Abstract

All education projects tend to arise from a conception of education that responds to a historical and social context constructed according to the time and space in which that society is culturally located. Globalization defies education on systemic and institutional levels, in the sense that it requires critical subjects open to change, with the ability to research, innovate, undertake and collaborate. Complexity opens spaces for overcoming the conceptual involution suffered by education in architecture schools, established in the framework of a closed, compulsory curriculum. This article explains how the architect can handle himself in transdisciplinarity and interdisciplinarity, responding to a globalised professional environment with knowledge, tools and instruments that make him/her a flexible professional, open to learning, trained integrally in both the humanistic and technical points of view. Conclusions are that the professional context requires developing higher education models for training the architect based on a professional profile whose vision accords with the demands of a global society in which new information and communication technologies prevail, focused on practicing the profession with criteria of technical rationality and social sensitivity.

Keywords

globalization, interdisciplinarity, transdisciplinarity, training for the architect.