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## Learn to learn

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*"In order to be able to assume certain learning, one must start to unlearn what is learned, to fill a glass, the latter must have been empty" <sup>1</sup>*

*"It explains an ancient story that one day, a novice was presented to receive the teachings of a wise teacher. One of the disciples of the teacher said: - First you will have to find the answer to a question. If you get it, the teacher will accept you as a student within three years. - The question was presented and the student struggled until he found the answer. - Your answer is correct. Now you can leave and wait for a thousand and one days to pass; Only then can you come back here to receive the lessons. The novice was delighted, and after thanking him, he wondered ... - What would have happened if he had not found the correct answer? - and he is going to prove: - Oh, in this case, he would have admitted instantly!" <sup>2</sup>*

I did not want to start the writing without previous reflection and let this opportunity happen. I consider that **education** is the engine capable of dynamizing and stimulating all those knowledge that have not yet emerged and which, therefore, we do not know.

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## The beginning of the end

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*"Every principle is about an end, if you do not say what the principle that is being talked about is saying something that does not make sense, we conclude that the end defines the principle and, Naturally, this poses a long series of difficulties, because a presupposition of the concrete meaning of the principle is the anticipation of the end ... Therefore, the beginning and the end are linked to each other and are inseparable from each other. The development of the principle depends on the point of arrival, the direction it takes".<sup>3</sup>*

### Why did I choose to study architecture?

To explain my path to the academic studies of architecture, I think we must go back, at the moment I decided. Well, I could say that I still do not know exactly why I decided to study architecture. I have no family or close reference that encouraged me to take these studies. Nor did I have an attraction regarding obsession with these issues, but what I can say is that I was particularly curious about how an architect could and can solve the demands of society, no longer on an individual level, a more social way.

Therefore, we can understand, that for me, architecture is a work tool. The fields that encompass the architecture are immense and that is why I do not have a consolidated definition. I consider that in each moment and every circumstance, the architecture is able to solve the problems by means of the application of projective logics. With this I would like to explain that there is no single solution in order to tackle and solve the projects.

One of the first architects I had to study, was in Álvaro Siza, since in the subject of TAP III, I was asked to analyze the Church of Santa Maria located in Marco de Canaveses (Portugal). One of the main aspects of the architecture of Álvaro Siza, and for which a great interest arose, is the relationship of its buildings with

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<sup>1</sup> Ibieta, P. (2013). *Newfield - El Arte De Ser Un Aprendiz*. [online] Newfield.cl. Available at: <http://www.newfield.cl/newsletters-antiguos/el-arte-de-ser-un-aprendiz> [Accessed 4 Jun. 2018].

<sup>2</sup> Ibieta, P. (2013). *Newfield - El Arte De Ser Un Aprendiz*. [online] Newfield.cl. Available at: <http://www.newfield.cl/newsletters-antiguos/el-arte-de-ser-un-aprendiz> [Accessed 4 Jun. 2018].

<sup>3</sup> Gadamer.H (1997). *Reflexiones sobre el inicio*. [online] Fyl.uva.es. Available at: <http://www.fly.uva.es/~wfilosof/gargola/1997/carmen.htm> [Accessed 4 Jun. 2018]

**natural light**. Another aspect that inspires me of Siza is the subtlety with which it uses **materiality**, how the white exterior walls are built with white concrete and the internal walls and ceilings from stuccos with the help of wood and granite.

Architecture, on a personal level, becomes the connotation of building, designing and responding to all those ideas that can be an imaginary one. I think that architecture hangs between two different worlds. As Plato would say: "There are 2 worlds: the world of ideas (or forms) and the sensitive world (material)." Given that tomorrow I will be able to act as an architect, the way I will manage my values within Architecture will be trying to unify these two worlds, where aesthetics does not prevail over functionality or vice versa, but instead find the balance between the two.

Precisely, because I want to find this point of balance, I have generated some concerns, as a result of the lack of knowledge. That is why I consider that during my passage through the ETSAV I have been nourishing attributes that until the moment I started studying architecture did not have. It should be noted that my way of reasoning and thinking, until then, was based on a **binary mindset**, what I want to say is that, when making decisions I opted for the two extremes, because the only vision I had was objective, and for subjects where calculations were required I did not suppose any additional challenge as you should limit yourself to running the calculations based on pre-established logics. The problem arises when, as in TAP subjects, you realize that not everything is white or black, that there are a number of nuances that you have not seen before. That is why I believe that thanks to the TAP subjects they have helped me to open the mind and have a more global and critical view of extrapolation architecture in other fields. I have gradually consolidated my own criteria for the architectural projects I developed.

### **What has helped me study architecture on a personal level?**

Often, when there is a progression in any field, we need to stop a moment and think about what has given us everything we have learned. In my case and in the process of architectural studies, I believe that it is an important fact because it has somehow affected my way of being. In my opinion, it seems to me that the most important proficiency is **teamwork**. For me it is essential to acquire this ability as it allows you to enter into a game dynamic, in which, what really matters is the exchange of knowledge. Within the ETSAV you can find different ways of **exchanging knowledge**. On the one hand, we find that the relation established between student and teacher is very close and favours that leaving out of the theoretical framework can exemplify practical cases. The relationship between students is even more enriching, be it between local or Erasmus / international partners, since each person has a different vision and knowledge about the architecture and helps to complement this formation. Finally, with the offer of workshops and with some talks with renowned architects that are done from the institution, this need for sharing knowledge is evident.

Being able to have a great **critical spirit** and **exhaustive rigor**, in my case, has been the result of these studies, and that is where you realize that when you are out of school, and you face everyday life in any situation, you are able to have broader, clearer, more defined criteria, where you can get to discuss with some comfort because you have previous knowledge or you have acquired it along the way. But what

I consider, and now this section, the most important is the **sacrifice ability**. This skill, if you can say so, I did not get it during the race. For the ties I have with judo, I have been able to move forward with the race at a time when I had to make an over-effort when the projects saw that I had to refer them again and again because they did not have a sufficiently powerful argument. As a current student of architecture at the ETSAV, I would like to emphasize that many times, the level of demand required for the learning hours stipulated in the teaching guide is not taken into account and that when having several Subjects with very high demands in terms of work achieve high levels of stress.

As the degree is raised, there are different aspects in terms of architecture. The slope for when I have a greater motivation, and in some way generates a great interest is the one that encompasses the world of structures. This is already explained earlier, where he said he had a binary mindset and that allows me to follow some systematic logics. I do not consider that I have marked any subjects more than another, since each one has addressed different topics, all of them interesting, from the treatment of concrete, metal structures, fundamentals, etc.

If we have the branches of: projects, composition, urban planning, structure, technology and representation, we will now enter one of them but more specifically. Since I started the race, I am greatly admired for all those buildings that have been involved and, therefore, now we know that I am referring to rehabilitation. The capacity of how a space is transformed, either by changing its use, or by preserving the building itself, overwhelms any new building. The key subject that has influenced me most in this aspect of rehabilitation was the Optional Assignment of **Analysis Consolidation and Reinforcement of Existing Structures** of the Department of Structures of the UPC, which is taught at the Escola d' Arquitectura del Vallès (ETSAV). I have to thank the teacher's work for the classes, because in part it is thanks to him that he has had a greater interest in the world of rehabilitation since the way in which the classes are taught captures you from the beginning. In addition, he is motivated by what he explains, a fundamental fact to be able to convey good knowledge. The content, due to the short course of the subject in terms of weeks, I think is very well suited. On the other hand, the compulsory subject of **Intervenció en el parc edificat** is similar, but the contents are given more over.

### **Let's talk about ETSAV.**

To get a little more in detail about issues to be improved at school, I could say from a constructive and propitious point of view that throughout the whole career, in general, the syllabus that is given to classrooms is of a kind general and if you want to go into detail, you have to take self-study. It is true that there are optional subjects to deepen knowledge, but I think it's inadequate. I stressed that I missed a direct interaction with the profession within the academic world, probably because I have not done any practical work at any office, but I believe that from the school there should be a more direct relationship without the need to enter into an office. This minimum relation I have had in the subjects of Technology I, Technology II, Analysis and Reinforcement Analysis of Existing Structures and Metal Structures, when they have asked us to make visits to works. To finish, I think that the content that is given between subjects is quite independent, I would look for a way to unify all the knowledge either as a transversal subject that may start from the first

day of the degree and there you can pour all the learning received, but in the end, beyond what each person does and learning, the objective is to pass the subject through exams and sometimes the knowledge acquired is not enough.

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### **Overlay of paths**

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*"With my teachers I have learned a lot; with my colleagues, more; with my students even more."*<sup>4</sup>

According to Platón: "The soul is like a winged car with two horses and a chariot (the driver). One of the horses is black and represents the passions, while the other is white and represents the reason. The chariot or driver must keep them in balance, saddling the black horse so that it does not drag the target".

#### **Duality between architecture and judo.**

Well, this assertion largely represents the life I bring today. On the one hand we have the architecture that generates a great interest to me intellectual (reason) and of course, to put it into practice, but on the other hand, **judo** appears, where I have been living with this sport for 19 years old and has become a great passion. Emphasize that for me it has been a real challenge to maintain a balance between the two passions, having to give in some aspects and sacrifice others.

At present, my professional life does not have any type of connection with the studies that I am distributing of architecture. During the undergraduate studies, I have combined architecture with judo, a sport I have been practicing since I was 4 years old. The way in which I earn a living today is giving judo classes to the Escola Pia in Terrassa and doing as a "Tutor de Joc" (referee) in the competitions organized by the CEEB (School Sports Council of Barcelona). Previously, I also did the coaching duties at a Rubí club.

If what we want to know is if I really have a special interest in carrying out the profession I am studying for, I would like to point out that this last semester had had the opportunity to enter into two architecture offices dedicated specially to structures and rehabilitation, but the lack of time has made me unable to join into their ranks. I really do want to gain new knowledge and get into the field where not everyone who learns is theoretician but can approach the daily reality of architects and new ways of working.

The fact that I am not working on something related to architecture does not mean that I do not want to earn such a living. I really want to put into practice all those knowledge that I have been acquiring during this years to the degree and thus continue to form within this world.

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<sup>4</sup> Proverbia.net. (n.d.). Con mis maestros he aprendido mucho; con mis colegas, más; c... Proverbio hindú - Proverbia. [online] Available at: <http://www.proverbia.net/cita.asp?id=453058449> [Accessed 4 Jun. 2018].

It is also true that the weight judo exercises over me is very strong. Starting from a very young age in this sport, going through a training sportsman, and later as an elite sportsman and today as a coach, **judo is finally becoming in a lifestyle.**

When I was a coach of all the categories in Rubí I had a working group in which our goal was to look for the best competition results (cadet categories on top), and although this may be a great satisfaction, but where really, I enjoy influencing the learning of the youngest, in their training starting from the base. The deal with people I consider a sine qua non condition to be able to **convey the knowledge.** You also end up establishing a trusted link depending on the **communication skills** you have.

Establishing a direct relationship between architecture and judo is complicated, but if we seek a reflection between the ties we could talk about basic structures, how to start from the weight, we seek a balance with the center of gravity, or when in judo we bring about imbalances, the same ones that have to be calculated in the structures. Also, for example, judo elbow dislocations exist, so moments are also applied by a force at the end of the length of the opponent's arm.

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*Tabula rasa*

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*"Tell me and I forget it, teach me and I remember it, involve me and I learn it." <sup>5</sup>*

### **What about my future?**

From now on when the degree finishes, my vision of the nearest future focuses on making the master enabling me here in the school in the meantime that I continue as a judo coach. If you give yourself the opportunity to enter work in an architecture office in the mornings I would like to be able to do these practices to continue learning about the trade. In a vision of the farthest future, what I have in mind is to be able to dedicate myself to the profession of architect for the mornings and in the afternoons to have my own club of judo and in this way to be able to put in between the two passions that I have.

I do not know for sure if it is possible, and we will have to wait for the time to check it, but one thing I am sure will fight to achieve my dream and I will not stop until I get it, and probably to get there You have to overcome a lot of obstacles, and as Sylvester Stallone said when he played Rocky Balboa in the movie Rocky VI: "You know what you're doing and get what you deserve, but you'll have to endure the blows. And you cannot be saying that you are not where you wanted to arrive because of him, from her or from anyone, that the cowards do and you are not. You are capable of everything."

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<sup>5</sup> Franklin, B. (2017). Benjamin Franklin - Wikiquote. [online] Es.wikiquote.org. Available at: [https://es.wikiquote.org/wiki/Benjamin\\_Franklin](https://es.wikiquote.org/wiki/Benjamin_Franklin) [Accessed 4 Jun. 2018].

