Architecture design studio culture and learning spaces: A holistic approach to the design and planning of learning facilities

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Architecture design studio culture and learning spaces: a holistic approach to the design and planning of learning facilities

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Abstract

Defining a culture is never an easy task, more so to define the culture of a design studio make out of individualistic and dynamic mind. It is through the students, that each architecture school and architecture program developed their distinct culture. In Malaysia, like other country, the discipline of architecture takes great pride in the diversity of its program and teaching pedagogies. The studio model has its own culture and values that are as influential in a student's education as the actual projects they complete. In many cases, the habits and patterns exhibited in this culture are not the intentional product, but a by-product. These by-products can be very positive, but they can also produce harmful results. Many scholars, like Thomas Dutton and Kathryn Anthony, have called the consequences of this culture the "hidden curriculum" of studio learning. In simple terms, the hidden curriculum refers to those unstated values, attitudes, and norms that stem from the social relations of the school and classroom as well as the content of the course (Dutton, 1991). Academically, architecture is in fact itself pedagogy and each building have their own embedded hidden curriculum that can greatly influence and affect learning process. However, the problem is teaching has been wrongly assumed to take place in buildings and neglected the other experience in which learning can be experienced. The built environment and the landscape can be a powerful tool of learning, in this regard the campus as a whole should be regarded as a place where learning occurs. This paper reviewed the studies of the possible design approach in planning and design architecture design studio learning spaces.

Keywords: Architecture Design Studio; Design Culture; Architecture as Pedagogy; Malaysia; Architecture Learning Spaces;

1. Introduction

In a June 2001 issue of the Chronicle of Higher Education, Peter Monaghan authored an article "The Insane Little Bubble of Nonreality" depicting architecture studios as detached entities isolated from the rest of the campus and society as a whole. The article focused on the intense workloads of architecture school, isolation of architecture students and the disconnection of architectural education from larger society.

"Those who have studies architecture undoubtedly have vivid memories that characterize their design studio experience. Late nights, exciting projects, extreme dedication, lasting friendships, long hours, punishing critiques, predictable events, a sense of community, and personal sacrifice all come to mind. Those aspects are not usually written into the curriculum or even the design assignments, but they are likely the most memorable and influential.

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