

Empowering research for Sustainable Development Goals, ABC2: Architecture, Building, Construction, and Cities is a fundamental manifesto to address these pressing issues, fostering dialogue and knowledge exchange among researchers, practitioners, and policymakers. Exploring sustainable design, resilient infrastructure, advanced construction methods, and equitable urban development, ABC2 aims to empower the global community to create adaptive, inclusive, and sustainable environments. The ABC2 focus on cutting-edge research, technological advancements, and transformative strategies is essential for navigating the future of our cities and communities.

Technical Note, Technical Report

Global Visions for Architectural Education — International Webinar Series (2024–2026)

Selma Harrington¹, Ashraf M. Salama^{2*}

¹ Architects Council of Europe (ACE), the New European Bauhaus Forum, Bosnia and Herzegovina, Royal Institute of Architects of Ireland (RIAI), Dublin, Ireland

² School of Architecture and Built Environment, Northumbria University, Newcastle upon Tyne, United Kingdom

DOI: <https://doi.org/10.66408/abc2.2026.107>

* Correspondence: ashraf.salama@northumbria.ac.uk

Copyright: © 2026 by the authors.

ABC2 is an open-access journal distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0). View this license's legal deed at <https://creativecommons.org/licenses/by/4.0/>



Received: 18/07/2026
Published: 26/07/2026

Volume: 2006
Issue: 05
Pages: 124-166

Abstract

This report documents five international webinars convened by the UIA Architectural Education Commission (EDUCOM) between June 2024 and March 2026 under the series title Global Visions: Architectural Education and the Role of the Architect in the 21st Century. Bringing together more than thirty speakers from across all five UIA regions and engaging over four hundred registered participants, the series constructed a cumulative argument: architectural education must be fundamentally reoriented, not simply adjusted at the margins. Successive webinars examined the evolving role of the architect across pedagogy, practice, and policy; emerging global pedagogical trends including radiant design and decolonised curricula; alignment with allied built-environment disciplines; the connection between research, pedagogy, and practice; and socially engaged pedagogies positioning the architect as listener, mediator, collaborator, civic agent, and critical practitioner. The concluding synthesis identifies pathways for change: redefining professional identity, centring the social dimensions of architecture in studio culture, embracing transdisciplinary collaboration, integrating research with teaching and practice, decolonising knowledge systems, and preparing graduates for uncertain futures. The proceedings triangulate EDUCOM's survey evidence and directly informed the revision of the UNESCO-UIA Charter, offering an intellectual record and a foundation for pedagogical and policy reform.

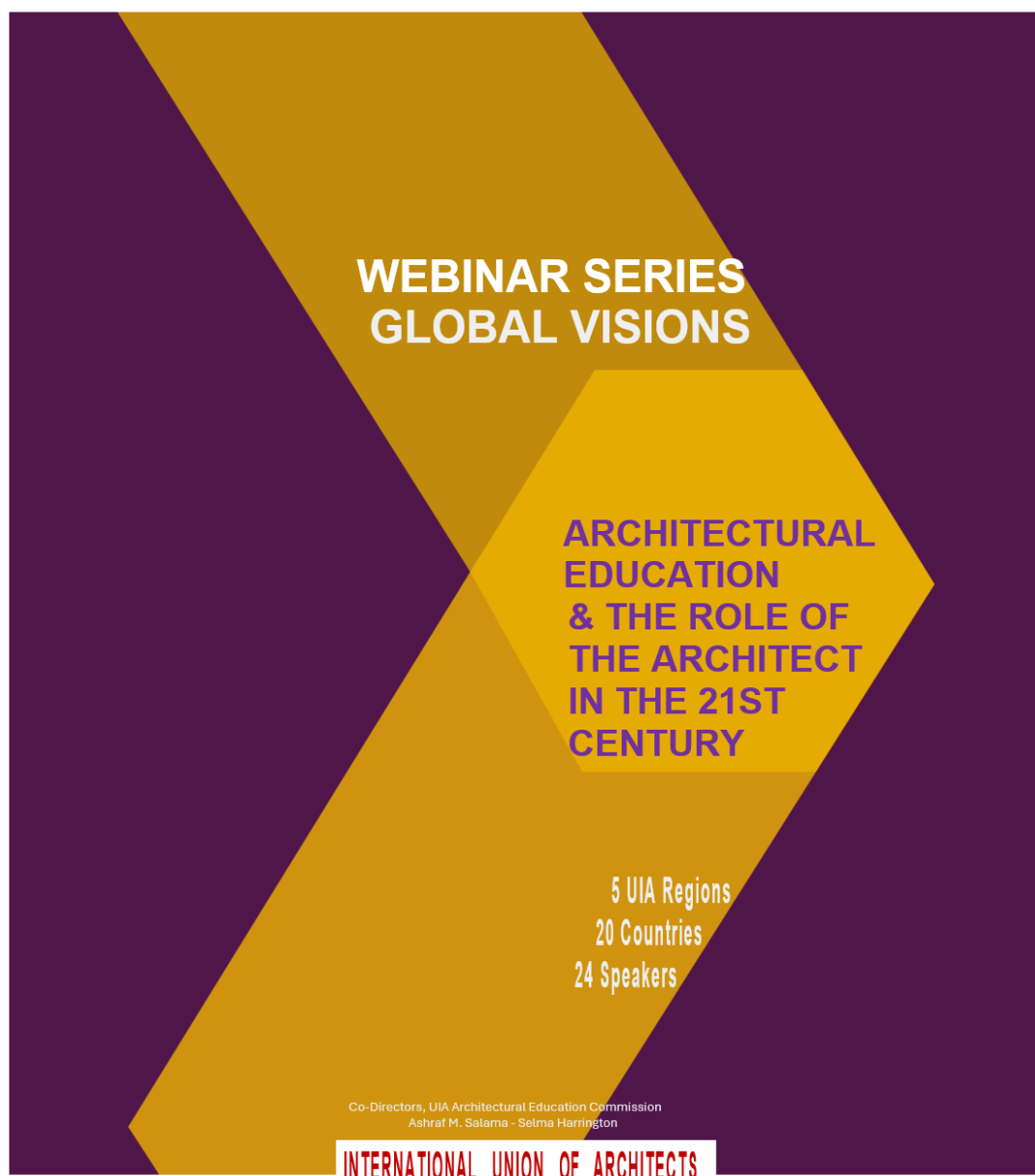
Keywords: Architectural pedagogy; Role of the architect; Transdisciplinary education; Socially engaged pedagogy; Decolonised curricula; International webinar series; International Union of Architects (UIA)

Highlights

- Five webinars over two years engaged speakers from all five UIA regions in a sustained global dialogue on architectural education.
- The series argues that the architect must be educated as listener, mediator, collaborator, civic agent, and critical practitioner.
- Webinar insights triangulate EDUCOM's survey evidence and directly informed the 2026 revision of the UNESCO-UIA Charter.

› Webinar Series Overview

All Webinars have been moderated by the Co-Directors of the UIA Architectural Education Commission



Webinar 1 | Architectural Education and the Role of the Architect in the 21st Century - *Pedagogy* | *Practice* | *Policy*

27 June 2024

Oya Atalay Franck – *Switzerland*
Sumayah Al-Solaiman – *Saudi Arabia*
Andrii Markovskiy – *Ukraine*
Thomas Fisher – *United States*
Lindy Osbourne Burton – *Australia*
Jolanda De Villiers Morkel – *South Africa*
Stefano Francesco Musso – *Italy*
Cristian Tiberiu Blidariu – *Romania*
Deborah Barnstone – *Australia*
Igbayemi Daniel Akeremale – *Nigeria*
Xinnan Zhang – *China*

Webinar 2 | Emerging Global Trends in Architectural Pedagogy

23 January 2025

Jana Revedin – *Italy / Germany*
Ashraf M. Salama – *Egypt / United Kingdom*
Selma Harrington – *BiH / Ireland*

Webinar 3 | Aligning Architecture Education Across Allied Built Environment Disciplines

27 June 2025

Jala Makhzoumi – *Lebanon*
Şebnem Hoşkara – *Northern Cyprus*
Selma Harrington – *BiH / Ireland*
Ashraf M. Salama – *Egypt / United Kingdom*

Webinar 4 | Connecting Research, Pedagogy, and Practice

27 November 2025

Patrick Flynn – *Ireland*
Anna-Johanna Klasander – *Sweden*
Cameron McEwan – *United Kingdom*

Webinar 5 | Socially Engaged Architectural Pedagogies

5 March 2026

Roberto Cavallo – *The Netherlands*
Bassem Ariguib – *Tunis*
Selma Harrington – *BiH / Ireland*
Dubravko Bačić – *Croatia*
Ashraf M. Salama – *Egypt / United Kingdom*

› Table of Contents

Introduction	129
1. Architectural Education and the Role of the Architect in the 21st Century	131
Context and Challenges	131
Perspectives from Practice and Academia	132
<i>New Directions: Architectural Education in Transformation</i>	132
<i>The Role of Culture in Bridging Architectural Pedagogy, Practice and Policy</i>	132
<i>Architectural Education in the Conditions of Global Disasters: A Priority for the Future or Recovering the Past</i>	133
<i>The Policy Dimensions of Architectural Education</i>	134
<i>Breathing Life into Inclusion: Revolutionising Architectural Education for Healthier Indoor Environments</i>	134
<i>Cyborg Studios: Architectural Education Framed for a Future with Artificial General Intelligence</i>	135
<i>Heritage Conservation and Contemporary Practice</i>	136
<i>Continuous Professional Development and Practice Evolution</i>	136
<i>Architectural Education in the Virtual Age</i>	137
<i>Improving Architectural Education and Practice in the 21st Century in Africa: Insights from Nigeria</i>	137
<i>The Skill about Knowledge of Form? Or the Protocol of Knowledge? Architecture Education in Contemporary Transformation</i>	138
Reflections and Future Pathways	139
2. Emerging Global Trends in Architectural Pedagogy	141
Context and Challenges	141
Perspectives from Practice and Academia	142
<i>Radical Design and Contextual Learning</i>	142
<i>Decolonised Architectural Pedagogy</i>	143
<i>Design Skills for Co-Creation</i>	143
Reflections and Future Pathways	144
3. Aligning Architecture Education Across Allied Built Environment Disciplines	146

Context and Challenges.....	146
Perspectives from Practice and Academia	147
<i>Expanding Horizons: Bridging Disciplinary Silos Through Joint Studios.....</i>	147
<i>Aligning Architectural Education with Planning and Urban Design Through Transdisciplinary Approaches</i>	148
<i>Designing Inside Out: Boundaries and Synergies Between Architecture, Interior Architecture, and Design</i>	149
<i>Engaging Architecture Education Across Built Environment Disciplines: Initial Insights from a Global Survey.....</i>	149
Reflections and Future Pathways	150
4. Connecting Research, Pedagogy, and Practice	152
Context and Challenges.....	152
Perspectives from Practice and Academia	153
<i>Circular Pedagogy in the Studio.....</i>	153
<i>Practice-Based Research: The Intellectual Project of Practice</i>	154
<i>Learning from the Periphery: Design Research and the Anthropocene.....</i>	155
Reflections and Future Pathways	156
5. Socially Engaged Pedagogies — The Architect as Listener, Mediator, Collaborator, Civic Agent, and Critical Practitioner	158
Context and Challenges.....	158
Perspectives from Practice and Academia	159
<i>Architecture Beyond Design: Educating Future Professionals as Agents of Change</i>	159
<i>From Classroom to Community: Cultivating Critical Practitioners through Environmental Immersion.....</i>	159
<i>Learning Within Lived Context: The New European Bauhaus Forum for Bosnia and Herzegovina</i>	160
<i>Bridging Studio and Practice: Essential Competencies for Future Architects</i>	161
<i>The Socius in Architecture Pedagogy: PEARL, SHAPE, CRISP</i>	162
Reflections and Future Pathways	163
Conclusion: Pathways for Architectural Education in the 21st Century	164

› Introduction

The five international webinars documented in this report represent a sustained and collective effort to reimagine architectural education for a century defined by unprecedented complexity.

Convened by the UIA Architecture Education Commission under the co-directorship of Ashraf M. Salama and Selma Harrington, this series brought together more than thirty speakers from twenty-five countries across all five UIA regions, engaging over four hundred registered participants in a global dialogue about the purpose, shape, and responsibilities of architectural pedagogy today.

The commission's mandate — to conduct comprehensive studies of architectural education worldwide, review the UNESCO-UIA Charter for Architectural Education, and define educational frameworks capable of addressing twenty-first-century challenges — gave this series both its intellectual ambition and its practical urgency. Each webinar built systematically upon the last, tracing an argument whose cumulative force is greater than the sum of its parts; that architectural education must be fundamentally reoriented, not only adjusted at the margins.

The first webinar, examining the role of the architect in the twenty-first century, established the stakes. Speakers from Europe, Africa, the Middle East, Asia, North America, and Australasia converged on a common diagnosis. The traditional model of the architect as a technically proficient, aesthetically sovereign designer is no longer adequate. Buildings now account for a significant proportion of global carbon emissions; the built environment is implicated in widening inequalities, public health crises, and post-conflict reconstruction; and digital technologies, including artificial intelligence, are reshaping the profession at a pace that established curricula struggle to match. Architectural education, the webinar concluded, must respond not simply to current demands but to futures that are not yet fully legible.

The second webinar deepened this analysis by examining emerging global pedagogical trends. Radicant design, decolonised curricula, co-creation skills, and the rehabilitation of existing buildings over new construction each offered concrete directions for curriculum reform. What united these approaches was a shared rejection of imposed, Eurocentric templates and a commitment to contextually embedded, community-oriented learning. The third webinar extended this logic across disciplinary boundaries, making the case that architecture alone cannot address the interconnected challenges of climate change, urban inequality, and public health and that meaningful education must integrate landscape architecture, urban planning, interior design, and engineering within genuinely transdisciplinary frameworks.

The fourth webinar turned attention inward, to the relationship between research, pedagogy, and practice. Its central concern is that educators under time and resource pressures retreat into didactic transmission, reproducing existing knowledge rather than cultivating transformative capacity. This resonated with a growing consensus that the studio must become a site of genuine inquiry, not only a space for rehearsing established solutions. Circular pedagogy, practice-based research, and critical engagement with the spatial dimensions of the Anthropocene each offered pathways beyond this impasse.

The fifth and final webinar brought these threads together under the banner of socially engaged pedagogies. Examining how community design, design-build, and live project models position learning within lived contexts, it argued that the architect's expanded role, as listener, mediator, collaborator, civic agent, and critical practitioner, is not an aspiration but a necessity, one that demands educational systems willing to centre the socius at the heart of design studio culture.

These five webinars constitute a significant contribution to the global conversation about architectural education. The pages that follow document their content, debates, and conclusions, offering both an intellectual record of this moment and a foundation for the policy and pedagogical reforms the profession urgently requires.

Ashraf M. Salama · Selma Harrington
Co-Directors, UIA Architectural Education Commission
June 2026



© **UIA Architectural Education Commission 2026**

International Union of Architects · Union Internationale des Architectes

www.uia-architectes.org

Ashraf M. Salama (Egypt / United Kingdom) and Selma Harrington (Ireland)
Co-Directors, EDUCOM, UIA Architectural Education Commission [2023-2026]

Webinars Series: June 2024 – March 2026
Publication: June 2026

› Webinar 1

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

Pedagogy | Practice | Policy



› Context and Challenges

The webinar was structured around three interconnected themes: pedagogy, practice, and policy. Presentations explored new directions in architectural education, responding to global emergencies and strategic changes, the role of architects in enhancing wellbeing through the built environment, and interactions with emerging digital tools and artificial intelligence. Speakers addressed the diminishing role of architects within the construction industry, examining how education, professional development, and policy interventions can elevate the profession's profile and expand its influence.

Critical topics included climate change and sustainability, the integration of circular economy principles in design education, the impact of disruptive technologies including artificial intelligence on pedagogical methods, the importance of cultural

context in bridging education and practice, responses to global disasters and conflicts, indoor environmental quality and health, professional pathways and accreditation challenges particularly in developing regions, and the transformation of design education through parametric and computational approaches. The discussions emphasised the urgent need for interdisciplinary collaboration, curriculum reform, and the development of citizen architects capable of addressing complex societal challenges through informed, ethical, and sustainable design practices.

› Perspectives from Practice and Academia

New Directions: Architectural Education in Transformation

Oya Atalay Franck, Switzerland

Professor Oya Atalay Franck, President of the European Association of Architectural Educators and Dean at ZHAW Zurich University of Applied Sciences, examined two critical developments reshaping architectural education: climate change and disruptive technologies. She emphasised that the building and construction sector produces nearly twenty-three per cent of global carbon emissions, positioning architectural education as essential to achieving decarbonisation goals. European architecture schools are responding by integrating research on circular economy principles, alternative materials including advanced wood technologies, climate-conscious design, and radical rethinking of energy consumption from the earliest design stages.

Regarding artificial intelligence and digitisation, Franck acknowledged the overwhelming pace of change and the challenge of adapting traditional pedagogical methods. She questioned how architectural craftsmanship will evolve, what competencies educators need, and how AI will impact fields that extend beyond problem-solving schemata. The European Union's New European Bauhaus initiative has catalysed interdisciplinary collaboration and innovation, with architecture schools playing central roles in extensive collaborative projects uniting multiple stakeholders.

Franck advocated for two fundamental principles: designing for the entire building lifecycle and educating citizen architects who are critical, informed, empathic, and socially active. She stressed that architectural education must serve as a vehicle for raising social awareness and a tool for collective imagination, engaging students as active citizens in their communities. Her conclusion emphasised the need for a new mindset involving curriculum transformation, intensified cross-disciplinary research, and joining forces between professional and educational organisations to upscale sustainability efforts and address accelerating global challenges.

The Role of Culture in Bridging Architectural Pedagogy, Practice and Policy

Sumayah Al-Solaiman, Saudi Arabia

Dr Sumayah Al-Solaiman, Chief Executive Officer of Saudi Arabia's Architecture and Design Commission at the Ministry of Culture, presented an integrated ecosystem approach to bridging pedagogy, practice, and policy. Established in 2020, the commission adopts a holistic perspective encompassing architecture, landscape architecture, urban design and planning, interior design, industrial design, and graphic

design, recognising common problem-solving languages across these disciplines. The Commission's strategy examines the complete value chain from demand and supply through inputs, including education, environment, and ecosystem, to policies and incentives.

The commission's vision seeks to support excellence in architecture and design shaped by Saudi culture and reimagined by national ambitions, emphasising local talent empowerment rather than mere importation of designs. Strategic objectives include sector development, policymaking, empowering the third sector, talent development through education and continuing professional development, raising public awareness, and developing the architecture and design industry. Significantly, Saudi Arabia is transferring the mandate for architect registration from the engineering council to create independent professional recognition, alongside developing standardised contracts, competition guidelines, and ethical codes.

On the educational front, the commission facilitates university data sharing through anonymised benchmarking, enabling programs to measure themselves against peers and make evidence-based cases to institutional leadership. This approach addresses the historical lack of cooperation among universities while supporting program development. Al-Solaiman's presentation demonstrated how governmental cultural policy can strategically intervene across education, practice, and professional development to transform the architectural ecosystem while honouring cultural context and advancing professional autonomy.

Architectural Education in the Conditions of Global Disasters: A Priority for the Future or Recovering the Past

Andrii Markovskyi, Ukraine

Andrii Markovskyi from Ukraine addressed architectural education's response to global disasters, speaking from the profound experience of ongoing conflict. His presentation examined whether disaster-responsive education should prioritise future resilience or focus on recovering and preserving the past. The Ukrainian context provides urgent insight into how architecture schools must rapidly adapt when faced with the destruction of cultural heritage, the displacement of communities, and the immediate need to rebuild while under continuing threat.

Markovskyi explored how architectural curricula can integrate disaster preparedness, emergency response, and post-conflict reconstruction while maintaining educational quality and professional standards. He discussed the tension between documenting and preserving architectural heritage under threat versus training students in forward-looking sustainable reconstruction techniques. The presentation highlighted how Ukrainian architecture schools continue operating despite enormous challenges, demonstrating resilience and commitment to maintaining educational continuity even during active conflict.

His talk raised critical questions about international cooperation in architectural education during crises, the role of digital documentation in heritage preservation, and how global institutions, including the UIA, can support architecture programs in conflict zones. Markovskyi emphasised that disaster-responsive education cannot be an elective speciality but must become integrated throughout architectural training, preparing students worldwide to contribute to recovery efforts, whether addressing

natural disasters, conflicts, or climate-related emergencies. His presentation underscored the urgency of incorporating humanitarian architecture and reconstruction expertise within standard architectural education globally.

The Policy Dimensions of Architectural Education

Thomas Fisher, United States

Thomas Fisher from the United States examined policy dimensions affecting architectural education, addressing how regulatory frameworks, accreditation systems, and professional requirements shape educational outcomes. He analysed the relationship between educational institutions, professional organisations, and regulatory bodies, exploring how these interconnections influence curriculum development, degree requirements, and pathways to professional qualification. Fisher discussed the American context where accreditation standards significantly impact educational content and delivery while raising questions about flexibility and innovation within regulated frameworks.

His presentation addressed the challenge of balancing comprehensive professional preparation with the need for educational experimentation and pedagogical innovation. Fisher examined how policy decisions regarding degree requirements, internship duration, and examination structures affect both educational institutions and aspiring professionals. He considered the implications of mutual recognition agreements between countries, exploring how policy harmonisation might facilitate international mobility while respecting diverse educational traditions and local practice contexts.

Fisher emphasised the importance of policy advocacy by educators and professional organisations to ensure regulations serve the profession's evolution rather than constraining it. He discussed the need for evidence-based policy development, utilising educational research to inform decisions about curriculum requirements, competency assessments, and continuing professional development mandates. His talk highlighted tensions between standardisation for quality assurance and flexibility for innovation, between protecting public welfare through rigorous qualification requirements and ensuring accessible pathways to professional practice, particularly for underrepresented groups seeking architectural careers.

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

Lindy Osbourne Burton, Australia

Associate Professor Lindy Osbourne Burton from Queensland University of Technology addressed the critical yet often overlooked topic of indoor environmental quality in architectural education. She argued that architects bear responsibility for creating healthy indoor environments but often lack adequate training in building science, air quality, thermal comfort, and acoustic design. Burton emphasised that people spend approximately ninety per cent of their time indoors, making indoor environmental quality a major determinant of health, well-being, and productivity.

Her presentation critiqued traditional architectural education's emphasis on formal aesthetics and spatial composition while inadequately addressing technical

performance affecting occupant health. Burton advocated for revolutionising curricula to integrate building physics, environmental systems, and health outcomes throughout design education rather than treating these as supplementary technical subjects. She presented evidence linking poor indoor air quality to respiratory diseases, inadequate daylighting to mental health issues, and thermal discomfort to reduced cognitive performance.

Burton called for collaboration between architecture schools and public health, engineering, and environmental science programs to develop interdisciplinary educational approaches. She proposed that design studios incorporate health impact assessments, requiring students to analyse and optimise environmental performance alongside spatial and aesthetic considerations. Her presentation challenged the profession to embrace responsibility for creating healthy buildings, arguing that architectural education must evolve to prepare graduates who understand buildings as determinants of public health. Burton's advocacy for inclusion referenced both including environmental health in curricula and ensuring buildings serve diverse populations with varying environmental sensitivities and needs.

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

Jolanda De Villiers Morkel, South Africa

Jolanda De Villiers Morkel from South Africa employed speculative thinking to envision architectural education in an age approaching Artificial General Intelligence. She positioned current developments on a timeline from Artificial Narrow Intelligence through AGI, which some predict by 2029, toward hypothetical Artificial Super Intelligence. De Villiers Morkel used AI tools, including GPT-4, to generate speculative narratives imagining South African architecture students in an AGI-dominated educational environment, creating provocative visions of future pedagogical practices.

Her AI-generated narratives depicted students using augmented reality glasses with AGI tutors for immersive simulations, collaborating in virtual studios with global peers, presenting through holographic displays with AI-enhanced language processing, and working on construction sites with AI-powered exoskeletons and predictive assistants. The envisioned future studio featured advanced technologies, including virtual and augmented reality tools, AI-powered software, three-dimensional printing facilities, holographic displays, and interactive touchscreens supporting collaborative model-building with robotic arms.

De Villiers Morkel explored the concept of cyborg education, where AI enhances rather than replaces human capabilities, potentially addressing worsening student-faculty ratios through personalised AI support meeting diverse student needs. She referenced Professor Daniel Koehler's assertion that architects must develop new skill sets for working with AI agents, and Professor Neil Leach's characterisation of AI's impact as both incredible and terrifying. Her presentation raised fundamental questions about preserving architectural craftsmanship, defining architectural versus artificial intelligence, maintaining critical thinking amidst computational assistance, and ensuring equitable access to advanced educational technologies across global contexts with varying resources.

Heritage Conservation and Contemporary Practice

Stefano Francesco Musso, Italy

Professor Stefano Francesco Musso from Italy addressed the integration of heritage conservation within contemporary architectural education and practice. He examined how architecture schools can prepare students to work respectfully with historical buildings and urban contexts while applying contemporary sustainability principles. Musso discussed the specialised knowledge required for conservation work, including understanding traditional construction techniques, materials science, structural assessment of historic buildings, and regulatory frameworks governing heritage protection. His presentation emphasised that heritage conservation should not be treated as a narrow speciality but integrated throughout architectural education, teaching students to understand buildings within historical and cultural contexts. Musso explored the relationship between conservation and sustainability, arguing that adaptive reuse of existing buildings represents a fundamentally sustainable approach by avoiding demolition waste and embodied carbon in new construction while preserving cultural resources. He discussed pedagogical approaches combining archival research, material analysis, hands-on craft skills, and contemporary intervention strategies.

Musso addressed tensions between conservation principles and modern building performance requirements, exploring how educators can prepare students to balance preservation of historical character with contemporary standards for accessibility, energy efficiency, and comfort. He advocated for research-based conservation approaches utilising advanced diagnostic technologies while respecting traditional craftsmanship. His presentation called for stronger collaboration between architecture schools, conservation institutes, and heritage authorities to develop educational programs preparing graduates for the complex challenges of working within historic environments, particularly relevant in regions with rich architectural heritage requiring sensitive contemporary interventions.

Continuous Professional Development and Practice Evolution

Cristian Tiberiu Blidariu, Romania

Cristian Tiberiu Blidariu, Deputy President of the Romanian Order of Architects responsible for Continuous Professional Development, addressed the crucial role of lifelong learning in maintaining professional competency. As Dean of Architecture at Timisoara, he bridges academic education and professional practice, examining how initial architectural education must be complemented by structured continuing professional development throughout careers. Blidariu discussed the Romanian framework requiring documented professional development activities for license renewal, ensuring practitioners remain current with evolving technologies, regulations, and sustainable design practices. His presentation examined the challenge of designing CPD programs relevant to diverse practice contexts, from sole practitioners in small towns to specialists in large urban firms. Blidariu explored delivery modalities including workshops, conferences, online courses, and peer learning networks, emphasising the need for flexible formats accommodating working professionals. He discussed the role of professional organisations in curating quality CPD opportunities, establishing competency frameworks, and validating learning outcomes.

Blidariu addressed the relationship between academic architecture schools and professional bodies in delivering continuing education, advocating for collaboration that brings academic research findings into professional practice while informing educational programs with practice insights. He examined emerging CPD needs around digital tools, artificial intelligence, circular economy principles, and climate adaptation strategies. His presentation emphasised that professional development cannot be sporadic but requires systematic approaches, recognising that architectural knowledge evolves continuously, necessitating structured learning opportunities, ensuring the profession maintains expertise relevant to contemporary societal needs and technological capabilities.

Architectural Education in the Virtual Age

Deborah Barnstone, Australia

Professor Deborah Barnstone from Australia examined transformations in architectural education resulting from digital technologies and virtual learning environments. She analysed how architecture schools adapted during the COVID-19 pandemic, transitioning from traditional, hands-on, studio-based education to remote formats, revealing both limitations and unexpected opportunities. Barnstone discussed the challenge of teaching design, which fundamentally involves spatial thinking and material understanding, through screen-mediated interactions. Her presentation explored emerging pedagogical approaches utilising virtual reality for spatial exploration, digital fabrication technologies enabling remote production, collaborative platforms supporting distributed design teams, and hybrid models combining in-person and virtual components. Barnstone examined how virtual environments can expand access to architectural education for students unable to attend traditional programs while acknowledging that the complete replacement of physical studio culture would impoverish education. She discussed the importance of tactile experience, informal peer learning, and embodied spatial understanding that virtual formats struggle to replicate.

Barnstone addressed the equity implications of virtual education, noting that while digital platforms can reduce geographic and economic barriers, they also create new divides based on access to technology and digital literacy. She explored how virtual tools might enhance rather than replace traditional methods, enabling global collaborations, access to remote sites through digital documentation, and experimentation with design approaches impractical to build physically. Her presentation called for thoughtful integration of virtual and physical learning modalities, preparing students for increasingly digital professional practices while preserving essential aspects of architectural education requiring physical presence, material engagement, and face-to-face collaboration.

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

Igbayemi Daniel Akeremale, Nigeria

Dr Igbayemi Daniel Akeremale provided comprehensive insight into architectural education and professional pathways in Nigeria, representing broader African challenges. He outlined Nigeria's educational structure, beginning with the first

architecture program established in 1952, evolving to forty-six universities offering architecture, with twenty-two currently accredited, serving a population of two hundred twenty million with approximately five thousand registered architects. The regulatory framework involves the National Universities Commission approving academic content, the Architects Registration Council of Nigeria approving professional aspects, and the National Board for Technical Education accrediting polytechnic programs.

Akeremale detailed the pathway to professional qualification requiring accredited Bachelor's and Master's degrees, with candidates from non-accredited programs required to pass Part One or Part Two examinations as remediation. Following academic qualification, candidates must complete a minimum of two years of supervised practice experience documented in logbooks demonstrating competency across three architectural service areas before qualifying for professional practice examinations. He described the examination structure covering professional practice, building construction and materials, architectural design, and services, with candidates allowed two years to complete all components.

Critically, Akeremale identified major challenges, including policy inconsistency, inadequate infrastructure, limited resources affecting school accreditation, restricted access to journals and software, curricula requiring updating to reflect current technology, and insufficient internship opportunities during studies. His recommendations included curriculum reform involving practitioners, enhanced infrastructure investment, increased study-practice integration, improved excursion programs providing practical exposure, capacity building for faculty, and stronger government commitment to educational quality. His presentation highlighted the urgent need for international support in assisting African countries in meeting accreditation standards and developing robust architectural education systems.

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

Xinnan Zhang, China

Professor Xinnan Zhang, Vice Dean at Tianjin University's School of Architecture, examined transformations in Chinese architectural education responding to rapid urbanisation and technological change. He contextualised contemporary education within China's explosive growth since 1997, when real estate became an economic backbone, with architecture programs expanding from forty-eight to three hundred ten schools training over twenty thousand students annually. This growth accompanied massive urban migration, creating housing shortages and abandoned rural areas, raising questions about education's role in addressing development challenges.

Zhang presented Tianjin University's approach, emphasising contextual grounding across three dimensions: historical and cultural context through traditional building surveying, vernacular architecture studies, and heritage documentation; social reality context through community engagement and user-centred design addressing diverse populations, including elderly residents; and construction and engineering context integrating structural design, facility systems, and local material applications from early educational stages. Students engage in village-based projects utilising indigenous materials and participatory design processes.

Simultaneously, Zhang discussed integrating advanced computational approaches, including parametric design, generative algorithms, and artificial intelligence tools. He presented student work using Python programming for garden design generation, mathematical analysis of courtyard house typologies informing community planning algorithms, and zero-carbon design utilising interdisciplinary collaboration and advanced simulation tools. Zhang argued that regardless of traditional or computational methods, core architectural principles remain constant: scale, environment, typology, tectonics, and material, complemented by engineering aspects including structural, spatial, facade, and equipment systems. His presentation concluded with provocative questions about how knowledge-work revolutions will transform architectural education while maintaining essential disciplinary foundations.

› Reflections and Future Pathways

Selma Harrington and Ashraf M. Salama

The webinar presentations collectively signal the architectural profession at a pivotal transformation moment, requiring adaptation to and anticipation of rapidly changing demands. The insights emphasise urgent needs for architects to embrace emerging technologies, confront environmental challenges through decisive action, and navigate the complex interplay between practice and public policy. Educational responses must transcend current trends to anticipate future demands, integrating advanced technologies and sustainability throughout core curricula, fostering interdisciplinary collaboration, and promoting deeper engagement with ethical dimensions of practice.

Architects increasingly must serve as advocates for sustainable and equitable development, necessitating greater involvement in policy-making processes previously peripheral to professional identity. The presentations highlighted critical needs for reinvigorated curricula balancing technical proficiency with creative and critical thinking, and practices extending beyond traditional boundaries where architects contribute to community resilience and public welfare through informed, thoughtful design. Regional perspectives from all five UIA zones revealed both shared global challenges and diverse local contexts requiring culturally responsive approaches to education and practice.

The future of architectural education and practice encompasses expansive possibilities alongside profound responsibilities. Architects, educators, and policymakers face imperatives to foster environments where innovation flourishes, ethics guide actions, and education sds. Key themes emerging across presentations included the urgency of climate action and circular economy integration, the transformative potential and challenges of artificial intelligence and digital tools, the necessity of interdisciplinary collaboration transcending traditional professional boundaries, the importance of cultural context in shaping appropriate educational and practice models, the integration of health and wellbeing considerations throughout design education, the need for accessible and flexible pathways to professional qualification particularly in developing regions, and the essential role of continuous professional development in maintaining relevant expertise throughout careers.

Embracing these roles with commitment and foresight will ensure the architectural profession continues contributing significantly to global societal betterment. This

proactive approach will redefine architects' impact while ensuring the profession remains vital and relevant, facing evolving global dynamics. The webinar demonstrated the UIA Architectural Education Commission's capacity to convene meaningful global dialogue, establish evidence-based policy positions, and advance the profession's collective response to twenty-first-century challenges. Future webinars in this series will continue developing these themes, fostering international collaboration, and shaping architectural education's evolution to meet humanity's urgent needs for sustainable, equitable, and health-promoting built environments.

› Webinar 2

Emerging Global Trends in Architectural Pedagogy

uia
International Union of Architects
Architectural Education Commission

Emerging Global Trends in Architectural Education

2nd International Webinar of UIA Architectural Education Commission
23 January 2025
1.00 pm GMT/ 2.00 pm Paris Time

Prof Dr Jana Revedin
Head of the Master's Program
"Experimental Design
Processes", Ecole Spéciale
d'Architecture, Paris, France

Prof Dr Ashraf Salama
Professor of Architecture and
Urbanism, Head of Architecture
and the Built Environment,
Northumbria University, England

Dr Selma Harrington
MRUK HonRA is a Registered
Architect, Author, Researcher and
Policy Advisor, Ireland

1.00 pm INTRODUCTION
Co-Directors, Architectural Education Commission

1.10 pm RADICANT DESIGN: 3 Urgent Trends In Architectural Education
Prof Dr Jana Revedin

1.40 pm DECOLONISING ARCHITECTURAL PEDAGOGY: A Call to Action with ADAPT2SDG
Prof Dr Ashraf Salama

2.10 pm EAR TO THE GROUND, GAZE TO THE STARS: Design Skills for Co-creation
Dr Selma Harrington

2.40 pm Q & A, Discussion

Zoom Webinar Link: <https://bit.ly/3Cd4Ztj>

UIA Architectural Education Commission
2023-2026
International Union of Architects - Union Internationale des Architectes
Paris, France

› Context and Challenges

The webinar addressed urgent transformations required in architectural education, practice, and policy. Participants emphasised that traditional studio culture and Eurocentric models no longer suffice for addressing contemporary complexities. Education must urgently expand to incorporate climate resilience, social justice, ethical decision-making, and civic participation, reflecting broader societal shifts that architects must navigate in professional practice. Educators stressed pressing needs for curricular reform, moving beyond technical training to cultivate interdisciplinary thinking, contextual sensitivity, and impact-oriented approaches.

Central themes explored included radical design and contextual learning, emphasising adaptive pedagogies rooted in local engagement and territorial sensitivity rather than imposed external templates. The decolonisation of architectural education emerged as critical, calling for curriculum transformation addressing contemporary challenges through diverse global perspectives while incorporating ethical responsibility as foundational training. The webinar examined territorialisation as a response to Western planning model dominance, advocating a deep understanding of social, political, and ecological histories shaping places.

Participants discussed prioritising rehabilitation over new construction, recognising that nearly eighty per cent of global construction activity now centres on retrofitting and adaptation. Experimental and hands-on learning through bio-based materials, digital fabrication, and student-led design-build studios received emphasis as crucial platforms bridging theory and practice. Architecture's expanding role as civic and ethical practice was highlighted, positioning architects not as neutral creators but as ethical actors advocating for societal wellbeing and environmental stewardship. The integration of Bauhaus principles, balancing emotional engagement, intellectual rigour, and practical craft-based learning, provided a pedagogical framework. Finally, inclusive global perspectives emphasising South-South collaboration, decentering Euro-American norms, and supporting locally embedded culturally responsive practices formed essential discourse.

› Perspectives from Practice and Academia

Radicant Design and Contextual Learning

Jana Revedin, Italy / Germany

Professor Jana Revedin introduced the concept of radicant design, a pedagogical philosophy inspired by adaptive plants such as ivy and strawberries that grow by taking root in multiple locations and thriving in unpredictable environments. This metaphor underpins her approach to architectural education, emphasising local engagement through co-design with communities, territorial sensitivity responding to place-specific conditions, and adaptation to both material and immaterial resources unique to each context. Radicant design promotes resilient and visionary approaches deeply responsive to context, rather than imposed from external templates.

Revedin's method bridges theoretical discourse with real-world practice, demonstrated through student-led projects working directly with communities during periods of political upheaval and urgent civic needs. Her pedagogical approach rejects standardised global templates in favour of contextually grounded interventions that honour local knowledge systems, cultural identities, and environmental realities. The radicant model challenges students to develop adaptive capacities, learning to root their design thinking in specific territorial conditions while remaining flexible enough to respond to changing circumstances.

This approach fundamentally reorients architectural education away from form-making toward place-making, requiring students to engage deeply with communities to understand their aspirations, challenges, and resources before proposing design interventions. By emphasising co-creation and participatory processes, radical design cultivates architects capable of facilitating democratic spatial transformation rather than imposing predetermined solutions. Revedin's work demonstrates how

architectural pedagogy can become a vehicle for social empowerment, environmental responsibility, and cultural preservation when it commits to working with rather than for communities.

Decolonised Architectural Pedagogy

Ashraf M. Salama, Egypt / United Kingdom

Ashraf Salama emphasised the urgent need for decolonised approaches to architectural education that move beyond Western model dominance to embrace diverse global perspectives. He highlighted the importance of curriculum transformation, addressing contemporary challenges including sustainability, social equity, and technological innovation, ensuring architectural education remains relevant and inclusive across varied cultural contexts. Central to his argument was incorporating ethical responsibility as a foundation for training future architects, encouraging critical engagement with the social, cultural, and environmental impacts of their work.

Salama underscored architects' and educators' roles as active agents in policymaking, advocating for a civic-minded and socially responsible profession committed to public welfare beyond commercial interests. His call for decolonisation extends beyond merely including diverse case studies to fundamentally restructuring how architectural knowledge is produced, validated, and disseminated. This requires questioning whose voices are privileged in architectural discourse, which design traditions are considered legitimate, and how educational institutions can actively centre marginalised perspectives rather than treating them as supplementary additions.

By balancing technical proficiency with deep commitment to ethics and inclusivity, Salama called for architectural pedagogy empowering students to challenge established norms, respect local contexts, and contribute meaningfully to more equitable built environments. His vision positions architectural education as a site of critical inquiry where students learn to interrogate power structures embedded in spatial practices, recognise complicity of design in perpetuating inequalities, and develop capacities for transformative practice grounded in social justice. Decolonising architectural education thus becomes an essential project for ensuring the profession serves diverse publics rather than narrow elite interests.

Design Skills for Co-Creation

Selma Harrington, BiH / Ireland

Selma Harrington emphasised the growing need to cultivate design skills, prioritising co-creation, collaboration, and community engagement within architectural education. She argued that architects must move beyond the traditional model of a solitary designer to embrace more participatory approaches where the knowledge and aspirations of diverse stakeholders shape the built environment. This shift requires a fundamental reorientation of architectural training from individual authorship toward the facilitation of collective design processes.

Harrington highlighted the importance of interdisciplinary learning, integrating insights from sociology, environmental science, and technology to enrich design thinking and foster innovation responsive to complex societal challenges. Central to her message

was developing adaptive pedagogical models equipping students with abilities to facilitate dialogue, negotiate diverse needs, and design collaboratively with communities. By fostering skills in active listening, collective decision-making, and context-sensitive problem-solving, architectural education can empower future architects to co-create resilient, inclusive, and culturally grounded spaces.

Her emphasis on co-creation recognises that communities possess invaluable knowledge about their environments, needs, and aspirations that professional designers must learn to access and honour. This approach requires architects to develop humility, recognising limits of expert knowledge while cultivating capacities to learn from non-professionals. Harrington's vision positions architects as facilitators and enablers rather than sole authors, requiring new competencies in mediation, translation between different knowledge systems, and orchestration of participatory processes that genuinely empower communities to shape their built environments.

› Reflections and Future Pathways

Ashraf M. Salama and Selma Harrington

The Emerging Global Trends in Architectural Pedagogy webinar offered a compelling reflection on transformations urgently needed in architectural education, practice, and policy, highlighting the necessity of reimagining architecture as a socially, culturally, and environmentally engaged discipline. Key insights revealed that future architectural education must prioritise contextualised place-based learning rooted in territorial understanding, creative rehabilitation over new construction, recognising the environmental and cultural value of existing building stock, and experiential participatory design processes fostering co-creation with communities. Across global contexts, participants demonstrated shared commitment to reform and consensus that architecture must serve as a catalyst for social justice, environmental stewardship, and civic engagement.

However, discussions exposed persistent systemic gaps, including resource inequalities limiting institutions in the Global South from implementing innovative pedagogies, disconnection between educational models and professional realities where regulatory and commercial constraints neutralise academic innovations, and continued dominance of Western-centric frameworks marginalising local and indigenous knowledge systems. These structural barriers risk reinforcing educational inequalities and undermining the transformative potential of pedagogical reforms.

The webinar emphasised that isolated reforms are insufficient. Lasting transformation requires an aligned strategy where pedagogy, professional practice, and policy frameworks evolve together. Pedagogical transformation must fundamentally rethink knowledge production and transmission, fostering active experience-driven learning models centred on critical thinking, interdisciplinary collaboration, and direct community engagement. Professional practice must redefine architects' responsibilities as collaborators, advocates, and change agents actively engaging with societal, environmental, and political dynamics. Policy reform must support these changes through frameworks recognising new standards of ethical, sustainable, and inclusive practice, requiring architects and educators to actively participate in policymaking processes influencing urban development regulations, building codes, and educational accreditation systems.

Architects must be envisioned and trained not merely as service providers but as critical thinkers, ethical advocates, and stewards of socio-environmental wellbeing. The UIA's leadership in steering this global dialogue marks an important milestone, but sustained collective efforts across educational institutions, professional bodies, policymakers, and communities will be essential to reshape the architectural landscape for the twenty-first century. Future directions must centre architectural education on context, civic engagement, and ethics; institutionalise experiential and participatory learning models; advance decolonial, inclusive, and plural knowledge systems; align professional practice with advocacy and environmental stewardship; engage actively in shaping policy and governance; and bridge resource gaps through global equity initiatives. By reframing education, redefining professional practice, and influencing systemic policy change, the global architectural community can position itself at the forefront of building equitable, regenerative, and resilient futures, empowering architects of tomorrow as courageous thinkers and advocates for a world facing profound environmental, social, and cultural change.

› Webinar 3

Aligning Architecture Education Across Allied Built Environment Disciplines

1/5 Architectural Education Commission ›

Aligning Architectural Education Across Allied Built Environment Disciplines

3rd International Webinar of UIA Architectural Education Commission



Jala Makhzoumi,
Professor of Landscape
Architecture, American
University of Beirut,
President-International
Federation of
Landscape Architects
(IFLA), Middle East
R e g i o n .



Şebnem Hoşkara,
Professor of
Architecture and
Urbanism (Urban
Design) at Eastern
Mediterranean Univer-
sity (EMU), Affiliated
with ISOCARP Scientific
Committee.



Selma Harrington,
Registered Architect;
MRIAI HonAIA, Author,
Researcher and Policy
Advisor, Ireland, Past
President, Architects
Council of Europe.



Ashraf M. Salama,
Professor of
Architecture and
Urbanism, Head of
Architecture and the
Built Environment,
University of
Northumbria, United
Kingdom.

13:00 - (Co-Directors, Architectural Education Commission)
Introduction
13:10 - Jala Makhzoumi
Expanding Horizons, Bridging Disciplinary Silos: Design Studio Teaching at the American University of Beirut
13:25 - Şebnem Hoşkara
Transdisciplinary Design Thinking: Planning in the Architectural Curriculum
13:40 - Selma Harrington
Designing Inside Out: Stretching Boundaries Between Architecture, Interior Architecture and Design
13:55 - Ashraf M. Salama
An Engaged Architectural Education Across Built Environment Disciplines: Initial Insights from a Global Survey
14:10 - Panel and Attendees
Q & A - Discussion

UIA Architectural Education Commission
Ashraf M. Salama and Selma Harrington (Co-Directors)
International Union of Architects - Union Internationale des Architectes, Paris, France

2025-06-27 - 13:00 to 15:00 Paris time. - Zoom Webinar Link: <https://bit.ly/4jmQtyJ>



› Context and Challenges

The webinar addressed fundamental challenges embedded in current educational systems, professional organisations, and accreditation processes that perpetuate disciplinary silos and create uneven resource distribution across different fields. Participants examined the tension between disciplinary depth and interdisciplinary breadth, questioning whether specialised expertise can be maintained while fostering collaborative approaches. Central questions explored included how architecture programs can systematically integrate landscape architecture, urban planning, interior architecture, and engineering perspectives; what pedagogical models effectively prepare students for transdisciplinary practice; how institutional structures and professional accreditation requirements either facilitate or hinder cross-disciplinary

collaboration; and what core competencies future architects require to work effectively across disciplinary boundaries.

The webinar investigated urgent contemporary challenges that cannot be addressed through isolated disciplinary approaches, including climate change requiring ecological and systems thinking, urban inequality demanding social justice perspectives, escalating health crises necessitating public health collaboration, migration and displacement requiring humanitarian approaches, and rapid technological transformation reshaping design processes. Speakers emphasised that traditional architecture education tends to silo knowledge even though real-world problems are deeply interconnected, requiring architects to contribute to challenges that transcend disciplinary boundaries.

Discussions explored various collaborative models emerging in architectural education, including joint degrees and interdisciplinary research centres, cross-department lecture series, shared fabrication and urban laboratories, co-taught studios bringing together students from different programs, joint field projects engaging multiple disciplines in real contexts, and integrated elective courses crossing departmental boundaries. The webinar examined how these models function in diverse institutional contexts, identifying both successful strategies and persistent barriers to meaningful integration across built environment disciplines.

› Perspectives from Practice and Academia

Expanding Horizons: Bridging Disciplinary Silos Through Joint Studios

Jala Makhzoumi, Lebanon

Professor Jala Makhzoumi examined collaborative pedagogical models between architecture and landscape architecture at the American University of Beirut, emphasising that landscape architecture is in significant flux, enriched by scholarship across environmental sciences, landscape ecology, heritage studies, geography, and human rights discourse. These cross-disciplinary influences have expanded landscape practice substantially, prompting the International Federation of Landscape Architecture to request a formal redefinition of the profession. Contemporary global changes, particularly the ecosphere's critical condition and urgent need to address climate and ecological crises collectively, warrant systematic collaboration exemplified by the Sustainable Development Goals framework.

Makhzoumi described experimental undergraduate parallel studios she co-taught with architecture colleague Abdel Halim Jabr, combining third and fourth-year landscape and architecture students despite significant administrative and perceptual challenges. Administratively, they bypassed bureaucratic approval processes by planning two separate courses that actually enrolled students working together through joint weekly sessions, conceptualising syllabi collaboratively, and grading jointly while uploading grades to different courses. Perceptually, architecture students initially resisted collaboration with landscape students, viewing landscape architecture as lesser because it was new, situated in the agriculture faculty, and associated with gardening. However, most students eventually stayed and expressed regret that such arrangements did not exist throughout their studies.

The Beirut River project spanning industrial, urbanised, semi-rural, and natural contexts produced transdisciplinary solutions demonstrating hybridity beyond what either discipline could achieve independently. At the graduate level, collaboration occurred through faculty co-supervising theses applying ecological landscape design methodology to subjects ranging from communal lands to urban sustainability. This sustained collaboration resulted in unanimous faculty approval to rename the master's degree to Master of Landscape and Urban Design.

Aligning Architectural Education with Planning and Urban Design Through Transdisciplinary Approaches

Şebnem Hoşkara, Northern Cyprus

Professor Şebnem Hoşkara presented the International Society of City and Regional Planners' perspective on integrating planning, urban design, and architecture into architectural education, arguing that transdisciplinary approaches are necessary for contemporary practice. She emphasised that built environment disciplines do not manifest independently in the real world but overlap and interplay wherever they exist, particularly in cities where more than sixty per cent of the global population will live by 2030. Hoşkara questioned whether architects can ignore urbanisation problems, climate hazards, immigration challenges, poverty, post-war reconstruction responsibilities, and social inequalities toward women and vulnerable communities, arguing that if architecture cannot ignore these issues, then architectural education must urgently integrate other disciplines.

She defined transdisciplinarity as inquiry transcending traditional boundaries by integrating and synthesising knowledge from multiple academic and non-academic fields, seeking co-creation among academics, practitioners, community stakeholders, policymakers, and natural environments. Transdisciplinary pedagogy requires institutional backing and cultural shifts, demanding visionary leadership and new approaches, including joint studios, seminars, and peer collaboration. Architects must develop urban minds to address contemporary challenges, becoming urban thinkers understanding environmental, social, cultural, and economic problems. Students require system thinking, negotiation, mediation, spatial justice, and civic engagement capacities, developing mindsets that prepare them for practice contexts beyond design skills.

Educational models must enable students to become co-authors of urban solutions, working within and beyond their own disciplines while bridging compartments without erasing disciplinary identities. ISOCARP's model, bringing different disciplines together since 1965 with members from over ninety countries, provides an exemplary framework applicable to architectural education systems, particularly through the Young Planning Professionals Program, offering training through workshops, internships, professional networks, and awards.

Designing Inside Out: Boundaries and Synergies Between Architecture, Interior Architecture, and Design

Selma Harrington, BiH / Ireland

Dr Selma Harrington explored the relationship between architecture and interior architecture from her experience developing postgraduate interior architecture programs in Ireland, emphasising mobility and pace of change shaping contemporary practice and education. She noted the enormous stretch between inside-out thinking, from intimate private interiors to extraterrestrial environments, using the analogy that thinking inside the box relates to architectural interiors while thinking outside the box relates to architectural objects radiating toward urban design.

Her alma mater, Sarajevo School of Architecture and Urbanism, produced generalist architects equipped to work as designers, urban planners, facility managers, and administrators. Interior architecture, product design, and graphic design only became available in the 1980s in Sarajevo and even later in Ireland. Working across Bosnia, Zimbabwe, and Ireland, Harrington experienced diverse contexts where her transferable skills addressed varying challenges from complex industries to refurbishments in colonial-era buildings.

Ireland's Celtic Tiger economic boom in the early 2000s made interior design and architecture glamorous niche professions, sparking new educational programs. Griffith College developed interior design programs that evolved into refined products reflecting local needs and international ambitions. Ireland's typical urban built environment developed largely as a colonial project, culminating in Georgian and Victorian ensembles still in use, combined with European Union repurposing and retrofitting drives, creating needs for specialist knowledge, maintaining large building stocks. This Irish experience resulted in conservative yet innovative approaches respecting existing structures while applying conservation principles like reversibility, allowing new functions inserted into heritage buildings to be reversed if required. Harrington emphasised constructive alignment between teaching models, adequate content, and assessment strategies, highlighting how professional bodies verify adherence to standards while European frameworks call for transdisciplinary approaches mapping pathways between spatial design professions.

Engaging Architecture Education Across Built Environment Disciplines: Initial Insights from a Global Survey

Ashraf M. Salama, Egypt / United Kingdom

Professor Ashraf Salama presented initial insights from the UIA Global Survey of more than 350 schools of architecture, examining collaborative practices across allied built environment disciplines worldwide. He began with provocations challenging conventional architectural thinking, arguing that architecture is no longer sufficient to address contemporary challenges independently. Projects now often begin not with architects but with project managers or construction companies, positioning architects as team players rather than leaders. Designing buildings without understanding the systems within which they exist resembles composing music for never-heard instruments.

Salama's second provocation emphasised that design intelligence is shared rather than owned, with the best ideas often emerging in spaces between disciplines. Interior

designers contribute to sensory intimacy concerns, urban designers remind us about flows, and landscape architects emphasise engagement with nature and communities. He argued that architecture fundamentally lacks its own independent knowledge base unlike physics or chemistry, making it inherently interdisciplinary by default. However, problems arise when architects controlling projects establish boundaries, telling others that collaboration occurs on the architects' terms. Real collaboration begins when architecture relinquishes its need to control everything.

Regarding urgency, Salama emphasised that complex global challenges, including climate change, urban inequality, and health crises, cannot be solved in isolation. COVID-19 enabled opportunities to collaborate with disciplines like public health. The UIA Global Survey, analysing 345 schools across five global regions, revealed seven key collaborative models: joint degrees and interdisciplinary research centres, cross-department lecture series, shared fabrication laboratories, shared urban laboratories, co-taught studios, joint field projects, and integrated elective courses, demonstrating growing recognition that architectural education must systematically engage allied disciplines.

› Reflections and Future Pathways

Ashraf M. Salama and Selma Harrington

The third UIA webinar on aligning architecture education across allied built environment disciplines revealed compelling evidence that disciplinary integration is both necessary and achievable, though significant structural barriers persist. The presentations demonstrated that meaningful collaboration requires more than goodwill, demanding institutional restructuring, curricular innovation, and fundamental shifts in how professions conceive their boundaries and identities. Successful models from American University of Beirut, ISOCARP networks, Irish interior architecture programs, and global survey findings indicate that integration occurs at multiple levels, from informal faculty collaboration to formal joint degrees, with varying depth and sustainability.

Key insights emphasised that contemporary global challenges, including climate change, urban inequality, health crises, and social injustices, cannot be addressed through isolated disciplinary approaches, requiring architects to work collaboratively with landscape architects, urban planners, interior designers, engineers, and non-design professionals, including public health experts, community stakeholders, and policymakers. The future of architectural practice is undoubtedly transdisciplinary, with architects positioned not as autonomous authors but as facilitators, mediators, and team members contributing specialised knowledge to complex collaborative processes. This reality demands educational transformation, preparing students to work across disciplinary boundaries while maintaining core competencies, distinguishing their expertise.

However, significant challenges remain including administrative bureaucracies making formal collaboration difficult, requiring creative workarounds like parallel courses with joint instruction; perceptual hierarchies among disciplines where architecture students resist collaboration with fields perceived as lesser; resource inequalities creating uneven access to facilities, technologies, and opportunities across programs; professional accreditation systems reinforcing disciplinary silos through rigid requirements; and cultural resistance within institutions where established power

structures and traditional practices impede innovation. These barriers cannot be addressed through pedagogical reform alone but require systemic changes in institutional governance, professional regulation, and educational policy frameworks.

The webinar emphasised that integration must occur strategically across multiple dimensions, including curriculum through joint studios, integrated courses, and shared field projects; facilities through common laboratories, fabrication spaces, and research centres; faculty through cross-appointments, collaborative research, and team teaching; and professional development through continuing education, bringing practitioners from different fields together. Students must develop transdisciplinary competencies, including systems thinking, understanding interconnected urban, environmental, and social dynamics; negotiation and mediation skills, navigating diverse stakeholder interests; ethical reasoning, recognising political dimensions of spatial decisions; and collaborative capacities, working effectively in multidisciplinary teams.

Looking forward, architectural education must embrace several strategic directions: center education on real-world complex problems requiring multiple disciplinary perspectives rather than abstract design exercises; institutionalise collaborative pedagogies making transdisciplinary studios normative rather than exceptional; develop assessment frameworks valuing collaborative competencies alongside individual design skills; engage professional organisations in redefining practice standards recognizing transdisciplinary work; and advocate for policy reforms in accreditation systems creating flexibility for innovative cross-disciplinary programs. The UIA's role in convening this dialogue and conducting global surveys provides a crucial evidence-based foundation for advancing these transformations, but sustained collective action across educational institutions, professional bodies, and regulatory agencies will determine whether aspirations for integrated built environment education translate into systemic change, preparing graduates to address twenty-first-century challenges effectively.

› Webinar 4

Connecting Research, Pedagogy, and Practice

LIVE WEBINAR ›

UIA ARCHITECTURAL EDUCATION COMMISSION

Connecting Architectural Research, Pedagogy, and Practice

Speakers	Architectural Education Commission Co-Directors
Dr. Anna-Johanna Klasander (Sweden)	Prof. Ashraf M. Salama
Mr. Patrick Flynn (Republic of Ireland)	Dr. Selma Harrington
Dr. Cameron McEwan (United Kingdom)	

Prof. Ashraf M. Salama and Dr. Selma Harrington are pleased to invite you to the 4th International Webinar of the UIA Architectural Education Commission. The webinar explores how architectural education and practice must evolve to address our most pressing challenges. From the studio to the profession, speakers examine transformative approaches that bridge theory and action.

Discover how practice-based research drives sustainable innovation without excessive costs, how circular pedagogy prepares students for uncertain futures through community engagement and collaborative knowledge creation, and how focusing on overlooked urban peripheries reveals critical insights for confronting the Anthropocene. Together, these perspectives articulate an urgent call for architecture to reimagine its role—connecting research, teaching, and practice into a coherent framework for meaningful change in an era of climate and social crisis.

27-11-2025

14:00-16:00 Paris Time

Registration:

<https://bit.ly/4i7vll9>



› Context and Challenges

The webinar addressed fundamental questions about how architectural education can meaningfully connect research, pedagogical innovation, and professional practice to prepare graduates for rapidly evolving workplace conditions and urgent global challenges. Speakers examined whether architectural education is broken or changing fast enough to meet contemporary requirements, particularly given the sixth wave of innovation driven by artificial intelligence, threatening to eliminate forty per cent of white-collar jobs within five years and fundamentally transform professional culture and workplace nature. The climate emergency and global housing crisis create societal pressures affecting education, demanding rapid evolution while educators remain time-poor, often retreating into established teaching methods and didactic approaches that position tutors as holders of correct solutions.

Central concerns included risks of retrenchment into siloed personal thinking focused on survival and meeting teaching obligations by retreating into familiar competencies, potentially leading to Baudrillardization of education or reductive education driven by time and resource pressures. This didactic dominance creates passive studio audiences where educators talk only to themselves, establishing closed circuits of autopoiesis or self-replication of knowledge, reproducing tutors in the next generation rather than preparing students for transformative practice. Speakers questioned how educators break out of these circles while maintaining the studio's value as a safe space between education and practice where students test ideas, gain exposure to relevant skill sets, and engage in critique while projecting into the future.

Discussions explored how practice-based research integrates intellectual inquiry within professional architectural firms, demonstrating that collective knowledge constitutes firms' most valuable assets, requiring systematic investment in research and development. Speakers examined circular pedagogy models repositioning students at learning centres through transdisciplinary collaboration with professional and community groups, establishing loops where feedback, content, and learning form overall learning processes rather than merely assessment mechanisms. The webinar investigated how engaging with overlooked urban peripheries through critical pedagogical lenses reveals spatial dimensions of the Anthropocene, challenging technical approaches to climate issues by emphasising knowledge practices, theoretical reflections, and representational strategies that confront spatial imagination crises alongside environmental crises.

LIVE WEBINAR UIA ARCHITECTURAL EDUCATION COMMISSION Connecting Architectural Research, Pedagogy, and Practice		LIVE WEBINAR UIA ARCHITECTURAL EDUCATION COMMISSION Connecting Architectural Research, Pedagogy, and Practice		LIVE WEBINAR UIA ARCHITECTURAL EDUCATION COMMISSION Connecting Architectural Research, Pedagogy, and Practice	
Speakers Mr. Patrick Flynn (Republic of Ireland) <i>Circular Pedagogy in the Architectural Studio</i> Patrick Flynn is the Head of the School of Architecture, Building and Environment in TU Dublin. He is one of ten elected council members of the European Association for Architectural Education (EAAE) which has over 140 member schools in Europe. He is the co-editor and co-author of a book titled <i>Reinventing The City</i> published by Routledge, New York & London, (2022). 	Summary of the talk As academics engaged in teaching architecture we face many challenges: the pace of change in the profession, the change in undergraduate expectations and at a societal level how to prepare graduates to address issues such as climate change and housing crisis. In education and the workplace AI has already altered the role of the architect significantly and its impact will accelerate. Our role is to prepare graduates to shape the future – which can be especially difficult when we cannot know for certain what this will look like. This talk explores how we can address these challenges to support a student-centred education and a curiosity to learn. It will explore circular pedagogy – how we can ensure that education will include a process that involves community-based learning, lifelong learning, cross disciplinary teaching and co-creation of knowledge to ensure that it is transformative in the 3 Cs of curriculum, campus, community, collaborative research and culture.	Speakers Dr. Anna Johanna Klausner (Sweden) <i>Work for Good: Practice-based Research as a Cost-Effective Way to Sustainable Architecture</i> Johanna Klausner is an architect with a PhD in Urban Design and Planning. Her experience in research, innovation, planning, consulting, and professional associations has given her a broad and deep understanding of the role of architecture in society. She is the director of Urban R&D organisation and an adjunct professor at Chalmers University of Technology, working at the School of Architecture. 	Summary of the talk While Arkitekt is an employee-owned company with a long history of engagement in practice-based research and development, for five decades now, part of the company's profits has been reinvested in R&D and today we operate at national levels, from small, internally funded in-house studies to projects with EU funding that span over years, in collaboration with international partners. The budgets range from a few thousand to millions of euros. I will give examples to demonstrate that the size of project is seldom correlated to its impact on practice and discuss how state aid can affect the opportunities for architect consultants to contribute to the development of our industry.	Speakers Dr. Cameron McEwan (United Kingdom) <i>Learning From the Periphery: Towards a Critical Practice for the Anthropocene</i> Cameron McEwan is an associate professor and Head of Subject at Northumbria University School of Architecture. His research examines architectural typology, representation, and pedagogy through critical approaches to the urban/Anthropocene condition. He has presented at the Architectural Association, London, Cooper House, New York, TU, China, and Venice Architecture Biennale, with publications in <i>Architecture and Culture</i>, <i>City</i>, <i>Training On J&H, M&O</i>, and <i>Architecture Research</i> journal. A journal of Architecture special issue on urban peripheries and the Anthropocene, with exhibition <i>Training Room</i> (London-based gallery, Glasgow, and Associated City, Queens, 2024). 	Summary of the talk Learning from the Periphery reflects on my ongoing teaching and research on urban peripheries and the Anthropocene. It draws together several intertwined strands of my work including my teaching and research initiative: <i>The Periphery as a Critical Project</i>, and an editorial project <i>Peripheries-Peripheries</i> for <i>The Journal of Architecture</i>. One aim of these projects is a response to the climate crisis, understood as both a spatial crisis and a crisis of imagination. The talk will reflect on concerns from student-led exhibitions, key themes from collaborative projects, and on the possibility of design research as a critical practice. Together, these projects articulate a framework for connecting theory, research, and design teaching, under the pressures of the Anthropocene.
27-11-2025 14:00-16:00 Paris Time Registration: https://bit.ly/4i7v1t9 	27-11-2025 14:00-16:00 Paris Time Registration: https://bit.ly/4i7v1t9 	27-11-2025 14:00-16:00 Paris Time Registration: https://bit.ly/4i7v1t9 			

› Perspectives from Practice and Academia

Circular Pedagogy in the Studio

Patrick Flynn, Ireland

Patrick Flynn examined circular pedagogy as a framework for transforming architectural education through student-centred learning, transdisciplinary collaboration, and community engagement. He identified critical challenges, including the climate emergency, global housing crisis, and rapid workplace transformation driven by artificial intelligence, questioning whether architectural education is changing fast enough. Flynn warned against retreating into established teaching methods when faced with uncertainty, noting that time pressures lead educators to focus on delivering professional competencies through didactic approaches, positioning tutors as holders

of correct solutions, creating passive studio audiences and closed circuits of knowledge self-replication.

He proposed circular pedagogy drawing from Wilhelm von Humboldt's eighteenth-century philosophy, viewing the university as uniting students and teachers in learning together, pursuing knowledge, supporting world citizenship and lifelong learning through student-centred approaches. This creates a continuum moving from teaching to research to learning, with tutors and students occupying each role, transforming education from information transmission to student sense-making using judgment for appropriate decisions. Flynn advocated for co-creation extending beyond architecture to cross-disciplinary teaching, learning, and research, establishing orchestrated networks including lecturers, students, and expert consultants from different disciplines creating communities of practice through equitable learning processes.

Transdisciplinarity involves students and teachers learning together through project-based learning, tackling real-world wicked problems using different disciplines, working alongside professionals and community-based groups. Flynn outlined five dimensions ensuring deep learning: cognitive challenge, changing locus control from tutor-centred to student engagement and self-critical reflection; realism, engaging with real-world contexts; evaluative judgment, developing student assessment capacities; enactment of feedback, establishing learning loops; and effectual challenge, promoting growth. He emphasised facilitator roles replacing lecturer-instructor positions, with students gathered around tables with educators discussing and analysing real-life learning problems, exemplified through adopting John Barton's Harkness Method, where tutors sit alongside students as equals in collaborative learning processes.

Practice-Based Research: The Intellectual Project of Practice

Anna-Johanna Klasander, Sweden

Dr Anna-Johanna Klasander shared experiences from White Architects, demonstrating how practice-based research integrates intellectual inquiry within professional firms, arguing for getting more from less as externally funded research projects grow bigger, more expensive, and more difficult. White Architects, founded by Sidney White in 1951, was established with a mission to change society through architecture for the many rather than the few, growing in parallel with the Swedish welfare state during record years from 1960 to 1975. Today, employing approximately five hundred staff, the employee-owned firm reinvests significantly in research and development, viewing collective knowledge as the most valuable asset.

White conducts research because collective knowledge represents what the firm owns and sells, building competence internally while enhancing absorptive capacity, enabling organisations with in-house research to better find, absorb, and use new knowledge and information. Research provides better networks connecting with academia and research communities. The firm uses a bottom-up approach aligned with employee ownership through competence networks reaching across the company in different fields, led by area heads monitoring research and practice forefront, sharing knowledge, methods, and tools between individuals, projects, offices, and national borders, open for all to join according to interest.

White conducts practice-based research through both top-down and bottom-up approaches, with the owner directive stating that research and development shall drive

business forward. Research occurs partly through internal funding, with small grants open for all to apply for, investigating problems arising in commissions, distinguished from development through reporting, enabling knowledge dissemination internally and externally. Klasander presented examples, including a hospital renovation evaluation, investing sixty hours, yielding significant knowledge, renewed client contacts, and conference presentations; and collaboration with theatre companies through eighty-hour projects, creating methods for understanding how girls use public space. These small investments in systematic inquiry, involving anthropologists and careful observation protocols, demonstrated how practice-based research builds individual competence, creates lifelong learning opportunities, and generates valuable knowledge advancing both firm capabilities and broader professional discourse.

Learning from the Periphery: Design Research and the Anthropocene

Cameron McEwan, United Kingdom

Dr Cameron McEwan presented two interrelated projects framed by learning from the periphery, drawing from genealogies including Learning from Las Vegas and Rem Koolhaas's urban studies, while emphasising distinct approaches. McEwan's work examines how architects and architecture confront spatial conditions of the Anthropocene using knowledge practices and theoretical reflections, differing from technical approaches, often favouring engineering solutions to climate issues. He argued that the climate crisis is simultaneously a spatial crisis and a crisis of imagination, requiring thinking about meaning, current practices, and alternative futures in architecture and education.

McEwan proposed a dual relationship between the climate crisis and the urban periphery, suggesting the twentieth century was a century of cities with power consolidated into centres like Brasilia, Berlin, and Beijing, an architecture understanding cities as artefacts, implying humanist part-to-whole relationships. Towards century's end, Stan Allen claimed shift from city as object to field, from center to edge conditions or peripheries. This century might be the century of peripheries, evidenced by NASA's Earth lights showing cities becoming uninterrupted lines with suburbs meeting suburbs, sprawl meeting sprawl, edge conditions extending into cities and regions, dissolving the discrete entity of the city as a centre or artefact.

The Great Acceleration depicted in Will Steffen's graphs shows exponential intensification post-1950s, including energy use, water use, population, and urban population, alongside Earth system changes indexing anthropogenic climate change. McEwan explored how Anthropocene finds spatial corollary in urban periphery production, including suburbs, airports, logistics infrastructure, and big boxes, arguing Anthropocene deserves spatial analysis alongside temporal analysis. He emphasised that the spatial structure of Anthropocene remains under-elaborated despite its importance, proposing that understanding peripheries through critical pedagogical and theoretical lenses reveals how architectural categories like frame, boundary, and enclosure become problematised, requiring new approaches to representation and critique for developing critical practice addressing planetary conditions.

› Reflections and Future Pathways

Selma Harrington and Ashraf M. Salama

The fourth UIA webinar on connecting research, pedagogy, and practice revealed compelling evidence that meaningful integration of these three dimensions is essential for architectural education to address contemporary challenges effectively. The presentations demonstrated that transformation requires moving beyond traditional transmissive models toward active engagement with urgent global conditions through intellectual inquiry embedded in practice, student-centred collaborative learning, and critical examination of spatial dimensions underlying planetary crises.

Key insights emphasised that architectural education faces a critical inflexion point where rapid technological change, climate emergency, and social transformations demand fundamental pedagogical restructuring. The risk of retreating into familiar didactic methods when facing uncertainty creates closed circuits reproducing existing knowledge rather than preparing students for transformative practice. Speakers demonstrated alternative approaches: circular pedagogy repositioning students as active sense-makers working collaboratively with educators, professionals, and community groups through transdisciplinary project-based learning tackling real-world wicked problems; practice-based research showing how professional firms systematically invest in intellectual inquiry through bottom-up approaches, small-scale systematic investigations, and networks sharing knowledge across organisational boundaries; and critical engagement with overlooked peripheries revealing how spatial analysis of Anthropocene conditions challenges conventional architectural categories and demands new representational strategies.

These models share a commitment to breaking down silos between research, teaching, and practice, recognising that meaningful learning occurs through authentic engagement with complex problems rather than passive reception of established knowledge. Circular pedagogy's five dimensions of cognitive challenge, realism, evaluative judgment, feedback enactment, and effectual challenge provide a framework for deep learning through student engagement and self-critical reflection. Practice-based research demonstrates that collective knowledge represents firms' most valuable assets, requiring systematic investment in inquiry, reporting, and dissemination, building absorptive capacity, enabling organisations to identify, absorb, and use new knowledge effectively. Critical peripheral engagement shows that the climate crisis is simultaneously a spatial and an imagination crisis, requiring architects to develop knowledge practices and theoretical reflections confronting planetary conditions beyond technical solutions.

However, significant challenges persist, including time poverty limiting educators' capacities for experimentation and innovation, resource constraints favouring established methods over pedagogical development, institutional structures reinforcing separation between research, teaching, and practice, and professional cultures privileging immediate deliverables over sustained inquiry. Addressing these barriers requires systemic changes in how architectural education is structured, resourced, and valued, moving from reductive efficiency-driven models toward investment in transformative learning environments.

Looking forward, architectural education must embrace strategic directions integrating research, pedagogy, and practice throughout curricula rather than treating them as separate domains; invest in educator development providing time, resources, and support for pedagogical innovation; establish partnerships with practices,

communities, and other disciplines creating authentic learning contexts; and develop assessment frameworks valuing collaborative competencies, critical thinking, and sustained inquiry alongside technical proficiencies. The UIA's role in convening these dialogues provides a crucial platform for advancing transformations, but sustained collective action across educational institutions, professional organisations, and regulatory bodies will determine whether aspirations translate into systemic change, preparing graduates as transformative agents capable of addressing twenty-first-century complexities through integrated research, pedagogy, and practice.

› Webinar 5

Socially Engaged Architectural Pedagogies

The Architect as Listener, Mediator, Collaborator, Civic Agent, and Critical Practitioner

1/6

Socially Engaged Pedagogies ›

The Architect as Listener, Mediator, Collaborator, Civic Agent, and Critical Practitioner

Architectural education is increasingly called to respond to complex social realities, widening inequities, and contested spatial futures. At a moment of social, environmental, and political transformation, architectural education must reconsider what it teaches, who it serves, and how knowledge is produced. This UIA EDUCOM webinar examines socially engaged pedagogies that position learning within lived contexts, collective processes, and public responsibility. The Webinar argues for an education that cultivates empathy, critical agency, and accountability. Moving beyond the architect as a detached egoist or pragmatist author, these approaches emphasise dialogue, reciprocity, and co-production with communities and institutions. Through community-based studios, design-build projects, and live learning environments, socially engaged pedagogy reframes education as a shared act of inquiry and action. Speakers will explore how such practices cultivate ethical awareness, critical agency, and a renewed sense of civic purpose, redefining the role of architectural education in shaping inclusive environments.

1.  Roberto Cavallo
Title:
Architecture Beyond Design-
Educating Future Professionals as
Agents of Change

2.  Bassem ARIGUIB
Title:
From Classroom to Community:
Cultivating Critical Practitioners
through Environmental Immersion

3.  Selma Harrington
Title:
Learning Within Lived Context: The
New European Bauhaus Forum for
Bosnia and Herzegovina
* Reflection and Conclusion

4.  Dubravko Bačić
Title:
Bridging Studio and Practice:
Essential Competencies for Future
Architects

5.  Ashraf M. Salama
Title:
The Socius in Architecture Pedagogy-
PEARL, SHAPE, CRISP
* Introduction to the Session



2026-02-26 - 12:00 to 14:00 Paris time.
Zoom Webinar Link: <https://us02web.zoom.us/j/88637745242> 

› Context and Challenges

The fifth webinar addressed one of the most urgent questions facing architectural education today: how can pedagogical frameworks be reoriented to cultivate not merely skilled designers, but ethical, socially responsive practitioners capable of engaging meaningfully with communities, institutions, and the contested spatial futures of rapidly changing cities? Building on the preceding webinars, this session turned its focus to the socius — the interwoven social, cultural, and political

dimensions of architecture — arguing for its treatment not as a peripheral concern but as a foundational organising principle of studio education.

Speakers collectively challenged the persistence of the detached, solitary architect — the pragmatic author who imposes form without listening to context — and argued for an expanded professional identity. The architect as listener, mediator, collaborator, civic agent, and critical practitioner is not merely an aspirational figure: it is a practical necessity in a profession confronting climate crisis, widening inequality, demographic change, and rapid technological disruption. The central question animating the webinar was how educational systems can systematically produce such graduates rather than leaving civic engagement to individual initiative or optional electives.

Presentations explored the full range of socially engaged pedagogical models — community design studios, design-build projects, live learning environments, and urban residency formats — examining their theoretical underpinnings, practical characteristics, and institutional conditions. Speakers drew on examples from the Netherlands, Tunisia, Bosnia and Herzegovina, Croatia, and the broader global literature to demonstrate that architecture education can and must become a site of genuine civic transformation.

› Perspectives from Practice and Academia

Architecture Beyond Design: Educating Future Professionals as Agents of Change

Roberto Cavallo, *The Netherlands*

Roberto Cavallo opened with a diagnosis of the contemporary condition of the profession and its implications for education. He noted that seventy per cent of architects in Europe now work alone, and that nearly forty per cent of architecture graduates choose careers outside traditional practice — facts which place an urgent responsibility on schools to equip students with cross-disciplinary and community-facing skills while they are still in education, since professional life offers diminishing opportunities to acquire them. The complexity of contemporary urban challenges — from housing and energy to food cycles and mobility — demands that architecture reposition itself as a key integrative discipline, deploying design thinking not only in the production of buildings but as a mode of civic inquiry.

Cavallo presented the Co-Creating Future Urban Environments course at TU Delft as a concrete response to this challenge. The course draws together students from multiple master tracks alongside colleagues in industrial design engineering and civil engineering, working within a double-diamond framework of discover, define, develop, and deliver. Students move beyond the comfort zone of the university into real neighbourhood contexts in Delft, engaging communities through empathy mapping, collaborative workshops, and co-designed impact events. Peer reviews, reflective journals, and rubrics developed jointly with students replaced conventional top-down assessment.

Two student projects illustrated the approach's potential. One group embedded itself in a local neighbourhood centre serving socially marginalised residents, co-creating an impact event after volunteering in a renovation project and building sustained relationships with the community. Another designed an analogue language-learning

game for Dutch learners, which proved so successful that a neighbourhood library subsequently commissioned two further games. Students themselves observed that for the first time their work did not simply end on a hard drive — it generated real impact and further commissions. Cavallo concluded that architecture education must cultivate these capacities for collaborative, transdisciplinary, community-embedded practice as a matter of professional formation, not optional enrichment.

From Classroom to Community: Cultivating Critical Practitioners through Environmental Immersion

Bassem Ariguib, Tunisia

Bassem Ariguib argued that the transformation of architecture students from form-makers into civic agents and mediators cannot be deferred to postgraduate study — it must begin in the earliest years of undergraduate education, when students are still forming their professional identities and architectural vocabularies. At the National School of Architecture and Urbanism in Tunis, this conviction has been translated into a second-year studio exercise entitled Cultural Pavilion: Body, Activity, and Architectural Space, which directly confronts students with the planetary crises — water scarcity, climate change, deforestation, pollution, intensive urbanisation — that will define their careers.

The exercise is structured across three sequential phases. In the first, students undertake deep scientific and sociological research into their chosen environmental crisis, mapping its root causes, systemic mechanisms, and human consequences. This rigorous phase ensures that subsequent architectural decisions are grounded in understanding rather than aesthetic impulse. In the second phase, students translate this knowledge into sensory architecture: using collage, storyboarding, and scenographic sequencing, they design a six-sequence spatial journey that moves visitors emotionally and physically through the crisis — from serenity and wonder through destruction and dread toward engagement and action. The third phase demands contextual integration, with students using photomontage to insert their pavilions into real public environments, testing the project's capacity to reach and affect ordinary passers-by.

The outcomes Ariguib described are striking: students designing floor surfaces that simulate the feeling of water pressure, spaces filled with the sound of industrial machinery drilling into ocean floors, interactive recycling installations that transform the visitor from passive observer to active participant. These are not exercises in green aesthetics but in spatial advocacy — architecture as a tool for raising public consciousness. The exercise teaches students that a line drawn on paper carries real-world consequences, and that the ultimate purpose of design is not self-expression but service to collective futures.

Learning Within Lived Context: The New European Bauhaus Forum for Bosnia and Herzegovina

Selma Harrington, BiH / Ireland

Selma Harrington offered a presentation that moved between the conceptual and the concrete, exploring creative agency — the capacity of architectural projects, designs,

and professional networks to actively shape society and advocate for more equitable futures — as it operates at multiple levels simultaneously. At the individual level, architects exercise agency through client-facing project work; at the municipal level, through brief development and public engagement; and at the civil society level, through professional associations, advocacy, and lifelong learning. Harrington's own trajectory — across Bosnia, Ireland, and European institutional contexts — exemplified this multi-level engagement.

The core of her presentation concerned the New European Bauhaus Forum for Bosnia and Herzegovina, a creative network she co-founded in 2021 in response to the European Commission's New European Bauhaus initiative. Bosnia and Herzegovina is an EU candidate country with a complex post-war constitutional arrangement, a dramatically reduced population due to war and emigration, and a large professional diaspora in Western Europe. The forum was created to reconnect this diaspora with colleagues and institutions in the country's three main cities, using green design, heritage projects, and cross-city festivals as platforms for professional exchange.

Among the forum's activities, Harrington described the Green Design Biennale hosted by Mostar City Council, which repurposed a ruined army barracks as a laboratory for circularity and material reuse; work by a colleague in Mostar to protect a Partisan war memorial that received a Europa Nostra grant; and a training course on sustainability and circularity in the built environment developed with New European Bauhaus Academy support. Harrington framed these activities not as isolated projects but as components of a sustained effort to build professional momentum, preserve cultural heritage, and advance European integration in a context where institutional systems remain fragile and where acting outside formal channels is often necessary to sustain change.

Bridging Studio and Practice: Essential Competencies for Future Architects

Dubravko Bačić, Croatia

[Based on Abstract] Dubravko Bačić examined the gap between what architecture schools currently produce and what a rapidly changing world actually requires. Drawing on European and global research — including data from the Architects' Council of Europe, where he served on the Executive Board — he argued that the profession increasingly demands competencies that traditional design education struggles to cultivate: mediation, ethical judgment, adaptive problem-solving, collaborative design thinking, and enhanced verbal and spatial communication. These are not supplementary soft skills but core capacities without which graduates cannot function effectively as the facilitators, mediators, and civic agents the profession now needs.

Bačić observed that contemporary architectural practice increasingly positions the architect not as autonomous author but as a team member, coordinator, and negotiator working alongside engineers, planners, community groups, clients, and regulatory bodies. Studio culture, with its emphasis on individual authorship and the production of resolved formal objects, inadequately prepares students for this reality. He called for a fundamental rethinking of how studios are structured, assessed, and valued — one that treats the process of negotiation, co-creation, and stakeholder

engagement as legitimate and assessable outcomes rather than as informal adjuncts to the main design task.

His evidence-based analysis pointed to the need for curricular reforms that embed transversal competencies throughout programs from early years, rather than concentrating them in elective modules or final-year projects. He emphasised that bridging the gap between studio ideals and professional realities requires not only pedagogical innovation but institutional commitment: accreditation systems, program evaluations, and professional recognition frameworks must be reformed to value collaborative, civic, and socially engaged competencies alongside technical proficiency. Architecture schools, he concluded, have a responsibility to produce graduates equipped not merely to design buildings, but to shape the conditions of life.

The Socius in Architecture Pedagogy: PEARL, SHAPE, CRISP

Ashraf M. Salama, Egypt / United Kingdom

Ashraf Salama provided the theoretical and analytical framework anchoring the webinar's argument. His presentation advanced the concept of the socius — the social, cultural, and political dimensions of architecture — as a non-negotiable pillar of design education, not an optional supplement. Drawing on critical theorists including Lefebvre, Freire, and Schon, Salama argued that canonical traditions rooted in Beaux-Arts formalism, Bauhaus craftsmanship, and Vkhutemas technical mastery have systematically marginalised the socius, producing educational models that transmit expert knowledge through opaque demonstration rather than enabling the mutual reflection essential to socially engaged practice.

Salama introduced three complementary pedagogical models, each captured in a mnemonic framework. The PEARL model characterises community design pedagogy, which centres participatory and dialogic methods, applies an equity lens to foreground marginalised voices, integrates process richness with product quality, draws on local materials and traditions, and sustains reflective discussion throughout the studio. The SHAPE framework captures design-build pedagogy, which transforms the studio into a laboratory, emphasises action-reflection cycles, insists on teamwork from inception to completion, and foregrounds service to real communities. The CRISP framework describes live project pedagogy, which operates within authentic constraints, integrates regulatory and ethical frameworks, employs scalable hybrid toolkits for community and stakeholder engagement, and accepts a diversity of outcomes that may include processes and policies rather than built artefacts.

Drawing on a bibliometric analysis of eighty-seven seminal publications and award-winning schemes from the UIA Innovation in Architecture Education Award, Salama mapped the theoretical commitments of each model and identified strategic opportunities for cross-pollination. He proposed a fourth model — urban residency — exemplified by a twenty-five-year Chicago studio at Virginia Tech, which adds city-wide policy engagement and long-term mentorship to the community-embedded learning characteristic of the other three. His conclusion was unequivocal: architectural education must reorient from producing autonomous authors to producing solution architects and citizen architects capable of co-creating resilient futures with communities, generating outcomes that extend beyond buildings to include processes, policies, and social solutions.

› Reflections and Future Pathways

Ashraf M. Salama and Selma Harrington

The fifth webinar brought the series to a substantive conclusion, demonstrating through concrete examples and rigorous analysis that socially engaged pedagogies represent not an optional enrichment of architectural education but its necessary future. The webinar established that the socius — the social, cultural, and political dimensions of architecture — must be positioned at the centre of studio practice rather than at its margins, and that this reorientation demands systemic change across curricula, institutional cultures, assessment frameworks, and accreditation requirements.

The presentations collectively underscored that the competencies required of twenty-first-century architects — listening, mediating, collaborating, facilitating civic processes, advocating for spatial justice — are not innate but must be deliberately cultivated through sustained, community-embedded educational experiences beginning early in undergraduate programs. Early sensitisation, as demonstrated by Ariguib's second-year pavilion exercise, ensures that social and ecological responsibility become native to students' design thinking rather than foreign concepts introduced too late. Transdisciplinary learning environments, as demonstrated by Cavallo's TU Delft course, create the conditions for genuine co-creation with communities, yielding outcomes that extend beyond the studio into neighbourhood life.

The webinar also highlighted the importance of professional networks and creative forums — such as Harrington's NEB Forum for Bosnia and Herzegovina — as sites of architectural education beyond formal academic institutions, where practitioners reconnect with place, rebuild professional solidarity, and advance the green and sustainable agendas that formal governance systems have yet to fully embrace. Bačić's analysis of competency gaps reinforced the message that studio culture must be reformed to treat collaborative, communicative, and civic capacities as core outcomes, while Salama's PEARL, SHAPE, and CRISP frameworks provided the conceptual architecture for integrating community design, design-build, and live project models into coherent, theoretically grounded pedagogical programs.

Looking forward, the webinar called for architectural education to centre real-world challenges in studio practice; to institutionalise socially engaged pedagogies so that community-based learning becomes normative rather than exceptional; to develop assessment frameworks that value civic competencies alongside formal design skills; to engage professional organisations in redefining practice standards so that collaborative and facilitative work is recognised and rewarded; and to advocate for policy reforms that create sufficient flexibility in accreditation systems to accommodate innovative, community-embedded pedagogical approaches. The UIA Architectural Education Commission, through this series of five webinars, has demonstrated both the necessity and the possibility of this transformation.

› Conclusion: Pathways for Architectural Education in the 21st Century

Across five international webinars convened over more than two years, the UIA Architectural Education Commission has mapped the contours of a profession in transformation and an educational system under pressure to respond. The accumulated evidence from more than thirty speakers representing all five UIA regions is unambiguous: the traditional model of architectural education — rooted in formal aesthetics, technical mastery, and individual authorship — is insufficient for the complexity, urgency, and scale of the challenges that graduates will face throughout their careers. What follows draws together the key directions for change.

› Redefining the Architect's Role

The most consistent thread running through the webinar series is the imperative to expand the architect's professional identity. The architect as solitary genius, imposing form from above without listening to context, is not merely an outdated archetype — it is an actively counterproductive one. The profession now requires practitioners who can function as listeners, mediators, collaborators, civic agents, and critical practitioners: figures capable of orchestrating complex processes involving communities, municipalities, engineers, ecologists, and policymakers alongside the more familiar tasks of spatial and material design. Architectural education must be deliberately and systematically structured to produce such graduates, not merely to celebrate the rare individual who develops these capacities independently.

› Centring the Social, Cultural, and Political in Studio Education

The concept of the *socius* — the social, cultural, and political dimensions of architecture — must be repositioned from the margins to the centre of design studio culture. This requires not only adding community-based modules or elective social engagement courses, but fundamentally reorienting the studio as a site of mutual reflection, co-production, and civic inquiry. Community design, design-build, and live project models each offer proven frameworks for achieving this reorientation, and the evidence reviewed across the webinar series demonstrates that their integration produces graduates with richer, more transferable, and more genuinely useful capacities than conventional models.

› Embracing Transdisciplinary Collaboration

The challenges that contemporary architects must address — climate change, urban inequality, public health, post-conflict reconstruction, digital transformation — do not respect disciplinary boundaries, and neither should architectural education. The webinar series consistently emphasised the need for educational models that bring

architecture into genuine collaborative relationship with landscape architecture, urban planning, interior design, engineering, public health, and the social sciences. This is not merely a matter of broadening curricula; it requires institutional restructuring, creative approaches to accreditation, and a willingness to relinquish the disciplinary control that has historically positioned architecture as the dominant profession in the built environment.

› **Connecting Research, Pedagogy, and Practice**

The separation of research, teaching, and professional practice into distinct and often non-communicating domains is a structural weakness of contemporary architectural education. Practice-based research, circular pedagogy, and critical engagement with the spatial dimensions of the Anthropocene each offer models for breaking down these separations, treating the studio as a site of genuine inquiry and the profession as a community of knowledge production. Schools must invest in the conditions — time, resources, partnerships, and institutional recognition — that make this kind of integration possible, resisting the tendency to retreat into didactic transmission when under pressure.

› **Responding to Global Diversity and Decolonising Knowledge**

The webinar series demonstrated with particular force that architectural education cannot be adequately addressed through a single global framework. The challenges facing architecture schools in Nigeria differ from those in Ukraine, Saudi Arabia, or Bosnia and Herzegovina; the knowledge traditions relevant to Chinese urban practice differ from those relevant to Tunisian environmental pedagogy. Meaningful reform requires decolonising the knowledge systems that underpin architectural education — moving beyond Western Eurocentric models to embrace the full diversity of the world's built environment traditions, social contexts, and professional cultures. South-South collaboration, the recognition of indigenous and vernacular knowledge, and the active dismantling of hierarchies that position Euro-American norms as defaults are essential components of this agenda.

› **Preparing Graduates for Uncertain Futures**

Perhaps the most important lesson of this webinar series is that architectural education must prepare graduates not merely for the challenges that are already visible, but for the uncertainties that are not yet legible. The sixth wave of innovation driven by artificial intelligence, the accelerating demands of climate adaptation, the shifting demographics of global urbanisation, the continuing fragmentation of professional practice into increasingly small units — all of these require graduates who are adaptive, ethically grounded, critically reflective, and capable of learning throughout their careers. Education that produces graduates with these capacities, rather than merely transmitting established technical knowledge, is the urgent task before the global architectural education community.

› The UIA's Role in Advancing Global Dialogue

The five webinars documented in this report represent a significant contribution to the global conversation about architectural education. Through sustained, evidence-based dialogue across regions, disciplines, and institutional contexts, the UIA Architectural Education Commission has demonstrated both the necessity and the possibility of transformative change. The commission's ongoing work — including the review of the UNESCO-UIA Charter for Architectural Education, the global survey of architecture schools, and the development of new pedagogical standards — provides the institutional foundation for translating the insights of these webinars into policy and practice. The profession's future depends on whether educational institutions, professional bodies, regulatory frameworks, and individual educators are willing to act on what this dialogue has made clear.



© **UIA Architectural Education Commission 2026**

International Union of Architects · Union Internationale des Architectes

www.uia-architectes.org

Ashraf M. Salama (Egypt / United Kingdom) and Selma Harrington (Ireland)
Co-Directors, EDUCOM, UIA Architectural Education Commission [2023-2026]

Webinars Series: June 2024 – March 2026
Publication: June 2026

Disclaimer/Publisher's Note

The statements, opinions, and data contained in all publications are solely those of the individual author(s) and contributor(s) and do not reflect the views of the Architecture, Buildings, Construction and Cities (ABC2) Journal and/or its editor(s). ABC2 Journal and/or its editor(s) disclaim any responsibility for any injury to people or property resulting from any ideas, methods, instructions, or products referred to in the content.