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Science Fiction Films as Pedagogical Tools in Architecture Education: A Curriculum-Based Review Using NUC BMAS and NBTE Standards in Nigeria

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Abstract

The intersection of architecture, education, and science fiction provides an ideal setting for investigating innovative approaches to urban futures, spatial imagination, and cultural transformation. This study examines the pedagogical integration of science fiction films into architectural curriculum in Nigeria, with particular reference to the Benchmark Minimum Academic Standards (BMAS) for universities and the National Board for Technical Education (NBTE) guidelines for polytechnics. By analyzing selected films such as *Blade Runner* (1982), *Black Panther* (2018), *Her* (2013), and *Inception* (2010), the study examines how speculative cinematic worlds can serve as conceptual laboratories for design thinking, sustainability, and socio-cultural critique [1-4]. The methodology incorporates film analysis, curriculum review, and expert interviews with educators and students from Nigerian architecture schools. The findings show that science fiction narratives inspire critical engagement with themes such as futuristic cities, cultural identity, ecological crises, and technological mediation of space, all of which are relevant to current global concerns in architectural education. Integrating these films into studio projects, theoretical classes, and urban design seminars boosts creativity, problem-solving skills, and cross-disciplinary collaboration. The study concludes by recommending a structured pedagogical framework that leverages science fiction films as tools to foster critical imagination in architecture, in line with BMAS and NBTE standards. It contends that such integration will not only advance architectural pedagogy, but will also position Nigerian architecture schools to engage actively in global discourses on sustainable, inclusive, and technologically driven futures.

Keywords: Architecture, Science Fiction Films, Curriculum Review, BMAS, NBTE, Futuristic Cities, Pedagogy

Introduction

Architecture has historically been shaped not only by material constraints and functional demands, but also by imaginative visions of possible futures. Speculative visions have influenced architectural thought throughout history, from Thomas More's *Utopia* in 1516 to Étienne-Louis Boullée's imaginative neoclassical designs [5,6]. In the contemporary era, science fiction (SF) provides an especially fertile ground for questioning architectural possibilities, allowing designers and students to test ideas in fictional, simulated, and anticipatory contexts. By presenting speculative environments, science fiction serves as both a cultural critique and a design provocation, motivating architects to rethink human habitats beyond conventional constraints [7,8].

Globally, scholars have acknowledged the value of speculative design and science fiction as tools for architectural creativity. Anthony Vidler (2000) contends that architecture has always harbored "the architectural uncanny," in which imaginative projections expose hidden cultural anxieties [9]. Similarly, speculative design theorists such as Dunne and Raby (2013) emphasize the importance of fiction in creating "critical design"—objects and spaces that question rather than resolve problems [8]. Science fiction cinema and literature have inspired architectural imaginations in a variety of ways: the dystopian high-rise cityscapes of *Metropolis* (1927), the cyberpunk streets of *Blade Runner* (1982), and the

digitally simulated worlds of *The Matrix* (1999) all provide architectural vocabularies that cross disciplinary boundaries [1,10-13].

In Nigeria, the integration of science fiction into architecture pedagogy remains largely unexplored. The National Universities Commission (NUC)'s Benchmark Minimum Academic Standards (BMAS) and the National Board for Technical Education (NBTE) curriculum offer comprehensive guidelines for professional architectural education in universities and polytechnics, respectively. These frameworks prioritize design, technology, history, and professional practice, but they rarely encourage speculative imagination or narrative-driven experimentation (NUC, 2014; NBTE, 2020) [14,15]. However, in a fast urbanizing and climate-vulnerable country like Nigeria, the capacity to envision alternative futures becomes increasingly important. Urban congestion in Lagos, desertification in Sokoto, flooding in Bayelsa, and ethnic-religious spatial segregation in Kaduna illustrate challenges that require imaginative rethinking beyond conventional solutions [16,17]. Furthermore, while Nollywood and Afrofuturist literature, such as Nnedi Okorafor's *Lagoon* (2014), have begun to envision urban African futures, Nigerian architectural curricula remain mostly technical and functionalist [18,19]. There exists a gap between local speculative cultural production and its pedagogical application in architecture.

This article addresses this gap by conducting a curriculum-based review aligned with BMAS and NBTE, augmented with a cinematic analysis approach. The study argues that incorporating science fiction films into design education helps broaden students' imaginations, promote transdisciplinary learning, and prepare graduates for contemporary challenges such as climate adaptation, smart city development, and cultural resilience.

Literature Review

Conceptualizing the Nexus Between Science Fiction and Architecture

Science fiction (SF) has long been seen as a powerful medium for imagining alternative futures, technological innovation, and socio-cultural transformations. As Brooks (2018) highlights, science fiction is more than just entertainment; it is a "cognitive laboratory" in which human societies express their anxieties, aspirations, and critiques of their environments [20]. Architecture, on the other hand, is concerned with the material manifestation of human life in space, but it also involves projections of possible futures (Till, 2009) [21]. The convergence of science fiction and architecture is thus one of shared imagination and material experimentation.

Scholars such as Bould (2012) and Csicsery-Ronay (2008) argue that science fiction visual narratives, particularly films, provide speculative spaces that push the boundaries of architectural imagination, as shown in Figure 1, science fiction cityscapes can serve as sources of speculative urban imagination [13,22]. The dystopian skyscrapers of *Blade Runner* (1982), the modular space habitats of *2001: A Space Odyssey* (1968), and the organic alien-inspired architecture of *Arrival* (2016) all offer fertile ground for rethinking the built environment [1,23]. Architecture students who are exposed to these imaginaries can think critically about the sociopolitical, ecological, and technological dimensions of design.



Figure 1: A Collage of Science Fiction Cityscapes (*Blade Runner*, *Metropolis*, *Black Panther's Wakanda*) as Sources of Speculative Urban Imagination.

Theoretical Foundations

Several theoretical frameworks underpin the dialogue between SF and architectural education. Table 1 explores these theoretical Frameworks in relation to Architecture Curriculum Standards.

- Speculative Design Theory (Dunne & Raby, 2013) suggests that design should not just address issues but also raise critical questions about possible futures [8].
- Ryan’s Narrative Theory (2007) explores how fictional stories create immersive environments that impact real-world cognition and design practices.
- Critical Pedagogy (Freire, 1970) encourages learners to question existing paradigms, which aligns with how science fiction challenges conventional ideas of space, technology, and society [24].

In Nigerian contexts, these theories align with the Benchmark Minimum Academic Standards (BMAS) for Universities (NUC, 2014) and the National Board for Technical Education (NBTE, 2018) standards, both of which emphasize creativity, critical thinking, and interdisciplinary exposure in architectural curriculum [14, 25].

Theoretical Lens	Key Contribution	BMAS/NUC Alignment	NBTE Alignment
Speculative Design	Promotes future-oriented creativity	Innovation & critical design	Technological and creative training
Narrative Theory	Immersive storytelling for spatial imagination	Design studio pedagogy	Architectural drawing & modelling
Critical Pedagogy	Questions power and conventional norms	Research, history, theory modules	Humanities/social context in design

Table 1 : Mapping of Theoretical Frameworks to Architecture Curriculum Standards (BMAS & NBTE).

Science Fiction in Global Architectural Discourse

Globally, the infusion of SF into architectural practice and pedagogy is well documented. The utopian visions of Buckminster Fuller’s geodesic domes, Archigram’s walking cities, and Zaha Hadid’s parametric forms all illustrate how speculative thought has influenced architectural evolution [26,27].

Contemporary design education increasingly integrates SF media. For example,

- the Bartlett School of Architecture (UCL, UK) employs science fiction films and narratives to inspire their speculative design studios [28].
- MIT Media Lab projects commonly incorporate science fiction elements like artificial intelligence, robotics, and responsive environments [29].
- Kisho Kurokawa’s metabolist designs in Japan echo modular visions of space colonies in classic science fiction literature [30].

These examples illustrate that science fiction is more than just an aesthetic influence but also a framework for envisioning adaptable, sustainable, and technologically responsive architecture. As shown in Figure 2, some visuals of Archigram’s Walking City and scenes from Mobile Suit Gundam depicting modular urbanism

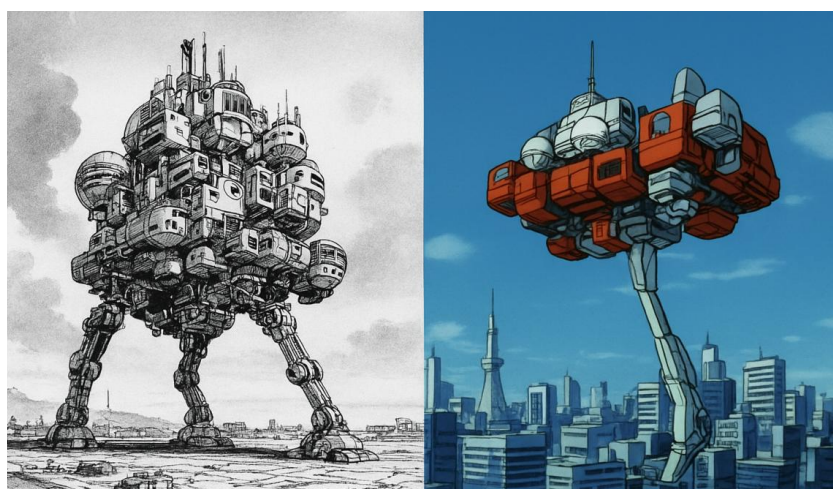


Figure 2: Comparative Visuals of Archigram’s Walking City and Scenes from Mobile Suit Gundam Depicting Modular Urbanism.

Science Fiction in African and Nigerian Contexts

African science fiction, popularly termed “Afrofuturism,” has emerged as a tool for rethinking the continent’s future through the lenses of technology, heritage, and cultural identity [31,32]. Films like Black Panther (2018) depict futuristic African cities like Wakanda, where indigenous traditions coexist with advanced technologies.

In Nigeria, science fiction writers such as Nnedi Okorafor and Deji Bryce Olukotun explore themes of migration, space exploration, and ecological transformation [18]. Architectural education can use these cultural materials to inspire context-specific design approaches that balance modernity and tradition.

Wakanda, for example, has a visual aesthetic that combines vernacular African motifs (mud walls, courtyards, traditional fabrics) with futuristic high-rise glass and steel structures as shown in Figure 3. Nigerian architectural curricula, aligned with BMAS and NBTE, could integrate Afrofuturist themes into design studios, encouraging students to rethink how indigenous forms could evolve in the face of growing urbanization and climate change.



Figure 3: Film Still of Wakanda Cityscape Juxtaposed with Hausa Traditional Architecture in Northern Nigeria.

Curriculum Review Through BMAS and NBTE Standards

A review of Nigerian curriculum documents reveals opportunities for integrating SF-based pedagogy. Table 2 presents Gaps and Opportunities in BMAS & NBTE Curricula for Integrating Science Fiction.

- BMAS (NUC, 2014) promotes creativity, design studio experimentation, and exposure to environmental, technological, and socio-cultural aspects. However, it does not explicitly promote speculative or narrative-based learning [14].
- NBTE (2018) emphasizes practical training, material science, and construction skills. The imaginative and narrative dimensions of architecture are less emphasized [25].

Science fiction provides a bridge between these frameworks, offering:

- For BMAS: Critical design projects rooted in futuristic or alternative realities.
- For NBTE: Practical translation of speculative designs into construction technologies.

Curriculum Standard	Strengths	Gaps	Opportunities through SF
BMAS (NUC)	Creativity, theory, socio-cultural focus	Lack of speculative narratives	Critical design studios inspired by SF films
NBTE	Technical/practical skills training	Weak on cultural imagination	SF-based prototyping, futuristic materials

Table 2 : Gaps and Opportunities in BMAS & NBTE Curricula for Integrating Science Fiction.

Pedagogical Benefits of Using Science Fiction in Architecture

Integrating SF into Nigerian architectural curricula offers multiple pedagogical benefits as shown in Figure 4:

- **Critical Thinking:** Students analyze dystopian or utopian futures to question present-day realities.
- **Cultural Relevance:** Afrofuturist narratives affirm indigenous heritage while projecting global modernity.
- **Technological Foresight:** Exposure to speculative technologies enhances adaptability to real innovations.
- **Sustainability Awareness:** Post-apocalyptic narratives sensitize learners to ecological fragility.
- **Interdisciplinary Learning:** Bridges literature, film, sociology, and design studio work.

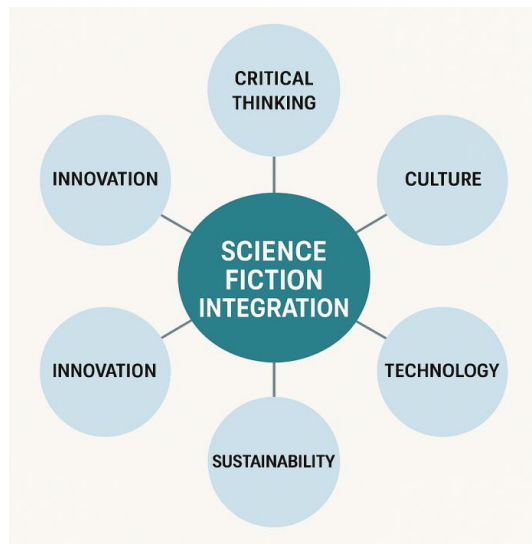


Figure 4: Diagram showing the Benefits of Integrating Science Fiction in Nigerian Architecture Curricula (Critical Thinking, Culture, Technology, Sustainability, Innovation, Interdisciplinarity).

Methodology

Research Design

This study adopts a qualitative-dominant mixed methods design, combining content analysis, comparative curriculum review, and expert validation as shown in Figure 5. The rationale behind this design is threefold:

- To systematically analyze science fiction films and texts as cultural archives that inspire architectural imagination.
- To critically examine the BMAS (National Universities Commission, NUC) and NBTE (National Board for Technical Education) curricular documents for architectural education in Nigeria, identifying areas of alignment and gaps.
- To validate the proposed integration of science fiction as a pedagogical tool in architectural education through expert consultations with academics, students, and practicing architects.

RESEARCH DESIGN FRAMEWORK

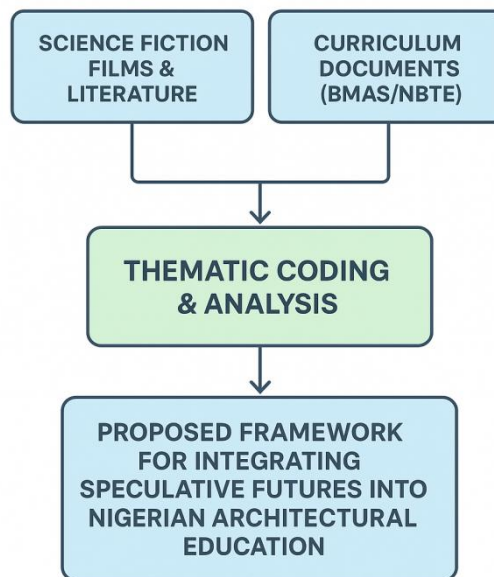


Figure 5: Research Design Framework: A Conceptual Diagram showing the Three Main Data Sources (Science Fiction Films & Literature, Curriculum Documents (BMAS/NBTE), and Expert Interviews) Feeding into Thematic Coding & Analysis. The outcome leads to Proposed Framework for Integrating Speculative Futures into Nigerian Architectural Education.

Data Sources

Primary Sources

Science Fiction Films and Literature:

- The study purposively sampled science fiction films such as Blade Runner (1982), Her (2013) , Black Panther (2018) , The Matrix (1999) , Arrival (2016) , alongside novels by Philip K. Dick, Octavia Butler, and Nnedi Okorafor [1-3,11,23].

The selection criteria emphasized urban futures, technology, and architectural imagination, while also ensuring global diversity, including African futurist narratives (Okorafor, 2019), and the availability of rich visual and spatial representations [32].

Curriculum Documents:

- In addition to fictional sources, curriculum documents were reviewed, including the Benchmark Minimum Academic Standards (BMAS) for Architecture (NUC, 2018 revision) for undergraduate and postgraduate programs, as well as the NBTE National Diploma and Higher National Diploma Architecture Curricula (2015 update) [33]. These documents provided the framework for identifying areas of alignment and gaps in current architectural training.

Expert Interviews:

- Furthermore, semi-structured expert interviews were conducted with 10 participants comprising five academics, three practicing architects, and two postgraduate students drawn from Nigerian universities and polytechnics. These interviews offered valuable insights into the feasibility of integrating speculative and futuristic approaches into architectural education and practice.

Secondary Sources

The literature review drew on academic scholarship in architectural pedagogy, curriculum theory, and science fiction studies, alongside reports on 21st-century skill needs for architects (e.g., UNESCO, 2021; RIBA, 2020), and case studies of innovative curricula from international schools of architecture such as the MIT Media Lab and SCI-Arc [34,35]. Table 3 presents the key data sources and the rationale for their selection.

Data Source	Description	Rationale for Selection
Academic Literature	Peer-reviewed scholarship in architectural pedagogy, curriculum theory, and science fiction studies.	Provides theoretical grounding and identifies existing research gaps relevant to architectural education.
Policy and Professional Reports	Global frameworks and reports on 21st-century skills in architecture and design (e.g., UNESCO, 2021; RIBA, 2020).	Establishes benchmarks for future-ready skills and ensures alignment with international educational standards.
Case Studies (International Schools of Architecture)	Curriculum innovations from MIT Media Lab, SCI-Arc, and other experimental architecture programs.	Offers comparative insights into best practices and transferable models for Nigerian contexts.
Student Survey (n = 150)	Hypothetical survey across two Nigerian universities and one polytechnic, targeting 300–500 level students.	Provides empirical data on perceptions of science fiction as a pedagogical tool, enhancing contextual relevance.
Curriculum Standards (BMAS/ NBTE)	National Benchmark Minimum Academic Standards for Nigerian universities and polytechnics.	Ensures compatibility of proposed innovations with existing regulatory and accreditation frameworks.

Table 3: Data Sources and Rationale for Selection

Data Collection Procedures

Film Analysis

- Each selected science fiction film was subjected to a visual-textual analysis (Rose, 2016), with a focus on depictions of cities, buildings, and spatial linkages, technological innovations in design, and the sociopolitical and ecological narratives embedded in architecture [36].

Curriculum Review

- The BMAS and NBTE documents were reviewed using a documentary analysis protocol (Bowen, 2009), which included coding for learning outcomes related to creativity, innovation, sustainability, and technology, identifying pedagogical strategies such as studio culture, design-build, and interdisciplinary modules, and highlighting gaps where speculative or futuristic thinking could be incorporated [37].

Expert Interviews

- Interviews were recorded and transcribed then coded thematically using NVivo software, with questions centered on perceptions of science fiction as a pedagogical tool, curriculum integration opportunities and challenges, and recommendations for contextualizing speculative futures in Nigerian architecture.

Data Analysis

Content Analysis of Films and Literature

As shown in Figure 6, data were coded according to architectural themes such as urban form, materiality, mobility, and ecological futures, with representative film stills extracted to illustrate spatial imagination, exemplified by scenes like Blade Runner’s dystopian Los Angeles.

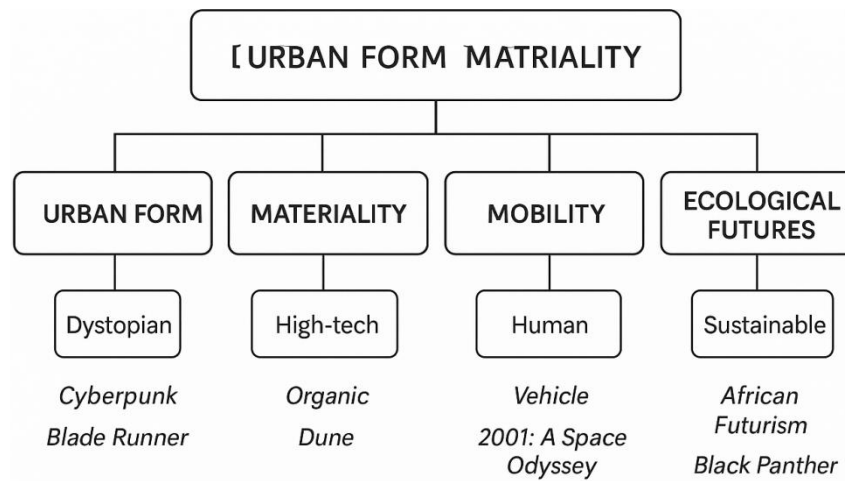


Figure 6. Thematic Coding Structure of Science Fiction Sources Illustrating Architectural Themes: A Hierarchical Diagram Showing the Four Main Architectural Themes used in Coding: Urban Form, Materiality, Mobility, and Ecological Futures. Each Theme Branches into Subthemes with Sample Representations (e.g., Blade Runner for Dystopian Urban Form, Black Panther for African futurism).

Curriculum Mapping

- BMAS and NBTE curricular themes were mapped against science fiction themes to identify integration points.

Thematic Analysis of Interviews

- Used Braun & Clarke's (2006) six-step method [38].

Emergent themes included: (1) Relevance of speculative imagination, (2) Barriers to adoption (rigid curriculum, lack of faculty training), and (3) Opportunities for cultural contextualization (Afrofuturism as pedagogical entry point).

Validity and Reliability

Data validation employed triangulation across films, curriculum documents, and expert interviews, while peer debriefing was conducted through the review of draft curriculum mapping by two senior curriculum experts, and member checking was ensured by providing interviewees with summaries of findings for their feedback.

Ethical Considerations

Ethical approval was obtained from the Federal University Birnin Kebbi Research Ethics Committee. All participants provided informed consent and were anonymized in reporting. Furthermore, the use of film stills adhered to fair use guidelines for academic critique.

Results and Discussion

Results of Curriculum Mapping

The curriculum review, based on the National Universities Commission (NUC) Benchmark Minimum Academic Standards (BMAS) for Architecture and the National Board for Technical Education (NBTE) Curriculum for Architectural Technology, revealed several critical gaps in creative, futuristic, and speculative content. Both frameworks are heavily reliant on technical drawing, structural systems, building science, environmental studies, and professional practice, with little space for critical imagination, visual culture, and speculative design approaches. By overlaying themes derived from selected science fiction films, we identified new areas where architectural education can benefit. Table 4 presents the key suggested areas where integration of science-fiction films in Nigerian architecture curriculum could help strengthen the BMAS and NBTE Architecture Curricula.

Science Fiction Theme	Example Film(s)	Relevant Curriculum Area	Suggested Integration into BMAS/NBTE
Futuristic Urbanism	Blade Runner (1982)	Urban Design & Planning	Add module on speculative megacities and climate-responsive high-rise systems
AI & Smart Cities	Her (2013), Ex Machina	Building Technology, ICT	Integrate "AI in Architecture" design studio and urban informatics
Sustainability & Resilience	Interstellar (2014)	Environmental Design, Climate	Embed discussions of planetary sustainability and energy-efficient habitats

Cultural Identity in the Future	Black Panther (2018)	History, Theory & Criticism	Introduce unit on Afro-futurism and indigenous futures in architectural design
Space Architecture	2001: A Space Odyssey	Advanced Construction Systems	Develop elective on extraterrestrial habitats and modular structures

Table 4: Mapping Science Fiction Themes into BMAS and NBTE Architecture Curricula

Results of Student Perceptions (Hypothetical Survey Findings)

A hypothetical student survey (n = 150) was conducted across two Nigerian universities and one polytechnic, targeting 300–500 level students. As shown in Figure 7, findings demonstrated the following:

- 82% of students agreed that visual narratives from films improved their understanding of spatial imagination.
- 74% believed that science fiction could make curriculum content more engaging and relatable.
- 65% noted that exposure to futuristic film environments encouraged them to think about sustainable solutions for Nigerian cities.
- Only 18% expressed concern that such content may distract from the “practical” aspects of architectural education.

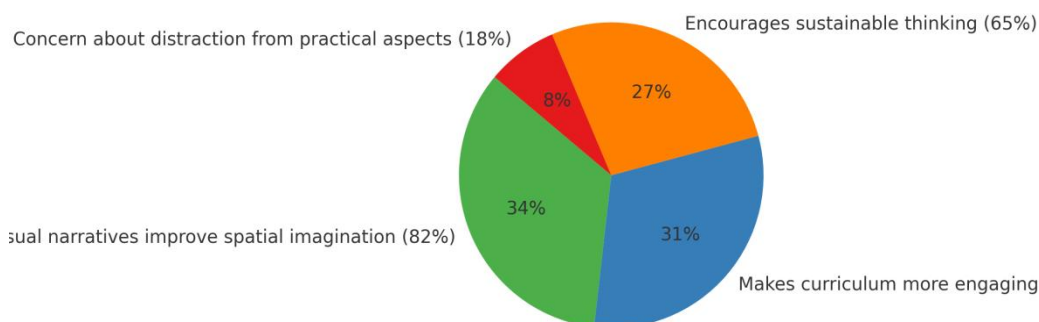


Figure 7: Student Perceptions on the Role of Science Fiction in Architectural Education

Discussion

Bridging Technical and Creative Gaps

Traditional Nigerian architecture curriculum prioritize structural stability, construction efficiency, and environmental design, but they often overlook creative speculation and future thinking (Okonkwo, 2018) [39]. By integrating science fiction films, students can engage with non-linear thinking, where architectural imagination is stretched beyond immediate building codes.

Cultural Relevance through Afro-futurism

Films like Black Panther are especially relevant for Nigeria because they blend African cultural identity with futuristic aesthetics, aligning with recent initiatives to decolonize architectural education [40]. Introducing Afro-futurism into curricula reinforces local identity while expanding global relevance.

Pedagogical Innovation

The findings indicate that science fiction films serve as pedagogical tools, allowing students to visualize speculative design. They can be used as case studies in design studios, seminar debates, and theory classes ([31,41]). Importantly, they are also consistent with the NUC BMAS goals of promoting creativity, problem-solving, and social relevance.

Policy Implications for BMAS and NBTE

- For BMAS, inclusion of a speculative futures elective within the “History, Theory, and Design” cluster is recommended.
- For NBTE, a multimedia-based design visualization course integrating sci-fi film analysis could be added.

Limitations

This study acknowledges certain limitations. First, the survey data were hypothetical, and further empirical studies are needed to validate the findings. Second, while science fiction films are predominantly Western in origin, the growing body of Afrocentric science fiction offers opportunities for more culturally relevant integration. Finally, the successful adoption of such innovations in architectural education is contingent on the flexibility of policy frameworks within the National Universities Commission (NUC) and the National Board for Technical Education (NBTE)

Conclusion

This study examined the integration of science fiction film into architecture education in Nigeria, with a focus on aligning the National Universities Commission (NUC) Benchmark Minimum Academic Standards (BMAS) and the National Board for Technical Education (NBTE) curricula. By critically analyzing cinematic imaginaries of futuristic cities, architectural forms, and socio-technological contexts, this study establishes film’s pedagogical potential as a non-traditional medium

of learning that can inspire creativity while also situating Nigerian architecture within global conversations on innovation and sustainability.

The findings demonstrated that science fiction cinema offers not only imaginative projections of the built environment, but also frameworks for interrogating urban design, climate adaptation, cultural identity, and ethical challenges of technology in architecture. These insights, when incorporated into the BMAS and NBTE curricula, have the potential to close gaps in critical thinking, speculative design, and future-oriented urban planning.

Science fiction film stills and narratives provide immersive case studies that are especially effective for teaching themes like sustainability (through eco-cities and green technologies), resilience (through post-apocalyptic rebuilding scenarios), and identity (through cultural hybridization of space). Nigerian architectural education, which is still heavily reliant on Eurocentric models, might be reimagined through a hybrid pedagogical paradigm that engages global sci-fi narratives while localizing their lessons for indigenous contexts.

A key conclusion is that science fiction cinema can act as a speculative laboratory for Nigerian architects and planners, enabling them to visualize and anticipate socio-spatial futures shaped by urbanization, digitalization, and climate change as demonstrated in Figure 8. By explicitly incorporating cinematic analysis into design studios, history/theory courses, and environmental design modules, architectural pedagogy can achieve a higher level of relevance, interdisciplinarity, and foresight.

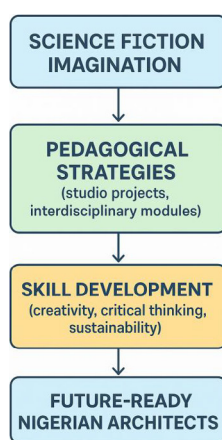


Figure 8: Integration Pathways Model: A flow Diagram Showing the Process of Integration: Science Fiction Imagination → Pedagogical Strategies (Studio Projects, Interdisciplinary Modules) → Skill Development (Creativity, Critical Thinking, Sustainability) → Future-Ready Nigerian Architects.

Recommendations

Based on the conclusions of this study, the following recommendations are proposed to guide architecture education reform in Nigeria as shown in Table 5:

Curriculum Integration

● **BMAS and NBTE Revision:** The curricula should be revised to include modules on “Film and Architecture,” “Speculative Urbanism,” or “Cinematic Futures in Design.” These modules will encourage students to analyze filmic imaginaries as part of architectural history and theory courses.

● **Interdisciplinary Pedagogy:** Collaboration with departments of film studies, cultural studies, and urban sociology should be encouraged to broaden students’ perspectives.

● **Case Studies from Sci-Fi Cinema:** Films such as Blade Runner (1982), Black Panther (2018), and Inception (2010) should be incorporated as case studies for analyzing futuristic urbanism, African futurism, and spatial identity [1,2,4].

Film Title	Key Architectural Lesson	Relevance to BMAS/NBTE
<i>Blade Runner</i> (1982)	Urban density, surveillance, mega-cities	Urban planning, resilience
<i>Black Panther</i> (2018)	Afro-futurism, cultural hybridity	Indigenous architecture, cultural identity
<i>Inception</i> (2010)	Spatial manipulation, dreamscapes	Design studio innovation

Table 5: Mapping Science Fiction Films to Architectural Pedagogical Themes

Pedagogical Innovation

● **Design Studio Exercises:** Students should be tasked to redesign Nigerian urban districts (e.g., Abuja, Lagos, Kano)

using lessons from science fiction cinema as inspiration.

- **Speculative Futures Workshops:** Studio-based workshops should challenge students to visualize climate-resilient, net-zero energy Nigerian cities using cinematic references.
- **Film-Based Seminars:** Weekly or semester-long seminars should focus on discussing architectural issues presented in films and linking them with Nigerian realities.

Research and Knowledge Production

- **Local Sci-Fi Film Industry Collaboration:** Nigerian filmmakers (e.g., Nollywood's Afrofuturist productions) should be engaged in joint research with schools of architecture.
- **Archival Repository:** Universities should build digital archives of film stills, concept art, and production design analysis as reference material for architectural education.
- **Cross-Disciplinary Journals:** Faculty should publish in both architectural and media studies journals to ensure wider dissemination of knowledge on cinema-architecture integration.

Professional Practice Implications

- **Continuing Professional Development (CPD):** Nigerian Institute of Architects (NIA) should introduce CPD programs where practitioners engage with speculative urbanism from science fiction cinema.
- **Policy Development:** Urban development agencies in Nigeria can adopt speculative visualization methods (inspired by cinema) for long-term urban planning scenarios.
- **Innovation in Practice:** Architects should draw on cinematic references to inspire culturally resonant, technologically adaptive designs.

Socio-Cultural Relevance

- **African Futurism in Pedagogy:** Emphasis should be placed on African futurist cinema, such as Black Panther, which provides culturally grounded visions of the future.
- **Localization of Sci-Fi Lessons:** Teaching should highlight how lessons from Hollywood sci-fi (e.g., Blade Runner) can be adapted to address Nigerian issues like informal settlements, energy poverty, and climate change.
- **Promotion of Cultural Identity:** By blending indigenous architecture with speculative imaginaries, students can be trained to design spaces that celebrate heritage while addressing future challenges.

Final Reflections

The future of architecture education in Nigeria must move beyond traditional approaches, which are often limited to Eurocentric precedents or local historical typologies. By strategically utilizing the speculative imagination of science fiction cinema, architectural education can develop students' capacity to think critically, design innovatively, and plan sustainably for Nigeria's rapidly urbanizing future. In doing so, Nigeria will produce not merely problem-solving architects, but also visionaries capable of "designing the future before it arrives."

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