

Paulo Freire and The Education of Architecture

Alp Karaca

(Department of Architecture, Girne American University, Cyprus)

Abstract : The traditional architecture education is inadequate in responding both today's developing technology and increasing social demands which causes it's not being able to reach to a large segment of society. When traditional education style is adopted, it is clearly seen that education of architecture and especially design courses couldn't reach the required level of freedom which is foreseen for architecture students and it is more like trapped in the patterns of the 'banker education' model of Paulo Freire, who is one of the most important educational philosophers of the 20th century. Considering that the main aim of the architecture profession is to provide architectural service, it becomes obvious that architecture profession not only keeping behind of providing service to the community as required but also isn't able to reach them wholly. When the architectural education of past and today's traditional education methods are considered, it is clear that implementation methods are missing or inadequate while transferring only the existing information within the hierarchical structure as they were born from the traditional structure. Evaluating together Freire's liberating education style with the architecture education it is possible to face with an environment where emphasis is given to the methods of implementation, empowerment in relation to the environment and social structure, and most importantly, we are faced with an environment in which the trainer and the trainer learn together. Today many new methods and new practices of architectural education are being tested and under several social responsibility projects, they are practiced in compliance with the academic rules, or in different ways like completely free from the academic regulations or semi free from them. In this article, Freire's liberating educational philosophy, criteria revealed by the combination of this philosophy and architecture education and methods applied today, will be analyzed and evaluated accordingly.

Keywords: Freire, Architecture, Education, Liberating, Traditional

Date of Submission: 30-09-2017

Date of acceptance: 18-10-2017

I. INTRODUCTION

Paul Freire, who made a great impact on liberating style of education in the 20th century, has shed light on innovative thinking in the education world for the past 35 years, although it has begun to be understood. By experiencing directly in a natural environment, Freire has embraced an educational model adopted to learn through emotions. Supporting with his education background, he devoted himself to prove this method which has been come up with the philosophy of preferring to read the world rather than reading the words. Defining the traditional education model as a 'banker education' model, Freire suggests that this model lies at the basis of information as static and as passive objects to students. This model is not only a model of memorization and educator-centered but also it is a model of which is not let the student inquire what the lecturer says as the lecturer's sayings are accepted as law.

Interrogation and critical thinking has an important place in the innovative education model that supports experimentation and implementation. According to the Freire's point of view education should help people to objectify the world, understanding it with a critical manner and to encourage students to make an act for creating a better world. The education needs to be instructive for gaining critical skills, questioning and finding truth. Freire believes that there should be a period of 'consciousness', for students being gained a critical view of social events and determination on how they can change society or even offer suggestions in the direction of within these critical perspectives. According to the Freire, knowledge is always a process and comes up with the result of people's conscious action on the objective reality. Ayhan (1995) believes that the liberation of the world will be the result of the emergence of these conscious actions. Freire called the educational process as 'Dialogue' which has been built up by critical point of view. Dialogue is characterized as a process in which an educator and an instructor work together. According to Freire's point of view communication can't be provided without dialogue and without dialogue a real education can't be realized. His method is based on Praxis which believes that without thought, action would be nonsense and if the action isn't

completed then the man's thought will be just an imagination and can't be realized into the real world. For this reason, both practices should be carried out at the same time (Freire, 1987).

Freire believes that liberation of the people depends on education. According to him, impartial education is not possible but education is a tool that is used in order to facilitate the integration of people into the system by the logic of the existing system or it is a tool or "practice of freedom," in which people discover what they are about to criticize on the facts and how they will participate in the transformation of their world and perceive what they see with a creative mind (Freire, 1991, p.14).

Freire's view emerges as a reaction to the fact that a society that has learned to be free and to criticize will undergo education. Education directly builds a bridge between the notions of being "literate" and "reaching the free community". By his ideas which aims to build a notion of "culture circle" instead of the word of "school" , he displays a point of view that contradicts with the traditional structure while aiming to erase the model in question from the minds completely.

In terms of architectural education, questioning has great importance which paves the way for liberation. This vision will make the architecture profession beneficial for the community by increasing its social responsibility characteristic while avoiding give its service to authority. Architecture is not only a profession which takes strength from society, politics, economic structure, and most importantly from the social environment but also it is a profession that needs to work and practice in every aspect of society within the environment and communities.

The environment of education is as important as the education process. Freire stated both the trainee and educator should decide on the study area together. The reason is, according to the Freire's point of view, the meeting point, where the trainee and trainer meet, should be a social environment that is created by them. Freire (1991), describes the educational space as a place to do tutorial games and practical lessons rather than classic and common lessons are carried out.

This article aims to analyze the reasons of widespread architecture education not being complied with the liberating education and new practices adopted in liberating architecture education will be evaluated briefly.

II. LIBERATING ARCHITECTURE EDUCATION

When Freire's philosophy of liberating education is analyzed, it is possible to say that architectural education should undergo revision within itself and follow innovative approaches.

When both Freire's liberating educational philosophy and history of architecture are analyzed together, it becomes clear that architectural education should be more free and beneficial to the society

When Freire's liberating ideas have been combined with architectural education methods, several criteria for free education appears. These are as follows;

- Informal Education: An independent educational method apart from the academy should be adopted
- Praxis: thoughts and practice should occur at the same time.
- Application Method: Learning methods should be applied with experiences and senses.
- Memorization: Students should strictly avoid from memorization
- Critical Overview: Critical education should be developed.
- Social Responsibility: Sensitivity to social issues should be developed and served.
- Friendly Environments: educational places should create social environment.
- Anti-Hierarchical Structure: An anti-hierarchical educational environment should be provided.
- Collaborative Education: Understanding of competitive education must be strictly confronted and a cooperative education method must be applied.
- Learning Together: An educational environment, where student and lecturer learn together, should be provided

III. CONCLUSION AND EVALUATIONS

Architecture education, where Ecole Des Beaux Arts and Bauhaus have been accepted as an idol for many years, has been a part of the traditional education system. Architecture education as worked for acceptance of the present work with minor changes, rather than to make bigger changes to the existing one by trying to adapt it to the society. On the other hand, liberating architectural education is an educational method that criticizes the current work by aiming to change the system in order to solve the socio-economic problems and presented architecture to the society without any difference from the health service and education service.

REFERENCES

- [1] Ayhan, S. Paulo Freire; Yaşamı, Eğitim Felsefesi ve Uygulama Üzerine, Ankara Üniversitesi, Eğitim Bilimleri Fakültesi Dergisi, Issue 28(2), 1995, 193-205
- [2] Freire, P., Donald, M. Literacy; Reading the Word and the World. Routledge and Kegan Paul (London, 1987)
- [3] Freire, P. Ezilenlerin Pedagojisi (Ayrıntı Publications, İstanbul, 1991)
- [4] Duru, S. Sanal Mimari Tasarım Stüdyosunda Pedagojik yaklaşımlar, İstanbul Technical University, Institute of Science, İstanbul, MA,2006
- [5] Lackney, J.A. A History of the Studio-Based Learning Model, Educational Design Institute, Mississippi State, 1999
- [6] De Graff, E. , Crowday, R. Theory and Practice of Educational Innovation Through Introduction of Problem Based Learning in Architecture, International Journal of Engineering Education, 13(3), 1997,166- 174
- [7] Salama, A.M, Wilkinson, N. Design Studio, Pedagogy, Horizons for the Future (The Urban International Press, UK, 2007)
- [8] Aközer, E. Mimarın Özgürlüğü, Bauhaus: Modernleşmenin Tasarımı, Türkiye’de Mimarlık, Sanat, Tasarım Eğitimi ve Bauhaus (İletişim Publications İstanbul, 2007)
- [9] Erkmən, N. Bauhaus ve Marmara Üniversitesi Güzel Sanatlar Fakültesi ve Bauhaus, Modernleşmenin Tasarımı (İletişim Publications, İstanbul , 2009)
- [10] Arıdağ, L. Mimari Tasarım Stüdyosu Eğitiminde İletişim, İstanbul Teknik Üniversitesi, Fen Bilimleri Enstitüsü, İstanbul. PhD, 2005
- [11] Dikmen, Ç. Mimarlık Eğitiminde Stüdyo Çalışmalarının Önemi, Temel Eğitim Stüdyoları, E- journal of New World Sciences Academy, 6(4), 2011, 1509 – 1520
- [12] Bingöl, Y. (1993). Bauhaus ve Endüstriyel Gelişmenin Sanat Eğitimine Etkileri, Hacettepe Üniversitesi Güzel Sanatlar Fakültesi Sempozyumu, 20-23 May (Hacettepe Publications, Ankara , 1993)
- [13] Bektaş, D. (1991), Çağdaş Grafik Tasarımının Gelişimi (Yapı Kredi Publications, İstanbul, 1991)
- [14] Özkar, M. Soyut Düşünme ve Yapararak Öğrenme; Temel Tasarım Eğitiminin Amerikada ‘ki başlangıçları. Bauhaus, Modernleşmenin Tasarımı. Türkiye’de Mimarlık, Sanat, Tasarım Eğitimi ve Bauhaus (İletişim Publications, İstanbul, 2009)
- [15] Dean, A. O. Rural Studio; Samuel Mockbee and Architecture of Decency (Princeton Architectural Press, New York, 2002)
- [16] Bell. Expanding Design Toward Greater Relevance, Brayn Bell and Katie Wakeford (Ed.), Design As Activism (15-16) (Distributed Art Publisher, New York, 2008)
- [17] Quraeshi, S. Enhancing Family and Community through Interdisciplinary Design, Brayn Bell and Katie Wakeford (Ed.), Design As Activism (264- 273) (Distributed Art Publishers, New York, 2008)
- [18] Canziaro. Design Build in Architectural Education : Motivations, Practices, Challenges, Successes and Failures, International Journal of Architectural Research, 6(3), November, 2012, (20-36).
- [19] Pandleton – Jullian, A.M. The Road that is not a road and the Open City, Ritoque, Chile (MIT Press, London, 1996)
- [20] USDLA. United States Distance Learning Association,2005
- [21] Eczacıbaşı,F. Uzaktan Eğitim Kılavuzu (Ocaklar Matbaacılık, Ankara, 2003)
- [22] Tokman, L.Y. Eğitim ve Öğretimde Uzaktan Erişim, 1999
- [23] Mitchell,W.J, Mc Cullough, M. Digital Design Media (Van Nostrand Reinhold, New York,1991)
- [24] Maher, M.L, Simoff, S., Cicoganni, A. (2000). Understanding Virtual Design Studios (Springer – Verlay, London, 2000)
- [25] Bennett, R., Broadfoot, O. Design Studios Online ?. Apple University Consortium Academic and Developers’ Conference Proceedings, Wollongon: Apple University Consortium Academic Developers, 2003 (p. 9- 21).
- [26] Dave, B., Donahy, J. Virtual Study Abroad and Exchange Studio (Automotion in Construction, Vol 9, 2000, (57 – 71)

Alp Karaca . “Paulo Freire and The Education of Architecture.” IOSR Journal Of Humanities And Social Science (IOSR-JHSS) , vol. 22, no. 10, 2017, pp. 68–70.