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## AN EXTENSIONIST PROPOSAL FOR TEACHING DESIGN IN THE ARCHITECTURE AND URBANISM COURSE

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**Abstract:** Considering the reality of Project Teaching in Architecture and Urbanism Courses and the curricularization of University Extension, this article seeks to contribute to reflection on how the approach of university extension to Project Teaching in the Architecture and Urbanism course can contribute to reflective professional training and collaborative with knowledge and skills based on an approach to real and concrete problems in the territory. It is believed that the analysis carried out based on surveys by the Commission of Experts on Teaching Architecture and Urbanism – CEAU/SESu/MEC of 1995, Resolution 7 of 2018 on Extension, Paulo Freire’s Pedagogy of the Oppressed of 2005, the Couto’s concept of Interdisciplinarity from 2014, Del Rio’s considerations from 2007 on participatory pedagogical models culminate in a proposal for extensionist actions in Project Teaching that meet the main objective of education, which is comprehensive training, not remaining in the field only of professional training, but also generalist and socially responsible, through a set of pedagogical and professional actions that address essential content for the training of urban planning architects, transforming them into protagonists of their Education, building a set of training activities that lead them to a process of constant personal, social and professional development.

**Keywords:** Project Teaching, Extension, Architecture and Urban Planning, Education, Participatory Teaching

## **DESIGN TEACHING IN ARCHITECTURE AND URBANISM COURSES**

This study originated from the activities developed with the Model Office of Architecture and Urbanism (EMAUAM) of ‘‘Universidade Anhembi Morumbi’’ in carrying out the Immigration Boulevard

Project for the Immigration Museum of the State of São Paulo, during the period from 2012 to 2015, in which University Extension and Project practice was a starting point for the acquisition and integration of new knowledge through a methodology that centered the development of knowledge from the student, promoting the development of a culture of reflective work, involving all team members and the surrounding community in the learning process.

The students involved in the project reported that the experience provided meaning for the Architecture and Urbanism course, claiming that the knowledge acquired was generated from their own curiosity, creating learning scenarios by developing interdisciplinary work, encouraging them to relate knowledge professional training relating them to the local reality.

From this experience, concerns were generated about how the approach of university extension to teaching design in Architecture and Urban Planning courses would encourage students to seek to solve real problems in a collective process of understanding the environment in which they live, bringing interest to understanding, reflection and collaborative action on a problem addressed, making teaching and learning closer to reality and the context in which it is inserted, in a more participatory and dynamic way; and providing professional training aimed at resource management aimed at the collective good.

For more than 50 years, the teaching of design in Architecture and Urban Planning courses in Brazil has been discussed, seeking to advance the issues of urban architect training and design teaching. The Brazilian Association of Architecture Education (ABEA) publishes thematic notebooks annually, containing articles and documents presented and discussed at conferences,

based on the contributions of architects, specialists in the field and course teachers; in an attempt to implement a national policy of profiles and quality standards that guarantee quality training in the face of the educational and social challenges that the country and international demands require.

These studies have led to actions by academic and professional entities that work directly with the Ministry of Education (MEC) in terms of assessing the quality of higher education, preparing National Curricular Guidelines (DCN) required by the Education Guidelines and Bases Law. National (LDB), academic assessment guidelines in the National Student Performance Examination (ENADE) carried out by the National Institute of Educational Studies and Research Anísio Teixeira (INEP) and in conjunction with the Commission of Specialists for Teaching Architecture and Urbanism – CEAU/ SESu/ MEC. The main themes raised over these years can be basically divided into three categories: studies on practice, historical-theoretical studies and studies on technologies.

This division reflects the three attributes highlighted by Vitruvius, in the book “Treatise on Architecture”, which has been a reference for understanding Architecture, since its discovery, in order to define that a construction will only have quality if it has in mind the *firmitas*, *utilitas* and *Venustas*. This trilogy was reinforced by the Reform of 62, in which the guidelines of Vilanova Artigas, Carlos Milan and Lourival Gomes Machado, among others, stand out, establishing the structural organization of the teaching of Architecture and Urbanism based on three departments at the Faculty of Architecture and Urbanism of “Universidade de São Paulo” (FAU-USP): Architectural Technology, Projects and History of Architecture.

For Vidotto and Monteiro (2015), the 1962 Reform “was the result of the action of several

agents who, committed to the repositioning and consolidation of the profession, worked towards profound changes in architecture teaching” seeking to bring teaching closer to reality. professional within a context of new work demands, a new socioeconomic framework, and an attempt to train modern architects for the country. The reform presents a proposal for a “Minimum Curriculum of Architecture and Urbanism”, highlighting that design teaching must be the great articulator of all disciplines “in a structure that aims to unify the training and professional performance of the architect and urban planner.” (Vidotto and Monteiro, 2015, 22).

Thus, the main curricular issue proposed in the 62 Reform indicates the introduction of the discipline and design studio space as the essence of the teaching of Architecture and Urbanism, and as a non-disciplinary academic experience with a certain complexity for the development of the socially useful competence of transformation of the object of study and space. Even if it exposed the deficiencies in integrating fragmented knowledge into content-based disciplinary curricula.

In addition to the 62 Reform, the National Education Guidelines and Bases Law (LDB), which provided for Area Profiles and Quality Standards for expansion, recognition and periodic verification of Architecture and Urban Planning Courses, subsidized definitions of quality standards and requirements established for the opening and operation of courses, in a four-stage process, discussing recognition of the analyzed courses, self-assessment to develop quality standards, internal assessments revisited based on the courses’ pedagogical projects (PPC) and full curricula and periodic external evaluation in conjunction with the guidelines for the Final Graduation Work (TFG).

The data presented by CEAU/SESU/ MEC, in 1995, showed the growth of

new Architecture and Urbanism courses; mentioned the importance of the performance of students and teachers in teaching, research and extension activities, linked to project actions; presented information about the curriculum, structure of departments, student performance, teaching infrastructure and specificity of each Course by Institution; pointed out the curricular problems of isolated content associated with dropout and academic retention; discusses the course completion time and the dissociation between teaching design and the art of building, and finally, documents, without great detail, some issues related to research, questions about the teaching staff, postgraduate studies and how the Extension University was an opportunity for students to solve everyday problems.

In light of the analysis of policies and documents, it is believed that the superficial treatment on the topic is related to the fact that the curricularization of Extension only occurs after the approval of Resolution number 7 that establishes the Guidelines for Extension in Brazilian Higher Education and regulates Goal 12.7 of the National Education Plan – PNE 2014-2024; The development of the process is directly affected by two points of attention for the implementation and implementation of extension actions, the institutionalization of Extension and the prioritization of University Extension in programs and investments.

In 2018, Resolution number 7 institutionalized, in all HEIs, Extension as an integral part of the curricular matrix and research organization of the undergraduate course, comprising at least 10% of the total student curricular workload. In addition to this institutionalization of workload, the ordinance structures the conception and practice of dialogical interaction between HEIs and the community, citizenship training of students, the production of institutional and societal changes based on the construction and

application of knowledge, and the articulation of Teaching, Research and Extension. These actions aim to have an impact on Student training, Institutional Transformations and the affected sectors of the Community.

Considering the issue of implementation, in terms of institutionalization, and within this context of Project Teaching in Architecture and Urbanism Courses and the curricularization of University Extension, this study seeks to contribute to a vision of how the approach of university extension to University Extension Teaching project in the Architecture and Urban Planning course can contribute to the professional, reflective and collaborative training of knowledge and skills based on an approach to real and concrete problems of the territory.

## **A READ ON UNIVERSITY EXTENSION**

Using as a reference the concepts, guidelines, principles and challenges of the National University Extension Policy (2012), a document that governs extension activities in Brazil and which had consequences from the National Meetings of Pro-Rectors of Extension of Brazilian Public Universities (FORPROEX), University Extension is understood as:

(...) educational, cultural and scientific process that articulates Teaching and Research in an inseparable way and enables the transformative relationship between University and Society. Extension is a two-way street, with guaranteed access to the academic community, which will find, in society, the opportunity to develop the praxis of academic knowledge. Upon returning to the University, teachers and students will bring learning that, subjected to theoretical reflection, will be added to that knowledge. This flow, which establishes the exchange of systematized, academic and popular knowledge, will have the consequences of producing knowledge resulting from the

confrontation with Brazilian and regional reality, the democratization of academic knowledge and the effective participation of the community in the University's activities. In addition to instrumentalizing this dialectical process of theory/practice, Extension is an interdisciplinary work that favors an integrated vision of the social. (FORPROEX, 1987). (National University Extension Policy, 2012, p.8)

According to the document “the limits and possibilities of the University directly affect the development of University Extension”, this is because, in addition to issues involving guidelines and expectations, some Institutions basically present two points of attention for the implementation and implementation of actions extensionist, the institutionalization of Extension and prioritization of University Extension in programs and investments.

Since December 18, 2018, these points of attention began to be discussed more with the curricularization of Extension following the approval of Resolution number 7 (seven) which establishes the Guidelines for Extension in Brazilian Higher Education and regulates Goal 12.7 of the Plan National Education – PNE 2014-2024.

It can be analyzed, through the Conception and Guidelines of Ordinance number 7(seven) of 2018, that the agreed guidelines meet the guidelines sought by FORPROEX for extension actions that transform Institutions into citizen Universities, moving away from a traditional conception linked to thinking positivist view that specialized knowledge produced within the institutional scope is separated from the sociocultural environment, thus prioritizing a perspective of critical-emancipatory curricular discussion, in which questioning and dialogue are strengthened, in a dynamic process of interaction between the academic environment and different subjects, groups and social realities.

This dialogue has been a recurring search

in the educational sphere, being analyzed here from the perspective raised by Paulo Freire's Pedagogy of the Oppressed, in which he presents a totalizing effort of a human “praxis” as an education as a practice of freedom, taking into consideration, everyday life governed by the interests of dominant groups, classes and nations where the paths to liberation are those provided by the oppressed themselves. And according to Santos Junior (2013), Paulo Freire advocated for Education as a practice of liberation that favors not only the oppressed, but also the oppressors; proposing the reconstruction of the autonomy of those who oppress through critical, dialogical action that is permanently constructed and creates possibilities for the community. In this sense, it can be understood that the liberation of the oppressed also liberates the oppressor who in a certain way find themselves in the same reality, enhancing the humanization of education, as a perspective of changing a historical framework of domination, towards awareness, based on of self-reflection, which results in the disalienation not only of the oppressed, but also of the oppressors.

For Freire (2005), the instrument of reading the world underpins Education so that it means interventions and interference in society, humanizing the oppressive reality, through transformative critical attitudes of the oppressed who leave the role of those who have no voice to act as emitters, designers, executors and restorers of humanity in the oppressed and oppressor relationship and who, however, do not continue to reproduce the vicious circle of oppression.

For the oppressed and oppressor relationship to seek to overcome oppression, it is necessary to abandon what Paulo Freire called Banking Education, in which those who teach own knowledge, values, skills and competencies over those who learn. To this end, Freire (2005) indicates

ten items that must be avoided in a search for emancipation, development of critical, creative and humanized activities, and must be deconstructed for new actions in which the subjects present in the Teaching and Learning process participate as agents of a educational process, of a dialectical, libertarian nature and in partnership between educator and student mediated throughout the world.

According to Santos Junior (2013), Freire considers dialectics as an indispensable quality of the human being due to the process of construction and deconstruction, of uninterrupted affirmation and denial in which man is immersed, conforming or assuming a reality as immutable or imbued with the hope of humanization. of all. This process begins with the awareness and engagement of human beings in the transformation, so that the process of educational resignification brings other meanings to “collaboration”, in the sense of shared work, in the ethical reinvention of the human community, in the dialogical and critical construction of the actors involved and their responsibilities.

Given this context, university extension actions must seek to approach this proposal of liberating education in which the subjects of practices are not rescued, but become responsible in a conscious and reflective way for the achievements of their own historical destiny. Thus, extensionist practices would avoid being framed in assistance formats or, merely, of service provision, in which they disregard popular knowledge, experiences or needs of the community; coming to be understood as an empathetic education project, based on constant critical, creative and collaborative dialogues with the affected communities and respect for the different types of knowledge involved in this humanized process, in continuous reflexive actions of creation and academic recreation of methods and “practices of freedom.”

To develop “freedom practices”, extension actions need to follow the Guidelines of the National University Extension Policy (2012), being considered an interdisciplinary process that promotes transformative interaction between the University and other sectors of society.

According to Couto (2014), Interdisciplinarity is an expression loaded with different meanings and used to designate different situations of interrelationships between two or more disciplines working as a form of cooperation and increasing coordination between disciplines. For the author, while the problem of terminologies works with the juxtaposition of content from heterogeneous disciplines or the integration of content in the same discipline, reaching the level of integration of methods, theories or knowledge; interdisciplinarity works on the issue of reciprocity, mutuality, co-ownership regime, enabling dialogues between interested parties; until reaching transdisciplinarity, which is the highest level of relationships initiated in pluri, multi and inter.

The interest in distinguishing terms arises from the movement that researchers see in converging the links, partnerships and joint work that appear within the barriers imposed by disciplinary nature. Therefore, interdisciplinarity seeks attitudes of reciprocity, dialogue with peers and with oneself.

Therefore, the importance of extension practices is understood as an interdisciplinary process in which there is reciprocity in the exchange of extension actions, avoiding the overlap or imposition of the knowledge that will be developed; as in the analogy related to the Pedagogy of the Oppressed with the search for dialogical, critical and creative humanization with proposals for resignifying the oppressive reality.

## **AN EXTENSIONIST PROPOSAL FOR TEACHING DESIGN IN THE ARCHITECTURE AND URBANISM COURSE**

The practice of bringing real-world problems into academia, allowing students to get closer to the community, has become popular in North American schools, according to Dorgan (2008). For the author, many programs are being included in courses as learning centers for work in partnership with disadvantaged communities.

In the Teaching of Architecture and Urbanism in the United States, Del Rio (2007) says that the participatory pedagogical model is recurrent as an “action research” proposal, which aims to encourage project teaching with a greater focus on social responsibility, ethics and community participation, allowing the student to conduct a design process open to participation in different forms and contexts dealing directly with the community.

Different from the pedagogies adopted in Brazil of project teaching that simulates reality or real problems, in an attempt to respond to professional practice, Del Rio (2007) describes that for North American institutions, “there is no substitute for the experience acquired in ‘learning by doing’ of the studio, in which it is common to invite representatives of the reality that the student is dealing with for lectures and evaluations of work”. For the author, both models are susceptible to criticism, while teaching based on a participatory model seeks learning with an emphasis on understanding users’ needs and behaviors; “real world” simulation-based teaching focuses more on artistically inspired processes with an emphasis on free creativity and imagination. However, while teaching based on a participatory model, based on labor market conditions, focuses on constructive limitations that can limit the creative capacity and full development of the student; Bearing

in mind that teaching based on simulation of the “real world”, the point of attention is the reproduction of typological and historicist models as they do not come close to the real needs of users.

For the author, the University must ensure that pedagogies enable students to introduce social concerns into design processes, ethical-professional training and the performance of their social function, which can be applied in three distinct ways:

1. Through the provision of community services by the university;
2. Through applied research;
3. Due to the pedagogies adopted in the classroom

The first proposal can be understood as the implementation of the Model Office for Architecture and Urbanism, the second as the creation of research groups and the third as extension actions adopted in the classroom applied to Project Teaching.

Given this context and implementation of this proposal, an in-depth study of the following issues is necessary:

1. The most appropriate moment, throughout the academic career, to implement this proposal, as it requires a certain level of academic maturity, awareness and perception of realities to understand the identification of problems;
2. The role of the teacher to engage professional and community work;
3. The time taken to complete actions in academic periods to the detriment of their deadlines, as well as the academic commitment to their development.
4. The level of in-depth investigations and details of the project, so that there are no conflicts between academic and professional exercises in the

communities, breaking conditions pre-established by the Council of Architecture and Urbanism;

5. Assessment criteria within the Brazilian educational system ensuring the legitimacy of training through social engagement projects;
6. Adequacy of the educational environment to support the teaching proposal with infrastructure and inputs to be used in this pedagogical practice

Despite the open questions, it is believed that this proposal will allow the development of teaching focused on critical thinking, teaching how to learn, and inserting the student into the social, political and economic context, enabling more reflective and collaborative training, treating the Project teaching as a focus for disseminating course content, articulating content from other subjects (theory and technology), with the viability of a work method that brings both teaching and the deficiency in understanding constructive rationality closer to real needs of society, favors the construction of knowledge

as it occurs in professional life, not focusing on the division of content in a disciplinary way in the job market, emphasizing the importance of interdisciplinarity in teaching design through real problems in architecture and urban planning courses.

In short, it is believed that extension actions in project teaching can be the facilitator of the teaching and learning process due to its conceptual and social proposal that favors autonomy in project development, in authorial production through significant learning, contemplating new environments and new pedagogical forms, guaranteeing a process of integral student training, interrelating the academic universe with social reality, enabling the training of more reflective and collaborative professionals; so that the content to be studied originates from the design process itself, which ceases to be the objective of Teaching, giving way to learning that is more autonomous in decision-making, more engaged in the design conception, more productive in the discussion of knowledge, and more active in the face of contemporary societal challenges.

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