

## **Inclusive and Generative Possibilities of Precedent Analysis in Architectural Education**

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This study focuses on the contribution of precedent analysis to design thinking via the framework provided by the “device” and “material” relationship. Elucidated first by the formalist tradition of literary criticism known as Russian Formalism, the “device and material relationship” is explored as a viable framework for understanding and analysing architectural form. Being a pre-condition of the formal process, “material” characterizes all ideas that the architect intends to express in the design process. “Devices” are the formal principles that transform the material into a work of architecture. The device and material relationship can initiate generative and inclusive interpretations of architectural precedents. By connecting the concepts of “device” and “material,” multiple levels of relationship inherent in architectural form can be understood, including the self-referential nature of formal devices and instrumental design techniques that concentrate on the organizational features of architectural form. Such an attempt to disclose architectural devices in a precedent and to discuss the capacity of these devices to transform our conception of certain design problems can contribute to the process of learning from architectural tradition. The study discusses the potential of such analysis to apply to current design tasks through student work studied in a course that emphasizes the relevance of comprehending the architectural precedents for contemporary formal explorations.

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