

## Sima Rouholamin, Transformative Action

### TU Dublin Ireland

The proposal presents a thoughtful and well-structured reconfiguration of the final-year studio, prioritising student curiosity, autonomy and self-directed learning. By transforming the thesis year into an exploration-oriented space rather than a high-stakes production environment, the curriculum promotes sustained engagement, reflection and iterative learning. The implementation of a “flattened curve” model - with staged milestones, formative checkpoints, and restructured assessment support - effectively redistributes workload across the semester and responds constructively to issues of student stress and burnout.

A particular strength lies in the integration of collaborative learning with real societal contexts. Engagement with community actors and non-governmental organisations situates student projects within meaningful civic scenarios, reinforcing architecture’s social responsibility. The interdisciplinary collaboration between architecture and architectural technology students further enriches the learning environment, encouraging exchange, co-creation and shared authorship.

The pedagogical framework is clearly articulated, with explicit aims and a coherent structure aligning teaching, assessment and collaboration. The ambition to extend this model across the curriculum and to engage with wider European pedagogical practices demonstrates strong institutional commitment and potential for broader impact. Overall, the studio offers a valuable and well-considered rethinking of conventional studio cultures, positioning architectural education as a collective and inquiry-driven process.