Title of Article: “Deserted Studio and Culture in Architecture Schools: Issues of Policy and Implementation Strategies”
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Abstract: An architectural design studio course engages students, teachers and other stakeholders in countless activities. Traditionally, the studio culture comprised of experiences, habits and patterns within the studio space. These environments have been observed to be deserted by its many users due to some factors that were either neglected or not properly positioned in the context of the schools’ ‘modus operandi’. This paper reports on the attitudes of students towards architectural design studio programmes in architectural schools. An in-depth investigation of studio culture, policy, implementation strategies and students’ attitudes was carried out in lieu of deserted studio. It was tailored after the studio culture policies of the four (4) selected schools in south-west Nigeria. The analysis showed both commonalities and varied conceptual indices of the terms "studio culture" in each case. Furthermore, the context relevance and curriculum rubrics and implementation strategies of programs in schools are relatively indifferent about stakeholders’ interest and how these issues affect students’ productivity levels within this space. This is due to some reasons; which include lack of awareness of studio culture policies among students, curriculum package, and other pedagogic issues. The results of research findings revealed ‘deserted studio’ attributes in the areas of demystification, motivational factors, and other strategies for overcoming these difficulties. The outcome of this study recommended studio culture in the specificity of sustainable policy, operation and implementation strategies.