Chapter 7
The Hidden Ego–Centric Approach in Architectural Education

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ABSTRACT

Although there is a questioning cycle about the problems in architectural education, it is experienced that there is a blockage in the qualitative gains of learning. At this point that one encounters the fact that the problem is addressed from a more fundamental point. Within the scope of the study, two main problems, defined as resistance points, were the focus. With this radical reading to be made in the context of the theme, it is aimed to deal with the problem of the current conditions in the concepts of "being in the centre," and to conduct research in the interface of architecture-psychology-pedagogy-education. It is aimed to interpret an architectural education environment that can be evaluated within the framework of radical pedagogy. At the end of the study, a base was created for how architectural education can form the initial view of a deschooling process that can be interpreted within the scope of radical pedagogy. An architectural manifesto has been proposed, which can be discussed on definition, pedagogy, environment, number equivalence, and education and learning.

INTRODUCTION

There has been a conflict for a long time about the field of application for the discipline of architecture and what is encountered in the education process. Encounters in these areas are in contradiction with each other in terms of self-thought at many points. Accordingly, the view on architecture is formed with certain classifications within itself. The definition of "architect", which is perhaps clearer in the mind of the outside eye, may not be so definable for someone involved in this business. Losing the point of identification brings both positive and negative situations. These different situations are about the dilemma posed by the same title. For example, the ability to produce together with many disciplines determines the working potential and design power of the architect. This situation provides the architect with an endless definition of space as a subject. Therefore, the architect, who uses this power by filtering it efficiently, can include any kind of production in a potential positive area. In the opposite case, the same situation causes the infinite power to develop a selfish attitude and carries the subject to the highest position. This selfish attitude brings with it self-centred, egoistic psychology.

In addition, most definitions of architecture are based on how superior the architect is.

This diversity can be read in the definitions of architecture that Hasol (2019) conveyed through different disciplines. While Hegel (1770-1831) defines architecture as the mother of all arts, Frank Lloyd Wright also emphasizes the superiority of architecture by defining it as life in form. Pallasmaa (2011) also states that the task of architecture is to make visible how the world touches us. Thom Mayne defines architecture as a way of seeing, thinking and questioning our world and our place in it. Mayne's view of architecture is in such an important position that it allows one to discover oneself. On the other hand, Louis Kahn states that architecture creates a new world that can be perceived emotionally within a world. Kahn also emphasizes the comprehensive and multi-component nature of the design process, interpreting the unique space as almost a new world. Jacob Bakema defines architecture as a three-dimensional expression of behaviour by directly identifying with the integrity of behaviour and action. He sees it as an individual discovery, similar to Mayne's approach. Behaviour directs architecture, and architecture refers to behaviour. While the German architect and theorist Gottfried Semper states that architecture is an act of composition, he sees architecture as an order-building activity that enables human beings to face their place in the world (as cited in Hvattum, 2004). He says that the reconstruction of the cosmos goes through a search for an order in this way, and at this point, the responsibility of architects is to create an order at the micro-cosmic level.

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