Architectural education has been talked about a lot recently; mostly in terms of how it will survive within the landscape of increasing university fees and decreasing public and private investment, and how it might better serve the architecture profession of the future.

The Engaged and Enraged Friday Sessions are however less concerned with internal insecurities and instead open up a discussion about architectural education both to those not traditionally valorized within the current system and to others who have as much to say about cities, spaces and spatial practice as architects.

The event invites people engaged and enraged by architectural education to give voice to new potentials, locations and collaborations in architectural education.

A first Friday Session on architectural education has taken place on 1 April 2011, and this submission is a collective proposal to continue the sessions.
In MT 1, I am a minority and my anger is that more are 200 students per year of undergraduate to 100 in Bath. They do work here more openly and radical than practice allows. I feel community should have access to students... Now in undergrad...

Architecture impacts massively on us all, yet it is not an accurate representation of race, who designs our cities + spaces, + many can't get access to it. The lack of necessary money + skills. Why are universities with all their experience relying on independent courses to reduce this balance?

... we do this...

The limitations of the academic year not reflecting value of architecture.

How can we be more direct about what architecture as a profession can offer to the world? It is not enough just to say 'it's about design.'

What do we do? How can we heed and do to get over this - on the flip side how do we do or do we need

Dont enter the course to see how you can change to be an architect:

- enter as the course to change architecture.

WHY can't we communicate what we do better, so students feel they have options of what practicing architecture is + can be? Why do some practicing architects ignore the reality of joining/practicing architecture, in fear, that it will preclude "good position"??

Suggest that it is clear that it takes much longer to develop competence, but are we willing to let it? It's a huge battle of most students.

The class system in Britain + the money-chasing, that goes on in London is accepted as just the way it is, everyone tired of how architecture is taught. Can our ethos be destructive. Individuals must be measurable + economically viable: Headings is down with the program assumption that the designer learns more than the student. As difficult to get your own way on a masters level, because you need to hoard that you're going to supervisions.

There's a lot of ignorance in UK ENGLAND, having been born as architect the best art school in Britain, and that it is not their students' responsibility, our student's role, the arts. People's roles, teachers too.

In further:

Education is no longer a room to explore, it's evaluation, experience is a feedback & experience teaching education instead of giving education, is the key problem for me today.

Although there are visible and most-patented problems with the architecture education, if the problem is that there is a partiality in the architecture program, that the design program architects, the education is in itself, not a great education to educate a person and instead matter if it is rooted out the low harm.

I suggest that we look at how we can improve the learning space. I think BIM is better to reduce the error in it. Architect is not sure that we can improve the learning space. It is better to reduce the error in it. Architect is not sure that we can improve the learning space. It is better to reduce the error in it. Learning spaces is not how learning, changing the way that people are put to education.

Enraged about lack of critical self-reflection in architecture and ed education, which is much better developed in fine art education. The architect needs to be aware of own motives and responsibility.
To collectively develop a sustainable network for speaking, listening, discussing, doing and therefore learning about architecture. In short: a rhizomatic school.

To continue the Engaged and Enraged Friday Sessions.

To involve more groups who want to start and host further sessions.

To publish ideas and proposals from the sessions online and in fanzine format.

To extend the network of people involved in the discussion, and to keep the sessions as an opportunity to access the network.

To have both discussion and action.