


Editorial

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The first issue of the Journal of Design Studio's fifth volume's is currently accessible. The Journal of Design Studio celebrated its fifth anniversary with this issue. This issue has one book review and nine research articles. Starting with this issue, Turnitin similarity control has been applied for all journal articles.

"Variants of Design Studio: A Phenomenographic Research on Students' Conceptions of Design Studio Environment" by Önen Günöz and Belkıs Uluoğlu is the first article in this issue. The conventional design studio environment is being challenged by an expanding number of nontraditional studio training methods. Each instructor chooses a strategy based on their attitude toward design and architecture as well as their perspective on education, and to some extent, they reflect their perspective in the design of their studio course. This is due to the instructor's essential role in the design studio. The findings explained in the article shed light on how studio conditions are felt from the viewpoint of the learner.

The second essay, by Ayorinde S. Oluayemi, is titled "An Exploration of Conceptual Prototype of an Artistic Handcraft Wallet (AHW) Design." An artistic handcraft wallet (AHW) design is being explored as a conceptual prototype as part of a studio practice research that involves both virtual and physical prototyping. Findings also show that the process and final product/finishing/design output of virtual and real physical prototyping are different at the satisfactory level. It is also noted that translating CAD virtual prototypes into actual tangible physical things presents difficulties. It is also understood that the right atmosphere for learning is required for the right psychology to start creating good ideas.

Derin İnan, Başak Uçar and Onur Yüncü are the authors of the third research article which is entitled as "Alternative Scale(ing) Practices in Architectural Design Studio". There is a chance that an attempt to expand the definition of scale(ing) to include a variety of reference units and their scalar articulations will spark new associations in architectural design studios. The paper discusses potential readings of these various scale(ing) conditions with regard to a number of design tasks carried out at architectural design studios. The fundamental goal is to challenge these direct comparisons to the reference unit when determining size and proportion, and subsequently potential scales of architectural space. The goal of this particular way of analysis is to reach various scale(ing) circumstances, whose internal reference system is questioned by the alterations and modifications to the major reference unit's definition.

The article which is entitled "Interview with Chat GPT to Define Architectural Design Studio Work: Possibilities, Conflicts and Limits" written by Ekrem Bahadır Çalışkan. According to the study's goal, a case study interview with Chat GPT is planned and carried out to define and examine potential problems and useful information for third-year architectural design studio work. In order to highlight the opportunities, challenges, and stakeholder role limitations of artificial intelligence, recordings are given along with an evaluation survey using the Delphi technique among experts.

Sudipti Biswas was the authors of the article which was focused on anthropometric considerations on designing the wet spaces. The title of this article is "Design Studio Insights: Anthropometric

Considerations for Ergonomic Design of Wet Services”. In order to teach ergonomic considerations in a design studio setting, this article describes an anthropometric research. It shows an anthropometric dataset that was created during the studio exercise for designing bathrooms and kitchens. Due to the dearth of anthropometric information relevant for architecture in Bangladesh, academic and professional architects in Bangladesh consult several reference standards to include ergonomics into design.

The research article was written by Tatyana Kusumo and Apriani Kurnia Sarashayu and is titled "Plasticity Imaginaries as Sustainable Design Pedagogy". This essay's discussion of design class methodology is based on student reflections from the class "Architecture and Waste: Plastic by UMN." The goal of the course became how the sustainable approach could influence students' actual daily actions. By splitting the class into two equal sessions of theory and practice, the technique creates loops in the design process by using a practice-based paradigm. The outcome demonstrates that emphasizing the process and connecting what is being done in the class and workshop to real-world situations can have a positive influence on students' perspectives on sustainability.

The authors of the study "Evaluation of Distance Education and Formal Education on Architectural Design Studio Practices and Student Perception with Comparative Analysis: Antalya Bilim University" are Serpil Fatma Ertürk and Setenay Uçar. With student-centered assessments, the project seeks to lay the groundwork for a future architectural education system. Through the use of student comments and course evaluation questionnaires, the research compares and contrasts the effects of traditional education and distance learning on architectural studio practices.

Rahman Tafahomi was the authors of the article which was focused on Hegel’s philosophy and thoughts in architectural studio. The title of this article is “Tracing Hegel’s Philosophy and Thoughts in Educational Styles of Architecture Design Studios”. In this study, two research foundations are compared using content analysis and narrative based on organized observation. Results show four connections between Hegelian philosophy and design studio activities in architecture, including precedent studies and historical dialectic, learning by doing and self-consciousness, crits (critiques) and idealism, and master-apprentice and master-slave conceptions, respectively. The results show that Hegel's philosophy has an impact on studios that operate based on traditions, disciplines, and styles to regenerate activities in architecture design studios. Consequently, while Hegelian concepts permeated the works of successor philosophers in the fields of phenomenology, hermeneutics, existentialism, Marxism, and structuralism, instruction in architecture design studios has persisted without the resurgence of ideas.

The article which was written by Buket Metin is entitled as “Multilayered and Interacting Course Design Approach in Architecture Education: A Case of Building and Construction Technology Courses and Studios”. The main idea of the paper based on the opinion “building construction and technology is a vital part of architecture education since it gives understanding of the instruments and processes used in designing and constructing buildings”. On the other hand, multidimensional and interconnected relationships within the domains of architecture education might not be adequately reflected in educational curricula, or there might be issues with implementation. The educational quality and outcomes are strongly impacted by creating the architectural education curriculum based on these interdependent linkages.

“Dreaming for Sivas: Selections from Architectural Studios, 2014–2021 (Sivas için Düşlemek: Mimari Stüdyo Seçkileri 2014–2021)”, edited by Uğur Tuztaş and Pınar Koç, published by YEM Publication: 2021, is the book review that finishes this issue.