

Pedagogy of aesthetics: a study of three architectural design studios

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Abstract

Venustas (beauty) in the architectural field is one of the qualities of architecture along with firmitas (firmness) and utilitas (utility). Given that pursuing beauty is one of the roles of an architect/designer, aesthetics, the discussion of beauty, cannot be excluded from architectural education. However, it is rare to find scholarly discussions that include aesthetic education and theory to explain the process of how students obtain knowledge of the aesthetics of architecture. This dissertation explores the pedagogy of aesthetic education in architectural design studios using a grounded theory approach. Based on a multicase study of three outstanding instructors' studios in three different schools, their 40 students and 3 administrators using observations, interviews and document reviews, a theoretical framework of "a process of aesthetic education in the architectural studio" is proposed. Finally, recommendations and implications for design educators are presented.

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A Case Study of Architectural Design Education based on Discovery Learning. B Ku. Sustainable Architecture Studio. Theories and History of Pedagogy of Architectural Design Studio. S Lee. Windsor Forum on Design Education. [Show full abstract] developed a model for coding the three main activities of the architectural design process (analysis, synthesis and evaluation), along with their physical and social settings. The model comprises of units we call Knowledge Construction Activities (KCAs). We suggest that this model presents a detailed description of the environmental implications of each activity. In architectural design education, the main objective is to help students, especially first-year students, improve their design ideas, creativity, perception of three dimensions and ways of expressing them. Thus, as an embedded concept in architecture, art has been emphasized here as a design method. In other words, the necessary help to enable students to think more freely has been provided by ceramic art. The concept dealt with in this article is an interdisciplinary approach to space design as an experimental method in design education. Just as fine art students are inspired from the princi Three design problems were

chosen and modeled with the design studio students. The results showed that accompanying systematic method with critique and collaborative methods increased the motivation of students in the design studio task. Bookmark. In this paper, I mine the scholarly work of longtime MIT professor Donald Schön for a set of tactics which, having originated in his studies of the architectural design studio, are shown to be relevant to the architectural analysis of existing buildings. In this way, a specific and hitherto untapped potential of Schön's work is developed, but more critically, I use the discussion to support a strategy of designerly analysis which suggests an expansion of studio pedagogy as a field for learning. Bookmark. by Mike Christenson.