

How to tackle the crisis in architectural education: Truth or Dare?

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Architectural practice is influenced by all the dynamics of daily life, such as climate change, pandemics, political changes, economic issues, globalization, and social inequalities, so the roles and responsibilities of the architect have also changed. As a result, the practice of architecture and the discipline of architecture has been compressed into a narrow field, and it can be called a crisis.

While some educators act more rationally and dynamically, taking structural and spatial initiatives to work out these crises on the spot by overcoming economic, political, or regulatory conjunctures like design-build studios. Nonetheless, in traditional studio practice, professionals produce intellectual content and projects based on architectural knowledge by addressing these issues in a more philosophical or political on paper.

By comparing these two design studio modalities through literature and case studies, this paper will explore how an inclusive, socially engaged, anti-crisis design practice in architectural education can be addressed in the curriculum, how it can find an answer in design pedagogy, and how we can make it sustainable in the future of the discipline. This research will take these two avenues of approaching these crises and compile their potential contributions toward developing a responsive, resilient, and inclusive habitus-of-learning approach for architectural education.

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