

Modus Operandi: Continuously Transforming And Renewing Action In Architectural Design Studio

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In the plurality of the contemporary world, the content and limits of architects' knowledge and skills are in an indefinable expansion. A fundamental problem is the difficulty of determining the essential knowledge and skills provided to the architectural student within the framework of education and whether the foundation provided by education can provide a structure suitable for the integration of new, non-scoped knowledge and skills into professional practice. In the architectural design studio, the formation of a modus operandi in which the processes of transferring, interpreting and producing knowledge are intertwined with the processes of acquiring, internalizing and developing skills, opens up an essential field of research and discussion. This study aims to explore the formation of modus operandi in the studio in terms of its capacity to be a continuously transforming and renewing action. The first part conceptualizes the modus operandi in the context of the studio. The second part explains the pedagogical structures that shape the modus operandi in the studio. The third part analyzes the relationships between the structures exemplifying the atelierz's experimentations with the theme of "Contemporary Codes of Architecture". Finally, it is pointed out that the formation of the modus operandi is essential for developing architecture's capacity for constant renewal in the context of ever-changing living conditions.

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