

DEVELOPMENT OF A THEORETICAL FRAMEWORK TO
FACILITATE CREATIVE PROCESS IN
ARCHITECTURAL DESIGN EDUCATION

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DECLARATION

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Name of the supervisor: Dr. Janaka Wijesundara

Signature of the supervisor:



Date : May 26, 2018

ABSTRACT

Creativity is the key for a progressive human evolution. Our creative ability places us as the superior species on earth. The need to be creative is felt within every industry and construction industry being engaged with original products finds it more challenging.

Architecture is an art. It is not mere art it is an art of science, art of technology, predominantly an art of social existence. Architectural residuals possess the ability to recite the legends of vibrant societies that prevailed, the economic conditions, aesthetic sense and the technological advancements of a particular era. As with many other professions within contemporary competitive consumer society finding creative solutions is vital for its survival. Education is the key to foster creativity and developing strategies are based on theoretical understanding. However creativity being studied by different disciplines the research literature on theory is rich in both depth and breadth.

Looking into creativity theories it reveals that fostering creativity in education posits its roots on considering the socio-cultural, cognitive-psychological, neuropsychological, neurobiological understanding as well as developing person-oriented, process-oriented and product-oriented approaches. Being placed at the highest level in each education domains creative interventions are essential in education programs to achieve creative outcomes.

In developing creative interventions one needs to develop a theoretical framework to base its model. This requires understanding the domain specific influencing factors and the demanding orientation. Within architectural education design studio is a key in nurturing creativity and it is organised into a process. Therefore the study explores the impact of strengthening of the creative process as a strategy to develop an intervention where the pertaining theories are assembled into an integrated theoretical framework termed "theoretical model of creative design process".

The student performance in an interior architecture module was carefully investigated. Research design is an action research method where data is generated through a series of task performance. It was revealed that there is a significant relationship between the performance in creative process phases and design performance while the design mark after the intervention shows a significant improvement.

Key words: creativity, creative process, design process, architectural education, design studio

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PREFACE

The task interpretation challenge was to draw the line between an MPhil and PhD study. According to the criteria outlined by the faculty of Architecture, University of Moratuwa, the distinction lies in MPhil students develop to a level for pursuing PhD studies, and to show originality in the application of knowledge whereas for a PhD students to develop their capabilities to conduct independent research and to transfer knowledge at the forefront of a discipline by making an original contribution to knowledge.

They further elaborate on MPhil graduate profile as being comprising of: a systematic understanding of knowledge on identifying problems or new sights in a particular field; a thorough understanding of research techniques and methods employed; and ability to develop research skills applicable to a particular field as an aptitude to pursue PhD studies.

Therefore the study was focused in finding an insight through existing creativity research and then adopting the knowledge to the field of architectural design. In an attempt to adhere with the anticipated learning outcomes within the MPhil program quite a number of limitations were exercised. These included in developing the framework, setting the design program and data analysis and are outlined within scope and limitations.

Selection of the action research method and generating data through a task performance was displaying the appropriate research skill for the selected subject area. Further to strengthen the justification appropriate methodology selection quantitative data analysis was conducted as most commonly found within education research. An additional section on achieving anticipated learning outcomes was incorporated in the discussion chapter for clarification of the point.

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