

# We Are Effective!?

Len Charney, Dean of Practice  
Boston Architectural College

130th NEASC Annual Meeting and Conference  
Friday, December 11, 2015

The image shows the exterior of the Boston Architectural College building at dusk. The building features a prominent concrete column on the left side and large windows that are illuminated from within, showing interior spaces. The sky is a deep blue, and the overall scene is lit with warm, yellowish light from the building's interior and exterior lighting.

**A Century-Long Tradition  
of Competency-Based  
Applied Learning at the  
Boston Architectural  
College**

***“. . . education is not an affair of “telling” and being told, but an active construction process. . . . Its enactment in practice requires that the school environment be equipped with agencies for doing.***

***(John Dewey, 1916, Democracy and Education)***























# Edward Rowse

## A R C H I T E C T S

115 Cedar Street, Providence, RI 02903  
t: 401.331.9200 | f: 401.331.9270

edwardrowse.com  
Contact Us

### Software

We understand that BAC students are proficient modelers, we give them the opportunity to expand these capabilities beyond the studio and we teach them to create construction documents.



EdwardRowseArch

2 Hampshire Street, Suite 106  
t: 774.215.0290 | f: 774.215.0291

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Navy Supply Corps School  
Support Naval Base  
Providence, RI

"An architectural firm that cares for people and the way they use their environment"

OVER 15 MILLION SOLD

THE HABITS OF  
HIGHLY  
EFFECTIVE  
PEOPLE

JOHN C. MAXWELL

THE 21 IRRE  
LAW  
LEADERS

The E Myth  
Revisited  
The Most Small

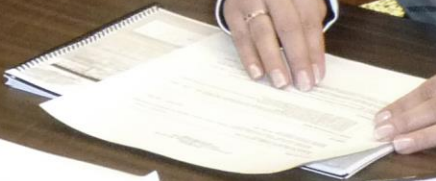
Edward Rowse  
Edward Rowse

Woman in white jacket talking to others at the table.

Man in dark suit and checkered shirt looking at documents.

Woman with glasses and large hoop earrings looking at documents.

Woman with short dark hair looking at documents.



NEW ADMINISTRATION BUILDING  
COMPLETED BY THE MASSACHUSETTS AUTHORITY























Please give yourself a rating in the following areas:

[4 = outstanding/exemplary; 3 = proficient; 2 = needs remediation; 1 = unsatisfactory; N/A = no opportunity to observe]

#### DESIGN SKILLS

4	3	2	1	
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- evaluates and solves problems effectively
- accesses, learns, and applies theoretical and practical knowledge
- brings skills and methodologies from academic work into practice work

#### COLLABORATION

4	3	2	1	
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- works effectively with others and manages conflict effectively
- helps motivate others to succeed
- understands and contributes to organization's goals
- respects diversity and diverse opinions

#### COMMUNICATION SKILLS

4	3	2	1	
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- speaks and writes with clarity, confidence, and concision
- makes effective presentations
- exhibits good listening and questioning skills

#### TECHNICAL SKILLS

4	3	2	1	
---	---	---	---	--

- is showing positive development with software skills
- understands the role different technologies play in design
- understands technologies related to the execution of design projects

#### PROFESSIONAL DEVELOPMENT

4	3	2	1	
---	---	---	---	--

- assumes responsibility, sets goals, can multitask
- possesses honesty/integrity/personal ethics
- shows initiative/self-motivation and good time management
- is punctual, has good attitude
- is engaged in design culture

# 7 Key Attributes and Practices to Support Competency- Based Learning



# I. Students Assume Responsibility for their Own Learning through Self-Discovery



## II. Natural Learning Means Learning on an “As Needed Basis.”



*Students will come to understand that they need certain information in order to do their jobs well.*

*Roger Schank, “What We Learn When We Learn by Doing”*



### III. Indexing and Naming Experiences Leads to Better 'Reminding'



- Prior experience that helps us understand the current situation.
- Indexing enhances long term recall and the repurposing of learning

## IV. Emphasize 3 Critical Learning Processes: Communication, Human Relations and Reasoning



- Learning your role
- Getting along with other team members
- Reasoning about the complex domain
- Communicating results



## V. The Role of the Teacher is to be an Exposer of Knowledge



- Guide students to shape meaningful experiences.
- Frame questions to guide independence
- *Curiosity comes from trying things out, from failing on occasion, from explaining why, and from trying again.*

When w  
building anc



## ALEX HO MASTER OF ARCHITECTURE

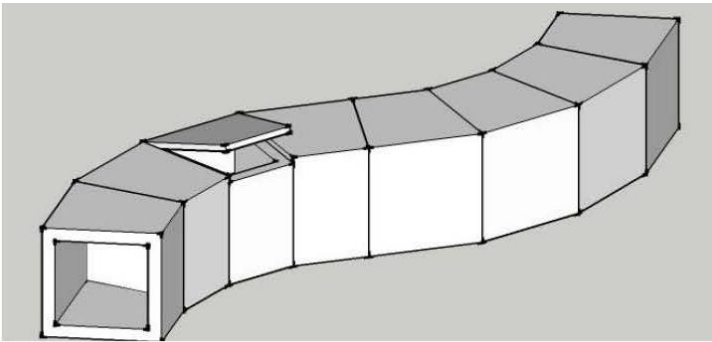
"Since leaving my last position I have sought to expand my understanding of design through teaching. Working with young people as a mentor and instructor has been greatly rewarding. I have witnessed many students comprehending complex concepts and who, as a result, are inspired, empowered and invigorated to continue their pursuit of design."

"Alex was quickly promoted from designer to the manager of our design program. This entails the oversight of an after-school internship program for 15 students and the management of 2-4 coops that design our affordable housing projects."

Alex's strong leadership skills have added rigor to the program as well as increased efficiency. He has successfully led many projects for various clients, including the Boston Public Schools and the Isabella Stuart Gardner Museum." [YouthBuild Boston]

Installation at the ISGM

The project was a huge success, having received multiple positive comments from both the client and users. Due to the pre-fabrication nature of the CNC production method, assembly and finish took very little time.



YOUTHBUILD BOSTON  
BOSTON, MA

PRACTICE

# VI. Chronicle Growth and Mastery with Incremental Evidence of Understanding and Achievement

McTighe and O'Connor, Seven Practices for Effective Learning

The

11.12.2012

dan\_swartz #woot sketchograms!



## VII. Distinguish Knowing from Doing



*We need not ask our students to recount exactly what they learned unless we are seriously interested in what learning is all about.*

Roger Schank

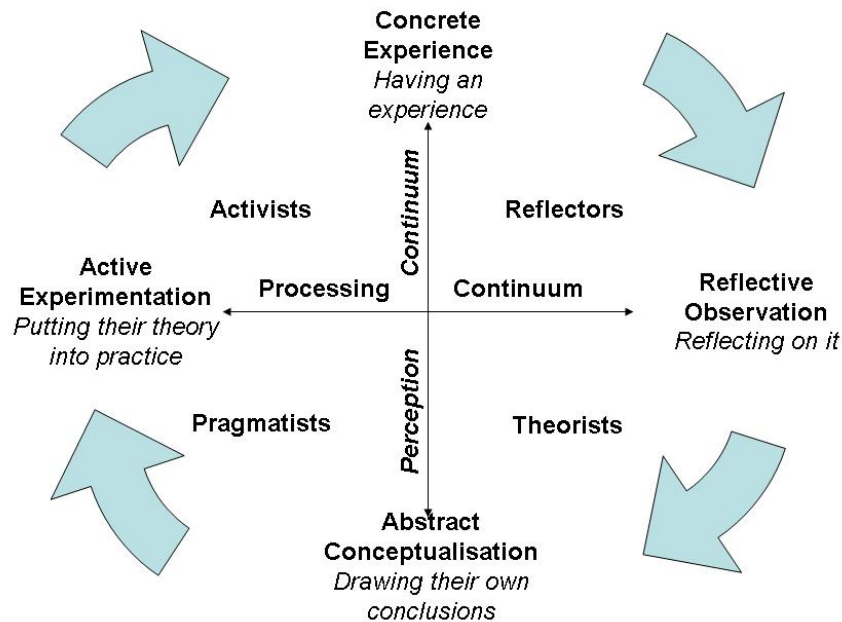


# David Kolb's Model of Experiential Learning

Four elements that promote a 'Spiral of Learning:'

1. Concrete experience
2. Observation and reflection
3. Form abstract concepts based upon reflection
4. Test new concepts

REPEAT





# The Pathway to Effective Concurrent Applied Learning

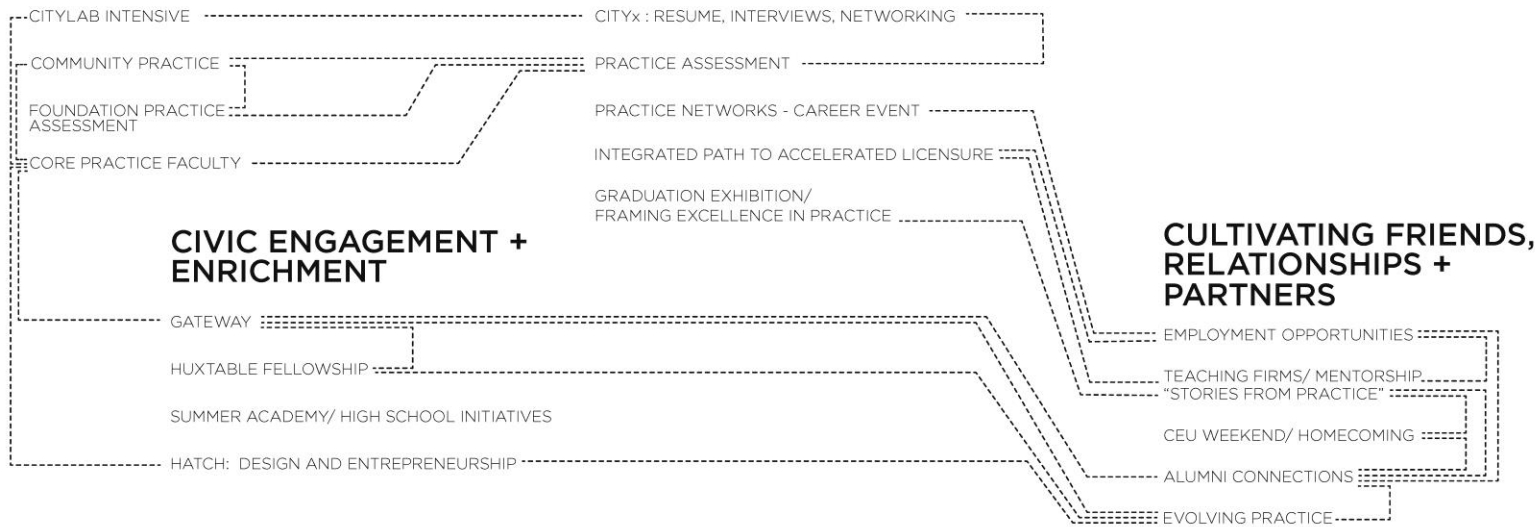
## PRACTICE

### TEACHING AND LEARNING

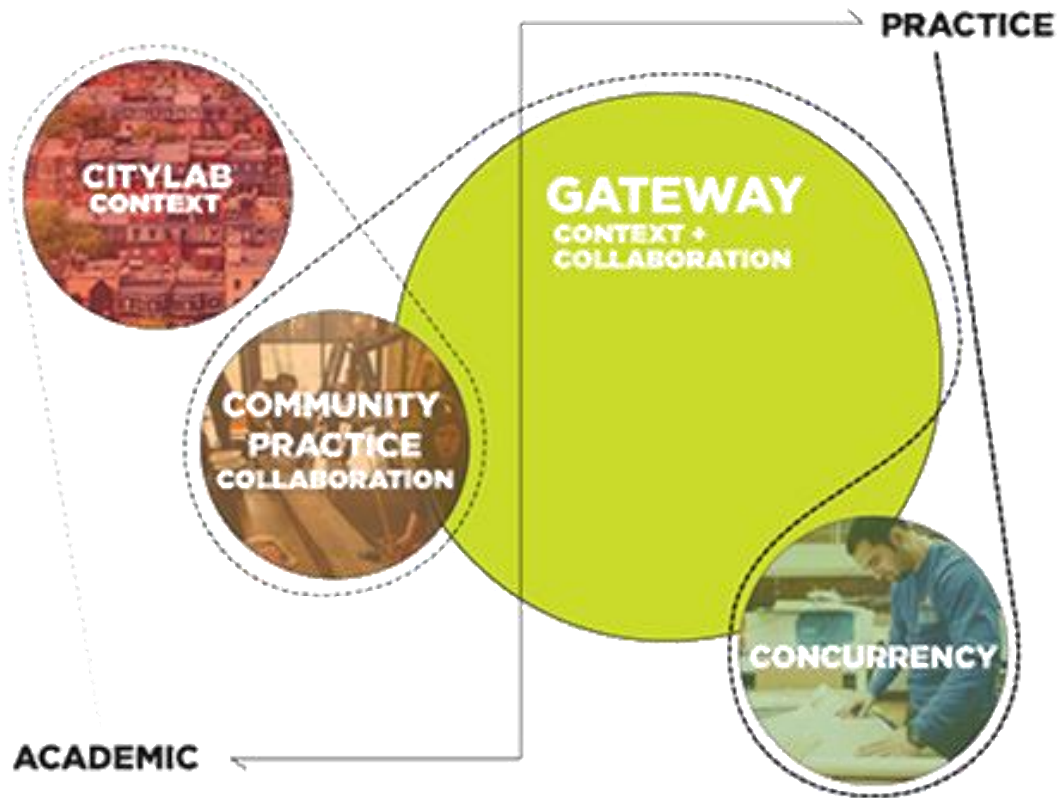
### PROFESSIONAL DEVELOPMENT

#### CURRICULUM + ASSESSMENT

#### STUDENT SUPPORT + SCAFFOLDING 'CONCURRENCY'







## Applied Learning at the BAC

- During foundation year, students complete two core foundation courses in Practice: CityLab Intensive and Community Practice.
- These practice-based courses aim to scaffold professional and personal development in areas related to design thinking, critical problem-solving, communication, and collaboration skills through applied learning.

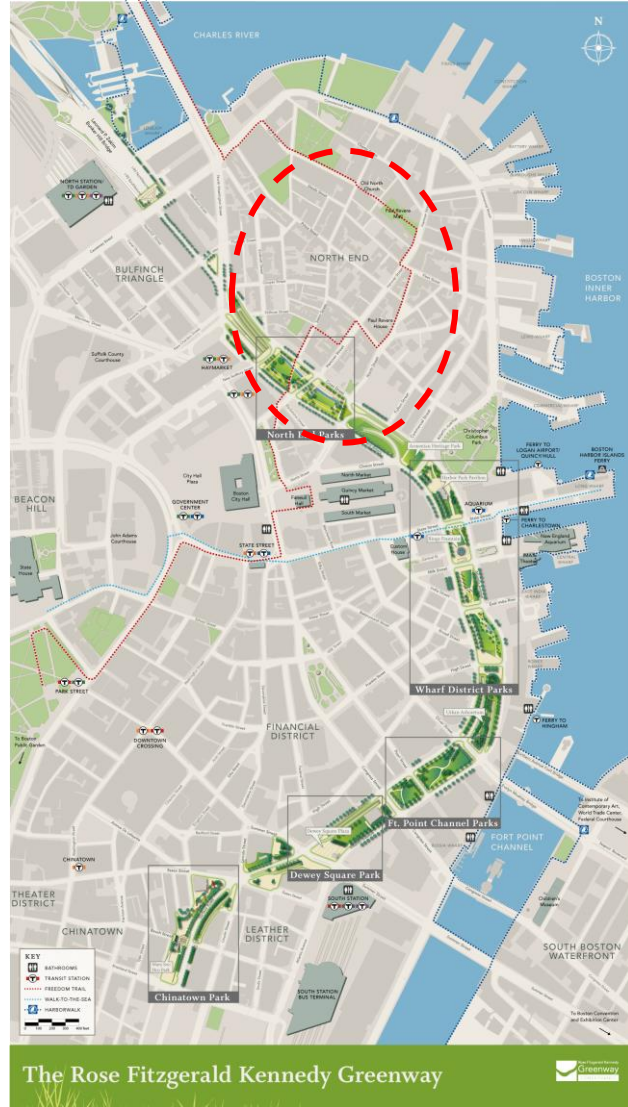
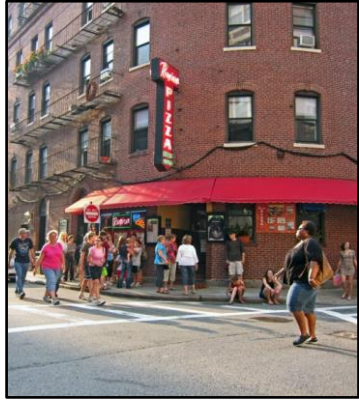
# CityLab Intensive: Introducing Applied Learning Outside the Classroom



## *CityLab Intensive*

A four-day immersive orientation experience for incoming students to explore systems, structures, places, and populations that define the City of Boston.





**Boston's North End**

# The City as a Vibrant Learning Laboratory







# Developing Competency-Based Aspirational Goals

AAC&U's VALUE Rubrics

- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative and Applied Learning



# Community Practice -- Preparing for 'Concurrent Learning'



- Inquiry and Analysis
- Critical Thinking
- Creative Thinking
- Oral Communication
- Teamwork
- Problem Solving
- Civic Engagement
- Ethical Reasoning
- Global Learning



# Community Practice

*95% of what we teach to someone else is retained.*

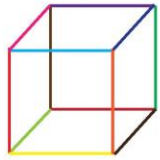
## TASK

To plan and make a meal comprised of three courses.

## CONCEPT

Our meal was an opportunity to apply the conceptual process of deconstructivism. The meal became the vehicle for the concept, rather than the driver of the concept.

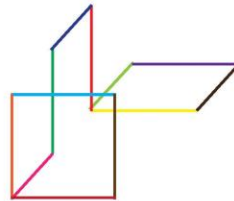
Deconstructivism  
-to take a traditional form, deconstruct it to its components, and then to re-imagine it in a new form with the same components



1st Course  
A traditional california roll



2nd Course  
The individual components of the california roll, separated and experienced on their own.



3rd Course  
Four different interpretations of re-constructed roll. All with the same ingredients. Each created from the reactions to the experiences of the first two courses.



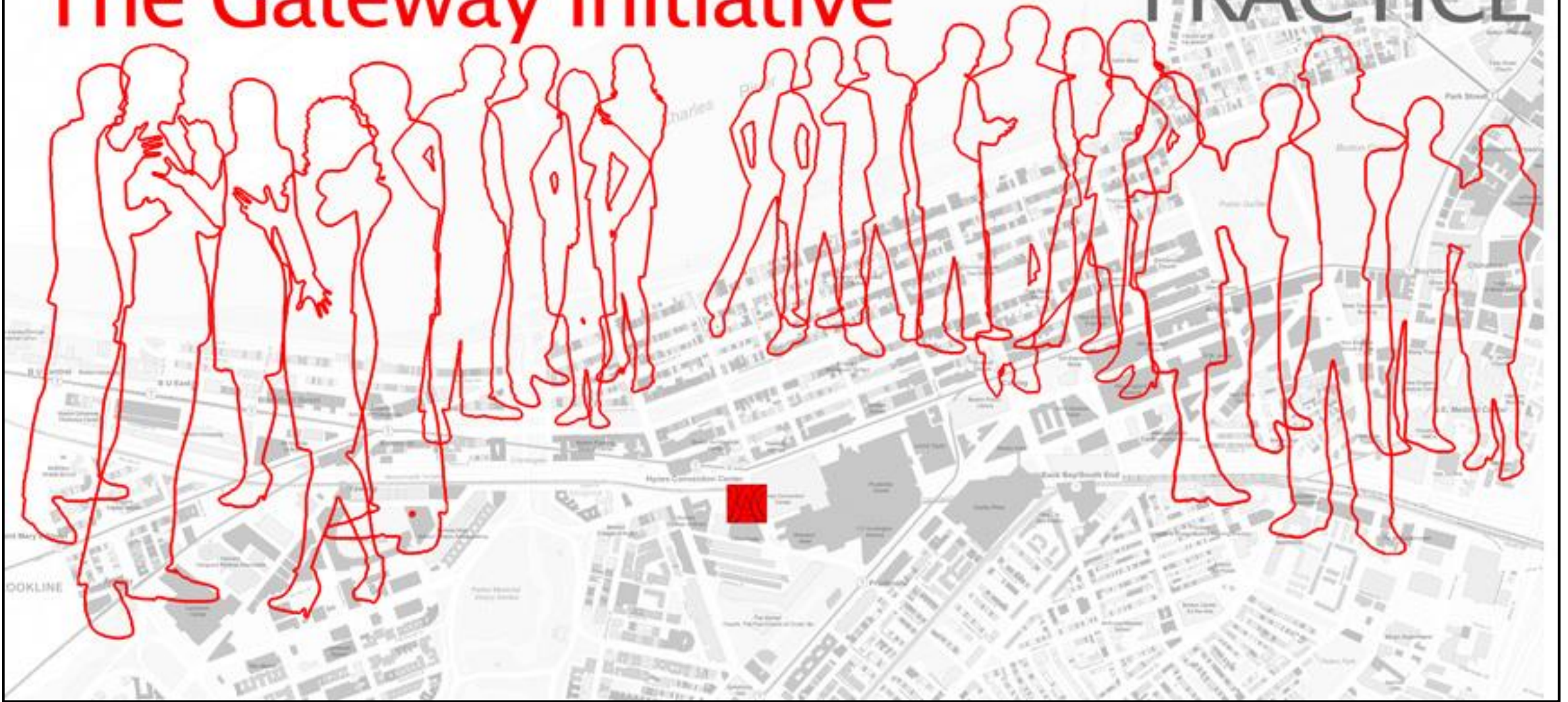
## PROCESS

1. Define concept and rules
2. Shop for components
3. Prepare and taste first two courses
4. Record observations and reflections on first two courses
5. Re-imagine components in new form to create third course
6. Taste and observe third course
7. Reflect on third course and process



# The Gateway Initiative

# PRACTICE







## Learning the “Scripts” of Civic Engagement





# Quality Design Shapes Communities



Portfolios Gauge Learning and Stimulate  
Reflection



*When there are "doing devices" available,  
it is easier to implement learning by doing.*

*Roger Schank*

## Portfolios Guide Students to Uncover their own Learning

- Identify the value of what is known
- Document/track the pace of learning
- Establish a set of attainable goals
- Gauge the effectiveness of instruction
- Coach & introduce reflective inquiry
- Mirror the Continuum of Learning
- New information and Experience Change Perception and Understanding.
- Time Stamp Progress



Notes on Mary McLeod  
guiding questions for her  
narrative see slides!

architectural's relationship  
with politics, economics

when does arch's power  
to change social bc?  
as artwork, communication,  
representational?  
OR function/do something?

has social project of modernism  
been abandoned in favor  
of formal experimentation

### POSTMODERNISM

away from program, function, structure  
to meaning and form

architecture as operation of communication  
[breaking the rigid model of  
impermeable modernism]

What is the social project of  
modernism?  
(a little background)

Hans Meier "League of Nations"  
all transparency as  
emblematic of transparency  
in government

how McLeod  
defines  
postmodern  
arch.

postmo: arch  
moves to  
meaning

social  
project of  
modernism

1927] Modernism becomes an  
aesthetic proposal  
Deutscher Werkbund Expo  
Frankfurt Kitchen

design was a social  
force  
changing the kitchen  
applying functionalist methods to  
blatantly a kitchen  
changing lives  
of women  
(give them more time  
to go to university)

AT SOME POINT  
architecture becomes the  
emblem of CORPORATE  
(Mies Seagram, Chase bank,  
Manhattan)

C.I.A.M. see modernism as  
10th meeting dream turned to nightmare  
Charles Jencks "The Language of Post-  
Arch"

Death of Modernism = destruction  
of Pruitt-1960

modernism's  
functionalist  
approach

corporatization  
of  
modernism

Jencks

- As learning tools, portfolios are not precious, polished and pristine.
- They do need to have sufficient detail to promote a meaningful conversation.



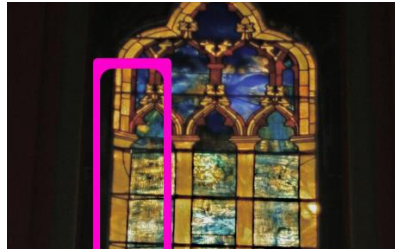
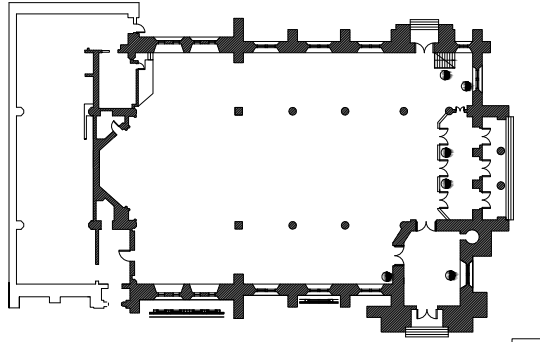
# Practice Assessment and Student Learning Contract: Indexing, Naming leading to better Reminding

	Beginner	Intermediate	Advanced	TOTAL
<b>PRE-DESIGN</b>				
<a href="#">Programming</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Site and Building Analysis</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Project Cost and Feasibility</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Planning and Zoning Regulations</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>DESIGN</b>				
<a href="#">Schematic Design</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Engineering Systems</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Construction Cost</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Codes and Regulations</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Design Development</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Construction Documents</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Material Selection and Specification</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Beginner	Intermediate	Advanced	TOTAL
<b>PROJECT MANAGEMENT</b>				
<a href="#">Bidding and Contract Negotiation</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Construction Administration</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Construction Phase: Observation</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">General Project Management</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PRACTICE MANAGEMENT</b>				
<a href="#">Business Operations</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Leadership and Service</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

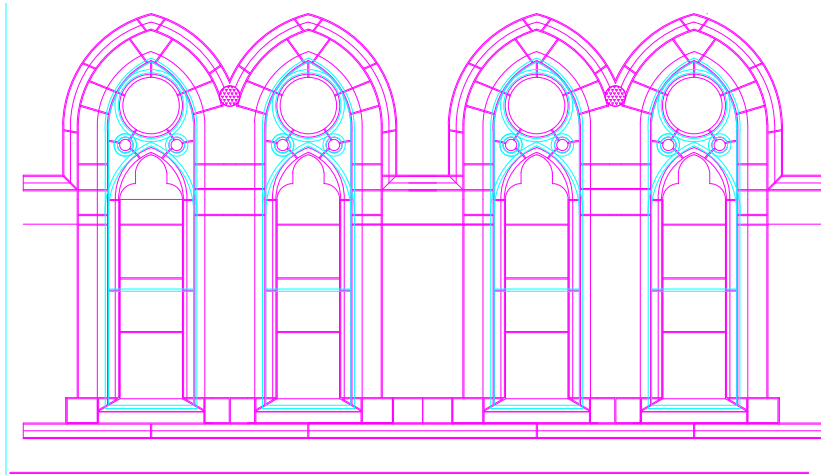
DESIGN SKILLS	<input type="checkbox"/>	COMMUNICATION EVALUATION	<input type="checkbox" value="0"/>
COLLABORATION	<input type="checkbox"/>	PROFESSIONAL DEVELOPMENT	<input type="checkbox"/>
TECHNICAL SKILLS	<input type="checkbox"/>		

**GRAND TOTAL**



## GREENING THE CHURCH OF THE COVENANT

On this project I worked with a team of my fellow students researching and designing economical solutions to increase building efficiency while also preserving priceless architectural history.



We performed building performance tests and surveyed conditions, and presented our findings to the church board along with our suggestions for improvement. They are currently undergoing renovation to preserve their windows.

*I still find it remarkable that I was able to participate with this level of engagement with a multi-faceted and fascinating project within my first semester at the BAC.*

*Anastasia Lyons, BAC 2014 grad*



*As you look ahead, what are your goals in practice and in academics? What is your plan for achieving those goals?*

My goal is to finish strong for my degree project, I'm really happy with the progress and feel like its truly a culmination of all of my academic and professional experiences.

After I'm finished with school I really hope to kick my professional development into gear as I will be able to focus entirely on my career.

**Students need to be responsible for shaping their own learning.**

Please give yourself a rating in the following areas:

[4 = outstanding/exemplary; 3 = proficient; 2 = needs remediation; 1 = unsatisfactory; N/A = no opportunity to observe]

#### DESIGN SKILLS

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#### PROFESSIONAL DEVELOPMENT

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- assumes responsibility, sets goals, can multitask
- possesses honesty/integrity/personal ethics
- shows initiative/self-motivation and good time management
- is punctual, has good attitude
- is engaged in design culture

## HOW HAS WORKING ON THIS COLLABORATIVE PROJECT ENHANCED OR CHALLENGED YOUR GROWTH AND LEARNING AS A DESIGNER?

Working with this team has been a great experience for me. I've been able to learn so much. I've been able to work directly with senior architects with a wealth of knowledge. Our project architect has an endless knowledge of building systems and details which he is always willing to share. The head designer for the unit layouts has been a great mentor as well.



3D- Perspective of 'The Point'  
Facade modeled by me



## LEADERSHIP/MANAGEMENT

-I have taken on a more autonomous role at CBT, which involves among other responsibilities really starting to manage my own time and tasks.

-I became the Revit model manager, which requires me to all BIM related issues and coordination, but also assist and direct people working in the Revit model when it comes to best practices and office standards.

-I had the opportunity to direct one of our summer interns this past summer coming up with tasks for him to complete while the PA wasn't around to do so, providing him with direction and ensuring he stayed on tasks with regards to redlining and helping him whenever he had questions.

-I have unofficially tutored some students at the BAC through physics and Structures courses

-And in general I always try and lend my knowledge of a particular program with people throughout the office whenever the situation presents itself.



## Unit P - Heat Pump Relocation

Kevin Anderson

**Sent:** Wednesday, October 07, 2015 3:34 PM  
**To:** bbedwell@samuelsre.com; CHARLIE ROLLINS (crollins@samuelsre.com); Chelsea Salvatore [cmccosh@samuelsre.com]; Julie Perlman [jperlman@samuelsre.com]; Lawrence Green (lgreen@samuelsre.com); Matt Davis [mdavis@samuelsre.com]; Stephen Tocci (stocci@samuelsre.com)  
**Cc:** \_136122 ThePoint; Rachel Welensky; Emil Gosselin; Adrian LeBuffe  
**Attachments:** Unit P - Heat Pump Relocat~1.pdf (1 MB)

Attached are the options for the heat pump relocation.

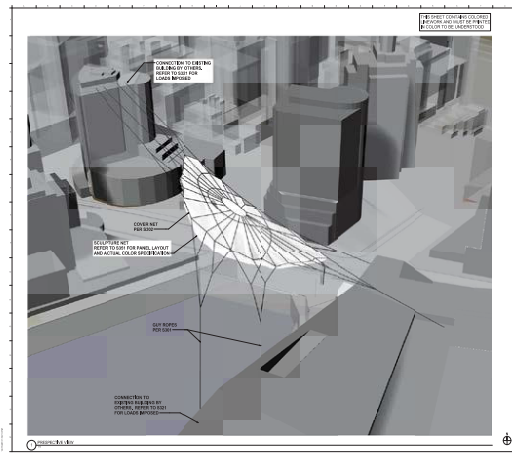
Option #1 – We’ve taken up the existing entry closet to house the heat pump, we lose overall closet storage but are able to maintain the bedroom closet dimension

Option#2 – We’ve taken a piece of the bedroom closet but gain an additional entry/hall closet as well as gain overall storage space from our current layout.

Let us know if you have any questions or concerns regarding either option.

Thank you,

kevin anderson

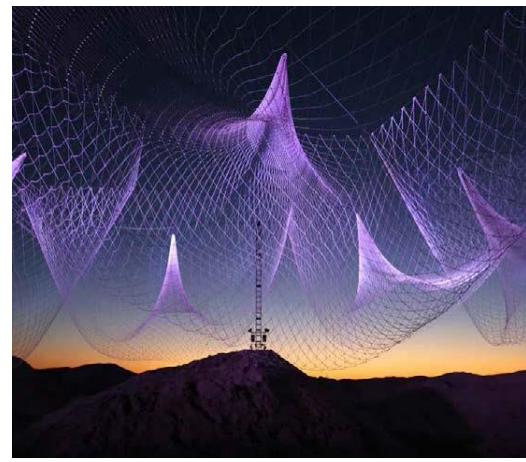


# DANIEL ZEESE

## MASTER OF ARCHITECTURE

“As the Design Director and Project Manager, I worked directly with Arup Engineers to design what is currently the largest pre-stressed rope structure in existence. We encountered severe limitations with regards to the lateral loads the buildings could handle. Although the sculpture only weighed 3,500 lbs., it had a wind load of 250,000 lbs.

We also worked with Google Data Arts to produce an interactive lighting program in which people can control the plaza lights using smart phones. To design something of this scale, we used Autodesk to develop a custom tool that would model the craft of our structures under the forces of wind and gravity.”





### SCHEMATIC DESIGN

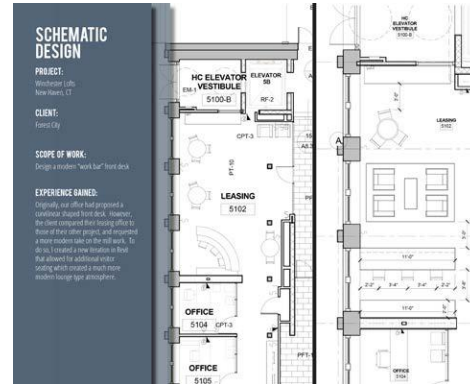
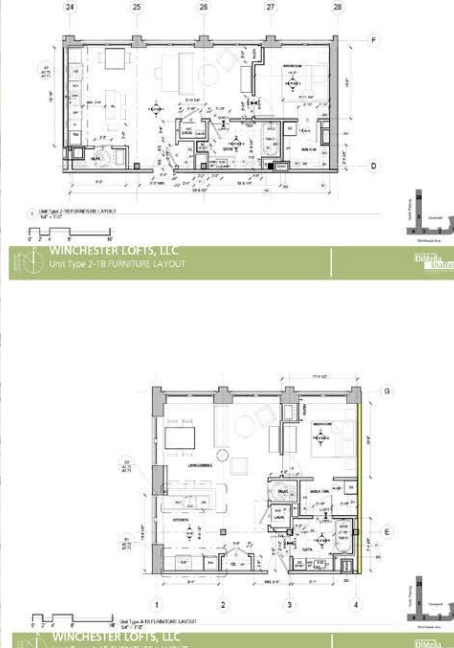
**PROJECT:**  
Winchester Lofts  
New Haven, CT

**CLIENT:**  
Forest City

**SCOPE OF WORK:**  
Schematic iterations of Model Unit

#### EXPERIENCE GAINED:

I created multiple schemes for furniture layouts and paths of egress for the Model Unit. I first sketched by hand to create quick iterations that expressed the blocking of the space. I then moved my drawings into Revit, ending with two iterations which we presented to the client for their approval.



### DESIGN DEVELOPMENT

**PROJECT:**  
Winchester Lofts  
New Haven, CT

**CLIENT:**  
Forest City

**SCOPE OF WORK:**  
Final furniture layout

**EXPERIENCE GAINED:**  
Worked with the landlord to design furnished design centers for leasing and office space. Careful consideration was given regarding item management and design questions.



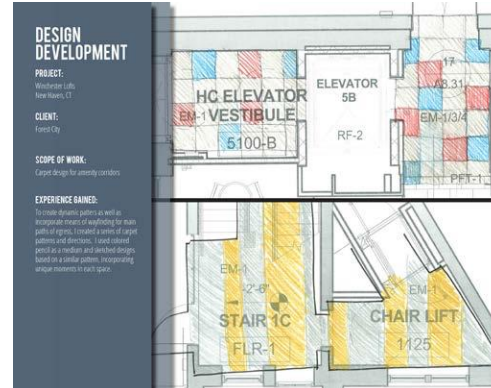
### DESIGN DEVELOPMENT

**PROJECT:**  
Winchester Lofts  
New Haven, CT

**CLIENT:**  
Forest City

**SCOPE OF WORK:**  
FF&E

**EXPERIENCE GAINED:**  
An architectural team of 10 building with a full factory and a shop, the individual collaboration was the focus and concept for material and texture. (Floor plans that highlighted the areas that were being created in an industrial and vintage. These items are suggest modern, hand-crafted pieces that are modern and mixed in a contemporary style lounge area as well as study space, without feeling like a typical university town.



### DESIGN DEVELOPMENT

**PROJECT:**  
Winchester Lofts  
New Haven, CT

**CLIENT:**  
Forest City

**SCOPE OF WORK:**  
Caption design for assembly conditions

**EXPERIENCE GAINED:**  
To create dynamic pieces as well as incorporate mass of working for each path of egress. Completed a series of target patterns and directions. Used a color pencil as a medium and finished design based on a similar pattern, incorporating shape movement to each space.

“Four and a half years ago I took a leap of faith. I knew then what I know now. I yearn for a career that affords me the opportunity to utilize design in order to empower community and create healthy environments for people to thrive. I believe a good designer is defined by their willingness to make thoughtful and qualified design decisions while efficiently adapting to constructive criticism. To do so, I remain open to education, whether it be at school, through my mentors at work, and even my peers. I’ve surrounded myself with professionals who have a like-minded passion for the industry, and believe that some of my greatest successes have come through collaboration.”

“Sarah was initially a part-time administrative assistant and part-time interior design assistant. She proved to be such a valuable asset to the project teams she helped that she was soon elevated to a full-time interiors intern. Sarah also unexpectedly been a terrific asset in Marketing initiatives.”  
[DiMella Shaffer]

# ELIZABETH KNOTT

## MASTER OF LANDSCAPE ARCHITECTURE

# CITY OF ALBUQUERQUE

SOUTHEAST CORRIDOR / NEAR NORTHEAST HEIGHTS  
CULTURAL ASSETS INVENTORY AND MAPPING 2014

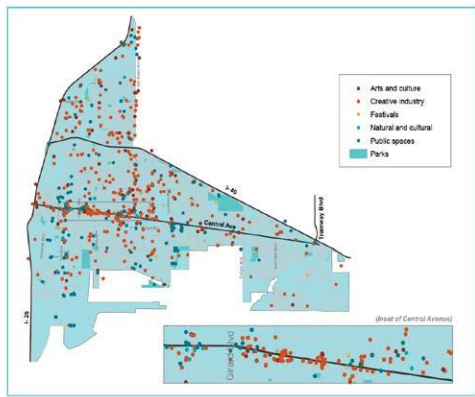


**Historical Look at the Project Area**

**Introduction**

Albuquerque has a long history of being a land of abundant opportunity. From its first recorded inhabitants over 10,000 years ago to today's dynamic multi-cultural community, Albuquerque has held enormous attraction and amenity for those who have called it "home."

The story of the city's settlement is peppered with attempts to possess its lands by those who coveted its bounties. The fertile land near the Rio Grande, its Bosque, El Camino Real de Tierra Adentro, the clement weather, and of course the vast stretches of open land perfect for cattle grazing, and later, suburban development — all were attractive and valuable assets to those who sought control. From the migratory Paleo Indians to Mexican rule, Spanish colonization to eventual United States statehood, Albuquerque has captivated millions not only by its beauty but also by the fortunes to be found here.



"My biggest accomplishment in terms of learning and growth since my last assessment is that I have begun to receive recognition for my skills as a designer and have been sought out by the three entities with which I now work. Having viewed my enhanced skills and abilities as an added value to the projects that they are working on, I am thrilled to be working for three very different design initiatives, learning distinct applications of design theory and application across dramatically different fields. I believe one of the greatest areas of growth is in regards to conducting zoning and conservation research, packing CD sets and doing even more schematic design beyond early conceptual design."

"Libby is one of three Lead Gardeners for Parterre's Chatham Office. As a Lead Gardner, she is responsible for coordinating and carrying out comprehensive and often complex garden installations, maintenance and troubleshooting at client properties." [Parterre Garden Service, Inc.]



Original graphic used in Northeast Heights inventory.



PRACTICE





The introduction of Practice examiners as adjunct instructors enables standardized and calibrated review of portfolio evidence and student performance



**PRACTICE**

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**EXCELLENCE  
IN THE  
FIELD**

SAC 2015 graduates exemplify the promise of an enriched design education through acquired learning in diverse professional work settings. A taste of the breadth of work and variety of opportunities may be seen here. With support from practitioners, mentors, and educators, accomplished SAC graduates demonstrate the ever-expanding field in which we articulate and evaluate "design practice."

\*\*\* Denotes student program with distinction.





# When considering the use of reflective portfolios, remember that students appreciate:

- A very structured approach (template) when they first start out, but as they become more comfortable with the concepts and the use of more sophisticated software, they tend to want more control over look and feel;
- Provide initial samples of portfolios, e-portfolios and reflective sketchbooks required;
- Clear expectations and criteria for the tasks;
- Integration of portfolio and reflective sketchbooks to help them see their assessment tasks as value-added exercises, rather than just another assignment to complete; and
- Recognition of the amount of time and detail required by portfolio and reflective sketchbooks. Portfolio development, in particular, may take a considerable amount of time and students appreciate this being recognized in the time allocated for the task and the awarding of the final grade.

Harris, K-L, K., Gleeson, D., Peat, M., Taylor, C. & Garnett, R. (2007) Enhancing Assessment in the Biological Sciences: Ideas and resources for university educators. Available at: [www.bioassess.edu.au](http://www.bioassess.edu.au)

Thank You