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ETHICAL ISSUES IN THE TEACHING PROFESSION IN THE ARCHITECTURE STUDIO

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Abstract

Teaching has been regarded as a profession on its own and thus demands a great deal of professional expertise which may be expressed in a set of ethical principles that constitute a code of quality control for the profession and those who practice it. It is presumed that the method of teaching in the architecture studio can impact the morals exhibited by the students. However, this expectation of getting the right learning behaviours out of the students is far from being met as a result of several issues. This study therefore was intended to determine the ethical issues associated with teaching in the architecture studio with the view to recommending methods for improvement. The study started by establishing a background to the study, where the meaning of ethics, principles of ethics, and the theories and methods of teaching ethics in the architecture studio were discussed. The study went further to examine the issues of ethics and teacher-student relationship in the architecture studio. Data for the study will be gathered through the use of validated questionnaires from a sampled frame of undergraduate studios of the architecture department, at the Federal University of Technology Owerri. Data gathered will be analysed using appropriate statistical tools to describe the effect of the relationship between the teacher and the teaching method of ethics. The study will conclude by recommending methods for improvement. This paper should appeal to every educator in higher education, especially to educators teaching architecture, urban design and planning.

Keywords: Architectural education, Architecture studio, Ethics, Teaching