AN APPROACH OF LEARNING ACTIVITIES TOWARDS ARCHITECTURAL HERITAGE AWARENESS IN SSRU ARCHITECTURE STUDENTS

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Abstract - This study aims to investigate the learning outcome of architecture students towards heritage study. The students take part in several courses in a 5-year program. Learning activities apply to each course in order to raise heritage value awareness. By doing this, the study is conducted to understand the reflection of students on activities. Quantitative and qualitative methods are integrated into analysis and discussion. Collecting data by questionnaire and interview, the target group is 170 students. The results indicate the most effective learning activity, value awareness, knowledge application and recommendation. The students' perception can be adopted for better activity in the future.

Keywords - Heritage education, Architecture students, Learning activity, Heritage value, Sustainability

I. INTRODUCTION

According to UNESCO, "heritage is our legacy from the past, what we live with today, and what we pass on to future generations". Education is one of the main approaches that efficiently transfer heritage value and raises awareness in society, such as citizenship, cultural awareness, intercultural communication, sustainability, or historical thinking.

Bangkok is facing rapid urban development in the last 30 years. Heritage buildings face urbanization. Some are conserved, some are adaptive reuse, some are abandoned and some are locally used. The conservation movement started in 1976. The committee was mainly academics and architects. Anyway, according to the Master Plan for Conservation and Development of Krung Ratanakosin 1997 and 2020, there are processing projects operating between Bangkok old town. Resulting in enriching the architectural knowledge, becoming a learning source for architecture students.

Architecture education is practice in designing. Creativities and challenges are seen in the current exciting design. In the developing world, heritage buildings are potentially ignored. Instead, new high rise buildings or new urban structures are being constructed. According to this, architecture students need a wider perspective on the effects on heritage. Furthermore, as architecture is part of cultural heritage, there is more opportunity to be involved in design, not only in new buildings but also design with the value of heritage conservation mindset. Collaboration with ideas towards sustainable development, this educational aspect is one of the ways to achieve.

College of Architecture, SuanSunandhaRajabhat University(SSRU), was founded in 2018. There are 300 students. Students will visit several places throughout their bachelor program. These are chances for students to explore by sight, experience space and perceive the atmosphere. Students experience heritage sites in different levels, such as monumental architecture, religious buildings and local communities. The location of the university is one of the important advantages for heritage study. The area is also surrounded by historic buildings which have changed their function and businesses that serve for modern use.

Moreover, as mentioned earlier, the trend of adaptive reuse building and new business needs architects who are able to manage and sustain the value of a heritage building. So value awareness and conservation knowledge or, ideally, cultural management is crucially important in architecture education.

In order to integrate heritage knowledge into the courses through learning activities, the selected courses are architectural and historical value-based. Lecturers provide information about the value of the sites. In this study, it is to monitor the learning process and outcome through reflective comments from students. This created circular process will show results and adaptation over time.

II. METHODOLOGY

This study is survey research conducted in a mixed method, both qualitative and quantitative, which purposely understands how students perceive the value of heritage through learning activities.

2.1. Learning Activities

The experiment focused on 170 SSRU architecture students (BA) who were at different levels. They experienced all the activities in their 5-year program. The selected subjects are 1.Drawing and Presentation and 2. Thai Architecture and 3. Architecture Design in South East Asian countries, which have the potential to apply heritage study in learning activities. The 6 conducted activities were outdoor sketching, vernacular documentation, map making, site visit, Thai architecture model making and museum visit. They have been part of subjects annually in the last 5

years, although vernacular documentation was only conducted twice.

2.1.1 Outdoor sketching is part of the Drawing and Presentation subject that is for 1st year level. These basic skills are both drawing and watercolor. Students have been in historical places with history and story explanation. This activity develops the interaction between students, objects and actual space by visual investigation.



Fig.1. Outdoor sketching

2.1.2 Site visit/field trip is a favorite activity that helps students learn from experience and observation, which can be integrated into rapid surveys. Students take short notes and a few sketches.

2.1.3 Map making is the way to achieve the overall attribute or landscape, either showing in different scopes such as nation, urban, community scale. This is a part of Architecture Design in the South East Asian Countries. So, students have learnt a wide range of design and context from a regional perspective.



Fig.2. Map making

2.1.4 Vernacular Documentation is a technique of high quality architectural documentation with basic drafting tools. This is a direct process that can record the current condition of the architecture which could be in danger or any conservation requirement. The technique aesthetically demonstrates the value and authenticity of the architecture.



Fig.3. Vernacular documentation.

2.1.5 Thai Architecture Model making - is a specific method that measures work plays the main role. Furthermore, model making needs a deep understanding of scale, proportion, components and material. The subject focuses on the value of Thai architecture.



Fig.4. Model making

2.1.6 Museum visits are rather close to site visits and field trips, but students turn to experience interpretation and exhibition management in order to learn the current interpretation of the site.

2.2 Target group and scope

The target group for this study is 170 bachelor degree architecture students at SuanSunandhaRajabhat University. These target groups vary in their levels, year 1-5. The heritage value in the study is a combination of 3 documents, namely.

- Burra charter
- Management Guidelines for World Cultural Heritage Site (Feilden and Jokilehto)
- Annual report Sydney Barbour Foreshore Authority(2013)

There are 14 values related to architectural heritage applied in this study.

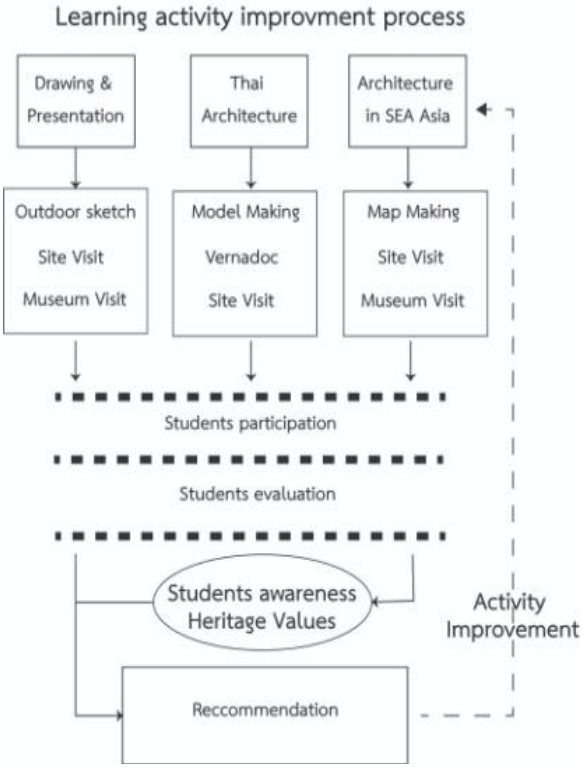


Chart.1: Study process

2.3. Data Collecting

In the participation of the target group in data collecting, the reflections firmly depend on individual experience. By doing this, a questionnaire was a way to collect reflections on each activity. The questions are to investigate the students' experience. By letting students select the most and the second most effective at showing heritage values. It is to understand what possibly the most effective activity students perceive are. Students identified the value of the architectural heritage and engaged in giving recommendations on how to develop activity toward heritage learning.

III. RESULTS AND DISCUSSION

According to the survey, the top 2 learning activities that students considered the most and second effective are outdoor sketching and site visit, which have 62.5%. Secondly, museum visit activity is at 56.3%, followed by the Thai architecture model making 34.4%, map making and vernacular documentation 21.9% Regarding architectural value awareness, the result is historical value shows as common value among architecture students at 87%, identity and aesthetic is at 78%, education is at 65% and spiritual and social are at 59%, respectively. In addition, the survey collected the types of architecture that impress the learners the most. Local community sites are the most popular, religious places and national historical monuments are the second and the third are royal and governmental residences. All students agree that learning architectural heritage values is necessary for architecture students.

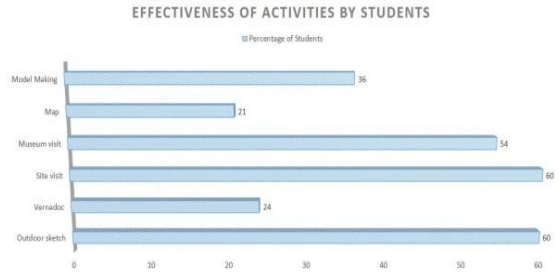


Table 1: Effectiveness of Activities by Students

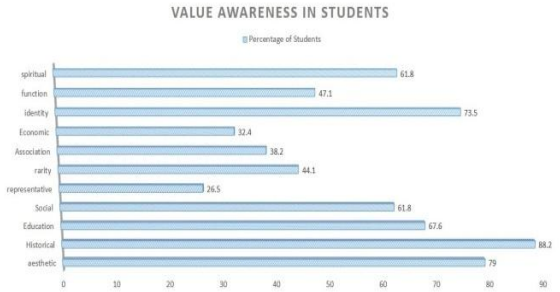


Table2: Students Value Awareness

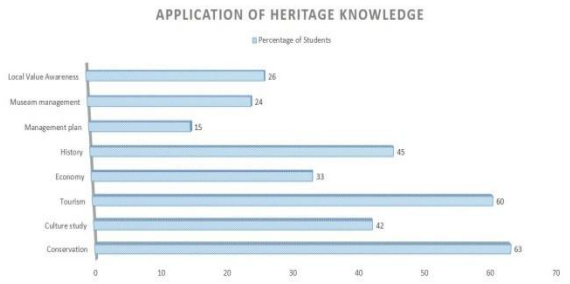


Table3: Application of Heritage Knowledge

All of the above are quantitative results. The survey also collects expected application of heritage knowledge and recommendations from students. It is found that students are likely to apply knowledge to conservation the most. Secondly, it is for tourism and cultural studies. The majority of recommendations are still on site visits and current experience. All selected activities are still functional. Apart from that, there are requirements for historical townscape study, storytelling by photo and architectural heritage exhibition. These findings can indicate opponents of future activities, according to a study.

Activity	Value awareness	Knowledge application	Type/place	Recommendation
Site visit/ Outdoor sketch	Historical	Conservation	Community Architecture	Site visit
Museum visit	Identity/ Aesthetic	Tourism	Religous place	Historic Urban Landscape
Model making	Education	Cultural Study	National monument/ Palace	Photos/ Exhibitiom

Table4: Components of Learning Activity

IV. CONCLUSION

There are associations in data between the opinions. The effectiveness and recommendation of site visits that need support continuously support. The value awareness of students in historical value links to the application of knowledge in conservation. These 3 interconnections can imply projects. For example, architectural conservation and site visit. Importantly, students have more requirements for activities towards heritage study. In particular, the wider perspective at the urban level can be interpreted as a historical urban landscape. By doing this, students will learn at community levels by working in academic service, learning and developing with community work. Consequently, intangible heritage has become another topic of study. The learning activities will apply the result to future plans. Anyway, as long as positive satisfaction in all selected activities, the activities will be operate. The values such as function and economics are rather low, which can take into account learning activity. Even though there is no conservation course in the program, the perception of students has to develop a sub-course for conservation. In order to follow the trend of adaptive reuse, students will have a wide range in their professional lives. This study still has dimensions to monitor along with learning activities. The basic data will benefit by developing specific activity for each level of student. The further study plans to monitor the value perception change over time. Finally, it leads to promoting architectural conservation practice as a future opportunity for architecture students.

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