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Experience of traditional teaching methods in architectural design education: “mimesis technique”

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Abstract

Architectural design education aims creativity and differs from other education systems. Educational sciences consist of sub-discipline titles such as “education methods”, “teaching techniques”, “educational environment”, “education tools” and “educational psychology”. In creativity education, it is necessary to use some of these components simultaneously. In the semester that was conducted in Gazi University, Department of Architecture, some of methods and techniques have been used sequential. Theoretical period was “narrating lecture”, “discussion” and “ask a question” in data collection and evaluation. During the creativeness part of design education, “mimesis” technique has been tried. Contemporary design samples related to design problem have been shown and students were requested to be inspired from these examples for their new designs. At this stage, it is aimed to evaluate the progress in designing skills of students by using deductive mimesis technique. As conclusion, that technique is time saver and idea generator in creating new solutions. Inspiring from the main features of shown samples instead of imitate them, is utilizable method in architectural creativity education.

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1. Introduction

By dictionary definition, Education is defined as “directly or indirectly helping children and teenagers acquire the necessary information, skills and understandings, develop their personalities in and out-of-school to make them involved into the social life; manners”. The educational science, is the science examining the disciplines that pose education. Educational sciences, having expensive sub-disciplines, are composed of sub-titles such as “Educational methods,” “Teaching techniques”, “Educational environment-tools” and “Educational Psychology-Multiple Intelligences”.

Educational methods are divided into two groups: “student-oriented” and “teacher oriented.” “Narrating lecture,” “discussion”, “asking questions”, “Sample case”, “showing sample”, “problem solving” methods are applied in both of the groups. Teaching techniques are classified as “Brain-storming”, “Question & Answer”, “Mimesis”, “Pair and

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Group Works”, “Role-Playing”, “Creative Drama”. As for the educational environment, it is divided into two main titles: “distance education” and “formal education.” Formal education environment are varied such as classroom, work station (cluster, group) and one by one interactive and educational tools are varied such as traditional and digital tools.

There are many factors affecting the preference of the mentioned methods, techniques and environments. These are as follows:

- *Course content:* It is the phase that defining the targeted information and skills. Foreign languages, Literacy, Natural Sciences, Social Sciences, Art, Physical Education, Mathematics, Technology, Business Administration, Profession, and Religious Education can be given examples about this subject.
- *Characteristics of students:* Age, sex, culture, educational psychology and multiple-intelligence practices depending on the interest-intelligence forms of the students can be discussed.
- *Characteristics of the instructor:* It defines the qualification of the teacher appropriate for the objective of the education and areas of expertise (theoretical, practical, laboratory, etc.).
- *Characteristics of the educational means-tools:* Media tools appropriate for formal and remote education define these characteristics. Classroom, laboratory, workshop, sports facility, computer equipment can be given as an example.

2. Nature of the architectural design education in creativity context:

Architectural education differs from the other education branches, includes both theoretical courses involving such methods as transfer of information and evaluation; and also “creative studio” activities specific to design education. Theoretical lectures in architectural education, are narrated in “teacher oriented” manner; design studio education is managed both “teacher-oriented” and “student-oriented” manner in terms of method.

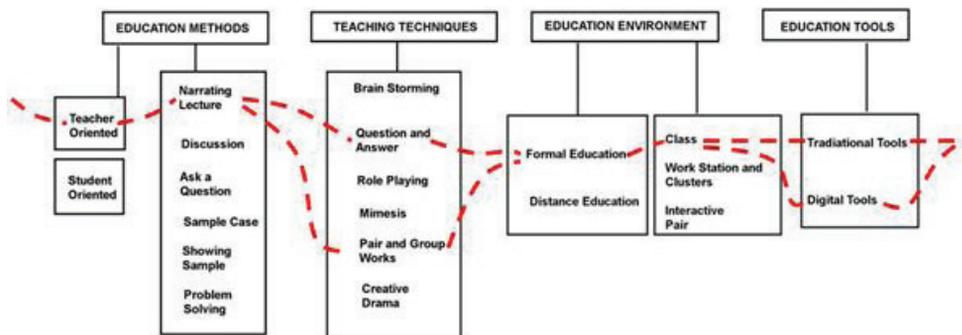


Figure 1. Educational components in theoretical step of architectural design education

“Design Education” is a environment where information is directly transferred to the student and new solutions requested. The basic characteristic of the design education is the fact that the proposed new design of the student is criticized by the supervisor one by one. So, there is not unique correct solution for the given problem. During this process, the original ideas of the various students are developed and the conclusions are transformed into the visual products such as drawings and models. Educational environment is divided into two as distance and formal education nowadays, while architectural design education environment is in form of “formal education”, “classroom” and “one by one interactive”. Education tools are varied as traditional and digital tools (computers). Even though creavitiy period receives data from theoretical information areas, the basic characteristic is that is students and teachers are one by one interacted. In design education, subject of this study, “narrating lecture”, “discussion” “ask a question”, “sample case” sub-methods were used in the first data collecting phase. In the

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