

CHALLENGES OF ARCHITECTURAL EDUCATION IN MEXICO: GLOBALIZATION, PERI-URBAN SEMIOTICS AND SOCIAL RESPONSIBILITIES

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Objective

- To introduce new architectural approaches widening the stance of architectural education, to understand the importance of forms of meaningful socio-spatial organizations in the creation of habitable space.

Contents

- Background
- The big question is....?
- Theory framework
- Experiential learning in collaborative workshops
- Projects carried out
- Conclusion

Background

- **The globalized economy:**
 - Public policy: tying the nation up to global economic networks.
 - Cities as nodes in these networks.
 - Re-signification of urban territories through architectural image.
 - Socio-urban inclusion and exclusion.

4/27



- **Developer and management agents:**

- Interest on economically promising urban areas.
- High cost urban development vs. local human contents of place.
- Expropriations and expulsion of local population due to intensive real-estate business.

5/27





The big question is...?

**For whom is the Mexican
urbanization planned?**

8/27



Cerro El Zapotecas

Hotel Camino del Bosque

Fraccionamiento Jardines del Alba

Lienzo Charro Hacienda Zerezotla

La Huerta Golf &

Club de golf St. Andrews Cholula

Isla La Huerta golf & hotel

Rainbow

Fraccionamiento Palmas Residencial

Escuela de equitación Centro Ecuestre San Andres

Theory framework: Critical Realism, semiotics of habitable space and Experiential Learning

- **Critical Realism (CR):**

- Transdisciplinary understanding of social, economic and environmental context.
- Achieving locally sensible sustainability to attend the **socio-human dimension**.
- Context as socially constructed or produced: materially shaped by social practices.
- Existentially produced by cultural meanings, discourses and representations.

10/27



- **New approaches to teaching and learning:**

- Enhancing learning skills in the framework of creative and critical thinking.
- Collaboration and cooperation, conflict management, decision-making and problem-solving.
- Planning beyond the narrow canonical, economic or political limits.

11/27

The background of the slide is a photograph of a doorway. The door is dark and slightly ajar, revealing a bright outdoor area where laundry is hanging on a line. The walls on either side of the doorway are painted in vibrant, somewhat peeling colors of pink and teal. The overall scene suggests a lived-in, perhaps modest, urban environment.

- **The Systemic Functional Semiotics (SFS):**

- Semiotic processes and practices in the development of constructed environments.

- **Experiential learning:**

- Participation in societal development: critical, creative, innovative and highest technical level education.
- Accomplishment of research with social conscience: equal distribution of the benefits of globalization.

12/27



• **Kolb's Experiential Learning Cycle's four dimensions:**

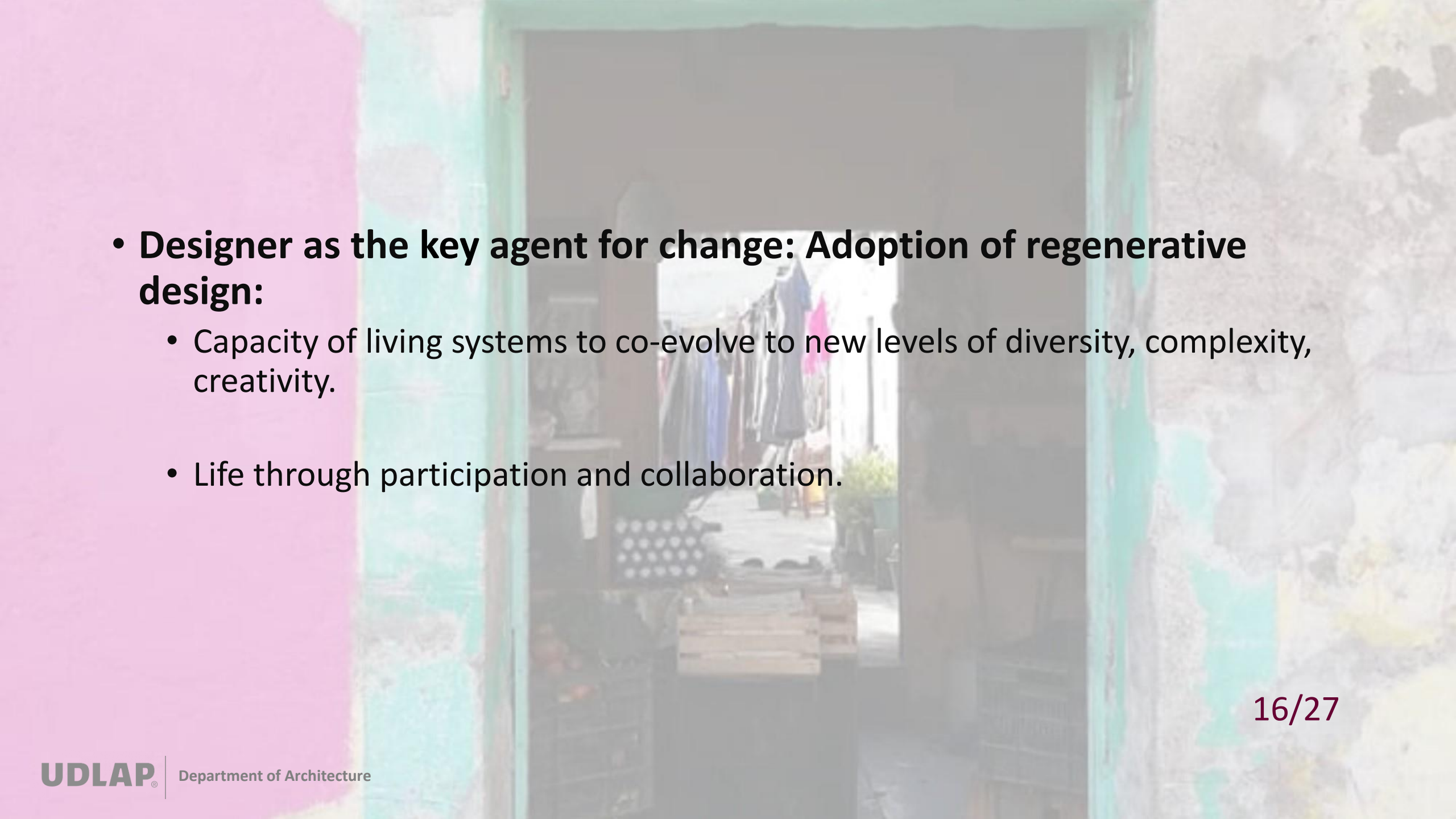
- 1) Abstract conceptualization.
- 2) Active experimentation.
- 3) Concrete experience.
- 4) Assessment of the outcomes and reflective observation.

Experiential learning in collaborative workshops

- **Involving students with professionals and local stakeholders:**
 - Discovering, analysing, and assuming complexity of social-spatial reality.
 - Educational need focused on local perspective or New Localism.
- **New localism:**
 - Critical perspective to different social design practices.
 - Adopting Regenerative Design and Social Urbanism.

14/27

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- **Regenerative design: The human being is:**
 - A source for environmental regeneration.
 - The site of architectural-urban intervention.
 - The interphase combining land uses, community development, edification and environmental meanings creation.



- **Designer as the key agent for change: Adoption of regenerative design:**

- Capacity of living systems to co-evolve to new levels of diversity, complexity, creativity.
- Life through participation and collaboration.

Cholula-project (2017)

- Solutions to the pressure of the rapid urban growth and land speculation.
- Collaborative workshop: re-creation of an ancestral agricultural auto-production mechanism.

17/27



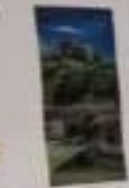




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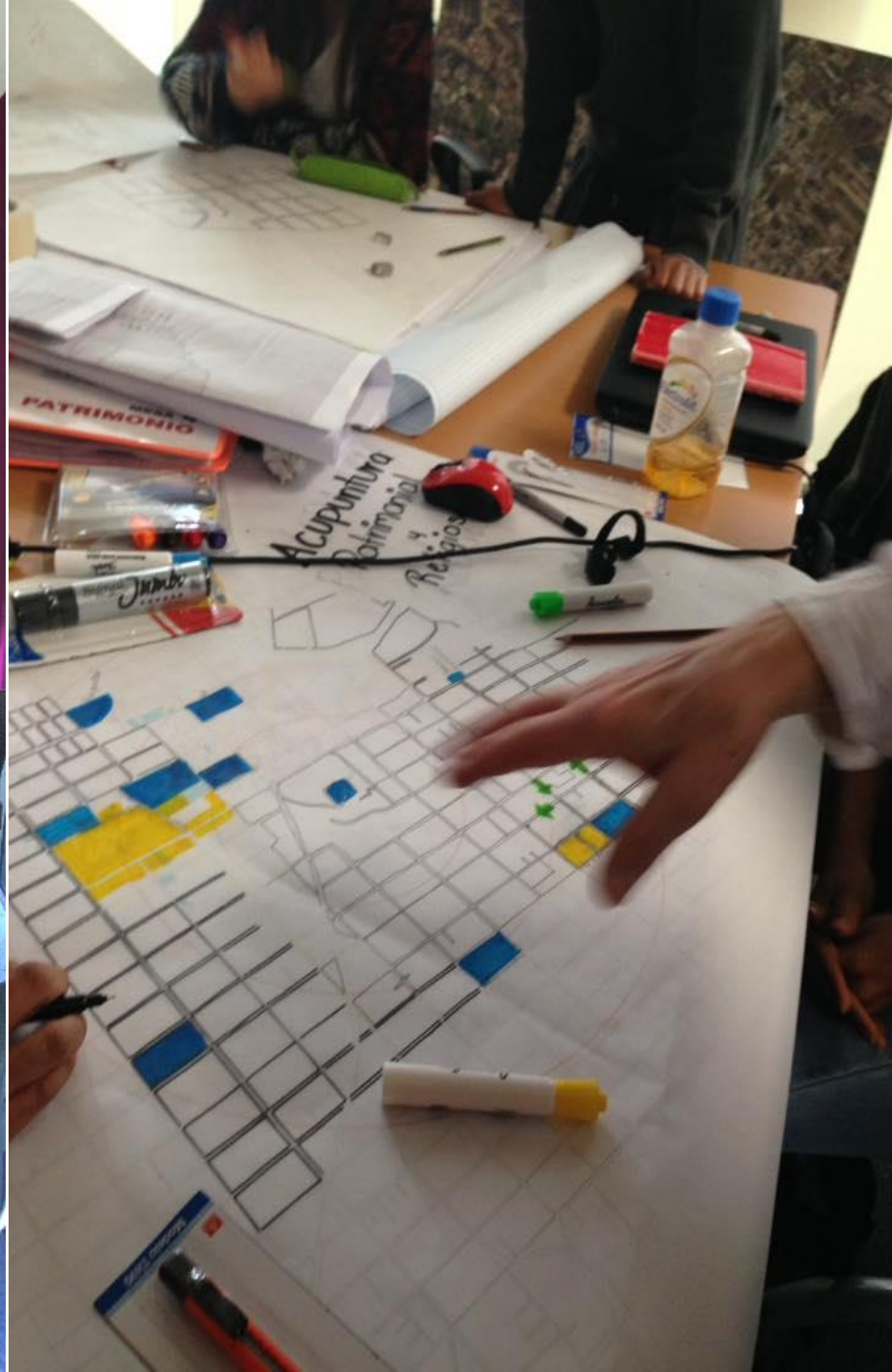
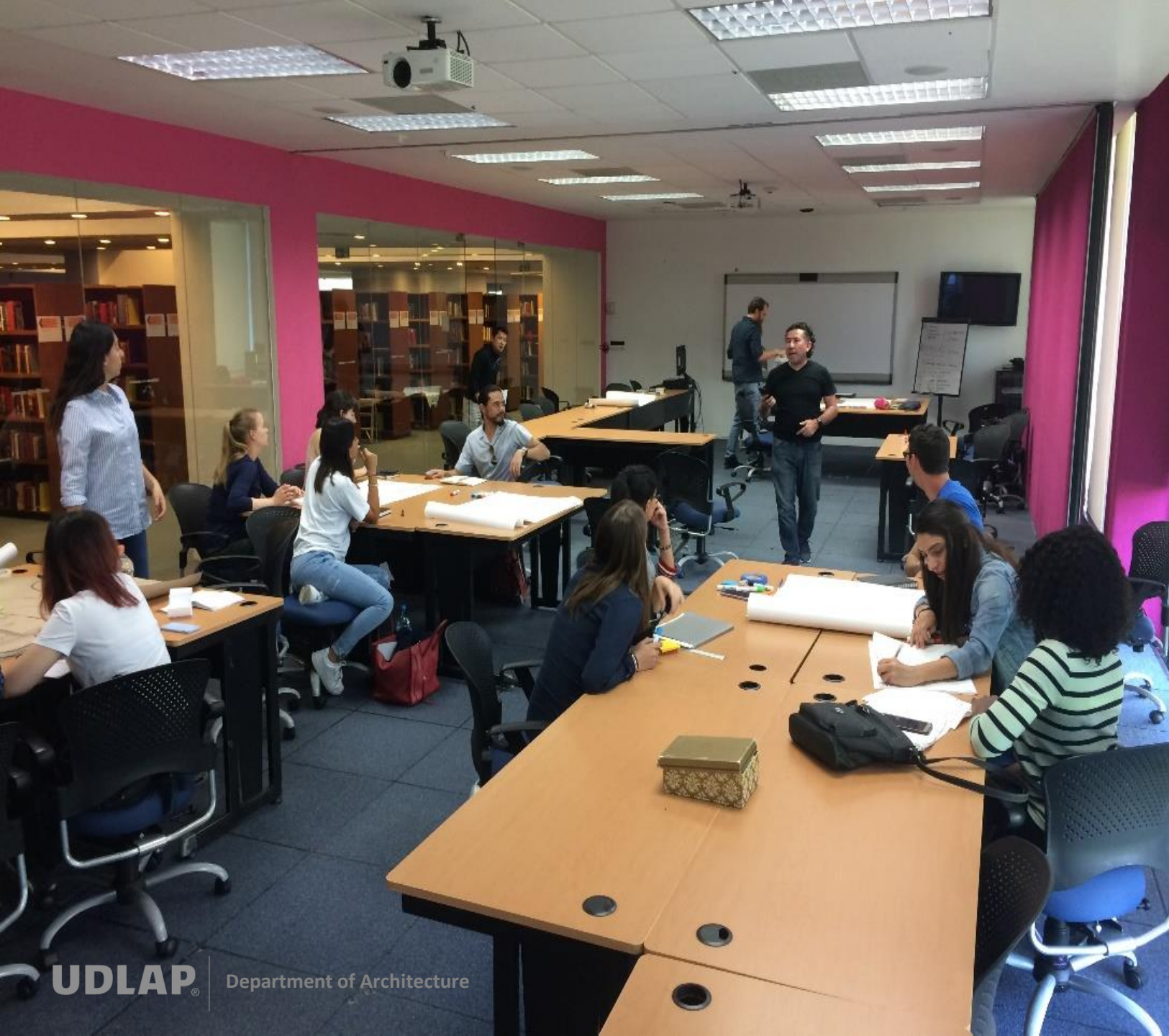
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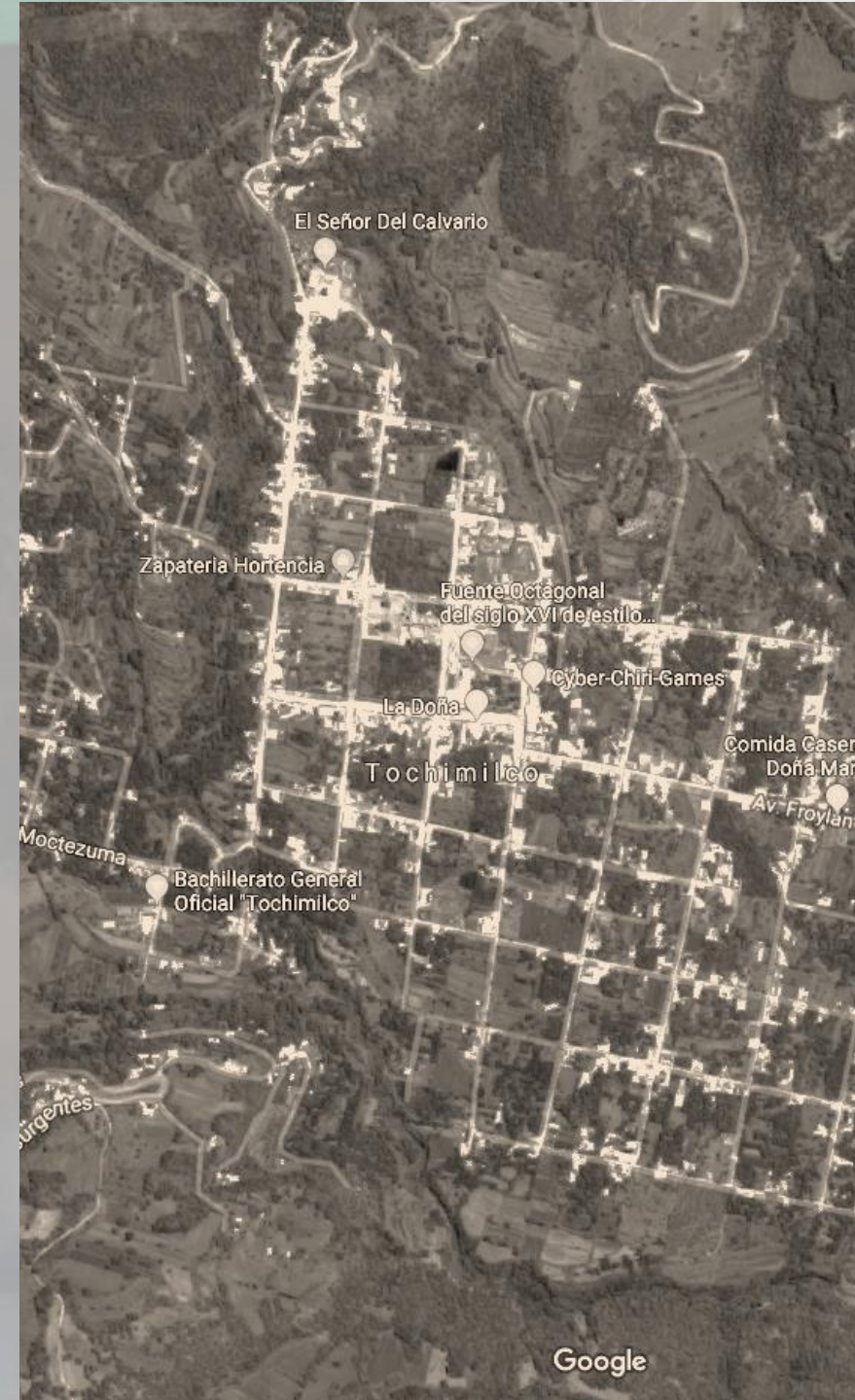
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Tochimilco-project (2018)

- Identification of resilient strategies to improve population's emergency responses to natural disasters (earthquakes and volcano eruptions).
- Intervention projects to improve rural development and local governance to strengthen community building and identity through transmission of local contextual meanings.

21/27









Conclusion

- **Mexican urban peripheries:**
 - Transformation processes: clash between local cultural and social performativities and external economic and political demands.
 - Experiential Learning practices: semiotic and phenomenological understanding of the environment.
- **Experiential Learning in Architecture:**
 - Locally structured collaborative workshops to explore alternative approaches to architectural teaching and learning.
 - Identification of innovative professional practices sensible to Mexican realities.

25/27

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Thank You.
Gracias.

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