INTEGRATION WORKSHOP I
SILVIA FUSTER / EVAN BENETT

<table>
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<th>ECTS</th>
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1: SUBJECT DESCRIPTION

Integration Workshop is part of the Subject 1 from the Own Subjects Module (The Own Subjects Module is formed by the following subjects: Integration Itinerary, such as Artistic / Cultural Heritage, Sustainability, Business, Practice. These subjects organize the knowledge and skills described in a sequence that guarantees learning during the core courses of the degree. Within this Plan: all the subjects present a sequential order. That means that it is necessary to attend to Subject I before Subject II. The subjects: Integration I (CO); Integration II (CO); Integration III (CO); Experimentation I (OB); Experimentation II (CO); Experimentation III (CO).

The general contents are established within a multi-layered knowledge framework. Starting from the second year, an annual core subject is able to unite the different subjects and make them go beyond the cutting edge professional skills. It is intended not just to educate in the current professional ability, but beyond this, in the ability to promote modern professionals. Thus, in accordance with the guidelines set by the Ministry, it is proposed that all knowledge leading to the training of the architect (expression, construction, and technical idea) will start in the second year.

The integration module will be able to explain and guide the curriculum of the remaining subjects in the course and will contribute to the maturing process of the students as architects, in development since their beginning school. It will represent the core training and will encompass all the contents and outward disciplines needed beyond the prior program, facilitating the development and adjustment of the entire program to a ever changing world. The subjects of integration will insist on the ability to synthesize and overlap all those purely architectural subjects (Design, Structures, Environmental Technologies, etc.) On the other hand, the subject of Experimentation will focus in the ability to link Architecture with other related disciplines (Photography, Video, Literature, Painting, Home Automation, Landscaping, etc.)

The subjects of Integration incorporate the core habilites in the four cumulative and non exclusive stages (four courses). These workshops, which more specifically could be called research and discovery labs, will study the following concepts in depth during the four courses:

1) **SEEING THROUGH THE EYES OF ANOTHER:** Learn to see what they saw and how the others saw it. Old Ideas and Techniques that always lead to our own reality.

2) **SEEING THROUGH YOUR OWN (ARCHITECTURAL) EYES:** Learn how to see on our own. To propose the point of view.

3) **DEVELOPING THE PROPOSAL:** From ones point of view. The architectural proposal is developed. Contemporary Ideas and Techniques.

4) **BUILDING THE PROPOSAL:** From the architectural proposal and contemporary technique.

All of this will culminate in the **EXECUTABLE PROPOSAL** or, in other words, the Final Project at the end of the degree.
Below are the skills and learning outcomes that, in general, the student acquires in the Integration Module: All of them are listed under the general title (Subject Integration) as are for the chosen subject itinerary. In summary they are:

**Ability to:** recognize the complexities involved in the creation and integration on an architectural project; identify the relationship between architecture and its related fields; understand the research and experimentation as working methods in the architectural process; understand the entrepreneurial and professional dimension of the discipline.

**Capacity to** integrate knowledge from different areas of the architectural discipline; integrate areas of knowledge that transcend architecture; acknowledge and value the architectural heritage; develop strategies for integrating architecture with the environment; save energy and design with environmentally friendly materials; raise small professional structures; research in an academic environment; fulfil internship practices in professional offices.

**Adequate knowledge of:** rehabilitation and conservation; energy efficiency; life cycle, entrepreneurial management; professional practice; research methods.

### 2: OBJECTIVES AND SKILLS

**Conceptual Goals/ Adequate and proper application of architectural knowledge:**

1. Ability to recognize the complexity of the architectural processes.
2. Ability to identify the relationship between architecture and its related disciplines.
3. Ability to understand experimentation and research as working methods.
4. Ability to integrate Knowledge from different areas of the discipline of architecture.
5. Knowledge of the methods of practical research.

**Results of the Learning Process:**

In respect to the 1st ability: "**Ability to recognize the complexity of architectural processes**" Through practical exercises, the student will be able to integrate and understand the interactions between the different areas that define a project and, in general, the professional work of an architect with enough knowledge coming from the subjects of the modules: techniques and design. In particular, those related with the Environmental Technologies, Structures, Construction and Aesthetics.

In respect to the 2nd ability: "**Ability to identify the relationship between architecture and its adjacent disciplines**". Through practical exercises, the student ill obtain a general understanding of the common areas between the disciplines that enrich and influence the framework of the architect (in particular painting, photography and literature).

In respect to the 3rd ability: "**Ability to understand experimentation and research as working methods**". The students will properly be able to delve into specific issues through testimonials, bibliographies and case studies related to their areas of interest by proposing original conclusions.

In respect to the 4th ability: "**Ability to integrate Knowledge from different areas of the discipline of architecture**". Through practical exercises, it is intended for the student to be able to adequately integrate the knowledge obtained from the subject of the modules: techniques and design. In particular, those related with the Environmental Technologies, Structures, Construction and Aesthetics.

In respect to the 5th ability: "**Knowledge of the methods of practice research**". The student will learn the procedures for accessing to databases and data capture in situ, derived from their research.
The Integration Workshop is conceived as the combining of professional and active learning experiences throughout the undergraduate curriculum. It is an interdisciplinary approach to architecture, making connections to solve problems and learning subjects as part of the comprehensive undergraduate learning experience.

Integration Workshop I is presented as a foundational learning experience. Today, in most cases, design, techniques and theory are separated into disciplines and with little interaction among them. The vertical and horizontal fragmentation of the design / construction process reduces quality and increases the life cycle cost of the final product. Our research in this area is concerned with all disciplines involved in the process of architectural design, but from the point of view of integrating all of them.

Offered in the first semester of the second year, this subject intends to tackle the entire process of design and construction in architecture. Focused on the role of environmental, structural, material and other technological concerns in the studying and making of built form in architecture, the workshop is committed to a wide-ranging interdisciplinary approach that looks for the highest level of creative, technical and professional knowledge in each of its fields of study while analyzing and rethinking the very bases of those fields.

The program promotes learning outcomes or abilities such as critical thinking, effective communication, making connections to solve problems, knowledge integration and social responsibility.

The pedagogical value of this course is to serve as a theoretical framework, a technical skill-builder, and a source for design inspiration. The course will incorporate both, theory and practice:

The theoretical part will explore, discuss, and critically evaluate conceptual approaches to design within a global understanding of reality.

The practical part will involve design experimentation and model construction. The final project raises the design and construction of a small piece of Architecture. This project will be developed during the whole course as a research process. Thus it will serve as a link between all the basic approaches discussed in the theoretical lessons, provoking the direct involvement of the students and providing constructive criticism.

The whole workshop is conceived as a research laboratory.

Integration Workshop consists of 3 units ECTS that are equivalent to 20 IE sessions or 30 hours of classes.

The program is structured into 5 UNITS corresponding to 5 APPROACHES.

**APPROACH (1):** CONCEPT RESEARCH. METHODOLOGY / DESIGN PROCESS

**APPROACH (2):** ENVIRONMENTAL RESEARCH. SUSTAINABILITY, NOT ONLY AN ENVIRONMENTAL ISSUE

**APPROACH (3):** SYSTEM RESEARCH.

**APPROACH (4):** MATERIAL RESEARCH. MATERIALITY

**APPROACH (5):** INTEGRATION. TOTAL INTEGRATION
4. METHODOLOGY AND ECTS WEIGHTING

The learning method will be based in a Studio system that will integrate theoretical lectures, technical training, individual work and research carried out by the each student and the peer revision and criticism of that work. All of these activities will sequentially take place in a specific space, and will be framed into a flexible pedagogic organization.

The instructor will give short lectures regarding the most relevant aesthetical and methodological aspects of each class unit which will be accompanied, in many cases, by a short seminar in which several concepts extracted from a reading –previously assigned to the students– will be discussed. Additionally, he/she will provide and comment diverse examples that illustrate the specific design examples of such aspects.

The students are expected to develop a comprehensive design project during the course. This design project is considered as a research process and will focus on the theoretical contents of every approach. As part of each unit, the instructor will propose at least one specific comprehension assignment, which will be developed as the unit progresses. In these assignments, the students will approach the design project in various specific ways in relation with the main theme of the unit.

During the development of such assignments, the students will repeatedly give informal presentations of their work in progress to the class. The instructor will give advice, commentaries and corrections, both individual and directed to the whole group. This is intended to produce a framework of debate among all the individuals on the group, which should lead to an overall improvement of the technical and conceptual richness of the design proposals. Thus, participation of the students in such dialogue is expected and highly encouraged.

The peer corrections of the work in progress will represent the midpoint moment in which the general concepts introduced in the lectures are contrasted with the outcome of the practical exercise of the students. Although the character of this subject is primarily practical, students are expected to work outside the class both for learning the theoretical concepts and for developing the practical exercises.

After this development process, a final presentation will be produced.

IN CLASSROOM WORK / TEACHER

In respect to abilities 1st, 2nd and 4th:

**Master class:** Theoretical explanations of general topics related to the work to be done.

**Lectures:** weekly progressive presentations of theoretical or conceptual issues developed in the workshop.

**Practical Workshop:** Syllabus development and resolution of design exercises posed in the theoretical sessions.

**Critique Sessions:** Critical sharing of student work, with emphasis on individual cases.

In respect to abilities 3rd and 5th:

**Lectures:** Introduction of the working items, which are the objective of the research. Explanation of research methodologies.

**Case study:** When appropriate, site or research-related institutions visits.
INDIVIDUAL WORK / STUDENT

In respect to abilities 1st, 2nd and 4th:

Preparation of work: Individual development for the later presentation of functional exercises and programs being developed in the class or workshop.

Individual or group tutoring: A regular individual or group meeting in order to contrast the problems and progress of the work and give specific advice to each student.

In respect to abilities 3rd and 5th:

Individual Study: Pre and post study of the corresponding items in order to take the most advantage of the explanations in class.

Library: Search for information and consult literature related to the research topic.

It is highly recommend the use of a laptop in class, Wi-Fi connection needed. In any case, the use of Wi-Fi for activities not related to this class will hinder your grade on participation.

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5. EVALUATION SYSTEM

5.1. GENERAL OBSERVATIONS

Evaluation is continuous. This implies that all work produced by the students throughout the course will be evaluated. Also, mature analytical contributions to the framework of the collective work environment will be taken into account. Critique, technical and conceptual progression of the student throughout the course will be a basic element of evaluation.
More specifically, both the technical and conceptual content of the proposed assignment will be the main evaluation material. Other aspects will introduce corrections in such evaluation.

In order to pass the course, the overall evaluation of the student should be at least 5.0 points in a scale between 0.0 and 10.0. This will imply the satisfactory completion of the course, and will free the student from obligation of taking a final exam.

**ASSESSMENT TOOLS**

According to the University’s concept of comprehensive education, the assessment will take into account, not only the student’s level of knowledge, but also the perception of those general or particular skills, for each area.

The instructor will use the following assessment models or a combination thereof:

**Exercises:** The students will produce at least one complete design assignment per course. It will constitute the primary evaluation material.

The final deadline for this assignment is non-negotiable. It could only be postponed by extraordinary circumstances, which should be properly justified. Non-justified delays will imply the dismissal of the given assignments as evaluation materials, resulting in an assignment score of 0.0.

**Presentation:** Individual and group presentations of practical work and research.

**Participation:** Assessment of student’s active participation in their own learning process

**Tests:** The teacher could occasionally demand the completion of a short quiz in the classroom to test the individual knowledge of the students.

In order to give the students an insight on their level of fulfilment of the course requirements, a provisional grade will be assigned individually by the instructor upon reaching the end of the third unit. This grade will be used only for orientation purposes, and will not necessarily be related with the final course’s one.

**Final Exam:** Due to the specific organization of the course (Studio system and continuous evaluation), a final exam does not provide enough information regarding the fulfilment of the course requirements in those students whose studio work has not been positively evaluated.

For this reason, those students with a course score between 4.0 and 4.9 will be given the opportunity to improve their coursework. The instructor will determine individually whether the student should improve an assignment handed in during the course, or work on a new assignment. This coursework improvement will be handed in on the day of the final exam. If the result of this improvement, combined with the existing coursework, is satisfactory, the student will pass the subject and will not be required to do the final exam.

The same procedure will be followed for the students interested in improving his/her overall grade.

Those students with a final mark of less than 4.0, or those that do not produce satisfactory coursework improvement, will be required to take the final exam.

**Attendance:** Attendance will be established as the Regulations of the University.

5.2. EVALUATION AND WEIGHTING CRITERIA

**Assignments and practical tasks (70%).** Regular exercises will be assigned and corrected in order to guide the overall outcome of the work done by the students. This ensures an ongoing evaluation of the students’ development.

The final exercise will serve as a general assessment of the levels up to now. In this way, guidance can be set in terms of overall approach to work, idea, execution quality and depth of analysis.
Defence of the research work (20%) will serve to evaluate the quality, depth and originality of the work done.

Attendance (10%): Active participation during class and programmed activities.

There is an extra exam session for those students that do not pass the module. It consists in a retake exam weighting 50% for the final mark. The remaining 50% will be counted as in the ordinary evaluation.

For those students which are in the 3rd and 4th exam sessions the evaluation system will consist on the same criteria, taking into account the fact that they might not be able to attend regularly the sessions. Students will be provided with some extra material by e-mail or in the online campus.