— Trans —

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INTRODUCTION

To introduce ourselves first, we are a group of human beings working together only because of one hidden school — EASA (European architecture student assembly).

It works like a perfect filter. Filter for those that are looking for more than general education.

Forming this vision about education was a general effort of 5 of us till the very end. Following text is not just about trans-disciplinarity but about educating ourselves in communication, values, equality and daily choices. We´ve learned how to take a creative critique, how to trust each other, but mostly to under-stand that no one of us would make this alone.

VISION — LOOKING FOR A VISION

We are standing in front of the huge global issues and we can not or don´t want to find the answer.

In our age, 'turbocapitalistic' tendencies are prevailling. Impor-tance of working on general progress confronting our different individual ways of thinking, skills and knowledge is secondary. We — architects — are asked to produce on-time done solutions. We are asked to predefine the goal, and to coordinate other profes-sions. Every professional is often focused on his own part of the project, without being totally involved, without desire to change the thing, without true engagement. There is not enough time or money for collaboration and implementing other professions equally. Individual goals beat the collective vision. Paradoxically, there is a lack of collaboration even during our studies, where the time and opportunities are given. We have not enough space to experience collaborations beyond our own professional field. There is often ignorance and pointless competition, even between the faculties of one university … Now, we are speaking from our own central-europe, architecture school experience. The educa-tional system of our region needs confrontation. After finishing our studies we have no personal experience of collaboration with engineers, sociologists, artists, craftpersons, economists, environmentalists, psychologists, … . Normally, we are never put together into one context to collaborate during our studies. We use to hear : 'They think too differently !' Therefore, we guess, most of the professionals, including architects use to stay in their comfortable echo chambers.

However, isn´t it too easy to resign on trying to find the ways how to collaborate together ? Isn´t it worth to challenge conventional education methodologies to rethink our values for common progress? This is not just an issue of the architectural education itself, this is the question to everyone.

ON COMPLEXITY

Democracy and freedom are simultaneously creating many complex phenomena.

Freedom has created complex tangled webs of relationships in which progress is eventually difficult to achieve. We are struggling, repeating exactly the same approach based on a certain way of thinking. '*Modes of our thinking are organized in (specialized) professional fields and implemented through certain established organizational structures and processes.*' (Gardener, 2006). Confronted with this complex interconnected reality which we have created for ourselves, we struggle to step back and create new approaches: our disciplinary and organizational structures hold us back from doing so.

ON PROBLEMS

We often face tons of contradictory opinions on different problem situations. Many of them appear to be legitimate from a specific point of view. We are neither unable to find a solution, nor essence of the problem. What if, in-between problems the various systems are so tangled, a single solution can´t exist ? Shouldn´t we rather focus on providing best possible conditions for emergence of new interactions, so the system will transform into a more desired state ?

'*When problems move from being very complicated to truly complex, our ways of addressing them should shift accordingly (Snowden et al., 2007). We should move from the field of problem solving (Simon, 1973; Hatchuel, 2001) to complexity theory and systems thinking (Ball, 2012). There, we can learn that, in very complex systems, newness comes from the emergence of order (rather than from goal-directed creation), change is achieved through influencing the system (rather than through implementing a plan to 'solve the problem'), and a new state of relative stability can be created through creating resilience (rather than through striving for an immutable structure).*' (Dorst, 2018)

TRANSDISCIPLINARITY

'*Transdisciplinarity has recently emerged as a promising approach to problem solving issue. The transdisciplinary playing field comes with the freedom to branch out and learn from many disciplines. Diverse principles, methods, and actions might be adopted or adapted into the problem situation.*' (Dorst, 2018) Surprising outcomes can occur when people offer their existing knowledge to a non-typical context where

it is seemingly inappropriate or ill-fitting to apply. Rather than using thinking about what should be done, professionals need to reflect on what works best for the unique situation. People from diverse fields of occupation are learning, how to communicate between each other, even if their way of thinking is based on different logic. '*The capability to create open practice dialogues is the key element of the transdisciplinary thinking.*' (Dorst,2018)

FUTURE PLANS

We want to manage the alternative transdisciplinaire educational test-event supporting the values we lack in standard educational model. To distribute report with our discoveries.

Supporting activities spreading the word about Transdisciplinarity.

After this last Hidden /EASA/ school experience in Bulgaria while working together, we could say, we are starting to live this 'Trans' word. Sharing in the process of gaining knowledge and finding new inputs on problems of educational system is what led us to join this conference with our small but honest contribution. Hoping for people to find the same hidden treasures as we found in each-other open minds.

This vision is opened to critique and dialogue.
Contact us: easaslovakia.sk@gmail.com

USED REFERENCES

TEXT

Kees Dorst, Technology innovation management review, Mixing practices to create transdisciplinary innovation : a design based approach, 2018
Exploring the Transdisciplinary Learning, Experiences of Innovation Professionals, Mariana Zafeirakopoulus, Mieke van der Bijl-Brouwer, 2018
Our EASA bidding presentation, Viliam Fedorko, Tereza Haumerová, Michal Kováč, Jana Pajchlová, Petronela Schredlová, October 2018
https://www.facebook.com/notes/easask/easa-slovakia-bidding-presentation/2144250532280513/

IMAGES

1 Adventure Time, animated TV series
2 https://www.facebook.com/Archwars/

3 https://me.me/i/you-are-an-idiot-diot-idio-t-idio-i-am-22560160

4 https://www.google.com/search?sa=G&hl=en-CH&q=-three+sides+to+every+story&tbm=isch&tbs=simg:CAQS-kAEJumgshZKu7QcahAELEKjU2AQaAAwLELCMpwgaX-wpdCAMSJTIAlwbYAWKwDMQDmBeWBrMM_1TOMNPkz_1zOHNIQ0izSdPfgzticaMGmx7KHzVIP_13T2dxIUuTnZ0vr-JMqE-Q2dWzNf4vlVYopcTAEKhKe6zYlPRzrLw3ySAEDAsQ-jq7-CBoKCgglARIE1_1-ypgw&ved=0ahUKEwjV-PjEju_iAhVCz-KQKHf7hBTYQwg4ILSgA&biw=1600&bih=743#imgrc=wX-j3AI5maLnRpM:

5 http://www.hidropolitikakademi.org/en/multiintertrans-dis-ciplinary-whats-the-difference.html, redrawn by Jana Pa-jchlova

6 https://www.google.com/search?sa=G&hl=en-CH&q=pee l+orange&tbm=isch&tbs=simg:CAQSkwEJl2yV55EPKSI-ahwELEKjU2AQaAAwLELCMpwgaYgpgCAMSKNkG-hPXB-tYGswGaCtESsgGjFL8Ctif6M5Y1-DPrNO00iSeXNac0m-ScaMPj8GXfBdkV6fTG7FAGGkdLOyjmO3V5m0OqcHTN-mWxarxoPnZ8_1YcGyVulxT1701CSAEDAsQjq7-CBoKCg-glARIEf6Oz9Aw&ved=0ahUKEwjJ-dSPj-_iAhXDCuwKHT-TXA0AQwg4ILSgA&biw=1600&bih=743

7 https://www.memedroid.com/memes/detail/586594

8 Viliam Fedorko redrawn by Jana Pajchlova

1: Sad example of ignorance of disciplines
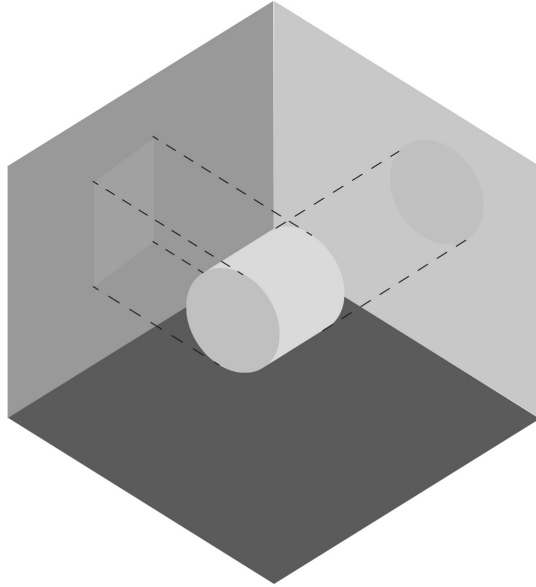
2: 'Modes of our thinking are organized in (specialized) professional fields and implemented through certain established organizational structures and processes.' (Gardener, 2006)
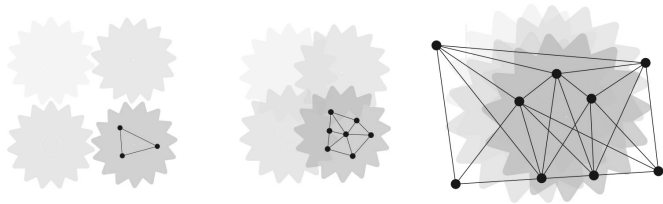
3: *In multidisciplinarity each discipline makes a separate contribution (Andreasen et al., 2004)*

Interdisciplinarity integrates knowledge and experience from two or more disciplines to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline' (Andreasen et al., 2004)

Transdisciplinarity has been defined as efforts conducted by actors from different disciplines working jointly to create new conceptual, theoretical, methodical, and translational innovations that integrate and move beyond discipline-specific approaches to address a common problem' (Aboelela et al., 2007).

4: Diverse principles, methods and actions.