

“Self-efficacy” as a value in architectural pedagogy

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This research is about designing a tool to support the format of the pinups for: increasing the performance of the presenting/ commenting activity as the main activity of exposition in architectural education. The main components of architectural pedagogies, which supports the self-efficacy in place of learning a specific Master of architecture were questioned.

An ongoing tradition of sharing/exposing the project at a studio-based learning environment is the pin-up event, which is directly related to the well-being of the students as the moment of exposing the self is stressful.

In this research, the emotional aspect of well-being is focused to learn about the components of self-efficacy. Students’ emotions were monitored for understanding the relationship in-between the social intentions, feelings and the spatial organization during the pin-up events.

Method of our research depends on a survey, which was made in the Danish context regarding the Spring semester 2023. The collected data can be considered informative as the 2nd year students are represented through the variety of nationalities and quantity of both genders. The results of the survey are achieved through questioning causation, correlation, cross-tabulation of the data.

The research establishes a robust ground to raise the question if well-being is a guide to design the pedagogical approach to support all students become the Masters of their own practice.

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