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Built Environment Education as Intervention: Making Visual Education More Transdisciplinary

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Built Environment Education, strongly linked to visual education, is that special area of instruction which engages with the theory and practice of the deliverance of knowledge of the built environment, as well as with the strengthening of the connection between people and their own life-space. In contrast to passive observation, this kind of intervention inspires critical and analytical reception, and the analysis of the various environmental stimuli. The proactive, creative perspective developed in this way contributes to the acquisition of the appropriate skills for the creation of common life-space. Education in the discipline of Architecture has evolved, mirroring societal challenges and conditions. Built environment education can also be considered as a multitude of traditions with different national flavors.

The currently widespread design studio model is almost exclusively based on the end products and artefacts, without taking the cognition processes themselves into consideration (Oxman, 1999). In terms of valuation method, the same problems arise as in visual education (Pataky, 2011).

By applying a system, we could monitor the evolution of construction skills. Our aim is to define the competencies, in the light of the ENViL CEFRL_VL, and the level that all students need to possess in order to be successful in architectural and design studies. We seek to set up a visual capability measuring system of manual exercises, which could support the preliminary examinations at admission, as well as the first-year education programme, providing a suitable basis for subsequent design skills, which are the key to facing future professional challenges.