



# Spatial Design Education: New Directions for Pedagogy in Architecture and Beyond

By Ashraf M. Salama

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## Spatial Design Education: New Directions for Pedagogy in Architecture and Beyond By Ashraf M. Salama

Design education in architecture and allied disciplines is the cornerstone of design professions that contribute to shaping the built environment of the future. In this book, design education is dealt with as a paradigm whose evolutionary processes, underpinning theories, contents, methods, tools, are questioned and critically examined. It features a comprehensive discussion on design education with a focus on the design studio as the backbone of that education and the main forum for creative exploration and interaction, and for knowledge acquisition, assimilation, and reproduction. Through international and regional surveys, the striking qualities of design pedagogy, contemporary professional challenges and the associated sociocultural and environmental needs are identified. Building on twenty-five years of research and explorations into design pedagogy in architecture and urban design, this book authoritatively offers a critical analysis of a continuously evolving profession, its associated societal processes and the way in which design education reacts to their demands. Matters that pertain to traditional pedagogy, its characteristics and the reactions developed against it in the form of pioneering alternative studio teaching practices. Advances in design approaches and methods are debated including critical inquiry, empirical making, process-based learning, and Community Design, Design-Build, and Live Project Studios. Innovative teaching practices in lecture-based and introductory design courses are identified and characterized including inquiry-based, active and experiential learning. These investigations are all interwoven to elucidate a comprehensive understanding of contemporary design education in architecture and allied disciplines. A wide spectrum of teaching approaches and methods is utilized to reveal a theory of a 'trans-critical' pedagogy that is conceptualized to shape a futuristic thinking about design teaching. Lessons learned from techniques

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### **Editorial Review**

#### **Review**

a "This is indeed an inspiring and thought provoking contribution to the field of design pedagogy in its fullest sense. Calling for new forms of pedagogy, the argument for civic engagement, critical inquiry, and reflective design practices is elucidated to reflect emerging understandings of design education. With substantial international experience, the author offers an authoritative account of spatial design pedagogy with a focus on architectural and urban design education, covering a diverse range of topics in a wide variety of contexts. Tracing evolutionary theories and approaches of education from the second half of the 20th century to the present is a commendable aspect of this work. This is a must-have book for both design students and built environment professionals, but most importantly, it is essential reading for every design educator worldwide.a (TM) Halina Dunin-Woyseth, Oslo School of Architecture, Norway a "Spatial Design Education: New Directions for Pedagogy in Architecture and Beyond is a proactive book that transparently presents promising approaches to tap into latent potentials and exciting opportunities in teaching architecture. Salamaa (TM)s candid review and analysis importantly fills a gap in literature on architecture pedagogy. The book is comprehensive, critical and experimental and very much analogous to the way we all want to teach architecture.a (TM) Tammy Gaber, Laurentian University School of Architecture, Canada 'No other profession has undergone as dramatic a transformation in the past decade as architecture. In this well-researched, intelligent, and provocative examination of the history, current state, and future prospects of architectural pedagogy on a global scale, Ashraf Salama challenges us to both broaden and deepen the debate about how professional education might, indeed must, change.' Michael J. Crosbie, University of Hartford, USA 'With the voice of an experienced educator on the frontline of architectural education, Ashraf Salama offers an audacious yet thoroughly researched examination of design pedagogies and ethics in a changing world. More than just a condemnation of outmoded studio culture, this book presents insightful accounts of both historic development as well as past and emerging innovations in design education. An extraordinary sourcebook for design educators and students.' --Jeff Hou,University of Washington, USA

#### **About the Author**

Ashraf M. Salama is Chair Professor in Architecture and Head of Architecture at the University of Strathclyde, Glasgow, UK.

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