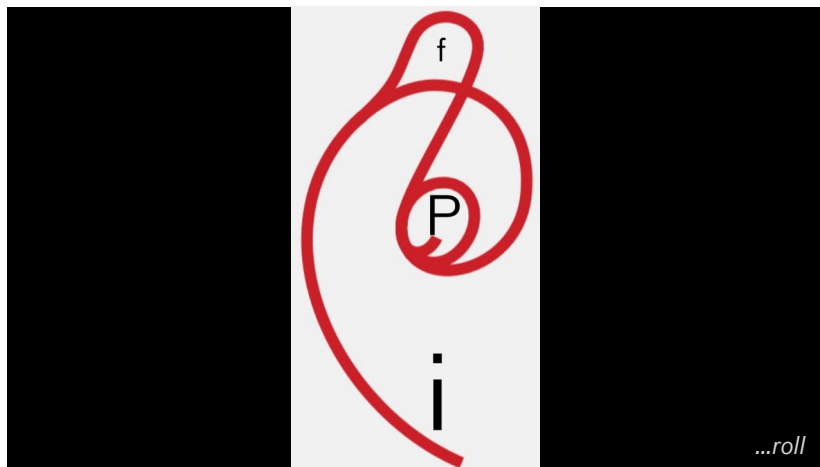


rock...	[f]	[P]	[i]
	[i]	[f]	[P]
	[P]	[i]	[f]

There are a number of statements that could be drawn out as first order design-propositions—in the wake of Theory 3 | *Synthesis*—this year. One, however, is particularly relevant to the topics discussed in the present leaflet/flyer. An important distinction drawn by Sindre (georg) Buraas in his essay.

That is, the important distinction between our *plans* and *whom* we aspire to be, which he derives from his written conversations with Sartre. Sustaining difference between plans and aspiration gives an alternative focus on process (**P**), which Sindre locates in his long-distance runs (relating to georg).

The plans/concrete arrangements *we make for ourselves*, often turn out to be different—quite at odds—with *who we want to be*. The initial conditions of our plans (i) and the final conditions of our aspirations (f), need not compete if the tension is sustained. If *we rock* the difference we can *roll* the process (**P**).



The idea that where a situation *comes from*/where *it is going*, will *in sum* yield information about the *process* is intuitive. The process (**P**) is the vectorial sum between the initial (**i**) and final (**f**) conditions:  $/i + f = P/$ . Where **i** is the *plan*, **f** is the *delivery* and **P** is the *design*. A vectorial sum (drawing, *recto*).

Here the plan are the *concrete* arrangements that are made: when conceived in relation to the delivery and the design—when conceived as a *vectorial sum*—the plan are the arrangements made e.g. *early* this term with the heads of the specialisation at the design dpt. *and* the students *during* Theory 3.

With the heads of specialisation, a protocol of *tutorials*—with the students individually during the theory course—was agreed and *provided* for, amongst the available staff. While arrangements were agreed and *provided* for in group tutorials with the students by the course responsible, in **QUADs**.

The **QUADs** are groups of 4 students, with the task of convening for 1 hour morning meetings, with *rotating* roles (15' each): 1) pitching an idea for work that day; 2) backing up the possibility of that idea with knowledge/references; 3) critiquing that knowledge and/or its references; 4) providing know-how.

This rotating protocol works to *transpose* an idea *unto* a process; by the inter-medium of the *second* role which is to sustain a proposition on initial conditions (**i**) and the *third* role which is counterpoint these with observations that turn the attention to final conditions (**f**), and the *fourth* prompts process (**P**).

The students—at this brink, MA-candidates—*varyingly* kept up with the **QUAD** morning meetings throughout the 6 weeks of the course. In some groups, the meetings were held during the 3 first weeks, and *then* dropped when they were in the closing phase of completing a written essay (1 of 3 assignments).

Amongst the course arrangements the 3 tasks should be mentioned: **a**) an essay limited to 7000 words: **b**) an independent presentations with slides, intercepting *outcomes* from the essay [without going into the essay]; **c**) a panel/board which they brought and developed in the **QUADs** (**#04 panels**).

A factor that is likely to have affected the change of interaction during the final work on the essay, I found to be its sheer length: both to write and to read/comment. Andreas Berg, however, complimented the students and the course for having forced a sustained concentration and detail to such length.

The compound development—seen as a whole—should not surprise us: the plan was sustained till its deeper intention (**i**) was *exhausted*, then a different principle took over: homing in on the final conditions (**f**), when crossing the deadline. The **QUADs**, however, returned as audience for the presentations.

That is, according to the logistics outlined in the flyer **#04 panels**: each presenter came with her/his **QUAD**. Which served to *locate* the process, in the sense that the **QUADs**—that structured the work during the 3 first weeks—were mobilised in the *location* of the final presentations. But *not* only.

In the space and time setup for the *BlackBox* in the MediaLab, took place what I would call the *wheeling* of the process (**P**): with the specialised staff as the *rim* of the “wheel”, and the course staff—Håkon Caspersen and myself—as the *hub*. In the sense that the candidates, at the exit, were now *rolling*.