

## EDUCATING THE ARCHITECT IN THE AGE OF DESIGN-BUILD

Moderator: George Elvin, University of Illinois at  
Urbana-Champaign

### Panelists:

#### Panel I

DAVID BAIRD  
Louisiana State University

LILY CHI  
Cornell University

GEORGE DODDS  
University of Tennessee-Knoxville

SUSAN PIEDMONT-PALLADINO  
Virginia Polytechnic Institute and  
State University, Washington/  
Alexandria Architecture  
Consortium

ART SCHALLER  
Norwich University

JOE WHEELER  
Virginia Polytechnic Institute and  
State University, Washington/  
Alexandria Architecture  
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#### Panel II

JORI ERDMAN  
Clemson University

PHILLIP GALLEGOS  
University of Colorado

MICHAEL JEMTRUD  
Carleton University

STEVEN SCHAFFER  
The Pennsylvania State University

GREG TEW  
Montana State University

The Design-Build Special Focus Session brought over sixty participants and panelists together for an energetic discussion on the state of the art and future directions in design-build as a teaching method in architectural education. The session began with an intensive examination of the very definition of design-build. As alternative definitions were posed, it quickly became apparent that the term represents a richly varied bundle of ideas and practices within practice and education. The debate then flowed into a discussion of design-build's relationship to other curricular issues in architectural education. Does design-build occupy or advocate a position of resistance to the mainstream curriculum? Does it seek to enrich or critique the mainstream? In fact, as design-build begins to dominate more traditional methods in practice, does it deserve the label "alternative" at all? While debate over terminology

and the pedagogical placement of design-build was extensive, there was considerable agreement on the strengths of design-build. It offers a collaborative environment with interdisciplinary opportunities that foreshadow the collaborative experience of practice, and when it takes students out into their communities to build it opens their eyes to ways of living and dwelling which they may not have experienced otherwise, giving them a deeper understanding of the architect's opportunities and responsibilities for community service. The session ended with a vigorous exchange of opinions on the dynamic between reflection and action in design-build. Is there

time for design, construction and theory in a single course? And what is the place of the purely theoretical design-build course? In sum, the discussion opened our eyes to new and different ways of seeing design-build, and opened many new questions which we look forward to exploring further at the upcoming AIA/ACSA conference, "Experiences in Design-Build: The Expanding Dimensions of Practice and Education," September 21-23, in Atlanta, Georgia.