

ARTSEDU 2012

A method of adapting construction education in architectural design education

Semra Sema Uzunoglu, Ariz Quriesh

^aNear East University, Faculty of Architecture, Nicosia, North Cyprus

^bNear East University, Faculty of Architecture, Nicosia, North Cyprus

Abstract

Architectural design, based on “form”, “function”, and “construction” is a process of finding and regulating the functional components for creating a built environment. “Construction” is an important concept complementing “form” and “function” approaches, in the way that it brings architectural design into reality. When the relationship of architectural design and construction is considered, the construction is a necessary and inseparable part of the design process. In this paper, the method of adaptation of construction education into architectural curriculum and its contribution to the execution of architectural design course in Project II in Near East University, Department of Architecture, will be discussed.

© 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: Construction education, architectural education, learning by doing

1. Introduction

Designing in architecture is a problem solving process which is based on “form”, “function”, and “construction”. It includes finding and regulating the functional components for creating a functional, sustainable built environment. In this process, generally, a careful analysis, synthesis and an evaluation based on the architectural building program and environmental data is made consecutively. “Construction” is an important concept complementing “form” and “function” approaches, in the way that it brings architectural design into reality. Architectural design process is realized in three stages practically as shown in figure 1 below.

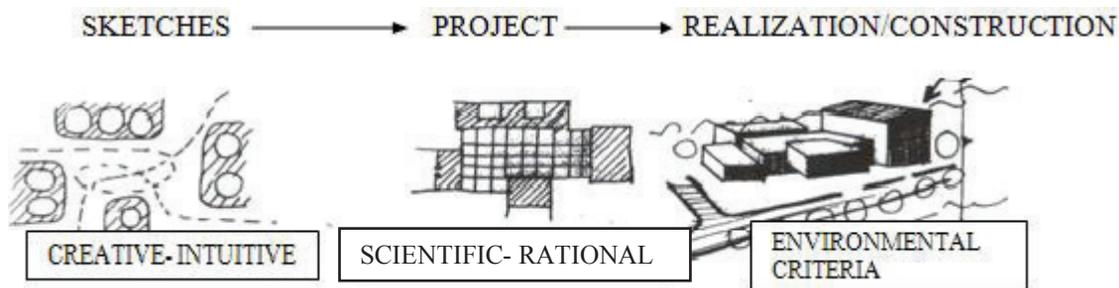


Figure 1. Architectural design process is realized in three stages practically (Arcan, 2008)

In the light of the European policies for Higher Education, Bologna Declaration in 1999, the consideration of architectural curricula shows that, when the relationship of architectural design and construction is considered, the construction is a necessary and inseparable part of the design process. Consequently, this relationship of architectural design and construction must be reflected in the curriculum of architectural education in a way that the students of architecture can understand this relation very well in order to comprehend the contact of these two parallel and related subjects. Then, they can apply their knowledge of construction to project design courses properly (Voyatzaki, 2006).

In the same way, in 2004, UNESCO/UIA Charter for Architectural Education indicated that architectural education should involve the acquisition of the capabilities of understanding technical knowledge of structure, materials and construction. Consequently, understanding of the processes of technical design and the integration of structure, construction technologies and services systems into a functionally effective whole.

Explanations above clearly emphasize the position of construction associated with design courses in contemporary architectural education which has a teaching strategy as a continuous knowledge upgrade.

In The Department of Architecture at Near East University, there are five educational fields: “Building Science”, “Construction Science”, “Historical Conservation and Restoration” and “Art History”. Architectural Education is executed with the core courses and with their sub-branch courses related to the main disciplines above. According to the interests of architectural students, they can choose also elective courses supporting the architectural education from different fields other than the compulsory courses during four-year education. These courses give students opportunity to improve and develop themselves in different fields.

Architectural Design Courses are the synthesis of these theory based courses. There are seven prerequisite architectural design courses in different levels and each semester students study on a building project appropriate to their levels. In all project studies evaluation is done by the concepts of “Form”, “Function” and “Construction.” At the same time these concepts are basically the evaluation criteria of any architectural design in a universal sense (Uzunoglu & Uzunoglu, 2011). In Figure 2, architectural design process is shown as a synthesis of the courses in the curriculum based on “Form”, “Function” and “Construction”.

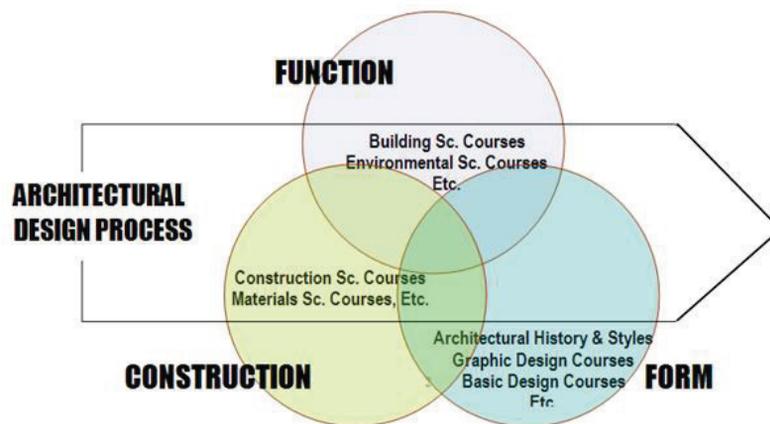


Figure 2. Architectural design as a Synthesis Course through Architectural Education Curriculum based on “Form”, “Function” and “Construction”(Adapted from Uzunoglu & Uzunoglu, 2011.)

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