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Architectural Education Commission

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Architectural Education & the Role of the Architect in the 21st Century

Pedagogy | Practice | Policy

Webinar Proceedings

Speakers

Oya Atalay Franck; Sumayah Al-Solaiman; Andrii Markovskyi Ukraine; Thomas Fisher; Lindy Osbourne Burton; Jolanda De Villiers Morkel; Stefano Francesco Musso; Cristian Tiberiu Blidariu; Deborah Barnstone; Xinnan Zhang; Igbayemi Daniel Akeremale.

Conveners

Ashraf M. Salama & Selma Harrington
Co-Directors, UIA Architectural Education Commission

International Union of Architects

Architectural Education Commission

Introduction
EDUCOM Co-Directors

Session 1 (1.00pm – 2.45pm) Paris Time

Introduction to the session
Selma Harrington

Speakers

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Oya Atalay Franck (Switzerland – Region 1)

2 **The Role of Culture in Bridging Architectural Pedagogy, Practice and Policy**
Sumayah Al-Solaiman (Saudi Arabia- Region 2)

3 **Architectural Education in the Conditions of Global Disasters: A Priority for the Future or Recovering the Past**
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5 **Breathing Life into Inclusion: Revolutionising Architectural Education for Healthier Indoor Environments**
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Jolanda De Villiers Morkel (South Africa – Region 5)

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Ashraf Salama

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Stefano Francesco Musso (Italy – Region 1)

2 **Mapping the Status of Present-Day Architectural Education in Romania**
Cristian Tiberiu Blidariu (Romania – Region 2)

3 **Architectural Education in the Virtual Age**
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4 **The Skill about Knowledge of Form? Or the Protocol of Knowledge? Architecture Education in Contemporary Transformation**
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5 **Improving Architectural Education and Practice in the 21st Century in Africa: Insights from Nigeria**
Igbayemi Daniel Akeremale (Nigeria - Region 5)

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Selma Harrington and Ashraf Salama

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Ashraf Salama
Co-director Egypt/UK- Region 5
Professor of Architecture and Urbanism, University of Northumbria at Newcastle

Professor Ashraf M. Salama is a professor of architecture Head of the Department of Architecture and the Built Environment at the University of Northumbria, Newcastle. He is co-Director of the UNESCO-UIA Validation Council for Architectural Education in Paris. Previously, he chaired and led three architecture schools: Misr International University, Cairo (1996-2001), Qatar University, Doha (2009-2014), and the University of Strathclyde, Glasgow (2014-2020). At Strathclyde, he directed research and knowledge exchange, leading the architecture, building, and planning submission to REF 2021. An honorary professor at the University Putra Malaysia, he has held visiting positions in Egypt, Germany, Italy, Malaysia, Qatar, Saudi Arabia, Switzerland, and the UK. Professor Salama, with a B.Sc., M.Sc., and PhD in architecture from Al Azhar University and North Carolina State University, has secured over £2.7 million in research funding and published over 250 research outputs, including 17 books. He is the chief editor of Archnet-IJAR International Journal of architectural research.

Selma Harrington
Co-director, Ireland- Region 1
Expert in Practice, Education and Professional Advocacy

Selma Harrington is a RIAI Registered Architect with international experience in Practice, Education and Professional Advocacy. Based in Dublin, Ireland, she is a Founding Principal of the award-winning knowledge exchange platform New European Bauhaus Forum Bosnia and Herzegovina and a corresponding Member of the Bosnian Herzegovinian American Academy of Arts and Sciences-BHAAAS. She served as Secretary General to the European Council of Interior Architects and as President and Vice-President of the Architects Council of Europe, where she currently chairs the EU Projects work group. She is a member of Advisory Boards for several EU funded projects and have received a peer recognition, such as the Presidential Medal from the American Institute of Architects and Honorary Charter from Croatian Chamber of Architects. With a PhD Architecture at the University of Strathclyde and MPhil European Studies at Trinity College Dublin, Selma pursues her academic interests in modernism, critical regionalism, sustainable heritage and identity and publishes in academic journals and edited volumes.

Shaping the 21st Century's Agenda of Architectural Education and the Future Role of the Architect

Selma Harrington & Ashraf M. Salama

Co-Directors, UIA Architectural Education Commission

The definition of education as an "acquisition of the art of utilization of knowledge" by the 20th century US mathematician and philosopher Alfred North Whitehead, the author of *process philosophy*, offers a philosophical base for observation of architecture education. Its practical application through the FEELS model developed by Xie Bangxiu and deployed successfully in China is used under the assumption that the purpose of education is to "help a person become whole" while understanding and evaluating educational content. "FEELS", in part a result of cooperation between Chinese government organizations and the Institute for the Postmodern Development of China, can be described as an ethical framework for five strands in the educational curriculum, namely *Flexible-goals*, *Engaged-learner*, *Embodied-knowledge*, *Learning-through-interactions*, and *Supportive-teacher*.

It is argued that the Western higher education and the modern European university have medieval roots stemming from the religious (Catholic) or monastic schools. Thus, the University of Bologna (built in 1088) can be considered one of the oldest in the world, followed by Oxford, Cambridge, Salamanca, Naples. As early evidence of practice, the Plan of St Gall for a monastery complex in Switzerland (9th century) is possibly one of the oldest architectural drawings surviving from the Early Middle Age.

On the south side of the Mediterranean, originally conceived as mosques, the University of al-Qarawiyyin (founded in 857), in Fez, Morocco and Al-Azhar University (founded in 970), in Cairo, Egypt, developed into madrasas- centers of higher learning. Notwithstanding the cultural, historical, structural and legal differences from the medieval European university, these two are the oldest institutions of higher learning in continuous operation in the world.

Similarly, in India, Nalanda (established in 427) as one of the oldest centers of learning, is also considered to be the first residential university, whilst in Persia (Iran), the Academy of Gondishapur ("Academy of Jondishapur") was established in 6th century achieving a status as a transformative center of knowledge, particularly significant for development of modern medicine and hospital system.

Knowledge about the beginnings of architecture education vary and point to the 17th century France and the inauguration of the Académie d'Architecture in 1671 (1,2). The first professional association of architects was established in the UK 'when four architects met in the Thatched House Tavern in London and formed an Architects Club'. Further eleven elected members were added, all had to be Academicians or Associates of the Royal Academy in London or the Academies of Rome, Bologna, or Parma.

A recent study of the evolution of modern architecture education by Joan Ockman (2021), from Yale University, United States, focuses "on the historical, institutional, and ideological formations and transformations that have taken place over the last two centuries" with significant impetus from European architects who emigrated to the US escaping the Nazi reign. If overlayed an observation through a Marxist lens, the transformations in architecture education could be additionally interpreted and understood through contextual analysis of drivers and confluence of social, economic and industrial (and technological) factors (4). This offers the insight that both the concept of architectural education and professional associations as we understand them today, are rooted in the Western world, where they were developed and promoted along with the processes of Enlightenment and cultural expansionism of the time thus situating the profession of

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architecture, architects and scholars, in a complex dynamic between the elite and public realm. This, in turn, represents an ideological limbo complicating the adequate and sustainable positioning of the profession of architecture within the prevailing economic model and stripping it of its cultural dimension.

To obtain and refine a balanced global view and action, there is a need to illuminate other pedagogical and design traditions in architecture and explore their potential for advancing more adequate education whose proponents could respond to the pressing contemporary challenges. One of key aims of this webinar is to bridge the gap between theoretical discussions on decolonisation and practical applications in architectural pedagogy, promoting more inclusive, socially responsible education aligned with contemporary global challenges. We hope to be in a position to critically review both canonical traditions and resistant typologies in architectural education, highlighting their limitations and advocating for a shift towards decolonized approaches.

Canonical traditions, rooted in European classical principles and promoted by institutions like the École des Beaux-Arts and Bauhaus, have dominated architectural education since the 17th century. Influential classical and later modernist architects have shaped these traditions, emphasizing classical beauty, formal composition, and modernist functionalism. However, while producing some of the greatest achievements in the 19th and 20th centuries, these traditions are now challenged for their limitations, especially their ability to meet the rising demands on placed on the profession by society. This includes relevance to sustainable development goals, health & wellbeing, diversity and inclusivity, climate change mitigation, and their Eurocentric focus.

Resistant typologies have emerged in response, focusing on inclusivity, diversity, and social responsibility. They emphasize diverse perspectives and non-Western traditions, addressing real-world issues such as sustainable affordable housing and community development. These typologies promote interdisciplinary approaches and interdisciplinary learning, involving future architects in community design processes to foster practical experience, critical thinking. Despite their progressive nature, like canonical traditions, resistant typologies face challenges due to their expanded focus on design processes and the need for balancing hands-on skills with theoretical learning in real-world applications.

The evolution towards decolonized traditions actively challenges Eurocentrism, incorporating diverse, indigenous, and local knowledge systems (5). Decolonized traditions emphasize cultural sensitivity, social equity, and alignment with Sustainable Development Goals (SDGs), such as quality education, sustainable cities, climate action, social equity, and partnerships. Changing accreditation policies increasingly value diversity, social responsibility, and sustainability, supporting decolonized typologies and driving systemic change within the architectural education and practice. Transitioning to decolonized typologies in architectural education is essential for addressing historical injustices and ensuring relevance and responsiveness to contemporary needs. True decolonization involves shifting power dynamics and dismantling exclusionary practices, enriching the field through critical engagement rather than passive inclusion.

Today, with modern technology, relative accessibility of travel, shared and common languages, we are privileged and enabled to exchange experiences, views and knowledge. Our collaboration is underpinning the work of the UIA as a representative global professional body acting according to

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the aspirations of the UN Sustainable Development goals. At the same time, the reach of global news brings into a sharp focus major common concerns centered on the evident climate change (with earlier and warmer seasons, flooding, fires, stronger winds); severe natural and unfathomable man-made disasters which radically disrupt orderly, safe and humane ways of living, forcing vast numbers of people to uproot, move and seek refuge from the destruction and desecration of natural habitats.

Whilst it is easy to sometimes be overwhelmed with such global context, we must focus on our task and reflect on the situation in our profession and its underpinning architectural education, examining challenges and seeking ways forward, from the perspectives of individuals including learners, educators, practitioners); institutions including places of learning and professional organizations.

In this Webinar we address three key areas
- Pedagogy: Educational contents, practices, and modes of delivery that enable future architects to pursue their roles, responsibilities, and challenges in the 21st Century
- Practice: Key roles and responsibilities that future architects should undertake to meet environmental, social, and economic challenges.
- Policy: Possibilities for elevating the image of architecture and architects in the eyes of the public, governments/authorities, and society at large.

The Webinar presents two panels of interesting and distinguished speakers who offer their perspectives on pedagogy, practice and policies in architectural education.

The first panel discusses the key transformational and cultural aspect of education of architects, the response to global disasters, how the profile of architect could be reframed, and how and in what direction the new skills could be developed. The second panel places emphasis on the future of architectural education in selected contexts together with key issues related to future challenges in the training of future architects, education in the virtual age, and the dialectics of knowledge and skills as perceived by academics, and professionals.

We hope that the webinar offers a new lens through which the key principles of architectural education the role of the architect in the 21st century are discussed and established towards a better future for architecture as an academic discipline and a profession.

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Speaker

Olay Atalay Franck
Switzerland- Region 1

Professor of Architecture, Dean and Managing Director of the School of Architecture, Design and Civil Engineering at ZHAW Zurich University of Applied Sciences in Winterthur, Switzerland.

Prof. Dr. Oya Atalay Franck is an architect, architectural historian and educator. She is the President of EAAE European Association for Architectural Education since 2017. She is a Professor of Architecture and the Dean and Managing Director of the School of Architecture, Design and Civil Engineering at ZHAW Zurich University of Applied Sciences in Winterthur, Switzerland. Her teaching activities include history and theory of architecture and urbanism as well as design studio (a.o. at Rensselaer in Troy, NY, ETH Zurich, and ZHAW). Her current research interests focus on research by design, the interactions between teaching, research and professional practice, and higher education policy. She works as an independent expert for various scientific organizations and panels, including the Swiss National Science Foundation (SNSF), the Research Foundation Flanders (FWO), and the Portuguese Foundation for Science and Technology (FCT), in accreditation peer reviews and quality audits for various European universities, and in architecture and civil engineering project competitions.

New Directions - Architectural Education in Transformation

Today, we face critical developments in all contexts and at all scales as well as an unprecedented acceleration of change. Of primary concern are climate and environmental disruptions; energy consumption and the depletion of resources; demographic shifts, wars and migration; and disruptive new technologies. However, many of these challenges are also opportunities for moving forward. They provide legitimation and ample momentum for thinking outside the box, for taking risks, for innovation and creativity – towards a constructive change.

Our sector – building and construction – has an immense impact on our social and ecological systems and thus on our lives. As schools of architecture, we are responsible to educate our students, to prepare them for the professional workplace of today and tomorrow. The tremendous challenges we are facing also require a radical reorientation of architectural education, of pedagogies and policies, to empower the new generation of professionals for the transformation of challenges into sustainable progress.

Speaker

Sumayah Al-Solaiman
Saudi Arabia-Region 2

CEO of the Architecture and Design Commission at the Ministry of Culture, Kingdom of Saudi Arabia.

Dr. Sumayah Al-Solaiman is CEO of the Architecture and Design Commission at the Ministry of Culture. Prior to that she was Dean of the College of Design at Imam Abdulrahman Bin Faisal University in Dammam, Vice Dean for Quality and Development, Director of the Office of Patents & Technology Transfer, and Chair of the Graphic Design and Multimedia Department. She also served on the Municipal Council of the Dammam Metropolitan Area and co-curated for the Saudi National Pavilion at the Venice Architecture Biennale.

She has a PhD in Architecture (University of Newcastle, UK) and a master's in Architecture and a bachelor's degree in Interior Architecture (King Faisal University, KSA).
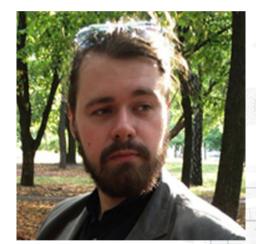
The Role of Culture in Bridging Architectural Pedagogy, Practice and Policy

Architectural pedagogy, practice and policy have for the most part been developed in a relative degree of isolation from each other with different stakeholders and responsible entities. In the interstitial spaces of discussion, lies a lot of tension. Saudi Arabia has now produced a model that connects them under the umbrella of culture through the Architecture and Design Commission. It works on policies, academic development from a standard setting perspectives, talent development and orchestrates opportunities for practice.

The presentation will shed light on the work of the commission in the last 4 years in bridging gaps and creating meaningful initiatives with long-term impact on the overall development and maturity of the architecture sector. The work takes into account the economic dynamics and implications of technological advancements among others.

Speaker

Andrii Markovskyi
Ukraine- Region 2

Doctor of Science (Architecture),
Associate Professor at National
Academy of Fine Arts and
Architecture, Ukraine.

Andrii Markovskyi PhD (Architecture) is a Member of
the Union of Architects of Ukraine appointed as a Head
of Young Architects section. He is also Member of the
Union of Artists of Ukraine. He works as an Associate
Professor at National Academy of Fine Arts and
Architecture of Ukraine and is a Scientific Secretary at
the National Academy of Arts of Ukraine (Department
of Synthesis of Plastic Arts). He is an Author of more
than seventy scientific articles devoted to the history
of Ukrainian architecture in the global context. He
serves as a Head of Ukrainian branch of INTBAU
(International Network for Traditional Building,
Architecture & Urbanism) and has organized fifteen
international scientific conferences.

Architectural education in the conditions of global disasters: a priority for the future or recovering the past?

Large-scale challenges of modern times, such as natural cataclysms, climate changes, technogenic catastrophes and, above all, global military conflicts often threaten not only individual architectural objects, but entire settlements, cities or even regions.
In the conditions of existential threats and the destruction of entire urban planning systems, the question arises: what exactly architectural education should focus on when we are preparing future specialists? Should we focus on preservation of historical heritage, restoration and, in case of loss, reconstruction? Support for sustainable development? Or, on the contrary, focus on modern technologies and materials that will allow to quickly and qualitatively create new comfortable housing units for the affected residents, minimize the number of forced refugees, create better conditions for them at a lower financial cost?
Should architectural education train narrow-profile specialists or comprehensively trained?

Speaker

Thomas Fisher
Unites States- Region 3

Professor and director of the
University of Minnesota's Design
Center, United States of America.

Thomas Fisher is an architectural professor and the director of the University of Minnesota's Design Center in the U.S.A. The former dean of the College of Design and former editorial director of Progressive Architecture magazine, he is one of the most widely published writers in our field, having published 12 books, over 80 book chapters, and over 630 articles in professional journals or popular magazines and newspapers. His research has focused on applying design methods to asset-based community development work, with a focus on the ethics of architecture and the responsibilities of the architectural community to equity and sustainability issues.

Architects as Strategic, Systems-and-Service Designers

The skills that architectural students learn and that architects practice – reframing wicked problems, leveraging existing assets, modeling practical futures, leading interdisciplinary teams – have become increasingly valuable in a world of complex challenges, diminished resources, uncertain futures, and divided politics. The architectural community has concentrated, for too long, on the design of buildings, reinforcing the public's perception that that is all that we do and limiting the contributions that we can make to the design of larger social, political, economic, technological, and environmental frameworks, many of which are badly designed and dysfunctional. Architectural education needs to broaden the possible applications of our skills to include the design of systems and services as much as buildings. And architects need to engage in not only transactional work for clients, but also relational work with communities, organizations, and institutions that extend over time and that involve myriad design problems that may not involve buildings.

Lindy Osbourne Burton
Australia- Region 4

Associate Professor of
Architecture at Queensland
University of Technology, Australia.

As an accomplished architect, educator, and researcher, Lindy Osborne Burton is dedicated to advancing the profession of architecture. Through her professional practice, she has designed over 70 complex buildings, earning 15 design awards. As an Associate Professor of Architecture at Queensland University of Technology, her research focuses on architectural education, and creating environments that integrate inclusive, biophilic, salutogenic, and eudaimonic design principles. Lindy serves on various professional, government, and accreditation boards and advisory panels. As an Associate Director and Program Leader in the Thrive Research Centre (https://thriveiaq.com), she collaborates with academics and professionals globally, to research and develop innovative building systems that reduce airborne infection transmission, while improving indoor air quality, occupant comfort, and energy efficiency.

Breathing Life into Inclusion: Revolutionising Architectural Education for Healthier Indoor Environments

Imagine a world where every breath taken in indoor built environments, promotes health and inclusivity? To make this a reality, a global revolution in architectural education is crucial. Despite the UIA General Assembly declaring 2022 the 'Year of Design for Health' and our heightened awareness of indoor air quality since the 2020 pandemic, architectural curricula have been slow to adapt, globally. Through integrating strategies for enhancing indoor air quality into education and practice, we can empower emerging architects to design spaces that champion diversity, equity, inclusion, and belonging (DEIB). By expanding DEIB to prioritise safe indoor air quality, we will create more accessible, inclusive environments that boost health, well-being, productivity, and energy efficiency. This innovative focus on integrating indoor air quality in architectural education, will elevate the profession's contribution to tackling global 21st-Century challenges. Let's breathe new life into inclusion and transform the built environment, by showcasing architecture's vital role in improving public health and society at large.

Jolanda De Villiers Morkel
South Africa- Region 5

Head of Instructional Design, STADIO
Higher Education, South Africa.

Dr. Jolanda Morkel is a registered Professional Architect and the Head of Instructional Design at STADIO Higher Education. With over 25 years in Higher Education, she has focused on architectural education and innovative learning technologies. At Cape Peninsula University of Technology (CPUT), she designed transformative, student-centered learning interventions. Jolanda's doctoral research, supervised by Prof. Johannes Cronjé, examined student-tutor interactions in online architectural design critiques. She championed the part-time blended CPUT BTech programme in Architectural Technology, a flagship project of the South African Institute of Architects (SAIA). Jolanda co-founded the Radically Inclusive Studio and serves on the editorial boards of the Journal of Design Studio and Archnet-IJAR.

Cyborg Studios: Architectural Education Framed for a Future with Artificial General Intelligence

In the rapidly evolving landscape of Artificial General Intelligence (AGI), architectural education must adapt to remain relevant and forward-thinking. AI impacts architectural practice by creating multiple design options, automating repetitive tasks, and enhancing client engagement through AI-driven VR and AR tools. AI also optimises project schedules, predicts risks, and ensures efficient project implementation. Furthermore, AI refines building designs for energy efficiency, integrates smart building systems, and generates personalized design solutions based on client preferences. AI's analysis of urban data informs better planning decisions, leading to more sustainable cities. However, AGI's advanced capabilities in reasoning and problem-solving demand more radical approaches in architectural education. This research employs speculative futures methodology in conjunction with AI productivity tools to reimagine educating future architects in an AGI-dominated age. The presentation frames how graduates can be prepared to conceptualise, communicate, and implement design solutions, emerging as cyborgs ready to co-create innovative and sustainable built environments.

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Speaker

Stefano Francesco Musso
Italy - Region 1

Professor of Restoration, Dean
of the Faculty of Architecture of
the University of Genoa, Italy.

Stefano Francesco Musso, architect, PhD and full professor of Restoration, has been Dean of the Faculty of Architecture of the University of Genoa and Director of its School of Specialization for Architectural Heritage and Landscape. He is past President of EAAE-European Association for Architectural Education, coordinator of its Network on Conservation and President of SIRA-Italian Society for Architectural Restoration. He has been visiting professor in many foreign universities and thought in training courses for UNESCO (Albania, Israel) and chaired the ICOMOS-European Commission Expert Group "Cherishing heritage: developing quality principles for interventions on cultural heritage. He coordinated several Research programmes of National and International relevance also funded by EU. and He is author of Restoration projects and of 330 scientific publications in Italy and abroad.

Education to Architecture /Training of Architects: challenges for the future

In the context of a fast-changing world, affected by natural and human hazards, by social and economic transformations and by the ecological and digital transitions, also the education and training of architects must inevitably change. They must be adapted to the new emerging challenges in the present times, looking towards an uncertain future. The presentation intends to offer some suggestions for reflecting on these issues, considering the different didactic and pedagogical models existing in the field, at least in Europe, as well as the structures of the schools and curricula they offer. We must recognize any missing content, competence, and skill within the educational paths of the future architects. In the meantime, within the process of their adaptation to the new needs and requests expressed by the society, we must not waste what we already conquered or loose the fundaments of Architectural Education. Some particular focus will be put on the role that Conservation can play as a positive source of energy, ideas, and tools in supporting the quality lives of the inhabited places and the sustainability of future life on the Planet.

Speaker

Cristian Blidariu
Romania- Region 2

Dean of Faculty of Architecture in Timisoara, Romania, Deputy President of The Romanian Order of Architects, Romania.

Cristian Blidariu acts as Deputy President of The Romanian Order of Architects, in charge of the continuous professional development department (CPD). He currently teaches the course of Architecture Theory and coordinates the 1st year Architecture Studio while also serving as dean of his alma mater- The Faculty of Architecture in Timisoara, Romania. Between 2010 and 2016 he was a contributor and editor for Architectura 1906, the Official Review of the Union of Architects of Romania, for which he coordinated several special issues. In 2017, he co-curated FAUT's participation in the Vienna Design Week Festival. In 2023 he initiated and organized OAR's FAST (Festival for Architecture Schools of Tomorrow), and co-organized with design studios from TUDelft and DA Eindhoven, the Bright Cityscapes educational program. Between 2019 and 2022 he acted as project manager for the Triplex Confinium Erasmus+ partnership, the first partnership between the architecture schools in the DKMT euro region.

Mapping the status of present-day architectural education in Romania

"Architecture education needs to change", "Architecture schools are no longer in touch with the profession, world, market...(insert favorite grievance)" These, now constant, "slings and arrows" thrown at our field, or within it, elicit different reactions and responses depending on the nature of the actors debating their various agendas for architecture and the quality of built space: educators and academics, design professionals, developers, clients/ communities, legislators, administrators, various market representatives. Change is clearly needed, but to what extent, in what direction, and is it to be applied uniformly across the field? When doing so, is there a hierarchy of needs to be observed between global and local demands or societal goals? While the UIA clearly delineated the necessary skills and competencies needed to obtain the professional degree, "making" an architect can follow several routes. Contrary to other fields, architecture education is not moved forward by a clear epistemic driver, but is in a perpetual state of reassessment, just as the profession is itself in a constant state of healthy yet neurotic self awareness or self doubt in relation to the politics of the local and the global, economic insecurities, environmental challenges, constant technological and cultural paradigm shifts, and increasingly complex societal needs.

In light of these universal questions, the presentation will focus briefly on three recent initiatives in mapping the state of architectural higher education programs in Romania, their objectives, philosophy, methodologies and learning outcomes, and compare them to similar programs in neighboring countries and western counterparts.

Speaker

Deborah Barnstone
Australia- Region 4

Professor and Head of Architecture
at The University of Sydney,
Australia.

Deborah Ascher Barnstone is Professor and Head of Architecture at The University of Sydney. She is both an architectural historian and a practitioner. Barnstone's primary research interests are in interrogating the origins of modernism and exploring the relationships between art, architecture, and culture more broadly. She has published widely in journals, edited volumes, and monographs including The Break with the Past: German Avant-garde Architecture, 1910-1925 (Routledge: 2018), Beyond the Bauhaus: Cultural Modernity in Weimar Breslau, 1918-1933 (University of Michigan Press: 2016), and The Color of Modernism: Paints, Pigments and the Transformation of Modern Architecture in 1920s Germany was released in 2022 with Bloomsbury Academic.

Architectural Education in the Virtual Age

One of the glaring paradoxes of 21st century architectural education is the growing reliance both teaching has on digital and virtual tools to inform a field that is inherently rooted in the physical world. The advent of digital technology is usually seen as a change that demands adoption of computers, computer software, AR, and VR in teaching. Yet, the disconnection between the technology's virtual world and the actual physicality of construction and architecture has not been adequately addressed. Colleagues in practice increasingly complain about graduates' lack of practical building knowledge or spatial understanding. We know from cognitive science research that there is a direct connection between the hand and the brain when writing, or making physical models, but not when typing on a keyboard. How do we compensate for this? How do we educate effectively in the virtual age?

Speaker

Xinnan Zhang
China - Region 4

Professor and Vice Dean of Architecture School at Tianjin University, China.

Xinnan Zhang is Professor and Vice Dean of Architecture School at Tianjin University. He is both an researcher and a practitioner. Zhang's primary research interests are in Contemporary Housing, Elderly-Oriented Built Environment and Human Factors Engineering-Oriented Design. As teacher, he superised over 200 students won competitions such as UIA-HYP Cup, Velux- DaylightinBuildings, etc. He is also the author of more than 100 scientific articles devoted to the Sharing House, Elderly-Oriented Built Environment and architecture education; organizer of 3 international architecure education conferences. As practitioner, he serves rural revitalization, designed 5 village centers in China.

The Skill about Knowledge of Form？ Or the Protocol of Knowledge？ Architecture Education in Contemporary Transformation

In the last decade, with the rapid development of urbanization in China, the architectural industry and architectural education have made significant progress. The paradigm of architectural education rooted in local history and culture has became one of the themes of architectural education; and in response to the trend of the aging society, the improvement of human habitats has also become the responsibility of cultivating architects of the future. Simultaneously, the pressure of sustainable development of the environment and resources, as well as the impact of the digital technology revolution on knowledge production are constantly challenging the scope and core of the ancient discipline of architecture. On one hand, there remains a need to cultivate architects grounded in tradition, capable of construction in the real world. On the other hand, it is important to face up to the challenges and even redefine the basic competencies, design methods and even definitions of future architects. Therefore, in the transformation of contemporary architectural education, how to balance the trade-offs between the two aspects? For the future, what is ultimately more crucial in education and in the cultivation of architects: formal knowledge or the capacity for knowledge negotiation?

Speaker

Igbayemi Daniel Akeremale
Nigeria - Region 5

Academic at Department of
Architectural Technology, Rufus
Giwa Polytechnic, Owo, Ondo
State, Nigeria.

Akeremale, Igbayemi Daniel is an academic staff with the Department of Architectural Technology, Rufus Giwa Polytechnic, Owo, Ondo State, Nigeria. He is a Nigerian
Chartered Architect, with a master's degree in Architecture from the Federal University of Technology, Akure, Nigeria and a PhD (Building) from the University of Newcastle, Australia.
Daniel, who earlier served as Assistant Secretary of the State Chapter of the Nigerian Institute of Architects (NIA) is also a member of Architectural Educators in Nigeria (M-AARCHES). His area of interest includes Housing, Urban Design and Planning. His approach to urban issues is driven by the values placed on sustainability, livability, economic vitality, and social justice. As a practising Architect, Daniel has been involved in the design, administration, and construction of building projects across the length and breadth of Nigeria.

Improving Architectural Education and Practice in the 21st Century in Africa: Insights from Nigeria

Africa's architectural landscape in the twenty-first century is changing significantly, especially in nations like Nigeria, which calls for a reassessment of architectural education and practice. This abstract examines how architects' roles in creating the built environment have changed throughout time in response to shifting societal demands, rapid technology development, and environmental concerns. It looks at the historical background of architecture education in Nigeria, emphasizing conventional teaching methods and their applicability to the modern era. The difficulties that face architectural education and practice today are listed, along with the opportunities that new trends and technologies provide. The abstract explores the necessity of bringing education into line with practice, highlighting the need for curriculum changes and more industry-academia cooperation. It also explores the ramifications of policy and makes suggestions for promoting sustainability, diversity, and creativity in the architectural profession. In the end, this concept promotes stakeholder collaboration to advance architectural practice and education for a sustainable future in Africa.

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