

Poster Abstract Book (All Poster)

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Conception of teaching and teaching approach in architectural education: perspectives of Architecture lecturers in Nigeria

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Abstract:

There is an established argument in literature that conceptions of teaching influences teaching approach which in turn affects learning approach and outcomes of students. However, despite studies showing correlation between conceptions of teaching and teaching approach, architecture as a field has only been studied alongside other related courses and not on its own terms. Therefore, this paper seeks to uncover teaching conceptions within architectural education, factors that may influence these conceptions and how it relates to the teaching approach employed. Furthermore, with a view to contextualize the research, the influence of colonialism and how it may relate to or influence teaching conceptions of the lecturers within Nigeria-a former colony of Britain will be examined. Thus, findings should contribute to the understanding of how conceptions of teaching are developed, what part they play in the teaching process and how lecturers can be trained in higher education teaching approaches and practices.

Poster Outline: Introduction

There is a growing discuss in literature regarding the teaching approach employed in architectural education. With Nigeria as the focus for this research, studies have shown that graduates of architecture need to be better equipped with the knowledge needed in practice. Hence a need to improve the quality of graduates and their professional performance. Although, some researchers have noted that Nigerian education has a rich curriculum, its implementation has been the bane of quality education within architectural education. In short, the quality of architecture graduates in Nigeria is unsatisfactory and it can be traced to how teaching is carried out. Furthermore, approval has been recently granted to Nigerian universities to transform the department of architecture into a full faculty. Given this new development, there is an urgent and ongoing need to improve the teaching/research framework in architecture. Therefore, it is imperative to explore the teaching conception existing among Nigeria-based architecture lecturers to provide empirical findings that may be useful for the necessary improvement in teaching and consequently learning.

Research questions

1. What are the conceptions of teaching existing among architecture lecturers in Nigeria?
2. What do they perceive as having influenced their teaching conception?

3. How do these lecturers perceive the relationship between their conceptions of teaching and their teaching approaches?

Methodology

This research is informed by the interpretive paradigm and will draw on a qualitative approach to discover the lecturers' perspectives on the relationship between their conceptions of teaching and their teaching approaches. This will be achieved through the lens of teaching conception and postcolonial theories.

Research location/participants: Participants will be based in three pioneering universities in Nigeria. Participants will be recruited through an initial contact that will provide a network of contacts for more participants. Ten lecturers will be recruited from each university making a total of thirty lecturers. Each participant must be a lecturer in the architecture department irrespective of their area of specialization, academic status, professional practice, or certification.

Data collection- Semi-structured interviews will be the main data collection tool so as to take advantage of both structured and unstructured interview types. Interview questions will be sent to the participant ahead of the interview sessions. Each session should last between one hour and one hour and a half. Given the global pandemic, constraints of time, access, and available resources, interviews will be carried out via zoom, teams, or any other online platform. However, phone call interviews may be used as an alternative if internet in Nigeria proves problematic

Finally, this study seeks to provide some answers to the ailing quality of architectural education in Nigeria. Therefore, to address these concerns, I present an alternate perspective that examines factors that influence how teaching is approached.

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