

INTEGRATION OF PEDAGOGY AND ANDRAGOGY IN TEACHING OF DESIGN

Architecture as a manifestation of our spatial needs in space emerges through a creative synergy of creative expertise, technical intelligence, scientific knowledge and psychological reflection, guiding the act of designing built environment. The process of design through which architectural forms are produced is primarily driven by values, principles, ethics and objectives directing the creative manipulation of mass, space, volumes, materials, textures, light and pragmatic elements such as cost, construction techniques and technology, in order to achieve an aesthetic, functional and meaningful end.

Architecture Pedagogy has been a complex process since initiation of formal education modes. Educators have focused heavily on theories of design that determine these methods. Philosophical, theoretical and practical issues have played a pivotal role in determining the right process to be implemented in a particular context and the same updated with time by the introduction of various new domains of bodies of knowledge into the architectural pretext.

Study program as well as issues to do with architectural education can best be considered, discussed and evaluated within a precise conceptual framework. This analytical approach is useful in achieving better understanding and better communication amongst those involved and interested in education. Different theoretical and pedagogic concepts under which to examine education may exist but an in-depth analysis of the existing systems clearly highlights that a critical lack of understanding and application of educational technology exist in the whole structure of architecture education – transmission and transaction.

Design Pedagogy or Design Education may be defined as the set of practices and systems for the training in the field of design; the ways and methods of teaching for the acquisition of necessary knowledge and skills in order to practice the design profession. While most aspects of design pedagogy are recently being dealt in depth, the aspect of learning styles of the learner is quite a neglected area. This precinct acquires critical significance as any process of transmission and transaction of learning is successful only if the educator is aware of the learning styles of the students he/she is dealing with. Understanding of the levels of transition in maturity levels of the learner during the stages/duration of the architectural study programme and the psychological and emotional impacts plays a vital role on the process of assimilation of knowledge.

Differences in approach towards emphasizing design education are observed since introduction of formal architecture education in India up to date. Understanding philosophy/ educational technology impacts would help in modulating the change as per present/future requirement. This vital perspective further opens the realms of the various domains which form the body of knowledge of architecture education, fig 1.

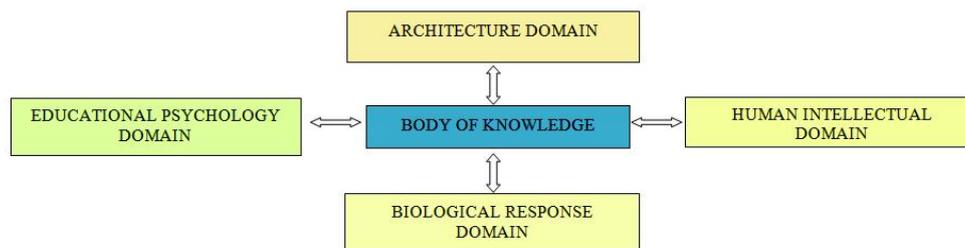


Fig. 1 Critical Domains linked to Architecture Education.

Well for a proper appraisal of the various aspects of Pedagogy and Andragogy of Design Education one must be able to understand certain peripheral domains that are associated with the whole crux of the issue, fig 2. These have been considered and a critical awareness of the fusion of the contents of these domains with the teaching/learning modes has been generated to reach a critical appraisal on the whole issue – Total Integration.

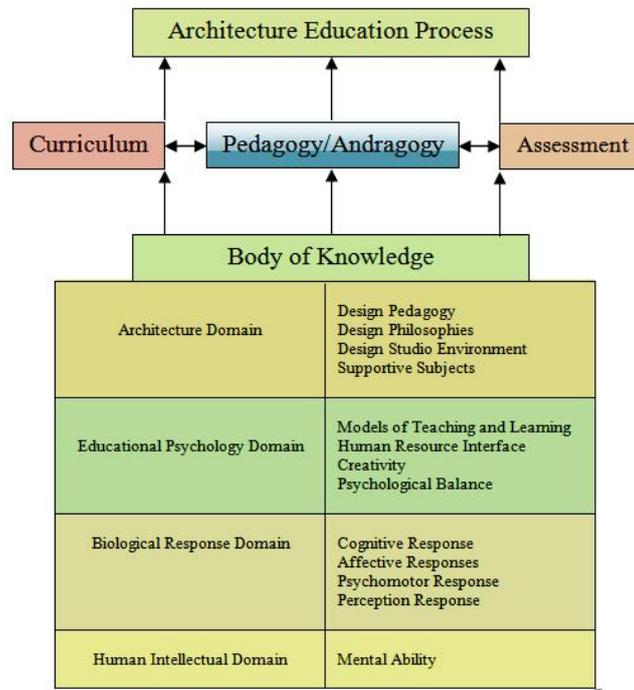


Fig. 2 Domains of Applied Knowledge.

The proper understanding of the integration mode of approach could act as the pathway towards evolving new models of teaching keeping in mind the typology of learners within the studio environment. The architecture teaching fraternity must start on a new journey towards self realization and for molding budding minds in the most appropriate manner.

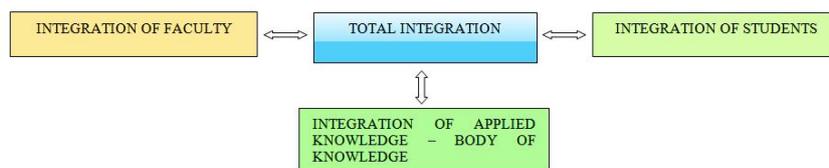


Fig. 3 Critical Domains – Total Integration.

This dissertation is an attempt to frame as well as highlight the normative domains as well as to create awareness of learning methods – learning styles, which would form the basis for revival of the - The Studio. The various domains highlighted could become the core areas of research and reflection when framing new approaches in molding the creative minds. It is quite important to realize that the paradigm shift is towards focusing more on the individuals understanding and assertion with the design realm and the built environment.

I earnestly hope that the contents of this Dissertation will be helpful for many of my colleague teachers, who have not been exposed to the pedagogical field of education technology related to teaching and learning of architecture.