Evaluating Joint-Studio as a Alternative Learning Experience: Case Study of Retirement Centre Project in Join-Studio between UPM and UIN, in Architecture Design Studio
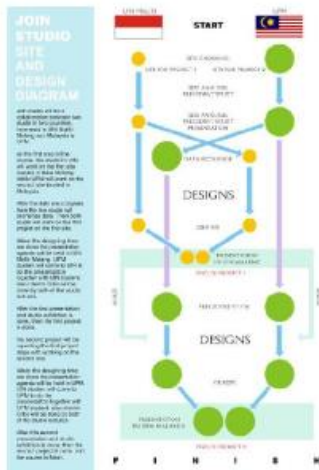
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Graphical abstract

Abstract

The current model in studios is based on ancient model. In some cases the traditional design studio in a school of architecture consists of a teacher telling students what to do and student doing what they are told. While the current design studio may represent the best teaching ideas for this profession yet they are not without problems. This paper tries to unfold issues and problems behind the Join Studio, as one of the method to enhance the pedagogical process of architecture studio at 3rd year studio, Architecture Department, Universiti Putra Malaysia. The discussion will consist of four parts which are the general understanding of design studio in architecture, join studio as part of learning process in studio, critical analysis of join studio at 3rd year between Universiti Putra Malaysia and Islamic State University of Malang, Indonesia and some recommendation for future join studio.

Keywords: Join Studio, pedagogical, architecture, design studios

Abstrak

Model semasa di studio adalah berdasarkan model klasik. Dalam beberapa kes, studio reka bentuk tradisional di sebuah sekolah seni bina terdiri daripada seorang guru memberitahu pelajar apa yang perlu dilakukan dan pelajar melakukan apa yang dikatakan kepada mereka. Walaupun studio reka bentuk semasa boleh mewakili idea-idea pengajaran terbaik untuk profesion ini namun mereka bukannya tanpa masalah. Kertas kerja ini cuba untuk merungkai isu-isu dan masalah di belakang Studio Reka Bentuk bersama, sebagai salah satu kaedah untuk meningkatkan proses pedagogi seni bina studio di studio tahun 3, Jabatan Seni Bina, Universiti Putra Malaysia. Perbincangan akan terdiri daripada empat bahagian iaitu pemahaman umum studio reka bentuk dalam seni bina, studio bersama sebagai sebahagian daripada proses pembelajaran di dalam studio, analisis kritikal studio bersama tahun ke-3 antara Universiti Putra Malaysia dan Universiti Negeri Islam Malang, Indonesia dan beberapa cadangan untuk pelaksanaan studio bersama di masa depan.

Kata kunci: Studio bersama, pedagogi, seni bina, studio reka bentuk

1.0 INTRODUCTION

If education system be able to has a positive impact on its' inputs, then it can import its influence to the whole society by its numerous outputs. Especially in art and architecture this influence would be multiple and multilateral, because students are the future designers and peoples' life will be influenced by them. Education is completely linked by spiritual and mental aspects and has direct effect on thoughts and ideas; even it can make patterns and line behaviours for humans' life. Since education as a first stage of attitude and effect on future can play an important role, we ought to pay more attention to education phenomenon [1].

In architectural education system, studio learning as opposed to the usual classroom lectures are new experience for students and face them to new situations that expect them to expose themselves to others critique and learn how to find creative solutions, and their success will assess in this way too. The expectation of facing to routine professional critique and this question that what happens within an individual's mind and what happens between two people that lead to different results makes the design studio more important [2]. In same condition once a technology is developed in a certain country, it's know- how can be instantly spread out all over the world, neglecting the cultural aspects of countries to or from which it propagates. On the contrary the spiritual and cultural aspects of human life, namely, how to enrich men's day by day life, cannot easily be communicated. The interchange of man's cultural aspects is not as easy as that of materialistic ones [3].

2.0 STUDIO BASED LEARNING IN ARCHITECTURE EDUCATION

Learning by doing, a process where the design problem took preference over the lecture and became the vehicle by which architecture was taught, was introduced into art and architectural education at the Ecole Nationale et Speciale des Beaux-Arts in Paris in the 1890s. A government-supported school, the Ecole was divided into two sections: one for architecture and one for painting and sculpture. The focus of student life and activity of the Ecole was the atelier (design studio) where *concours* (competitions) were carried out. Most ateliers were run independently by patrons (design professors). Patrons were practising architects, and would visit in the evenings for critiques. The ateliers were known for their lively atmosphere, based on traditions of cooperation and rivalry. The newest nouveau (junior student) and the most senior 'ancient' helped each other: the latter would criticize the work of the former, and in return would receive help on major competition submissions.

There was group loyalty within the atelier, and a sense of competition against other ateliers. The cornerstone of the Beaux Arts system was the "design problem" assigned to the student early in the term and carefully developed under close *tutelage*. It began as an *esquisse*, or sketch problem, and ended charrette. Charrette, French for "cart," refers to the carts in which the finished drawings were placed at the deadline hour for transport to the "master" for critique. The Beaux Arts teaching systems relied heavily on brilliant teachers and learning-by-doing [4]. Competition was intense and the end results were beautifully drawn projects in traditional styles which were often defensible only on grounds of "good taste" and intuition. The style was mostly neoclassical and the favourite building type was the monument. Submissions at the Ecole were initially reviewed by design tutors alone, behind closed doors. Students were excluded, and would retrieve their work after the jury had finished, Anthony [4]. In current academic courses, design studio education is reflected in homework revision practice. Students and teachers collaboratively develop a design theme, share objectives, ideas, issues and solutions [5].

Architectural education is based primarily around the design studio as a pivot and gathering point of all knowledge and skill accreted throughout the curriculum [6]. Design studios learning style are remarkably similar across the industrialised world (Phillip Crowther, journal of learning design). Let us first focus on the meaning of "studio", Within the design professions the term "studio" is used rather loosely to both describe a physical space (the actual place in which the learning and teaching activities take place) and also the mode of engagement (as a pedagogical strategy). So Design Studios are often referred as a place that knowledge and skills from the areas are integrated and applied (Stevens, 1998). Design studios universally apply the semi-structured learning strategy of experiential leaning; in particular, the project [7]. For this study it was found that the aspects of design studios like studio pedagogy, culture, and technology are limited. In terms of the future, a more comprehensive approach is needed. More research about the impact of the online environment in architecture education is necessary due to rapid global changes in design process, architectural practice, and students' population; so join studio offers a new framework for design studios in a more comprehensive and holistic way [8].

3.0 JOIN STUDIO AS PART OF LEARNING PROCESS IN ARCHITECTURE STUDIO

Definition of Design Studio is been widely discussed previously, however studio in word means a workplace for the teaching or practice of an art and the phrase join-studio happens when you combine

two work-place, sharing a common working area or mainly working task in this case between different people from different countries and different cultural background to engage more ideas, talents and knowledge but in this chapter the architectural design join-studio will be discussed were professionals and students gather together for a better response for human needs. Join-studios have few types, they are:

3.1 Web Join-studios

Moving through time and space is arguably our main mode interaction with the world, and with the technologies moving so fast we are able to be connecting and disconnect with the world instantly which changes our lives every day. Web join-studio is part of this connected world as a social media. This social media comes in a variety of forms like blogs, facebook page or a web page and etc.; which students, fans or professionals share their ideas and knowledge's so that many people be able to study and learn from where ever they are only by joining these social medias.

Of course each of these media's have their own principles some are only for sharing and discussions which are open to anyone that want to join (a), while others are more professional and people of certain communities can only be part of it (b). Universities also may join these media's to compete with each other, simply by uploading a task brief mainly on real domestic projects or simply a theoretical ones with a deadline and students are allowed to upload their studies and send there would get feedbacks from the members and fans like crit sessions in design studio classes and finally the most favoured design will be awarded with a certain fee. There are some examples which can be referred in Table 1.

Table 1 Crit sessions in design studio classes

TITLE	HELD BY	SOCIAL MEDIA	FURTHER DESCRIPTION	TARGET
wine culture centre competition	(YAC) young architects competitions	Web page : e-architect.co.uk	Prize €15.000	Students Designers professionals
Moscow's new national centre for contemporary arts	anonymous	Web page: Competitions.org	Wining by Heneghan Peng	National firms

Furthermore a simple investigation on current publications in architectural field reveals a list of online architectural courses and degree programs mainly for undergraduates to join example been provided in Table 2

Table 2 Current publications in architectural field

INSTITUTION NAME	LEVEL	INSTRUCTOR	COURSE TITLE	WEBSITE ADD
Massachusetts institute of technology	undergraduate	Prof. paul lukez	Architectural design intentions	Ocw.mit.edu

3.2 Short Course Join-studios

There are institutes and universities providing short semesters with design studio course outline for students from other schools with different backgrounds including international students are able to join and participate in different and challenging tasks in architectural field to learn from each other in a group works. Table 3 shows some example to be referred

Table 3 Short course join-studios

INSTITUTION NAME	LEVEL	COURSE TITLE	COURSE FEE	WEBSITE ADD
UCL (University college London)	Different levels	Bartlett summer school	700£ for 2 weeks	m.bush@ucl.ac.uk

3.3 Long Course Join-studios

This type of join studio normally done across the semester. Not many sample of this type of join studio because it's involved an academic issues like credit transfer, curriculum and the content of the subject. UPM-UIN Join studio goes under this category that will be discussed in detail on the next section.

4.0 CRITICAL ANALYSIS OF JOIN STUDIO AT 3RD YEAR BETWEEN UNIVERSITI PUTRA MALAYSIA AND ISLAMIC STATE UNIVERSITY OF MALANG, INDONESIA

This join studio involves the 3rd year architecture design studio of UPM (Universiti Putra Malaysia) and 3rd year architecture design studio of UIN (Islamic State University of Malang, Indonesia) for one semester with total number of 62 students which are 35 (UPM) and 37 from UIN. Typically students will attend the studio where the lecturers give instruction to each student in their own countries. Each studio is working on two interrelated project which are Senior Health Care which took site in Junrejo Indonesia and Retirement Centre which choose a site at Taman Tun Dr Ismail in Kuala Lumpur Malaysia. At the first stage both of the studio will do parallel site analysis and precedent study where each of them need to present in front of panels of lecturers on both university. After that the analysis is finalized and sends to other respected university. Site visit and the situation of the site can be seen in Figure 1.

Figure 1 Site visit by students from both universities

In this case in order for students that are not in the same country as the site is, they have to depend on the information they will be given as site analysis by local students. And they have to accept the challenge of understanding the site from distance and do their best to acknowledge themselves about the local architectural principles, cultural behaviors and etc. Based on the given information, both studios are given a chance to apply their design approaches and produce designs based on the existing information.

Facebook group and web discussion was used as media to synchronized data and medium of communication while an input lectures was conducted by individual studio based on the need of each studios. In the middle of the semester both universities is conducting join seminar as a medium for additional input lecturer and discussion for both university. Picture of Join Seminar and presentation can be seen in Figure 2.

Figure 2 Join seminar as a medium for additional input lecture and discussion for both university

At the end of studio exercise there will be joint presentation and exhibition in front of join panels (consist of UPM and UIN lecturers) in Indonesia and

Malaysia in the middle and end of semester. Join presentation and exhibition can be seen at Figure 3.

Figure 3 Join presentation and exhibition

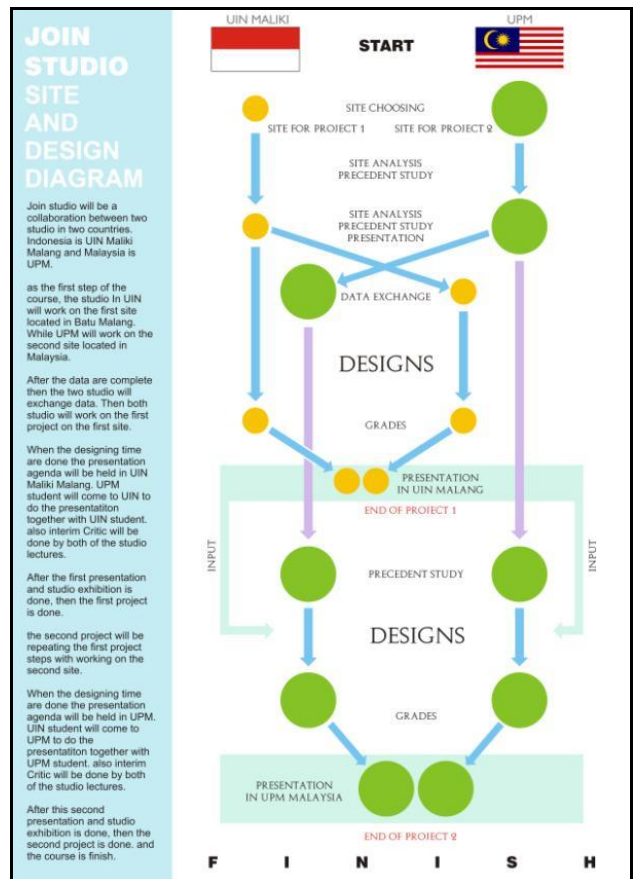Join Studio diagram can be seen in Figure 4.

Figure 4 Flow chart of the overall join studio

Across the semester we can observe some lessons and advantages from this activity which some of them are, first there has been an interaction of cross cultural activity. Even though Malaysia and Indonesia

is a very close neighbouring country but their cultural is quite different and this join studio has proven to be a good medium for social and cultural interaction for both students. Some unique term in both language and indigenous culture like food and customs has been discussed and identify. Second, this exercise prepare student for more global market. As the international and globalization concern, we need to prepare students not only to work in his or her own country and this exercise has enhance the confident level of students to be internationally employed and recognized.

Third, this exercise can uplift and upgrade the working approaches and methods of students in both studios. Some tips and presentation methods has been share together with the software and design language as and academic reference for both studio. Some designs from this join studio can be seen at Figure 5 and Figure 6.

Figure 5 Join studio design a from the UPM-UIN join studio program

Figure 6 Join studio design B from the UPM-UIN join studio program

5.0 RECOMMENDATION FOR FUTURE JOIN STUDIO

At the end of the Semester a Post Mortem discussion was held in UPM by inviting an external advisor to give reflection, comments and inputs for future improvements. Among the important comments given are:

1. Designing a project without going to the site is very difficult, so the panel advice in the future the site visit to both sites is compulsory. Even though there is a social media like facebook to communicate but without first-hand experience of site atmosphere. This comment has been noted and will be implemented in the future join-studio.

2. Too many coordinating activity will affect students learning time and also giving an extra burden to the students, it is advice that this join studio to be implemented along a year not in one semester so that coordinating and its preparation time doesn't consume learning hours of the students. This comment has been noted and will be considered for future join studio.

6.0 CONCLUSION

Architecture as profession spans both the arts and the sciences. Students must have an understanding of the arts and humanities, as well as a basic technical understanding of structures and construction. Skills in communication, both visual and verbal, are essential. While knowledge and skills must be developed, design is ultimately a process of critical thinking, analysis, and creative activity. The best way to face the global challenges of the 21st century is with a well-rounded education that establishes a foundation for lifelong learning and that why we should give changes and be open to new frameworks. Join studio can be one of the effective methods in enhancing students learning experience in architecture design studio exercise. With the advantages and consideration based on the UPM-UIN experience we can take lessons and frame a new type of Join studio to be implemented in the future.

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