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An urban oriented and multilayered experience on architectural education in (the global world)

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Abstract

Conventional education has come to be discussed in a formation of global world in which borders between professions become obscure by stratification of intelligence and their interests intersect with each other. Rapid renewal of knowledge and the help of communication facilities for the produced information to be shared instantly recognized an order of life that professionals live in a lifelong education and development. Architecture is fed by the accumulation of knowledge from many disciplines due to the nature of itself. The most important subject in architectural education for the students is to be fed up by these interests and to have the ability (skill) to produce correct relationship between these fields in planning and design and to produce decisions. From that point of view, several diploma projects was held in a number of selected fields with different variables in corporations with local governments at Yıldız Technical University, Faculty of Architecture between the years of 2004 to 2009. In the scope of the studies, Interdisciplinary research, analytical approach, synthesis, planning and design process based studies were carried out at 6 different studios in which organizational structure and fieldworks were determined with the local governments. According to the studios, Architectural and planning-oriented, but in sociology, psychology, economics, environmental science, archaeology, art history feeding project was carried out in different areas at the same time. Project process and outputs were assessed with predetermined evaluation criteria in juries (exams) with the participation of local governments. The project studies, processes and outputs over the results were evaluated and interpreted in the paper.

Keywords: Design Theories, Architectural Design, Case based instructions, multi-disciplinary education

1. Introduction

A Human being is always in communication and interaction with the environment during one's lifetime. Personality, character and behavioral patterns are shaped by past experiences in every stage of life. But when one becomes a professional, begins to perceive and look through environment in the perspective of owned occupation. For example; a chocolate having a meaning in taste, price etc. in childhood, turns into a good which is producible, consumable and marketable in the perspective of a grown up economist. The process works exactly the same for architects. For example; space such as a living room can stimulate different perceptions between children of different strata. Perceptions may differ through many aspects such as size, material and even functionality. Although Architecture has fundamentals and principles on the objective side, owes its diversity to its individual character and the subjective side of the design phenomena. Architecture is not a profession fully empirical. Design process cannot be examined specifically and cannot completely be put up into a single method. For example, it is certain that a wheel cannot be in the form of a triangle, but there are concerns and experiences that a triangle living room results more or less with some loss and useless pieces of space. Additionally, an architectural product is unique, original and

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cannot be repeated, it is consisted of multiple variables such as a certain place, a certain time, for certain needs and requirements and a specific designer. A slightest change in any of these parameters that are inevitable, cause changes in the product and the accuracy, compliance of it becomes questionable. Product of an architectural design can only be examined and discussed after it is constructed and operated according to the user's behaviors and requirements. The experiences gained by subconscious and the formation gained during architectural education which is non-empirical, creates a complex architectural product. In addition to that, sequential process of learning and development in architectural education needs certain improvements. The knowledge is not often acquired by a certain logic order and cause-effect relationship. There is a puzzle-like fuzzy process of learning that students get information and put into memory without further editing. But only after, they come to a level to reorganize information to knowledge within cognition especially during the professional experience. Conventional education has come to be discussed in a formation of global world in which borders between professions become obscure by stratification of intelligence and their interests intersect with each other. Different and new experiences in educational process become more important when subjective and objective aspects of architecture with complex structure in the process of learning and rapid changing global conjuncture are considered together. From that point of view, several diploma projects was held in a number of selected fields with different variables in corporations with local governments at Yıldız Technical University, Faculty of Architecture between the years of 2004 to 2009. In the scope of the studies, Interdisciplinary research, analytical approach, synthesis, planning and design process based studies were carried out at 6 different studios in which organizational structure and fieldworks were determined with the local governments. This paper discusses and mentions these experiences in the scope of architectural education.

2. Subjects and Objectives of the diploma Projects

Hosting multiple intellectual problems and pushing students to research, think and generate ideas on different subjects are the selection criteria's for the topic of the diploma projects rather than the subject of an architectural design. The subjects of the diploma project were based on factual cases that were determined in cooperation with the local governments. The themes and the contents of the courses were decided and created in a series of coordination meetings with the specialists who were working in the municipalities of the settlements. The common characteristics and properties of the settlements are; population of 10.000-50.000, located outside the boundaries of metropolitan areas, contains urban, archeological or natural conservation areas, contains considerable number of building stock that are worthy conservable, have a potential of various topics such as tourism, agriculture, natural environment.

Apart from the subjects and fields, the diploma projects processes intended students to gain two main types of skills which were behavioral and intellectual as an architect. These skills are closely related with the content of the projects and study fields.

1. Behavioral skills

a. Behavioral skills as an architect with the same occupation which are; gaining the ability to work in groups with task sharing, planning and organization of the process, taking the responsibility of both for their own and the team mate, developing and finalizing a common product.

b. Behavioral skills as an architect with different occupations which are obtaining and sharing information and directing specializations according to the aims of the project.

2. Intellectual skills

Learning data gathering techniques and application, making the use of information, synthesizing information, generating ideas according to collected datum and designing consistent to the idea that were generated.

3. Structure and Form of Execution in the Diploma Project course

Although every diploma project has the same structure and form of execution, they diversify according to their study of location and the design issue that must be solved. This situation requires a preliminary study for the instructors of each course and the local governors to organize the site-specific studies and to determine the design issues. Each topic of the course was being shaped by the demand of the local governments and each instructor team was being constituted according to the subject of the design issue. Architects, urban planners, art and architecture historians, restorers, agriculture engineers, forest engineers, civil engineers, ecologists, sociologists were the possibilities for the participants of the instructor teams. Each Diploma project is consisted of three stages. Each stage

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