

20/20 International Conference: The Evolving Architectural Education Innovation in Teaching and Learning in ASIA



Mr. Michael Paripol Tangtrongchit

King Mongkut's University of Technology Thonburi, Thailand

Michael Paripol Tangtrongchit is a lecturer at School of Architecture and Design (SoA+D), King Mongkut's University of Technology Thonburi (KMUTT). He has been the Director of Research and Design Center, KMUTT (REDEK) after serving as the Dean of SoA+D, KMUTT, and Director of Community of Desirable Environment (CODE), known as KMUTT's city center. He was born in 1969 in Los Angeles, USA, and returned to Thailand right after his birth. Graduated with B.Arch. from Chulalongkorn University and M.Arch from Illinois Institute of Technology, he has been inspired by the King of Thailand's relentless contribution to the development of the country. He got involved in the establishment of Council of Deans of Architecture Schools of Thailand (CDAST). He is also serving in Academic Sub-committee and Foreign Affairs Sub-committee under Architect Council of Thailand (ACT), as he was with Association of Siamese Architects (ASA). He has been continuously representing Thailand in APEC Architect Project. He started a small design firm, Arkitectural Komposer, in 2004.

Transformational Integrative Practice Lab

The separation of academic disciplines such as political science, engineering, including architecture, is a reflection of industrialized thinking, where efficiency and productivity is the key to success. Since we are all now living in the space and time that have traveled beyond our predecessors' vision, we have already witnessed the backlash of this modernized education: deteriorating environment; enlarging gap between people of different economic capabilities; political conflicts caused by the needs to get to new resources all over the world. One way to redirect the world into a more sustainable future is to redesign education. What we need to provide for new generation learners are learning experiences that allows learners to get in touch with realities, to get exposed to the interconnectivity among multi-disciplinary groups of interest, to be equipped with scenario and consequence projection skills, and human-centered methodology. All of which are somehow inherited in architectural thinking.

A small move has been made by creating a transitional canal lock connecting academic and professional world. An infrastructure that will set up a platform for learners to achieve goals set forth. The cluster is composed of full time professionals and researchers. By having this transitional canal lock, we can provide opportunities for architectural students to get involved in real project-based learning (RPBL) exposing them to realities where multidisciplinary collaboration is needed, while being able to deliver professional outputs. Additional to regular design studio where students can explore their full potentials in term of creativity, this is where they can work with real-life clients and people from other disciplines essential for specific conditions. The nature of the projects are very broad including housing plans and land readjustment project with National Housing Authority, community master plans and design for low-income communities with the Crown Property Bureau to energy efficient building design, and Bike way and facilities development. Participatory processes are developed along with the physical development. This is also an opportunity for the School to retain its core capabilities.

We believe that the new mechanism will enhance the capabilities of new generation architects and designers in term of how they learn and collaborate with people with clear objectives in mind. They will continue to be the change agent for our sustainable future.