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Book Club review: Architecture Live Projects: Pedagogy Into Practice

19 February 2015 | By Michael Collins

Architecture Live Projects: Pedagogy Into Practice – Harriet Harriss and Lynnette Widder, Routledge, New York, 2014

Michael Collins reviews the latest title in BD's readers' book club

Drawing from a spectrum of contributors, this succinct volume forms both a manifesto and snapshot of the *live project* paradigm.

Flanking Till's *Other Ways of Doing Practice*' (2011), *Live projects* is a well-timed critique to established modes of pedagogy within architectural education in parallel to a profession challenged both by new agile forms of architectural "agency", and government strategies driving toward increased interdisciplinary work.

Essential reading for those initiating *live projects*; Harriss' book defines key ingredients, and positioning of alternative approaches within the paradigm. Key to educational institutions are a client, a budget, and supposed *product*. Although the latter is the commonly recognised self-build project, what shines through is the significance of *process*.

From the ravaged contexts of Christchurch and Nagapattinam, to marginal areas of Gateshead and New York, common threads are legacy projects that challenge the temporal structure of academic timescales and forge meaningful relationships between institutions and communities.

Questions of aligning *live projects* to evolving RIBA and NAAB requirements are laudably debated, calling for a pedagogical approach that engages the next generation of the profession with the complexity and resourcefulness required for everyday project delivery. Most significantly by "subverting the traditional tutor-student relationship" with a third party, to evolve the culture of "individual authorship" to acknowledge the increasingly collaborative nature of the profession.

Postscript: Michael Collins is a senior associate at



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