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## Possibility of Using Site-specific Art Works as a Methodology in Architectural Education

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### Abstract

Boundaries between art and architecture are becoming more and more blurred. In the field of art, site-specific and site-responsive artworks appear as a form of critical spatial practices, while on the other hand, art provides architects experimental freedom to explore the potentials of space. Regarding the rapidly changing conditions of the contemporary world, issues of critical thinking and innovative design in architecture are significant more than ever before. And three-dimensional site-specific works of art seem to provide an experimental arena for challenging conventional and consolidated design strategies. It is apparent that also in architectural education, questioning the existing solutions and exploring original paths of thought become crucial skills for students to be gained through their design studios. Creativity and critical thinking are intended to be introduced throughout the first year of architectural school. This study aims to discuss the possibility of using site-specific artworks as a methodology for the first-year design studio in architectural education. Based on the process and outcomes of an experimental course, structured as a paradigm shift in basic design studio by focusing on the architectural space from the very beginning of the semester, the process and the outcomes of the course will be evaluated regarding the issues of spatial perception, critical and conceptual thinking, and multisensory experience of space.

**Keywords:** first-year architectural education, critical thinking, experience of space, site-specific art, spatial perception