

Architectural Design Practice and Projects

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Srazali Aripin



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POTENTIAL OF PROBLEM BASED LEARNING (PBL) FOR IMPROVEMENT OF ARCHITECTURAL PEDAGOGY

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ABSTRACT

The original Problem Based Learning (PBL) pedagogical approach has been developed into various versions, depending on the needs and context of certain educational disciplines. Problems in PBL could be defined into various meanings based on level of specifications and approach of the disciplines it is constituted. This paper gives an overview of meaning in PBL, thus specifically explores PBL educational approach that might be implemented in architectural discipline. Approach of qualitative research is used as the main methodology of this discourse, which is table research. The proposition to implement PBL in architectural pedagogy is suggested based on analysis done on its relevancy, provided that the good aspects of conventional architectural educational approach that has been used by most schools of architecture for more than a hundred years would not be entirely abandoned.

Keywords: Architectural Education, Teaching Architecture, Problem Definition, Problem Based Learning

INTRODUCTION

Through decades of evolution, the original PBL pedagogical approach has been developed into various versions, depending on the needs and context of certain educational disciplines. The appearance of various forms of PBL threatens the nature of the original PBL pedagogical approach, which was developed by scholars in medical disciplines, into explicit controversy as more vocations, disciplines, and profession contribute to the PBL literature (Kvan, 2000; Saven-Baden 2000). However, this development actually provides a broad based experience and healthy scepticism (Boud on Felletti, 1997).

Kwan (2000) negatively suggests that the emergence of diverse PBL versions is the product of “differences in the mindset as a result of the historical burden chronically carried by an established traditional institution.” A rigid mindset within traditional institutions creates a persistent resistance to acceptance of the “true spirit of PBL”, causing it to be superficially treated. Nonetheless, Saven-Baden (2000) argues that PBL is an approach to learning that is characterised by flexibility and diversity. As such, it can be implemented in a variety of ways, regardless of differences in contexts, subjects and disciplines.