EDUCATIONAL EXPERIENCE OF ARCHITECTURE STUDENTS IN A MARGINALIZED SETTLEMENT

EXPERIENCIA EDUCATIVA DE ESTUDIANTES DE ARQUITECTURA EN UN CAMPAMENTO MARGINAL

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	ABSTRACT
Keywords: Camp, learning, ethnography, research, project.	The knowledge gap regarding informal settlements (campamentos) in Chile has remained an elusive topic in architectural education at the university level. For this reason, it was highly relevant for both students and faculty of an architectural research studio to focus on this subject. Consequently, lectures, fieldwork in a settlement, design processes, academic writing, and presentations were all centered around a semester-long project developed both in the classroom and on-site. In collaboration and mutual learning with the residents of the "Campamento La Cancha" in Lo Barnechea, students engaged in designing a set of project-based hypotheses for interventions that addressed various local challenges. Ethnographic methodologies were used to access the settlement, which facilitated relationships and the gathering of information about the area and its people. These actions enabled students to understand realities previously unknown to most of them. Moreover, the experiences helped strengthen the co-creation process between residents and students, resulting in nine distinct intervention proposals based on project hypotheses. Additionally, students were able to explore different

professional perspectives and their future implications. Finally, the professors had the opportunity to lead a research studio in an innovative way, incorporating situated learning, flexible methodologies, and new questions that challenge and enrich architectural education.

RESUMEN

Palabras clave:
Campamento, aprendizaje, etnografía, investigación, proyecto.

La brecha de conocimiento acerca de los campamentos en Chile ha sido un tema elusivo en la enseñanza de la arquitectura en la Universidad. Por eso fue de suma relevancia para los estudiantes y docentes de un Taller de investigación en arquitectura, enfocarse en esta materia. Por consiguiente, las clases lectivas, el trabajo de campo en un campamento, el diseño, la escritura académica y las presentaciones, se centraron en un encargo semestral que fue desarrollado en aula y en terreno. Allí, en colaboración y aprendizaje con los pobladores del Campamento la Cancha de lo Barnechea, se dieron a la tarea de trabajar en el diseño de un conjunto de hipótesis proyectuales de intervenciones, en respuesta a diversos problemas del lugar. Para acceder al campamento se empleó metodologías etnográficas, lo que favoreció los contactos y el levantamiento de información del lugar y su gente. Estas acciones, hicieron posible leer en contexto realidades desconocidas para la mayoría de los estudiantes. Asimismo, las experiencias construidas robustecieron las operaciones de co-creación (pobladores y estudiantes), que dieron origen a 9 propuestas de hipótesis proyectuales de intervenciones de diverso tipo. Además, los estudiantes también pudieron analizar otros ángulos profesionales y sus proyecciones. Finalmente, los profesores tuvieron la oportunidad de impartir un taller de investigación de manera novedosa, con aprendizajes situados en otros enfoques, metodologías flexibles y nuevas preguntas para repensar la enseñanza de la diciplina.

Introduction

The Architectural Research Workshop establishes an unprecedented bridge between the university classroom and the work in the La Cancha de Lo Barnechea Camp, to address directly from the field, the needs of the inhabitants of the place. That is, a form of situated learning in which architects in training come into contact with a different space and people to learn and collaborate in solving real problems through the co-creation of project hypotheses in response to various needs of the context. In this way, collaborative design becomes an essential tool for addressing challenges, allowing students to apply their theoretical knowledge to real situations, self-critique their results, and reflect on their design decisions and their impact. Therefore, architectural research not only seeks to answer the question: What are the perceptions of 24 students about living, teaching and learning with a group of residents of the La Cancha de Lo Barnechea Camp, in the context of a university research workshop on architecture, as a way of accessing new knowledge, but also promotes a more conscious and collaborative practice with people who are not peers, but who together make possible the production of hypothetical solutions to make the camp a more livable place. In other words, when the research workshop comes into contact with the camp, it articulates a new relationship in which three very favorable and unprecedented situations arise in teaching: taking the classroom to the territory for the development of research, learning and collaborating with the inhabitants, and determining the level of knowledge built at the university by contrasting it with the reality of the solutions required in the context of a camp. The novelty of the study lies in the fact that teaching practices in a research workshop do not end with the final evaluation, but transcend and become the object and subject of a transformative academic work for students, who discover a new space to revisit their learning experiences and the knowledge they have built. Moreover, for teachers, it is an opportunity to review new technical, disciplinary and content positions.

Conceptual Framework

The Case

The scarcity of knowledge about camping has been a topic poorly addressed in the teaching of architecture at the University, as it is not part of the formal curriculum. Therefore, it is not a novelty that students have precarious or almost non-existent notions on the subject, and concomitantly, biased, criminalized visions sustained by imaginaries of marginality and danger.

For this reason, developing a research workshop in the context of Camp La Cancha de Lo Barnechea, different, challenging in content and methodology, was of great motivation for teachers and of certain resistance for students. Therefore, to face the challenge of initiating a transition from the university to the camp, it was first done vicariously and then physically through ethnography, a methodology that favored concrete interactions

with the villagers, enabling students to make real contextual readings. The work in the camp is aligned with a growing motivation and quality interaction time, which strains the cultural and social imaginaries of students, teachers and settlers regarding the right to their own home (Fuster-Farfán et al., 2023). It was also a valuable opportunity to learn how problems are constructed and solved through shared practicality.

The Camp as a Place to Learn

In Chile, the camps have arisen from the need to have a home of their own. As such, they respond to the critical situation of not having a place to live. Therefore, precariousness, informality, lack of adequate infrastructure and basic services are some of the characteristics of this sector (Imilan et al., 2020). Based on various studies, the definition of these spaces shows the absence of favorable public policies, specifically in terms of urban planning studies. Consequently, they do not consider the people who inhabit them, being, therefore, spaces where resilience, abandonment and lack of integration, constantly dominate (Zenteno et al., 2020). Therefore, a camp is a complex structure, where organization, solidarity, self-management and the permanent struggle against adverse and threatening conditions are the daily bread (Fernandez, 2023).

According to Matus et al. (2019), affection, attachment, sense of belonging and the generation of social integration are factors that allow us to understand the key elements of the cohesion of people in a camp. It is therefore woven with a strong sense of community, where shared experience and resilience in the face of adversity are key factors (Castañeda and Hernández, 2021). Thus, the construction of social belonging in these contexts is inscribed in the development of collective practices, as a result of which the symbolic and precarious spaces are transformed to give rise to the place of all and to which all belong and are worthy.

The Camp from the Inside

As mentioned above, camps are places where the forms of organization and social relations that take place there allow individuals to cohere and survive (Vergara and Reyes, 2021). Therefore, entering these communities is not social tourism; on the contrary, it means understanding the mechanisms of communication and applying forms of access based on ethnography. Thus, it was possible to understand the relationships and survival strategies that take place there, and to explore categories such as identity, power, support networks, access to basic services and interaction with the authorities. It is also possible to learn the perspectives of the participants themselves (students and villagers), which provides a deeper insight into these realities (Balbi, 2012; Guber, 2005).

Collaborative Work and Design

In the architecture curriculum, the subject of camps and their social reality is often elusive. This entails a professional training perspective that, a priori, leaves such sensitive and immediate issues as this one in opacity. However, the diverse urban realities, their settlements, their culture and people's life experiences allow students to live the transformative experience of creating and solving immediate problems with others for the community (Terán and Araujo, 2016). This view stimulates the search for architectural solutions that respond, at the appropriate scale, to the demands of the context. They also promote collaboration between architecture students and camp

residents. Research on situated learning (Piñero, 2012), emphasize the empirical value of active pedagogies, since they are much more than a simulacrum (Baudrillard, 1978) (Baudrillard, 1978), as they give practical meaning to the purpose of teaching, challenging traditional ideas about how future architects should be trained.

On the other hand, when students come into contact with vulnerable communities, they not only acquire technical knowledge on how to build solutions, but they can also directly experience and value the knowledge that is rooted in the history of these places. In addition, it is also possible to develop skills such as empathy and collaboration (Vivero et al., 2005) (Vivero et al., 2020). This scenario allows understanding that situated learning and teamwork are fundamental to form committed and responsible professionals, also generating other understandings of the social realities (Cleveland, 2013).

Self-Criticism as an Attitude of Constant Improvement

The university is a space where students face new academic challenges and build their own. In this type of scenario, self-criticism helps young people to adapt to these new demands, allowing them to evaluate their performance in different contexts and make the necessary adjustments to identify areas for improvement in their academic and personal skills (Ibarrola, 2020) (Ibarrola, 2020). For a student of architecture, this can help them in the qualification of their study methods and in the organization and quality of their work, since by constantly comparing their processes with others, they can activate mechanisms of improvement and qualification in the technical, conceptual and procedural aspects. Therefore, self-criticism fosters the ability to self-evaluate and recognize achievements and limitations, making students more autonomous in their learning process by not relying only on external evaluation to know where they are failing or what they are doing well, but also from co-evaluation. In addition, constructive self-criticism helps to transform failure and difficulties as opportunities to improve and learn.

Research and Disciplinary Knowledge

Research in architecture is an interdisciplinary field that seeks to generate knowledge to improve the design, construction and use of spaces, focusing on the analysis of aspects such as aesthetics, functionality, materials, construction techniques, sustainability, urban planning, and the relationship between architecture and people, among others (Ander Egg, 2011). Through qualitative and quantitative methods, it studies both the historical and cultural contexts of the buildings and their impact on the quality of life of the users (Daza, 2009). In addition, it can also address social issues, such as accessibility, housing, urbanization and inclusive design, integrating interdisciplinary approaches such as urban planning and social science (Moisset et al., 2012).

Methodology

Type of research:

This research is qualitative, with an action research design (Hernández et al., 2010), (Medina, 2001). The solutions required came from collaborative work between villagers

and students in response to the needs of the scenario (Guba and Lincoln, 1994). On the other hand, ethnography was used as a method of approaching the camp.

Study subjects:

24 students from the Architecture Research Workshop (ETI), 14 women and 10 men. For a better ordering of the information, the participants were identified as ETI (Architecture Research Workshop student).

Collaborating subjects:

2 leaders and 10 residents of La Cancha de Lo Barnechea Camp.

Object of study:

The teaching and learning of 24 students in an Architectural Research Workshop, focused on collaborative, situated and active work with the inhabitants of a camp.

Scenario / context:

La Cancha de Lo Barnechea Camp.

Information gathering instruments:

Semi-structured interview of 12 questions in Google format, self-administered and returned within two weeks. The instrument was duly validated by peer reviewers from two universities.

Information analysis:

The information was analyzed based on open, axial and selective matrices, grouping the questions and their answers based on the structuring categories: social housing and camps as teaching subjects, architecture and learning in the camp, proposals of project hypotheses designed between students and settlers, students' self-criticism about the developed project hypotheses, and research as a way to access disciplinary knowledge.

Techniques and Technologies to Gather Information

The use of digital tools such as Google Earth (KMZ) facilitated the understanding of the scale and globality of the context. Likewise, the review of the photographic record allowed us to obtain information on atmospheres, spaces and housing solution typologies, among others.

Results

The Camp as a Place to Learn

The camps are characterized by housing built with precarious materials (Palma and Pérez, 2020) (Palma and Pérez, 2020), without adequate planning and basic services. In short, of great social and economic vulnerability economic (López-Morales et al., 2018), (Magliano and Perissinotti, 2020).

On the other hand, addressing these issues is of real importance, since it confronts us with the Chilean reality and the problem of social housing and its deficit (ETI-9). It can be inferred that architecture, from its multiple topics, seeks to build by and for the person, so that proposing these topics to architecture students contributes to professional and personal training (ETI-9). That is, future architects recognize and value the importance of addressing them academically, as part of a cultural and technical asset, capable of

nurturing the broad, inclusive and heterogeneous training that young architects need to look at these realities of Chile in a different way (Brain et al., 2010) (Brain et al., 2010). Others add that looking and looking at these issues is very useful because it allows to get out of the bubble (ETI-7) and brings us closer to the reality of the country, showing that, through architecture, with small interventions, big changes can be made for others (ETI-12). The recognition of living in a bubble puts in tension the beliefs and worlds constructed inside and outside that environment. Opening up to other realities not only expands the physical and cultural space (Quinteros, 2016), but it is also an opportunity for contact, knowledge, and perhaps, the transformation of the thinking of architects in training.

Similarly, other young people interviewed corroborated, from different perspectives, the value of the experience of context, attributing to it a profoundly transformative character. This, thanks to the fact that the Architecture Research Workshop opened a door for them to enter the reality in which people live in these settlements, since many students do not know what the camp means, not knowing what happens, and how they face the day to day life in these places of precariousness (ETI-18), but which, however, cohesively unite their inhabitants with a great sense of community and solidarity. However, for others, it strains the aims of the profession, pushing them to think about other practical approaches to their practice, since, as ETI-21 states, "this experience was a shock to my perception of what architecture is and what I should seek with it". This reality check puts young trainees in front of the opportunity to manage and activate revolutionary changes, playing a fundamental role in improving living conditions in camps (Brain et al., 2010).

The Camp from the Inside

To enter into contact with others and their territories implied actions and acts of trust, prudence and respect. Ethnography was the tool that allowed the approach to people and their worlds, paving the way for deeper interactions about how people live and dream in those environments... (Aedo, 2020) (Aedo, 2020). Ethnography made it possible to make observations and stays in the field, which allowed us to feel the pulse of daily life, that is, the collection of qualitative information on the use that people make of the spaces and how the symbolic and identity elements of the community and its culture make sense there.

The ethnographic approach helped students to get to know the scenarios and their users, making possible the joint search for viable and functional solutions to their problems (Ruiz, 2022). According to one of the students interviewed, going to the camp was to encounter a different reality, very hard, but at the same time extremely hopeful (...) to see how the hope of people with scarce means rises, it is hopeful (ETI-16). In other words, having an entry to the field allowed for greater knowledge and management of the data collected, so it is now considered a primary factor to be taken into consideration (ETI-22). According to Castillo et al., (2022), the community of these places is configured by diverse requirements in scale and urgency, however, they all converge in a common attitude; the capacity and resilience to face the challenges that each day brings. The reading of these needs put the students in front of a shocking, extreme and real reality

(ETI-19) but that, to the future architects, motivates them to rethink the career from a new perspective where not everything is design (ETI-7).

Collaborative Work and Design

The development of collaborative proposals between students and villagers was a way to integrate the community into the students' ideas and the students into the development of these ideas with the community (Zapata and Vidal, 2016). Clearly, this way of working led to grounded results, directly related to people's wishes and expectations (Cortés, 2020) (Cortés, 2020). Likewise, both students and inhabitants shared valuable knowledge that enriched each other's learning in context (Tapia, 2001) (Tapia, 2001). Likewise, the students came into contact with a modality of design correction foreign to the usual university classroom, since it was the inhabitants who, on more than one occasion, adjusted them, thus contrasting the idealization of certain project solutions, versus the common sense and practicality coined in their innumerable experiences of self-construction (Castillo, 2014). This exercise gave rise to several solutions: circuits and routes, construction systems to reinforce housing, shade-generating fabrics, gardens and vegetation to generate collective identity, the safeguarding of routes, among others, were transcendent achievements of residents and students, goals that for some meant opening their minds beyond the immediate.

The encounter between the theoretical knowledge of the students and the empirical knowledge of the villagers was much more than a teaching opportunity. There, the visions of the academy and the real world, not regulated by the ordinance or technical abstractions, were harmoniously and generously woven together (Gómez et al., 2017). In Eti-8's words, "I felt like another teacher was correcting me. After all, they have built everything they have themselves, and we haven't even put a nail in it yet."

Self-Criticism as an Attitude of Constant Improvement

Students reflected constructively and specifically, not only to improve the quality of work, but also to foster personal and professional growth. This action was of great relevance, since it was based on the work developed with others without academic training. Consequently, the construction of knowledge influenced both actors by improving expectations about the built environment, and enriching the empirical and technical training of architecture.

The perceptions of the participating students show that, together with the extraordinary value of the collective work converging towards relevant project hypotheses, the creative result achieved was also recognized and positively valued. ETI-22, says that "it was a very good proposal and I was satisfied with my work, which I would not have been able to develop in this way if we had not had the opinions of the inhabitants of the camp". However, the evidence collected also mentions areas for improvement. Such is the case of those who, having achieved good project hypotheses, were not satisfied, expressing that it is possible to improve them for the benefit of the inhabitants and of learning itself. ETI-14, said that "our project hypothesis responded very well to the

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problems and the context of the camp, perhaps with more time it could have been developed better, because it fulfilled very well what the inhabitants wanted in that sector". This speaks very well of the students and implies short-term improvement challenges.

Research and Disciplinary Knowledge

In university academia, research in architecture has been a formal path towards the acquisition of new disciplinary knowledge generating strategies (Martínez, 2013). In the case of the camp, the students, accompanied by their teachers, went through a systematic process of exploration that helped them to enrich various aspects of the discipline. As such, it became a relevant experience by providing various critical and technical elements, with which young people could and will be able to face the demanding present and future fields of the discipline. It also educated the intellect, sensitivity and nourished the eye with new visions that illuminated the path towards innovation, strengthening the appreciation of the discipline as a means to propose systematic and creative responses to the changing social, political and economic scenarios of a country like Chile (Correal, 2007) (Correal, 2007). Consequently, the work methodologies of the Architectural Research Workshop also stand out: flexibility, emergence in adherence to scientific rigor, which, added to the field work, provided a real and situated learning exercise. Key to these achievements is the attitude and willingness of the young people (Chávez, 2015).

In summary, it can be said that the Workshop focused on solving problems that few had taken into account, because as ETI-23 said, "the result was gratifying for me as a student and for the people we helped". Consequently, for several of the students it proved to be a key experience in their training, and a way to become familiar with the real world, since, as ETI-2 recounted, "it is the first time they have made us do something in relation to reality". It can be inferred that these transformational experiences are not only valued as facts of a research course. ETI-24, said they are "relevant in the learning and training of an architect, because I was able to discover what I want to do when I become an architect".

¶ (12 points)

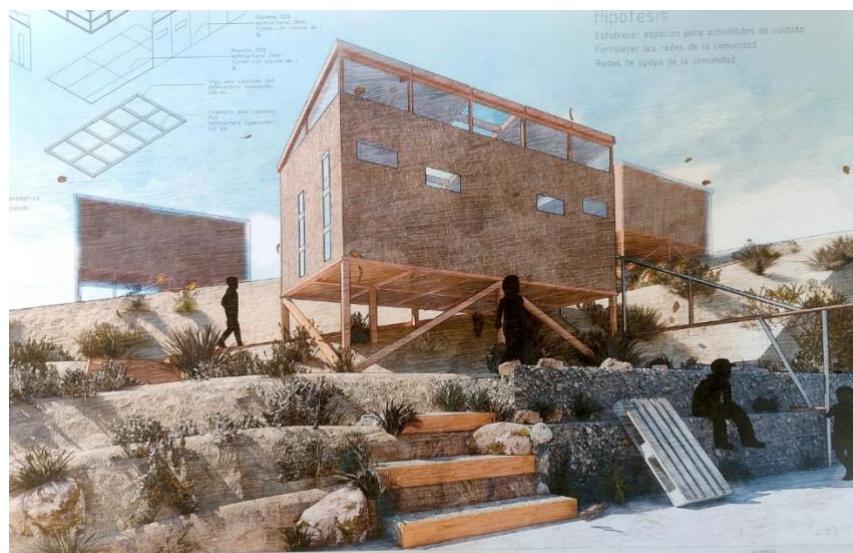
Figure 1: General view of la cancha camp. Own source

Figure 2: Digital representation of a collective intervention proposal. Own source

Figure 3: Digital representation of a collective intervention proposal. Own source

Figure 4: Digital representation of a collective intervention proposal. Own source

Discussion and Conclusions

Discussion:

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The ideas of Fuster-Farfán et al., (2023), regarding the pedagogical value of learning in a camp, are widely corroborated by the students' experience, since making the space a place to learn and learn also meant the opportunity to rethink their imaginaries and contrast their negative perceptions of the place.

Therefore, incorporating the study of camps in the training of architects is not only a matter of disciplinary relevance, but also of ethical commitment. Future professionals should be trained to face the multiple realities of urban living, which implies understanding the structural causes of housing informality, including urban segregation and inequity in the distribution of resources. Therefore, the critical view becomes a pedagogical tool by allowing the tension of hegemonic narratives about the urban, focused on formality, planning and normative design, with respect to the opposite.

This approach motivated architects in training to engage in more inclusive processes, understanding encampments as legitimate expressions of the right to housing. According to Imilan et al. (2020), encampments emerge as a direct response to the impossibility of accessing formal housing. Therefore, it was key for the students to see how perceptions dialogue with theories, since these respond to an academic vision of the subject that, at the same time, has a correlation in reality. The generation of informal territories perpetuates social exclusion by not recognizing the community dynamics that are generated in these spaces, which the students were able to corroborate directly. As pointed out by Zenteno et al. (2020), the lack of studies that consider the inhabitant as an active subject and not as a passive recipient of solutions, produces a distant, decontextualized and, in many cases, ineffective knowledge. It is at this point where students connect with the context through the execution of intervention proposals elaborated jointly and in response to real needs.

The purely technical or legal approach to the camp makes its socio-affective complexity invisible. The contributions of Matus et al., (2019), as well as those of Castañeda and Hernández (2021), underline that the camp is not only a set of informal dwellings, but a web of relationships, affects and resistances. This community fabric sustains daily life in precarious conditions and helps build a deep sense of belonging. Fernandez (2023), reinforces this idea by showing how the precarious space can be symbolically transformed into a place for everyone, where students and teachers were also welcomed and accepted.

On the other hand, Vergara and Reyes (2009), Guber (2005), Balbi (2012), in summary, refer to the camp as a place where relationships are generated and built that allow cohesive respect for the place and the points of view of the settlers. It would not have been possible to know such dimensions and their depth if not from the inside. Access through ethnographic methodology allowed this to happen, benefiting the students with experiences that, with the passage of time, would change their imaginaries and enrich the experience of working and creating with others.

Working collaboratively and learning from others, even being guided by people who were not their teachers, not only allowed the generation of design solutions, but also implied valuing the knowledge of others in an unthinkable context. Likewise, these experiences strengthened their training and multiplied the possibilities of projecting it in

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their professional practice as architects. This issue is supported by Terán and Araujo (2016), Piñero (2012), Vivero et al., (2020) and Cleveland (2013).

The development of the field work in a real context provided the students with an unbeatable perspective of investigative learning. Consequently, the possibility of generating scientific knowledge through interaction was opened up, since the academic knowledge carried by the young people was put in tension with the empirical dimension of the local inhabitants. These experiences are congruent with what Ander Egg, (2011), Daza, (2009) and Moisset et al., (2012) propose, when addressing the relationship between architecture and people, based on scientific research methods in which the historical and cultural contexts of the buildings are present, as well as their impact on the quality of life of the users.

Conclusions:

Working academically from and in the camps implies opening up to a situated architecture that understands the logics of informal habitation. Therefore, including its study in the curricula not only enriches professional training, but also enables a thinking more committed to spatial-social justice and a breadth of vision that strengthens the training of students.

The access to the space of the camp and its inhabitants was woven by a series of relational codes impossible to understand if not from the inside. Therefore, the use of ethnographic methodology allowed us to understand the needs and aspirations of the communities from the inside. It was also a deeply phenomenological way of access and encounter, which gave more solidity to the students' initial perceptions.

The development of collaborative designs of project hypotheses had interaction as the main dynamic, an action that was highly valued by both parties. In this sense, the approach of co-creation processes, nurtured by the knowledge of both actors, resulted in pertinent solutions adjusted to the local reality, promoting mutual learning and generating in the students the certainty that architecture (design) can be done beyond the fiction of the university classroom.

The design process motivated the students to do their best. However, in this process, self-criticism was a constant driving force for improvement that pushed the demands and capabilities towards a new culture, which could be extrapolated to a responsible, rigorous and quality professional practice.

The research in architecture, thanks to the case study and its methodology, provided a transformative tool, connecting the world of the university classroom with the real world, where the theories and simulation exercises of university teaching, took shape in the consensual resolution of viable architectural proposals to solve contingent problems.

The architecture workshop and its theme was one of the most highly valued aspects, as it articulated the classroom and the territory, favoring direct contact with reality. Therefore, having developed a field work in a camp, meant for all participating students, an invaluable and transformative experience that broadened perceptions about the functions and roles of architecture and architects.

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Finally, the research work experience provided the professors with the opportunity to try out new topics and analyze the feasibility of incorporating them into the architectural research curriculum, as well as their methodologies.

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