
Contents

Introduction	xiii
Nur ÇAĞLAR and Irene G. CURULLI	
Editors and Contributors	xxiii
Part 1. Practices in the Formal Institutions that Cope with the Rapid Pace of Change	1
Chapter 1. Towards a New Interaction Between Educational Processes and Practices: Faculty of Architecture, Sapienza University of Rome.	3
Anna Maria GIOVENALE, Spartaco PARIS and Roberto BIANCHI	
1.1. Framework of reference: between crisis of the figure of the architect and the need for innovation	4
1.2. Newly integrated skills and knowledge for technical training in the field of architecture and of construction engineering.	5
1.3. A new opportunity for training and the profession: managing the processes of building design and construction	6
1.4. The new training project and relationship with the professions	10
1.5. References	12
Chapter 2. Continuity in Architectural Education: A Driving Force or a Burden to Creativity?	13
Deniz İNCEDAYI, Burcu Selcen COŞKUN and İkbal Ece POSTALCI	
2.1. Introduction	13
2.2. A conventional education method: Mimar Sinan Fine Arts University Department of Architecture	15
2.3. Towards a more inclusive approach	20

2.4. Conclusion	22
2.5. References	23
Chapter 3. From the Experiences in the Iberian Peninsula to California	25
Pedro Ressano GARCIA!	
3.1. Introduction	25
3.2. The Iberian schools – Porto, Lisbon and Barcelona	26
3.3. Passing by the University of California	26
3.4. Early teaching	28
3.5. References	28
Chapter 4. Project Domain: A Formalist Exercise in the Education of Architects	31
Krunoslav IVANIŠIN	
4.1. The Crystal Palace	31
4.2. The practice and the education of architecture	36
4.3. The sequence	37
4.4. References	42
Chapter 5. Towards a New Studio Culture: Changing Minds, Transforming Education	45
Ozan Önder ÖZENER and Mehmet Ümit METERELLYÖZ	
5.1. Introduction	45
5.2. Thoughts and views on studio culture	47
5.3. Influencers of studio culture	49
5.4. Studio culture and informal learning	50
5.5. Suggestions	53
5.6. Conclusion	54
5.7. References	54
Chapter 6. Climatic Heterotopias or the Obscure Element of Architectural Creation: Introducing a Tangible Alternative Pedagogy within a Global Climate Regime	57
Lazaros MAVROMATIDIS	
6.1. Architectural consciousness and pedagogy	57
6.2. Tarrying with multiple imaginaries	59
6.3. Climate change, normative abstract idealisms, constructal thermodynamics and sustainable spatiality	61
6.4. Climatic heterotopias	64

6.5. Once upon a sustainable architectural space.	66
6.6. References	67

**Chapter 7. A Threshold In-between Education and Profession:
The Final Architectural Design Studio 69**

Işıl RUHİ SİPAHIOĞLU and Aşlı ALANLI

7.1. Introduction	69
7.2. The survey of FADSs across European architecture schools	71
7.2.1. Methodology	72
7.2.2. Objectives of FADSs	76
7.2.3. The duration of FADSs.	79
7.2.4. Supervision models	80
7.2.5. Enrollment criteria	81
7.2.6. The appointment of tutors	82
7.2.7. Topic/theme determination.	83
7.2.8. Student position	85
7.2.9. Co-requisite courses along FADSs	85
7.2.10. Assessment methods	86
7.2.11. Appointment of jury members	90
7.3. Challenges in the final studio	92
7.3.1. Major challenges faced by students	92
7.3.2. Major challenges faced by teaching staff	93
7.3.3. Strong aspects of the FADS	94
7.4. Conclusion	96
7.5. Acknowledgements	97
7.6. References	97

Chapter 8. Final Diploma Project as a Key into the Architect's Profession 99

Zbigniew Władysław PASZKOWSKI and Anna PAZDUR-CZARNOWSKA

8.1. Architecture and urban planning in the Polish educational system	99
8.2. Integrating and disintegrating trends in the scientific discipline: “architecture and urban planning”.	100
8.3. Architecture curriculum in Poland according to the Bologna System.	101
8.4. First-degree studies (engineer studies).	102
8.4.1. General requirements	102
8.4.2. Content and effects of education.	102
8.4.3. Other requirements	106
8.4.4. Graduate qualifications of first-degree studies (engineer studies)	106
8.5. Second-degree studies.	107
8.5.1. General requirements	107
8.5.2. Content and educational effects of the courses.	107

8.5.3. Other requirements	108
8.5.4. Graduate qualifications of the second-degree studies (Master studies). . .	108
8.6. Demands and expected outcomes of the Final Diploma Project (FDP) in architecture and urban planning in Poland.	109
8.7. FDP as a key to professional work in architectural and urban planning studios.	110
8.8. Discussion on the expectations of the job market and those of the young absolvents of architecture.	112
8.9. Benchmarking system for international comparison of professional preparation of absolvents of architecture and urban planning.	114
8.10. Conclusion	115
8.11. Appendix 1. The list of Polish state universities and private high education schools with Architecture and Urban Planning.	116
8.12. References	117
Chapter 9. Designing a Relevant Answer to One's Own Question: Assessing the Diploma Studio at the Zagreb Faculty of Architecture . . .	119
Mia ROTH-ČERINA	
9.1. Introduction	120
9.2. Developing the Zagreb Faculty of Architecture's curricular profile.	120
9.3. Extracurricular workshops: exploring motives	121
9.3.1. Social agency: learning spaces in transition workshop	122
9.3.2. Empathy through immersion: mountaineers' shelter workshop.	122
9.3.3. Designing meaning: AF/SC workshop	123
9.4. Testing alertness: the diploma studio in Zagreb.	124
9.5. Conclusion	126
9.6. References	127
Chapter 10. Designerly Ways of Understanding Research Capabilities of Architectural Design and Studio	129
Zelal ÖZTOPRAK and Nur ÇAĞLAR	
10.1. Architectural design studio as a research platform	129
10.2. Intricacy of intellectual and actual sources of design experience	131
10.3. Structured improvisation.	133
10.4. Emergence of difference through repetition	134
10.5. For example, TOBB ETU Final Architectural Design Studio	135
10.5.1. Manifesto.	140
10.5.2. Network strategy	142
10.5.3. Studio Book	142
10.6. Conclusion	143

10.7. Acknowledgements	143
10.8. References	143
Chapter 11. Theory and Practice of Bookmaking: An Experiment in Architectural Design Education	145
Selda BANCI	
11.1. Introduction	146
11.2. Book	147
11.3. Making	152
11.4. Conclusion	155
11.5. Acknowledgements	158
11.6. References	158
Chapter 12. Formal Supersedes Non-formal: Comparative Analyses of European and Japanese Architectural Design Education	161
Larisa ČIŠTĆ	
12.1. Introduction	162
12.2. Methods	162
12.3. Results	162
12.3.1. Final Architectural Design Studio (FADS)	162
12.3.2. Studio/preparation	163
12.3.3. Studio/conduct	164
12.3.4. Studio/assessment	164
12.3.5. Studio/general	165
12.4. Conclusion	165
12.5. References	166
Part 2. Non-formal and Informal Learning Environments	167
Chapter 13. A Tangible Approach to the Alternative Teaching Education	169
Dimitra BABALIS	
13.1. Introduction	169
13.2. A review of education and skills for a sustainable educational design	170
13.3. Expansion in education interest in ecological and sustainable urban design	172
13.4. The Erasmus Intensive Programs (IPs) experience at the University of Florence	173
13.5. Intensive Programs (IPs)/Design Workshops (DWs) educational structure	174
13.6. The Florence IP/DW description	177
13.7. Conclusion	179
13.8. References	180

Chapter 14. Social Networks and Architecture: Possible Benefits for Design Education?	183
Akin Tolga İLTER	
14.1. Introduction	183
14.2. Using social media for design studio education	185
14.3. Case studies	186
14.3.1. Case study I: design blog	186
14.3.2. Case study II: social network	189
14.3.3. Case study III: “Insta Company”	191
14.4. Conclusion	194
14.5. References	195
Chapter 15. Architectural Education and the Politics of Architect–Client Relationships: A Case Study from Jordan	197
Ahlam HARAHSHEH	
15.1. Introduction	197
15.2. Current pedagogy in selected architectural departments in Jordan	199
15.3. Importance of communication skills in architectural education	201
15.4. Training after graduation	204
15.5. Conclusion	205
15.6. References	206
Chapter 16. Outer Studio: Learning from the Students	209
Çağda TÜRKMEN	
16.1. Architectural design education in Turkey	209
16.2. Initiatives of students: architecture, design and education	211
16.2.1. Baykuşlar Toplanıyor (Izmir, 2010–2013)	212
16.2.2. Yer_denyüksek (Istanbul, 2013–2015)	213
16.2.3. Bademlik Tasarım Festivali (Eskişehir, 2013–)	213
16.2.4. Ulusal Mimarlık Öğrencileri Buluşması (UMÖB)	215
16.3. This will <i>not</i> kill that	217
16.4. References	219
Chapter 17. An International Collaboration and Interdisciplinary Architectural Education Experience: Atelier Européen	221
Elif MIHÇIOĞLU	
17.1. Introduction	222
17.2. Flexibility in formal–informal integrated architectural education and interdisciplinary collaborations	222
17.3. The case of Atelier Européen	223

17.3.1. Structure, objectives, content and methods	224
17.3.2. Stages of the studio process	225
17.3.3. Previous studio projects.	225
17.4. Evaluation.	231
17.5. Conclusion	231
17.6. Acknowledgements	232
17.7. References	232
Chapter 18. A School of One's Own: Reporting from the Students' Front	235
İkbal Ece POSTALCI, Burcu Selcen COŞKUN and Işıl RUHİ SİPAHİOĞLU	
18.1. Introduction	235
18.2. The Flexible School	237
18.3. The Architect of the Future	238
18.4. Travelling School	240
18.5. BACKYARD	241
18.6. Own Kind of Architect.	244
18.7. Conclusion	246
18.8. References	247
List of Authors	249
Index	253