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Deserted Studio and Culture in Architecture Schools: Issues of Policy and Implementation Strategies

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Abstract

Architectural design studio engages students, teachers and other stakeholders in countless activities that results in the term 'studio culture'. Traditionally, the culture comprised of experiences, habits and patterns within the studio space. These unique learning environments have been observed to be deserted by students due to some factors that were either neglected or not properly positioned in the context of the schools' 'modus operandi'. This paper examined the attitudes of students towards design studio in schools of architecture. 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 four (4) selected schools in south-west Nigeria. Findings revealed that culture demystification, motivational factors and institutional policies are some of the factors responsible for deserted studio. The study showed commonalities and varied conceptual indices of the terms "studio culture" in each case. The study recommended specificity of sustainable studio culture policy, operation and implementation strategies for architecture schools in Nigeria as a way of curbing the menace of deserted studios.

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1. Introduction

Architecture plays a significant and undeniable role in the physical and socio-economic development of societies. Apart from its prime function of enhancing the aesthetic outlook of the environment and the functional efficiency/structural integrity of city structures, it is used to promote the national identity and pride of the society that produces it [1].

Nomenclature

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