CONFLICTS in SCALE, CONFLICTS in PROFESSION

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Abstract:
According to the higher education policies in Turkey, education in Architectural Faculties is driven by departments of Architecture, Urban Planning, Landscape architecture, Interior architecture and Industrial design. Every department set its own design education program separately according to their objectives and priorities.

Architecture and Urban planning programs have some similarities in their education approach in the first year to give the students dimension and space conscious, design understanding and history of arts / architecture. In urban planning, the main aim is to teach students how to understand the urban space in different levels: spatial, historical, social and economical. While focusing on the spatial level, different reading and designing techniques have used for supporting creativity. First year education in urban planning gives the approach to urban space and makes the basic steps for creativity and design. However, design dimension pulled to a secondary role in further years as a result of an understanding that, urban planning has a higher scale approach that focuses on economic, social and cultural developments in cities / regions. With this understanding urban design scale becomes a fuzzy area on intersection between urban planning and architecture. Architecture education focuses on building scale and urban planning education focuses on conceptual approaches and higher scale. Urban design profession considered as a specialization after BA degree. However, refractions on design education and understanding since first year cause serious problems on design / creativity ability. As a result, urban design understanding and practices have influences of these conflicts also in professional life.

The aim of the paper is to discuss the conflicts in scales between architecture and urban planning; and how this conflicts influence design education and understanding. The paper stresses the importance of design both in architecture and urban planning as two major professions dealing with creating spaces for living; and

discusses the ways for a sustainable design approach in education for all semesters in four year programs that would support the creativity and space / place conscious of students.

Introduction

Architect of the Modern age was the designer for all scales, from industrial design scale to city scale; the one who decides for best solutions for people and for environment. The outcome of this approach was urban environments with huge blocks on the middle of wide green areas connected with highways. Human scale, perception and social components were not considered as a part or an input for design process. With the critics to this understanding new approaches started to develop with a focus of users' perception to their space. To be able to design the efficient space for people, the first step was to define what good space is. The main idea was to answer people's needs with understanding them. Different professions became a part of this process, it has been understood that the urban space has a lot of dimensions and should be analyzed by different disciplines.

Urban space is not just a physical space; it is a social space with its physiological and economic dimensions as well as design issues. Specializations have started in every discipline and urban space became the case of a multidisciplinary work. On the same period the working scales of architecture have started to redefine according to new specializations. Urban planning, architecture, interior design and industrial design define their professional working areas according to the needs and economic developments in the world.

With globalization the importance of cities became more important. Cities are the new centers on the globe instead of countries. In this new situation an important competition started between cities to drag more attraction / investment and people. The quality of the conditions that a city offers both for residents and foreigners have became the most important thing.

Considering today's cities, experiences in the urban space and the quality of living gains more importance. Especially in big cities city life has a different flow with many connections on different digital and physical networks. Constructed areas of urban tissue are spreading out and the borders of cities are getting fuzzy. In this

large organism cities have to be well designed to answer residents' needs of living, working and recreation. Distributions of the functions, connections and services, as well as business have to be well organized and managed in the urban environment for a livable city.

In this point, Urban Design comes into prominence. With its design approach and working scale urban design provides interdisciplinary solutions for urban environment problems. Designing scales and operation area are in the intersection area of architecture and urban planning. In this context urban designer is a professional that should have both architecture and urban planning knowledge and understanding. The most important thing is the balance between creativity and management. Urban designer should understand the upper scale information coming from master plans and combine / realize it with design in application scales for daily urban activities. Even this identification underlines the importance of creativity and ability of design in itself.

The paper aims to develop a critical approach in design education in urban planning in Turkey, in this sense it is important to see the formal developing process of architecture education in Turkey

Architecture and Urban Planning Education in Turkey

The education of Architecture in Turkey in the means of western definitions starts in 1883. Osman Hamdi founds the first fine arts school of Ottoman Empire in 1882 and the school starts to give architecture education in 1883 with the influences of *École des Beaux-Arts*. The name of the school became States Fine Arts Academy in 1928 and finally Mimar Sinan Fine Arts University in 2004. The Engineering School of 1909, turns to Istanbul Technical University in 1944 and starts to give architecture education with the influence of German technical university model under the Faculty of Architecture (Dosto• lu, 2005). Yıldız Technical school (today's Yıldız Technical University) in 1942, Middle East Technical University in 1956 and Karadeniz Technical University in 1963 follows the architecture education. With the foundation of Commission of Higher Education in 1980 the format and structure of higher education standardized and redefined.

First Urban Planning department founded in 1982 in Mimar Sinan Fine Arts University and started to give BA degree, followed by Istanbul Technical University in 1983.

Conflicts in Education

To collect data for this paper, 5 curriculums of Department of Urban and Regional planning are studied that belongs to 4 Turkish Universities: Istanbul Technical University - ITU, Mimar Sinan Fine Arts University – MSGSU (Istanbul), Middle East Technical University – METU (Ankara), Karadeniz Technical University – KTU (Trabzon) and Dokuz Eylul University – DEU (Izmir). However, main discussion is made on the programs and experiences in Mimar Sinan Fine Arts University (MSGSU).

Architecture is roughly defined as the profession of creating spaces. The focus is the physical spaces for a living environment. All the necessary information of drawing techniques, materials, construction techniques, ergonomics and standards are given to students through theoretical courses and studios. This first part can be considered as design related course. These lectures help students develop 3D perception, understanding of physical space and creativity. Second group lectures contain more theoretical part mostly history of architecture, new approaches of renovation, construction management etc.

Architecture students take urban design studios in the last year of their education. The studio leads by the department of urban planning. Even though the education of architecture is strong in developing design skills, students have problems designing in upper scales. Defining problems concerning social and economical needs, designing in urban space with connections to the surroundings, regulations coming from master plans are the major problems that have been lived in the studios. On the other hand in their last year students are also taking graduation project which is has a priority, so their gaining from urban design studios is less in the comparison of their attention to it. Even if all the architects work and make projects in urban space in their professional life, education program puts urban scale subject in a second place.

To make a comparison it is better so see curriculums and distribution of lectures related to design in whole education plan

both for Architecture and Urban Planning (Figure 1 and Figure 2). The detailed education programs of the departments are presented in the Annex.

The rates are calculated from the ECTS credits of lectures and total year credits of 30 ECTS. Design related lectures are chosen according to their curriculums that teaches design ability, creativity, development of 3D perception, drawing and spatial understanding.

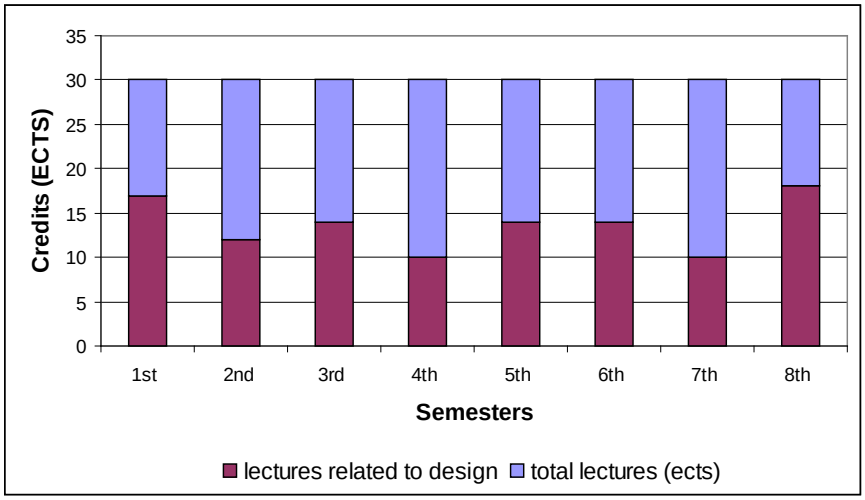

Figure 1 Distribution of lectures related to design in the education of Architecture curriculum (MSGSU).

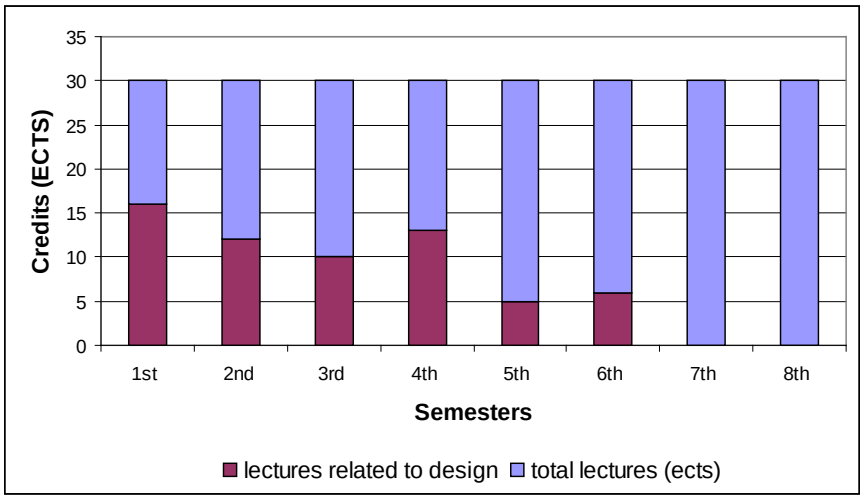

Figure 2 Distribution of lectures related to design in the education of Urban Planning curriculum (MSGSU).

Architecture students have the problem of working on higher scales like 1/5000, 1/2000 and 1/1000 and also having conceptualizing problems in complex urban system. On the other hand Urban Planning students have the problem of working on lower scales like 1/2000, 1/1000 and 1/500 and cannot visualize and understand physical space and effects of volume.

As in urban design profession, urban designer should be the person who can follow the master plan regulations and social, economical needs of the area as well as the problems in physical space and creates solutions with a team of architects, planners and designers. This situation requires high level of understanding the physical space. Urban designer have to realize the conceptual decisions of master plans in the everyday life scale in urban life. In this context design and creativity tools in the education of Urban planning decreases after 3rd year. In 3rd year conceptual lectures get more importance, even in the planning studio with social and economical aspects are focused. Until the master degree students lose their ability and understanding of design and sense of third dimension.

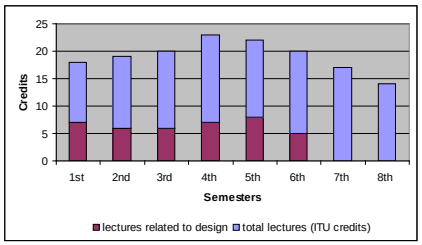

Figure 3 ITU, Istanbul

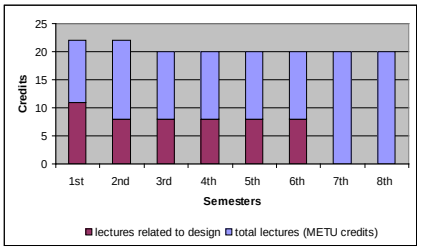

Figure 4 METU, Ankara

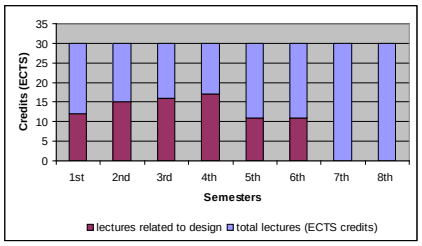

Figure 5 KTU, Trabzon

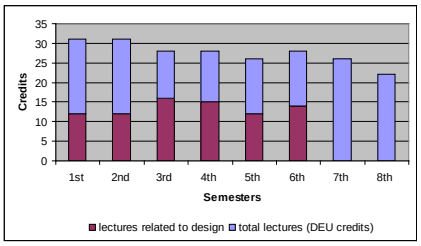

Figure 6 DEU, Izmir

Figure 3,4,5,6 Distribution of lectures related to design in the education of Urban Planning curriculum in ITU, METU, KTU and DEU.

Conflicts in Profession

After graduation, urban planning students who start their professional careers in planning offices or municipalities realize that urban planning is directly concerned on physical space and physical plans. Social and economical planning is an essential part but success is to realize the conceptual decisions of upper scales on the ground. And make it a real part of citizens' everyday urban experience. To focus and work on this subject most of these professionals apply to have urban design master degrees or start to learn related computer programs.

New graduated architects who star their professional lives in offices who work on urban scale projects realize a similar problem of lack of understanding urban scale. But in the end, urban design became the area of conflict and confusion for both of the professions. The fuzzy area on the intersection of architecture and urban planning should be defined more specifically and approaches should take place in the education programs with more clear steps.

Some conclusions can be made from the current curriculums of Architecture and Urban Planning for future developments to clear away these conflicts:

Perception of Third dimension in Urban Space is very important for both professions. Architecture education has more input on this subject but urban planning education only has some components in first year education related to this topic. Architecture have to develop its approach on city scale, at least on urban interface and street scale, on the other hand urban planning should support its approach to give perception of volume in urban scale.

Perception of Social Space, Social and Economical Aspects, is accepted as the area of urban planning however architects should make connections with the social and cultural environment while designing and constructing in the city. Urban space is a social space. The connections and relations in it should be analyzed well in order to have livable spaces. On the other hand urban planners should be capable on defining and organizing these relations, but they have to be aware of the behavioral settings and physical reflections or codes of social inputs. Education can be improved on

reading the physical-social relations on urban space in different scales.

Ability of Teamwork gets more important in today's professional life in every discipline. Especially cities are the laboratories of different areas with their complex structure. Architects, urban planners, engineers, economists, sociologist, artists and designers work for a healthy city. In this context all these specialists have to develop their skills of team work. Urban planning education mostly continues with group works or workshops, students have time to develop their skills in this subject. On the other hand architecture students mostly work alone, and have troubles in team works. Team working gives participants ability to describe their own ideas, and understand others', develops communication skills, gives the conscious to be a part of a group, working discipline, sense of responsibility. With multidisciplinary groups students can gain a wider perspective to the topics with the effects of other members and their professions.

Developing Creativity is the most important part of education. The other most important thing is to make this development sustainable. First step is to support students with basic information on the subject, and second is to lead them think and create solutions by directing different questions on the subject. The key issue is to encourage them to solve these questions by drawings and schemes to be able to develop brain – hand contact. In years, the scale of the information and the questions should change and differ in order to achieve complex design thinking.

Urban planning has regulations defined by laws on every scale. The rights of citizens and public participation make things more complex. Focusing design education on regulations in planning has an effect of decreasing creativity. Students felt like restricted with all the rules. However regulations are mostly standards and creative thinking can find new solutions which fit the rules and have a high quality design at the same time.

Designing can be defined as a way of problem solving. There are two parts of it: first, the methodology of solving a problem; second designing creative solutions. Students need basic information of techniques and methodology in the first step of starting design.

Methodology makes them define the right approach and define a useful route for the process. The success of the solutions depends of their ability, backgrounds and knowledge. But if they supported with information on different levels, the quality of the final design increase.

Last step of designing is to be able to finish the project as it is expected. Most of the students have ideas but having troubles to finalize it. They are having problems in visualizing the ideas and transform it to application plans. The solution is to support the education by adding design components in every year in a developing scale. And keep the contact with physical space and urban space. Especially in urban planning education Landscape planning, urban design and spatial analyzing techniques remained mostly in the introduction level. Students see a part but can not develop it with a further step. These design related courses should create a chain in the education process with strong links to each other in an order.

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Annex:

Curriculums of 4 years Education of Mimar Sinan Fine Arts University, Faculty of Architecture are added as annex. Design related lectures and studios marked with red. The column on the right of every semester has the ECTS credits of lectures.

Curriculum of Department of Architecture - MSGSU

1st Semester		2nd Semester	
Building Design,Theory and Methodology I	6	Building Design, Theory and Methodology II	6
Building Technology 1	4	Building Technology Studio l	6
Detailing 1	3	Structural Analysis	2
Structural Design	3	Traditional Construction Material	2
Descriptive Geometry	4	Occupational Technical Drawing	2
Mathematics	2	Basic Design ll	4
Basic Design l	4	Turkish Art History	2
Basic Concepts In Architecture	2	Total Elective Credits	4
Turkish Language	1	Turkish Language	1
Foreign Language	1	Foreign Language 2	1

3rd Semester		4th Semester	
Building Design, Theory and Methodology 3	6	Building Design, Theory and Methodology 4	6
Building Technology 2	4	Building Technology Studio 2	6
Composite Construction Material	2	Contemporary Construction Material	2
Strength Of Materials	2	Reinforced Concrete	2
Architectural Design Issues	2	Architecture Until Industrial Revolution	2
Architectural Application Project I	6	Architectural Application Project2	4
Detailing 2	3	History of Civilization	2
History of Turkish Revolution	1	History of Turkish Revolution	1
Foreign Language 3	1	Foreign Language 4	1
Total Elective Credits	3	Total Elective Credits	2

5th Semester		6th Semester	
Interior Spatial Organization and Design 1	4	Interior Spatial Organization and Design 2	4
Building Technology 3	2	Measured Drawing 2	5
Measured Drawing 1	5	Installation	2
Evaluation of Historic Environments	2	Conservation and Renovation	2
Physical Environmental Analysis and Control	2	History Of Architecture From 1920s To the Present	2
19th And Early 20th Century Architecture	2	Architectural Design Studio 2	10
Architectural Design Studio 1	10	Total Elective Credits	5
Total Elective Credits	3		

7th Semester		8th Semester	
Urbanism	4	Urban Design	4
Planning Law	2	Construction Management	2
History Of Turkish Architecture	2	Graduation Project	14
Management Principles	2	Office Practice	2
Architectural Design Studio 3	10	On-Site	2
Total Elective Credits	10	Total Elective Credits	6

Curriculum of Department of Urban and Regional Planning - MSGSU

1st Semester		2nd Semester	
Basic Design Studio	10	Planning Studio 1	10
Design Techniques	3	Introduction to Urban Planning	3
History Of Human Settlements	3	Introduction to Research Methods	2
Introduction to Economics	3	Urban Economics	3
General Mathematics	3	Urban Geography	3
Introduction to Social Science	3	Architectural Knowledge	2
Basic Art Education	3	Urban Information Systems	2
Foreign Language I	1	Statistics And Spatial Statistics	2
Turkish Language I	1	Foreign Language II	1
		Turkish Language II	1

3rd Semester		4th Semester	
Planning Studio 2	10	Planning Studio 3	10
Planning Theories I	3	Planning Theories II	3
Population Dynamics & Planning	2	Urban Infrastructure Systems and Urban Engineering	2
Urban Management	3	Spatial Analysis Techniques	3
Ecology	3	Legal Aspects of Urban Planning	3
Urban Geology	2	Urban Ecology	2
Urban Norm And Standard	2	Urban Sociology	2
Introduction To Sociology	3	Urban Transportation Systems	2
History of Turkish Revolution	1	History of Turkish Revolution	1
Foreign Language III	1	Foreign Language IV	1

5th Semester		6th Semester	
Planning Studio 4	10	Planning Studio 5	9
National And Regional Planning	2	Urban Design I	3
Urban Conservation & Renewal 1	2	Metropolitan Planning	2
Introduction To Urban Design	3	Urban Conservation & Renewal 2	2
Landscape I	2	Landscape II	3
Plan Applications and Regulation of Land and Parcels	2	Regional Planning and Development	2
Total Elective Courses	9	Total Elective Courses	9

7th Semester		8th Semester	
Planning Studio 6	11	Planning Studio 7	10
Urban Politics	3	Graduation Thesis	11
Planning for Sustainable Development	3	Total Elective Courses	9
Summer Practice	2		
Summer Pratice	2		
Total Elective Courses	9		