

Architectural education in globalization era: considering intercultural learning

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Abstract:

This article is concerning the importance to address the intercultural processes of design especially in architecture education. It also outlines approaches and methods for teaching design studio and addresses the design of the pedagogical experience in an era of globalization. The article comes up with a theoretical basis for intercultural learning in relation to a multicultural society, and the increasing movement between places, such as experienced by the Indonesian societies nowadays. It identifies patterns of relationships in the construction of identity and place, and provides normative guidance to follow-on intercultural exchange. It raises issues related to the challenges faced in intercultural communication and in overcoming biases and stereotypes. The article suggests how empirical learning and distance learning within an intercultural setting can help architecture students to develop a range of skills and competencies. This includes the ability to bring together multiple points of views in diverse collaborative place making and design activities.

Keywords: architecture, education, intercultural learning

Globalization, inter-ethnicity dan interculturality: contextual background

As an educator in Architecture study program it is necessary to maintain a continuous interest in the relationship between people, or culture, and place. Yet in the modern, interconnected world, it seems likely that diversity of people, culture, and place will continue to increase. Those who grow up in multi-ethnic families would realize that multicultural home create different atmosphere than another home characterized by cultural homogeneity. Many evident in urban Indonesia show that diversity triggers more diversity. In a bigger scale, urban neighborhoods such as '*Pecinan*' in Indonesian cities and '*Kampung Jawa*' in Kalimantan or Sumatra cities would create multiethnic and multicultural environs as their 'locality'. These urban neighborhoods are occupied by ethnically mixed families who retained some aspects of their ancestors' culture, lost others, adopted some of the customs of the local culture, adapted others, but also borrowed from other cultures and/or ethnics. The phenomena of ethno-cultural diversities are not only experienced by Indonesian cities but also other urban areas in global context, which can be observed in Chinatowns in Western cities (Li 1999).

There is an emerging literature about how urban planning, design and architecture should respond to ethno-cultural diversity (Burayidi 2000; Sandercock 2000). That is part of a larger discussion around negotiating the challenges of making a multicultural society work in general (Parekh 2000). With some notable exceptions (Moore Milroy & Wallace 2001) there is far less literature that explains how these insights should be put into education and practice or identifies innovative strategies that architecture and planning students can learn to respond the development of ethno-cultural diversity in local space. ...