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Architecture Educators and Practitioners in Collaboration

Chicago Studio over 25 years

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- The book tells the unwritten story of Chicago Studio over 25 years
- Individual authors provide insight of transition from practitioner to educator through auto ethnographic approach
- A book like this has not been done before in architecture education
- Very few books address a time span of 25 years in architecture education
- Architects usually write about buildings and their practices, here they write about pedagogy and the collaboration of practitioners with educators

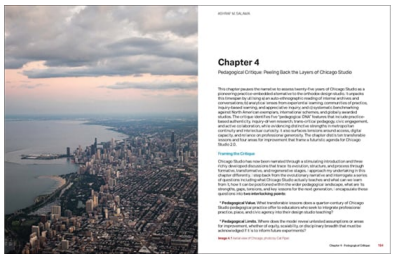
The book tells the unwritten story of Chicago Studio over 25 years—a semester-long, place-based, experiential learning program harnessing the city as a learning lab through engagement of practitioners, city leaders and neighbourhoods, while also providing pedagogical assessment and a look going forward.

The authors have played various roles—lead educator, host firm, mentor—for the programme at various times and have come together to write their collective story. Architects usually write about buildings and their practices, but here the authors write about pedagogy and the collaboration between educators and practitioners. The book presents this unique model and what constitutes the elements for its resilience. It also includes pedagogical assessment of Chicago Studio with other transformational pedagogies globally. Originating in 2002, more than 400 students have benefitted from this programme. It developed from a network of professional and alumni relationships, and persisted as the network grew. The architects, allied professionals, city and community leaders rigorously supported the program through interactions with students – as mentor, critic, community activist, etc. Some contributors are well-known while others are emerging professionals. All have an unwavering commitment – every semester, every year. Over 20 Chicago architecture practices have served as host firms, over 250 allied practitioners, and many other community organisations and neighbourhood residents have impacted the students' education.

Kathryn Clarke Albright is a professor of architecture at the College of Architecture, Arts, and Design, Virginia Tech. She is a founder of Chicago Studio, which was awarded the National Council of Architecture Registration Boards' 2005 Prize for Creative Integration of Education and Practice in the Academy. **Andrew Balster** is a Chicago-based leader in the areas of architecture, urbanism, public policy, sociology, and academia. He is the former director of Chicago Studio 2011-2015, he outlined his vision in an article titled, "*Into the world by way of the city*," published in *DesignIntelligence* in 2013. **Chip von Weise** is a Chicago-based architect, director of Chicago Studio, associate professor of Practice in Virginia Tech's School of Architecture. In 2022 he received the Nathan Clifford Ricker Award for Architecture Education from the American Institute of Architect's Illinois chapter. **John Syvertsen** is a retired Chicago architect, instructor in Virginia Tech's School of Architecture. He taught at six Architecture schools and has 45 years leading firms ranging in size from 3 to 1,000. In 2019 he received the Lifetime Achievement Award from the American Institute of Architect's Chicago chapter. **Ashraf M. Salama** is a professor of architecture and Urbanism, Head of Architecture and the Built Environment, Northumbria University Newcastle. He is a renowned pedagogue for experiential learning where architecture education intersects practice and results in transformative educational models. **Karine Dupre** is a professor of architecture, Associate Dean for Research and Creative Scholarship in the College of Architecture, Arts, and Design at Virginia Tech. She has published over 100 peer-reviewed publications as an expert in architectural pedagogy and social design.







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