

Embedding Sustainable Design Practices in Architecture Pedagogy: A Study on Ecological Conscious Building Design Techniques

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Abstract : As the global community struggles with pressing environmental challenges, the field of architecture finds itself at the forefront of sustainability issues. This study evaluates the effectiveness of "ecological conscious building design" courses in architecture education, promoting ecological awareness among future architects. Using the analytic hierarchy process (AHP) as a framework, the study assesses the course's influence on students' knowledge, skills, and attitudes toward sustainable practices. Through analyzing student feedback, performance assessments, and course outcomes, the research highlights the advantages and limitations of integrating ecological building design into the curriculum. Furthermore, the alignment between the course content and the leadership in energy and environmental design (LEED) certification criteria is explored, evaluating its adequacy in preparing students for environmentally responsible architectural practices. This research offers critical insights for academia and the industry, offering guidance for refining pedagogical approaches, improving curriculum design, and fostering young architects committed to environmentally conscious practices. Ultimately, this study seeks to propel the field of architecture toward a more sustainable and ecologically responsible future.

Keywords : AHP, architectural education, ecological design, sustainability

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