



4+1 Project: A Transformative Education Model for Architecture Students

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Abstract

The 4+1 Project is an innovative educational approach designed to enhance the learning experience of architecture students through transformative education. Rooted in Mezirow's Transformative Learning Theory, this model fosters deep learning by engaging students in real-world architectural challenges that encourage critical reflection, experiential learning, and professional practice. This paper explores how the 4+1 Project aligns with the core principles of transformative learning, emphasizing disorienting dilemmas, self-examination, and perspective shifts in shaping students' architectural thinking. Unlike conventional studio-based learning, the 4+1 Project is a cross-year studio model where senior (fourth-year) and junior (first-year) students collaborate on community-oriented planning and architectural design projects. This approach fosters an immersive learning environment that promotes mentorship, interdisciplinary dialogue, and knowledge exchange between different levels of architectural education. Through a mixed-method approach, this research examines students' qualitative reflections alongside quantitative evaluation data to assess the impact of the 4+1 Project on transformative learning. The findings suggest that this collaborative model prepares architecture students for the complexities of contemporary architectural practice. By fostering critical thinking, interdisciplinary collaboration, and hands-on engagement, the 4+1 Project serves as a framework for architectural education reform, equipping future architects with the skills necessary for professional and societal impact.

Keywords: *Transformative Learning, Architectural Education, Experiential Learning, 4+1 Project, Critical Reflection*