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| Nota di contenuto | Cover; Half Title; Title Page; Copyright Page; Dedication; Table of Contents; List of figures; List of contributors; Foreword: Live Project love: building a framework for Live Projects; Preface; Acknowledgements; Introduction: pedagogy into practice . . . or practice into pedagogy?; Part I Theories, models, and manifestos; 1.1 Developing an inclusive definition, typological analysis and online resource for Live Projects; 1.2 Learning theories for Live Projects; 1.3 Engage at California College of the Arts: a partnership model for addressing community needs with curricular integrity
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towards registration as an architect within the context of a supportive academic environment; 4.4 sLAB (Student Led Architecture Build): developing the capability to develop meta-capabilities; 4.5 Voices from Nagapattinam: revisiting communities after the 2004 tsunami; 4.6 The Fareshare Live Project; 4.7 Building process: the Oxford Academy Live Project

4.8 "In the people's interest?" Design/build Live Projects and public education4.9 Live: between citizens and the state; Part V Closing thoughts; 5.1 Pedagogy into practice or practice into pedagogy? Two practitioners discuss; Afterword

Sommario/riassunto	Architecture Live Projects provides a persuasive, evidence-based advocacy for moving a particular kind of architectural learning, known as Live Projects, towards a holistic integration into current and future architectural curricula. Live Projects are work completed in the borderlands between architectural education and built environment practice; they include design/build work, community-based design, urban advocacy consulting and a host of other forms and models described by the book's international group of authors. Because of their position, Live Projects as vehic