

Host Partner: INSA Strasbourg

Venue: 24 Boulevard de la Victoire, 67000 Strasbourg, France

Dates: 17-18 May 2019

Attendants

1. Işıl Ruhi-Sipahioğlu, Aktan Acar, Selda Bancı, Zelal Öztoprak, Aslı Alanlı // TOBB University of Economics and Technology
2. Pedro Garcia, Hugo Fernandes // Universidade Lusofona
3. Irene Curulli, Sander Kromwijk // TU/e Eindhoven University of Technology
4. Mia Roth-Čerina // University of Zagreb, Faculty of Architecture
5. Ece Postalçı, Selcen Coşkun // Mimar Sinan Fine Arts University
6. T. Nur Çağlar // European Association for Architectural Education (EAAE)
7. Lazaros Mavromatidis// INSA Strasbourg

Day 1 | 17 May 2019

TIME	TOPIC	AGREEMENTS
08.30-12.00	<p>4TH Multiplier Event: Exhibition in Zagreb (EAAE congress)</p> <ul style="list-style-type: none"> • Number of projects • Booklets (or exhibition book) • Exhibition design <p>Publication of collected papers and further project outputs</p>	<p>4TH Multiplier Event: University of Zagreb, Faculty of Architecture (EAAE congress)</p> <ul style="list-style-type: none"> • Exhibition <ol style="list-style-type: none"> (1) Two sided boards will be used. One side for the student projects, the documents of studios; the other side for the studio methods, practices. <u>Template will be provided by TOBB ETU.</u> (2) QR codes or VR technologies might be added to the boards to convey more information about the student projects. (3) University of Zagreb will send detailed photos/drawings for the exhibition. (4) An e-book (ISSUU) of the exhibition and/or a flyer for the exhibition. (5) Exhibition details, such as number of projects, publication materials, board design to be decided at Ankara meeting; <u>partners will bring materials to the meeting.</u> • How to integrate the exhibition to EAAE events? <ol style="list-style-type: none"> (1) The first day of event (Wednesday): short presentation for all audience as a teaser (2) <u>Thursday: e-FIADE parallel session</u> <p>Publication of all the outputs</p> <p>-Content: What is the message for the public? Reference book for further steps like an “atlas”? It can include a manifesto on architectural education: (noting that all the systems of schools are the same and implying the importance of varieties in the systems of architectural schools).</p> <p>-Publisher: Submission of proposal before summer because publishing process takes time (6months min-18months max.) Proposal will consist of the possible number of pages, what will be included in the book (content) Proposal template was sent by INSA.</p>
12:00-13:00	Lunch	
13:00-16:00	JURY	
16.00-17.00	Deliberation Break // Coffee Break	
17.00-19.30	e-FIADE Seminar II: Thresholds in Architectural Education	

TIME	TOPIC	
08.30-13.00	<p>Planning of future events</p> <ul style="list-style-type: none"> • TM6 Ankara meeting • TM7 Zagreb meeting and multiplier event in Zagreb • TOBB ETU multiplier event in July <p>Project Budget</p> <p>Intellectual Outputs</p> <ul style="list-style-type: none"> • Ongoing process of O3 (documentation of the studio) and O4 (alternatives for internships) <p>O2 (internship periods of our schools + review of Lisbon/Zagreb/Eindhoven forum sessions, all sessions are transcribed)</p>	<p>Planning of future events</p> <ul style="list-style-type: none"> • TM6 Ankara meeting Dates: 19-20 June Accommodation: TOBB ETU will book Gazi Park Hotel. Number of attendants will be informed by the partners. Meeting topics: <ul style="list-style-type: none"> ➢ O2 (all partners will bring the summary of the internship period of their schools). ➢ O3 (Draft version of the FADS) ➢ O4 (Draft version of the school) ➢ The content of the book will be discussed again in Ankara meeting. • 3rd Multiplier event at TOBB ETU General information about the audience, the scope of the seminar are explained. <p>Project Budget</p> <ul style="list-style-type: none"> ➢ Detailed information about the remaining budget for the meetings are explained. ➢ Detailed info on other budget items to be sent by TOBB ETU to other partners till 31/05/2019. <p>Intellectual Outputs</p> <p>The report (O2, O3, O4) should be completed before 31/08/19. For the OUTPUTS, everybody should have open access. Outputs will be online on the project's website.</p> <p>Outputs will consist of</p> <ul style="list-style-type: none"> • Proofreading of O1 will be completed by TOBB ETU. • O2-Internships in the partners' institutions. (around 2 pages) • O3-FADS (Summary of joint studios, pros and cons, descriptive paper) • O4-Internships (non-formal, informal part of learning)- (an interpretation of the results of workshop in İstanbul can be included in O4) • <u>An outline for outputs attached to the meeting minutes.</u> <p>Not obligatory for all the partners, interview questions for FADS's students will be sent to the partners by TOBB ETU. Partners will adjust the questions regarding their FADS. The results may be used in O3 as a data.</p> <p>The book will consist of</p> <ul style="list-style-type: none"> • A manifesto on architectural education • Collected papers • Discussion on FADS (further discussion on the mapping) • Partners willing to submit a paper <p>Forum sessions in transnational meetings (review of Lisbon/ Zagreb/ Eindhoven forum sessions)</p> <ul style="list-style-type: none"> • Transcription of forum session in Lisbon will be sent to Pedro Garcia (Lusofona). • Transcription of forum session in Lisbon will be sent to Irene Curulli (TU/e). • Mia Roth-Cerina (University of Zagreb, Faculty of Architecture) will send the summary of presentations which was done in Zagreb meeting.

OUTPUTS

OUTPUT NAME	OUTPUT NAME	DESCRIPTION AT THE APPLICATION	SOME SUGGESTIONS FOR THE REPORT TO THE NATIONAL AGENCY	DEADLINE	EXHIBITION	BOOK (FUTURE)																																	
O1	Mapping and Analysis of Final Architectural Design Studios	Publications of all the mapping and analysis of final architectural design studios executed across European Architecture Schools. The publication will include all studio models categorised based on the processes, student evaluation methods, schedules, studio methods, and design mediums. The SWOT analysis of these studios with respect to the premises of these studios in equipping the students with the knowledge, skills and competences defined by Directive 55/2013/EU.		Finished / Proofreading by TOBB ETU	-	A detailed MAPPING and ANALYSIS																																	
O2	Mapping and Analysis of Internships	Publications of all the mapping and analysis of internship models executed across European Architecture Schools. The publication will include all internship models categorised based on the processes, internship firms, and allocation of internship period in the curricula. The SWOT analysis of these internships with respect to the premises of these interaction fields in equipping the students with the knowledge, skills and competences defined by Directive 55/2013/EU and preparing the student for the professional life.	<p>2 pages Please find below the interview questions for internships, we thought these can guide your writing process.</p> <table border="1"> <thead> <tr> <th>CATEGORY</th> <th>QUESTIONS</th> <th>ANSWERS</th> </tr> </thead> <tbody> <tr> <td></td> <td>Is there any mandatory internship included in the curriculum of your department?</td> <td><input type="checkbox"/> YES <input type="checkbox"/> NO</td> </tr> <tr> <td>Course Name</td> <td>What is the course name of the internship(s)?</td> <td></td> </tr> <tr> <td>Course Code</td> <td>If yes, what is the course code(s) of the internship(s)?</td> <td></td> </tr> <tr> <td>Prerequisite to register</td> <td>Is there any prerequisite or co-requisites for students to register to internships?</td> <td><input type="checkbox"/> YES. If yes, could please detail these prerequisites? <input type="checkbox"/> NO</td> </tr> <tr> <td>Credit</td> <td>Could you please indicate the local credits and ECTS credit of the course?</td> <td>Local Credit: ECTS Credit: or ECVET Credit:</td> </tr> <tr> <td>Directive on INT</td> <td>Does your department have a directive/guideline on internships?</td> <td><input type="checkbox"/> YES <input type="checkbox"/> NO</td> </tr> <tr> <td>Directive SHARE</td> <td>If yes, would you please share the directive/guideline with the project researchers?</td> <td><input type="checkbox"/> YES If available online, link to the manual: _____ Or could you please send the guideline to the following email address: info@efiade.org <input type="checkbox"/> NO</td> </tr> <tr> <td>Number of INT</td> <td>How many times do the students perform curricular internships at your department?</td> <td><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</td> </tr> <tr> <td>Length</td> <td>How long is each internship (days/months)? How long is the total internship duration?</td> <td>_____ (days/months)</td> </tr> <tr> <td>SCOPE</td> <td>Could you please specify if there is particular internship scope (office, construction site, publishing, municipality, chambers, teaching/research assistant)</td> <td></td> </tr> </tbody> </table> <p>INTERNSHIP // BEFORE: 1. Could you please explain the process of the selection of internship organisation (firm/company/ministry/ government agency etc.) for students?</p> <p>INTERNSHIP // DURING: 2. During the internship, how is the supervision of students done at their internship organisation? 3. How is the supervision of the internship organisation done?</p>	CATEGORY	QUESTIONS	ANSWERS		Is there any mandatory internship included in the curriculum of your department?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Course Name	What is the course name of the internship(s)?		Course Code	If yes, what is the course code(s) of the internship(s)?		Prerequisite to register	Is there any prerequisite or co-requisites for students to register to internships?	<input type="checkbox"/> YES. If yes, could please detail these prerequisites? <input type="checkbox"/> NO	Credit	Could you please indicate the local credits and ECTS credit of the course?	Local Credit: ECTS Credit: or ECVET Credit:	Directive on INT	Does your department have a directive/guideline on internships?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Directive SHARE	If yes, would you please share the directive/guideline with the project researchers?	<input type="checkbox"/> YES If available online, link to the manual: _____ Or could you please send the guideline to the following email address: info@efiade.org <input type="checkbox"/> NO	Number of INT	How many times do the students perform curricular internships at your department?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	Length	How long is each internship (days/months)? How long is the total internship duration?	_____ (days/months)	SCOPE	Could you please specify if there is particular internship scope (office, construction site, publishing, municipality, chambers, teaching/research assistant)		MUST BE READY TILL ANKARA MEETING	-	-
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			<p>INTERNSHIP // AFTER:</p> <ol style="list-style-type: none"> How does your department make the assessment and evaluation of the performances of interns? <ul style="list-style-type: none"> <input type="checkbox"/> Portfolio <input type="checkbox"/> Report <input type="checkbox"/> Oral presentation <input type="checkbox"/> Written exam <input type="checkbox"/> Other (please specify): _____ Could you please inform us about the assessment and evaluation criteria used to assess students' performance at their internships? <p>INTERNSHIP // GENERAL:</p> <ol style="list-style-type: none"> Please share your opinions based on your observations and experience about major difficulties or problems students face during internships. Please explain generally the major difficulties faced at internships by professors? Could you please comment on the strong aspects of the internships at your department in terms of its conduct, scope, and assessment-evaluation methods for interns? Please tell us whether the feedbacks from internship organisations have an impact ON the curriculum and THE content of your education? Please tell us your opinions on how to bridge the curricular internships to the thinking and making architecture. <ul style="list-style-type: none"> Fields of professional practice of architecture Bridging the theory, philosophy, technology of architecture 			
O3	Alternative Paths for Final Architectural Design Studios	<p>Publications of alternative paths for final architectural design studios tested and assessed by the project activities.</p> <p>Publications will include pros and cons of the tested paths, local/regional requirements or sensitiveness, the influences of introducing an interaction field composed of people coming from research and professional fields, the impact of diverse student evaluation methodologies in enhancing student-learning prospects, influence of diverse design mediums on the design process of students.</p>	<p>We thought the interview questions might be a useful outline for the preparation of this output. The following outline is prepared based on the interview questions. The main aspect of this output is its focus on the current semester/year.</p> <p>GENERAL INFORMATION ABOUT THE STUDIO Course code and name: Type of education: 4 years; 3+2; 5 years; etc. Length of FADS (semester/year) ECTS credits of FADS</p> <p>STUDIO // PREPARATION</p> <ol style="list-style-type: none"> The objectives of the FADS of your school The structure of FADSs? (Sections, number of professors, chairs, etc.) Teaching environment/model: Studio-based, tutor/supervisor, jury model The appointment of the teaching staff of the FADS, including the jury members. The process of defining the theme and context (in terms of location of the student project) (Individually or equal for all FADS; students' decision; etc) <p>STUDIO // CONDUCT</p> <ol style="list-style-type: none"> The supervision of students at FADS (scheduled/regular; hours of tuition per week) The scope of these supervision sessions (Design critiques, design revisions or corrections, theoretical discussions, technical advices, etc.) If the students work in groups or individually, the details, pros and cons. If there any compulsory and/or complementary courses alongside FADS (by the same token, if there are any prerequisite courses) in which students conduct theoretical or technical research for their final design project, please detail its pros and cons or any other aspects that you consider important. The materials/tools/applications utilized during the research, design and presentation phases in FADS. <p>STUDIO // ASSESSMENT</p> <ol style="list-style-type: none"> The abilities, competencies, and knowledge gained by the students through FADS The assessment and evaluation criteria for students' performance at the FADS The evaluation methods/tools (submissions) that are used at the FADS. The involvement of the jury members to the FADS during the semester. <i>Do they follow the studios on a regular base, or participate only the final assessment? What is the weight of their assessment?</i> 	DRAFT 18/06/2019	A summary of O3 put on the exhibition board can be used to represent the FADS of your department + SELECTED STUDENT PROJECTS	A separate discussion paper

			<p>15. 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>STUDIO // GENERAL</p> <p>16. Your opinions based on your observations and experience about major difficulties or problems students face during FADS</p> <p>17. The major difficulties faced at FADSs by professors.</p> <p>18. The strong aspects of the FADSs at your department.</p> <p>19. Do you make any reviews of your studio methods/teaching at your department, for example based on student/professor feedbacks? Could you please detail how you evaluate your studio in terms of teaching? This might be thought as a future perspective for diploma studios at your school.</p> <p>20. How would you define your approach to FADS? (experimental, conventional, theoretical, professional...)</p> <p>21. Please detail how is FADS interrelated to the mission of your department?</p> <p>22. Please tell us your opinions on how to bridge FADS to the thinking and making architecture.</p> <ul style="list-style-type: none"> • professional practice of architecture (educational practice) • bridging the theory, philosophy, technology of architecture 			
O4	Internship Guide	Publications of alternative paths for internship periods. Publications will include pros and cons of the tested paths, local/regional requirements or sensitiveness, the influences of the scheduling of internship period in the curricula.	This output will focus on alternative internship models. Your student works at İSTANBUL workshop might be an inspiration for this alternative.	PRELIMINARY DRAFT (Just a sketch would work) 18/06/2019	-	If you are willing a separate discussion paper