



Approach to dynamic design and creation of conceptual designs (Study in the lesson of second preliminary Architectural design)

Babak Motiei¹, Fatemeh Mehdizadeh Saradj², Furugh Mirzaalipour³

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Abstract

Research Problem: Designing is a creative activity that entails creating something new and useful that never existed before. Design is one of the most complex types of problem-solving that involves different aspects and components. In general, design training should be innovative, dynamic, and advanced. In architectural education, it can be realized that sometimes students are unable to convert theoretical knowledge and theory into practical and objective exercises, due to inadequate training and the lack of students' awareness of educational goals. One of the primary goals of architectural education is to train competent, creative, and critical-thinking designers. The design studio is a major concern in architectural education, and designers spend most of their time in design studios discussing design and study techniques. Basic training courses, including the courses for designing architecture, are very important for students to acquaint students with architectural design components. One of the keywords that architecture students should be familiar with within the design process is the concept. In architecture, the concepts are how physical needs, environmental conditions, and beliefs come together to form an important part of the architectural design process. One of the main concerns of architecture novices in these lessons is how to choose a concept and an idea that is appropriate to their specific design subject. The second semester of Preliminary Architectural Design education is one of the basic lessons that the concept is educated in Iranian schools of architecture. The main attempt was to gain the conceptual design hierarchy in the course of introduction to Architectural design and the dominant conceptual design approaches in students' work.

Research Question: What is the conceptual design hierarchy in the second preliminary architectural design? What are the predominant approaches to conceptual design in students' projects in the second preliminary architectural design?

Research Purposes: The principal objective of this research is the analysis of the concept and idea and how to educate the concept in architectural design studios.

Research Method: This study is based on quantitative and qualitative research. The statistical population in this research is the students of the Second Preliminary Architectural Design of the Universities of Urmia. Data collection was done through studying library resources and observing the works of students and interviewing with the faculty members of the architecture. In this course, the exercises were performed in one semester, and then the students' designs have been analyzed qualitatively. Afterward, the interviews carried out with professors of architecture, as well as reviewing the background of similar searches in library resources.

The Most Important Results and Conclusion: The idea to represent the concept will be possible in different ways, including the use of line concepts and space modeling. The results express that the dominant tendency of architecture novices is formal, functional, analytical, space-oriented, or a combination of them, which can be called dynamic design, in which the purpose is to create designs with meanings and to answer the requirements of problems. To create conceptual designs, it is necessary to study the subject and extract the concepts for design. In the next step, it is

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necessary to select an appropriate method for designing and finding a suitable solution for demonstrating the concept in design.

Keywords

Architecture education, Dynamic design, Second preliminary architectural design, Concept, Idea

¹ Assistant Professor, Department of Architecture, Urmia Branch, Islamic Azad University, Urmia, Iran.

² Professor, School of Architecture and Environmental Design, Iran University of Science & Technology, Tehran, Iran.

³ Department of Architecture, Urmia University, Urmia, Iran.