

# OPEN CALL

## TRAJECTORY COURSES AT BAS, FALL 2026

In 2025, Bergen School of Architecture, BAS, formed a new fall semester as part of the convening of Bergen Assembly 2025, culminating in a public program titled across, with, nearby. Central to this new semester was the establishment of a series of new courses, BAS Trajectories, operating across cohorts, bringing together students from all five years of the study, creating new opportunities for learning and unlearning architecture. The trajectory courses were sparked by the school's involvement in Bergen Assembly, however they were framed as a format that could continue to live on within BAS. It is henceforth on of the teaching formats where the school can engage externals to work with our students and teachers.

BAS would therefore like to invite architects, teachers, and/or other practitioners to propose a full-time 5-week course starting on the 21st of September. We are interested in practices that could inform our way of teaching architecture and collaborations that can be developed further in the future.



# BAS LØYPER BAS TRAJECTORIES

BAS Trajectories is a course format that brings together students from all years at Bergen School of Architecture. The courses aim to cultivate a pedagogical approach of learning together in new ways. Each course is free to explore its own theme and methodology, but they should all develop skills and sensibilities relevant to architectural practice. Common to all courses is that they contain moments of making including various forms of architectural representation. All of them provide for both individual tasks and collective work. The composition of courses allows for learning processes and outcomes to vary between courses, but seen over the entire semester and academic year, each course's objectives and learning outcomes correspond to those defined in the study plan and BAS Strategy Plan.

Course participants come from different academic years, and so any pre-existing knowledge that is linked to specific stages of architectural education varies. The courses must therefore provide all students with the opportunity to progress, regardless of their year of study. At the same time, this mix of students acknowledges that students at all stages of their studies are individual subjects who bring knowledges and experiences that transgress their cohort. By mixing, BAS expresses a belief that everyone can contribute to a collectiveness in learning and that this also is an important learning in itself. The trajectory courses should therefore explore didactic approaches where students and teachers are able to learn from and with each other.

BAS encourages the courses to form collaborations with various parties outside BAS, such as other institutions or collectives. For BAS students, this provides opportunities to learn and act within timeframes that extend beyond the course, enabling a deeper understanding of contexts that lie beyond the ones defined by the course itself. Certain collaborations may also provide for persons not enrolled at BAS to participate in a trajectory course, creating additional opportunities for learning with other spaces and places as lived and practiced. How many non-BAS students that can participate is determined in relation to the respective course and in dialogue with the school's Study Quality Committee (SKU) or rector.

An important aspect of the Trajectories is to give students the opportunity to pursue a specific interest in architecture right from the start of their studies. In this way, it is not only social bonds that are forged across year groups. The courses form discipline-related communities that span the entire study, where students and teachers are united by specific perspectives, approaches, forms of making, knowledges, and more. For the individual student, the complexity of architectural culture is made apparent early on in their studies and show that architecture is a field of knowledge that can be practiced in many different ways.

The specific skills that students develop through a trajectory course, moreover, become a resource for the year group that reunites after the courses have been completed, which in turn contributes to the overall repertoire of knowledges and skills within all years at BAS.



# GUIDELINES AND INFORMATION

## Writing a course proposal

Please write a proposal where you describe the main topic/theme of the course, and if you are working with a particular site or geography. In your description we would like you to touch upon to the following questions:

- What is the methodology explored by the course?
- What competences/sensibilities are trained in the course?
- How is this related to architecture?
- What materials are students assessed on? (Either as part of the 2nd and 3rd year exam, or by you for the 4th and 5th year students.)
- What are the teaching methods/didactics employed in the course?
- How is individual/collective work distributed
- If work is located outside Bergen how students would live and work

We appreciate if you could give an overview of the schedule on a weekly basis and if you imagine a collaboration that could open up for non-BAS students to attend the course.

The text should not be more than one A4, and send to [adm@bas.org](mailto:adm@bas.org)

**Deadline for proposals:  
Tuesday 10th of March at 17**

SKU will discuss the proposals in their meeting on Wednesday 11th of March and decide which to move forward with for the fall. SKU will get back with their decision and feedback on the course on Monday 16th of March. If accepted, a refined program should be handed in latest Monday 13th of April.

## Teaching responsibilities

Teachers are responsible for a later detailed course-description that follows the school's template and include budget for the course and costs for students. Teachers are responsible to follow-up and administrate participation of students, assessment, and supplementary work, as well as collecting course material and documentations for the school.

## Important dates

Courses start Monday 21st of September and end Friday 23rd of October. The two last days of the course should be set aside for common activities shared by the whole school.

Year 1-3 will have weekly lunches to follow up on course/subject-related questions and strengthen social bonds. Which day of the week is not yet decided. If a course is on a longer study trip extra care should be given to students in the first year of their studies.

## Budget

The exact budget is tbd, but is equivalent of 20 teaching days. Fees for teaching days also cover time for preparations and follow-up work. Parts of the teaching fees can be used to cover study trips for teachers and/or materials for the course. If you know of any external funding that can cover for some expenses in the course, please add that to the proposal.

## Assessment

Trajectory courses require full attendance at introductions, lectures, workshops, reviews and tutorials and active participation in collective studio work. Students are responsible for their own attendance and participation. Excusable absence, like illness, is only accepted for a limited number of days (5 weekdays). Absence exceeding the limited number of days means that the student has not completed the course. This will disqualify the student from proceeding with their studies in the next semester/year, or from taking the end-of-the-year exam. There might be exemptions to this due to accommodation, if so you will be notified of this prior to the course.

If the absence is possible to supplement for this should be given as an opportunity by the end of the course. The character and amount of work should answer to and be equivalent of the missed outcomes of the course.

Besides attendance, each student must write a short reflection on their learning trajectory by the end of the course.

For 1st, 2nd & 3rd year students, projects and materials produced in the courses will be assessed together with all other courses in the 2nd and 3rd year exam.

For 4th & 5th year students, projects and materials produced in the courses will be assessed by the Trajectory course teachers. The Trajectory course is one of the three parts of the semester that has to be completed in order to pass the whole semester.