

Design Education Dilemma: Process vs. Product

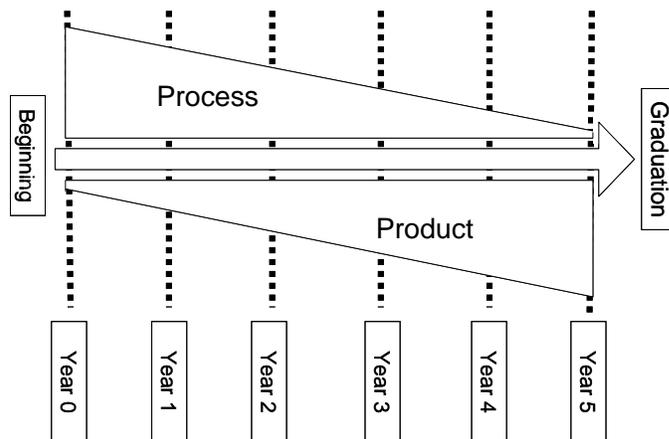
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The endless discussions about the balance between “Process and Product” in design education encourage us to investigate this issue in order to clarify the challenge and discover the unpredictable. This research is a result of couple of years of teaching architectural design studio at the second year level in a five years program. At this paper I will present the design teaching model that aims toward balancing between product and process.

This teaching model built upon the hypothesis that stated “in teaching architectural design and during the junior years, design tutor has to focus on the process of designing, while during the senior years the focus of teaching design could be shifted toward product”. (Figer-01).



The main theory behind this teaching model is that” teaching students the process of designing could be accomplished by increasing their understanding about the environment they will create in their projects, because building such experience and feeling could enhance students’ ability to navigate through the designing practice and reach the desire product. In addition to that, allow them to master designing as actions more than producing a design artifact.”

Basically, Articulating the feeling in architectural language is the process toward teaching students how to design, and provide them with a departure point to start designing and master the design practice.

At the end of the semester and during the juries, students were capable to explain their feeling and the environment they created at their architecture as a means to present their project. In addition to that, they were able to communicate or convey the essence of their architecture to the juror(s) even though their end product(s) did not reflect such richness.