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## Teaching Philosophy

*What counts here – first and last – is not so-called knowledge of so-called facts, but vision – seeing. Seeing here implies Schauen (as in Weltanschauung) and is coupled with fantasy, with imagination. (Josef Albers, 1963)*

Building on my approach to design research, a proposition for re-viewing design as a manner of inhabiting social life, architecturally, beyond the simple production of forms and objects, I seek to situate students within a conception of architecture as an emergent, investigative, and communicative field of socio-spatial exchange. I prioritize a student's own experiences and conceptions of architecture as the initiating context and field of their investigations - not necessarily to enlighten from a position of higher knowledge, but rather, as an assistant and partner in the expansion and bridging of social, spatial, technological, and material boundaries, which they already know, and within which they already dwell.

Drawing on the notion of Heidegger's *being-in-the-world*, I work with students to investigate architecture as a spatially linguistic exchange – an ongoing conversation and a responsive order of social life, within which they are simultaneously central, and necessarily, analytically removed. This approach requires a student to interrogate the common and objective descriptions of material, form, and function as critical elements of design communication, to identify their own conceptual boundaries, then to expand them, systematically, in guided practice and research.

My approach to curriculum, whether addressing theoretically or technologically grounded material, is to prioritize information exchange and synthesis across an array of spatial, temporal, organizational, material, and technological interaction. My priority in curriculum design is to situate students meaningfully within it, with present and active agency as contemporary designers, so that they may construct their own understanding and ways of knowing the larger contexts within and from which course content emerges.

With extensive experience as a designer and builder, as my teaching and professional portfolios demonstrate, my work in design education draws students into active and practical engagement with the most immediate aspects of design and construction – the materials, methods, and technologies of making. Here, I address both the processes of making and the emergent field of socio-spatial discourse within which our making occurs. By this means, as a matter of analytical praxis, I work to shift common perceptions and attitudes that facilitate objective, calcified conceptions of architecture and the technologies of making. In this way, I understand my role in teaching as one to inspire and engender new ways of seeing, investigating, and constructing within our socially responsive, spatially interactive, and technologically emergent way of life in architecture.