



ARTSEDU 2012

An assessment for interdisciplinary education modal implementation of basic design education in architecture

Bengi Yurtsever^a, Gozde Cakir^{b*}

^aKarabuk University, Safranbolu Fethi Toker Fine Arts and Design Faculty, Department of Architecture, Karabuk 78600, Turkey

^bKarabuk University, Safranbolu Fethi Toker Fine Arts and Design Faculty, Department of Industrial Design, Karabuk 78600, Turkey

Abstract

In retrospect, the widespread practice of architectural education in Turkey is observed when viewed with the disciplinary education. As discussed within the framework of disciplinary approach for basic design education, students who have never used the ability to design, in this sense, limits the multi-dimensional thinking, whereas design education necessitates utilizing from inter discipliner area in order to reveal areas of intelligence in this sense. Based on this need, two-term basic design training program has been prepared for first year students on Karabuk University Safranbolu Fethi Toker Fine Arts and Design Faculty Department of Architecture in the academic year 2010-2011, fall / spring semester. It's aimed that, interdisciplinary approach based on the teaching ground in order to ensure that thinking multi-dimension during architecture training. In this respect students' educational program has been prepared according to modals of visual-spatial intelligence, musical-rhythmic intelligence, interpersonal-social intelligence, logical-mathematical intelligence. A coordinated implementation process has done with department of painting and music academic staff and students who are work and study in same faculty. Based on painting, music and architecture students' evaluation reports, educational training program took feedback at the end of this process. It's aimed that to discuss feedback reports, implementation images and training program in scope of an interdisciplinary approach.

© 2012 Published by Elsevier Ltd. Selection and/or peer review under responsibility of Prof. Ayşe Çakır İlhan

Open access under [CC BY-NC-ND license](https://creativecommons.org/licenses/by-nc-nd/4.0/).

Keywords: Inter-disciplinary Education, Basic Design, Theory of Multiple Intelligences, First Year in Architecture

1. Introduction

According to Mies Van Der Rohe, one of the 20th century architects, architecture is the will for transforming a living, changing and new period into a space (Nalçakan, 2006). The architect experiencing this period feels the change in the music he/she listens, the picture he/she looks at, the movie he/she watches, the book he/she reads, the street he/she wanders and in fact, in daily life. Architect is influenced by the period, in which he/she is present, in products that he/she create and in a sense, products that he/she puts forward also affect the period lived. Here, an interaction and a cycle are the case. If the architect is robbed of components that form the period and therefore, provide interaction and cycle in instructional process, he/she cannot seize the period; he/she steers towards thinking one-dimensionally, whereas seeing, thinking, grasping something not only from one perspective but as multiple, multi-dimensionally is crucial for architecture. Architecture should be a multifaceted profession. Robbing architecture of all excessive ornamentations by ignoring all that and articulating that before anything else,

* Gözde Çakır. Tel.: +0-370-712-8707

E-mail address: cakrgozde@gmail.com

architecture is nothing to do with art and it only should be a construction to reduce it in a structure of skeletal nature (Karatani, 2006). The way of not reducing it into this skeletal form comes from being able to think from multiple perspectives, to question one's surrounding, to think critically; thereby, looking from outside while doing them and contemplating by also taking different disciplines into account.

When also looking at the widespread application of architectural education in Turkey, it is observed that disciplinary instruction is based on. Consequently, even though interdisciplinary education always remains on the agenda as a concept, in practical sense not much example of it has been encountered. At this point, it is considered that beginning in the process regarded as important is in the first year of architectural education. In architectural education, giving the awareness on how an architect should think rather than what he/she is supposed to do and introducing architecture should constitute the goal of the first year architectural design education. A student, who comes from pre-undergraduate education by memorizing many things, should be able to grasp that architecture is a profession that cannot be memorized, a way of life.

Hegel said for architecture that it is the mother of all arts; architecture was recognized to be autonomous and to incorporate all other areas such as music, fine arts and theater performance (Karatani, 2006). These thoughts of Hegel on architecture also demonstrate to what extent architecture coexists with different disciplines as well and even in a sense that it is superior to them as well. This definition of Hegel fits to the main idea advocated in this study. But, it should not be forgotten that architecture also incorporates several technical knowledge and abilities as well as incorporating fine arts. Only selecting one among them and eliminating the other will cause architecture to progress in a lopsided way. These two main teachings should be considered together in educational institutions and should be presented to architect candidates to necessary extent.

As its expression rests on more precise, clearer knowledge, it is observed that the connection of architectural aspects related to technical areas has a better foundation in educational institutions. Because of the fact that the subject that how much art is required to be included in the topic is quite contradictory and vague, this view varies from institution to institution. It is considered that the different underlying educational institutions that are present in our country also stems from this in general sense. Art without any boundaries, readings, trends, experiences on art constitute the point of architecture that varies from person to person and can be interpreted differently. As including this topic in educational programs contextually is important, in this sense students should be ensured to reflect themselves in their studies in their transfer as well. If this field is limited and something's are expected to have inputs and outputs in a certain sense, it can be said that the connection related to the said art could not be established. Not allowing an architect candidate being him/herself in studies he/she carries out in fact causes non-existence of one of the most crucial subjects in projects performed in a sense. Even though architect does not always make design for him/herself but does it for others, his/her own approach becomes and should be evident in the product he/she produces. While architect places him/herself and the user in his/her product, he/she should strike the balance between them, should also take usage into consideration while performing transitions between the two and should be able to place all in a cycle in his/her own way. For him/her to be able to ensure this cycle, students having a critical perspective is considered to be quite crucial so that its deficiency is noticed in education and consequently, afterwards. Buildings and cities are built carelessly and only by a subjectless textuality (Karatani, 2006).

2. Architecture in Safranbolu

Two semesters of basic design instructional program, which was prepared for the first year students of the Department of Architecture in the Faculty of Safranbolu Fethi Toker Fine Arts and Design of Karabuk in Autumn/Spring Semester in 2010-2011 Academic Year, was examined in this study. In this study lasting for two semesters, support was also received from the departments of painting and music of the faculty. The reason of only remaining limited to these two departments is that there is no other department that provides education within the faculty's organization. Students were supported by practitioners from every field within conditions present and studies were developed. Constantly interacting with different fields and performing studies with them also enabled students to question the relation of studies performed outside their fields. It was intended for students to gain a way

متن کامل مقاله

دریافت فوری ←

ISIArticles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات