



3



# ARCHI-MUNDUS

Building up Quality in Architectural Education



Tuning

Tuning America Latina

do we experience a shift of paradigm in contemporary architectural education and pedagogy?

- from a teacher oriented education to a student oriented education
- from an objectives oriented pedagogy to a project oriented pedagogy
- from program to problem and project
- from a determinant educational framework to more fragile on
- from a technical and standardized to a more flexible and personalized

The focus not on what graduates shall know  
but on what they will be able to do

The question of quality is in the centre of the strategic planning of all schools of architecture.  
Do we really know what this requested quality is?

### Objectives

- To bring our non-European partners closer to the way European Schools of architecture adapt their curricula in the contemporary request for quality in Architectural education as it is expressed and defined in the under-construction European Higher Education Area.
- To collaborate with them on the further development, and the implementation of **competences-based architectural quality**, as (according to our consideration) the most appropriate learning environment for the internationally increasing demand for transparency, quality, communication and mobility.
- To collaborate with them and exchange ideas and practices related to the development of pedagogical strategies, teaching practices and methods assuring the requested quality.
- To disseminate the results of this collaboration in the broader regions of the partners.
- To create the conditions for future mobility between the partners on the ground prepared by this project.
- To establish links, communication channels and partnership for further collaborations and future projects.

### Broader strategic objectives of ARCHI-MUNDUS project

- To develop collectively a quality culture in architectural education worldwide, which will be based upon broader agreements on values, priorities, principles and means, which will give the possibility to this quality to be implemented and assured.
- To investigate the impact of this quality culture on the structure and restructuring of architectural curricula in our schools of architecture.
- To investigate the impact of this culture to the teaching approaches, the pedagogies implemented and the educational strategies to be applied in order to assure the expected quality.
- To develop reference points which will define the excellence and the benchmarks for all the competences (as learning outcomes) of the contemporary profile of the architect.
- To elaborate and redefine the set of competences which will represent the qualified profile of the architect of our fast changing world.

Three major axes of differences between the approach of the quality in architectural education:

differences in policy, in strategies and in means and tools.

#### USA

standards and benchmarks

level of services  
values defined by standards

teacher based  
knowledge based

#### Europe

excellence competences

quality of innovation  
distance from the acceptable

student based  
outcome based

## Associations of Schools

1. European Association for Architectural Education (EAAE)
2. Association of Collegiate Schools of Architecture (ACSA), **USA**
3. National Architectural Accrediting Board, Inc. (NAAB), **USA**
4. Unión de Escuelas y Facultades de Arquitectura y Diseño de América Central (UDEFADAC)
5. Unión de Escuelas y Facultades de Arquitectura de América Latina (UDEFAL)
6. Asociación de Facultades y Escuelas de Arquitectura Públicas del MERCOSUR (ARCHISUR)

6

## European Schools of Architecture

7. Ecole Nationale Supérieure d'Architecture et de Paysage de Bordeaux (ENSAPBX), **France**
8. Ion Mincu University Of Architecture and Urbanism (IMUAU), **Romania**
9. Dublin Institute of Technology, The Dublin School of Architecture (DSA, DIT), **Ireland**
10. Escola Técnica Superior D'arquitectura Del Vallès, Universitat Politècnica De Catalunya (ETSAV (UPC)), **Spain**
11. Universidade Lusíada de Lisboa, Faculdade de Arquitectura e Artes (ULL), **Portugal**
12. Instituto Superior Manuel Teixeira Gomes, Department of Sciences and Technologies (ISMAT), **Portugal**
13. The Oslo School of Architecture and Design (AHO), **Norway**
14. Institute for Higher Education in the Sciences and the Arts (W&K), **Belgium**
15. University of Liechtenstein, Institute for Architecture and Planning (UNI.LI), **Liechtenstein**
16. National Technical University of Athens (NTUA), **Greece**
17. Warsaw University of Technology Faculty of Architecture (FA WUT), **Poland**
18. University of Genoa , Faculty of Architecture (UNIGE - Architettura), **Italy**

12

## Schools of Architecture from Latin America

19. Universidad del Valle, Department of Architecture (UNIVALLE), Bolivia
20. University Center Lasalle (UNILASALLE), **Brasil**
21. Saint Charles University of Guatemala, Faculty of Architecture (USAC), **Guatemala**
22. University Of La Plata, Faculty Of Architecture And Urbanism, (FAU UNLP), **Argentina**
23. Ricardo Palma University, Faculty of Architecture and Urbanism (URP), **Peru**
24. University of Chile, Faculty of Architecture And Urbanism (URP), **Chile**
25. School of Architecture & Design, Pontifical Catholic University of Valparaiso - Chile (EAD-PUCV), **Chile**
26. University of Concepción (UdeC), **Chile**
27. University of Bío-Bío (UdeC), **Chile**
28. Central University of Chile (CUC), **Chile**
29. Federal University of Rio de Janeiro, Faculty of Architecture and Urban Design (FAU/URJ), **Brasil**
30. Pontifical Catholic University Of Peru, Faculty of Architecture and Town Planning (FAU/PUCP), **Peru**
31. University of The Republic, School of Architecture (FARQ), **Uruguay**
32. University of Panama (UP), **Panama**
33. Pontifical Bolivariana University (UP), **Colombia**
34. Iberoamerican University (UNIBE), **Dominican Republic**
35. Center for Design, Architecture and Building (CEDAC), **Honduras**

17

Coordinating Institution

Aristotle University of Thessaloniki, School of Architecture. (AUTH), **Greece**



# Development

## Stage 1

### In Quest for Quality in Architectural Education

How do our schools of architecture incorporate into their curricula the contemporary call for quality? How this request of quality can introduce our students to an innovative way of thinking, designing and materialising architecture? How can the claim for innovative quality be introduced to the teaching of different subject areas of architectural curricula? How can we assure our students the ability to be innovative? Which teaching methods do we apply for this purpose? Which educational processes do we follow? How can we become more efficient in our teaching in order to assure the requested quality? How can we recognise and evaluate the quality? What do we consider as the appropriate assignments that can enhance quality in our students' thinking processes?

## Stage 2

### (Re)-defining excellence in Architectural Education: Reference Points of Learning Outcomes

Synthesis of the work done during the previous stage and to arrive at the definition of the reference points of the main competences of a graduate from a school of architecture. Based upon Tuning methodology we will try to investigate in this event the quality of the learning outcomes and to investigate teaching approaches, which could assure the quality described by these references points.

## Stage 3

### Assuring Quality through the Quality of Teaching

Presentation of innovative teaching approaches, conceived and designed to assure learning outcome of high quality, according to the definitions elaborated in the previous phases

Student workshop

## Stage 4

### Towards an Architectural Education Quality Culture

Synthesis of the ideas, proposals, conceptions and considerations of the Architectural Education quality in the dynamics of our contemporary internationalized society. Formulation of the principles, which have to direct the development of the quality culture and to provide the main axes on which this development has to follow for a responsive architectural education