

IETC 2014

Architectural education, project design course and education process using examples

Safiye İrem Dizdar¹

Mersin University, Architectural Department, Mersin Turkey

Abstract

Architecture is a discipline which creates healthy, livable and aesthetic spaces for the users using the opportunities of the natural environment to satisfy the needs and desires of the users within specific criterion. As it is the case in other design based disciplines, importance of theoretical and applied studio courses which bring the student design capability and creativity in architectural education is so remarkable. The most important facts that prepare the student for the profession and design process are the basic studio courses which basic design and space concepts are given.

This study examines the working methods of students on a project design course and education process using examples.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license

(<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the Sakarya University.

Keywords: Architectural Education, Design Studios, Space.

1. Architecture as a concept

One of the various definitions of architecture is “the art and activity of building, designing and organizing space and its surrounds, where functions and festivities connected with human life created as a community and individually are carried out.” At the same time there are also emotional approaches to the definition of architecture. In this regard one finds “a synthesis attained within a communal process that succeeds in attaining the level of civilization, includes subjective and aesthetic values and is completed with the achievement of a product” (İzgi, pp. 35-41). Architecture is tied to many aspects as one understands from its definitions and has become the subject of different evaluations from the point of view of concept, scope, professional duty, responsibility and education. The unity and the interconnected relationship of these definitions are unavoidable. When compared with other artistic

¹ Mersin University, Architectural Department
Tel.: 03243610608; fax: 03243610109.
E-mail address: iremdizdar@yahoo.com

branches, it is an activity that involves different directions and relies on intellectuality as all artistic activities do. During the design and action process, architecture in the broadest sense creates a new, artificial atmosphere by limiting and dividing the piece chosen from nature.

2. Architectural education

Those who resort to the accumulation of experiment register advances and, turning that accumulation into knowledge makes the worker a master (İzgi, p. 75). From the beginning of building construction until the present, master-apprentice created the educational model. This method that relies on application produced an education system in which the architect through experimentation possessed all the knowledge required of the profession. We see past examples of this in the archival records. In Ottoman history the “Imperial Architects’ Society” was an organization that included classifying masters and journeyman architects under the management of the chief architect. This organization that handled work for government and military purposes continued with architectural education. In Europe organizing that began in the Renaissance continued with the Fine Arts Academy that Vasari established in Florence and the Fine Arts Academy in Paris in the seventeenth century. The powerful developments in the West led to the creation of their like with the establishment of the Sanayi-i Nefise-i Mektebi Ali (High School of Fine Arts) under the leadership of Osman Hamdi Bey in the nineteenth century. This approach at the same time stressed the unity of the architect-art person. It can be explained as follows: The purpose of the type of creativity was organized so that architectural education was included under the roof of the fine arts. The Ecole des Beaux-Arts continued its tradition for many years² and experienced changes to its identity, status and program among educational organizations through the Industrial Revolution. (İzgi, pp. 75-79). The Bauhaus that followed the Ecole des Beaux-Arts was a school that relied on an educational foundation that included all the fields of architectural creativity with the idea of the basic unity in architectural education and began from zero under the supervision of a master. The foundation of the educational studios within the architectural discipline was laid with the educational program, the goal of which was to unite them. The aforementioned educational programs were applied in architectural education and included experimental studies to acquaint students with the basic principles of creative movements that lay at the foundation of the visual arts (Dikmen, p. 1511). One sees that the teaching method gained importance through the Bauhaus student-teacher (master-apprentice) interaction. An educational method was used that recognized the possibility of the student being active and developing freely and the possibility of learning while doing, discovering the fundamental characteristics of the means being used and free of moulds. In the Bauhaus curriculum that developed with the theory of Gestalt³ perception, the student proceeds through the apprentice, journeyman and master levels during the educational process that includes all the necessary applications for the level of creative work and the scientific fields. The innovation that the Bauhaus principles brought to its form of architectural education in counter-distinction to that of the Ecole des Beaux-Arts was of the students being free and active instead of being classically prepared and accepting of passive and guided instruction (Dikmen, p. 1512). In Turkey architectural education was organized under the Council of Higher Education (YÖK). The university in the institutional and theoretical sense has to be an effective, obligated, complete and free organization in the fields of education, research, criticism and educating faculty.

3. Design

The meaning of the word design is as follow: it is a process that includes something being drawn and/or being built as a whole with its mass and its surroundings following criticism and documentation of the theoretical,

²Assigning the same topic to all of those engaged in working for a diploma and setting up an award competition.

³ The Gestalt Concept appears as a reaction to the “behaviorist concept” in which learning is only evaluated within the relationship of warning-reaction (W-R). Contrary to the behavior concept in which every W-R relationship is independently examined, it ensures that the intellect creates a tie between those warning.

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