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DEVELOPING A CURRICULUM MODEL FOR ARCHITECTURAL EDUCATION IN A CULTURALLY CHANGING SOUTH AFRICA

BY

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‘Education must be more important than architecture,’

‘Education must be **ahead** of architecture practice.’

Teymur N

SUMMARY

Developing a Curriculum Model for Architectural Education in a Culturally Changing South Africa.

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Through education, a society hopes to reproduce itself, and through architecture a society reveals it's values, aspirations, norms, beliefs and its cultural composition in the built environment. The first democratic elections in 1994 marked the end of the apartheid era and the beginning of the definition of a new era that would represent the new aspirations of all the people of South Africa. These fairly recent changes are important for the reshaping of the architectural profession as it seeks to interpret new meanings, views and aspirations of the new South African society in the built environment.

A starting point in the transformation of the profession is the development of a curriculum model in schools of architecture that will ensure continuous adaptation to the changes in society. Accreditation reports for architecture schools studied in this thesis revealed the nature of issues that confront South African schools of architecture. This study revealed that issues of poverty like housing and transformation of the architectural profession do not receive adequate attention in schools of architecture. Implementation of Outcomes Based Education in architecture schools is also investigated to provide insight into its impact on education for architects.

The study also reviewed and categorized the contemporary curriculum models as used in the South African schools of Architecture according to an array of philosophies and principles that underlie curricula. The study revealed that an eclectic approach to design of curricula is ideal for the multicultural society of South Africa that seeks to balance the demands of the local and global context in its education. This study also revealed that most architecture programmes retain their traditional programmes because the university is the largely the locus of learning, Experiential learning is minimal as well as little flexibility as most of the learning course- modules are required modules.
The research of the educational experiences of architecture practitioners revealed important characteristics of the nature of architectural education and practice in South Africa and the preparedness of architects to practice in their context. It was concluded that although contemporary architecture programmes are well organised, they fail to provide architectural education that address the wider issues of the South African society.

The study also investigated the range of needs of a changing South Africa from global through to local scales, which need to be addressed in the curricula of schools of architecture in South Africa. These include a range of legislation, which this investigation has shown are driving curricula change in other disciplines, but not in architecture curricula.

The study proposes a curriculum model for architecture based on the Post-Modern philosophy, which can effectively accommodate the needs of a changing South Africa in the educational programmes for architects. Such a model defines with clarity the pedagogic or epistemological reasons for directing change in an increasingly complex South African society.

KEY WORDS: Architectural Education, Post Modern Curriculum, Organizing Principles, OBE curriculum matrix, Experiential learning, Modular Cyclical Approach, Social Problems, Critical Pedagogy, Enabling Outcomes, Eclectic Approach.

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