

Pedagogical consequences and potentials of a Design Built Studio Program

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Design Build Studios (DBS) are special pedagogical tools in architectural education. They offer 1:1 scale construction experience, a chance to utilize the creativity of the students for the public benefit, are based on collaboration and teamwork.

In the curriculum of MEF University Architecture program there is a DBS component that is compulsory for all students. Since its inception in 2015 (MEF University started teaching in 2014) the students and faculty have constructed 49 projects in 13 different cities in Turkey, one in Armenia and one in Cyprus. The DBS program was initiated with a number of pedagogical and academic goals in mind. Over the years we have discovered that the program has had unplanned consequences that have a considerable impact on our education in the school.

The paper will present a critical evaluation of the results of the program. A project that was voluntarily initiated by the students of the school as a response to a disaster will be presented as a case study illustrating both the consequences as well as the professional potentials of the DBS program.

As a summary, the DBS program has a role in establishing a culture of collaboration and camaraderie in our school. Also it presents to the students alternative scenarios for practicing their profession.

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