

# DESIGNING THE DESIGN STUDIO: FOCUS ON CONCEPT TEST MODEL

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## Abstract

The design studio is the core of architectural education. Through the design studio students learn how to gain creative skills and produce innovative and creative solution and this would be considered as the real value of design studios education. The design studio education helps students to use their creative problem solving approach and skills during the professional practice to develop creative design outcomes. This research aim is to find out the outcomes and the design studio setting represented by the design studio culture, the teaching style and student's communication by selecting the Model of teachings. Also whether this relations changing over a period of time

Keywords: Concept Test Model, Understanding Concept Test Model, Design Process, Evaluation Criteria

## Introduction

Researches in the history of architectural education indicate that prior to the mid 19th Century Architectural education existed as an apprentice system where aspiring architects would serve under the guidance of an experienced architect. Consequently, the field of architecture has relied on the transmission of symbolic capital through chains of masters and pupils, webs of personal contacts, to reproduce itself .

The main characteristic of the conventional architectural educational systems is depending on the "Design Studio" as a kiln in which architects of the future are being shaped. They find the conventional systems incapable of making students competent to deal with real life situations. Researches in architectural education point out that the conventional educational system of architecture oversimplifies, and sometimes neutralizes, essential factors that are supposed to play a major role in shaping any architectural solution. Issues like economic factors, social impact of the design, urban context, client needs and interferences and others, all of them have been jumped

over and margined in conventional systems. Another main problem of the conventional systems is the "Individuality" . Conventional systems train architects as individualistic creative people to develop their senses and design ability to create a better world in spite of in real life an architect have to work within teamwork.

On the other hand negotiations are about mutual respect and understanding acceptance of limitation, flexibility, feasibility, as well as communication. Communication does not mean just clear drawings that make sense but listening to and understanding the other. One more main problem is the separation between the field of architecture and society. This coexistence deep into the society granted two main issues. The first was the coincidence between society needs and architect inclinations. The second was the social perception of architect's role in society and its value.

## Drawbacks in the Conventional Design Studio

- Focuses on the product rather than the process.
- Design experience is limited to the concept formation and schematic design.
- There is a gap between the knowledge and its application.
- Knowledge is oversimplified.
- The main focus on the initial sketch and the final presentation.

## UNDERSTANDING CONCEPT TEST MODEL

### *Aim:*

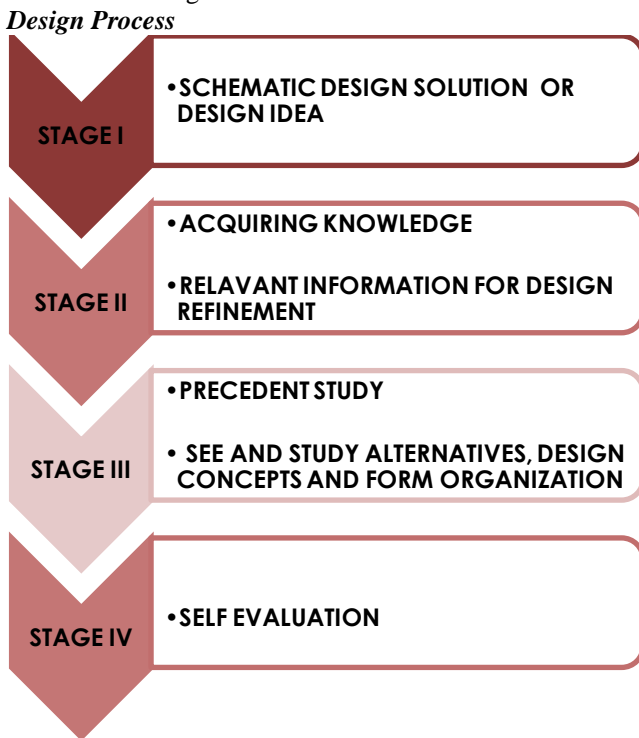
The aim of this studio is to enhance the contingent Thinking ability of the students and the students are required to propose an idea with full commitment then to evaluate their idea as a detached critic.

### *Objective:*

- To make students, more aware of the way their cognitive schemes are developed through their studio experience.
- To understand the difference between external source of knowledge and their own perception.
- To generate concepts and initial ideas (Schematic Design) based on incremental information..

**The conception of architectural Design:**

- This Model is developed by Stefani Ledewitz in 1985.
- It is based on the theory of learning views designed as developmental process that interconnects the activities of conjecture and testing, or activities that have been identified as imaging, presenting and testing.
- These activities enable the designer to learn from his/her own work and progressively improve on the design solution.



**Figure 1 :** Design Process of Model

**Teaching Style**

- Repeated Design cycle
- Focus on multiple issue simultaneously
- Holistic Development
- Emphasis on Progress
- Self Evaluation

**DESIGN BRIEF**

**Aim**

To design Artist Studio on the Concept of Effective use of day Light .

**Objective**

To make students, more aware of the way their cognitive schemes are developed through their studio experience.

**Level:** Third year B.Arch Students

**Schedule**

- The Input was Scheduled on 7<sup>th</sup> Sep. 2012 in the Design Studio in the third year design studio class on the second floor.
- The studio was Scheduled to be held on 11<sup>th</sup> Sep. 2012 in the Design Studio of Third Year at 10:00 am.

**Methods and techniques**

*Stage I:-*Schematic Design of Architect Office was proposed on the basis of the input.

**Creative exercises:**

- Step 1: On the given base make a composition using planes and solids.
- Step 2: Draw the plan of the Model.
- Step 3: Identify and highlight planes at different levels.
- Step 4: Modification and refinement can be done in the plan by creating levels, moving some lines so that interesting spaces are formed.

**Material required**

Different Colored Paper , Fevicol , Scissor and 5Nos A3 Size Sheets

**The creative exercise**

The creative exercise was scheduled in first half Time allotted was 2.hrs

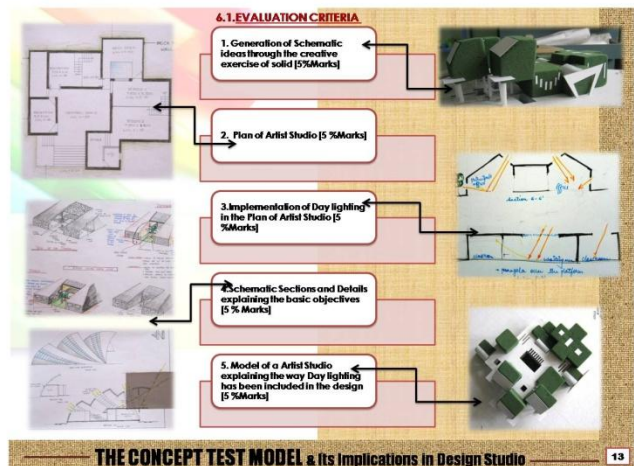
Make a composition using:

- Solid
- Number of Planes

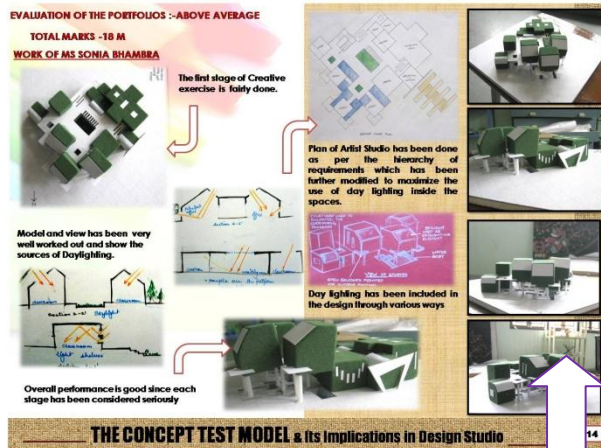
**Condition/hints for the creative exercise**

- Any other shape can be used but at only once
- Interlocking of planes are allowed
- The 3D composition can be made of interesting voids.

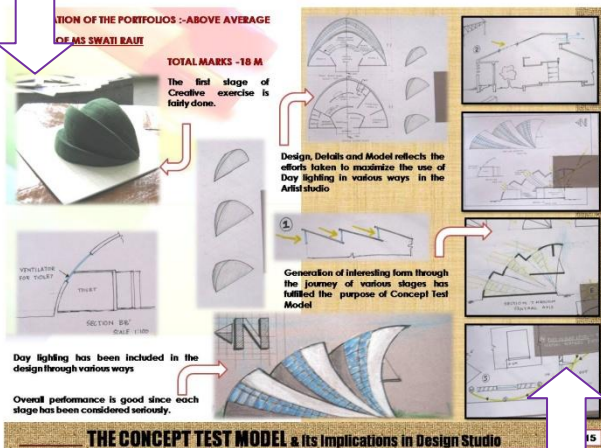
**Evaluation criteria**



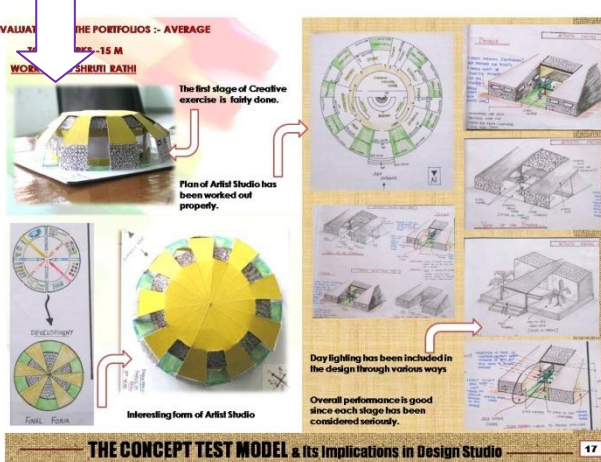
### Studio work of artist studio



### Images explaining student work of artist studio



### Images explaining student work of artist studio



### Feedback from students

- The students were very much interested in working as it was their first time working under participation head.
- They took interest in participation with the users
- Some student said that every design project should start with participation.
- Time for interaction was not sufficient.

### Improvements

- Interpretation of model takes time so the working should be carried out into different phases with proper time management.
- The beforehand information should be given on suitable timings so that students can build up their proper understanding.
- The participation between the users and designers should be strong and atleast 3 times.

### Learning outcome of the students

- The design process helps in progressive development and refinement of design.
- Students learn and understand that every stage leads to a design solution.
- Students learn to resolve multiple issues simultaneously.
- It helps the student to understand the need of knowledge and emphasis on progress and self evaluation.

This method of conducting a design studio is a lateral approach which may come out with very good solution

Students were able to prepare a schematic design

### Inferences

The creative exercise was a learning process for all and the basics of composition was cleared.

Plan form could have been worked out in detail had time permitted.

### Conclusion

- This studio helped the students to search for alternative together.
- The design process helps in progressive development and refinement of design.
- Students learn and understand that every stage leads to a design solution.

- Students learn to resolve multiple issues simultaneously.
- It helps the student to understand the need of knowledge and emphasis on progress and self evaluation.
- This method of conducting a design studio is a lateral approach which may come out with very good solution.
- The creative exercise was a learning process for all and the basics of composition was cleared.

## References

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