ARCHITECTURAL EDUCATION AND DESIGN STUDIO TRADITION: CRITICAL PEDAGOGY AS PRAXIS

Education either functions as an instrument that is used to facilitate the integration of the younger generation into the logic of the present system an bring about conformity to it, or its becomes the practice of freedom: the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world (Shaull, 1996:16)

Abstract

Educating an architect is as complex as any other professional. The student, apart from design itself, learns many other relevant things and composes all that knowledge in the design studio, which is the most tested pedagogical practice in architectural education. The design studio is dominated by the design tutor, and this power structure has resulted in a particular dynamics that makes the student to treat the designer-trained tutor as a mentor. This 'guild-culture training', in which the student is not free from the biases of the mentor, silences the creativity of the student. The observation of a lack of self-styled approaches to design among the students is a result of this *silenced studio tradition,* which is defined as the research problem. By testing the strength of *critical educational theory* as a way of resurrecting the mystique of designing, we aim at contributing towards the development of comprehensive pedagogical tools for architectural education. We, taking samples of students from different years, have used observation, participatory observation and unstructured interviews as methods to collect data. The students are encouraged to perpetuate the intellectual and cultural biases of their colleagues and tutors in the learning critiques, peer critiques, design workshops, lectures, and peer discussions. Facilitating the making of a *reflective practitioner,* who sets own norms and objectives, is our objective, and this has proven to be a neutral process of learning in order to reform design education.

Keywords: Student, Profession, Culture, Value, and world view