

Abstract

Architects tend to generalise the approach towards realisation of habitable space in architecture as the spatial imprinting of human behaviour in a way that persist as a built form while allowing for further and more developed interactions. This statement to an extent could create a broad view but divergent approaches by various architects have only lead to creating a state of complexity in terms of conveying a general way of approach when it comes to architectural design pedagogy in studios at schools.

During studio discourses it is often seen how abstract thoughts evolve into tangible realities, however a sense of inquisitiveness prevails regarding the methodology adopted during the whole activity. This is subjective to the rational interpretation of the design process adopted to achieve the desired result. Being a teacher of design education certain queries have always aroused my curiosity. How to make Architecture? How and why it is made so? and what do we learn through designing?

The objective of architectural design education could be thought of as educating architecture students to produce meaningful architecture. This could be achieved positively with the development of a refined pedagogical approach. Which is based on a theoretical framework that would legitimatise the approach, rationally define the process and classify the parameters involved while choices are being made. Relevance of exploring the philosophy as well as the role of educational technology in improving the transmission of architectural discourses becomes imperative to aid the overall cause.

For an individual to produce meaningful architecture it is essential that the person has a good awareness of evolutionary progression of a region and mature understanding of the habitat realm, which is not limited to superficial level. This has to be based on in depth awareness of various activities happening within a society and proper cognition of diverse origins of various communities that make up the social fabric. Along with proper application of latest technological, constructional and material know how aiming at creating rational, sustainable and contextual architecture.

The interpretive research paradigm is identified for the framework of the particular study. Descriptive mode of approach is augmented by qualitative mode of study. Paving way for a research dissertation that explains the basis for commencement of thought and action in decision-making process with respect to conceptual realisation in design studio.

Conceptual Realisation in Design Studio

The basic source of ideation or inspiration behind a design development is always linked to ideation; thoughtful integration of relevant conceptual aspects which trigger motion of design process in the right direction. It is initiated with the designers perception about the design issue, aided by experiential realisation of various factors linked with such a scenario. This provides convergence of resources to a certain direction of quest. Awareness of precedents in a particular typology of habitat design development along with cognition of regional factors brings about a certain sense of totality to the designers pursuits. Architectural pedagogy involves stages and procedural application of know-how to resolve a spatial issue. This know-how has to be effectively transmitted in architectural studios in institution to bring about effective learning experiences.

In architectural context the role of creative thinking along with decision making could be integrated to provide a certain desired yield in design studio based pedagogy. Knowledge comprehension is vital component at any stage in design development leading to proper conception, rationalisation, realisation and implementation. Two activities happen simultaneously: creative thinking and decision making in a time bound complex manner with contextual settings playing a significant catalyst.

Various graphical - visual illustrations with cognitive reasoning were developed as part of the research paving way for theory building. The research resulted in the development of a theoretical ideation - Conceptual Realisation Model, a structured pedagogical framework for architectural discourse. This is based on application of fundamentals of learning: exploration, unfoldment, discovery, and refinement. An approach emphasised by integration of instructional domains: the implicit and explicit knowledge base. The basis is grounded on the assumption that the architect uses the design concept as the starting point for initiating an unambiguous approach that often guides the process of design realisation leading to comprehension of a built habitat. This unique teaching and learning model is capable of contributing in a positive manner towards architectural discourses.

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