

The Action Plan on the Built Environment Education for Expanding the Base of Architectural Culture

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The purpose of basic architectural education is to foster civic awareness that will play a leading role in increasing our ability to take care of our environmental surroundings and create better living spaces based on a correct understanding of architecture and urban environments which people come in contact with in their everyday lives.

The need for architectural and special design education has been increasing in many foreign countries including Finland, the U.K., and the USA since the 1980s. Architectural and special design education in these countries has been provided in connection with public education since the 1990s. These countries have been making efforts to increase their financial and academic support for basic architectural education since 2002. Their efforts include setting up networks with 27 other countries (110 institutions), sharing guidelines for basic architectural education, and developing various programs.

Meanwhile, the few organizations that do provide programs for basic architectural education in Korea lack financial support and expert lecturers. There are limitations to running the educational programs on a continuous and systematic basis because many of them are organized and executed as special events.

This research paper examines and analyzes the status of basic architectural education in Korea and developed countries in order to provide a clear definition of basic architectural education which reflects the status of Korea's basic architectural education, and presents a step by step strategy and plan for establishing the foundation of basic architectural education in Korea.

Based on the understanding that basic architectural education is part of continuing education the paper classifies basic architectural education into two groups depending on the target age and scope of education. The first is 'Basic Architectural Education in Schools' which targets students between the ages of 7 and 20 and the second is 'Basic Architectural Education in Society' which targets adults over the age of 20. The paper further classifies basic architectural education into two concepts. The first is 'Learning in Architecture' which aims to provide basic education for understanding of

the built environment and the second is 'Learning through Architecture' which aims to act as a tool for increasing one's creativity, comprehensive thinking ability, and the understanding of community.

Although no education has been provided for basic architectural education under an independent subject titled 'basic architectural education' for 'Basic Architectural Education in Schools,' basic architectural education has been provided both directly and indirectly inside and outside schools. Traditional architecture and structures which have historical, technological and aesthetic value have been introduced through the regular education curriculum in a number of subjects including art, social studies, geography, and technology studies. Education regarding architecture and urban environment accounts for 3% of standard elementary education. A revision of the context has revealed various problems including the use of incorrect terminology and inappropriate context. Although there have been cases of schools implementing special programs in relation to architecture, territory and design, many of the schools have encountered problems such as the lack of necessary funding due to the absence of cooperation between schools and those institutions in charge of architectural education, as well as the difficulty in securing teachers who can provide architectural education. Less than 1,000 students are expected to be the target for architectural education and since the total number of elementary, middle and high school students is 8 million the current education system is unlikely to create the desired educational effects. However, due to the expansion of the number of creative, experiential learning activities in accordance with the Educational Amendments Act of 2009 and the following increase in demand for experiential learning activities there are high expectations for policy opportunities and possibilities conducive to establishing a foundation for a new basic architectural education program which is based on experience and cooperation. In order to set up a new basic architectural education program there is a need to develop educational materials appropriate for creative experiential learning, execute pilot projects in schools and academic camps, and provide policy support to change the current one dimensional, short-term, architect-oriented system to a school, teacher-oriented public education system by developing and implementing training programs for teachers.

'Basic Social Architectural Education' has been receiving increasing attention due to the redevelopment, reconstruction, new town formation, city reclamation, and various other projects which have a direct impact on the general population's living environment. The central government and local governments have played a leading role in universities' efforts to provide educational programs participated by local residents. However, because many of the participants are those who enroll in the program for a special purpose there is a need to expand the scope of participation. In implementing the programs the executing bodies have encountered various problems, including difficulties in finding the space for the programs, lack of expertise and funding, lack of cooperation between the organizations involved in providing basic architectural education, and the absence of

accumulated teaching materials and an information sharing system. Although it may be impossible to provide compulsory 'Basic Social Architectural Education' for all citizens it is necessary to endeavor to make the programs accessible by developing and disseminating various materials including images, applications, and other various visual means such as cartoons etc. We may also consider offering preliminary education for village construction provided in cooperation between civil, government and academic bodies and creating recreational programs for socially alienated groups such as the elders and housewives through utilizing and connecting the resources of local colleges.

For active basic architectural education it is necessary for experts working in the fields of architecture, city, landscape architecture, design and other relative fields to first share a sense of common purpose, followed by the establishment of a system for mutual cooperation. To provide basic architectural education on a systematic basis within a limited budget for education, relative organizations must be given clear roles so that they may minimize the overlap of budgets and human resources which may be caused by the implementation of similar projects, and they should also share educational materials and information. It is worth noting that experts working in various fields including art, music, drama, dance, and literature shared a sense of common purpose since 2000 to support 'Culture and Arts Education,' which led to the enactment of the Support for Culture and Arts Education Act in 2005, which now provides the program with a budget of more than KRW 52,000 million supported by the government for offering systematic education for culture and arts.

The paper offers fifteen tasks for active basic architectural education. These include five ways to establish a foundation for basic architectural education, five ways to advance and set up programs for basic architectural education in schools, and five ways to expand Basic Social Architectural Education on a step-by-step basis.

The research anticipates to pave the way for experts in relative fields to collaborate and share a common sense of purpose, and serve as a preliminary data for continuous discussions on detailed ways to carry out the steps for providing active basic architectural education. Lastly, the paper emphasizes the need for experts to pay increasing attention to basic architectural education, a new field which significantly lacks prior research, and to continue the efforts of this groundwork research on basic architectural education.