

## Call for Papers Design Education–2010

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c a l l f o r p a p e r s

## Design Education–2010

*Explorations and Prospects for a Better Built Environment*

### 3Ps: Paradigms - Positions - Practices

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Ashraf M. Salama and Michael J. Crosbie (*editors*)

*“To remain silent about the values represented in what we do, either out of mistaken belief that professionals must remain ethically neutral or out of a romantic dismissal of all normative values, is to eliminate one of the main reasons for the profession’s very existence”*

Thomas R. Fisher (2006) In the Scheme of Things. Alternative Thinking on the Practice of Architecture, University of Minnesota Press, P.30.

The International Journal of Architectural Research (Archnet-IJAR) is pleased to announce a call for papers for a special issue on **Design Education 2010: Explorations and Prospects for a Better Built Environment**. Co-edited by Professors Ashraf M. Salama and Michael J. Crosbie, this special issue of Archnet-IJAR is intended for publication in July 2010.

## The Theme: Design Education 2010

Theorists, academics, researchers, and practitioners have been discussing the role of design education in shaping the built environment since professional education has been established two centuries ago. Strikingly, research on design education continues to be marginalized in the academia. While the practice of design professions has changed dramatically and keeps changing, design education in the built environment-related disciplines reacts in a very slow manner at best or resists change or adaptation at worst. There are honest attempts to introduce change, and tame and react to the demands placed on design professions by societal, environmental, and cultural needs. We still seem to be at odds with the goals and objectives, structures and contents, and delivery methods and techniques required for responsive design education, a type of education amenable to graduating designers capable of creating better built environments.

Design education is the cornerstone of design professions. The approach to and the content of it are the backbone of design practices. This suggests that it has to be encountered in a broad sense and to be dealt with as a rich field of pedagogical discourse whose foundations, underlying theories, contents, and methods can be questioned and critically analyzed. Reaching across the boundaries of cultures and regions, the theme addresses design education in its fullest sense in order to reflect its worldwide status in 2010. Contributions are welcome from academics, educators, and researchers in the disciplines of Architecture, Urban Design, Landscape Architecture, and Interior Design.

The special issue of Archnet-IJAR on “Design-Education-2010” will be structured around the following categories of contributions:

**Paradigms:** contributions that address shifts and transformations in philosophical foundations, approaches, program contents and structures, curriculum development, teaching processes, models of teaching as adopted and advocated at the institutional level or by professional organizations.

**Positions:** contributions that explore specific ideologies and doctrines, as reflected in the development of theories (theorizing) on design pedagogy and as adopted by individual educators. Positions may be supported by structured experiences/experiments, case studies and empirical findings.

**Practices:** contributions that offer new ideas and visions through implemented and validated frameworks of teaching models undertaken in lecture halls and design studios. This includes alternative learning/teaching methods and those that concern themselves with community-based design learning, service learning, experiential learning, inquiry-based learning, and outcome-based learning. As well, it may involve innovative assessment tools and new reviews/jury practices.

It is anticipated that the 3Ps would cover content- and context-related issues including: a) culture, community, politics, and society; b) environmental concerns and economics; c) technological advancements in construction and virtual environments.

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### Types of Contributions

The editors of this special issue welcome contributions in the following forms:

**Research and position papers** from researchers and educators (maximum 6000 words) to be included in the “refereed section” of the journal

**Essays** from experienced and well established writers/academics/theorists (maximum 2000 words) to be included in the “reviews and trigger articles section” of the journal.

### Correspondence and Key Dates

- Call for Contributions	September 15, 2009
- Deadline for Abstract Submissions	November 1, 2009
- Notification on Selection of Contributions	December 1, 2009
- Submission of Full Papers /Full Essays	March 1, 2010
- Communicating Reviews/Referees Comments	April 15, 2010
- Final Submission after Considering Reviewers’ and Editors’ Comments	
- Publication of volume 4, issue 2 Design Education-2010	July 15, 2010

### Correspondence

Potential contributors may contact the editors at [ijar@mit.edu](mailto:ijar@mit.edu)

### Editorial Board

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### INDEXING – ABSTRACTING

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## Editors of Design Education 2010



**ASHRAF M. SALAMA, Ph.D., FRSA,** is professor of architecture and is currently a Reader in Architecture at Queens University Belfast, U.K. Since 1987, Dr Salama has held academic positions at universities in Qatar, Saudi Arabia, Italy, Egypt, and the United States. He was the Director of Research and Consulting at Adams Group Consultants in Charlotte, North Carolina (2001-2004), and consults with Emmar-Middle East. He is a licensed architect in Egypt, trained at Al Azhar University and North Carolina State University, USA. He was the Chair of the Department of Architecture at Misr International University in Cairo (1996-2001), and worked with the community development group of the College of Design, NC State University (1992-1995). Dr. Salama has written over 120 articles and papers in international conferences, archival journals, and magazines; authored and co-edited five books, on architectural education, teaching practices, and design studio pedagogy, published in the United States; Egypt; Switzerland; Italy; and the United Kingdom. His latest book ‘*Transformative Pedagogy in Architecture and Urbanism*’ is being published by Umbau Verlag in Germany. He delivered lectures and presentations in over 30 countries and was a member of the UIA/UNESCO International Committee of Architectural Education, and the Architectural Education Work Program Director of the International Union of Architects-UIA (1995-2000), and coordinates the *International Association for People-Environments Studies-IAPS* Education Network since 1998. He is the chief editor of Archnet-IJAR, collaborating editor of Open House International Journal, and serves on the boards of reviewers of several international journals.



**MICHAEL J. CROSBIE, Ph.D., AIA,** is the Chair of the Department of Architecture and associate professor, University of Hartford, Connecticut. He has been involved in architectural education for more than 20 years, and has lectured at architecture schools across the U.S. and abroad. His major contributions to the profession have been in the field of architectural publication. He has been an editor for a number of national architectural magazines including *Architecture Magazine* and *Progressive Architecture*, and is currently the Editor-in-Chief of *Faith & Form*, a journal on religious art and architecture. Dr. Crosbie is a contributing editor to *AIArchitect*—the newsletter of America’s community of architects and co-editor of ‘*Time-Saver Standards for Building Types*.’ He is the author of more than a dozen books on architecture and of hundreds of articles on the subject. His latest writings and books include ‘*Architecture for the Spirit*’, ‘*Living Together: Multi-Family Housing Today*’, ‘*Architecture for Architects*’, and ‘*Houses of God: Religious Architecture for the New Millennium*.’ Among his writings on architectural education are: ‘*The Schools: How They’re Failing the Profession*’, and ‘*Assessing Architectural Education’s Crown Jewel*’. A licensed architect, Dr. Crosbie previously practiced with Centerbrook Architects (a nationally recognized design firm) and consults with Steven Winter Associates, one of the country’s leading firms in the field of sustainable architecture. He delivered lectures and presentations throughout the United States and internationally and sits on the juries and reviews of several professional competitions and awards. He studied architecture at Catholic University.