

ECOLOGICAL LITERACY - GREENING THE ARCHITECTURAL CURRICULUM
Tuesday, June 11 - Friday, June 14
Hope Valley, California

The 2002 SBSE Retreat will explore the role of ecological literacy in architectural education.

- What is ecological literacy?
- What does an architect need to know to create environmentally appropriate designs?
- How should ecological literacy be taught in schools of architecture?

The aim of the retreat is to address the broad issue of what ecological literacy is and how it can be integrated into architectural education, as well as to generate models for altering and improving current curriculum. An opening discussion will cover the more theoretical questions of ecological literacy while working sessions will be organized to provide participatory and critical reviews of existing and proposed models for greening the architectural curriculum.

REQUEST FOR PROPOSALS
Proposals Due: March 1, 2002

Prospects for Ecological Design Education

We are looking for two or three insightful essays on ecological design education that can frame our discussion and developmental work during the retreat. Essays can be of any written length, but each will be presented in a 30 minute period, with extended follow-up discussion.

Final essays will be due before the retreat for advance distribution to participants. Papers will be published via the SBSE web site. Each essay should address the following:

1. Your current (concise) understanding of the ground and defining characteristics of ecological design.
2. Shortcomings and causes of the contemporary dominant design education model(s) in educating students capable of designing ecologically. Keep it to the most important few.
3. The most important necessary changes to design education to address these shortcomings. Keep it to the most important few.
4. Proposals on how SBSE could best leverage and help initiate the changes proposed.

Please submit a one-page (500-600) word abstract summarizing your essay.

RFP: Greening Your Curriculum

We are seeking three or four curricular approaches, or specific courses, to be the focus of critique and redesign by retreat participants. The value for presenters is the feedback available from SBSE's hundreds of collective years of educational experience. Each of the four presenters will document their existing course, entire curriculum (B. Arch, post-professional M. Arch, etc.), or portion of a curriculum (3rd year curriculum, studio sequence, etc.) and present to the participants. Come prepared to outline the current educational objectives, content, pedagogic structure, teaching approach, learning methods, and any relevant evaluation results - along with proposed new learning objectives. A written and graphic documentation will be required before the retreat for advance distribution to participants.

Your presentation should include a critique of the existing course or curriculum and three important educational questions to frame participants' responses. We will then structure one or more extended sessions to scheme and outline new or revised alternative approaches to your course(s). These will focus on producing useful products that you can take back and implement. Notes and graphics from your session will be recorded, and you will be expected to write, with the assistance of your scribe, a summary report on the outcomes of your session. Both course presentation and session outcomes will be published via the SBSE web site.

Please submit an abstract of your course(s) and educational questions proposed for the retreat. Include a statement addressing how examining your course or curriculum might be instructive to other SBSE members.

RFP: Elegant Parts

One session during the retreat will be focused on sharing effective and engaging tools or class exercises. Do you have a favorite teaching or learning method that works particularly well at fostering ecoliteracy, redirecting perception from objects to relationships, building an appreciation of nature, or generating green design concepts? Would you like to share how you have taught about the living processes in buildings or how buildings can respond to their living context? Submit your idea and get an official SBSE retreat soapbox (or the use of one for 15 minutes). We are specifically looking for tools, design processes, teaching tricks, faculty meeting political tactics, and learning methods that go beyond the familiar and published approaches to improving efficiency or evaluating performance in an ECS class or studio. This could be: ways to engage the interconnectedness of issues, ways to understand familiar approaches within their ecological context, ways to establish fundamental ecoliterate idea webs, etc. Be prepared to provide your audience with everything necessary to steal your idea and propagate it in their own school.

All proposals are due by March 1. Please submit your essay summary, curricular approach or teaching tool, via e-mail, to Sandra Mallory, <smallory@eworks.org> AND Mark Dekay, <mdekay@utk.edu>. More information regarding the retreat, including registration forms, retreat schedule, suggested readings, scholarship information, and other logistical data will be posted on the web at: www.sbse.org/retreat
