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MODEL SUGGESTION RELATED TO BASIC DESIGN COURSE IN ARCHITECTURAL EDUCATION

The basic design course has been taught as obligatory in the first year of department of architecture, interior architecture, city and regional planning and landscape architecture. The course that has been taught to improve creativity and imagination of students has made design skills strong and supported the project courses.

There are some problems related to basic design course. First of all, knowledge that has been given in basic design course couldn't be become a united whole with project courses and the others. The second one is that the course couldn't be understood by students because of teaching term. Therefore teaching of this course should be regulated again. Also it is imported to fallow today's because of innovations in architecture field, improving technologies, variety attaining the knowledge and speed of attaining the knowledge. When it has been considered position of basic design course in architectural education, new developments and problems that was determined, the course should be reappraised. For this reasons the course has been consider on six title that are content, scope teaching term and period of the course, theoretical knowledge and applications, used tools and material supplies and contribution to project courses. In this study has been determined a panel group that consisted of eight university teachers who are building professorship. With this group has been determined existing position and the course reconsidered according to today's conditions. In this way, a new method has been suggested for basic design course according to six title that was determined before and expert view in this study.

Keywords: Delphi method, Basic design, Architecture, The First Year of Education, Education

1. Introduction

Basic design course has been taught at first year at the department of architecture and the other art and design department. The course that has been taught to improve the design and aesthetics sense of students has included various difficulties from the point of view students and lecturers. When it is considered from the point of view of student, before education which is without comprehensive of him/her and architectural education is so different from each other. Well then it has been in demand from him/her considering, interrogating and discussing. We can arrange these difficulties as coming from socio-cultural background whose structure most probably block versatile thinking and there is no basic for design and creativity at the student etc. As for from the point of view of lecturer, the difficulties are to improve of creativity of poor educated students, teach him/her aesthetics values, explain him/her architectural, local and general concepts (Onur,1998). At this term that has been earned architectural point of view to students, it has been expected from lecturers renovating themselves, being dynamic, creativity and broad-minded (Aytaç, 2000). Making acquire a new language and point of view is difficult and painful term.

Investigating of this first term that explain above from the point of view lecturers and students and the basic design course which has been taught at this term is imported because of being first course that has been explained basic design principles at architectural education. In this study, importance of the course, difficulties during teaching, period of the course changing and improving up to conditions, method of teaching, tools, content of the course have been examined from the point of view application and evaluation. Determined these six topics for the course has been constituted basic of teaching model that is in demand to be formed. Constituting of the model has been used Delphi techniques. This research technique has been chosen because it estimates relating to future, brings up expert opinion, provides reaching an understanding and has got flexible structure (• ahin, 2001).

Also the course has been cross-examined from the point of view of student. At department of Architecture, KTU, in final exam has been asked students for criticizing of things that has been lived during term in course. In this way, it has been learned

student opinions about the course and brought up how the students understand the course.¹

2. Basic Design Course In Architecture

Basic design education has been focused on the sight since years, tried to systematize existence of visual language and improved methods according these. This language of art education that had been constituted with ability of learning and teaching dimensions and has been based on psychology and visual has been used as a tool to comprehend the art and to form infrastructure for creativity artistic activity (Seylan, 2005). This course also has acquired to students information and talent that would use daily life. Basic design is required not to see as only a course. The background of the student whatever happens; the course has improved design skills of the students. It has taught the student taking a responsibility, being a systematic, thinking, using of time fruitful, being self confidence, group working, asking question, being active in society and discussing.

The basic design has been taught as vocational course at departments that based on art. The aim of the course is the same in our country and on the world in spite of teaching different methods. The course that consists of the experimental works to explain main principles of creativity activities to students firstly had been taught in Bauhaus School in 1919 (Çevik, 1992). The course had been presented different approach up to person who taught it. The school had been closed by Nazi pressure in 1933, and lecturer of it scattered others countries first of all USA. Therefore approach of Bauhaus and so basic design course has become widespread all over the world. The basic design has maintained its position in art education together with technology and science.

This process at Istanbul Applied Fine Arts School of Higher Education, in Turkey had been performed by name “Basic Design Education”. Afterwards, it has been kept on at different department with different name (Seylan, 2005). Since 1982-83 years it had started to teach as compulsory course. As for at the department of architecture, KTU, the basic design course started to teach by name Basic Course in 1963 (Güngör, 2005).

At the department of architecture- architectural education is four year, KTU, the course has been taught by Basic Design name. The course made as workshop has been given two days-6hours- in week. The course that consist of theoretical and

practical section has been taught by five lecturers (four of them are associate or full professor and one of them research assistant). While the theoretical section of the course has been explained the whole class, the practice has been made with four groups-each group consist of 15 student. Contents of the course; the element of design and principles of design, visual communication and perception on visual arts, connection with shape between ground, space, form and geometry, space in architecture, to make on the issues which content design principles and design element, to development of the perception of the two and three dimensional organization in different media. The course has been performed as practice and homework. Also the examples of results and environment of class have been presented at figure 1.²



Figure 1. Examples of result product and class environment

3. The Method

In this paper has been discussed contents of the Basic design course that has been taught at the department of architecture, KTU and has been one of the beginning courses to perform completely its function that has been undertake in education. It has been used Delphi technique that is suitable for this subject. Firstly one panel group that has been chosen from associate or full professor who are in building science at department of architecture, KTU has been constituted for this. As an election criterion has been searched for being teach/taught this course or the other basic course that has been taught at the first class at department of architecture. Because of this the panel group has been consisted of 8 lecturers who are associate or full professor and research assistant there. The reason of the selection of the lecturer from KTU is that every educational foundation has own training method and reason-result relation can be observed much better. This research- seen as first step- later can be

enlarged according to opinions of experts who are in general of Turkey or/and on the world.

The Delphi technique has been performed as three stages. The first stage survey has been prepared by taking opinion of lecturers who are experts about measuring and evaluation in educational science. The first stage has been realized by asking open-pointed question to people who are expert in their subject. The second Delphi survey has been prepared according to explanation and critique that had been obtained from the first stage. In this survey, it has been asked to them which of classified knowledge find acceptable. In the last stage, the second Delphi survey that had been update according to the data obtained from 2nd survey has been steered into lecturer. It has been asked for the panel group to evaluate the updated survey. Therefore, it has been made feed-back to them during process. By performing of 3rd survey the outcome product has been gained. The process has been completed with items and suggestion that the panel group has/hasn't been come to an agreement related to contents of the course. Eight member of the group have been participated in three stages.

4. Evaluation

In this part of paper has been discussed data that had been acquired by Delphi technique and evaluation of "criticize please the course" question that had been asked for student who are in the freshman class at the Department of Architecture, KTU to get opinion of them about the course.

Analysis of the survey which had consisted of six topics has been made by using SPSS and excel software.

Questions related to period; when it has been asked panel group their opinion related to period, term and year of the course, they hasn't been come to an agreement completely about term and period of the course. Answers related to term of it is that; "It should be taught at the first and second term of the first year" and "It should be taught at the first and second term of the first year and at 3rd and 4th years as a elective course" (Table 1). While two members of group has come to an agreement on the same alternative-it should be taught at first and second term so as to 4+4- about term and period of the course according to years, the others has answered different from each other. Point that all participants has come to an agreement is the course should be taught at the first and second term. Point that all of them hasn't

come to an agreement is the teaching period and it should be taught at 3rd and 4th years as a elective course.

Table 1. The term/year of Basic Design Course to teach

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid It should be taught at the first and second term of the first year	4	50,0	50,0	50,0
It should be taught at the first and second term of the first year and at 3 rd and 4 th years as a elective course	3	37,5	37,5	87,5
It should be taught at the first and second term of the first year and at 3 rd and 4 th years as a elective course	1	12,5	12,5	100,0
Total	8	100,0	100,0	

Questions related to teaching methods; teaching way of the course (practical and theoretical) experts have given the topic- at the first term should be taught basic design concepts and components and at following term the course should be taught so as to combine space concept- a lot of attention in comparison with %28. as the second, three topic that has been given attention in comparison with %18 by them is that firstly theoretical knowledge should be taught and later applications done, some activities should be arranged during term to protect the inclination of students, approach of the course should be changed; imagination power of students shouldn't be limited (Table 2).

From the other side, it has been asked to lecturer if theoretical knowledge is enough for practice. In this subject they have been like-minded on alternative of "mostly happen"(Table 3).

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid <i>Mostly don't transfer</i>	1	12,5	12,5	12,5
<i>Transfer of middling quality</i>	1	12,5	25,0	25,0
<i>Mostly transfer</i>	6	75,0	100,0	100,0
Total	8	100,0	100,0	

Table3. Sufficiency of theoretical knowledge for practice

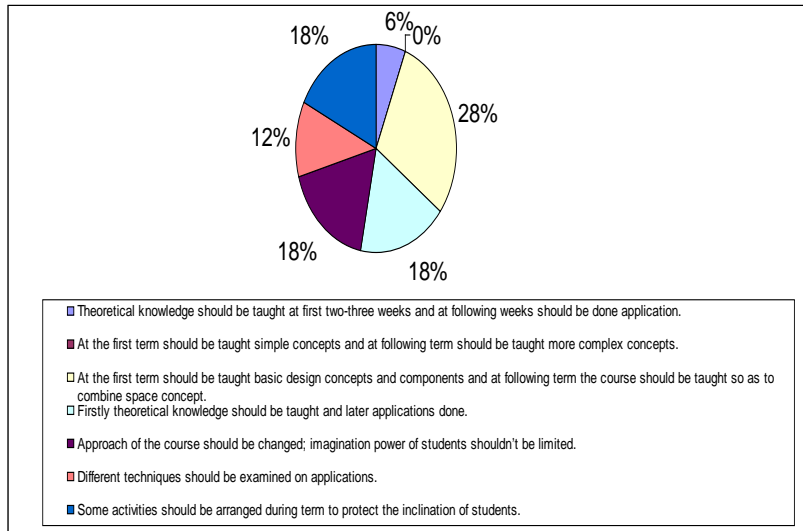


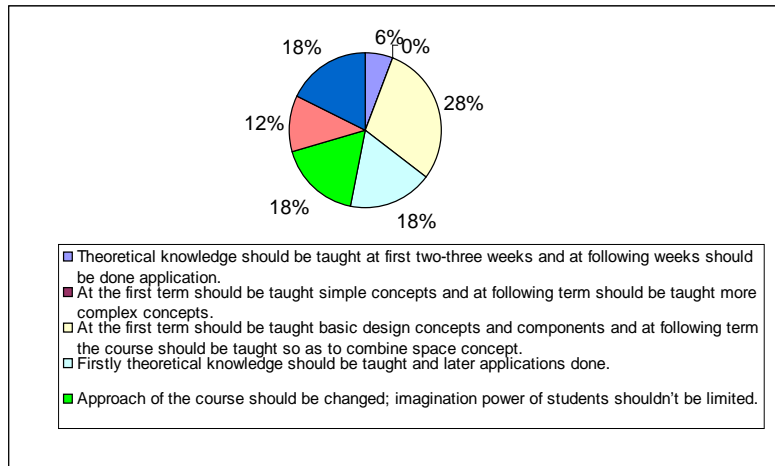
Table2. Expert opinions related to teaching way of the course

The other question connected with teaching methods has researched their approach about that the course can be taught by lecturers who are in another vocational group or artists. While the most of lecturers have chosen the alternative- I think they should join to course up to items, two lectures have chosen the alternative-I'm finding positive to join of them to course as group teacher Table4.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I'm finding positive to join of them to course as group teacher.	2	25,0	25,0	25,0
	I think they should join to course up to items	6	75,0	75,0	100,0
	Total	8	100,0	100,0	

Table4. Approach about that the course can be taught by lecturers

Also when suggestion had been asked for participants related to teaching way of the course, they have said in comparison with %28 the item- At the first term should be taught basic design concepts and components and at following term the course should be taught so as to combine space concept and %18 the items- Firstly theoretical knowledge should be taught and later applications done, Approach of the course should be changed; imagination power of students shouldn't be limited and Some activities should be arranged during term to protect the inclination of students.



Tablo5. Suggestions related to teaching way of the course

Questions related to tools; the experts opinions about that applications connected with the course has been done on computer; items- computer shouldn't be used to improve hand skills at first term; it can be used following terms, some applications and homework can be done on computer provided that sketch and design make on paper- in comparison with %37,5 have been accepted (Table 6).

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Computer shouldn't be used to improve hand skills. In addition to applications that are done to improve the hand skills computer can be used some application in term. Computer shouldn't be used to improve hand skills at first term; it can be used following terms. Some applications and homework can be done on computer provided that sketch and design make on paper Total	1	12,5	12,5	12,5
	1	12,5	2,5	25,0
	3	37,5	7,5	62,5
	3	37,5	7,5	100,0
	8	100,0	00,0	

Table 6. Being applications on computer in design course.

To question- which tools should be used in basic design course up to you?-all lecturers have emphasized that every kind of materials can be used during practice and the students have been not limited about this.

Question related to content; in question- What do you think about content of the course?- in comparison with %62,5 lecturers have said item- it should be taught at two terms, the whole concept should be taught at the first term and over problems related to architecture topics at the other term (Table 7).

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
It should be taught at two terms, 2D works at the first term and 3D works at the second term.	2	5,0	25,0	25,0
It should be taught at two terms, the whole concept should be taught at the first term and over problems related to architecture topics at the other term.	5	2,5	62,5	87,5
It should be taught two terms, architectural problems, 2D and 3D works should be in every term.	1	2,5	12,5	100,0
Total	8	00,0	100,0	

Table7. What do you think about content of the course?

In the other question related to content-Should the content and extend of the course be changed in your opinion?- in comparison with %50 lecturers have explained their opinion- The content of course should be changed so as to be provided relation between course and design project (Table 8).

What are the difficulties that students have met in Basic Design course in your opinion? Please arrange according to your priority like 1,2,3,4,5, etc. At the first three arrangement, in comparison with %93 not training suitable for design before, %82 coming from without comprehending training system of students, %81 preferring the job as unconscious have been presented (Table 9)

It has been asked for what the participant think about establishing relation between the Basic Design course and Architectural design Studio. The half of participants has answered this question as mostly transfer (Table 10).

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid content of the course is enough	1	12,5	12,5	12,5
The content of course should be changed so as to be provided relation between course and design project.	4	50,0	0,0	62,5
it should be organized around space design to provide relation between the course and design project.	1	12,5	2,5	75,0
Content of the course is enough; lecturer of the design project should support the content and make a feed-back with Basic Design course during the design project course.	1	12,5	2,5	87,5
The content of the course should be renovated as to necessity of era. Questions should be renovated according to experiences, sense reception and perception of the students	1	12,5	2,5	100,0
Total	8	100,0	00,0	

Table8. Should the content and extend of the course be changed in your opinion?

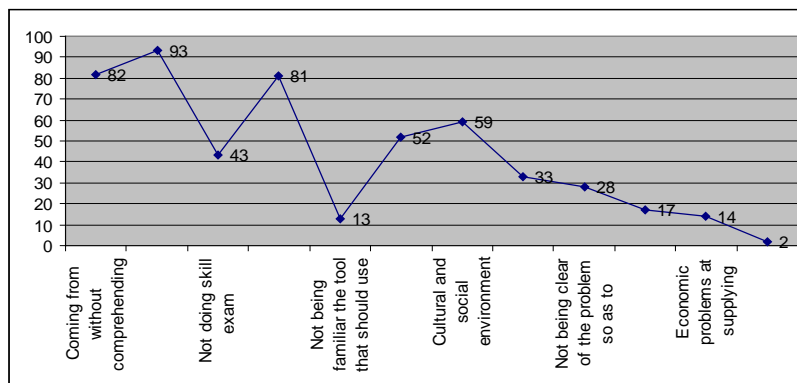


Table 9. What are the difficulties that students have met in Basic Design course in your opinion?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full happen	1	12,5	12,5	12,5
	Mostly happen	4	50,0	50,0	62,5
	Happen of middling quality	1	12,5	12,5	75,0
	Mostly don't happen	2	25,0	25,0	100,0
	Total	8	100,0	100,0	

Table10. Establishing relation between knowledge that the students have been learned in the Basic Design course and the Architectural design Studio.

Relative to evaluation, to question-how should application and homework that students have done them in extend of the course be evaluated?-participants have said that in comparison with %32 It should be criterions at evaluation of homework, %24 It should be arranged juries, %19 Applications and homework of the whole class should be evaluated together by responsible lecturers (Table 11).

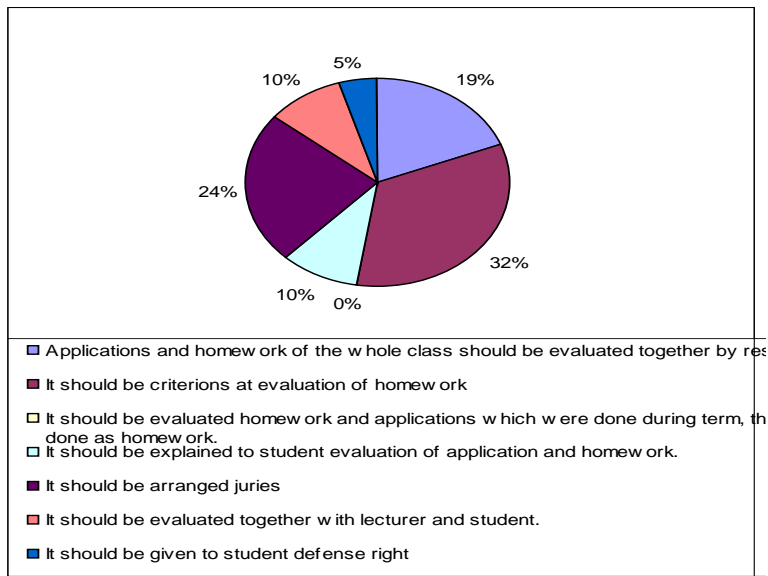


Table11. How should application and homework that students have done them in extend of the course be evaluated?

Another question relative to evaluation is what percent of criterion should be in evaluation of homework and applications. Value of the percents that are repeated at most according to participants it's as follows; (Table 12)

Percent	Criteria
%40	Perceived of the problem
%20	originality of work
%10	Suitable for drawing format
%10	Delivering on time
%10	arrangement and purification of drawing paper
%10	The originality of tools that are used to solve problem

Table12. Distribution of criteria according to percents

Lecturers has said about question what the difficulties are, while you are evaluating the homework and applications that in comparison with %43 number of students are too many, %38 evaluation include subjectivity.

Also, it is remarkable evaluation of the freshman connected with the course. Firstly the students have clarified that they hadn't been educated this side, had known nothing about the course at the first term and had been forced to understand it. Educator has been content face to face with students who hadn't been educated directed towards design and creativity. This issue isn't special to department of architecture at KTU, it has been seen the other department of architecture in Turkey.

The students who had thought why it taught through at the beginning, later has said that they had understood much better the course, found pleasure in producing and practicing after certain time. Opinion among the students related to the course is alternation which the students have felt on own. They have emphasized that their point of view changed and they learned looking by analyzing their environment. They have expressed they learned how design, they has looked for design principles in their environment.

The Basic Design Course has been seen as term which they made first experiment connected with design, passed by feeling creation pleasure and by students. Common opinion among the students is confidence to be much better in future.

5. Conclusion

Content of the course that has been taught to improve the creativity and aesthetic view of students is important owing to not educating in this subject the students before. The course that has been taught necessary principle for design has been investigated in this study, when its importance has kept in mind.

Topics of evaluation that are period of the course, teaching method, the tools, assessment of applications and homework has been consider according to view of education experts.

The course should be taught at least two terms in respect of experts who have participated in the survey. The other point is design principles that have been taught in the course should be established relation with architecture. There are no participants who find affirmative using computer during design as unconditional. They have said the computer can be used only certain level. The background education of the students is inadequate and restrictive for architectural education. Also a large number of student, including subjectivity of evaluation are important points related to assessment of applications and homework.

According to students' point of view the course was difficult at the beginning. However, the most of students have understood the importance of the course and they have begun to feel its effect in their life.

This study has performed at department of architecture, KTU because of being more useful of the Basic Design Course. This research- seen as first step- later can be enlarged according to opinions of experts who are in general of Turkey or/and on the world.

Notes:

1. It has been asked students who are in the freshman class in 2007-2008 fall term at the Department of Architecture at KTU for criticizing of the Basic Design Course. In this study has been benefited from these reviews.

2. Works of basic design has been received from archives Ass. Prof. Dr. Asu Be•gen Gen•osmano•lu.

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