- Q13 Different steps of working for the design: first sketch, advanced sketch, revised sketch, summary

Design week and curriculum



Q16 Relation between design week and curriculum

Open questions

What did you learn during the week which is not covered by the above points?

- work experience in Group (diff. Countries/experience)
- some of the lectures were really good, learned details about urbanism / city planing
- use your eyes as tool for urbanism
- how teamwork goes effect the final results a lot
- some teams discussed to much and didn't have time to show their full ability
- the workshop organisation (good organised, tutors)
- how to interact and coordinate a project with foreign students
- interdisciplinary collaboration with other groups
- process of basic UrbanDesign and the diff. parts taking into
- coordinate the work with students from different major
- consider the specific condition of urban context
- to control a design project and time management
- how the atmosphere may be important and which aspects influence it
- how a good atmosphere (supervisors, students, site, food, social events) may be an inhibitor of the working process and helps to achieve great workshop results
- spacious design concept in "New Urbanism"

What do you think you should have learned during the week which was not covered by the official program and/or the discussions following the lectures?

- nearest / latest trend / knowledge of New Urbanism
- planing with sketch...?
- an international view and local view on Urban Design
- Question: Urban Design mostly concerns with "New Urbanism"?
- building process of construction and diff. Problems linked to that theme
- how to present
- low information + interest on designing how energy how consuming neighbourhood
- some lectures are to general
- more detailed case studies should included
- alternitive aproach is in current urbanism...are there any?
- experts (teachers, tutors) should participate in students design phase
- during the process I feel strongly that the methodology of UD differs between each country (here we are taking the Germany and US way, maybe could give more comparison and analysis to the difference and the reasons, how to find a critical way to deal with specific project, much more about what environmental sustainability in urban context does mean and what are the future aproaches and opportunities (--> social 10, environmental 2, economic 8)
- the difference between US and Europe Urban Design process
- understanding of local contexts

What did you learn about work with other students? (extra question)

- it was a great experience, new colleagues from different culture conditions - find your own "position" within your group, define each other skills, if there are problems or misunderstandings - be empathic, and define (discover) in advance, that there are problems, take neutral position - speak about it, support Project partners

2. Evaluation in the discussion round

General comments on the workshop: students' feedback

- creativity <-> constraints (lack of background information constraints)
proposal real projects
- methodological input: group dynamics
- more background info in lectures, more detailed info
- broad introduction to ESUA (in the 1st place)

proposal

collaboration / cooperation between students & partners (not just lectures)

- interdisciplinarity
- mixture of majors disciplines in working groups
- input: past ESUA-workshops (evaluation ongoing)

What did you learn during the week, beside the mentioned points?

- working with people with different cultural backgrounds
- working interdisciplinarily
- meeting each other at different places

proposals

- simulations / role play
- interdisciplinary juries (not just architects)
- including resident population

What do you think you should have learned, which was not covered?

- ranking evaluation: very subjective, too broad, sustainability: landscape aspect missing
- landscape architecture green infrastructure
- participation of ‚amateurs‘ in the jury -> charrette
- sustainable technologies on a neighbourhood level

proposals

- summer school
- tools and skills / didactical approach guidelines for a design process
- understanding the context
- checklist
- site visits (except project site)
- finding a 50/50 mixture between learning paradigm / structural

What's the difference between what is taught at your school and in the workshop? (contents, methods)

- perspective of the developer
- densified / dense project
- seminar / presentation format

proposal

- more discussion time after the lecture
- peer review
- strengthen students' exchange
- reduce the number of lectures, give more time to discuss
- students' should criticize
- teachers introduction
- result of ranking should be public
- spatial proximity working on-site

Which are the challenges an architect / urbanist has to face in Europe nowadays?

- metropolitan areas
- local-, context-, understanding-, skills
- social exclusion
- dealing with a variety of topics
- globalization / economical issues
- understanding planning
- overdominance of architecture
- economical framework and context
- real estate management
- challenges of sustainability (social, economical, ecological, historical)

- suburbia, urban sprawl
- brownfield-projects
- demographic / climate change
- sustainable design
- time management
- new tools - new time frames - approach for local context
- existing sites redevelopment
- historical heritage

**What should be taught on „European School for Urbanism & Architecture“ ?
(5-year curriculum)**

- project based: loosing ‚abstract‘ basics?
- lectures: about topics which cannot be included in projects
- degree? Knowledge & skills of an architect / urbanist?
- internship? Specialization?
- skills like hand-drawing are lacking
- 1st year: foundation year!