Dear EDUCATE subscriber,

Welcome to the October 2010 Edition of EDUCATE News!

An interim Management Meeting was held on the 21st of October at the Architectural Association School of Architecture in London (UK) to review the state of advancement of the EDUCATE Knowledge Base, one of the main constituents of the EDUCATE Portal.

The Knowledge Base is being configured as a collaboratively authored wiki where specific sections are dedicated to "Issues and Principles" of sustainable environmental design, "Applications and Case Studies" and "Tools". The cognitive framework underlying the structure of the Knowledge Base will be featured in the November issue of the EDUCATE Printed Newsletter, which is being distributed to academic and professional institutions throughout Europe.

The Knowledge Base is scheduled to be completed by the end of 2010 and will be tested in educational activities – together with the interactive parts of the Portal – at EDUCATE partner institutions during the first term of 2011, for then being released for public availability.

Simultaneously, project partners have been working towards the definition of a "Framework for Curricular Development" that could facilitate the incorporation of principles and practices of sustainable environmental design and energy efficiency in the training of architects.

The "Framework" has been elaborated to offer a conceptual support to the development of a curriculum that bridges current divides between sustainability-related technical knowledge and creative design, and promotes the implementation of environmental sustainability in higher education.

To these aims, the document is primarily addressed to Heads of School and Course Directors, so as to contribute to the development of pedagogical provisions (image) at each level of progression towards professional architectural practice.

The "Framework for Curricular Development" – which will be available for download on the EDUCATE website by the end of 2010 – has been structured in two different parts.

The first part is intended to provide guidelines in curricular development, yet maintaining sufficient flexibility for them to be adapted to a diversity of contexts, educational structures and methodologies, local requirements, environmental targets, etc. Basing on the mission set by an agenda for sustainable architectural education and on a critical analysis of barriers and priorities as required by the professional market, the learning outcomes in terms of competence and skills expected of graduates are measured on a scale that encompasses both conventional design principles and those of environmental performance. Such pedagogical objectives are related to the contents to be delivered in architectural education and are combined with the identification of curricular models and the exploration of teaching & learning methodologies that can facilitate knowledge transfer between technical and creative domains.

The second part of the "Framework" will present some case studies in curricular development, as they derive from the educational provisions and developments informed at the institutions partner of the EDUCATE consortium following the initial stages of the project.

For more information about EDUCATE, please see the project website: http://www.educate-sustainability.eu