

CALL FOR PAPER

RETHINKING ARCHITECTURAL EDUCATION

In the 3rd issue of A|Z ITU Journal of the Faculty of Architecture, we invite our colleagues to *rethink on architectural education*. The boundaries that define architecture change throughout its history, which are expected to relate to shifts in the way architectural education is conceived and applied. Yet, these changes do not usually have any impact on discussing the knowledge given in architecture schools in terms of its epistemological basis. While the profession is undergoing a significant change, the educational world of architecture has long been and still being dominated by specific paradigmatic schools, or their variations, or some hybrid blurred copies and dismantled programmatic elements implemented into the curriculum derived from these traditions. A radical change has not appeared neither in the epistemological basis of architectural education, nor in the definition of the role of the architect. Hence, although there are a number of innovative theoretical entrepreneurship within the design studio, in the first place, these did not have any reflections on the overall curriculum and secondly, they are still subject to be a part of the prevalent schools of thought, unless a change in epistemology is brought into light to be discussed. This is what we aim to do in this issue;

to provide a medium for new, even speculative thoughts that question the epistemological basis of architectural education, and are potential endeavors for opening the way to new practices in architectural education.

To do this, we have outlined some sub-topics under the main objective which are stated above, to guide the way to discussions. These could be summarized as follows:

1. Evaluation of the past: Discussions on the *ontological and epistemological basis* of the prevalent schools of thought in the past as they relate to present practices within the design studio, and their possible percussions on the curriculum as a whole.
2. The Architect: Discussions on the *identity of the architect*, how this identity is shaped and transformed, and the role of schools of thought in architectural design education and the architecture schools themselves in the formation of this identity (we are basically pointing out to the unchanging “star” syndrome).
3. New trends: Similar to the first one, but this time the focus is not intended to be on an evaluation of the past as it relates to today’s practice, rather on today’s practices to be discussed which denounce the past and propose *new ways of looking into architectural design education, by proposing a new ontological basis in defining either/or/both architecture and the architect.*

The above raised issues could be detailed in terms of,

- i) Pedagogic methods and tools and strategic/tactic approaches to architectural design education,
- ii) universal rules and particular experiences in architectural design education,
- iii) cultural discourse (society, gender, identity or sub-culture issues) and ethical concerns as they are introduced to the studio,
- iv) design disciplines; relations with other professions and disciplines (history, philosophy, humanities, etc.),
- v) curriculum as a whole, continuity and change in relation to architectural education,
- vi) theory, discourse and praxis relations in architectural education,
- vii) institutional histories and individual biographies are mostly welcomed.

We believe that it is just the right time to rethink on architectural design education.