

Research in Progress Abstract - Construction Education (Pedagogical Content)

# Post-Graduate Degree in Architecture and Research Oriented Proposal for the New Challenges in the Professional Practice of Developing Countries

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Architectural academics tend to study many things that has to do with architecture, buildings, cities, even, albeit marginally, with users and social-cultural aspects. They even want to contribute to the *solution* of problems to do with these issues. However, two apparently 'unimportant' areas that they do not bother studying is the architectural profession and the architectural education that has to do with research. Education has been the least popular research topic in Schools of Architecture, and the PhD or Master's theses on architectural education has been minimal. Also, the teachers and students of architecture prefer to see yet more images of a famous architect's work to a lecture on professional or educational matters. Hence, the big rethink to which this research is a tiny contribution. Education for architects must be radically reconsidered, through a new, more fully human paradigm that engages with society and culture. Thus, this study is oriented with the ultimate aim to produce a curriculum, which satisfies the requirements of a research oriented programme as well as the Nigeria Institute of Architects (NIA) professional practice. This is to fill the gap, since the current curriculum for the post graduate degree of architecture in Nigeria Universities, (Ladoke Akintola University of Technology – LAUTECH and Obafemi Awolowo University- O.A.U) seem not to be sufficient towards the realisation of producing the 'all-in-all' graduating students to fit the current job search in Nigeria labour market and the international level at large. Key concepts relating to schools of architecture, and especially the curriculum for post graduate students of architecture in Nigeria are reviewed. Based on this, issues which relate to the aim of the study are identified. Qualitative and quantitative methods of research are further adopted in terms of questionnaire administration and interview. The research questions include: *What exactly constitutes the objects of research on architectural education? With what theories, concepts, disciplinary paradigms or methods can it be studied? And, does (or can) design teaching have a 'syllabus' for research to evaluate?* The study discovers that research on architectural education should engage not only in the traditional issues of how to teach design, how to instill creativity, or how to link with the community, but also to introduce challenging questions and projects. Thus, the reform of Nigeria architectural education should be implemented based on: Improving the quality of researcher education in graduate schools; Maintaining holistic education at the undergraduate level and formulating specialized subprograms mainly for master's degree courses; Forming an internationally comparable framework of a 7-year program by combining the undergraduate holistic education and specialized subprograms in graduate schools; Implementing accreditation requirements and giving an appropriate certification of progress/completion of programs by educational institutions to promote students as well as promote job placement.

**Key Words:** Architecture, Curriculum, Post graduate, Professional Practice, Universities