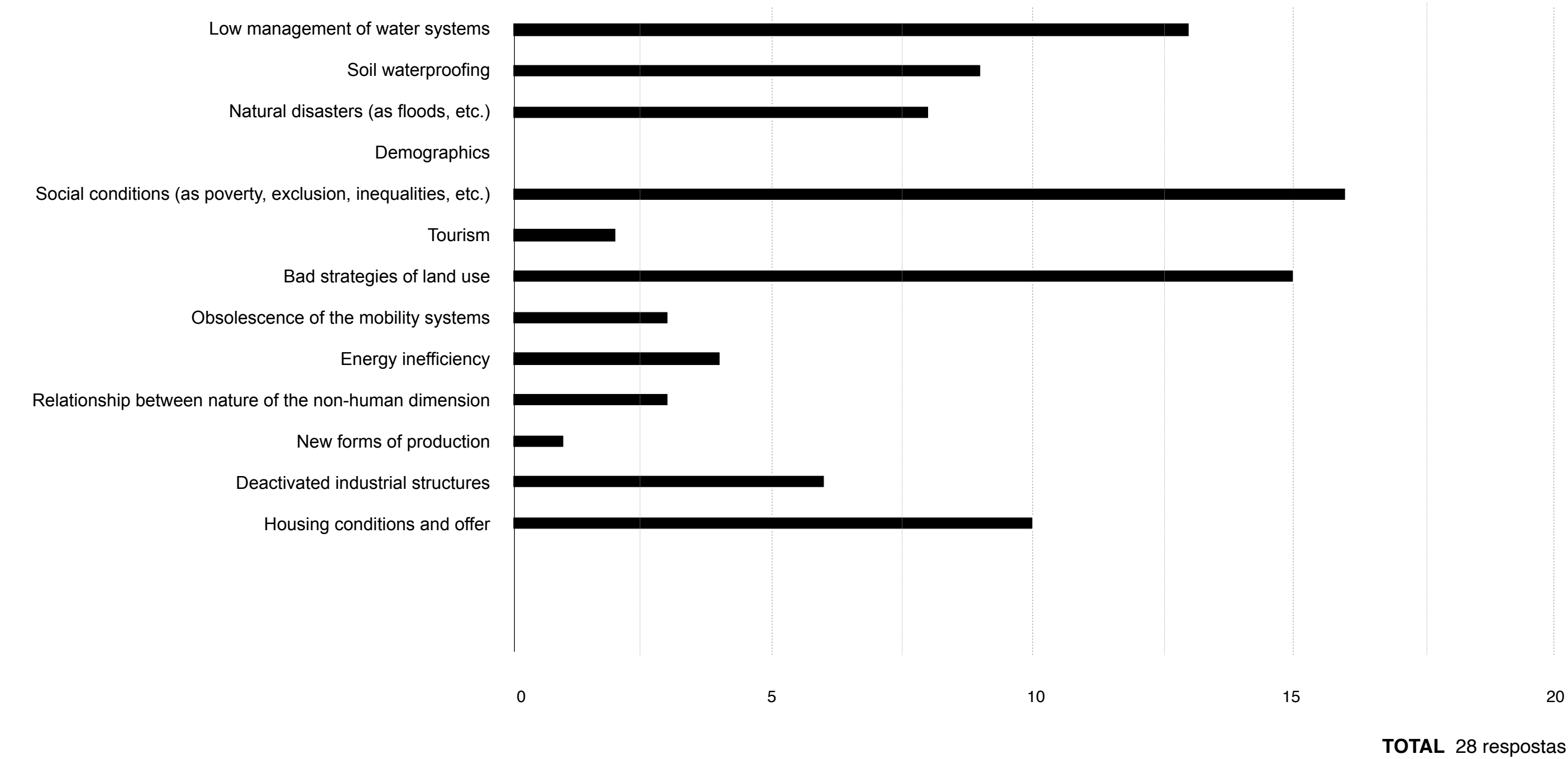


TRAINING TO DECIDE

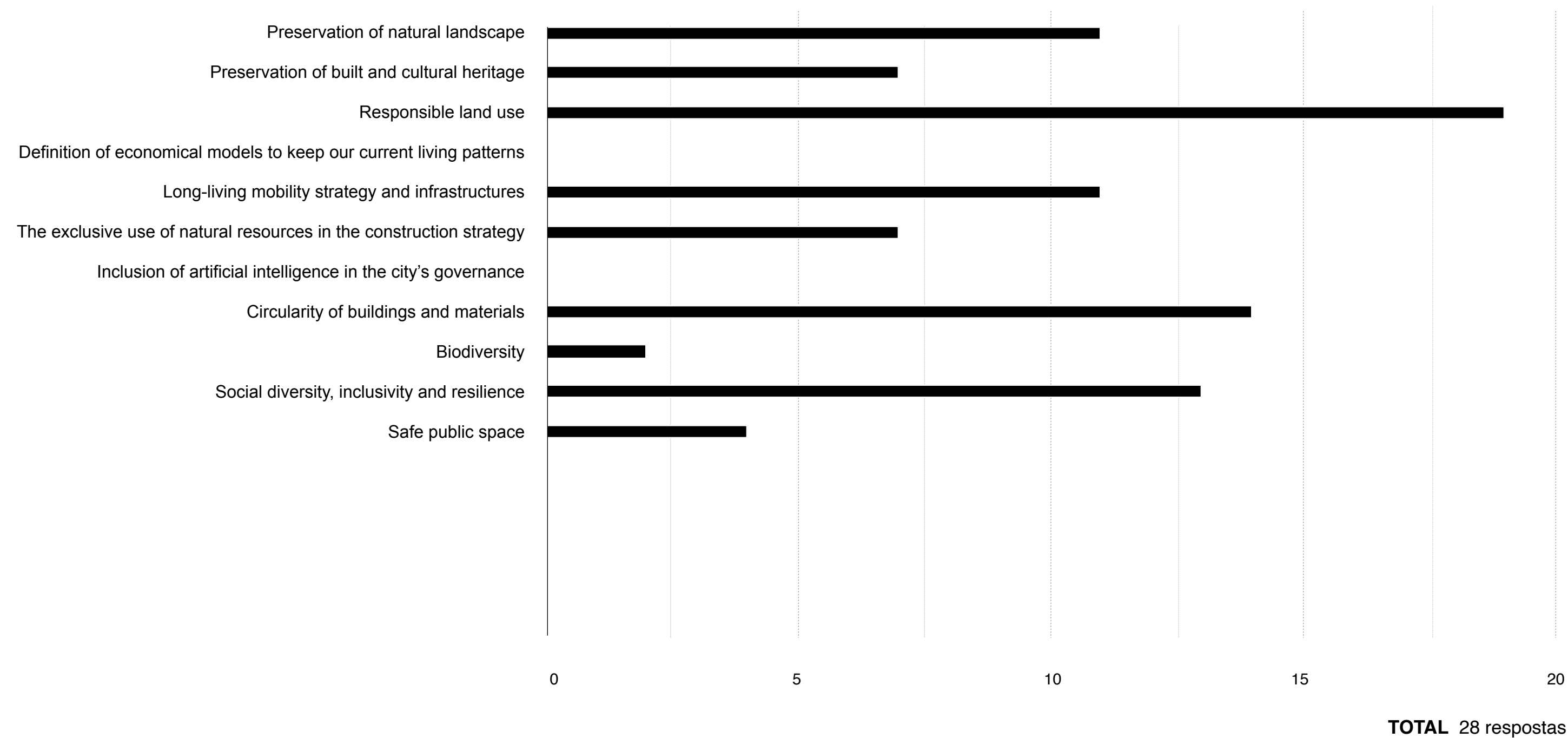


ARCHITECTURE AND SUSTAINABILITY

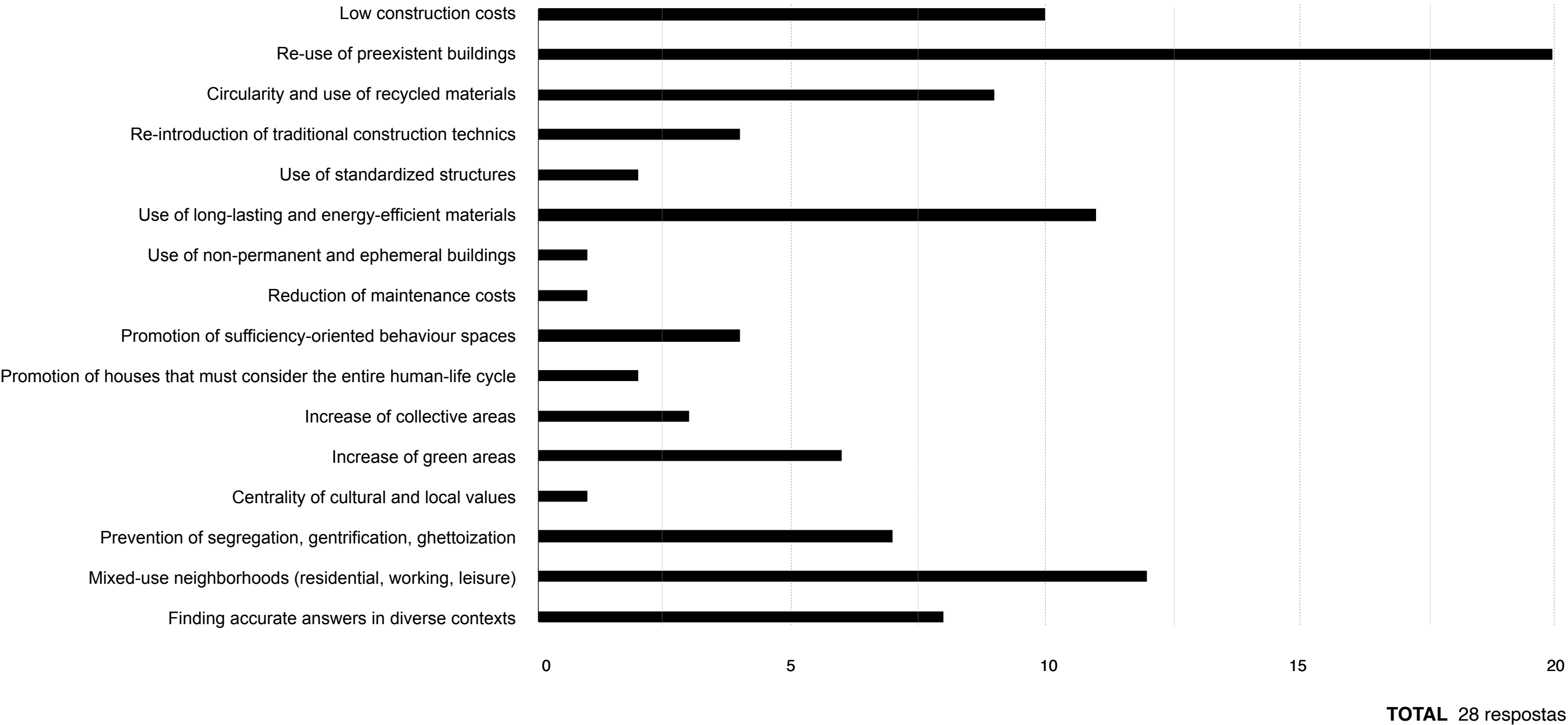
1. Regarding the climate changes, environmental challenges and societal transition what problems do you identify as the most expressive in our contemporary cities?



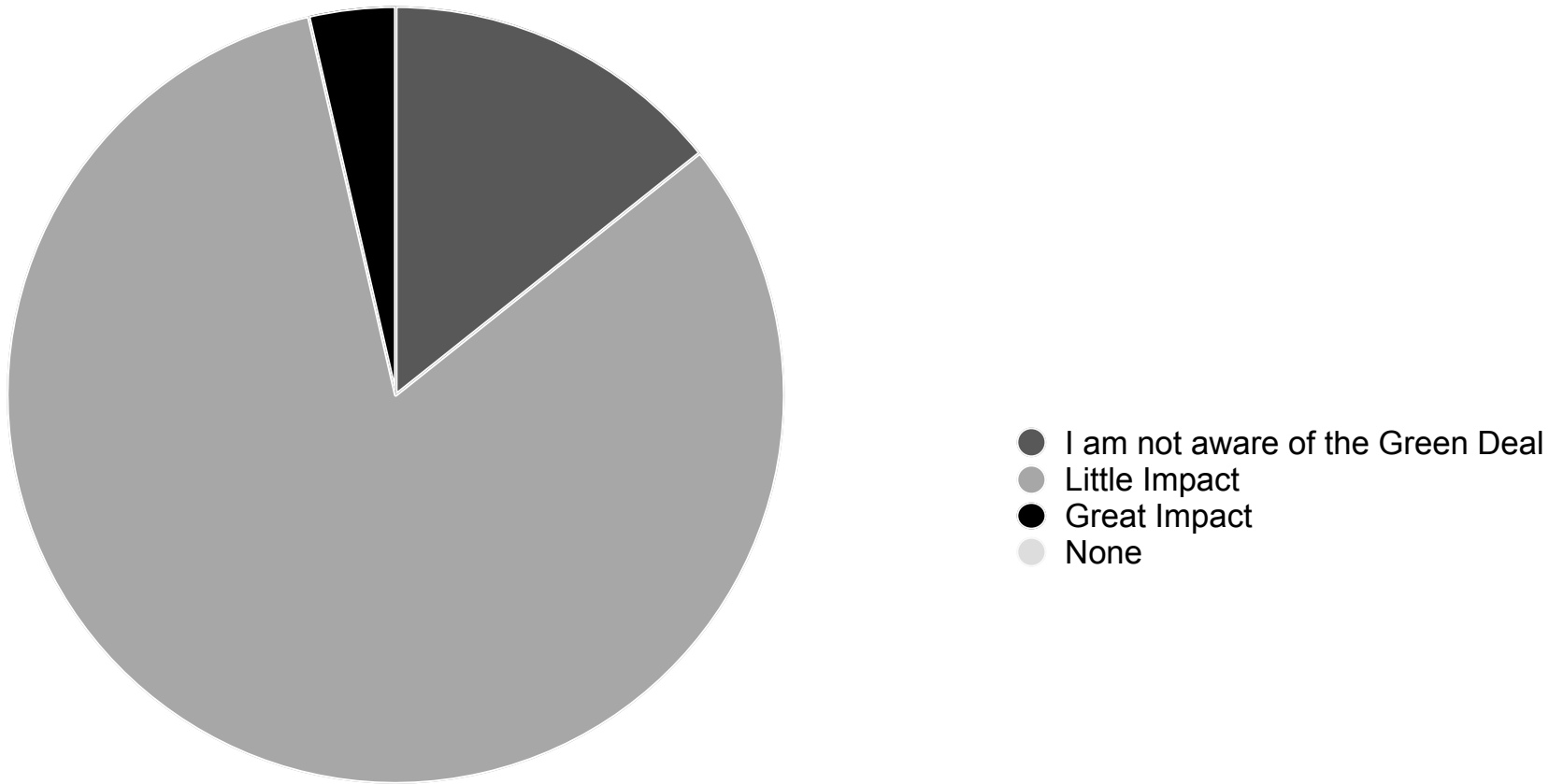
2. What does sustainability might mean regarding the future cities?



3. What does sustainability might mean regarding the housing program in the future?

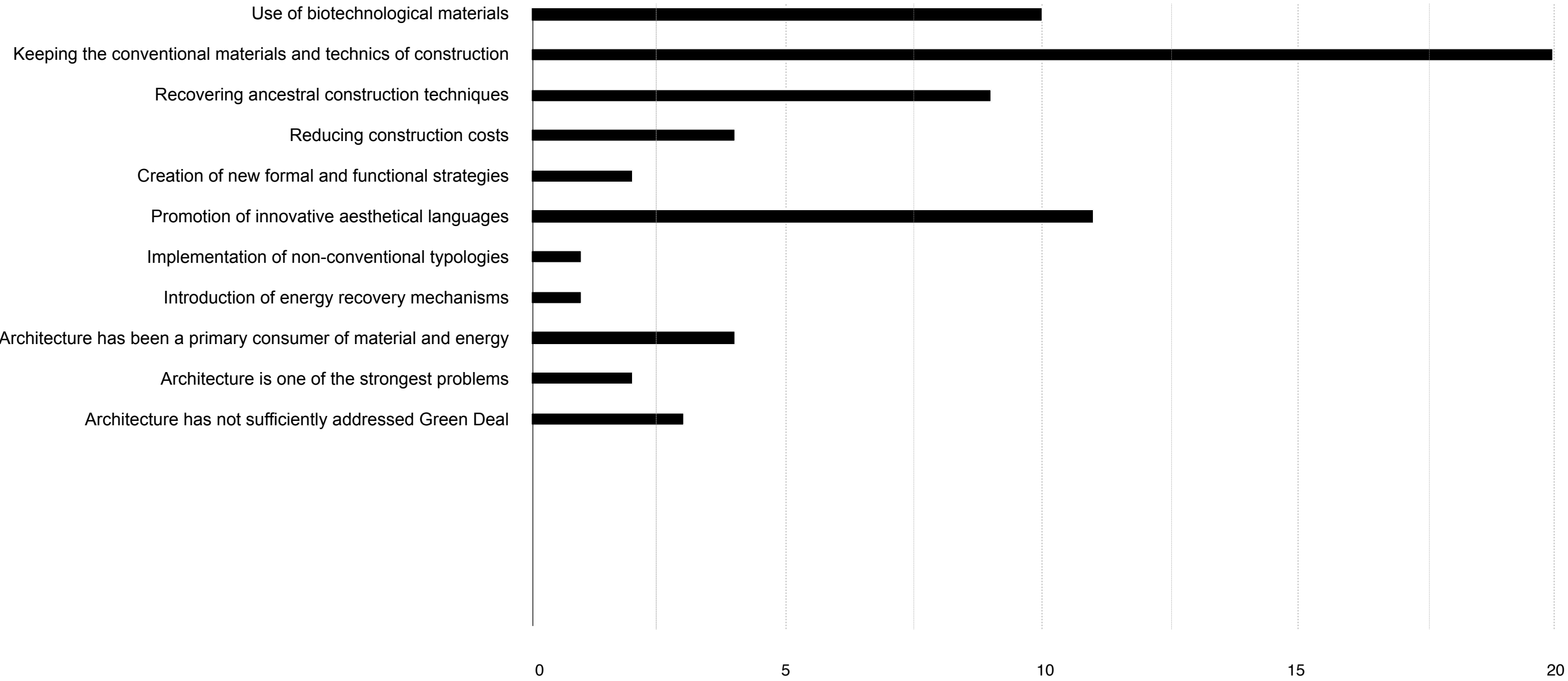


4. In your opinion, what impact have had the European’s Green Deal agenda and policies on the architect's practices today?



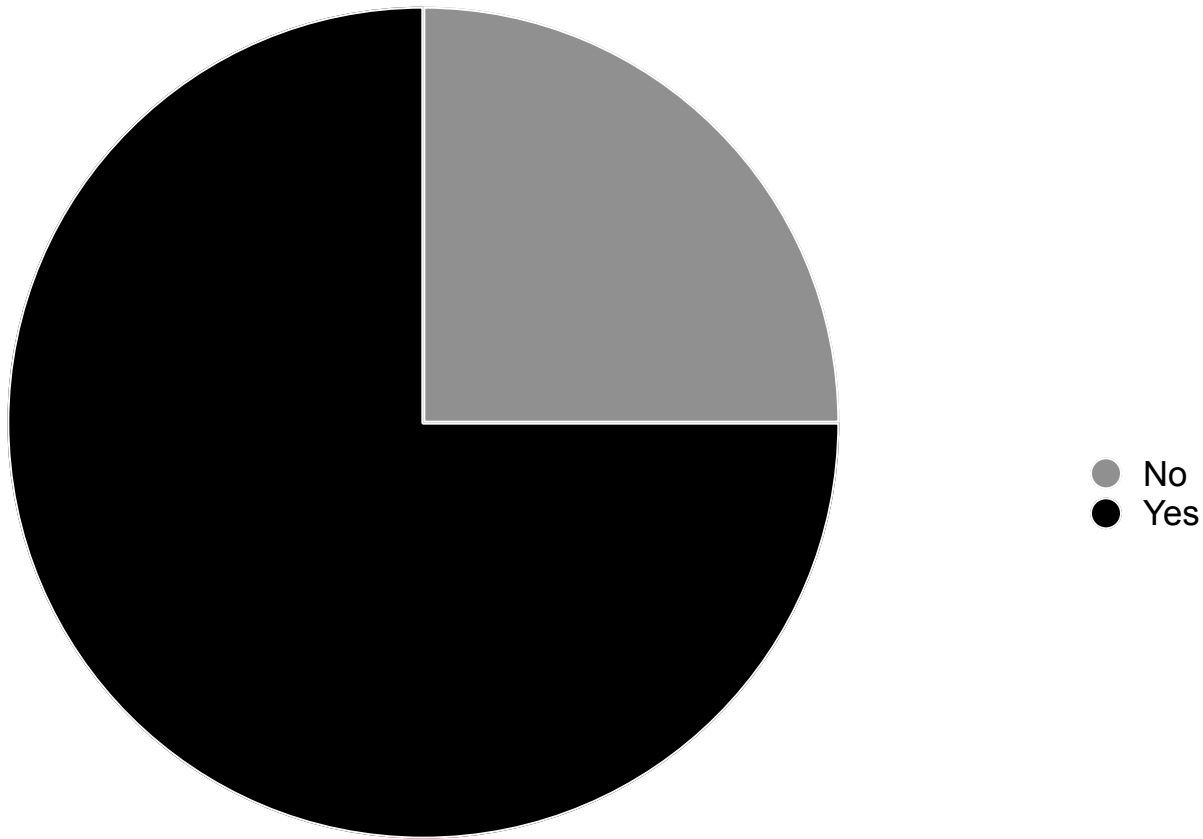
TOTAL 28 respostas

5. How has architectural intervention been addressing this agenda?



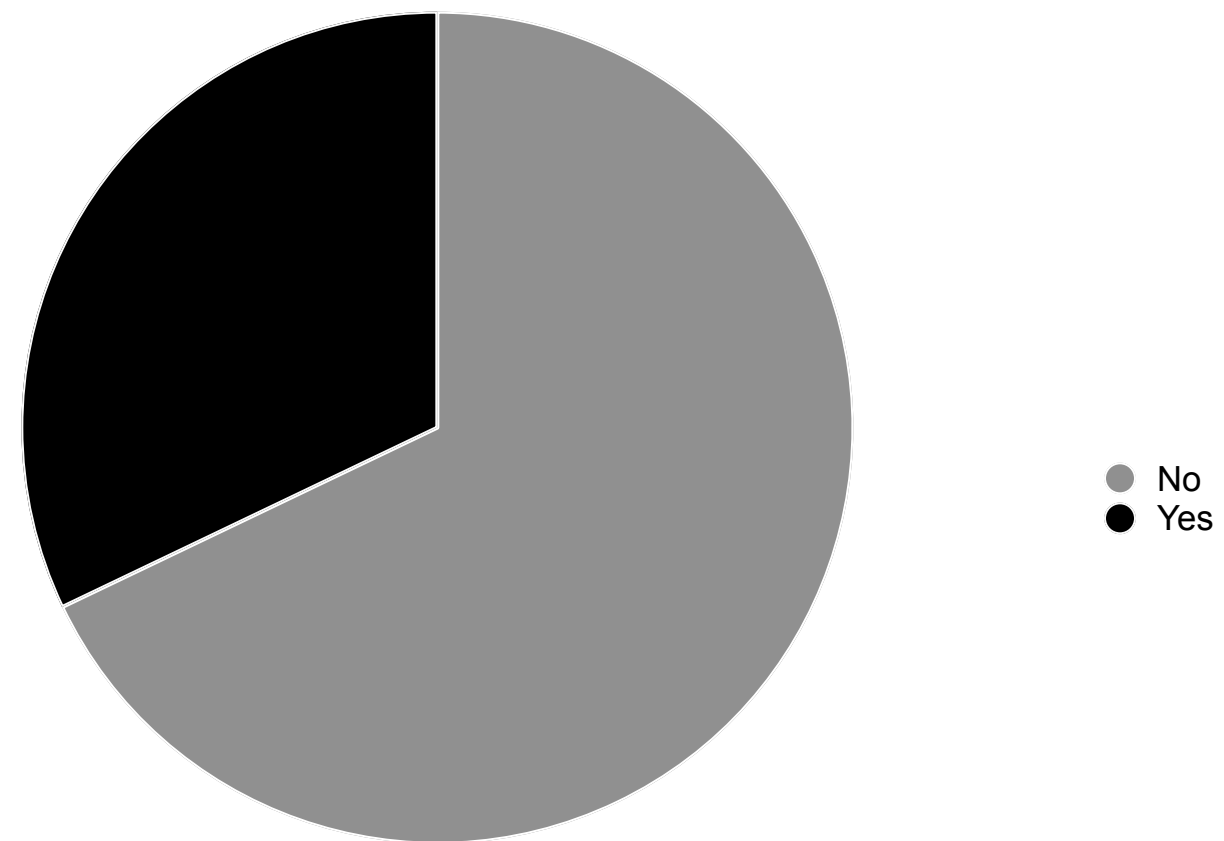
TOTAL 28 respostas

6. Has the architect been an active agent in the implementation of future sustainable cities?



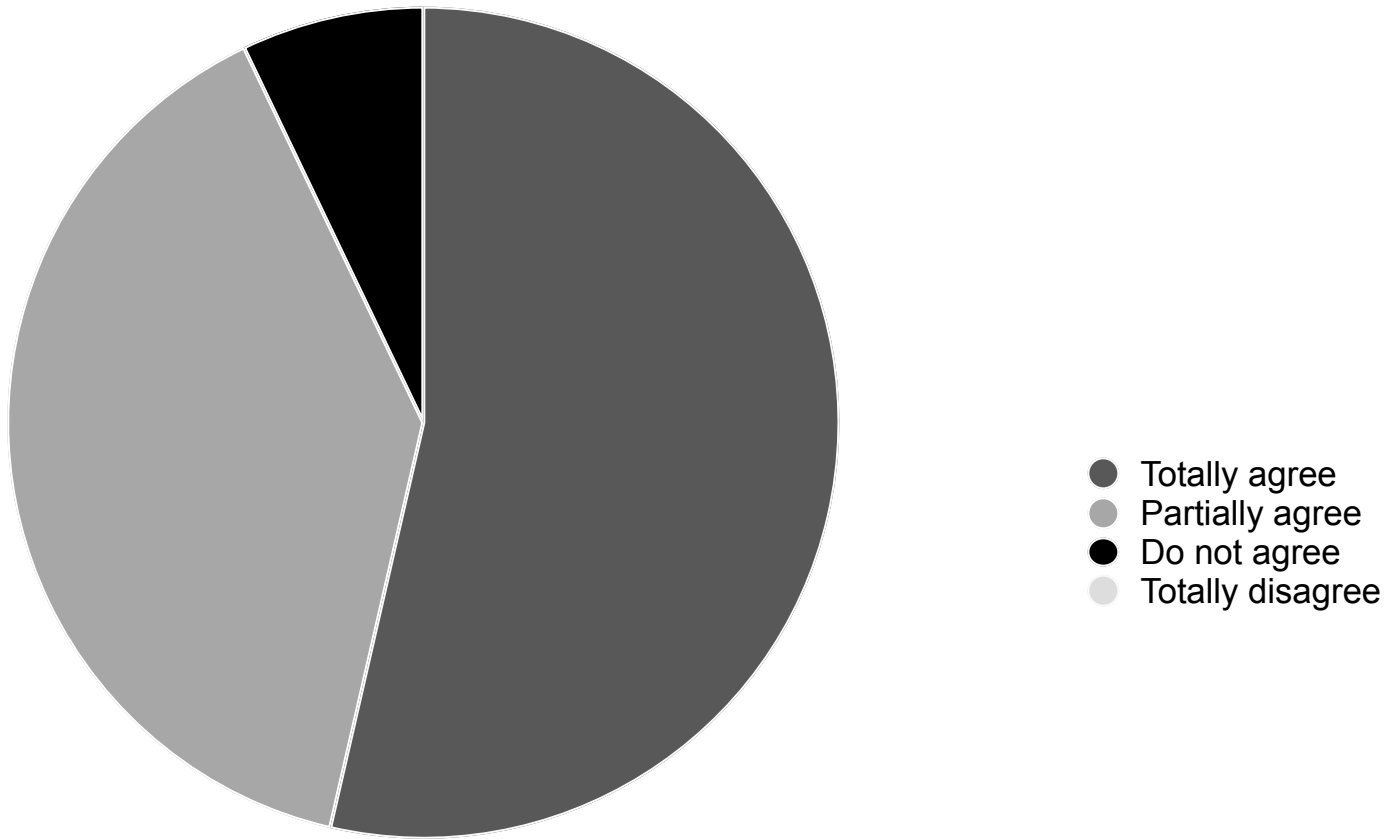
TOTAL 28 respostas

7. In your city, has the architect been an active influence in the decision-making regarding climate changing mitigation and social inclusion?

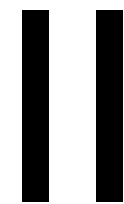


TOTAL 28 respostas

8. Including the population in the city’s decision-making processes may promote the identification of architects with their built and natural environment and strengthens their sense of shared responsibility.

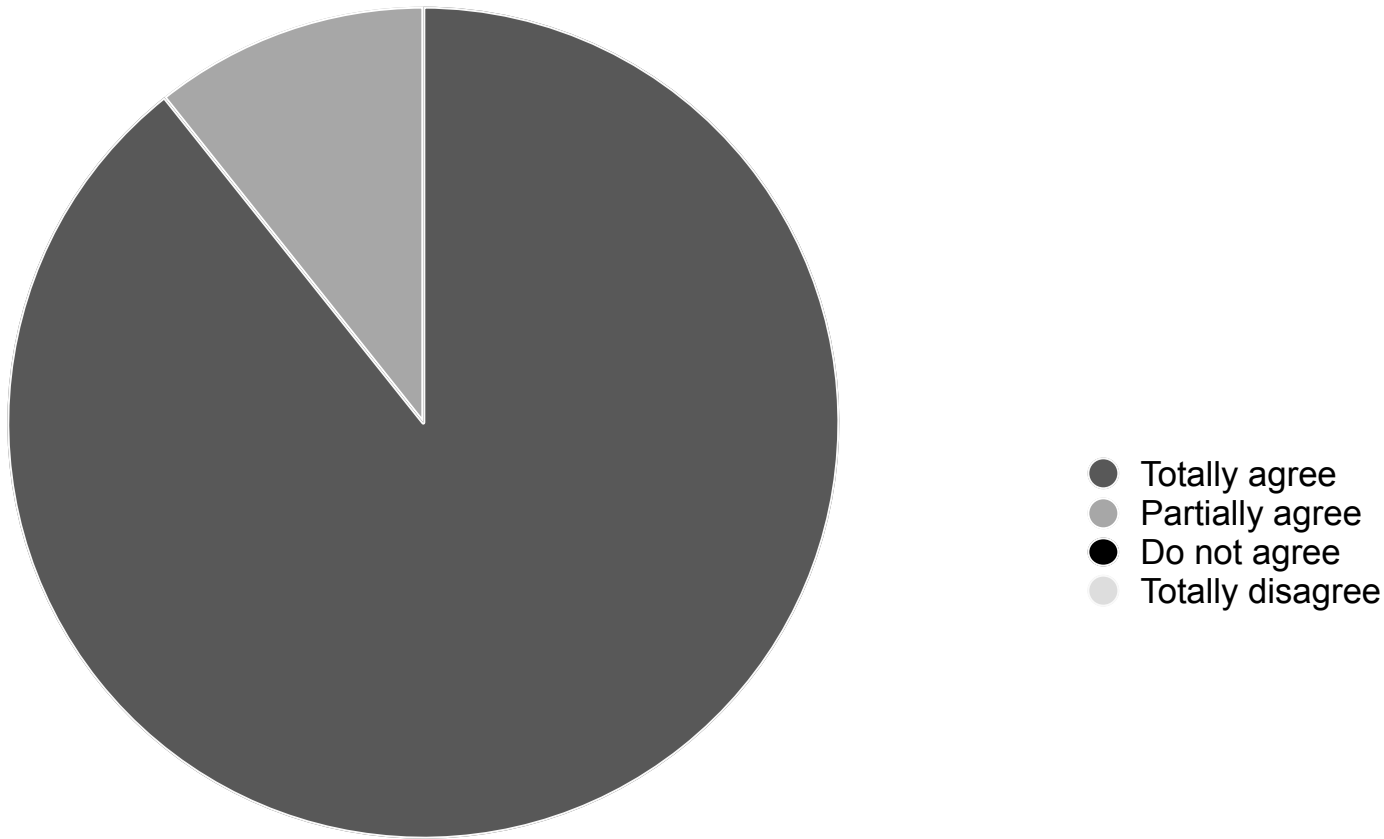


TOTAL 28 respostas



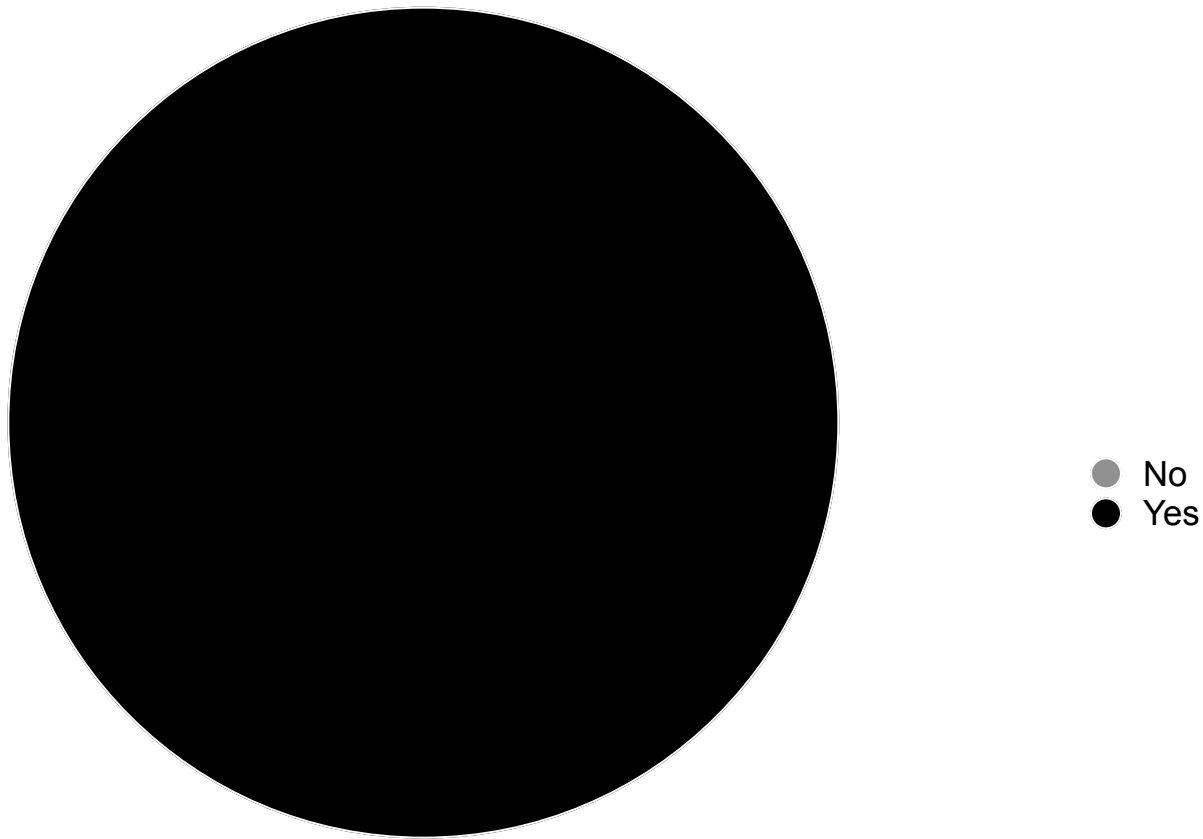
ARCHITECTURAL EDUCATION

1. The unprecedented environmental dilemmas and climate challenges imply a growing attention of architecture’s Higher Education Institutions.



TOTAL 28 respostas

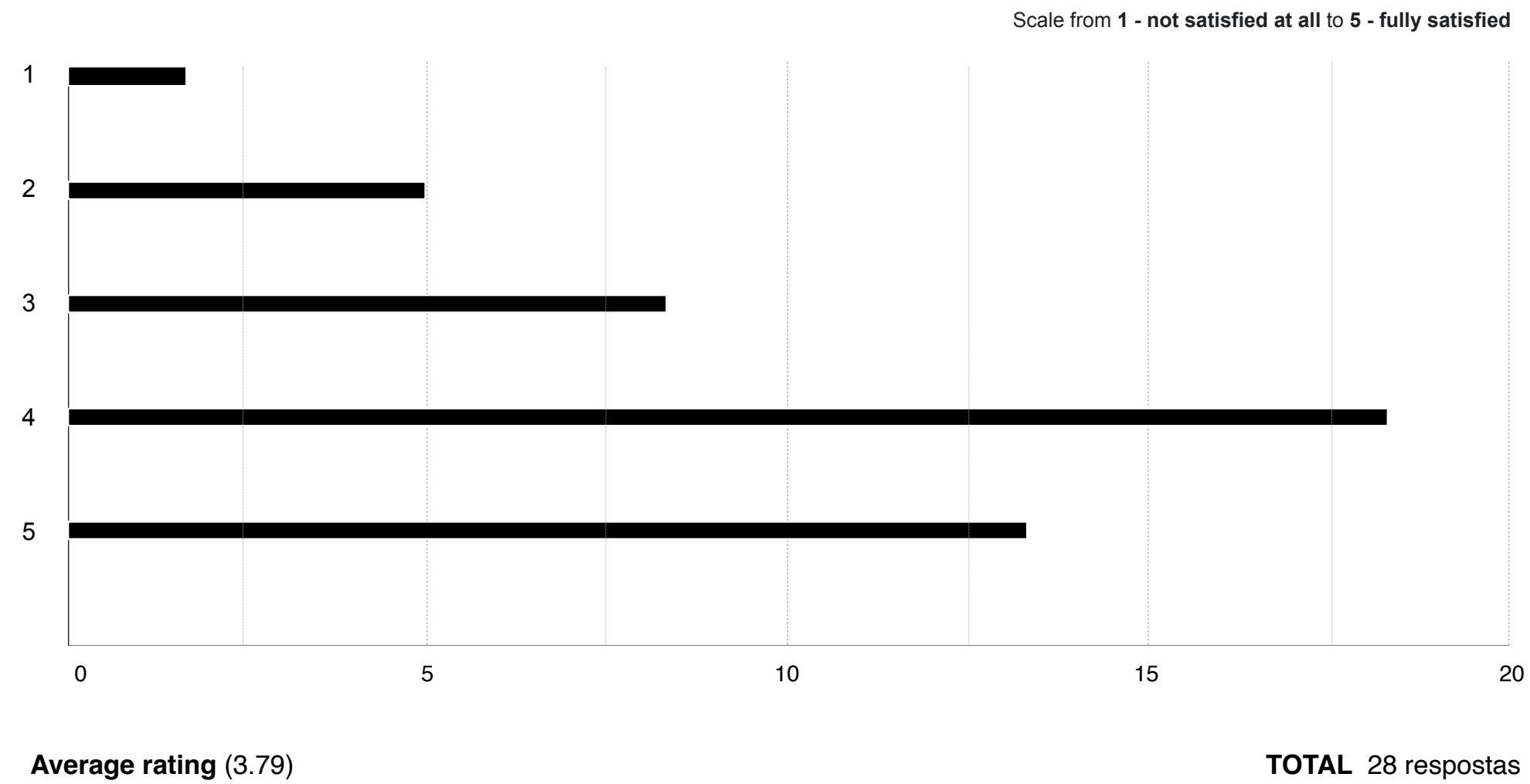
2. Does it require to rethink the architect’s training, role and action?



TOTAL 28 respostas

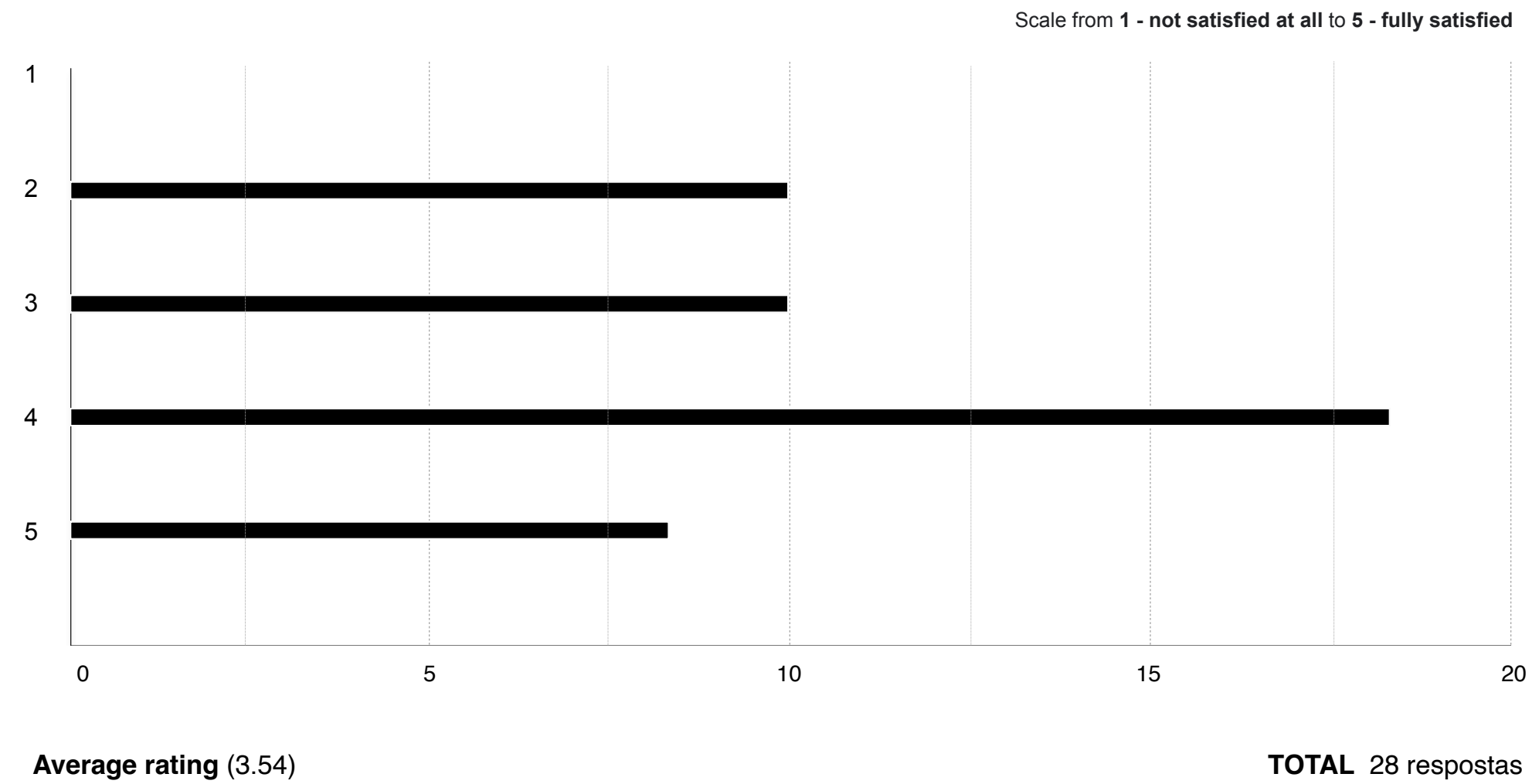
3. The Integrated Master program at the Da/UAL) have been rethinking the structure and methods of architectural education, testing innovative approaches and promoting an extended reflection on the transversal topics finetuned with contemporary urban problems, climate changes and environmental dilemmas.

a) Structure of the new Integrated Master Program



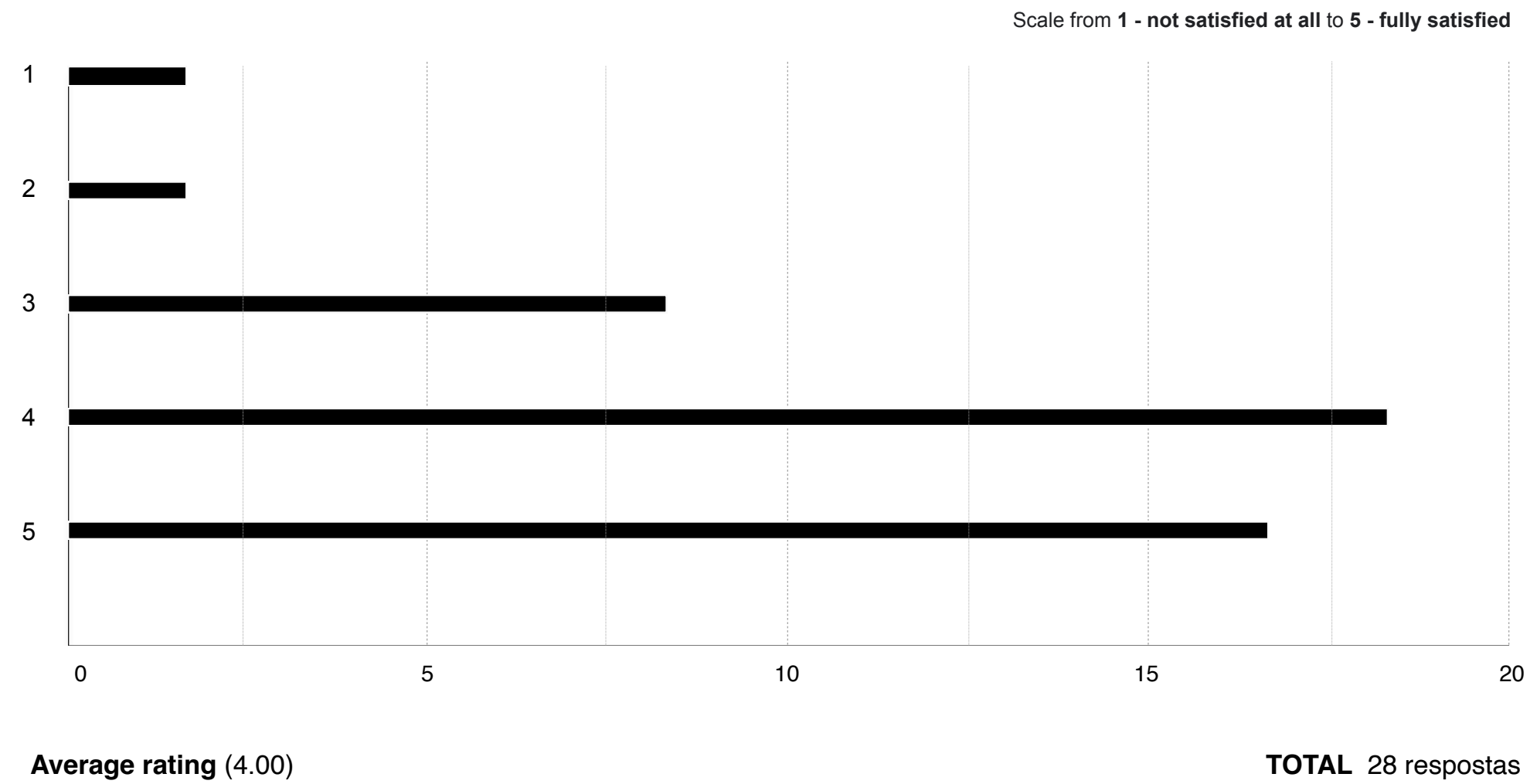
3. The Integrated Master program at the Da/UAL) have been rethinking the structure and methods of architectural education, testing innovative approaches and promoting an extended reflection on the transversal topics finetuned with contemporary urban problems, climate changes and environmental dilemmas.

b) Interaction between the different curricular units



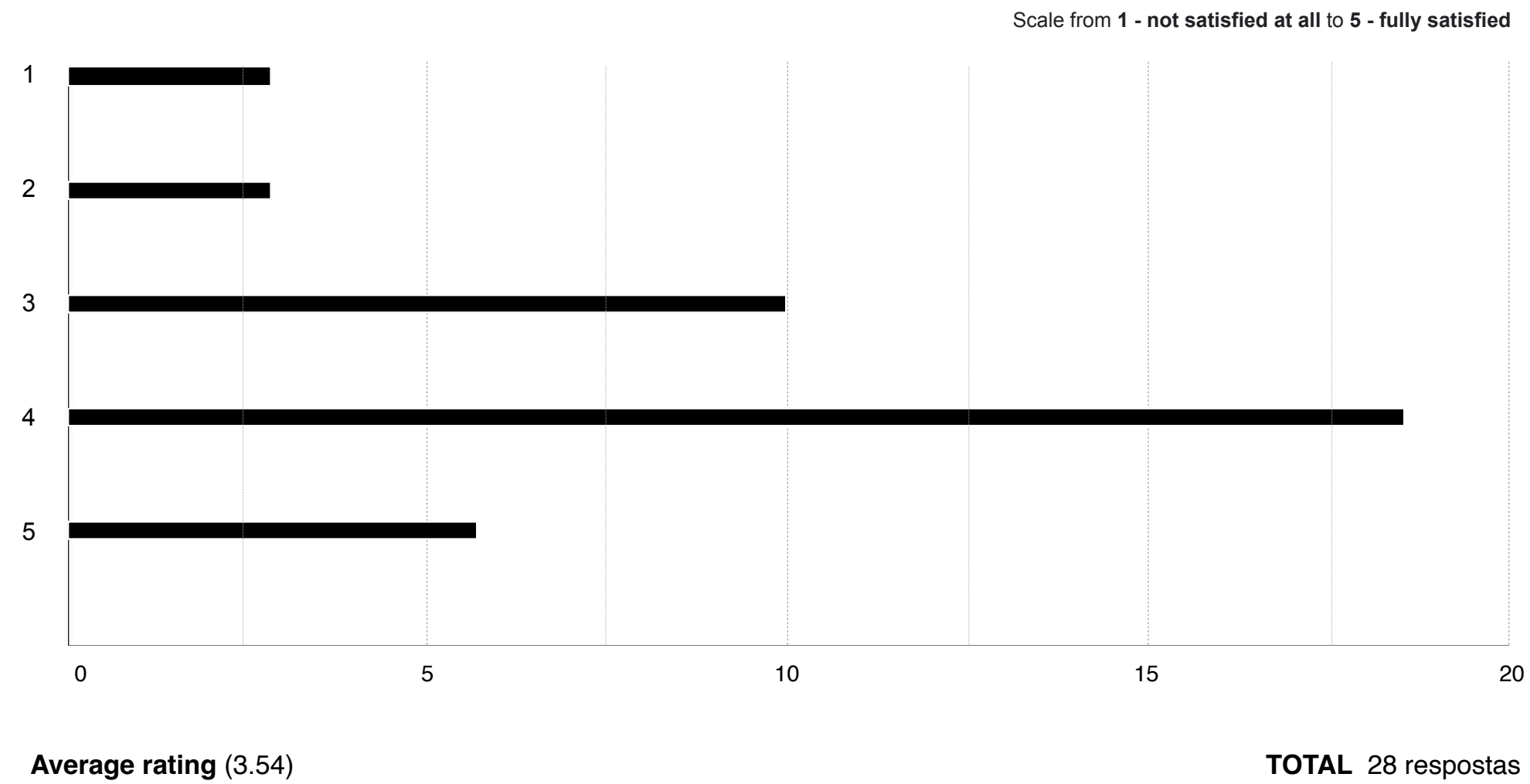
3. The Integrated Master program at the Da/UAL) have been rethinking the structure and methods of architectural education, testing innovative approaches and promoting an extended reflection on the transversal topics finetuned with contemporary urban problems, climate changes and environmental dilemmas.

c) Transversal topics proposed: city/water/housing ; city [labour]



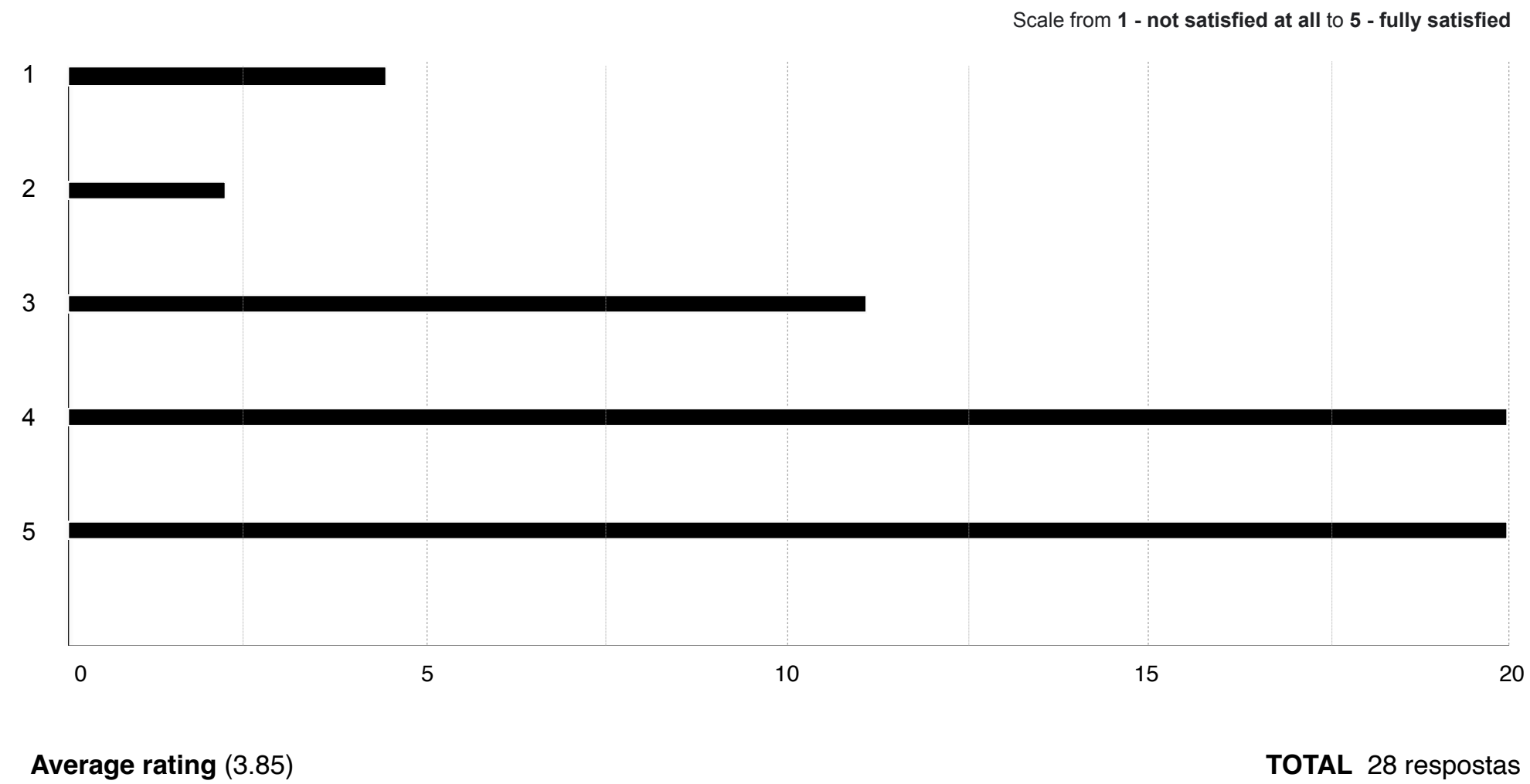
3. The Integrated Master program at the Da/UAL) have been rethinking the structure and methods of architectural education, testing innovative approaches and promoting an extended reflection on the transversal topics finetuned with contemporary urban problems, climate changes and environmental dilemmas.

d) Contents taught in each curricular unit



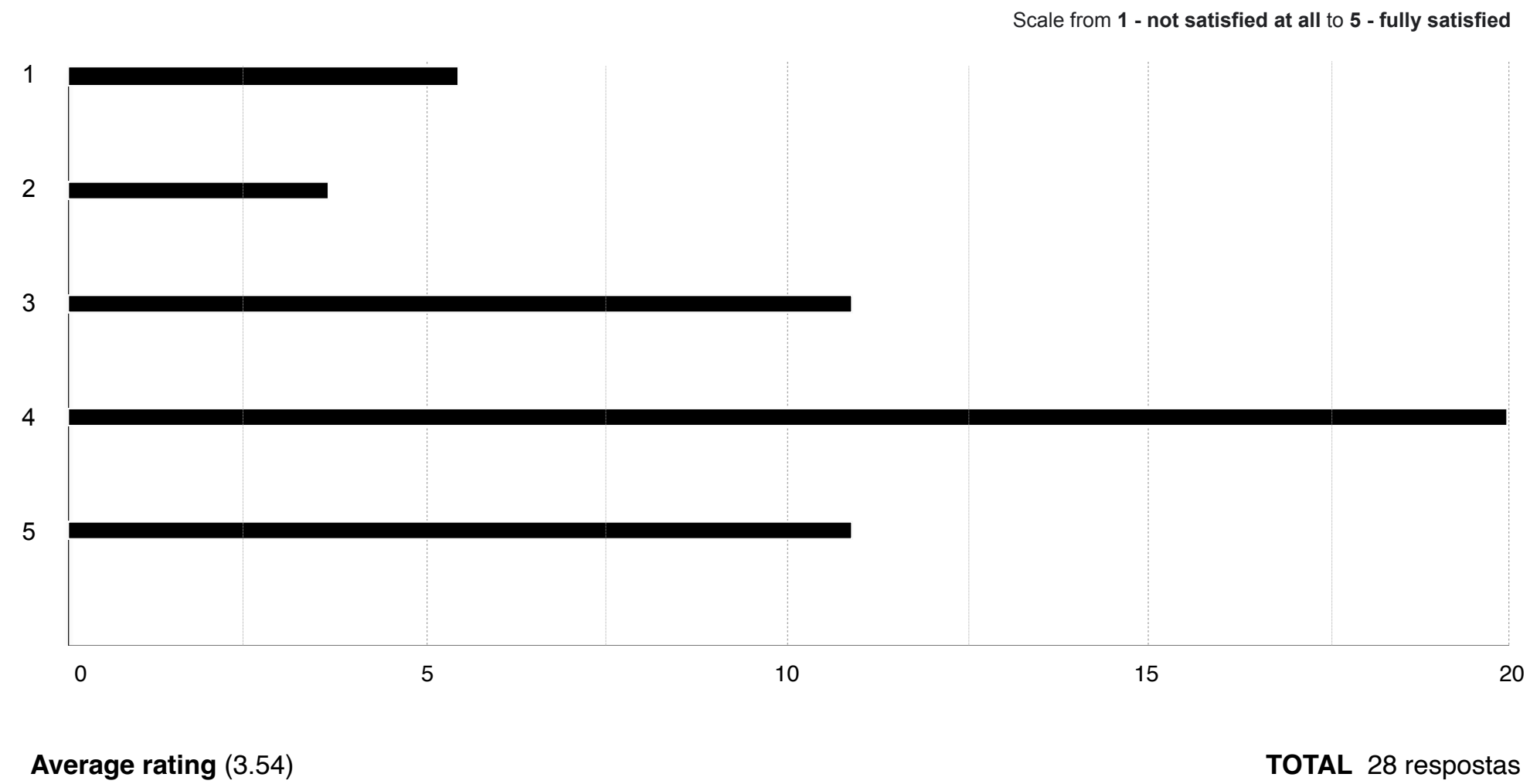
3. The Integrated Master program at the Da/UAL) have been rethinking the structure and methods of architectural education, testing innovative approaches and promoting an extended reflection on the transversal topics finetuned with contemporary urban problems, climate changes and environmental dilemmas.

e) Contribution to the quality of the master's dissertation



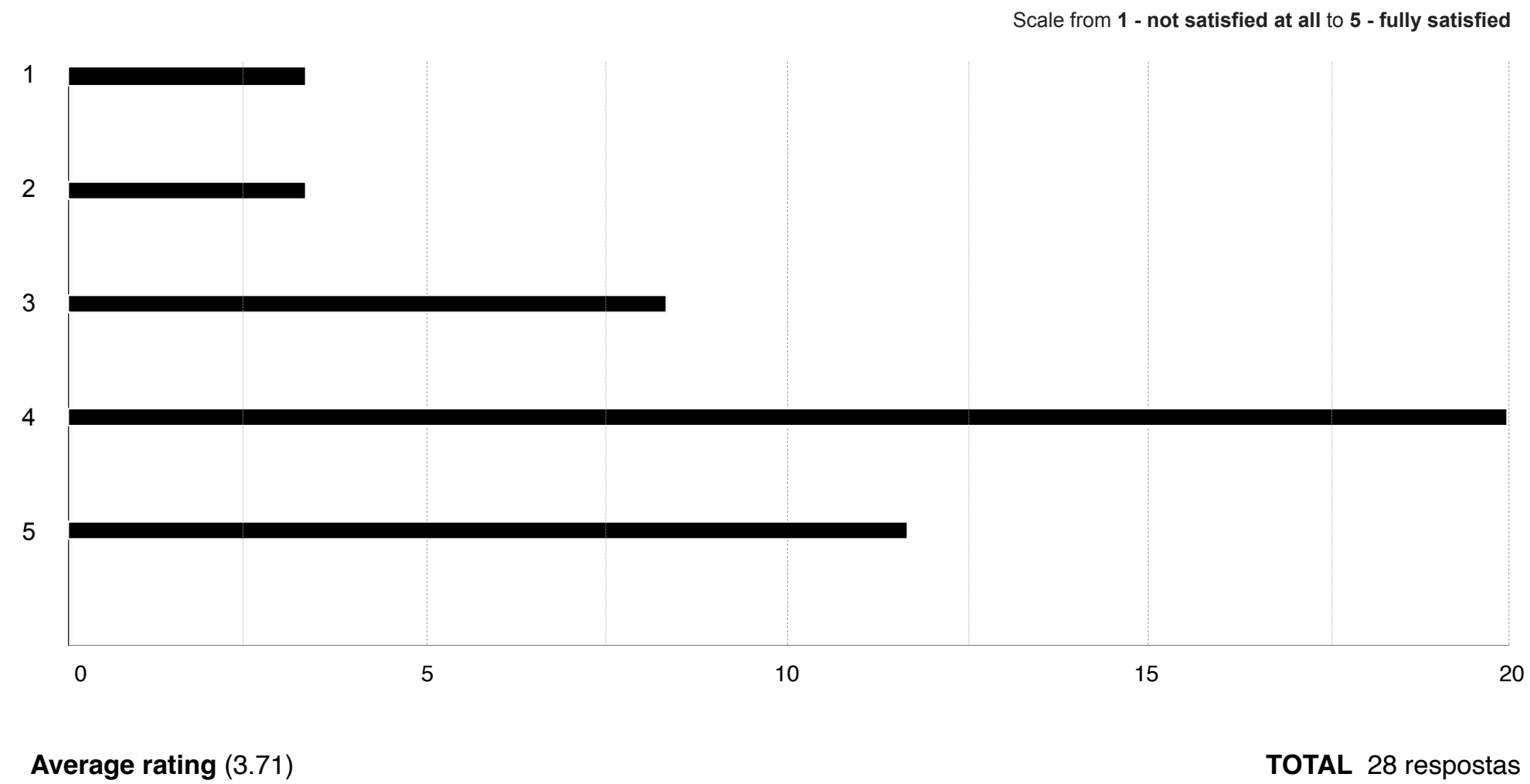
3. The Integrated Master program at the Da/UAL) have been rethinking the structure and methods of architectural education, testing innovative approaches and promoting an extended reflection on the transversal topics finetuned with contemporary urban problems, climate changes and environmental dilemmas.

f) Providing important skills (creative, technical, critical, methodological) for young architects to draw future-oriented solutions

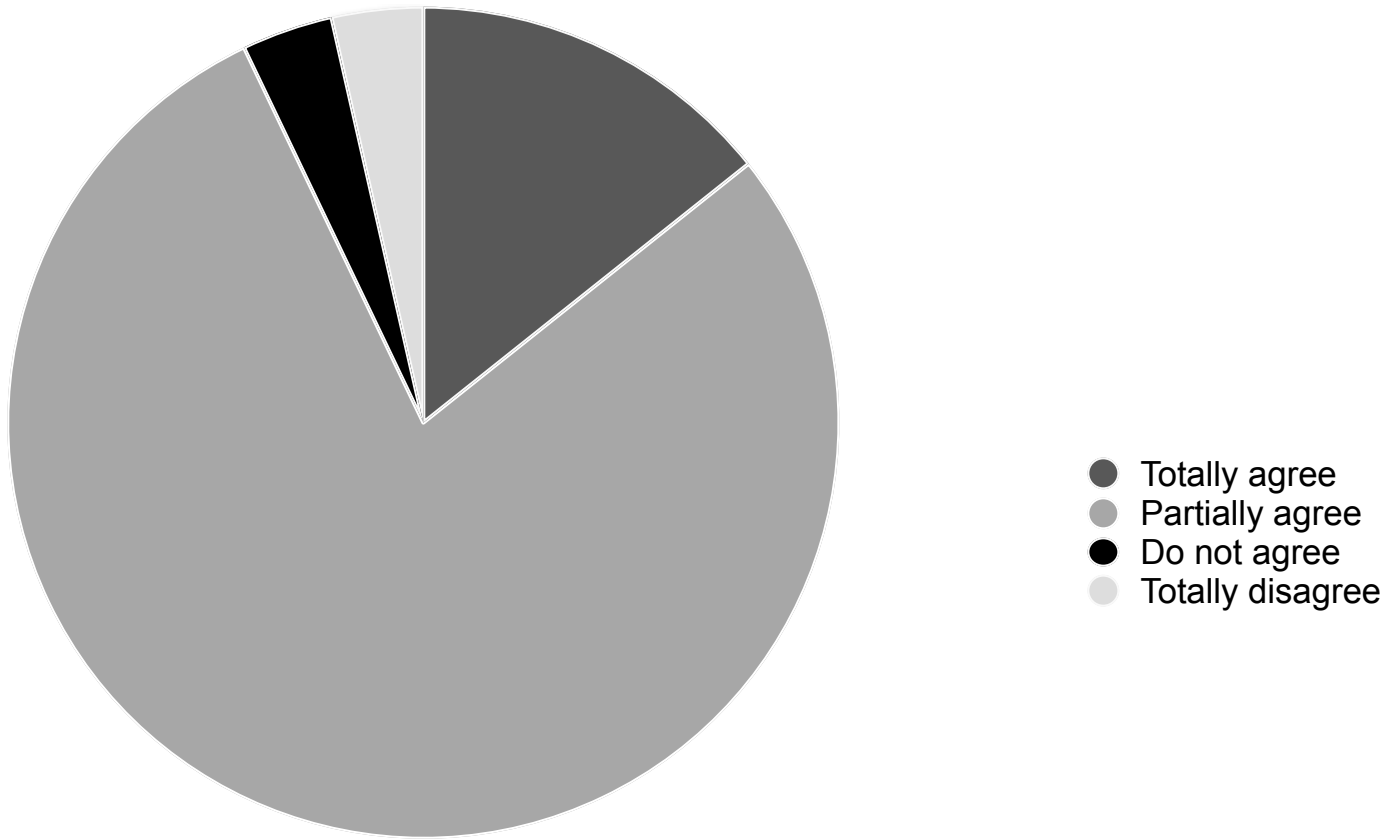


3. The Integrated Master program at the Da/UAL) have been rethinking the structure and methods of architectural education, testing innovative approaches and promoting an extended reflection on the transversal topics finetuned with contemporary urban problems, climate changes and environmental dilemmas.

g) Providing a new perspective of architecture as a mechanism of solving problems by anticipation

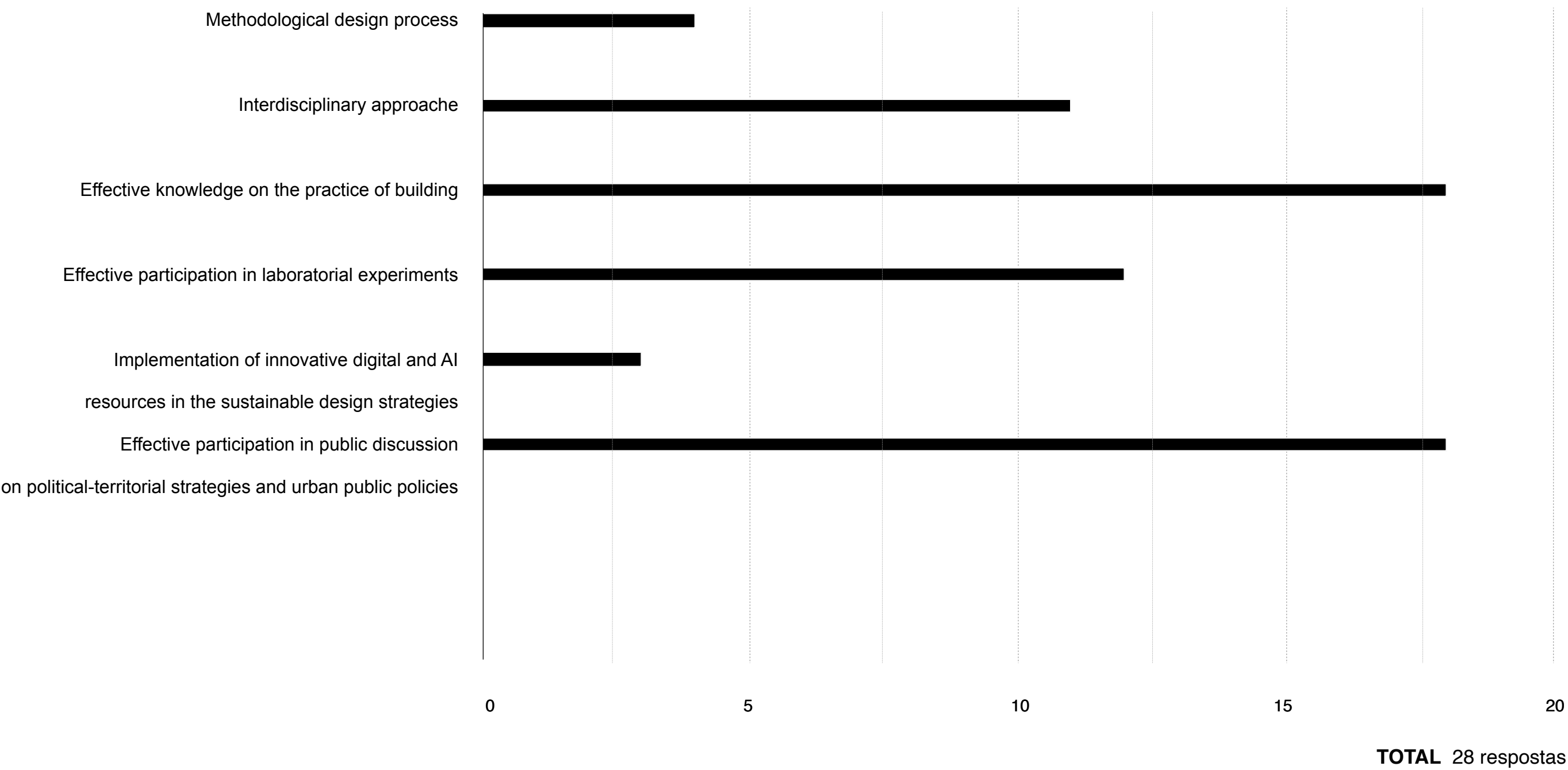


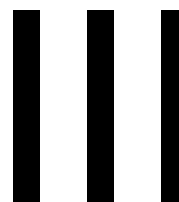
4. Do you think the new curricular strategy is sufficiently problem-solving-based, and does it potentially improve your decision-making skills in society?



TOTAL 28 respostas

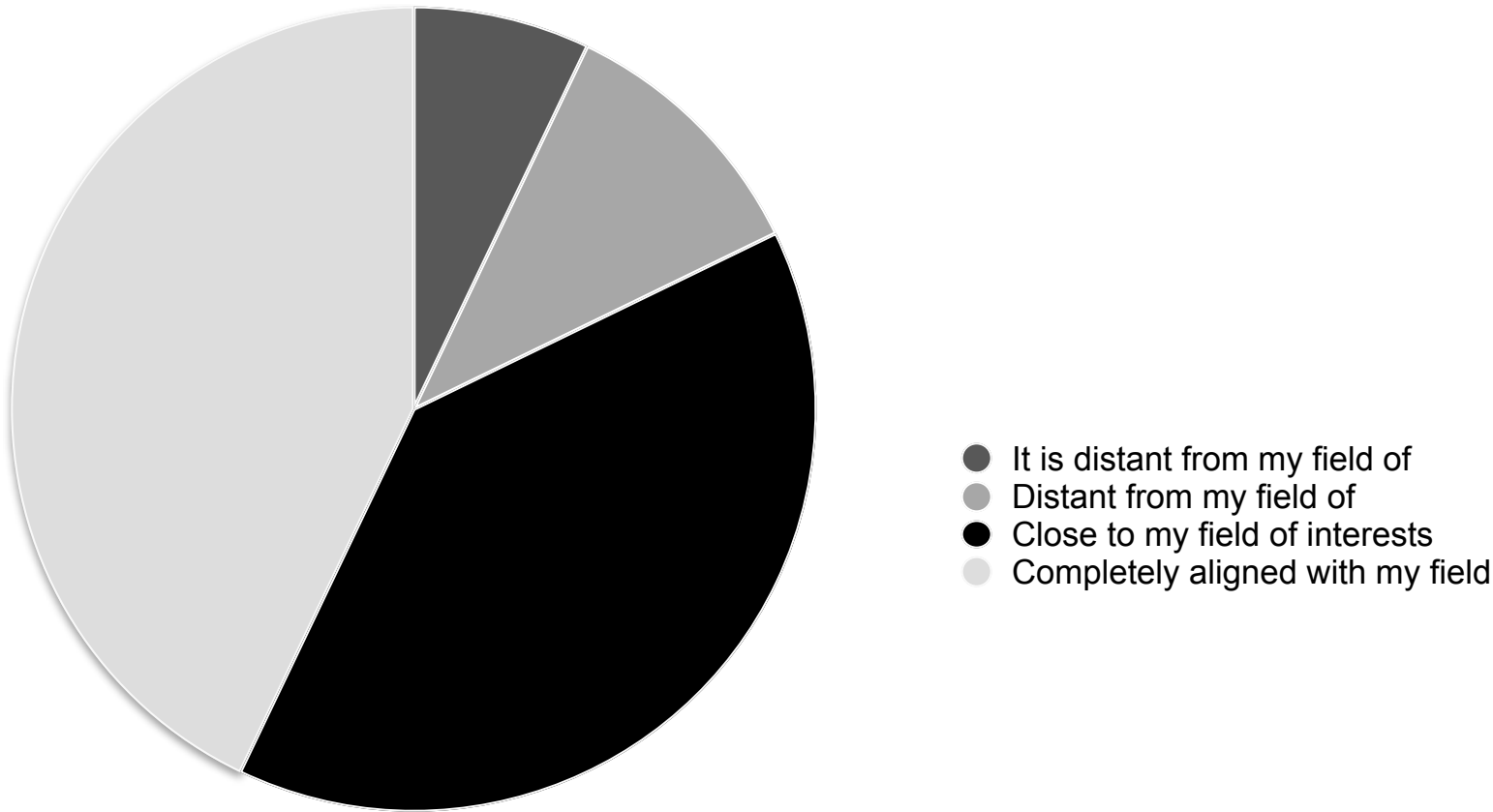
5. What aspects should be reinforced?





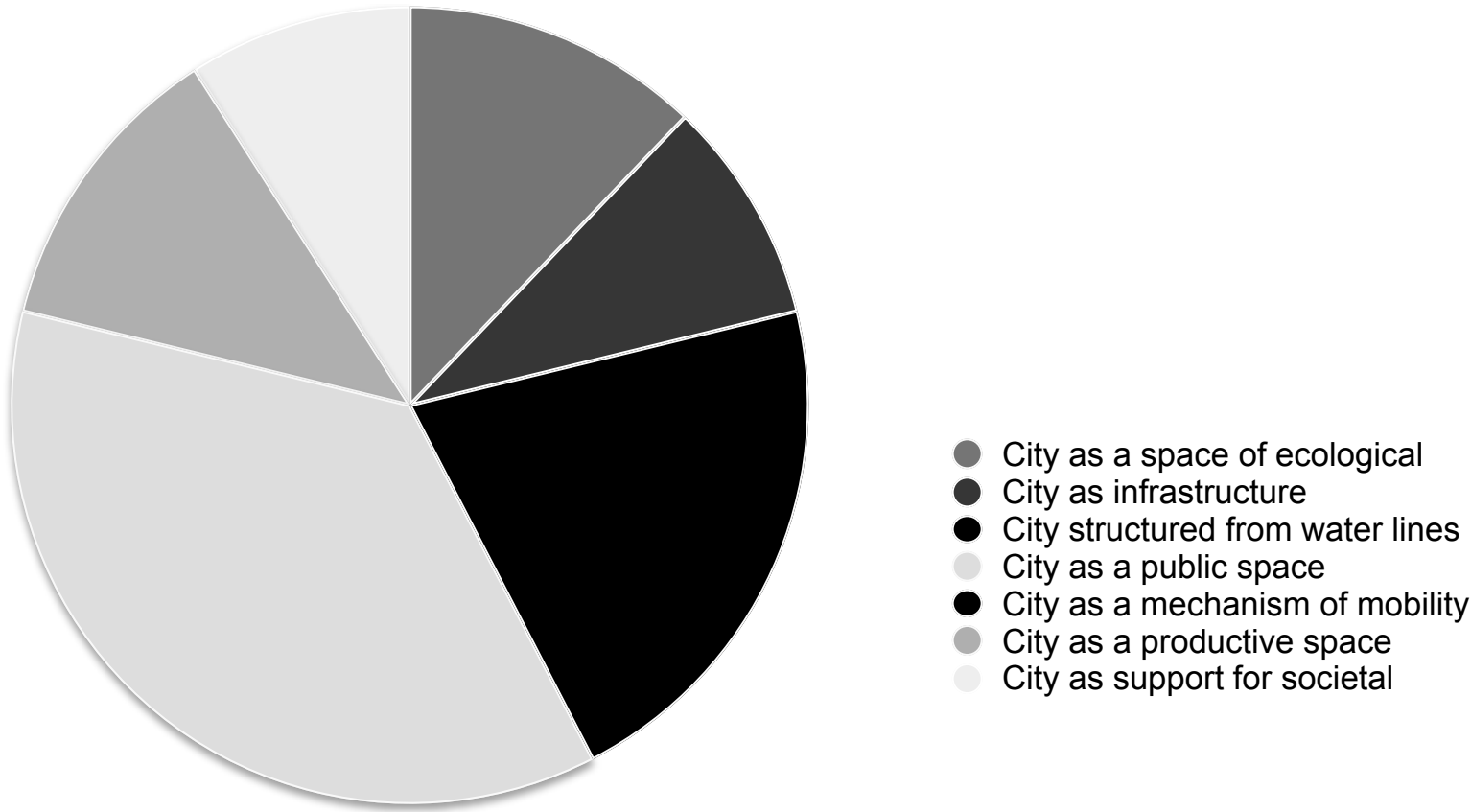
THEMATIC FRAMEWORK

1. Do the topics of city/water/housing city/water/housing city/water/housing city/water/housing or city [labour] city [labour] city [labour] city [labour] align with your fields of interest?



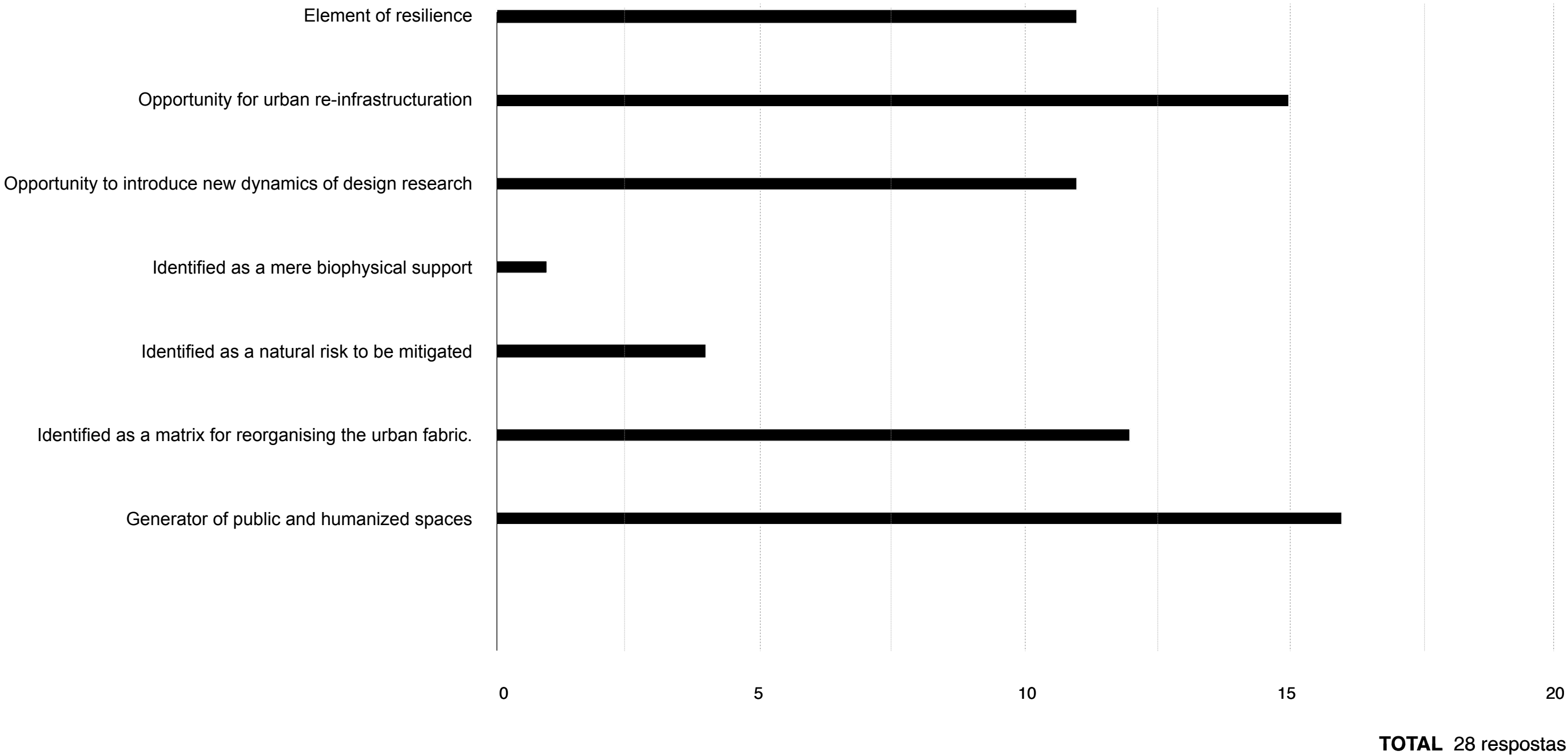
TOTAL 28 respostas

2. To what extent did the launched topic promoted a critical review of the idea of City?

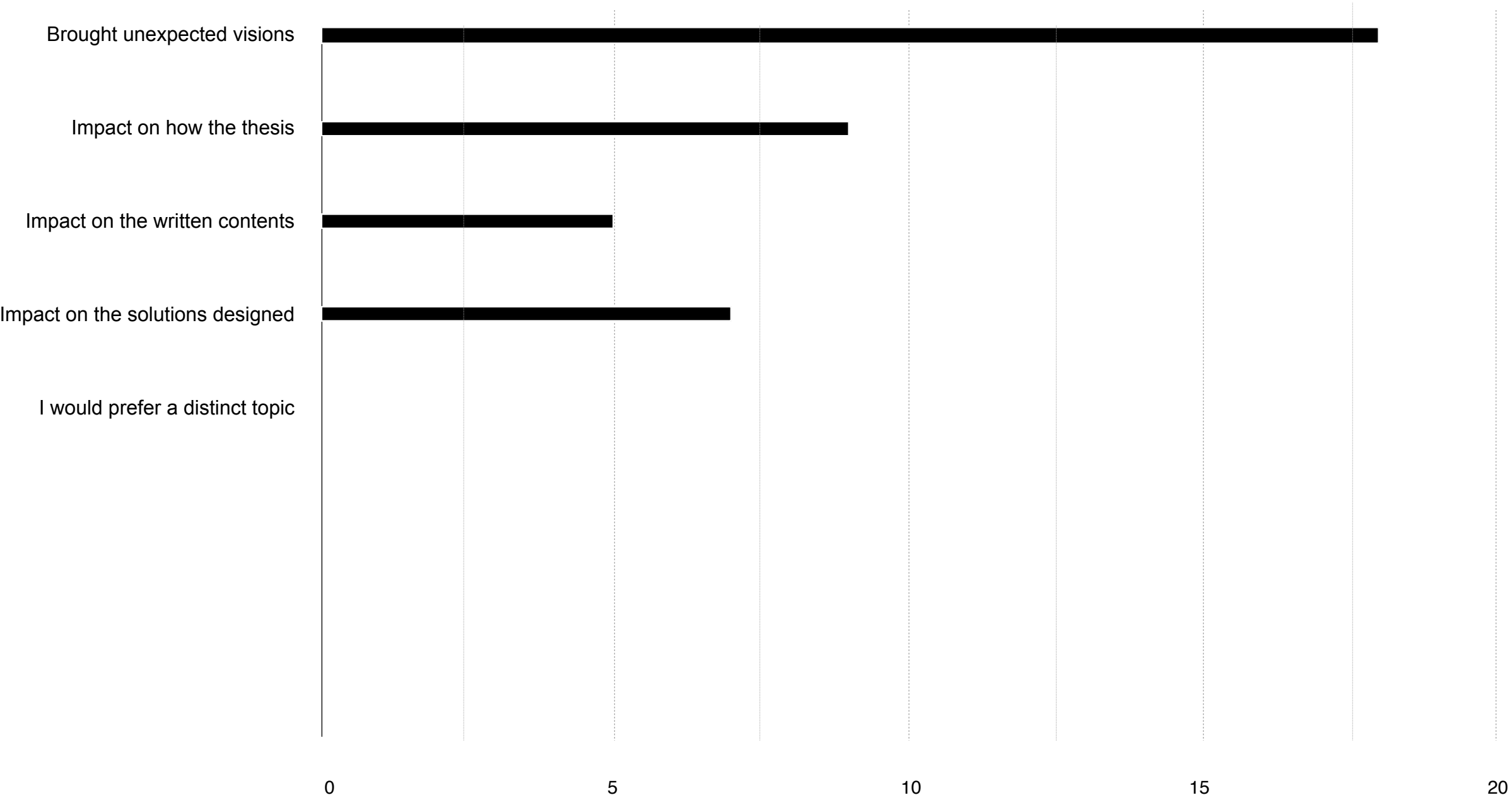


TOTAL 28 respostas

3. What role does systems balance play in the design process?



4. How did the topic influence the structure of your Master’s dissertation?

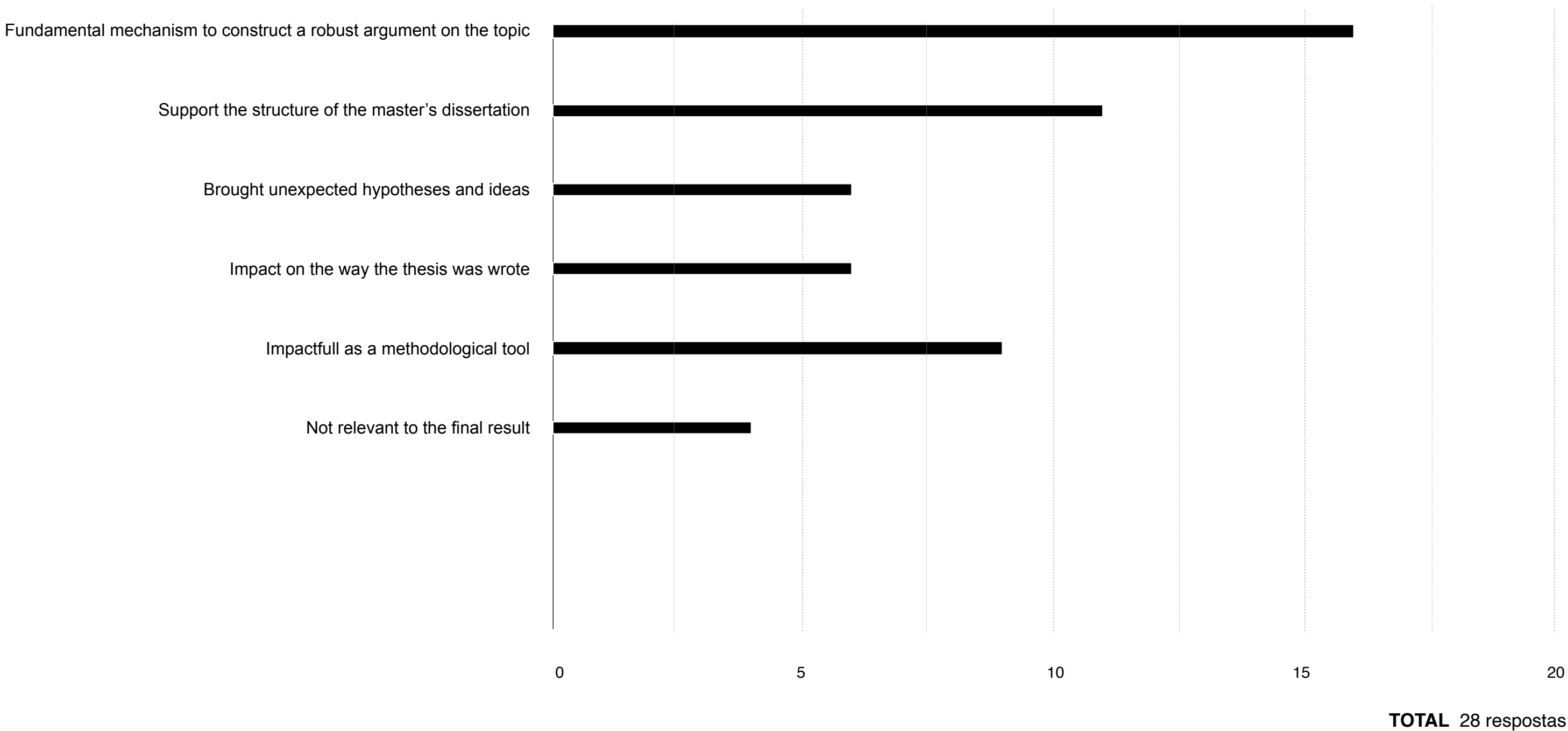


TOTAL 24 respostas

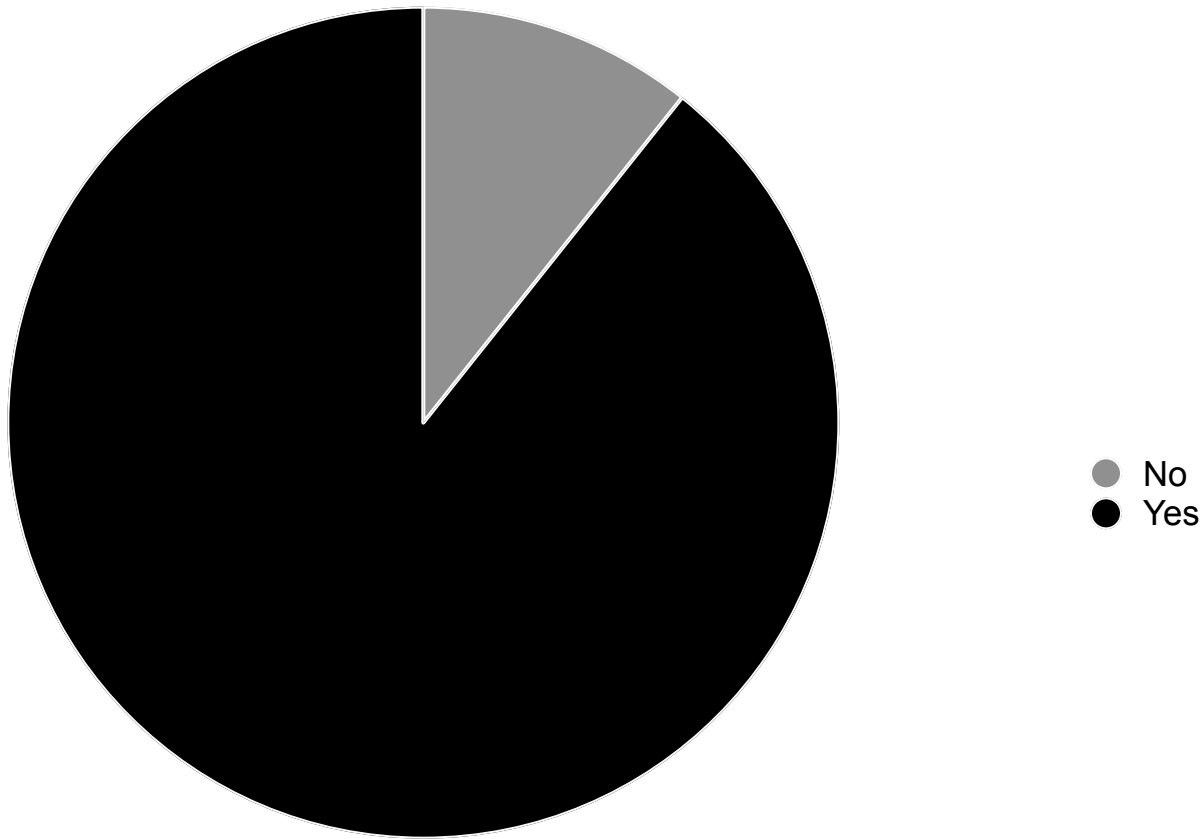
IV

FORMAT MANIFESTO

1. How important was the use of the format Manifesto in your master’s dissertation?

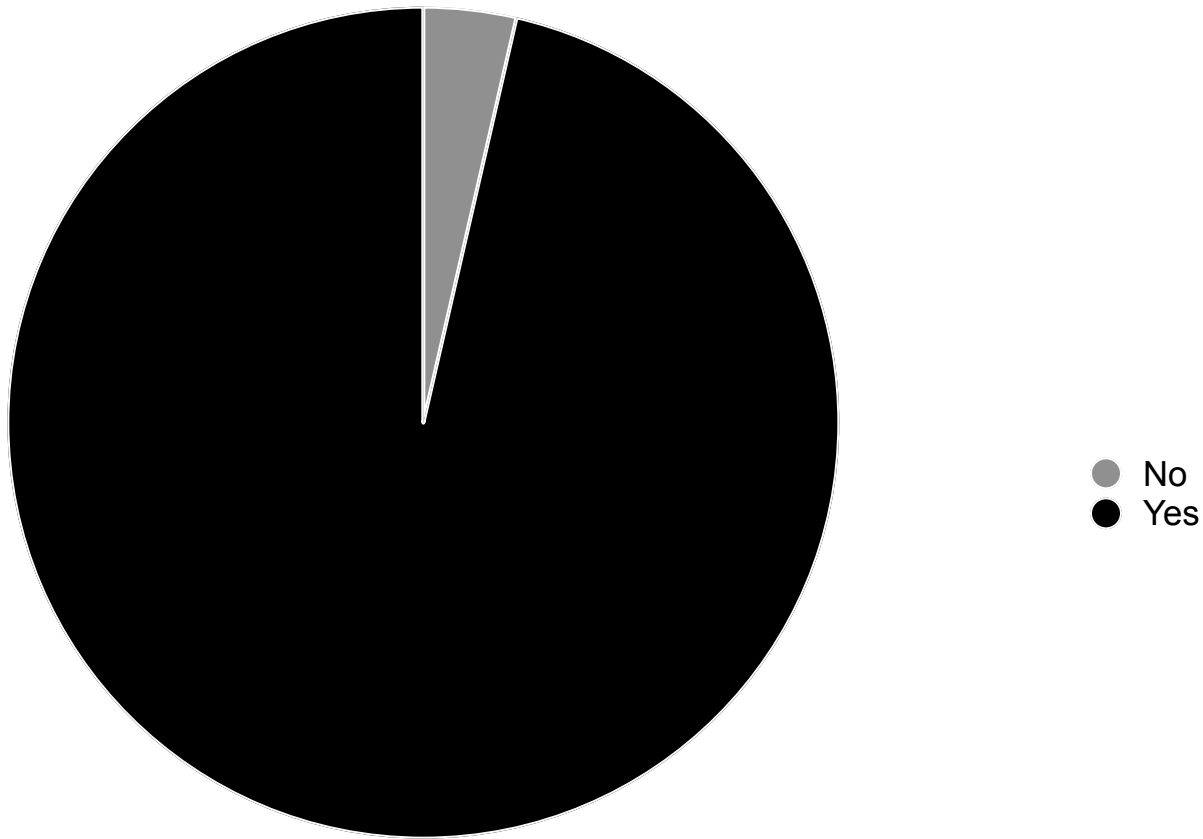


2. Was the main purpose of the Manifestos clear as a potential instrument to read architecture history and culture?



TOTAL 28 respostas

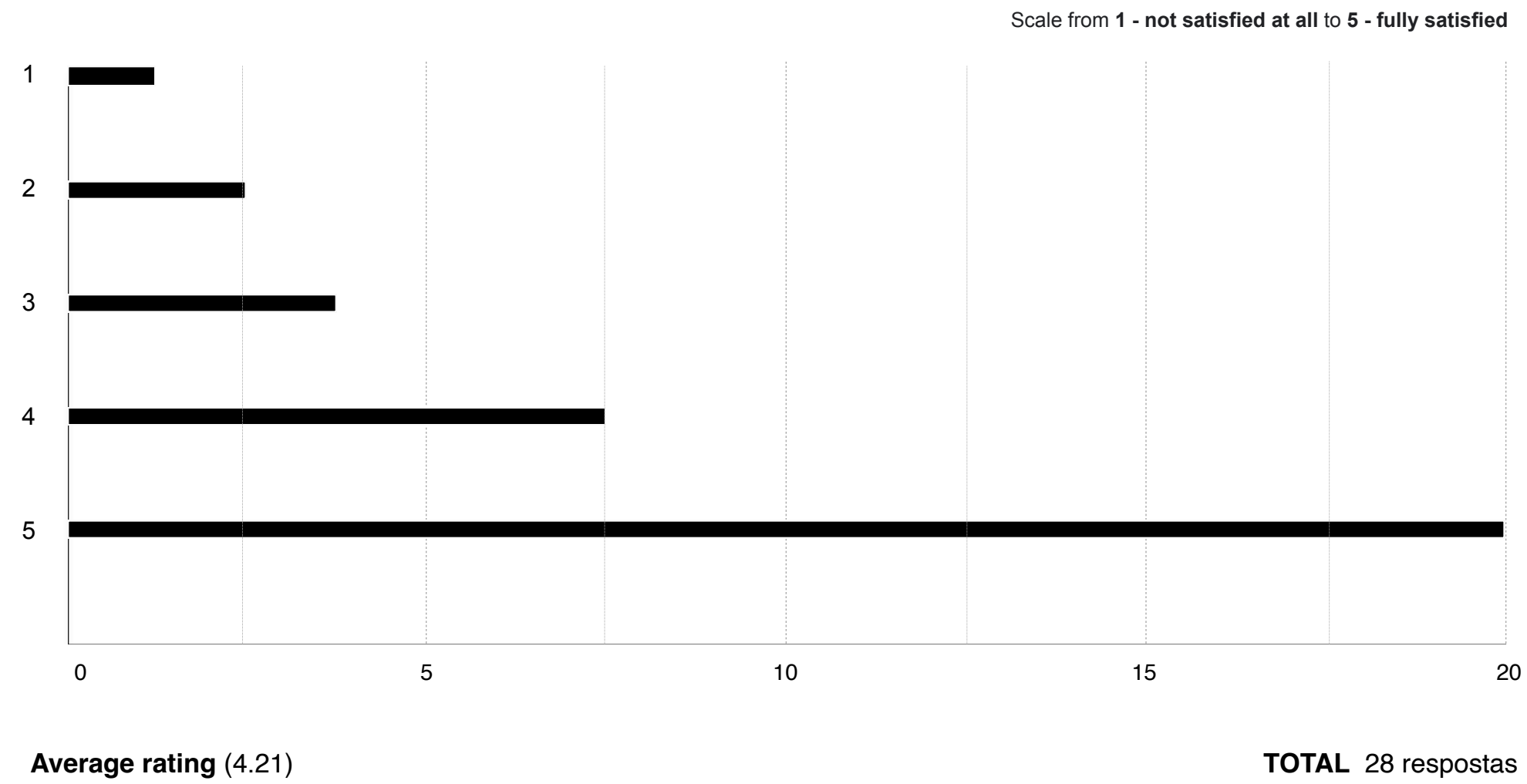
3. Was it taken up as a methodological tool for the student’s expression of their own perspectives on the launched topics?



TOTAL 28 respostas

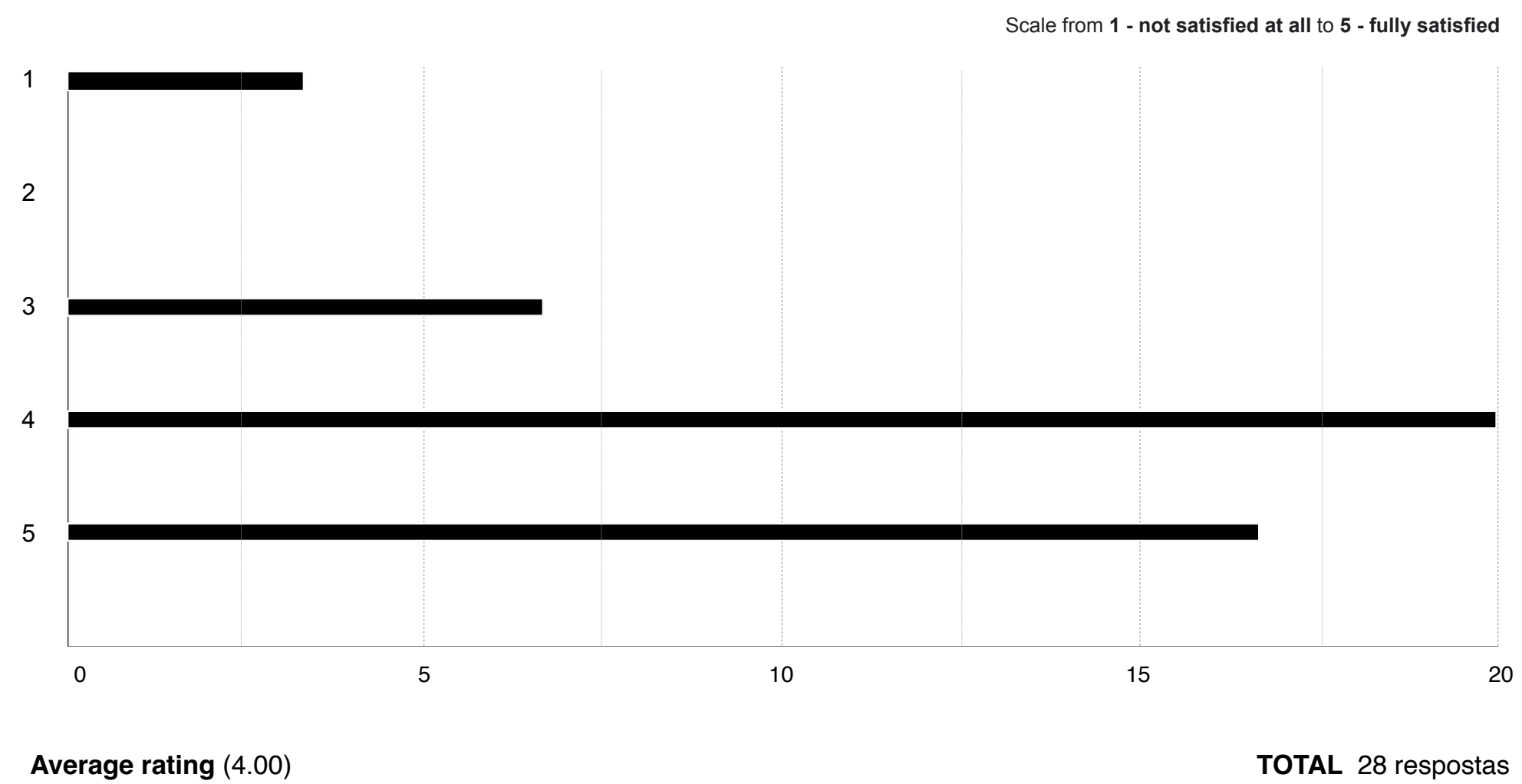
4. How innovative was the use of the format Manifesto in your curricular path?

a) Important to define a critical position



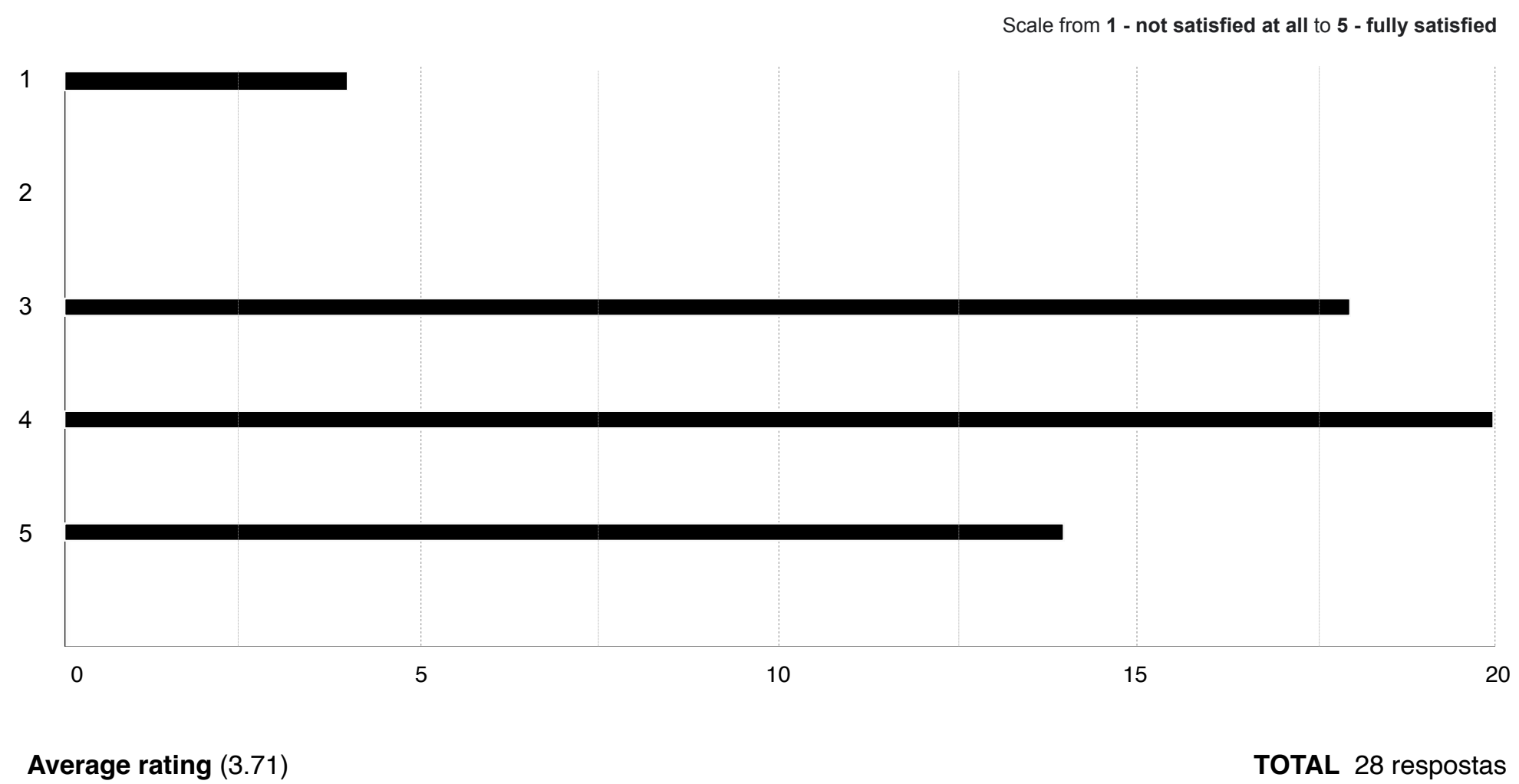
4. How innovative was the use of the format Manifesto in your curricular path?

b) Important to develop new communication skills



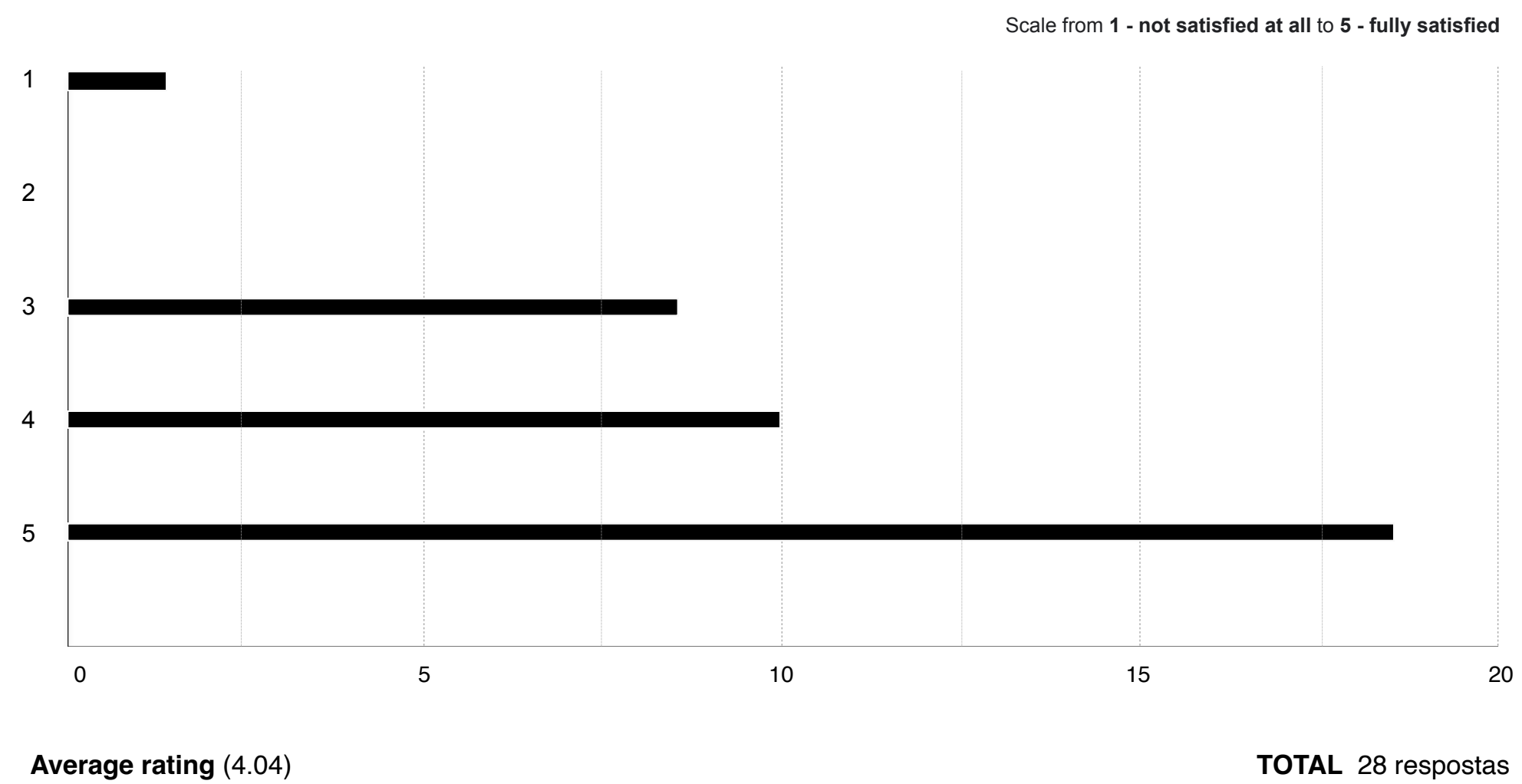
4. How innovative was the use of the format Manifesto in your curricular path?

c) Contribute to designing future-oriented solutions



4. How innovative was the use of the format Manifesto in your curricular path?

d) Improve writing skills



4. How innovative was the use of the format Manifesto in your curricular path?

e) Foster creative practices and tangible sustainable solutions

