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The effects of social, cultural and education dynamics on the education-training environment in architectural education; the case study of the department of architecture, KTU

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Abstract

Architecture is one of the world's oldest disciplines, related to a great many other disciplines such as mathematic, economics, art history, sociology, civil engineering and mechanical engineering. Its connection with a great many different disciplines has given increased social responsibility to the discipline of architecture. In this context, architecture, which is defined as designing buildings to fit dimensions in a physical environment, its art of construction and its science, should be performed by people who are self-confident, sociable, generally cultured, who can generate practical solutions, and are forward looking. People with the above characteristics can only grow in a good quality education-training environment. This environment depends on many different dynamics. The most important of these are social, cultural and educational dynamics. This study aims to understand how the quality of the education-training environment of architecture students can be improved. For this purpose, a survey was carried out with students who graduated from the Department of Architecture in 2006 and 2008, together with students who graduated before these dates. This survey asks questions regarding the social, cultural and education dynamics that affect the education-training environment of students, and tries to answer what contributions are made by these dynamics to the quality of this environment.

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1. Introduction

Architecture is a dynamic, innovative and continuously varied profession. It is accepted that the greatest

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alterations also occur in present day. In the present day that are debated modernism and post-trends and technology also lives gold age, available architectural education programmes should be inquired convenience our age (Lokce, 2002). One of the most important features of architectural education is that it requires the ability of its practitioners to be creative. Since the primary mission of architects is to create three dimensional space and form to accommodate related human activities, the educational and training process should focus on two missions. These are the balance between formal and socio-behavioural aspects, and the balance between students' faculties in terms of searching, thinking, and other mental activities. Consequently, the design of an architectural education programme has to attain a balance between design education in architecture and the role of the architect in society, where the justification of the profession will be in providing a better environment for contemporary societies (Salama, 2005). The first formal education for architecture started with the Beaux-Arts in the 19th Century and this has continued until the present day. Thus, we can say that transformation in the architectural education programme is a common process. It is known that the most important changes in architectural education were the attempts started in Bauhaus by Walter Gropius, and a model creating effect to activation of merely design in place of spread an pronunciation, a system, a dogma is developed in Harward (Gropious, 1962; Balamir, 1992). While architectural education generally focuses on basic design and three-dimensional perception in the first semester, it also focuses on the process of building construction in subsequent semesters. The process of building construction is taught through the use of both studio and critical methods. Here, it is waited and supported to generate original solutions within defined area and program from students. Group study is valid only for common models and drawings. Apart from this, students study alone (Bashier, 2015; Bergstrom, 2014; Savic & Kasef, 2013; Anthony, 2013; Groat, 1996). Architects should improve toward their free choices from their education to their professional activities and stand in rich environments that will can be selected their education style and architectural approach (Esin, 2008). To achieve this, departments offering architectural education require to develop a good quality education-training environment. The quality of such an environment can be defined through its social, cultural and education dynamics. These dynamics are shown in Fig 1.

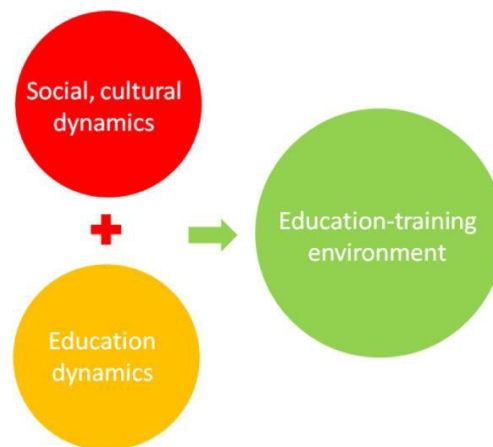


Fig 1. Social, cultural and education dynamics

The social and cultural dynamics are:

- environmental conditions
- living in the city
- relationship with your friends
- your behaviours
- cultural activities

Education dynamics are:

- lessons and curriculum
- types of educational programmes
- lecturers

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