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Bordeaux / France

Attendants

- Aktan Acar // TOBB University of Economics and Technology, Project Coordinator
- João Borges da Cunha // Universidade Lusofona, Partner
- Pedro Garcia // Universidade Lusofona, Partner
- Irene Curulli // TU/e Eindhoven University of Technology, Partner
- Mia Roth-Čerina // University of Zagreb, Faculty of Architecture, Partner
- Ece Postalıcı // Mimar Sinan University of Fine Arts, Partner
- Nur Çağlar // European Association for Architectural Education (EAAE), Partner
- Nesli Naz Aksu // TOBB University of Economics and Technology, Project Researcher
- Bevrان Belgin Alhas // Turkish National Agency
- Özgür Nurdoğan // Turkish National Agency

30 August 2017

TIME	TOPIC	AGREEMENTS
14.00-14.30	<p>A) Welcome and introductions: The experts from Turkish National Agency introduced themselves. They explained conditions and aspects of the in-situ control and monitoring visit. The project coordinator gave the project brief. The agreements of the previous meetings, TPM-2 in Zagreb, were outlined, targets and achievements were presented.</p>	N/A
14.30-18.00	<p>B) Pilot Study - Activity 2A FADS Interviews The method of interviewing was discussed. The number of completed pilot-study interviews was 18 from 11 different countries. Questions and answers were reviewed.</p>	<p>B.1 Partner attendants agreed that the method (face-to-face, online, etc.) of interviewing should be flexible. It should be decided by the parties mutually regarding to the objectives. B.2 Partner attendants agreed that the “Cycle” question is confusing. It was agreed to propose a change as follows: <u>“The type of education (3+2, 4, etc.) prior to graduation or degree.”</u> The answers would made it possible to map the systems of the schools. B.3 It was agreed to propose to drop the local credits since the ECTS are relevant. In the same question, Partner attendants proposed the word “course” to be replaced with “FADS”.</p>

18.00-18.30	<p>C) Pilot Study - Activity 2B Internship Interviews</p>	<p>B.4 Partner attendants proposed to change Q10 as follows: “Please define the abilities, competencies, and knowledge gained by the students through FADS.”</p> <p>B.5 Partner attendants proposed to consider Q12 as follows: “Please describe the evaluation methods that are used at the FADS.”</p> <p>B.6 Partner attendants proposed to change Q14 as follows: “Is the student presentation and discussion of FADS open to the public? Is the jury evaluation open to the student and the public?”</p> <p>B.7 Partner attendants proposed to drop Q19.</p> <p>B.8 Partner attendants proposed to change Q21 as follows: “What is the degree attained upon graduation (B.Arch, M.Arch, B.Science, etc.)?”</p> <p>Partner attendants agreed on that</p> <p>C.1 Partner attendants agreed to review questions on the basis of our FADS pilot study experience, and run online reviewing sessions among the partners.</p> <p>C.2 The concerns and contributions of UIA are of great importance for Internship questions. Therefore it would be more appropriate to continue to discuss the interview through online methods.</p>
18.30-19.00	<p>D) Timeline, TPM-3 and Workshops</p> <p>Project partners discussed the forthcoming events of TPM-3 and C1-2 activities in Eindhoven/the Netherlands, and C3-4 in Istanbul.</p>	<p>D.1 Partner attendants agreed to administer as many as possible Activity 2A - FADS interviews, and Activity 2B - Internship Interviews. The ideal number is 100 interviews for each activity, to be completed according to the related phase of the project.</p> <p>D.2 It was agreed that the hosting partner of the forthcoming Transnational Meeting (TM4) shall work on the timetable for the meeting in relation to the academic calendar of her institutions, and with regard the articles on the use of the budget for TM4 and other activities.</p>