

WELCOME

MORNING SESSION

AFTERNOON SESSION

EVENING SESSION

CONFERENCE ON TRANSFORMATIVE LEARNING IN ARCHITECTURAL EDUCATION

DOKKHUSET, TRONDHEIM, NORWAY 23 APRIL 2015

What is the core challenges of architectural education as seen through the lens of transformative learning?

08:30 Registration

09:15 Introduction
 Transformative learning in architectural education
 Threshold Concept and transformative learning

TRANSark leader
 Dean AB Faculty
 Professor. UNIPED

Gro Rødne
 Fredrik Shetelig
 Leif Martin Hokstad

10:00

INPUT PRESENTATION: Ray Land

Discussion Panel: Jonathan Reams, Bjørn Otto Braaten and Ray Land

CAFÉ

PLENUM

Transformative learning

questions to the panel

questions to the tables

12:30 LUNCH

13:30

INPUT PRESENTATION: Jane Anderson

Discussion Panel: Students, Steffen Wellinger and Jane Anderson

CAFÉ

PLENUM

Transformative learning in practice

questions to the panel

questions to the tables

16:15 **Summary:** Ingerid Helsing Almaas

16:30 BREAK

19:00 **INPUT** PRESENTATION: Andrew Freear

Participation is free and includes snacks, beverage and lunch. For more information please visit our website: www.ntnu.edu/transark
 The conference will be organized as a world café and the results of the discussion will be made public.



Ray Land, Professor of Higher Education at Durham University and Director of Durham's Centre for Academic Practice. He previously held similar positions at Strathclyde, Coventry and Edinburgh. He has been a higher education consultant for the OECD and the European Commission and has been involved in two European Commission higher education projects in Europe and Latin America. He has published widely in the field of educational research, including works on educational development, learning technology and quality enhancement. He is best known for his theory (with Jan Meyer) of Threshold Concepts and Troublesome Knowledge. His latest book (with George Gordon) is *Enhancing Quality in Higher Education: International Perspectives* (Routledge 2013). He is both a member of AB Faculty's Master program evaluation committee and TRANSark's international scientific committee.



Dr. Jonathan Reams is driven by an insatiable curiosity about the essence of human nature and how to cultivate this essence in the service of leadership. He uses various outlets for achieving this. He currently has a position at NTNU where he teaches and does research on leadership development, coaching and counselling. He serves as editor-in chief of *Integral Review*, *A Transdisciplinary and Transcultural Journal for New Thought, Praxis and Research*. He is also a co-founder of the Centre for Transformative Leadership. Jonathan's Ph.D. is in Leadership Studies from Gonzaga University. Jonathan has presented at numerous international conferences on topics such as leadership development, consciousness research and transformative learning.



Jane Anderson is Programme Lead for Undergraduate Architecture at Oxford Brookes University. She has worked as an architect in Germany and the UK. Her involvement with architectural education began in 2001 as a participant in the innovative architectural tutor training course at University of East London. She taught with Ruth Morrow and they collaborated on the book "Building Clouds, Drifting Walls", about the first year design studio at Sheffield University. She is a National Teaching Fellow. Her research concerns the pedagogy of live projects in architecture and also in interdisciplinary contexts. She directs OB1 LIVE, a programme of live projects designed and implemented by architecture students for the local community. Jane is also co-founder of the Live Projects Network, an international online resource to connect students, academics and communities involved in live projects.



Student perspective: Representing the voice of the students, Kristin Solhaug Næss, Anders Gunleiksrud, Sebastian Østlie and Steinar Hillerøy Dyvik will share their experiences of the transformative aspects from hands-on learning in live situations of making (Real life projects in Norway and the Philippines). What does this method of learning provide in comparison to the traditional studio situation? At NTNU the first assignment students are given is to complete a building scenario from planning to the built structure (usually about 200 m2). These kinds of learning situations continue throughout the curriculum as the students carry out high quality projects around the world. They also facilitate projects on their own. Studio Beta is an example of an independent, co - curricula student HUB with partially funding and tutoring provided by the Faculty.



Ingerid Helsing Almaas is an architect and has been editor-in-chief of *Arkitektur N*, the Norwegian Review of Architecture, since 2004. She studied woodworking, philosophy and architecture, graduating from the Architectural Association School of Architecture in London in 1994. She has practised as an architect in London and Oslo, and taught at the AA Diploma School with Pascal Schöning from 1995 to 1999. She has been working as an architecture critic in various capacities in Norway and internationally. Ingerid's concerns in architecture are rooted in practice. Culture is not an academic pursuit; culture is the way we do things, and architecture is a field of action. Within the realm of architecture lies the possibility to grapple with - and perhaps meet - some of the major challenges facing the human community today.



Andrew Freear is an architect and the Wiatt Professor at Auburn University. He joined the Rural Studio in 1998 as a teacher and was appointed director in 2002. The Rural Studio represents a hands-on architectural pedagogy that not only teaches students to design and build charity homes and community projects, but also improves the living conditions in rural west Alabama. Andrew studied at the Polytechnic of Central London, and the Architectural Association, London and has practiced in London and Chicago, taught at the University of Illinois at Chicago and as a Unit Master at the Architectural Association. He has designed, supervised and built Rural Studio exhibits around the world and they have been published in meritorious journals and books. Andrew Freear and Rural Studio have received numerous national and international awards, among them the 2006 Ralph Erskine Award.



Transformative Learning in Architectural Education

