

清华大学建筑 规划 景观设计教学丛书

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# 国际建筑工坊

程晓青 邹欢 栗德祥

编著

清华大学出版社

清华大学建筑 规划 景观设计教学丛书  
Selected Works of Design Studios: Architecture, Urban Planning, Landscape  
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## 内 容 简 介

“国际建筑工坊”是清华大学建筑学专业研究生设计专题的选题之一，源于2002年起由中、法、意、韩等国发起的国际学生建筑设计竞赛，旨在搭建东西方建筑教育交流的舞台。经过十四年的共同建设，已经形成跨越欧洲、亚洲和美洲的国际合作格局。本课程密切关注建筑学科发展前沿和各国城乡建设前沿的关键问题，强调设计选题的研究性，希望增强学生对于不同文化的学习与思考，提高其解决复杂城市与建筑问题的能力。本书撷取清华大学历年参与本课程的部分学生之优秀设计作品，希望向读者展现在不同文化环境下的建筑探索。

本书适合具备一定建筑与城市设计基础的研究生或本科高年级学生，可帮助其拓展专业视角，加深对于异质文化环境和城市建设的认识与思考。

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# 自序：“国际建筑工坊”十四年

## 1. 缘起：来自巴黎的美好邀约

“国际建筑工坊”的前身是由法国巴黎拉维莱特国立高等建筑学院 ERIC DUBOSC（埃里克·杜鲍斯克）教授与意大利米兰理工大学建筑学院 ETTORE ZAMBELLI（埃托·赞贝里）教授共同组织的两校学生建筑设计竞赛。2002年，受 DUBOSC 教授的盛情邀请，清华大学建筑学院首次派出由栗德祥教授率领的师生团队参加该竞赛活动，同年参加的院校还有韩国汉阳大学建筑学院和意大利那不勒斯大学建筑学院。正是在 2002 年的活动中，各院校共同协商达成建立长期合作联盟的意向，并通过了合作框架，自此，“国际建筑工坊”的早期格局初步形成，由于当时成员共有四个国家的五所建筑院校，故被简称为“四国五校”联合设计。

“国际建筑工坊”自成立之初便确定了清晰的工作模式，即：以促进东西方建筑教育交流为主旨思想，参与的学生主要为各校一年级研究生，每年春季学期举办一次活动，由各院校轮流主持。合作和交流按照设计进程共分为两个阶段，设计前期各校师生共同前往负责出题的国家进行选址考察和学术交流，设计终期则共同前往负责展评的国家进行最终成果展览和优秀作品评选，选址考察和作品展评分别在两个国家进行，旨在为各国学生创造亲身感受不同建筑文化环境的机会。

“国际建筑工坊”的早期活动主要在中、法、意、韩的“四国五校”之间进行，随着时间的推移，这项活动以其独特魅力逐渐吸引了越来越多的各国院校加盟，德国、马来西亚、日本、哥伦比亚、秘鲁、越南、泰国和西班牙等国的优秀建筑院校纷纷加入为其带来了丰富的异域建筑文化思考，也为师生创造了更为广阔的交流空间。

十四年前，一个来自巴黎的美好邀约使清华大学建筑学院与“国际建筑工坊”结下不解之缘，究其原因是其主旨思想与清华积极拓展国际教育合作的理念不谋而合。作为创始成员之一，清华师生团队迄今已经连续十四次参加此项活动，“国际建筑工坊”从早期的课外选修设计竞赛，逐渐正式纳入清华建筑学专业研究生培养体系，到 2006 年成为必修设计课程的专题之一。在此过程中，我们与来自世界各地的同行共同探索建设领域的前沿课题，分享创新设计理念与心得，获益匪浅。

## 2. 探索：建筑教育合作新模式

自改革开放以来，清华大学建筑学院不断拓展国际教育合作，随着对外交流加强，建筑教育层面的交流模式也在不断丰富：从 20 世纪 80 年代起步的公派访问学者，到 20 世纪 90 年代开始的学生交换培养，早期交流的重点是借助国外的教育平台，以单向对外输送人才为主，建筑专业



教育的特点并不明显,受众也十分有限。21世纪以来,日益扩大的国际联合设计为建筑教育合作开创了新的模式,国际联合设计契合建筑学专业特点,以增强理解和相互学习为主,交流的重点转变为搭建中外平等的教育平台,输送与引进并举,受众人数大大增加,实现了研究生全覆盖。近年来,清华大学建筑学院国际联合设计不断扩展,在研究生教育中发挥出越来越重要的作用,究其原因与以下几个基本理念密不可分:

#### · 合作原则——建立平等舞台

在“国际建筑工坊”漫长的建设过程中,对于不同文化背景的国家和院校始终以相互尊重为前提,摒弃基于国家大小、经济强弱、文化优劣的某些狭隘偏见,在其成员之中既有名列世界前茅的发达国家、知名院校,又有独具地域特色的发展中国家、新兴院校,参与国家总数达到12个,参与院校总数达到21所,平等是维系彼此友谊和稳定合作的基础。走访各个国家的每所院校,我们看到了迥异的教学环境和不同的教学方法,也看到了相同的专业追求和各自突出的学科优势,差异本身就是促进相互学习、共同进步的动力之一。平等的交流舞台为我们开拓了欣赏不同建筑文化精髓的视角,通过彼此的交流互补促进了教育理念的进步。

#### · 关键难点——磨合教学理念

“国际建筑工坊”横跨欧洲、亚洲和拉美洲,参与国家和院校众多,各自的教学体系、授课时间和教学要求均有较大差异,对形成可持续的合作关系造成相当大的障碍。早期活动主要以较为松散的竞赛为主,学生自愿参加,成果不计入课程,对于激发学生积极性和深化设计方案非常不利。对此,各成员均就“如何协调活动时间?”、“如何将其纳入正规课程?”、“如何在共同命题之下发挥各校所长?”等关键难点进行了积极推进,也得到了各院校的大力支持。随着不同教学理念的相互磨合,逐渐建立了稳定和谐的合作关系,目前各主要成员院校均已将此项活动作为研究生必修课,并针对各自不同的教学特点,在完成共同设计成果之外深化相应的论文研究和技术设计等个性化内容。

#### · 教学重点——开拓专业视野

作为一门研究生设计课程,“国际建筑工坊”的教学重点不是具体设计手法的传授,而是帮助学生提高综合分析问题的能力、建立科学的设计方法论,其中开拓专业视野是此项活动的最大收获。“国际建筑工坊”的广泛交流平台为学生们创造了感悟世界不同文化的机会,在每年的活动中都为学生组织两次学术交流互访,帮助他们深入了解建设环境的历史脉络和未来发展。教学活动并不局限于校园课堂和指导教师,而是广泛邀请以政府管理和规划部门、建设开发单位、当地代表建筑师等行业专家为学生们介绍城市发展的相关需求和进展,提供了十分难得的学习机会。学生们可以直观地了解不同城市的发展问题,亲耳聆听国际建筑领域前沿理论,亲身探究东西方建筑思想的异同,现场考察优秀设计案例,对于其形成全面的建筑观具有积极意义。

### · 教学方法——强调激发互动

结合清华建筑学专业研究生培养目标，“国际建筑工坊”注重设计方法的传授，采用激发互动式的教学方法，以研讨课为主要教学形式。一方面，鼓励学生积极开展自主研究，从每个项目所在国家的历史文化和社会发展入手，锻炼其发现问题的能力；另一方面，教师按照教学进程设置阶段性的成果要求，帮助学生循序渐进地不断深化研究和设计，形成逻辑清晰的设计思路，增强其解决问题的能力；同时，引入多学科交叉的教学内容，促进学生方案的深化，提高其专业设计的能力。

### · 核心目标——回归本土文化

“和而不同”是中国人对不同文化的独特理解，强调认同外来文化而不抹杀自身特点，二者相辅相成，缺一不可。清华大学建筑学院在“国际建筑工坊”教学中始终以异质文化之间的相互借鉴作为提高教学水平、促进文化自信的基本手段，交流的核心目标是回归本土文化，这一追求亦得到了每个成员院校的认同。在十四年的教学实践中，既强调对项目所处环境和地域文化的尊重，又鼓励学生不拘泥于建设条件，大胆提出基于自身理解的设计方案。随着教学思想的日渐成熟，清华学生所展现的兼具浓厚东方式思维和前瞻设计理念的作品赢得了国际同行的广泛赞许。在每年的成果展评中，我们非常欣慰地看到各院校师生所奉献的独具特色、风格迥异的设计理念，相信这些基于不同文化背景的另一类思考对于每个国家和城市的发展都具有积极的启发价值。

## 3. 感悟：异质文化碰撞与升华

在“国际建筑工坊”十四年的实践中令人感触最深的是异质文化的碰撞，由于各所院校来自不同的文化背景，拥有不同的教育理念，面对同样的研究课题时往往会采用差异性极大的思维方法和解决方案。因此，认真分析不同的教学理念、积极学习彼此的实践经验，对于提升各自的教学水平十分有益。

### · 共同的关注视角

“国际建筑工坊”自创立以来，始终关注城市和建筑发展的前沿问题，强调命题的前瞻性。在历年的设计选题中，各主办院校积极寻找城市和建筑发展的关键难点作为研究和设计题目，虽然环境不同、内容各异，但是都呈现出共同的关注视角，即以生态技术、城市与建筑更新和地域文化为重点的当代建筑核心命题。

早期阶段设计选题的突出特色是要求采用绿色建筑和节能技术，在完成基本设计方案的同时还须进行深入的技术模拟和节点设计，针对不同的地段条件，绿色技术的选择具有很强的针对性。例如：在2003年北京高层综合体设计中，积极探索了冬冷夏热地区高层建筑的被动式节能技术，方案针对保温、通风和隔热等进行了多角度的探索和模拟，对于亚热带环境的绿色建筑实践具有很好的参考价值。在2007年马六甲湿地居住建筑和2008年深圳滨海公共建筑设计中，潮湿闷热的气候特点对于方案的形成带来很大影响，架空、遮阳、风巷、水墙和植被维护结构等创新性

解决方案对于推动热带环境的建筑节能研究具有积极意义。

城市与建筑更新是“国际建筑工坊”关注的又一个重点，无论是位于首尔景福宫一隅的现代艺术中心设计，还是贝约纳河畔的拿破仑兵营再造；无论是威尼斯大运河上的旧建筑更新，还是东京日本桥高架路的再利用，每个选题无不铭刻着各个国家的发展脉络、展示出各个城市的历史变迁。关注历史、关注文化、关注城市和社会发展加深了我们对于个体建筑定位的思考，整合既有空间秩序、实现新旧建筑的融合、再造美好的城市环境成为设计的重要指导思想，为激发每座城市的活力进行不懈努力。

随着参与国家和院校的不断增加，异质文化的影响令“国际建筑工坊”的选题内容日益丰富，特别是在地域文化特色方面的探索不断加强。历史悠久的欧洲古典主义建筑、秩序清晰的韩国宫殿和园林、独具特色的马来屋住宅、创意无限的拉美城市涂鸦艺术为设计者带来了丰富的创作源泉和艺术灵感。以差异化的视角审视异质文化，跨越不同文化背景的地域建筑探索往往最能“去粗取精”，收获启发性的思想火花。

### · 迥异的解决方案

成果展评是“国际建筑工坊”始终坚持的重要交流环节，每年数十个方案供师生彼此观摩，历经严格的评审选出最优秀的设计，坚持这一过程的核心目标就是通过展示在共同命题之下不同院校所提出的风格迥异的解决方案，促进教学理念和方法的相互学习。每组设计方案往往清晰地体现了各院校突出的学术优势，折射出鲜明的教学思想。合作院校各自的教学侧重点十分明显，例如：意大利米兰理工大学注重技术和建构层面的训练，方案的技术深度优势明显；威尼斯建筑学院则注重设计理念、特别是哲学层面的思考，方案的理念和表达手法纯熟；法国拉维莱特国立高等建筑学院在新型轻钢结构体系方面经验丰富，方案充满轻盈浪漫的气息；与之相比，亚洲各院校则更加关注历史脉络的梳理和城市尺度的思考，方案在突出地域性和现代感的矛盾中脱颖而出。

### · 相互碰撞中升华

在“国际建筑工坊”的同行评价中，清华团队在这些年中的进步是有目共睹的，从早期努力摸索，到慢慢适应规则，进而完美融入并发挥重要作用，经历了从被动到主动的角色转换，逐渐形成明显的学术优势。对此，作为教师我们深感自豪的同时，也清醒地认识到这是与整个国家的强盛和对外影响的扩展一脉相承的。早期的“国际建筑工坊”是清华学生了解国际建筑教育仅有的几个窗口之一，如今，随着学生国际视野的拓展、语言交流能力的提升、设计构思创造性的加强，“国际建筑工坊”逐渐成为展现清华学人风采的舞台。清华团队连续多年在成果评选中取得佳绩，这进一步提升了我们的文化自信。相信对于每一位参加此项活动的学生来说，“国际建筑工坊”所带给他们的启发和收获一定是受益终身的。

同样，在与国际同行的交流中，我们不断完善清华建筑学专业研究生教学体系，强调方法训练、开展专题研讨、跨学科合作和深化技术设计等教学改革一定程度上也是受益于“国际建筑工坊”的相互学习。



## 4. 收获：行走中的激励与成长

十四年来，我们仿佛一直行走在追求建筑理想的道路上，走过很多美丽的城市、看过很多奇异的风景，为大自然的鬼斧神工惊叹过、为人类创造的巧夺天工感动过，曾经的美好回忆今天仍旧历历在目；难忘西西里静谧的红砂岩建筑遗迹，难忘马来西亚柔佛州贫穷的水上人家；难忘文艺复兴之城的和谐优雅，难忘威尼斯“彩色岛”的色彩斑斓；难忘庆尚南道古寺的晨钟暮鼓，难忘福建土楼“婚礼”的热闹喧嚣；难忘壮美的马丘比丘，难忘宏伟的拿破仑兵营；难忘安第斯大学充满欢声笑语的校园生活，难忘 UNESCO 大厦神圣庄严的颁奖仪式……“国际建筑工坊”带给我们的收获是弥足珍贵的：

其一，作为教育者——通过“国际建筑工坊”的平台，我们广交各国朋友，收获了崭新的教学思想，提升了自身的教学水平。在历年的教学实践中，我们为这门课程倾注了太多的心血，每个设计的教学过程同样是学习过程，我们和学生们一起研究和分享，为每一位学生的困惑而担忧，为每一个方案的进展所鼓舞，教学理念在潜移默化中得以提升。

其二，作为建筑师——在“国际建筑工坊”中我们拓展了专业视野，交流前沿理论，分享创作心得。建筑学专业教育是一项特殊的事业，每位教师同时也是建筑师，在个人专业发展道路上，设计与理论教学二者缺一不可，所谓教学相长，教学理念方面的提升同样折射在我们作为建筑师的设计创作中。

其三，作为清华人——我们为学生的出色表现而欢呼、自豪，是学生们的聪颖和智慧为人类的建设事业奉献了美好的创意与思想，是学生们的勤奋和努力为清华大学赢得了崇高的国际声誉。

最后，作为亲历者——我们见证了“国际建筑工坊”从艰苦创办到蓬勃发展的成长历程，来自世界各地的同行们心怀共同的专业追求，为了构建完美的教育交流平台不断摸索前行，在这段难忘的旅程中彼此激励与成长。

## 5. 愿景：开拓建筑教育的“丝绸之路”

时光荏苒，日月穿梭，不经意间，“国际建筑工坊”迄今已经开展十四年了。十四年，对于人生来讲已是一段相当漫长的经历。同样，对于“国际建筑工坊”来说，随着成员不断增加、交流不断深入，仿佛一个咿呀学语的婴儿逐渐成长为意气风发的少年。回首这段难忘的历程，不得不承认我们的心中是怀有些许苦涩的：早期创始人之一的 ZAMBELLI 教授已经故去，为我们留下深深的怀念；曾经主持此项活动的部分中外教师也已退休，离开教学一线。然而，我们同时也看到越来越多的建筑学人加入到这一队伍中，他们带来了新的思想与活力。更加值得欣慰的是，曾经参与此项活动的学生们如今已经活跃在世界各地的建设领域，在各自岗位上积极实践着、创造着。其中甚至有的学生也已经步入教职，担当着推动“国际建筑工坊”扩大传承的重任。2015年，“国际建筑工坊”首次在越南河内举行，参与的国家和学校进一步增多，学生总人数达到200多人，国际影响日益彰显。

“国际建筑工坊”的初衷是搭建东西方建筑教育合作的桥梁，努力开拓一条建筑教育的“丝绸之路”。



感谢十四年来陪伴我们一起进步的各国同行，这是一群对建筑充满热爱的人，他们为着无疆界的建筑理想，为着人类的共同发展而努力。应该说，通过此项活动令我们更加热爱这个美好的世界，也更加热爱所从事的伟大事业。

祝愿我们的友谊长存！祝福“国际建筑工坊”薪火相传、蓬勃发展！

程晓青 邹欢

2015年7月于清华园

# **“Atelier Internationale d’Architecture Construite” (AIAC) for 14 Years**

## **1. Origin: A beautiful invitation from Paris**

The predecessor of “AIAC” is an international architectural design competition jointly organized by Professor ERIC DUBOSC of l'Ecole Nationale superieure d'Architecture de Paris la villette and Professor ETTORE ZAMBELLI of Politecnico di Milano. In 2002, with the gracious invitation of Professor DUBOSC, the School of Architecture, Tsinghua University dispatched a team of teachers and students led by Professor Li Dexiang to participate in the activity. In the same year, the School of Architecture of Hanyang University, R.O.Korea and School of Architecture of Naples from Italy also attended the event. Through the activity in 2002, all participating schools agreed with an intention of establishing a long-term cooperative alliance through joint consultation, and a framework agreement was successfully passed. Henceforth, the early structure of “AIAC” came into being. As the members then were from five schools of four countries, the activity is therefore abbreviated as the Four Countries Five Schools joint studio.

Early after its establishment, “AIAC” has confirmed a clear working method: to follow the key thought of promoting the exchange between the occidental and the oriental architectural education. Participants are mainly first-year graduate students. The activity is held once in each spring term, hosted by all schools in turn. According to the design progress, the cooperation and exchange take in two steps. In the first step, teachers and students from all schools will visit the selected country for site selection and academic exchange. In the second step, they will go to the country that is responsible for exhibition and appraisal to exhibit their final achievements and contest for excellent works. The investigation of site selection and work appraisal will be conducted respectively in two countries, so as to create an opportunity by which students of all countries can personally experience a different architectural and cultural environment.

The preliminary activities of “AIAC” were mainly conducted among the Four Countries Five Schools, namely, China, France, Italy and R.O.Korea. As time goes on, this activity has aroused the interest of more and more Universities from other countries gradually, for its unique charm. The excellent architecture schools from Germany, Malaysia, Japan, Colombia, Peru, Vietnam, Thailand and Spain have also introduced rich ideas about foreign architectural cultures, which also create a broader space of exchange for teachers and students.

Fourteen years ago, the School of Architecture, Tsinghua University has been fated to have a permanent relation with “AIAC” since a beautiful invitation from Paris. One of the reasons is that the key thought of the activity coincides with Tsinghua’s concept of actively expanding the international cooperation in education. As one of the founders, the team of teachers and students from Tsinghua has so far participated in fourteen sessions consecutively. “AIAC” has been gradually included in the graduate student pedagogic programme of Tsinghua’s specialty of Architecture, developed from an extracurricular selective design competition at the early days. Till 2006, this has been one of the special topics of required design curriculum. In that

process, we jointly explored the leading topics in the field of architecture and shared our creative design concepts and achievements with peers from all over the world, from which we have benefited a great deal.

## **2. Exploration: A new model of cooperation in architectural education**

Since the reform and opening up, the School of Architecture, Tsinghua University has been expanding its cooperation in international education continuously. As the foreign exchange is strengthened, the exchange patterns at the level of architectural education have been enriched ceaselessly: From government-sponsored visiting scholars in the 1980s to the cultivation of student exchange in the 1990s, the early exchange focused on sending talents abroad unilaterally via the foreign educational platforms, so that the features of professional architectural education had not been highlighted yet and participants were quite limited. Since 2000, the increasing international joint design has ushered in a new pattern of cooperation in the architectural education. The international joint design agrees with the features of architecture, with an aim to enhance understanding and mutual learning. The emphasis of exchange is changed into the establishment of an educational platform that is fair for both China and foreign countries. The activity pays equal attention to both sending and introducing of talents and its participants are increasing sharply, realizing the full coverage for graduate students. In recent years, the School of Architecture, Tsinghua University has continuously developed the international joint design and it played an increasingly significant role in postgraduate education. These are inseparable of the following basic concepts:

### **• The Principle of Cooperation - To establish a common stage**

During the long process of construction of "AIAC", countries and schools with different cultural backgrounds always abide by the premise of respecting each other and abandon certain prejudices on the size of country, economic strength and cultural context. Members include not only the world's developed countries and well-known schools but also developing countries and emerging schools with unique regional characteristics. A total of 21 schools from 12 countries have participated in this activity. Equality is the basis to sustain the mutual friendship and stable cooperation among members. In our visits to each school of each country, we saw different teaching environment and unique teaching methodology, and also the same pursuit for specialty and prominent disciplinary advantages. The difference itself is one of the driving forces to promote mutual learning and combined development. The common exchange stage has created a perspective for us to appreciate the essence of different architectural cultures. The complementarity in exchange gives an impetus to the advancement of educational concept.

### **• The Key Difficulties - To coordinate teaching concepts**

"AIAC" covers a number of countries and schools in Europe, Asia and Latin America. The big difference in the system, time and requirements of teaching has imposed a considerably great barrier to the formation of sustained cooperative relationship. The early activities focused on the unconsolidated competition, students may participate in of their own will, but the achievements were not included in the curriculum. Consequently, this was quite unfavorable to stimulate the students' enthusiasm and to deepen their design scheme. On this ground, all members made dedicated efforts to tackle the key difficulties such as "How to coordinate

the activity time?" "How to include it in the formal curriculum?" "How to exert the advantages of each school under the common proposition?" This also obtained the great support of all schools. A stable and harmonious cooperative relationship has been established gradually along with the mutual coordination among the different concepts. Currently, all key members have included this activity into the pedagogic programme of postgraduates, and deepened the corresponding thesis research, technical design and other personalized contents in addition to completing the joint design achievement, in view of different teaching features of each member.

• **The Teaching Priority - To develop a professional view**

As a design project of postgraduates, the teaching priority of "AIAC" is by no means to impart the specific design techniques, but to help students enhance their ability of comprehensively analyzing and establish a logical design methodology. In particular, the maximum benefit is to widen their professional view. The wide-ranging exchange platform of "AIAC" provides students with an opportunity to experience different cultures in the world. In the annual activity, we organize twice academic exchanges and visits for students, so as to help them profoundly understand the historical context and future development of construction environment. Teaching activities are not limited to lectures in campus and guidance from teachers, but to widely invite experts from the governmental administration and planning departments, construction and development units, and regional representative architects to introduce the local needs and progress of urban space. This has created a quite rare opportunity of learning. Students can have an intuitive understanding to the development issues of different cities, know the cutting-edge theory of the international architectural fields, explore the similarities and differences between Chinese and western architectural thinking, and make field inspection on excellent design cases. These aspects are of positive significance to form all-round architectural values.

• **The Teaching Methodology - To emphasize the stimulated interaction**

By combining the pedagogic objective of Tsinghua's architecture postgraduates, "AIAC" attaches importance to imparting the methodology and adopts the teaching method of stimulated interaction with seminars as the main teaching form. On the one hand, students are encouraged to actively make independent research and exercise their ability of problem finding by starting with history, cultures and social development studies of local country of each project; on the other hand, teachers impose the requirements for phased results according to the teaching schedule, so as to help students continuously deepen their research and design step by step, form the design concept with clear logic and boost their ability of problem finding; meanwhile, multi-disciplinary teaching contents are introduced to deepen the students' projects and enhance their professional design ability.

• **The Core Objective - To return to native cultures**

The "Harmony in diversity" represents the unique concept of Chinese people regarding different cultures; such concept suggests that people agree with foreign cultures but not obliterate their own characteristics. These two complementary aspects are indispensable of each other. On this ground, in the teaching process of "AIAC", the School of Architecture,



Tsinghua University has been always adhering to the basic approach of enhancing the teaching level and promoting the confidence in cultures by mutual interaction of heterogeneous cultures. The core objective of exchange is to return to native cultures, which is also recognized by each member school. During fourteen years of teaching practices, we not only emphasize the respect to the local environment and regional cultures but also encourage students to boldly propose a design scheme based on their own understanding, instead of rigidly adhering to the construction conditions. As the teaching ideas are matured increasingly, Tsinghua's students have manifested the works that boast rich oriental ideas and prospective design concept, and thus won the widespread appraisal among the international peers. In the annual exhibition and appraisal of results, we are delighted with the design concepts of teachers and students of all schools. Their works are in possession of unique features and different ways. We believe that these different thinking based on different cultural background is of positive enlightenment for the development of each country and each city.

### **3. Perception: Collision and sublimation of heterogeneous cultures**

In fourteen years of practices of "AIAC", what we have most realised is the collision of heterogeneous cultures. As those schools have different cultural context and teaching concept, we generally adopt the thinking methods and solutions with great difference in face of the same research subjects. Hence, to earnestly analyze different teaching concept and actively learn the practical experience from each other is of great benefit to enhancing each other's teaching achievement.

#### **• Viewpoints in Common**

Since its establishment, "AIAC" has always paid attention to the frontier questions about the development of cities and architecture, and emphasized the perceptiveness of propositions. In the previous selected subjects, all sponsoring schools actively sought for the key difficulties facing the development of cities and architecture as the assignments of research and design. Despite different environment and contents, all those subjects shared viewpoints in common, specifically, taking ecological technologies, urban renewals and regional cultures as the core objectives of contemporary architecture.

At the early stages, the design subjects were required to highlight green building and energy-saving technology. While completing the basic design scheme, the selected subjects must also go further into technical simulation and detail design. Upon the selection, the green technology shall be especially specific to the different conditions of a site. For example, Beijing high-rise complex design in 2003 manifested an active exploration into passive energy conservation technology for high-rise buildings in areas which are hot in summer and cold in winter. The scheme made a multi-dimensional exploration and simulation specific to heat preservation, ventilation and heat isolation. This had good reference value for practices of green building design in the subtropical environment. In the design of residential buildings for Malacca Wetland in 2007 and public building design of Shenzhen in 2008, the warm and wet climate features had a big impact on the projects. Hence, the innovative solutions such as building on stilts, sunshade, ventilation alley, waterwall and vegetation maintenance structure played an important role in promoting the research into building energy efficiency in the tropical environment.

Another key concern of "AIAC" is the renewal of cities and buildings. Whether the design of modern arts center in the neighbour of Gyeongbokgung Palace in Seoul or reconstruction of Napoleon barracks in the riverside of Bayonne, and whether the renewal of old buildings along the Grand Canal in Venice or reutilization of elevated highway in Nihonbashi of Tokyo, each of those topics, without exception, took on the development context of the whole country and demonstrated the historical changes of each city. The concerns to history, culture, city and social development have deepened our thinking about individual architectural performance. One of the important guiding ideologies for teaching is to integrate the existing spatial patterns, realize the combination of new and old buildings and reconstruct the beautiful urban environment. Following such an ideology, we will make unremitting efforts to activate the vitality of each country.

As the participating members are increasing, the subjects of "AIAC" affected by heterogeneous cultures are becoming richer and richer. In particular, the exploration in the regional cultural features are strengthened continuously. The time-honored European classicism buildings, orderly palaces and gardens of R.O.Korea, characteristic Malaysian residential buildings and creative Graffiti arts in Latin American cities, have brought rich source of creation and artistic inspiration. It is most likely to "eliminate all but the essence" and harvest the enlightening sparks of thought by carefully examining the heterogeneous cultures from a differentiated perspective and explore the regional buildings under different cultural contexts.

#### • Disparate solutions

The exhibition and appraisal of designing results constitute an important link of exchange that "AIAC" has always adhered to. Every year, dozens of projects are assembled for inspection and learning from each other. Through the strict appraisal and review, the most excellent designs will come out. However, the objective of this process is to promote participants to learn from each other's teaching concepts and methodologies by the exhibition of those unique solutions as proposed by different schools under the same subject. Each group of project often clearly embodies the prominent academic advantages of each school and reflects their bright ideas. All schools in the cooperation have a quite obvious emphasis of pedagogy. For instance, Polytechnic University of Milan in Italy pays more attention on the trainings of techniques and construction levels, whose projects manifest obvious technical advantages; University IUAV of Venice focuses on thinking about design concept, especially the philosophical concept, and the project boasts sophisticated concept and means of expression; ENSAPLV boasts rich experience in light steel structure system, whose project is full of lightness and romantic atmosphere; by contrast, all schools in Asia focus far more on reflection the historical context and thinking about dimension of the city, and the final results stand out of the contradictions between regional characters and sense of modernity.

#### • Sublimating in the collision

In the peer evaluation of "AIAC", the progress of Tsinghua's team in these years is well known. From struggling exploration at the beginning to adapting itself to the rules slowly, Tsinghua's team has integrated itself into the activity perfectly and played a significant role. Through the transition from a passive to an active role, this team is gradually forming its obvious academic advantages. While we as teachers feel proud of it, we also realize clearly that this is closely

related to the prosperity of our nation and its influence abroad. In the early days, "AIAC" was one of the few windows through which Tsinghua's students could know the international architectural education. However, nowadays, "AIAC" has gradually become a stage of reflecting the elegant demeanor of Tsinghua's scholars along with the widened international view of students, the improving ability of language communication and the improved design concept creativity. Tsinghua's team has obtained good results in the appraisal for years consecutively, which has further enhanced our cultural confidence. We believe that, for each student participating in this activity, the enlightenment and achievements they have obtained from "AIAC" will benefit them for life.

Similarly, we continuously improve the postgraduate teaching system of architecture of Tsinghua University during the exchange with international peers. To a certain extent, our reforms in emphasizing the methodological training, conducting seminars and interdisciplinary cooperation, and deepening technical design also benefit from mutual learning via "AIAC".

#### **4. Achievements: Incentives and growth on the way**

In fourteen years, it appears that we have always walked in the path of pursuing our architectural ideal. We have been to many beautiful cities, seen numerous fantastic sights, shocked by superlative craftsmanship of the nature and moved by wonderful workmanship of human beings. The beautiful memory is unforgettable and still visible: the tranquil red sandstone building ruins in Sicily and the poor boat dwellers in Johor, Malaysia; the harmony and elegance of the Renaissance city and colorful "Burano Island" of Venice; morning bell and evening drum in Gyeongsangnam-do old temple and joyful "wedding ceremony" of Fujian Tulou; the most majestic Machu Picchu and the magnificent Napoleon barracks; campus life full of joy and laughter in University of the Andes, the sacred and solemn awarding ceremony in the UNESCO mansion... The achievements we've made through "AIAC" are pleasurable and valuable:

Firstly, as educators - we have made friends from all countries, learned fresh pedagogic ideas from them and enhanced our own via the platform of "AIAC". In all our teaching practices, we have made much more efforts in this course. Each teaching process we design is also a learning process. We experience and share it together with our students. We were concerned about each student's confusion and we were inspired by the progress of each project. Our teaching concept has been enhanced in the subtle influence.

Secondly, as architects - we have widen our professional view, exchanged the cutting-edge theory and shared our creation in the activity of "AIAC". The specialty education of architecture is a special undertaking. Each teacher is also an architect. On the way of personal development, design practices and theoretical teaching are indispensable of each other, as the saying goes that "teaching and learning benefit each other". The enhancement in pedagogic concept is similarly reflected in the design creation of architects.

Thirdly, as members of Tsinghua- we cheer for and feel proud of the outstanding performance of our students. They have contributed beautiful creativity and ideas for humans' architectural undertaking through their intelligence and wisdom. Their diligence and endeavors have won the great international fame for Tsinghua.

At last, as witnesses- we have witnessed the growth history of "AIAC" from tough establishment to flourishing development. With the common professional pursuit, the peers from all over the world have continuously explored how to build a perfect educational exchange platform. During this unforgettable journey, we have encouraged each other and grow up.

## 5. Vision: To construct the "Silk Road" of architectural education

Time flies like an arrow. So far, "AIAC" has been held for 14 years. Fourteen years, for life, represents a considerably long experience. Similarly, for "AIAC", it seems that a babbling infant is growing with lively spirits as the members have been increasing and exchange deepened. Looking back at this unforgettable process, we have to acknowledge that we indeed felt bitter and astringent somewhat: Professor ZAMBELLI, one of the early founders, passed away, leaving us in deep yearnings; part of domestic and foreign teachers who hosted this activity have retired and left from classroom. However, in the meantime, we have seen that more and more architectural scholars are joining us, and they bring new thought and vigor. It is encouraging to know that students who once participated in this activity have been active on the architectural field in the world, and they are actively practicing and creating on their respective post. Even some of the students have returned to their homeland to serve as teachers and taken the heavy responsibility for promoting and inheriting "AIAC". In 2015, "AIAC" is held in Hanoi, Vietnam for the first time, with the increase of participating countries and schools. With More than 200 students participating in the activity, its international influence has been more and more apparent.

The original intention of "AIAC" is to establish a bridge occidental and oriental cooperation in the architectural education and aim to develop the "Silk Road" for architectural education. We would like to appreciate it that peers of all countries have witnessed our common advancement. This is a group of people who have love for architecture deeply. With the borderless architectural ideal, we are making efforts to achieve joint development of human beings. We might say that, through this activity, we love this beautiful world more and more, and it is also the great cause we are striving for.

May our friendship last forever! And "AIAC" is sincerely wished to grow vigorously generation by generation!

Cheng Xiaoqing Zou Huan  
Tsinghua University, July 2015



# 国际学生建筑设计交流竞赛活动有感

“国际建筑工坊”活动起始于2002年春，主要内容是国际学生建筑设计竞赛，每年一届，每届春秋两次集中交流，分别在欧洲、亚洲或其他洲。春季交流一般在三月份，主要内容是发布和解释设计竞赛题目，调研建设地段设计条件和环境特点，听取指导老师们的学术报告，并参观考察地段所在地区的城市和建筑。秋季交流一般在九月份，主要内容是各国学生观摩设计成果，由指导老师和当地著名建筑师组成评委会评出获奖作品并颁奖，顺便参观考察该地区的城市和建筑。



“国际建筑工坊”活动从2002年起迄今已成功举办了14届，参加的国家 and 院校由最初的“四国五校”（法国拉维莱特国立高等建筑学院、意大利米兰理工大学、中国清华大学建筑学院、韩国汉阳大学建筑学院和意大利那不勒斯大学建筑学院）逐年有所拓展，迄今为止参与国家共12个，参与院校达21所。早期活动主要在法国、中国、意大利、韩国几个创始国举行，近年来逐渐扩展到在马来西亚、日本、哥伦比亚和越南等国举行。

参与“国际建筑工坊”活动有两点体会比较深刻：

一、据我理解，与以往的国际竞赛不同，该活动强调交流和学习，并不刻意追求拿大奖，而是锻炼同学们巧妙解决问题的能力，设计出有特色的好建筑。无论是设计过程中还是评奖颁奖时刻，大多数师生都能保持平和的学习心态，这是最有利于学习的氛围。本着这样的心态我院师生收获良多。

其实，各校交流竞赛团队各有所长，值得汲取。比如，米兰理工大学团队参赛学生是建筑技术专业，建筑技术方面知识丰富，表达娴熟，建筑构思活跃。法国拉维莱特国立高等建筑学院团队强调建筑形态的创新和轻钢结构的应用，具有思维理性与表达浪漫的特征。韩国汉阳大学团队方案的多数布局紧凑，空间丰富多变，造型简约典雅，模型精致爽眼。清华大学建筑学院团队则注重对地段环境的调查研究，突出建筑与环境的整体性以及建筑形态的时代感与地方性。

二、有机会体验国际经典城市和建筑，对于在校学生来说是弥足珍贵和必要的，这项活动就提供这一契机。这些年来我们带领学生考察了意大利、法国、韩国、西班牙和马来西亚等国的众多城市和建筑。