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SUVREMENI MODELI ARHITEKTONSKE NAOBRABE: IZVORI, STANJE I IZAZOVI BUDUĆNOSTI

DOKTORSKA DISERTACIJA [SAŽETAK]

CONTEMPORARY MODELS OF ARCHITECTURAL EDUCATION: SOURCES, PRESENT STATE, FUTURE CHALLENGES

DOCTORAL DISSERTATION [SUMMARY]

This PhD thesis explores contemporary models of architectural education, their historical evolution, the present state, and future tendencies within the European academic and professional architectural context. The purpose of the research was to explore and critically examine the development of institutional architectural education, and, moreover, to identify those conceptual and organizational features that have fundamentally influenced the evolution of organized and structured architectural learning. Architectural education is organized through particular educational models inherent to the discipline proper. These models have gradually evolved and have been transformed over the centuries, but have persistently preserved much of their deep inherent logic and purpose, regardless of any particular epistemological and/or architectural content.

Architectural educational models are identified and classified according to several criteria. Historically and chronologically, the models have evolved in the following phases: 1) pre-professional (until the 15th century), 2) pre-institutional (15th to the 17th century), 3) proto-institutional (18th century), 4) institutional (from the end of the 18th century / beginning of the 19th century to date).

Contemporary European architectural education is examined with regards to three main aspects: educational content, regulatory aspects and organizational modes of instruction.

Since 2000, the European educational landscape has been strongly influenced by the on-going Bologna Process with the aim to reform the European higher education. The goal of the process is to ensure comparability in the standards and quality of higher-education qualifications. Schools of architecture in the EU have broadly adapted to or are in the process of aligning with the Bologna Process requirements (three-level education, ECTS credits, quality assurance). However, the existing multiplicity of educational paths and particular approaches to architectural education invariably results in extremely complex situation with diverging educational profiles and particular characteristics in different geographic and cultural environments across Europe.

There are approximately 335 accredited architectural schools in the EU, even more if the entire European continent is to be included. These schools offer various types of architectural programs, either at undergraduate, graduate or postgraduate level (specialized Master's or doctoral degrees). Approximately 60% of the total number of architecture schools is located in the EU countries with the largest numbers of registered architects, both in absolute terms and in relation to their population size. Examined from a historical perspective, the contemporary (European) architectural education is deeply influenced by its accumulated syncretic traditions.

The current tendencies identified in the European architectural schools can broadly be grouped in several areas: the on-going administrative, organizational and content-wise adaptation to the Bologna Process objectives; increased internationalization of schools; the growth of research-oriented policies and activities; ever-growing interdisciplinary approaches; piecemeal professionalization of curriculum and specialization tendencies; strong adherence to artistic type of creative education; and fostering the widening of scope of professional services (teaching and stimulating 'alternative' modes of practicing architecture).

The future of architectural education will greatly depend on the ability of the discipline to absorb the new techniques and technologies. As evident from the research of historical development, formal and organizational aspects of institutional architectural education have undoubtedly displayed a high level of organizational inertia: the methods of teaching and instruction gradually evolved while the educational content changed at a quicker pace. This conclusion would, in turn, suggest that over the centuries the architectural discipline has developed its own educational mechanisms. With respect to future challenges, the robustness and inherent deep logic of architectural education will undoubtedly remain its most important feature for the times ahead.

[Translated by the author]

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■ Tema rada su modeli arhitektonske visokoškolske naobrazbe u europskom akademskom i stručnom kontekstu. U radu je potvrđena hipoteza o obrazovnom sustavu razvijenom na vlastitim, arhitektonskoj disciplini inherentnim edukacijskim modelima koji kontinuirano evoluiraju i postupno se transformiraju, ali ustrajno perzistiraju u višestoljetnim ciklusima, često neovisno o njihovom epistemološkom sadržaju. Svi suvremeni modeli dinamični su amalgami koji se temelje na globalno dostupnom korpusu kodificiranoga arhitektonskoga znanja te na stjecanju kreativnih vještina i primjenjivog stručnog znanja. Njihova unutrašnja logika i robusnost bitan su element budućnosti institucionalnoga arhitektonskoga obrazovanja.