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Enabling transformation: a model for facilitating successful design learning outcomes in first year Bachelor of Architectural Studies

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Table 7.1 A table unpacking the sequence of transformational teaching in a first year studio context

ACTIVITY	INPUTS TOWARDS SUCCESSFUL ARPL1000 LEARNING				
	EVERY EDUCATIONAL TASK INVOLVES ALL PLANES OF LEARNING				
ELEMENTS OF INSTRUCTIONAL CORE MODEL	TEACHER KNOWLEDGE & SKILLS PEDAGOGY				
	STUDENT ENGAGEMENT		COURSE CONTENT		
	PERSONAL	SOCIAL	ACADEMIC SKILLS	ARCHITECTURE	
1 APPLICANT SELECTION					
TIME ↓	selection scores >15 not selected, but with future potential →	advice on developing potential	briefing meet current students	university exposure	reading, journalling job shadowing / job
↓	applicants selected				
2 ACADEMIC ORIENTATION WEEK - whole class, before formal teaching commences					
↓	1. contextual briefing 2. establishing social connections and attitudes 3. establishing learning attitudes 4. introducing academic and field-specific skills	1. **briefing:** support available importance of individual identity sustainable self-care and survival 2. meet student mentors	1. **social activities** opportunities to mix and meet 2. studio group activities 3. recognition of alternative values to cultural capital 4. **briefing:** awareness of internalised constructs * (develop further)	1. academic facilities & support available 2. introduction to academic skills 3. **academic briefing:** university rules knowledge construction principles of learning course structure	1. **introduction:** the profession the field 2. field-specific skills and ways of documenting 3. excursions showing context and practice
	ENGAGEMENT	**briefing on the importance of deep engagement at all these levels**			
	STUDIO	**briefing on the value of studio at all these levels and establishing studio groups**			
3 FIRST QUARTER ACADEMIC TEACHING AND ASSIGNMENTS					
↓	1. checking on problems & filling in gaps 2. establishing basic foundations of knowledge, skills and attitudes	1. students present own ID 2. establishing equal value of diverse cultures 3. personal support from mentors	1. facilitating group discussions 2. **projects with** group interactions exposure to diverse cultures 3. establish class feedback & respond to it 4. address social biases at class level	1. skills introduced in orientation guided and practised, embedded in coursework 2. dominant language establishment	1. exposure to urban diversity 2. teach and practise basic vocational skills 3. add and iterate new design outcomes 4. teach basic knowledge, diverse cultural examples 5. key concepts through experiental learning 6. Build up vocabulary within the field
		first design critiques - establish supportive discussion, deep engagement & respect			
4 SIX-WEEK PROGRESS INTERVIEW ALL STUDENTS AFTER FIRST CRITIQUED ASSIGNMENT ASSESSMENT					
↓	confirming & supporting eliminating problems early	1. listen to students respond to feedback support/refer personal problems 2. discuss academic problem areas and set up personal support action plan	constant feedback from class reps on group experiences	personal advice on academic skills, attitudes and strategies	1. feedback to class in lectures on general problems 2. set up extra tutorials on problem areas- invite all 3. add in lectures on knowledge gaps
5 ONGOING ACADEMIC TEACHING AND ASSIGNMENTS					
↓	1. developing and iterating foundations 2. guiding social development	open door for individual discussion	1. ongoing development of critical skills 2. exposed to wider activities and discourse	1. ongoing development of critical skills 2. exposed to wider activities and discourse	pro-actively connecting skills, knowledge and pratice
6 MIDYEAR REVIEWS OF DESIGN PORTFOLIOS					
7 SECOND SEMESTER ACADEMIC TEACHING AND ASSIGNMENTS					
↓	personal, social, learning attitudes and base knowledge established - concentrate on design development	personal warnings and recovery strategies to underperforming students	exhibition of semester 1 work	academic skills establishment complete, gradual removal of scaffolding - introduction of research and review	basic lectures complete more time discussing application of this material in critiques
8 FIRST-YEAR OUTCOMES TESTED IN FINAL PORTFOLIO REVIEW					
	outcomes not met return to step 3 →	personal counselling on second-attempt success	incorporation in orientation of new first-years		
↓	outcomes met proceed to second-year	basic skills and knowledge established cohesion, inclusion, support and peer-learning established students to develop to their potential			basic studio playing field levelled for all