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I have been teaching Architecture since 1981. Over 25 years in academia, my strategies and objectives have evolved with changing technologies. Originally teaching studio-based courses in architectural design and drawing on site in Paris, I have developed several interactive lecture and seminar courses on Architecture at different Midwestern universities that reflect the changing role of the professor and the changing nature of education.

Teaching, practice, research, and service inform each aspect of my architectural investigation, research, experimentation, and implementation. The creative process of design language knowledge of and Working with students, understanding of design vocabulary and experience in methodology advance problem-solving skills of students in the creative process of design. I produce multimedia educational tools incorporating traditional film, digital video and interactive computer programming to communicate design issues to the general public. My research, area of investigation and practice of Architecture is in the realm of Frank Lloyd Wright, Wisconsin Heritage, and Midwest regional craft. My commitment to multi-cultural understanding and global practice is achieved through tri-annual foreign studies courses.

Teaching

I am fortunate to participate in the educational development of most levels of students in SARUP's program, introductory phase of Level I, pre-graduate period of Level II, graduate school Master's program, and thesis students. The great diversity of students has driven my research into pedagogical issues concerning the specific educational experience at each level.

INTRODUCTION TO ARCHITECTURE

Like many disciplines that deal with the principles of art and science, architecture requires familiarity with rule and invention. In this core course, **Introduction to Architecture** (Arch 100), I present a series of lectures on the art, science and profession of Architecture. I examine the full spectrum of the field in a concise format to enhance the beginning student's view of Architecture. The histories and theories of Architecture are supported by technological references as the intent is to prepare the individual for an academic career, or provide an awareness of Architecture to non-majors. The development of the course material has led to a multi-media publication on introductory principles on architecture supported by two national grants (National Endowment for the Arts and the Graham Foundation for Advanced Studies in Architecture) in the development a CD-ROM/book course text – **Architecture: An Interactive Introduction** (McGraw-Hill 1996). The CD/Book has been translated into Spanish and used internationally.

Originally ARCH 100 in 1993 was a class of 275 pre-architecture students. Over the years I modified the material to offer the course as a General Education Requirement course to encourage more students across campus to become familiar with Design. With the advent of the digital age and my research into film and video, the enrollment is now 475 and physically limited to the largest hall on campus.

Arch 100 is structured with **4 critical thinking and problem-solving skill design assignments** to engage each student with active learning. The semester culminates in a chair design competition juried by former students, alumni, faculty and staff to assign value to the top three schemes. On the final day of class, the top three students present to their peers for a class wide selection of the winning scheme. In 2005, a major Wisconsin chair manufacturer agreed to build a full scale prototype of this and past year's winners. The process culminates with an exhibition of the top 50 schemes and the full scale prototypes at the world's largest design fair in Chicago – NEOCON.

DRAWING

Drawing is a cornerstone to all of my courses. Visual discourse is mandatory in the profession and students in design schools are expected to learn to draw. **I teach drawing as a language with structure and discipline.** I encourage the development of **sketching, drawing, and rendering** at all levels. The rigor and commitment demanded by the drawn image as a means of communication is the denominator in all aspects of Architecture and its related fields. Usually they are told how, but are

not often given time or the why or the what. On-site analysis offers the experience of learning about freehand sketching techniques and drawing principles. Freehand sketching exercises develop the artistic eye, skill and vision. The **training of hand and eye** through freehand sketching **directly contributes to the ability to imagine and convey a design. The time spent sketching trains the student to learn from looking, to record and communicate ideas, and to become more intimate with the world.**

In the mid -1990's the digital age began revolutionizing the education and practice of Architecture. With all of the benefits, there can be some abrupt negative changes. The mouse has replaced the pencil and students are desperately neglecting traditional media. Our program had offered an elective drawing studio, but it became apparent that all students needed fundamental drawing skills to compliment their advance into the realm of software.

With the aid of the smart lecture room and a 3-D projection imager, I currently teach a foundation level course to all 150 of our sophomore students, having expanded the old studio format of 24. The next stage in development is the offering of this foundation course to the entire campus as GER credit to promote drawing as a life skill for any student – a learning community based on a graphic communication tool. **Freehand** was compiled as support material.

FRANK LLOYD WRIGHT SEMINAR

In 1993 the UWM established an enhanced program that radically expands the students' understanding of the importance of Wright as an architect and as cultural icon. The **Frank Lloyd Wright Initiative** has generated graduate level studios, seminar courses on the impact of Wright on American Heritage, and expanded Historic American Building Surveys of important Wright structures. Among a series of research projects, I wrote the course text book, **Wrightscape**, to engage students specifically into the language of geometry in Wright's design. I was selected to direct this program due in part to my Wrightian research through film and from my professional practice of architecture that deals with Wrightian language.

The program's rationale is based on the fact that UWM is the only accredited School of Architecture in Wisconsin, which is Wright's home state, and the need for students to understand the principles of America's premier architect. The FLW Initiative is vital to the curriculum, and consists of the following courses to date. Measured Drawings (Arch 166-390/790), Frank Lloyd Wright Design Language Seminar (Arch 166-390/790) and Civic Miniatures Design Studio (Arch 166/631).

FILM AND ARCHITECTURE

Technology has also advanced my agenda in the arena of film. 25 years ago, I worked in 16mm film stock to create animated educational shorts for teaching. In the following years footage was converted to analog video for ease and cost efficiency, but the technology limited access and quality. The digital age, as in Architecture, revolutionized the potential for film and its relationship to architecture. In 2000, I initiated a seminar on the depiction of architectural environments, the representation and creation of visionary imagery that has impacted architectural practice, and the developments in computer science creating new alliances between film and architecture. The structure of film is analyzed - image, lighting, sound, montage, collage, space....versus the structure of architecture in film - as set, as protagonist, as story, as vision.....

Central to the course is the active learning of making movies. Digital video has allowed for tremendous power to be harnessed by the imagination of the student. At semester's end the class sponsors a film showing in front of the school as the final installment of the Friday Afternoon Live Lecture Series – a campus wide lecture series.

PARIS DESIGN EDUCATION

The education of student of design is not complete without the global and multi-cultural understanding. I have taught University of Wisconsin Milwaukee overseas programs with students from the University of Illinois Champaign-Urbana, the University of Illinois-Chicago, Oklahoma State University, the School of the Art Institute of Chicago, the University of Mexico at Monterrey, Notre Dame University, and the Universidad Interamericana de Puerto Rico. Over five years of twelve separate programs with multiple student groups, I have engaged over 500 students with the design riches of Europe and beyond.

Paris is the base/center to all of the programs due to its enormous impact in multiple periods of the growth of Western Civilization. Paris remains vital as an urban center in the 21st century while retaining its historical significance through its dominant architectural periods of Gothic, Classicism, Second Empire and Modernism. At UWM I have helped support the centuries-old tradition of travel-based education. Currently, 33% of our students study abroad.

The **Paris: Design Education** textbook is designed to express a convergence of ideas from these various programs in treating on-site investigation through a variety of course offerings – French Architectural History, On-Site Design Studio, Independent Study, and Drawing. The courses are typically filled with design students from various background and levels promoting the notion of a vertical education system where entry level students are mixed in with mid-level and graduate students.

course	title	credit	enrollment (05-06 teaching)
100	Introduction to Architecture	3	(1TA) 475
280	Introduction to Drawing	3	(2TA) 160
380	Drawing in Architecture	3	
390/790	French Architectural History	3	
390/790	Frank Lloyd Wright Seminar	3	12
390/790	Film and Architecture	3	12
391/791	Directed Research	3	4
392/792	Independent Study	3	
400	Design Studio	6	
401	Design Studio	6	
402	Design Studio	6	
536	Measured Drawing	3	12
580	Drawing in Architecture	3	
581	Preservation Technology	3	
631	Civic Miniatures Studio	3	
634	Design Build Studio	3	
634	21 st Century Workplace Studio	3	
660	Historic Preservation Studio	3	
692	Foreign Studies Studio	6	
890	Master's Thesis	9	2