



“The intensity of self-belief among educators probably compensates for the shaky ground on which their assumptions are based”

Alan Powers

*What we all know, and should remind ourselves, is of course that:
Teachers are far more important than curriculum, and Educational environment is far more important than the organizational structure of an education.*







The situation of instability and the anticipation of a possible reduction in both the funding and the duration of Architectural education across Europe certainly has encouraged a sense of collective openness to exploring other models of academic and professional delivery.

Process not leading to a “global studio” or a “global curriculum”

Internationalization

Trying to develop their own traditions and qualities

A tendency to specialize

Prototypes/tendencies/schools - a further illustration:

Professionalism

Research Orientation

Educating specialists, not architects

Widening the field – new roles for the architect

Architecture as an artistic discipline

There is no NEW NORMAL in Architectural Education, and probably not a NEW NORMAL in Architectural Practice.

