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Teaching/Learning Strategies through Art: Philosophy & Basic Design Education

Serap Durmus^{a*}

^aPhD., Karadeniz Technical University, Department of Architecture, Faculty of Architecture, Trabzon, Turkey

Abstract

The subject of this paper is to interrogate interdisciplinary relationships as part of basic design education. Within this framework, examining the relationship between philosophy and architecture as part of basic design practices, this article investigates considering art as an instrument and the experience of benefiting from this instrument specifically for basic design studio. The aforementioned experience points to the generation of theories and space through the basic thinking forms/tools of philosophy and architecture. The study is comprised of six main sections, which can be listed as Introduction, Being Instrumental: Thinking to Think, Intellectual Instruments of Philosophy, Basic Design and Philosophy, Basic Design Studio: Theory and Space, Discussion. Paper, which examines the instrumentalization of art through the existing similarities, commonalities and differences between the disciplines of philosophy and architecture, demonstrates the relationship between philosophy and architecture through the theory and space theme by sampling a method as part of basic design education.

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1. Introduction

"Philosophy... A route of many roads leading from nowhere to nothing" (Ambrose Bierce)

* Serap Durmus. Tel.: +90-462-377-1621; fax: +90-462-377-5588.
E-mail address: serappaa@gmail.com, serapdurmus@ktu.edu.tr

In architecture, the significance of interdisciplinary studies is frequently emphasized. When interdisciplinary relations established within an academic context, are presented as a teaching/learning strategy, various meaning attributions come to the fore. Regardless of the discipline, concept, method and relationship in question, it is obvious that within architecture a practical action developed independently from thought is not possible.

Thoughts originate from certain philosophies. As individuals try to perceive life through different belief systems and acceptances, they use philosophy when asking questions and interrogating and in order to get to the core of the issues (Loewer, 2012). This is exactly why every field and issue humanity has dealt with is classified as a sub-field of philosophy. Tendency to interrogate and skepticism originating from the presence of philosophy are.

As an instrument of understanding the architectural setting, philosophy may offer various alternatives in terms of the definitions, relationships, types, concepts and instruments it uses as a discipline. These alternatives also contain attitudes encouraging thinking/being able to think about the foundations of comprehension. This is because philosophy places significance on the mind; it reinforces the defense mechanism through cognitive exercises (Law, 2012).

In architecture, thinking is realized through the help of theories. In this way, theory mentions philosophy, which allows asking questions, interrogating, creating concepts and developing thoughts, in other words it uses philosophy as an instrument. The common point between philosophy and architecture, the act of interrogation, exemplifies how a discipline can be instrumentalized when solving a design-related problem. The instrumentalization in question gives references to philosopher's attitude to set forth his/her skills to think and to cope with arguments as part of philosophy's cognitive instruments. These instruments, also called 'Reasoning' and 'Sophism', are similar to the design process in architecture or they mutually handle the circumstances that are different from this process. This study, which aims to offer a methodology proposal in line with this, places being an instrument and/or instrumentalization in its core and introduces that this situation can be used in design teaching/learning strategies.

It is possible for a study that discusses method to present various alternatives. This is because method points to the form of concentrating on a problem and it is an instrument that helps identifying the process (Jormakka, 2012). As each subject may have strong and weak points, the issue of method may also have weaker and stronger aspects that are founded in various similarities and differences. Naming the quest that can serve or aims to serve both the means and the objective as "method" reminds of a representation that allows for various meaning alternatives. Conducting research on the meaning alternatives in question also brings forth the act of interpretation. As indicated by Gadamer (2004), understanding always means interpreting; therefore interpreting is an open form of comprehension. In line with this, considering architecture as a means of understanding and interpreting, offers the educators the freedom to benefit from various disciplinary and methodological instruments.

Method, within the scope of this study, is exemplified and presented to the reader through the basic design class in architecture instead of suggesting a completely ambiguous new representation. The instruments that are used in this regard may be the instruments of a discipline or the discipline itself and they may also be the inherent instruments of architecture. As those instruments that are transferred from other disciplines on the other hand reveal various meaning alternatives, they may offer more stimulating perspectives in terms of new method suggestions. As an example of interdisciplinary behavior while establishing the relationship between architecture and philosophy, this article aims to become a trial for a method that discusses architecture, design and design process with the assistance of the cognitive instruments used by philosophy.

2. Being Instrumental: Thinking to Think

The issue of being an instrument or instrumentalization can provide semantic expansions as a way of 'thinking to think'. Paradoxically, being skeptic as a 'way of thinking' has been used as an instrument to seek an answer to the questions, "What, What is this?" that have been on the agendas of scientists and philosophers for centuries. A series of essence issues that start with these questions were used as the primary questioning techniques while approaching a subject within all disciplines.

While thinking the relationship between philosophy and architecture, interdisciplinary overlapping points may come to the fore. The most significant among these are the language that is used, thought and the space that is being represented. Approaching philosophy requires constantly being in an important expression and linguistic adventure. The teachings of philosophy not only reveal an intellectual interrogation and a literary fiction, but it is also a reality

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