Design with Spirit

Proceedings of the 35th Annual Conference of The Environmental Design Research Association
Editors: Dwight Miller & James A. Wise

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ARCHITECTURAL STUDIO AS A PLATFORM FOR TEACHING SOCIAL FACTORS
Mazumdar, Sanjoy (University of California, Irvine, CA)

Environmental design researchers, particularly edra members, have sought for a long time to influence the professional education of architects, interior designers, urban designers, and planners to increase consideration of the needs of a great variety of people. In this environmental psychologists, sociologists, anthropologists, and architects with graduate training in these fields have mostly offered lecture and seminar courses dealing with human and social factors. In some instances they have taught architecture studio courses singly or in collaboration with architects. In the session “Social factors people teach studio” at edra 34 in 2003 (p. 237), participants provided cases and examples of successes as well as reported some difficulties encountered in such approaches. As it was discussed in that session the primary success of studio teaching is the ability to expand student understanding through a variety of experiences that result in heightening their awareness of both people and places altering their sense of reality. Building on that workshop, participants this year will, expand on how to orchestrate transformative experiences through studio education to enrich the student’s ability to experience various environments in new more inclusive ways. Architectural programming and design are discovery processes that require forming a framework for evaluating and acting on the built environment by incorporating both theoretical and empirical concerns into a decision making process. Participants will describe examples of a variety of methods where complex social and psychological needs are identified through qualitative research that expand and challenge both the sensory reality and intellectual understanding of the students. In the examples to be presented students engaged in investigations where the fundamental methods of architectural studio integrating graphic and verbal communication made possible to link qualitative aspects of the environment with the perceptions and uses of the environment. Participants will discuss examples of situation that worked and those that did not work along with their own personal “theories of action”. The audience will be encouraged to participate and contribute to this symposium with their own experiences of teaching social and psychological factors through studio. Presenters include: Kathryn Anthony (University of Illinois, Urbana, IL), Eleftherios Pavilides (Roger Williams University, RI), and Tom Witt (Arizona State University, AZ). Discussants include: Joseph Juhasz (University of Colorado, CO), and Sanjoy Mazumdar (University of California, Irvine, CA). (04-200a)

TEACHING ENVIRONMENT-BEHAVIOR IN A HEALTH CARE DESIGN STUDIO
Anthony, Kathryn H. (University of Illinois at Urbana-Champaign, IL)

The design of and demand for high-quality healthcare environments has become increasingly important during the past few decades. Healthcare environments provide a unique set of design opportunities and constraints that distinguish them from other spaces. They are unusually complex, serving needs of patients, visitors, medical staff, and administrative personnel. Perhaps that is why they are rarely assigned in academic architectural design studios – but they should be. Students must be exposed to healthcare design, as it offers a window into a world of architectural practice where their work will always be in demand. In addition, environment-behavior research is needed to assist designers in creating places and spaces that meet the multiple needs of users. Cannon design of St. Louis, MO, consistently ranked among the top healthcare design firms in the world, sponsored this senior undergraduate studio taught at the University of Illinois in Spring 2003. Their staff delivered presentations about health care design, helped develop project assignments, and played key roles in design reviews throughout the semester. This presentation addresses the studio in retrospect from the viewpoints of faculty, students, and practitioners. For more information, visit our class website: http://students.arch.uiuc.edu/arch372-ka/. (04-200b)

ARCHITECTURE FOR PEOPLE FACING EXTREME CHALLENGES
Pavlides, Eleftherios (Roger Williams University, RI)

Some social scientists mistrust studio education and view it as a strange form of indoctrination that socializes architecture students into the architectural profession acculturating students away from their culture of origin. In fact architectural studio is an effective process that beyond simply changing one’s intellectual viewpoint, enables students to actually access other people’s experiences by heightening their own ability to experience the environment. One way to teach social aspects of architecture through studio is be selection studio topics that require the design for