

## Appendix T.4

# CWP

## 1st meeting items

The main goal of the workshop deals with the links which can be found between the academic learning and the architect professional activities through the e-Portfolio, understanding it as a real bridge between this to realities, and which has to show the student skills during the elaboration of the Minor Thesis Report document.

The Minor Thesis Report has three fundamental pillars: (1) the degree's contents, (2) the student's work outside the classroom, and finally (3) the research process. The student e-Portfolio aims to develop student's skills that deals simultaneously with these three fundamental pillars.

The Workshop Program is developed in four sessions. In order to make more useful the workshop activity, we suggest to specify three main goals for each session, just to channel the ideas and the discussion. Moreover, each session will deal with a specific item, related to the three main questions that build the e-Portfolio. The relationship between the sessions and these three fundamental pillars are as follows:

1. Degree's contents
  - Session 1: Selected Inventory
  - Session 4: Transversality
2. Out-of-classroom learning
  - Session 2: Hidden Curricula
3. Research Process
  - Session 3: Research Work

### Workshop Session 1

#### Selected Inventory

Monday 25 / 16:00-18:30

1. Introduction and goals (10'). *Conducted by Jordi Franquesa, GILDA and event coordinator*

*This workshop primary goal is to analyze how the students select the information and what selection criteria is used to distinguish the work which is gone to be published.*

- I. **The skills.** *What skills must be shown? How can we organize them? Is it possible to make a practical schedule?*
  - II. **The criteria.** *Which is the best criteria to be implemented in order to show that student qualities and skills in an effective way? Is there a general criteria in architecture that can help to organize his subjects? Or otherwise, this organization must depend on the point of view of the discipline of each architect? Does it really make sense? Can we improve this selection criteria as a teachers?*
  - III. **The information.** *What about the quantity of information? Is better less examples and more information, or more examples and less information? Must be shown in a homogeneous way or in a heterogeneous one?*
2. Group work and discussion (60'). *E-Portfolio involved staff & students + TADPK think tank members.*
  3. Group exhibition of goals (30'). *E-Portfolio involved staff & students*
  4. Debate and conclusions (50'). *Conducted by Thomas McQuillan, Architect, Professor AHO, Head of Institute of Architecture*

## Workshop Session 2

### Hidden Curricula

Tuesday 26 / 16:00-18:30

1. Introduction and goals (10'). *Conducted by Jordi Franquesa, GILDA and event coordinator*

*The student work outside the classroom allows the student to be responsible about his own learning process. The e-portfolio can be a good tool to reap the benefits and demonstrate how the student completes the skills he reach in the degree. In this workshop the main goal is to know the ways that students communicate this hidden curriculum and up to what point it can be outstanding in the professional practice.*

- I. **The fields.** *Which are the best fields were the student can build this knowledge? Is there any subject that must never be ommited? Is it possible to build an organigrama of that fields?*
  - II. **The process.** *How and when occurs this process of knowledge? Which are the better environments in which this formation can succeed in a better way?*
  - III. **The implementation.** *How this information overlaps with that learned at the university? Must we talk about overlapping, transforming, complementing or rethinking that information?*
2. Group work and discussion (60'). *E-Portfolio involved staff & students + TADPK think tank members.*
  3. Group exhibition of goals (30'). *E-Portfolio involved staff & students*
  4. Debate and conclusions (50'). *Conducted by Anna Ramos, Architect, Professor ETSAB-UPC, Assistant Dean of ETSAB.*

## Workshop session 3

### Research Work

Wednesday 27 / 16:00-18:30

1. Introduction and goals (10'). *Conducted by Jordi Franquesa, GILDA and event coordinator*

*Skills in research are used for the students during the degree integrated in the projects process development. This workshop aims to work in the way the students use the e-portfolio only to communicate this research results or however they use them to explain the whole research process. Moreover, the Research Work must show how the student can deal with new information and completely new challenges by himself in a very autonomous way, as an architect must demonstrate constantly in his professional activities.*

- I. **The structure.** *Which is the best way to organize the Research Work in order to show the ability to face new challenges in the future professional work?*
  - II. **The contents.** *How must be the level of implication of this work just to show this ability? Must be a simple report or should be more like a scientific paper? Are there any specific areas more favorable or recommendable for developpe this task?*
  - III. **The research.** *Are the architect professional activities always related with an investigation process? Is therefore the architecture discipline a constant research process, or sporadic, or not at all?*
2. Group work and discussion (60'). *E-Portfolio involved staff & students + TADPK think tank members.*
  3. Group exhibition of goals (30'). *E-Portfolio involved staff & students*
  4. Debate and conclusions (50'). *Conducted by Ivan Cabrera, Architect, Prof. Head of Studies ETSAB-UPV, EAAE Council Member.*

## Workshop Session 4

## Transversality

Thursday 28 / 16:00-18:30

1. Introduction and goals (10'). *Conducted by Jordi Franquesa, GILDA and event coordinator*

*The architecture discipline has a great complexity and inputs from very different subjects. E-portfolio gives the student the possibility of viewing different learning contents in a unique virtual space.*

- I. **The implementation.** *Does the university teaching activities deal in an effective way with the transversality? How should we be able to improve it?*
- II. **The organization chart.** *Must we talk about one transversality or we can talk about several levels of transversality? Can we discover different fields in which transversality is applicable?*
- III. **The professional activities.** *Is it possible to use this opportunity to make a link between these contents and more professional topics ones? Is there an effective transversality approach at the university in order to tackle with the real professional transversality?*

2. Group work and discussion (60'). *E-Portfolio involved staff & students + TADPK think tank members.*

3. Group exhibition of goals (30'). *E-Portfolio involved staff & students*

4. Debate and conclusions (50'). *Conducted by Vlado Krajcar, representative of ACE*