



## Editorial

All growth is a gradual process that along the way integrates multiple experiences and is perfected and conditioned to the environment in a dynamic way. An important part of this cookbook of pluri-disciplinary education indissolubly intertwined with educators is dedicated to the formula for effective university learning, in which of course architecture takes part. Learning architecture is about growing in a discipline that continuously faces economic, technical, environmental, social and cultural challenges, among many others, and that, in its development, delineates its professional training with the commitment to achieve the well-being of human beings and their habitat.

Such was the focus that gave rise to this special edition of *Arquitecturas del Sur*, which commemorates the 50th anniversary of the UBB School of Architecture. The series of articles begins appropriately with a text by Flavio Valassina, who narrates the progression of the School's eight curricula, reveals the academic transit that makes its protagonists proud, and also confirms that after five decades of history its classrooms are ranked third at the national level and continue to guarantee its students a disciplinary graduate profile with regional vocation, which distinguishes it among the institutions of southern Chile.

The attention paid to the areas of design and creative workshops in the curricula is indispensable in disciplinary training. These aspects had to be adapted to the resolutions passed in Bologna (1999) that reorganized the global university systems. The reflections that have emerged after this declaration, which focus on teaching approaches in the architecture classroom and take into account the new the 21st century student profile, are addressed by a group of architects from the Universidad de Alcalá, Universidad Técnica Federico Santa María and Universidad del Bio-Bio. Along the same lines, though focusing on the creative processes, the issue continues with an article by Mauricio Laguardia-Campomori of the Universidade Federal de Minas Gerais (Brazil), who suggests assisting young students -millennials- by integrating them into their context through architectural work itself. In support of this quality of architecture that makes theory and practice inseparable and in which previous research plays an inevitable role, the pen of Alexander González Castaño (Colombia) gives an account of innovative results arising from the application of teaching strategies based on entertaining exercises prior to architectural project design.

The following block of articles contributes to the fields of history and architectural heritage focused on learning about the complex Latin American reality. Thus, the text by Fernando Martínez Nespral (UBA, Argentina) suggests dissociating some of the traditional models for the current history curriculum and connecting them to a discourse that is more real and closer to the continent's interculturality. For their part, a team of teachers from the Universidade Federal do Espírito Santo (Brazil) presents an analysis and intervention methodology with examples of heritage that are highly commonplace for students, and in this way, the benefits of projects outside the classroom.

Urban planning is also a learning aim, and two articles analyze it with exercises that reaffirm the importance of social involvement and academic field trips. This is what three teachers from the Universidad de Cuenca (Ecuador) present. They share their experience in smaller population centers, and from a similar perspective Luz Vera Santana from Campinas (Brazil) relates an experience carried out in the outskirts of São Paulo, where she triangulated architecture and furniture design, as well as integrated an absolute pillar in the learning of architecture in this new millennium: citizen participation.

From the perspective of the teaching approaches in the architecture classroom, such learning should be understood as a flexible legacy, based on redefinitions that are dynamic and synchronic for each society. It should assume a role as a link between students and teachers whose goal is to train professionals with technical ability and critical openness, but that above all, are absolutely committed socially and ethically to the society in which they are inserted. That is what learning architecture is all about.

*Editorial team*