

Architectural Education NEST Schools of Thought Academic Homogenisation

New Schools of Thought

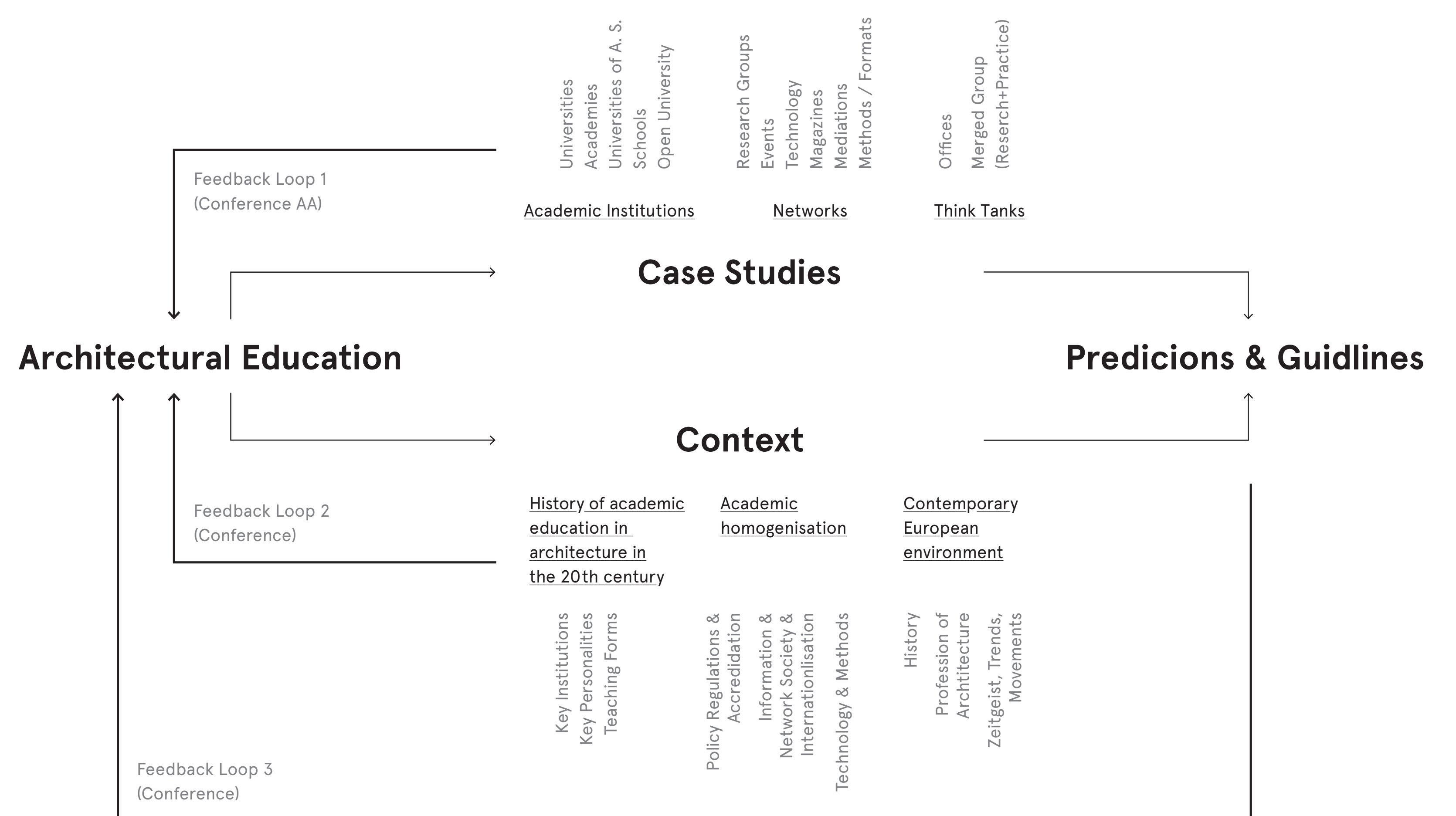
Architectural education in
times of academic homogenisation

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PRIMARY RESEARCH QUESTION

How does the
homogenisation
of European
architectural
education provoke
new schools of
thought?



Research objectives

1. Determine parameters of homogenisation in architectural education and assess their effects
2. Identify different typologies of new architectural schools of thought emerging / challenged / provoked since 1999
3. Contribute to contemporary academic discourse in architecture and provide guidelines and recommendations for the successful implementation of schools of thought

Introduction

Since the late 20th century academic homogenisation in form of policy regulation, internationalisation, and digitalisation has been affecting architectural education in Europe. After a period of adapting to and partially in response to this challenging process architectural institutions look for ways to differentiate themselves from the masses through both content and methods of knowledge transfer. Through an historical review and an in depth case study analysis, this research project will investigate how the homogenisation has affected European architectural education. It will further identify and analyse new schools of thought that have emerged through or because of this process. As a result, this project will document and analyse the homogenisation's impact on architectural education in Europe since 1999, and will further document, categorise and analyse different typologies of schools of thought according to their impact on architectural education. This framework can then be used as guidelines and recommendations for best practice for the formation of future schools of thought in architectural education. Additionally, the research project's outcome aims to enrich the European Association for Architectural Education's (EAAE) ongoing debate about contemporary and future European architectural education and aims to be considered by the European Commission for their future educational strategies in architecture.

Methods

Case Study Analysis

- / Interview
- / Questionnaire
- / Graphical analysis of physical conditions
- / Workshop (with stakeholders)

Historical Review

- / Literature review
- / Interviews
- / Archives

Research Loops

- / Public events (exhibition, talk ...)
- / Phd colloquiums
- / Research events (symposium, conference ...)

Contact

Prof. Peter A. Staub, Dipl. AA MSc LSE
Direct +423 265 11 30, peter.staub@uni.li
University of Liechtenstein, Institute of Architecture and Planning

Next Steps

- / Conference
- / Workshop
- / Colloquium at the AA in London (2016)
- / Book Launch of final publication (AA Publications, 2017)

Partners NEST will be conducted in collaboration with the following research partners:
Institute of Architecture and Planning of the University of Liechtenstein:
Assoc. Prof. Peter Staub, Dipl. Ing. Arch. Vera Kaps, Dipl. Arch. Celina Martinez
Architectural Association School of Architecture London: Dr. Christopher Pierce
Faculty of Design Sciences of the University of Antwerp: Prof. Johan de Walsche
Umeå University School of Architecture: Prof. Dr. Jüri Soolep
Academy of Fine Arts Vienna: Prof. Wolfgang Tschapeller, Prof. Dr. Angelika Schnell

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¹The starting point was the European council directive on architectural education in 1985 "on the mutual recognition of diplomas, certificates and other evidence of formal qualifications in architecture, including measures to facilitate the effective exercise of the right of establishment and freedom to provide services" (The Council of the European Communities 1985). The first obligatory regulation for a homogenised education was conducted by the Joint declaration of the European Ministers of Education convened in Bologna on 19 June 1999 (European Ministers of Education 1999). The declaration was signed by 29 European countries in order to ease the exchange of students and future practitioners.
² A School of thought is a set of ideas or opinion that a group of people share about a matter. Those sets of ideas or opinion vary widely and can be of philosophical, technical, methodological or ideological nature.

References: European Ministers of Education (1999): The Bologna Declaration of 19 June 1999; Joint declaration of the European Ministers of Education. Bologna. European Parliament and Council (2013): Directive 2013/55/EU of the European Parliament and of the Council.