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## Project evaluation process with classified objective criteria in architectural education

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### Abstract

In the Faculty of Architecture, in Near East University, we had communication problems between students and open/off project valuation juries. These problems were due to; “Lack of common terminology”, “Subjective anxiety on evaluation of spatial quality and quantity”, “Difficulties in expressing positive, negative and missing parts of student studies, through the design process assessments”, “Problems of expression during information exchanges between project groups, etc”. Because of all such cases, a need for developing a method having “Common Criteria Scale for Project Assessment Decisions” is needed. © 2011 Published by Elsevier Ltd. Open access under [CC BY-NC-ND license](https://creativecommons.org/licenses/by-nc-nd/4.0/).

*Keywords:* Project Evaluation; Architectural Education; Design Process Parameters;

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### 1. Introduction

Through years, “Design Courses” have been keeping their importance in architectural education almost in all architectural schools. This is because, in design courses students are expected to prepare individual architectural projects which reflect the synthesis of all theoretical and practical courses that they have done during education period.

Architectural design courses are like laboratories or fields of training for students. Design courses provide opportunities such that, all other theoretical or practical courses in architectural curriculum can be integrated and synthesized. Architectural curriculum basically involves the disciplines of “Building Science”, “Construction Science” and “Historical Conservation and Architectural History Styles.” Architectural Education is framed with the above main disciplines’ core courses and with their sub-branch courses. It can be said that, Architectural Design Courses make practices on the synthesis of these theory based disciplines. Architectural Design Courses are prerequisite courses and each semester students study on a building project according to their levels, and finally studies are concluded with “Graduation Projects.” In all projects studies which are supported by the above disciplines, are evaluated by the concepts of “Form”, “Function” and “Construction.” These concepts basically frame the evaluation criteria of any architectural design in a universal sense. We also had an experience on the implementation and evaluation of “Architectural Design III Course” in Near East University. See figure 1 for “The Importance of Project III as a Synthesis Course through Architectural Curriculum.”

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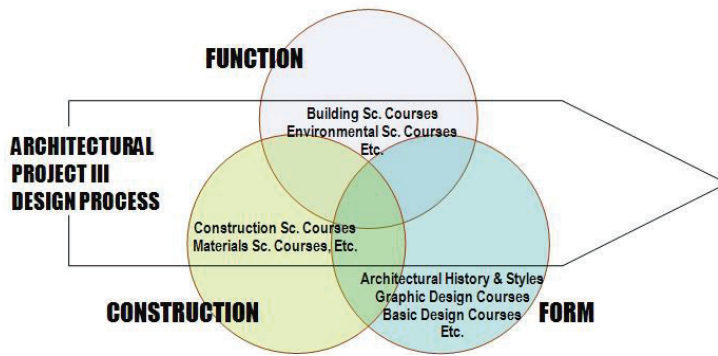


Figure 1: Importance of Project III as a Synthesis Course through Architectural Education Curriculum (Uzunoglu K.; Uzunoglu S., 2011)

## 2. Understanding The Problem

Architecture Students in our Faculty face the design of a “complex level building” (e.g. multi-floor office type buildings) in Architectural Design III Course for the first time. The content of the course program is designed in the format of “Architectural Design Competition.” This project process encourages students to experience how to;

- Make comprehensive researches
- Create their own volition decisions
- Discuss their ideas interactively in class
- Collaborate socially and make dialogues with their friends.

Project design sites are chosen so that they have characters which reflect the architectural textures of the cities. The project program is prepared in a detailed way and architectural candidates are expected to analyze, synthesize and evaluate the needs of the program and reflect self comments specifically on their project design.

Architectural project designs, objectives and goals to achieve total quality in education are consistent with each other. Figure 2 shows, Correlation and equivalence between "Architectural Design" and "Total Quality" goals of education (Gregory SA, 1966; Coruh M., 1998). On this figure, factors like “Time – Cost Efficiency”, “Quality Achievement”, “Performance development”, “Adaptive Flexibility”, “Sustainable Durability”, “Communicative terminology”, “Confidential Medium” make up the basic problems in processing and evaluating the architectural project design. Simply, it can be said that these factors pedagogically are the focal points of communication in education.

TOTAL QUALITY GOAL STATEMENTS	GOALS OF ARCHITECTURAL EDUCATION PLANNING
<b>Cost Control:</b> Modifying production for cost reduction	<b>Time - Cost Efficiency :</b> Reducing time loss in education and reaching a rational result
<b>Quality Control:</b> Quality search in production	<b>Quality achievement:</b> Increasing project design success in student studies
<b>Performance Control:</b> Continuous modification for efficiency through production activity process	<b>Performance development:</b> Accelerating systematic design and success in education
<b>Adaptability Control:</b> Educational Continuity of Professional Training for changing life	<b>Adaptive flexibility :</b> Updating improvement in student – instructor communication
<b>Sustainability Control:</b> Continuous development for existence and confidential medium	<b>Sustainable durability:</b> Facilities of systematic priority education in design subject practices.
<b>Information Flow Control:</b> Making clear in the process of cooperation and simplification	<b>Communicative terminology:</b> Establishing common terminology in student instructor dialogue
<b>Security Control:</b> Cooperation in production with confidence	<b>Confidential medium:</b> Increasing common points in relation with professional knowledge in education

Figure 2: Correlation and equivalence between “Architectural Design” and “Total Quality” goals in education (Çoruh M., 1997; Gregory S.A., 1966.)

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