Education, Design and Practice – Understanding skills in a Complex World

• Paper / Proposal Title:
Professional Practice Meets Architecture Education

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• Abstract (300 words):
Professional practice meets architectural education initially in the academic world and eventually in the world of architectural practice. The Department of the Architecture in collaboration with architectural offices is introducing students to the realities of practice and the opportunities and challenges of making the transitions from the academy to practice during their academic years.

The transition between education and practice has traditionally had its challenges but it is even more complicated in today’s climate of accreditation, experience component, and architectural registration examinations. With the common goal of most architectural students being licensure, it is essential to assist students in navigating this sometimes complicated path. In Building Community: A New Future for Architecture Education and Practice, Boyer and Mitgang concluded, “that architectural education is really about fostering the learning habits needed for the discovery, integration, application, and sharing knowledge over a lifetime.” The sharing of knowledge from practicing architects to today’s students is essential.
The unique opportunity for students to visit and have candid access to successful practitioners has become invaluable to our architectural students formal education. Key to this success is communication and collaboration. Architects in practice and architectural students find great benefits in the success of the collaboration between education and practice.

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

Elizabeth Petry, AIA is an Associate Professor of Architecture at the University of Hartford with over 35 years of professional practice and over 25 years as an architectural educator. Her experience in the profession focused primarily on healthcare, housing, and education. Petry was the Director of Education for the nationally award winning Architecture Resource Center of Connecticut. She teaches both first year and third year studios and the graduate course in Advanced Professional Practice, serves as the University of Hartford Licensing Advisor, and is a 2018 NCARB Scholar in Professional Practice. Petry holds a baccalaureate degree and professional degree Master of Architecture, from the University of Illinois, Champaign – Urbana.