Hanze

Vak: Act Conscious: Learning — credits: 30

Vakcode	ARDM22BIN1
Naam	Act Conscious: Learning
Studiejaar	2025-2026
ECTS credits	30
Taal	Engels
Coördinator	A.A.A. van Werd

Werkvormen	Opdracht
Toetsen	AC Adapt - Overige toetsing AC Create - Overige toetsing AC Design - Overige toetsing AC Explore - Overige toetsing AC Lead - Overige toetsing AC Learn - Overige toetsing AC Relate - Overige toetsing Act Consious Learning assessment - Assessment

Leeruitkomsten

Design
- Shows basic design skills, on a small scale, with limited complexity (understands and uses the tools: sketches, drawings, models, visuals and narrative);
- Shows the ability to incorporate research outcomes in design projects
- Shows the ability to synthesize knowledge, skills and attitude into design work

Explore
- Shows an exploratory attitude towards a research / design assignment
- Shows basic research skills (using one type) and reporting on it
- Comes to design choices by experimenting and reflecting

Create
- Shows the ability of elaborating a concept into an architectonic project
- Shows the ability to explore building processes, materials and technologies as an integral part of the design process

Learn
- Has a basic frame of reference in architecture, urbanism and landscape architecture (history, composition techniques, analysis techniques)
- Can reflect and discuss architectural design on a basic level
- Can reflect and discuss his/her own part in group work and the personal design process

Adapt
- Has expanded her/his mindset from direct problem solving to investigating possibilities
- Shows an independent and active learning attitude
- Has an open attitude toward feedback

Lead
- Can organize individual work process.
- Is able to engage in meaningful disciplinary cooperation
- Is aware of the relevance of the design work to urgent spatial problems in society

Relate
- Shows empathy, and sensitivity to social needs and ambitions of people involved in urgent spatial / social issues
- Shows the ability to communicate about the design by drawing, diagram, modelling and narrative

Inhoud

Content

The course **Year 1: act conscious: learning (30 EC)** contains five development-oriented courses during the academic year: two design studios, one research studio and two professional development presentations.
As an Academic institution we try to engage in urgent spatial and social issues in order to make positive impact, since our key values are: Act Conscious, Get Dirty and Add Value. These complex problems (societal, technological, environmental, cultural and other challenges) are defined in five research themes that are the basis of the studio's (design and research). The defined themes are: Inclusivity, Climate Adaptability, Sustainability, The Long Now and Livability. The 6th is to be defined by the students (it has been Affordability in the academic year 2021-2022). In 3 year's we address all these themes and start a new cycle. Each studio will be dedicated to an actual theme and will focus on what architectural designers can add. For this year studio the themes will be on '**Sustainability' and 'The Long Now'**. The findings of this studio will be bundle to expand the body of knowledge. In order to gain an broader understanding of the issue at hand we will investigate in gaining knowledge together. The Theory Thursdays will provide a more theoretical background on the topic and the workshops more specific skills.

In the research studio, the students develop their research and analytical skills and, also obtain theoretical knowledge. Every research studio is characterized by a specific research agenda, which will coincide either with the preceding or the following design studio. Thus, during the research studio, the students are given the opportunity to delve into the topic on which they have already or are going to focus their design assignment. In this way they get extra insights into the topic, but also in different research methodologies, and develop their academic writing and presentation skills.

Professional development
During this day the professional and personal development of the student is discussed in relation to the defined learning outcomes per academic year. The aim is to provide an insight into the student's development and to recognize any difficulties and/or stagnation.

Working method

Work is done with the entire year group, both in sub-groups and individually. Supervision of the design exercises is carried out by a fixed team of lecturers per exercise, though the composition of this team will change during the studio. Furthermore, external guests will be invited for specific sub-areas (planning, landscape, construction, installations, knowledge of materials).

Conclusion/assessment

During the year each sub-test assesses where the student is in relation to the learning outcomes of the academic year, therefore the

student receives development-oriented feedback. At the end of the academic year, during an annual meeting with the core teachers, the overall assessment takes place. The core teachers use the outcomes of the sub-tests to assess whether the learning outcomes of the relevant academic year have been shown by the student. If, at the end of the annual meeting, all learning outcomes are concluded with a positive assessment, 30 EC are added for the entire course.

Studio's
The development-orientated feedback in the studio's is based on a final presentation for the theory and skills labs and a final presentation of the design project. Besides that the students also hands-in a process book. In order to take part in the examination a student needs to have been participating in at least 85% of the skills labs and theory Thursdays.
Professional development
During Professional development, the student gives a presentation discussing personal and professional development in relation to the learning outcomes of the relevant academic year.
For the second professional development (in July), the student provides a written reflection report next to the presentation.

Duration/study load
One year, 30 ECTS

Opgenomen in opleiding(en)
Architectuur

School(s)
Instituut voor Future Environments

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