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## The meaning and importance of the traditional architecture in architecture education; Gönen winter school model

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### Abstract

History is a bridge connecting past with future and holding them together. Additionally, innovation will be impossible without knowing your history that an innovation independent from history will be incompatible with the present time. Therefore, in architecture education, the studies on evaluating “ancient” with an innovative perspective in building a reliable connection between past and future, making inferences and transferring them into modern architecture using latest technologies are considerably important. For this purpose, besides the formal architecture education program, the summer/winter studies performed at historical places will provide the students to learn their nation’s historical accumulation by observing, touching and living experiences. Moreover, the summer/winter schools will give direction to the future designs and cause the students to recognize the distinctive culture and architecture of their environment. A winter school was organized in 2009 for the students of the Architecture Department of Selcuk University in order to ascertain and analyze the historical and cultural data of the small town “Gönen of Beysehir District in Konya City. During the winter school, the students learnt the historical texture of Gönen, analyzed the historical structures and determined the traditional houses needed to conserve by making relief drawings and photographs. The objective of this study is to mention about the application performed by the students of the Architecture Department of Selcuk University in 2009 winter school and indicate the importance of summer/winter schools in architecture education.

*Keywords: Architecture Education, Summer/Winter Schools, Traditional Architecture, Gönen;*

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### 1. Introduction

Architecture refers to the designation of space. It is the art of constructing the spaces required for making the lives of people easy and enabling them to engage in and maintain such activities as sheltering, resting, working and entertaining. The creative/aesthetic aspect has to take into account functional requirements in relation to economic and technical possibilities. In other words, it is the art and science of designing and constructing buildings and the physical environment (Kuban, 1998). According to Aknesil, architecture is the art of designing buildings and the physical environment to an appropriate scale and with features to make such spaces livable (Aknesil, 2011).

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Architectural education covers the provision of knowledge and abilities regarding architectural design, enabling individuals to understand the cultural, intellectual, historical, social, economic and environmental aspects of architecture, and to foster a complete comprehension of the role of architecture and the responsibility of the architect within society (UIA, 2001).

Architecture and design education is discussed at international and national platforms and in working groups. Research and development environments such as MOBBİG (Schools of Architecture Chairmen's Communication Group meetings) and the EDUCATIONAL CONGRESSES ON ARCHITECTURE can be mentioned among such platforms. Architectural education is provided through studio practice in which the student and educator talk face to face as well as in university-based theoretical courses. In recent years, there has been a shift in focus, and different perspectives have been introduced to architectural education in Turkey. Today, architectural education is divided into two types: formal education and informal education.

## **2. The Importance Of Summer-Winter Schools And Traditional Architecture In Architectural Education**

Four-year formal educational education is an education aimed at introducing competences for realizing a product in a concrete form through design development and the creativity of the student. In this sense, while a foundation is laid for architecture by theoretical courses in architectural education, creativity comes to the forefront with applied courses (Açııcı, İslamoğlu, 2010). Formal education is employed as an education system that is based on a particular curriculum, it is mandatory and demands certain requirements and prerequisites. Informal education is regarded as short-term practices, undertaken on a voluntary basis where practitioner determines and directs the process and the process is completed without there being any pass-fail issue (Ciravoğlu, 2003). Among prominent informal environments in architectural education are national/international student meetings, workshops, summer and winter schools, design/architecture student competitions, seminars and natural environment camps (Çelen, Burmak, Mingu, 2011). Summer-winter schools conducted in different spaces outside of the education program have an undeniable importance and place for both students and practitioner mentors.

Summer and winter schools that open new horizons for students are carried out within the framework of a particular program and discipline is the responsibility of instructors and they are carefully supervised by instructors. In summer-winter schools, students get the chance to discover the unique culture and the architecture of the country they live in. During these practices, students gain professional experience prior to the use of their professional competences, and they are introduced to the master-apprentice system.

It is a widely accepted fact that there are still many things contemporary architecture can “learn” from traditional buildings. Traditional buildings display features which are “proper” in many aspects, which may be taken as an example by all actors in the field of education, and from which certain deductions may be made throughout the design process, from the whole to the details or from the details to the whole. It is clear that every research study conducted in order to understand “how” traditional architecture fulfills the needs and requirements of its users and meets high performance criteria, contributes to architectural education directly or indirectly (Khattab, 2002). To this end, a winter school was organized in 2009 for the 3<sup>rd</sup> grade students of Selçuk University Department of Architecture. When traditional architecture is referred to, houses, which are the most commonly used buildings and which make up the living spaces of people, come to the mind. Therefore, Beyşehir- Gönen Köyü, which has an unspoiled fabric of traditional housing, was chosen as the sample space. The practice-based study was conducted by Associate Professor Mine Ulusoy and Research Assistant Emine Yıldız Kuyrukçu. Nineteen of the 3<sup>rd</sup> grade students of the Selçuk University Faculty of Architecture, Department of Architecture participated in this research project. On-site field surveys were made and measurements taken for building survey purposes, this process lasted 1 week. The study was completed with drawings made in accordance with the measurements and pictures taken.

## **3. Field Of Study; Gönen Village**

Houses have changed, developed and been identified with cultural structures of different societies for centuries. Social cultures develop and mature in the course of the historical process. The cultural structures of a society clearly

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