



2nd World Conference on Design, Arts and Education DAE-2013

Vocational Training Process and Master-Apprentice Relationship

Funda KURAK AÇICI^{a*}, Şebnem ERTAŞ^b, Aylin ARAS^c, İlkey Maşat ÖZDEMİR^d

^aKaradeniz Technic University, Faculty of Architecture ,Interior Architecture Department, Trabzon 61000,Turkey

^bKaradeniz Technic University, Faculty of Architecture ,Interior Architecture Department, Trabzon 61000,Turkey

^cKaradeniz Technic University, Faculty of Architecture ,Interior Architecture Department, Trabzon 61000,Turkey

^dKaradeniz Technic University, Faculty of Architecture ,Architecture Department, Trabzon 61000,Turkey

Abstract

There are paradigms, which never change, in architectural education. The most important one of them is that, unlike the education of other occupational groups, it proceeds through master-apprenticeship relationship. As far as the architectural education is concerned, Studio Work primarily comes to mind. In conducting the studio work, the closeness of student-instructor relationship and a flexible educational process is seen. This educational process similarly advances in occupational life after education. In vocational training of architecture, the continuation of studio process which is the focal point of architectural education continues in workshops where the architects work jointly. In the study, comparisons are made among processes in order to prove that the master-apprentice learning method, upon which the architectural education is based, still exists/continues in occupational education. Thus, the importance of this method in architectural profession is revealed.

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Selection and peer-review under responsibility of Academic World Education and Research Center.

Keywords: Vocational Training, Architectural Education, Master-Apprenticeship Relationship, Architectural Profession

1. Introduction

“Architecture is the occupation, the art of organizing the living environment of people.” (Sahil, 1997, 258). Good architectural samples are needed in order to increase the life standards of human and environment in which it lives. The successful architectural environment can be provided by the architects who start their professions/jobs following a good architectural education. Thus, the architectural education is still an important process which affects all the people.

Architecture includes a continuous educational process. The learning method is based upon master-apprenticeship relationship in all stages of it. The process from apprenticeship towards mastership is called as maturation period. This process resembles in many aspects during vocational training and following it.

2. Architectural Education

The architectural education is not an important educational process only for architectural profession. The architecture is an occupational field in which everybody is interested and where the final product covers all the people who will try that product. In this case, it gains importance to raise the future architects provided with enough knowledge and experience during the education.

* Corresponding author: Funda Kurak Açıcı Tel.: +90-462-377-1617

E-mail address: fundaacici@windowslive.com, fundakurak@ktu.edu.tr



Figure 1. Karadeniz Technical University Interior Architecture Workshop, (Kurak Açıci, 2009)

“The basic knowledge type required to become actually an architect within the integrity of architectural education is the knowledge to understand herself/himself and comprehend abilities of herself/himself, to bear consciousness and responsibility of their thoughts” (Esin, 2003, 5). As the students increase their experiences, then they also increase the borders of their capacities and gradually realize themselves more. Every experience gains value as an important factor for the student in turning into a designer and in improving themselves (Esin, 2003).

The design is accepted as the most important part of architectural education. Therefore, the design and application courses predominantly take place in Architectural Education (Figure 1).

During the design process, the learning process is defined as master-apprenticeship relationship. Here, the apprentice is student and the master is lecturer who is project manager. The instructor and students spend the large part of the day together. In this case, the perspectives of the student and instructor on the course change. The course is more than a course and turns into a process where the shares are dense. In this sense, the perspectives of the student and instructor on each other differ. A warm environment is formed due to the fact that more shares are made. This environment continues in the vocational training process as in education process (Özdemir, Kurak Açıci, 2009), (Figure 2).



Figure 2. Images of Architectural Classroom, (Kurak Açıci, 2011)

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