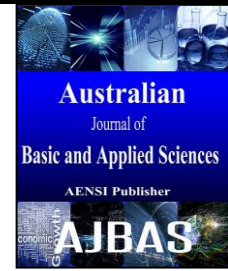




ISSN:1991-8178

Australian Journal of Basic and Applied Sciences

Journal home page: www.ajbasweb.com



Pedagogical Framework Impact of Join Design Studios

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ARTICLE INFO

Article history:

Received 12 October 2014

Received in revised form 26 December 2014

Accepted 17 January 2015

Available online 28 February 2015

Keywords:

Reconstructing Pedagogical Framework for Design Studios

ABSTRACT

Simple investigation on current publications in design Join-Studios reveals a lack of how such an evolutionary education pedagogical framework processes took place in Malaysia. Architectural education is based primarily around the design studio as a pivot and gathering point of all knowledge and skill accreted throughout the curriculum (Mostafa&Mostafa, 2010, p. 310). While the current design studio may represent the best teaching ideas for this profession yet they are not without problems. The Research is hoping a Revitalization of Architectural Consciousness by introducing architectural Design Join-Studios towards sustainable architecture education; the aim is to improve our knowledge base and quality of architecture education. There is no simple answer or given approach to architectural pedagogy but a continuous routine framework, but the question is if architecture is supposed to solve the problems or even be more than that, does routine studies teach enough to our future architects?

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To Cite This Article: Sara Zavari and Nangkula Utaberta., Pedagogical Framework Impact of Join Design Studios. *Aust. J. Basic & Appl. Sci.*, 9(7): 137-139, 2015

INTRODUCTION

Design studios learning style are remarkably similar across the industrialised world. Let us first focus on the meaning of “studio”, Within the design professions the term “studio” is used rather loosely to both describe a physical space (the actual place in which the learning and teaching activities take place) and also the mode of engagement (as a pedagogical strategy). So Design Studios are often referred as a place that knowledge and skills from the areas are integrated and applied. Design studios universally apply the semi-structured learning strategy of experiential leaning; in particular, the project (Delahaye, B.L., 2005).

For this study it was found that the aspects of design studios like studio pedagogy, culture, and technology are limited. In terms of the future, a more comprehensive approach is needed. For instance, Bender and Vredevoogd (Bendar, D.M., and J.D. Vredevoogd, 2006) believe that more research about the impact of the online environment in architecture education is necessary due to rapid global changes in design process, architectural practice, and students’ population; so This paper offers a new framework for design studios in a more comprehensive and holistic way (Mostafa, M., and H. Mostafa, 2010; Crowther, P., 2010).

Problem Statement:

It is in these design studios that student will learn how to relate with different environments and how to design for humans with different culture, ages, occupations and with different perspectives, a design that fits the people that are using it But how are students going to be prepared for such a task if the design-studios task are only be based on the country the classes are held. Architecture is a product of culture, history, science, technology, economics, Society and religion; soStudents as future architects must understand the different requirement for different environments throughout their design tasks but schools teach the aspects of architecture from distance. So there is a real need to give a chance to revitalize Architectural Consciousness by introducing new routines for studies because teaching requires creativity

Objectives:

The paper focuses on the evaluating of current design studio framework and join design-studio, the aim of this evaluation is to improve our knowledge base and the quality of our future architect’s works.

- To document, explore and describe the different kind of join design-studios in different schools.

- To analyze the idea of join-studios base on the students’ experiences, comments and direct

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observations on second year design studio as case study.

- To propose the ideas of replacing design join-studios with design studios.

Methodology:

Every learning activity needs a place to occur (where), learner to learn, teachers to teach, a process which works under a specific method, and finally a result or output (for example, enhancing knowledge, producing project). The main factors that directly related to design studio education then are: teachers and learners forming the community of design studio (who), method that defines the process of learning (how), projects that can be considered as driving learning output (why), and content as the material of design education (what). There are also other factors involving like culture or environment. (Saghafi, Mahmoud R. and Franz, Jill M. and Crowther, Philip (2010))

Definition of Design Studio is been widely discussed previously, however studio in word means a workplace for the teaching or practice of an art and the phrase join-studio happens when you combine two work-place, sharing a common working area or mainly working task in this case between different people from different countries and different cultural background to engage more ideas, talents and knowledge but in this chapter the architectural design join-studio will be discussed were professionals and

students gather together for a better response for human needs. Join-studios have few types, they are: Web join-studios

Moving through time and space is arguably our main mode interaction with the world, and with the technologies moving so fast we are able to be connect and disconnect with the world instantly which changes our lives every day. Web join-studio is part of this connected world as a social media. This social media comes in a variety of forms like blogs, Facebook page or a web page and etc; which students, fans or professionals share their ideas and knowledge's so that many people be able to study and learn from where ever they are only by joining these social medias. Of course each of these media's have their own principles some are only for sharing and discussions which are open to anyone that want to join (a), while others are more professional and people of certain communities can only be part of it (b). Universities also may join these media's to compete with each other, simply by uploading a task brief mainly on real domestic projects or simply a theoretical ones with a deadline and students are allowed to upload their studies and send there would get feedbacks from the members and fans like crit sessions in design studio classes and finally the most favored design will be awarded with a certain fee. There are some examples prepared in chart to refer to.

	Title	Held By	Web Page	Further Description	Target
(a)	Wine Culture Center Competition	(YAC)Young Arch.Competition	e-architect.co.uk	Prize: 15.000€	Students Designers Professionals
(b)	Moscow's new National Center for Contemporary	Anonymous	Competitions.org	Winning By: Henegham Peng	National Arch Firms

Furthermore a Simple investigation on current publications in architectural field reveals a list of online architectural courses and degree programs

mainly for undergraduates to join example been provided below:

Institution Name	Level	Instructor	Course Title	Web Page
Massachusetts Institute of Tech	Undergraduate	Prof.Paullukez	Architectural design intentions	ocw.mit.edu

• Short course join-studios:

There are institutes and universities providing short semesters with design studio course outline for students from other schools with different

backgrounds including international students are able to join and participate in different and challenging tasks in architectural field to learn from each other in a group works. Here is one example to check:

Institution Name	Level	Course Title	Course Fee	Web Page
UCL(University College London)	Different Levels	Bartlett summer School	700£ for 2 weeks	m.bush@ucl.ac.uk

• Long course join-studios:

This method involves the 3rd year architecture design studio of UPM university (Universiti Putra Malaysia) and UIN university (University Islam

Negeri Indonesia) for one semester with total number of 72which are 35 Malaysian and 37 Indonesian. Typically students will attend the studio where an academic gives instruction each school in their own

countries. This usually occurs in smaller groups of 12 to 20 students but in this case each country has about 35 students in their studios for a period of time from half a day to two days a week. Students will engage in same simulated real world activities of designing an artefact to 2 faze discussed given brief, and will respond to weekly feedback given by the academic over their drawings, models or diagrams which it calls "tutorial section" same as a typical design studios; but the differences are as below:

✚ In each give brief the location of site is located in one of the countries that means in faze one site is located in Indonesia and in 2nd faze it is located in Malaysia. In this case in order for students that are not in the same country as the site is, they have to depend on the information they will be given as site analysis by local students. And they have to accept the challenge of understanding the site from distance and do their best to acknowledge themselves about the local architectural principles, cultural behaviors and etc.

✚ When it comes to submission time students will join the locals and will get the chance to share their ideas and present their works to each other and to the juries of academics.

Conclusion:

Architecture as profession spans both the arts and the sciences. Students must have an understanding of the arts and humanities, as well as a basic technical understanding of structures and

construction. Skills in communication, both visual and verbal, are essential. While knowledge and skills must be developed, design is ultimately a process of critical thinking, analysis, and creative activity. The best way to face the global challenges of the 21st century is with a well-rounded education that establishes a foundation for lifelong learning and that why we should give changes and be open to new frameworks.

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