• Paper / Proposal Title:
TALKING, DRAWING AND REALIZING TOGETHER: Identifying elements of desk tutorials in architectural design studios

• Author(s) Name:
Kari Moseng and Troels Rugbjerg

• University or Company Affiliation:
Aarhus School of Architecture, Denmark

• Abstract (300 words):
Traditionally, architecture teaching is anchored in situations of tutoring within an architectural design studio, where students are developing individual projects at their desks. At the Danish schools of architecture, this is especially relevant since project-related work covers a large percentage of the 30 ECTS points required each semester. This unique pedagogical tradition is based on ‘reflection in action’ with regular feedback on the student’s design development. This article uncovers and identifies elements of desk tutorials and the impact they have on the teachings in architecture to students at both undergraduate and master level.

Tutoring involves a reflective practice and the integration and testing of abstract knowledge, which is a central part of the education of architects. However, since we as tutors often unfold our desk tutorials in one-to-one situations, we rarely question and discuss what a tutoring session actually consists of and how it unfolds, as this is often a tacit knowledge having been developed from years of experience in teaching, thus essential parts of this unique and also intimate situation remain less described.

This article presents a development project at Aarhus School of Architecture (DK) with a focus on studying desk tutorials. The project was based on fieldwork: on monitoring different tutoring sessions, analyzing and comparing them. Three different tutors that all have numerous years of experience, also from different schools of architecture, have been observed in their practice of tutoring.
Findings from our fieldwork include how tutoring is built around a basic structure of time with an introduction, deeper conservations and ending with a more or less open conclusion. Tutoring includes a complex array of different types of communication occurring as both improvisation and instruction, supported by different media such as sketching, modelling etc. and involves a comprehensive sensibility and timing towards individual students.

• Author(s) Biography (200 words each):

KARI MOSENG is a Teaching Associate Professor at Aarhus School of Architecture (AAA). She has a Master in architecture (2001) and in 2018 she carried out a pedagogical training course for teachers of architecture at Aarhus University (AU). At present, she teaches undergraduate students at bachelor level and provides an overall knowledge on user involvement and building design from her twelve years in practice. Within the field of studio didactics, Kari has had a long-term interest in the value and quality of feedback formats between both students and tutors, but also in facilitating feedback sessions between peers. She has, among other things, co-written the article “Developing architecture studio culture: peer-peer learning” published in connection with the Amps conference “Education, Design and Practice – Understanding skills in a Complex World”, Stevens Institute of Technology, 2019.

TROELS RUGBJERG is also a Teaching Associate Professor at AAA who has also been teaching at the school of architecture in Copenhagen, Denmark, from where he also earned his master degree as an architect (1997). He is involved in the education of undergraduate students in architectural design, to which he contributes expertise into architectural history and theory. As an experienced teacher, his pedagogy revolves around the possibilities of imagining with representational techniques in a process of designing. In 2018, he carried out a pedagogical training course for teachers in architecture at Aarhus University. He is also a Doctoral researcher at Tampere University, Finland, studying: “100 Years of Historic Ideals and Realizations of Sustainable Architecture”.