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Experience of traditional teaching methods in architectural design education: “mimesis technique”

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Abstract

Architectural design education aims creativity and differs from other education systems. Educational sciences consist of sub-discipline titles such as “education methods”, “teaching techniques”, “educational environment”, “education tools” and “educational psychology”. In creativity education, it is necessary to use some of these components simultaneously. In the semester that was conducted in Gazi University, Department of Architecture, some of methods and techniques have been used sequential. Theoretical period was “narrating lecture”, “discussion” and “ask a question” in data collection and evaluation. During the creativeness part of design education, “mimesis” technique has been tried. Contemporary design samples related to design problem have been shown and students were requested to be inspired from these examples for their new designs. At this stage, it is aimed to evaluate the progress in designing skills of students by using deductive mimesis technique. As conclusion, that technique is time saver and idea generator in creating new solutions. Inspiring from the main features of shown samples instead of imitate them, is utilizable method in architectural creativity education.

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Keywords: Education Methods, Teaching Techniques, Architectural Education, Design Education

1. Introduction

By dictionary definition, Education is defined as “directly or indirectly helping children and teenagers acquire the necessary information, skills and understandings, develop their personalities in and out-of-school to make them involved into the social life; manners”. The educational science, is the science examining the disciplines that pose education. Educational sciences, having expensive sub-disciplines, are composed of sub-titles such as “Educational methods,” “Teaching techniques”, “Educational environment-tools” and “Educational Psychology-Multiple Intelligences”.

Educational methods are divided into two groups: “student-oriented” and “teacher oriented.” “Narrating lecture,” “discussion”, “asking questions”, “Sample case”, “showing sample”, “problem solving” methods are applied in both of the groups. Teaching techniques are classified as “Brain-storming”, “Question & Answer”, “Mimesis”, “Pair and
“Design Education” is a environment where information is directly transferred to the student and new solutions requested. The basic characteristic of the design education is the fact that the proposed new design of the student is criticized by the supervisor one by one. So, there is not unique correct solution for the given problem. During this process, the original ideas of the various students are developed and the conclusions are transformed into the visual products such as drawings and models. Educational environment is divided into two as distance and formal education nowadays, while architectural design education environment is in form of “formal education”, “classroom” and “one by one interactive”. Education tools are varied as traditional and digital tools (computers). Even though creativity period receives data from theoretical information areas, the basic characteristic is that students and teachers are one by one interacted. In design education, subject of this study, “narrating lecture”, “discussion” “ask a question”, “sample case” sub-methods were used in the first data collecting phase. In the
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