• Paper / Proposal Title:

A curriculum as a social artefact: ANT approach in analyzing the role of curriculum in a connection between design education and practice

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• Abstract (300 words):

This paper examines a relationship between configurations of curriculum, university degrees and the training of architects in Iran in the period of 1999-2005. Today the training of architects in Iran consist of three main curricula, bachelor, master, and Ph.D. in architecture, and each one has been formed with different attitudes and directions in terms of educating a knowledge and skills of architecture to students. There was a unified curriculum in a master of architecture before 1999, but the bachelor degree in architecture with an aim of training architects with general practical performances and abilities was created, so its curriculum is a new model of education that was brought since 1999.

The paper examines the effects of this shift in the contexts of universities and its repercussions for the training architects, and its relation with practice. The hypothesis is a curriculum as a social artefact which sets of relations between human( students, professors, architects) and non-human ( objects, drawing tools, computer, physical space, books, journals) actors, and even a network outside of architectural schools such as architecture firms, client, government, institutions, events, industry and society.

This way of thinking about the curriculum could conduct us to engage with the idea of
Anti Network Theory (ANT). ANT could give us a holistic view to understand and investigate the complexities and richness of a curriculum as a social processes, and here is the bigger relevance of my topic to the evolving field of architectural education at large: Understanding a complex relation between education and practice in terms of skills and knowledge.

- Author(s) Biography (200 words each):

Ali Javid is a PhD student in the Architecture at UWA School of Design. He is studying on theory of creating new interdisciplinary design studios which responses to socio-economic and technological changes. His research interests cluster around the following activities: design pedagogy; Applying serious games to use in a design studio and architecture practice, transdisciplinary design studio; the theory of creating responsive design studio.