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EVALUATION OF THE EXPECTATIONS, ASSIGNMENTS AND ACQUISITIONS OF ARCHITECTURAL PROJECT ATELIER PARTICIPANTS

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Abstract

Architectural Projects Lessons are the main applied courses of the Architectural Curriculum The main purpose of this Study is to understand the Atelier participant Students' ideas and opinions of their early Expectations, gains from Assignments and final Acquisitions from the Architectural Project as an important shareholder of the Architectural education by applying a group of atelier participants that consist of varying age and experience levels a questionnaire that value their opinions on their personal gains on varying aspects of Architectural Design at three different stages of the semester. At the beginning of the semester all the students were highly expectant of the atelier, the subject and the earnings they believed they would derive from the semesters' project study. The second survey at the middle of the semester results showed that the students 'belief in their project preparation for the critical day decreased in time and resulted in lower valued answers to the Assignments survey. At the end of the semester It is possible to understand that the students were mostly satisfied by their final projects and were only disappointed by their understanding of the manifest of the Atelier and the final level of their models. As a Result, by applying a questionnaire to a group of atelier participants it is possible to understand and evaluate the Atelier participant Students' ideas and opinions of their work and this is an effective method to understand and reshape the structure of the Atelier in a way that the student would benefit more from it.

1. INTRODUCTION

Every Architecture student has problems defining their expectations from a semesters "Architectural Project" course. As it is the most important lesson of an architecture student's semester, they have different opinions. Apart from the fact that they want to "pass" they tend to achieve it easily. Unfortunately in most cases this does not happen. This simple wish should be evaluated in depth to understand what the student want to achieve, what they derive and what they accomplish after a hard semesters work. This could be done by defining, classifying and evaluating their answers to specially prepared questions in three stages of a semester: In the beginning of the semester when they learn about the subject, at the middle of the semester when they are deeply involved in their design processes and at the end of the semester when they submit their projects and are relieved from their stress.

There are many studies that evaluate the architectural education system via evaluating the project atelier lessons and their outcomes in the literature.

Casakin and Davidovitch compare the design studio with the traditional classroom via teaching approach. While in the classroom teachers firstly give lectures students and get feedback in examinations, the studio education is based on personal interactions between students and teachers in individual design sessions. And receive immediate feedback. [1]

Casakin and Krietler characterize types of criticism in architectural studios. They state that: Personal one to one critics help students receive feedback from their teachers. Critics within a crowded group help students receive and give new ideas to other students. Midterm and final juries, in front of a group of tutors make an overall evaluation of students' project performance. [2]

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Çıkış and Çil argue that teachers rarely use assessment as a positive learning strategy in design studios. Because of that the students, after receiving their grades at the end of design evaluations may feel that their work were not discussed thoroughly and the grades given to them may not be evaluated in-depth. [3]

De La Harpe and friends state that the "final product" is the most important thing to be considered for architecture students. Second most important thing about their projects would be "the process" they use in developing their design. Others would be skills such as "team working", "curiosity", "verbal, visual and textual communication". They do not lean on "reflective practice skills", or working in "interdisciplinary collaboration" with related disciplines. They believe that their "emotions" and "feelings" would rarely be recognized, and "participation" in class is not considered. [4]

Denson et-al. evaluated the factors effecting the students' "Evaluations of courses and teaching" according to factors such as "student related factors", "Course related factors" and "Teacher related factors" at an Australian research-intensive university. [5]

Eshun and Osei-Poku examined students' thoughts on the use of assessment criteria and rubrics in their graphic design studio at their university. Their "assessment strategy" was used in order to improve students' participation and involvement in studio-based learning program. At the end of the semester, a questionnaire was given to 108 students about their opinions on the use of assessment rubric. [6]

Faslı and Hassanpour's study focuses on examining the critical factors of the architectural education propose new teaching strategies for design studios and improve the existing situation in terms of teaching, learning and evaluation. They believed the necessity of equipping the teachers with the ability to define the studio objectives, choose the right methods and by establishing right workshops receive appropriate results. They tested their method at their university in Cyprus, [7]

Günday Gül et-al studied, in their article; evaluate the learning in design studio by evaluating the learning process and types of critiques. Desk critiques, pin-up critiques and group critiques were used for the evaluation and analyzed student evaluation of each technique and its contribution to the design process [8]

Groat and Ahrentzen's study's purpose was to evaluate the progress of women and minority students might be effected in architectural design education. In particular, they focused on three aspects of the "hidden curriculum": "studio pedagogy"; "social dynamics"; and "ideals and expectations". [9]

Kurt analyses in her study at their university in Cyprus, compares the "traditional studio" with the "constructivist studio" in general and recommends a transformation in the design studio. [10]

Nemeth and Long 's study focuses on the accreditation mandates for professional degrees and proposes a model specific to architectural design studios for assessing learning outcomes in the U.S. Universities [11]

Tucker and Abbasi's study state that the satisfaction with teamwork experiences is important for architecture students on especially two dimensions; "the process" and "outcomes" and argue that the teachers can control this by controlling the team size, the assessment, the team formation, the teaching of teamwork skills and the knowledge, and the feedback on teamwork skills and processes. [12]

Utaberta Et-al's study evaluates architectural studios in order to find their weak and strong points. [13]

Most of the studies in the literature review showed that the researchers mainly focused on the final product of the "Architectural Project" lesson and evaluated the significant observable differences and attributes of the projects. The ideas of the student and their evaluation of their own selves and their beliefs in their gains and improvements throughout the semester were mostly omitted. As an important shareholder of the Atelier, what the student thinks about his /her achievement level of their early expectations, workload of assignments and final acquisitions should be evaluated by asking the right questions about different aspects of architectural design

The main purpose of this Study is to understand the Atelier –student participants' ideas and opinions of their early Expectations, gains from Assignments and final Acquisitions from the Architectural Project as an important shareholder of the Architectural education. As a scene for this study The Architectural Project

Atelier system in Gazi University Faculty of Architecture Department of Architecture has been evaluated as a case study.

The Architectural Projects are the main applied courses of the Architectural Curriculum with ECTS credits ranging from 9 to 12 with regard to the year of the student at Gazi University Faculty of Architecture Department of Architecture (GUFADA). Atelier Think Imagine (ATI) is one of the 7 ateliers that teach which students choose from at the beginning of every semester to attend for their respective "Architectural Project" lesson of their Curriculum. The Project lessons are coded as M2022, M3011, M3022, ARCH4011 AND ARCH4022 ranging from 4th to 8th semester. The "Architectural Project" Lessons in most Architecture schools are based mainly on a system that put same level of students (1st year /2nd year / 3rd year / 4th year) in to a fixed project subject on a selected plot/area in a selected city/region. In such atelier practices all the students are at a similar level of knowledge, experience and abilities. The "Vertical Architectural Studio" structure of the GUFADA provides a valuable environment to the students for sharing experiences and developing skills with 4th semester to 8th semester students of Architecture. A second year student from the 4th semester Architectural Project 4 (M2022) and a 8th semester student from the Final Project (M4022) (and all the others in between) work together in the early stages of the project in assignments such as gathering information of the site, researching project program, and preparing early research posters and so on. This way the younger students work harder and gain from the experienced students on how to prepare an appropriate presentation, whereas older students gain insight from the younger friends on working with a fresh mind on approaching a project problem.

The selection of ateliers is a main issue in every semester. Students have the chance to choose from 7 different approaches to an "Architectural Project" lesson. This provides valuable richness in choice for the student as well as freedom to the professors of every atelier in having their own way of teaching students the methods of "design teaching". Students have the chance to see and learn about the subjects of each atelier prior to their choice at the beginning of every semester. The put in their 3 atelier selections and a commission formed by the department allocate them to an appropriate atelier with regard to their previous semester choices and their success/failures (mostly to their 1st or 2nd option). The number of teachers in each atelier is also important criteria in allocation as no more than 8-10 students would be per a tutor as imposed by the department principles.

The student's expectations are formed from the beginning of the semester when they first read the subject of each atelier for that semester. Experienced students know the tutors from their previous experiences and younger students learn about each tutor from their older counterparts. Another criterion for the students is the voluntary attendance to a site visit of an atelier where the subject is selected in the city or in another region. The student takes the cost of the travel to that site into consideration and the conditions of his/herself before choosing the atelier. But mainly the selection of a student depends on the "toughness" of an atelier or a particular tutor, "hardness" of a subject and/or the "cost" of the atelier. As far as the Educators are concerned the main idea of this system has always been the benefit of the young and experienced students and providing the chance for students for learning from each other as well as their Professors since 1985 at the GUFADA.

The hypothesis of this study is; This insight (as mentioned at the purpose) can be achieved by applying a group of atelier participants that consist of varying age and experience levels (4th-5th-6th-7th and 8th semester students) a questionnaire that value their opinions on their personal gains on varying aspects of Architectural Design (Atelier Manifestation, Research on subject, Concept development, Design Making, Presentation Preparation), at three different stages of the semester (early, mid-term, final)as explained in Table 1. Structure of the Study.

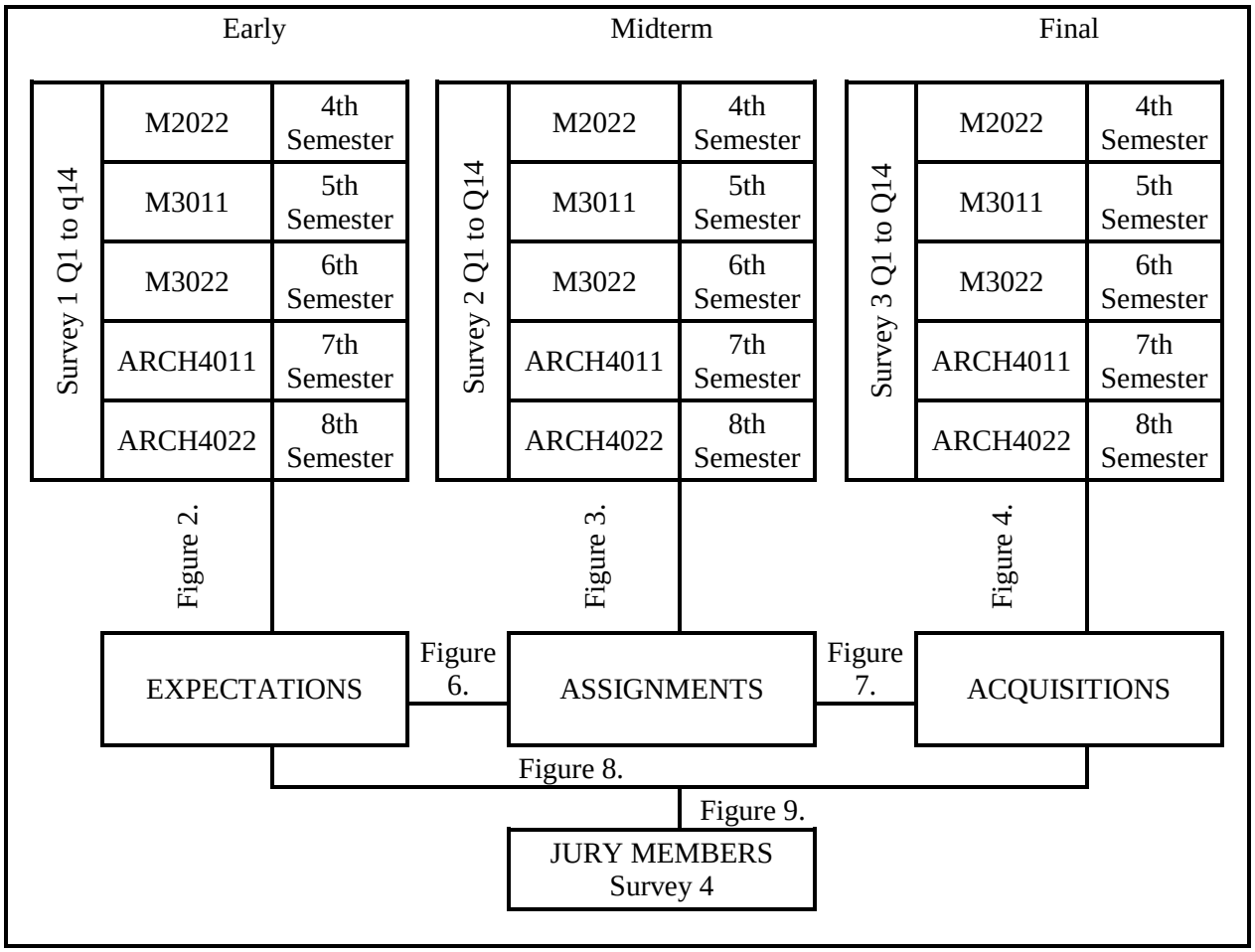

Table 1 Structure of the Study: Applying a group of atelier participants that consist of varying age and experience levels (4th-5th-6th-7th and 8th semester students) a questionnaire that value their gains on varying aspects of Architectural Design (Manifestation, Research, Concept development, Design Making, Presentation), at three different stages of the semester (early, mid-term, final).

2. MATERIAL and METHOD

This study emphasizes determining and evaluation the varying expectations, gains from undertaken assignments and final acquisitions of an architectural project studio participants throughout the 2019 autumn semester at GUFADA. The method has been determined by the researcher as to provide each student with 3 survey forms that consist of 14 questions each; one at the beginning, one in the middle of the semester and one at the end after the final submission. (Table 2 Questionnaires)

These survey forms were prepared with 14 questions which are related to each other in order to follow the variations on the same aspects a project such as understanding architectural manifestations of the atelier (MANI), research methods on the site and its history (RESE), concept development (CONC), design thinking and making (DESI) and drafting and presentation (PRES). The structures of the questions were altered with the time of the survey and were designed to gather valuable data on the following;

Questionnaire 1: Primary EXPECTATIONS of the student on the subject and the atelier prior to selection. (Figure 2) applied on the beginning of the semester, consists of 14 questions focused on five main aspects of the design process which the students believe they will achieve by working in this atelier. The questions were in future tense and revealed intensions/expectations of the students' achievement level and rated it from 1 to 5 (1: Lowest-5: Highest) (5-point Likert Scale)

Questionnaire 2: The gains from the ASSIGNEMENTS undertaken within the semester. (Figure 3) applied on the 11th week of the semester, consists of 14 questions focused on same five main aspects of the design process which the students believe they managed to represent in their Jury evaluation on CRITIC(AL)

DAY. The questions were in past tense and revealed beliefs of the students and rated the feedback they received from the JURY. Answers were given from 1 to 5 (1:Lowest-5:Highest)(5-point Likert Scale)

Questionnaire 3: The level of students' ACQUISITIONS they believed they gained after the final submission. (Figure 4) applied on the end of the semester, consists of 14 questions focused on five main aspects of the design process which the students believe they achieved by working in this atelier. The questions were in past tense and revealed beliefs of the students' achievement level and rated it from 1 to 5 (1:Lowest-5:Highest)(5-point Likert Scale)

Questionnaire 4: A Survey form was prepared for the tutors. This survey was also applied to the tutors in the middle of the semester at the same time the 2nd survey the students were given. (Figure 5) applied to the jury members that attended the meeting on 11th week of the semester. They were asked to answer one form for every student they encountered. Same five design aspects were questioned. But the questions were prepared from the point of view of a Jury member. The questions were in past tense and revealed evaluations of the JURY member and rated their observation on the achievement of each student in representing their project. Answers were given from 1 to 5 (1:Lowest-5:Highest)(5-point Likert Scale)

Questionnaire 1	Expectations :Before Starting the Project After the Project Presentation;
1	I learned and understood the workshop program and its layout and the project subject
2	I have studied and assimilated the workshop principles and manifesto
3	I will learn the connections and development from the historical process related to the project location
4	I will explore the past and present use of the place and its possibilities in the future
5	I will learn the requirements for a project that can be implemented today in accordance with this location
6	I will be able to develop my inspirations with other science / art / culture branches
7	I will develop an original and tailored program in the context of the project
8	I will analyze the strengths and weaknesses of the program I have developed and the opportunities and problems
9	I will go through a creative process by working with different materials and tools in the approach to design
10	I will be able to reflect my design decisions in my work by reflecting my ideas on my project
11	I will be able to propose multiple solutions for multiple time spatial sections of the project
12	I will make my drawings that will best describe my project in the layout
13	I will learn how to make presentations and visuals using programmes
14	I will be able to prepare my presentation sheets and make a regular presentation
15	Other
Questionnaire 2	Assignments : During the course of the project; After Critical Day;
16	I reflected my understanding of the project subject in my presentations and received feedback
17	I was able to express my views and receive feedback through the workshop
18	I used the information I gained about the project location to improve my project and received feedback
19	I received feedback on past and present use of the place and future possibilities
20	I learned the requirements for a project that fits this place and got feedback
21	I have developed my sources of inspiration with other science / art / culture branches and received feedback
22	I developed an original and tailored program and received feedback

23	I presented Strengths and weaknesses opportunities and problems of the program, and received feedback
24	I worked with different materials and approached a creative design and got feedback
25	I received feedback by presenting my design decisions in my work
26	I received feedback for multiple solutions in multiple time spatial sections
27	I prepared my drawings to explain my project in the best way and got feedback
28	I've received feedback on the use of programmes to make my presentations
29	I received feedback on preparing my presentation sheets and making presentations
30	Other
Questionnaire 3	Acquisitions : As a result of the studies carried out during the project; After Submission;
31	I have gained efficiency by contributing with research on what I understand about the project subject
32	I was able to work in accordance with the workshop layout and became productive
33	I used the information I gained about the location of the project to develop my project and I was productive
34	I have identified the past and present use of the place and its future possibilities
35	I have learned and solved the requirements for a project suitable for this place
36	I developed my sources of inspiration with other science / art / culture branches and reflected them to my project
37	I developed an original and site-compatible program that will be the subject of the project
38	I solved The strengths and weaknesses of the program that I developed,
39	I worked with different materials and approached a creative design process and became productive
40	I presented my design decisions in my works and received feedback and reflected them to my project
41	I was able to propose multiple solutions in multiple time spatial sections of the project
42	I made my drawings that would explain my project in the best way within the layout
43	I learned how to make presentations and visuals using utilities
44	I was able to prepare my presentation sheets and make a regular presentation
45	Other
Questionnaire 4	Jury Evaluation: Questions to evaluate the student's work Until the Critical Day
1	Reflected his/her understanding of the project in the presentations.
2	Is able to explain his / her views with the workshop
3	Used the information about the project location to develop his/her project.
4	Brought up ideas about past and present use of the place and future possibilities
5	Learned the requirements of a suitable project and reflected this in his/her presentation
6	Developed his/her sources of inspiration with other science / art / culture branches and reflected them to the presentation.
7	Developed an original and place-based program and reflected it in its presentation
8	Presents strengths and weaknesses, opportunities and problems of the programme
9	Working with different materials, went through a creative design process and reflected it to his/her presentation.
10	Design decisions are adequately presented in his/her work
11	Provided and presented multiple solutions for multiple time spatial sections
12	Prepared and presented his/her drawings to explain the project in the best way
13	Reflected his knowledge of the use of programmes to the presentation

14	Reflected his knowledge about preparing the presentation sheets and making presentations to the presentation.
15	Other

Table 2 Questionnaires

Twenty tutors were invited to the CRITIC(AL) DAY by the ATI which was held in the 11th week of the semester. A total number of 93 surveys forms (3,01 per student) were collected from 20 JURY Attendants. Each tutor answered a 14 question survey for each and every student that he/she encountered during the session for the first time. The questions were related directly to the questions of the students' "ASSIGNEMENTS SURVEY" regarding the level of gain from the work that they presented to the JURY on CRITIC(AL) DAY. The Jury evaluated the same aspects of a project from their point of view and marked every aspect the student have achieved to that day presented to him/her in the session. The achievement level of that aspect from a scale to 1 to 5 (1:Lowest-5:Highest)(5-point Likert Scale)

The Researcher collected the percentages (%) of answers of all participating students for each question and then compared them with all the cross related answers of each student at the first second and third surveys and also the answers of the JURY's survey applied at the CRITIC(AL) DAY. The Percentile differences between answers to cross related questions were presented by figures at the RESULTS and FINDINGS AND DISCUSSIONS sections of this study. These figures represent the changes in students' evaluation of their own selves and their beliefs in their gains and improvements throughout the semester as a main shareholder in the Architectural Education. At the end of the study the following evaluations were made:

The Evaluation of Students Primary Expectations versus Earnings of Assignments (Figure 6). The Evaluation of Students Earnings from Assignment Undertaken versus Students Acquisitions They Believe They Derived (Figure 7). The Evaluation of Students Primary Expectations versus Students Acquisitions They Believe They Derived During the Semester (Figure 8). Students Earnings from Assignment Undertaken from the CRITICAL DAY versus Jury Evaluation of their presentations from CRITICAL DAY (Figure 9).

3. RESULTS

The studio demography: In the autumn Semester Atelier Think Imagine (ATI) proposed a subject on a historically important city square in Ankara; "Victory Square". In this semester 30 of 36 Students successfully completed the ATI of whom were varying form all project levels, 90% of the first time attenders of their respective Project. There were 4 M2022 students (2F/2M), 12 M3011 students (6F/6M), 6 M3022 students (5F/1M), 6 ARCH4011 students (1F/5M) and 2 ARCH4022 students (2M). (Figure 1).

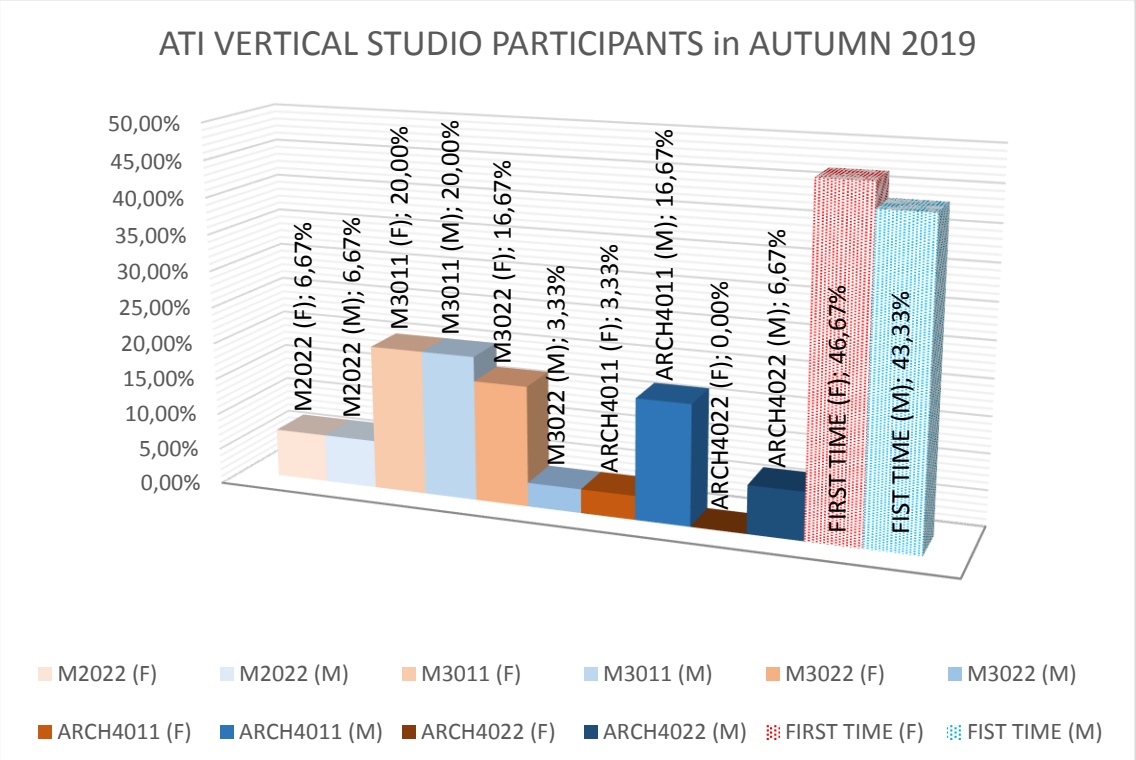

Figure 1: Student percentiles and the projects they are attending and total percentage of repetitions of their project. ((M):Male / (F):Female) (M2022: Architectural Project 4, M3011: Architectural Project 5, M3022: Architectural Project 6, ARCH4011: Architectural Project 7, ARCH4022: Final Project)

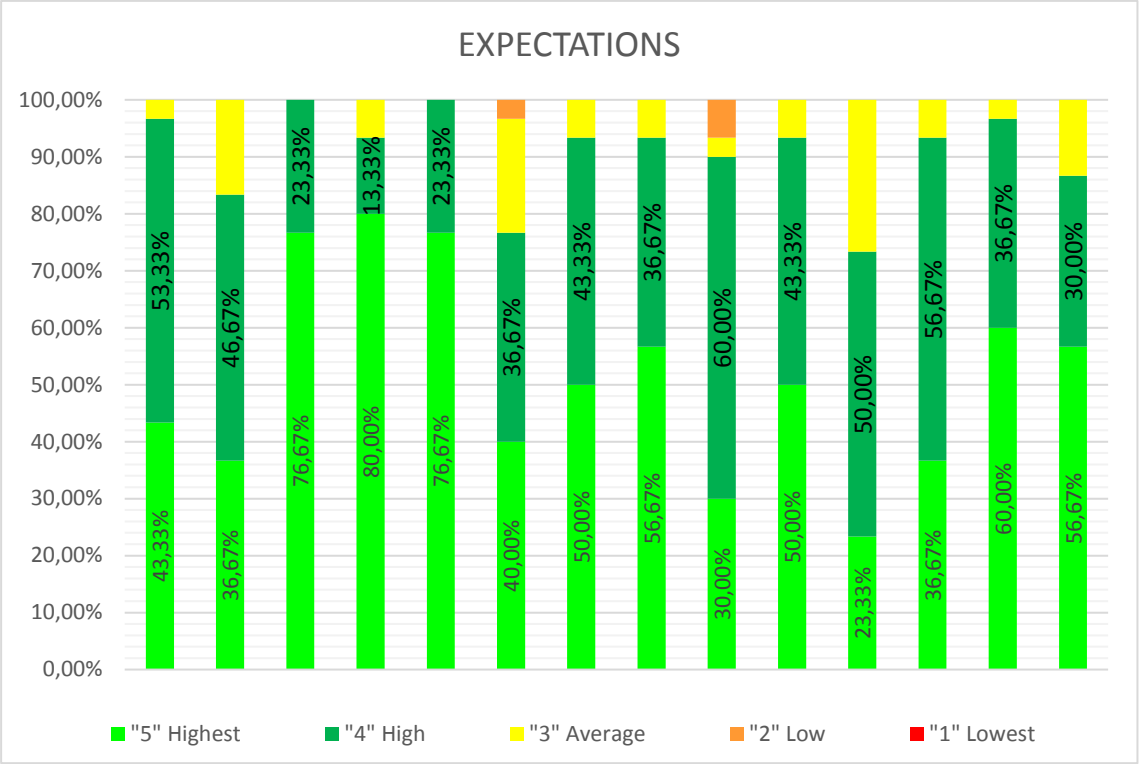

Figure 2: Students' level of EXPECTATIONS about improving their skills questioned in Q1 to Q14

Students' scores for the components of the Studio: An important part of the selection is the students' expectations from the atelier. The first survey on what they believe they will achieve working in this atelier was determined with 14 questions related with different aspects of architectural design.

Q1 and Q2 Manifesto: "5:highest" evaluation were achieved in the understanding of the manifesto questions were 43,33% and 36,67% respectively. The other results were 53,33% and 46,67% "4:High". The percentage of the other answers was low.

Q3 to Q5 : Research: "5:highest" evaluation were 76,67%, 80% and 76,67% respectively. The "4 high" results were 23,33%, 13% and 23,33% respectively. This shows that the students' expectations on their research and understanding the history of the site and the values that come with it were significantly high.

Q6 to Q8: Concept: "5:highest" evaluation were 30%, 50% and 23,33% respectively. The "4 high" results were 36,67%, 43,33% and 36,67% respectively. This shows that the students' expectations on achieving success on presenting their concepts were significantly high.

Q9 to Q11 : Design: "5:highest" evaluation were 40%, 50% and 56,67% respectively. The "4 high" results were 43,33%, 50% and 56,67% respectively. This shows that the students' expectations on achieving success on their designs were significantly high.

Q12 to Q14: Presentation: "5:highest" evaluation were 36,67%, 60% and 56,67% respectively. The "4 high" results were 56,67%, 36,67% and 30% respectively. This shows that the students' expectations on achieving success on their presentations were significantly high.

It is possible to understand that the students were very expectant and optimistic of the atelier and the subject to improve them and believed that they will acquire very positive result at the end of the semester.

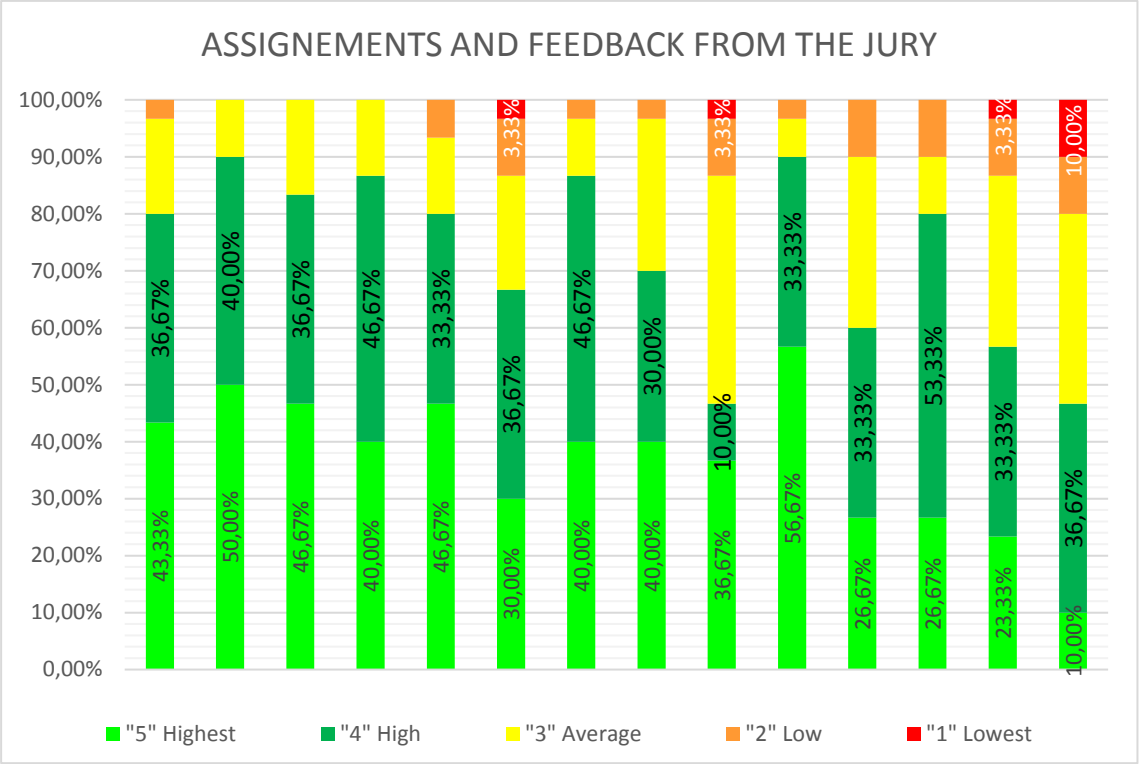

Figure 3: Students' level of earnings from ASSIGNMENTS and the FEEDBACK they received from the jury on CRITIC(AL) DAY questioned in Q1-Q14

Q1 and Q2 Manifesto: "5:highest" evaluation were achieved in the understanding of the manifesto questions were 43,33% and 50% respectively. The other results were 36,67% and 40% "4:High". The percentage of the other answers was low.

Q3 to Q5 : Research: "5:highest" evaluation were 46,67%, 40% and 46,67% respectively. The "4 high" results were 36,67%, 46,67% and 33,33% respectively. This shows that the students' gain from their assignments on their research and understanding the history of the site and the values that come with it were significantly high.

Q6 to Q8: Concept: "5:highest" evaluation were 30%, 40% and 40% respectively. The "4 high" results were 36,67%, 46,67% and 30% respectively. This shows that the students' gain from their assignments on presenting their concepts were significantly high.

Q9 to Q11 : Design: "5:highest" evaluation were 36,67%, 56,67% and 26,67% respectively. The "4 high" results were 10%, 33,33% and 33,33% respectively. This shows that the students' gain from their assignments on their designs were high but their satisfaction form their work on "working with different materials" were low (Q9)

Q12 to Q14: Presentation: "5:highest" evaluation were 26,67%, 23,33% and 10% respectively. The "4 high" results were 53,33, 33,33% and 36,67% respectively. This shows that the students' gain from their assignments on their presentations were high but their satisfaction form their work on "preparing their presentation sheets and receiving feedback" were considerably low (Q14)

It is possible to understand that the students were satisfied with the research they have done and the concepts they have prepared for their CRİTİC.(AL) DAY and mostly happy with their feedback. But they were also a little disappointed with the level of their models and presentations.

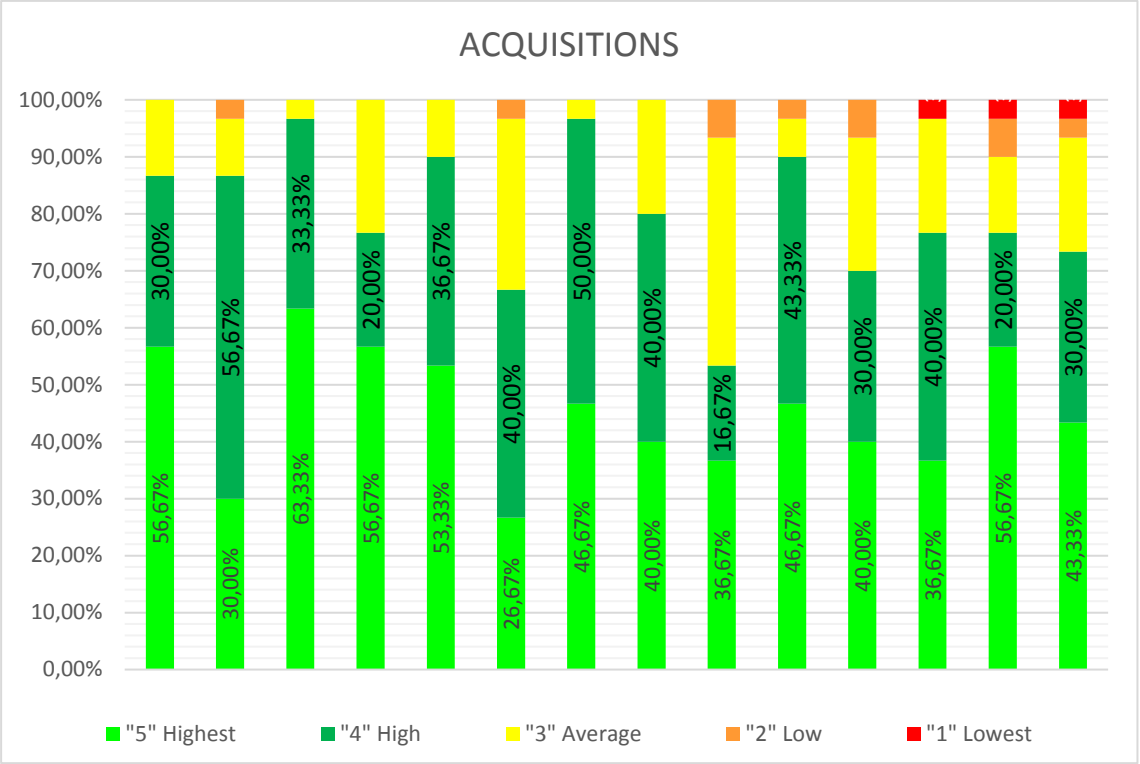

Figure 4: Students' level of ACQUISITIONS from the project at the end of the semester questioned in Q1-Q14

Q1 and Q2 Manifesto: “5:highest” evaluation were achieved in the understanding of the manifesto questions were 56,67% and 30% respectively. The other results were 30% and 56,67% “4:High”. The percentage of the other answers was low.

Q3 to Q5 : Research: “5:highest” evaluation were 63,33%, 56,67% and 53,33% respectively. The “4 high” results were 33,33%, 20% and 36,67% respectively. This shows that the students’ acquisitions on their research and understanding the history of the site and the values that come with it were significantly high.

Q6 to Q8: Concept: “5:highest” evaluation were 26,67%, 46,67% and 40% respectively. The “4 high” results were 40%, 50% and 40% respectively. This shows that the students’ acquisitions on achieving success on presenting their concepts were significantly high.

Q9 to Q11 : Design: “5:highest” evaluation were 36,67%, 46,67% and 40% respectively. The “4 high” results were 16,67%, 43,33% and 30% respectively. This shows that the students’ acquisitions on achieving success on their designs were high but their satisfaction form their work on “working with different materials” were low (Q9)

Q12 to Q14: Presentation: “5:highest” evaluation were 36,67%, 56,67% and 43,33% respectively. The “4 high” results were 40%, 20% and 30% respectively. This shows that the students’ acquisitions on achieving success on their presentations were significantly high.

It is possible to understand that the students were mostly satisfied by their final projects and were only disappointed by their understanding of the manifesto of the Atelier and the final level of their models.

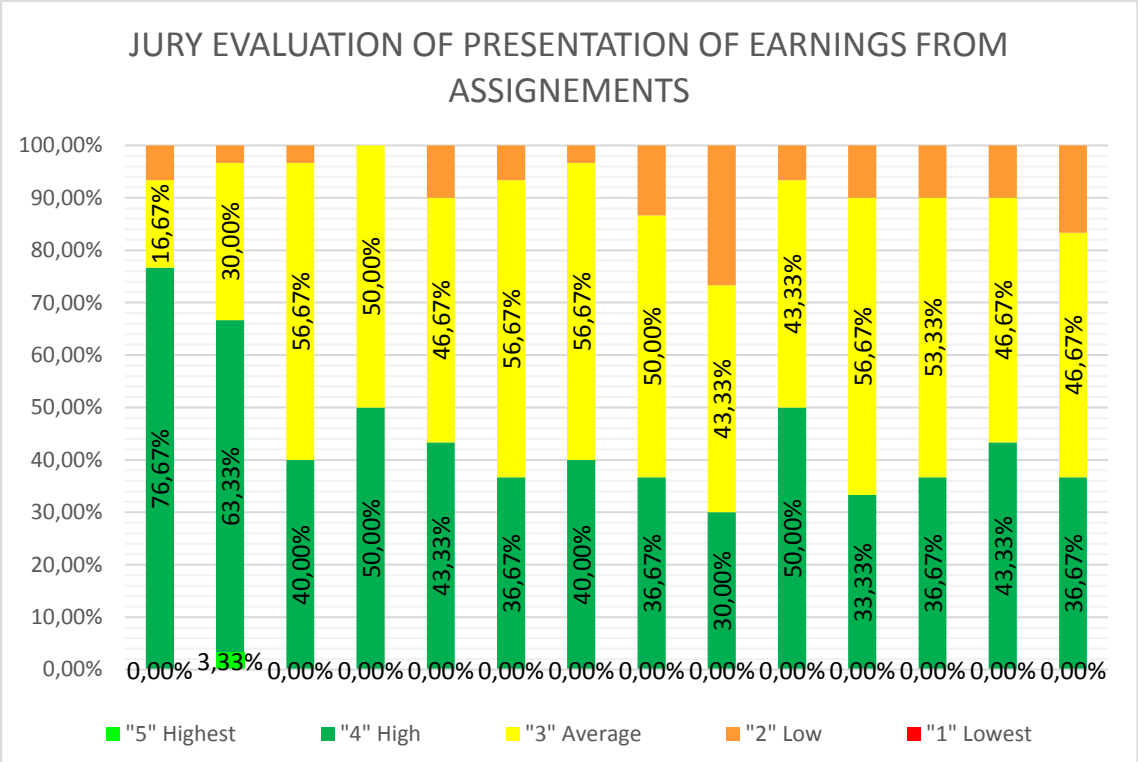

Figure 5: Students' level of their presentation representing their earnings from ASSIGNMENTS with their projects at the CRITIC(AL) DAY Evaluated by the JURY at the 11th week of the semester. (Q1 to Q14)

Jury's scores for the components of the Studio: The answers for every student were evaluated for each of them and average of 3 or 4 jury forms were calculated for a student. The values that the jury members were mostly lower than the maximum value (5: Highest). This may represent that the jury were rather unimpressed by the products presented to them at the critical day.

Q1 and Q2 Manifesto: The only "5:highest" evaluation were achieved in the understanding of the manifesto question in one student(3,33%). The other results were 76,67% and 63,33% "4:High". The percentage of the other answers was low. The Jury was impressed by the students' understanding of the manifesto of the Atelier and representing it to them on CRITIC(AL) DAY.

Q3 to Q5 : Research: The "4 high" results were 40%, 50% and 43,33% respectively. This shows that the jury was moderately impressed by the students' work on their research and understanding the history of the site and the values that come with it. The majority of the answers were "3: Average" and below.

Q6 to Q8: Concept: The "4 high" results were 36,67, 40% and 36,67% respectively. This shows that the jury was moderately impressed by the students' work on their concepts and its representation on the presented papers. The majority of the answers were "3: Average" and below.

Q9 to Q11 : Design: The "4 high" results were 30%, 50% and 33,33% respectively. This shows that the jury was moderately impressed by the students' work on their designs but they believed they were able to represent it on the paper. (Q10) The majority of the answers were "3: Average" and below.

Q12 to Q14: Presentation: The "4 high" results were 36,67, 43,33% and 36,67% respectively. This shows that the jury was moderately impressed by the students' work on their presentations. As the majority of the answers were "3: Average" and below.

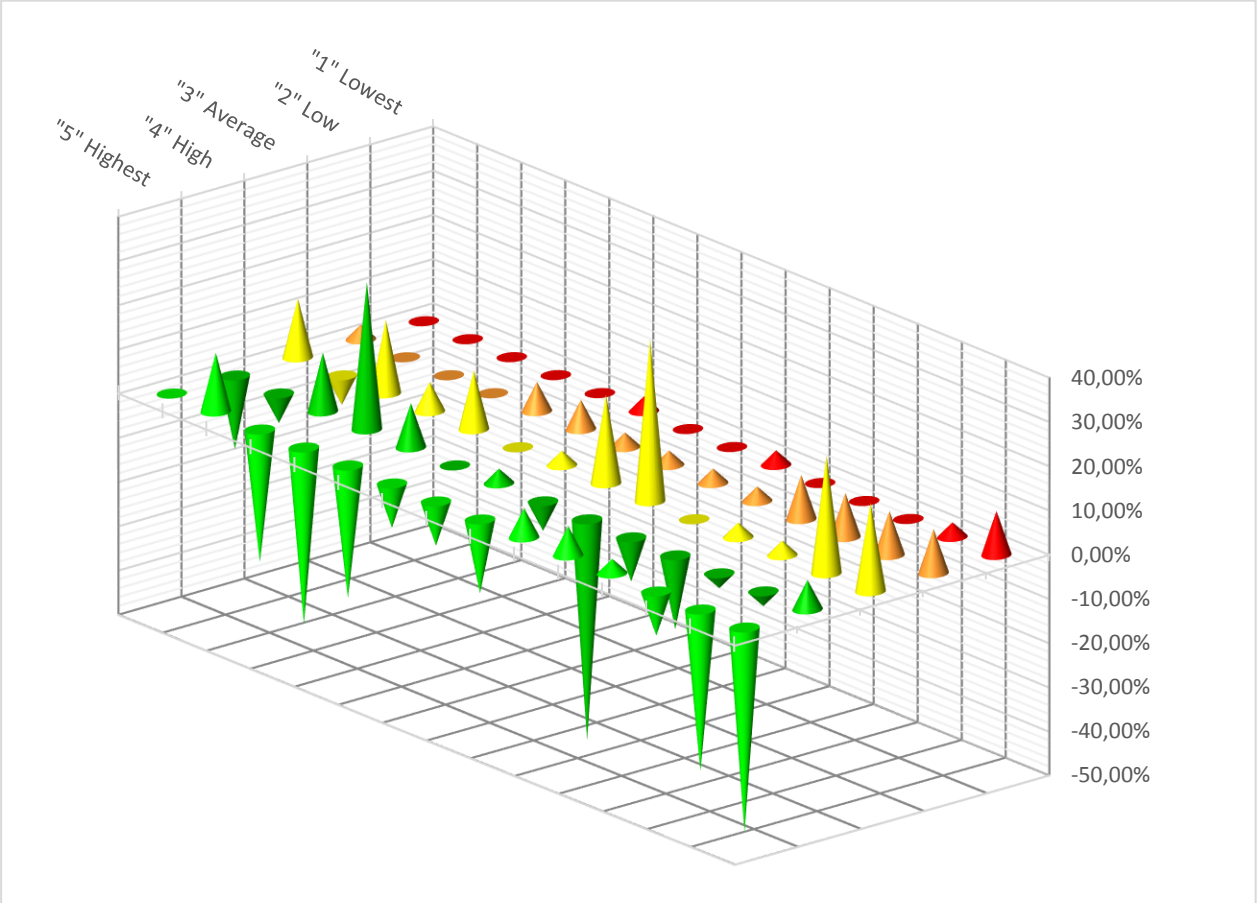

Figure 6: Students' Primary Expectations versus Earnings of Assignments (Percentile differences between answers to cross related questions Survey 1 Q1-Q14 and Survey 2 Q1 to Q14) (Direction of cones, represent INCREASING / DECREASİNG values in respective answers)

The amount of "5 Highest" answers did not change but "4:high" answers decreased in 11 weeks into "3 average" and "2:low" answers about understanding the subject and the workshop program(Q1). Also "5 Highest" answers increased as "4:high" and "3:Average" answers decreased in 11 weeks about applying the manifesto to project and receiving feedback in 11 weeks(Q2). The "5:highest" answers for all 3 questions (Q3-5) decreased dramatically to "4: high" and "3:Average" answers about learning from the history / understanding possibilities of the site / and deploying the requirements of the program to the project and receiving feedback from the jury up to critical day. The "5:highest" answers for all 3 questions (Q6-8) decreased slightly to "4: high" and "3:Average" answers about developing a program by learning from other sciences / developing an original program for the subject / analyzing the strengths and weaknesses of the site use it in the project and receiving feedback from the jury up to critical day. The "5:highest" answers for all 3 questions (Q9-11) increased slightly but "4:high" answers have decreased dramatically to "3 average" answers about working with different materials and tools (Q9). Students believed that they would reflect their decisions to their projects / propose multiple answers to answer 2 time/spatial sections of the project but couldn't deliver enough in their projects within 11 weeks(Q10-Q11) The "5:highest" answers for all 3 questions (Q12-14) decreased dramatically to "4: high" and "3:Average" and even "2:low" answers about making the necessary drawings / learning to use different presentation programs / preparing presentation sheets and receiving feedback from the jury within in 11 weeks up to critical day.

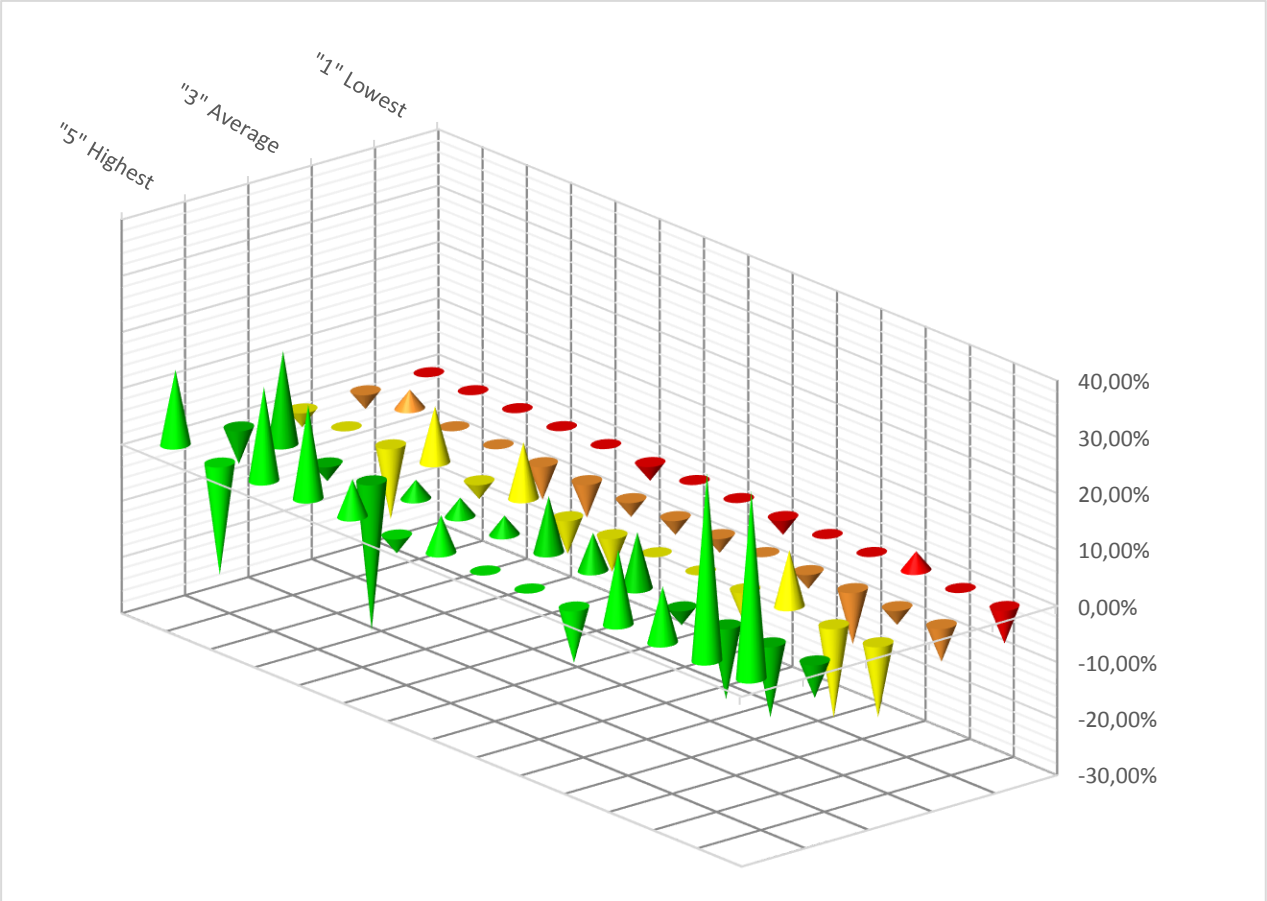

Figure 7 Students' Earnings from Assignments versus Students' Acquisitions They Believe They Derived at the end of the semester. (Percentile differences between answers to cross related questions Survey 2 Q1-Q14 and Survey 2 Q1 to Q14) (Direction of cones, represent INCREASING / DECREASİNG values in respective answers)

From the CRITIC(AL) DAY to the Final submission, the students' understanding the subject and the workshop program(Q1) has slightly increased but the question about applying the manifesto to project seems to have declined(Q2). The "5:Highest" answers for all 3 questions (Q3-5) increased dramatically about learning from the history / understanding possibilities of the site / and deploying the requirements of the program to the project after the Critical day. The students' believed they acquired valuable feedback and improved their projects on these aspects at the final submission. The questions (Q6-8) about developing a program by learning from other sciences / developing an original program for the subject / analyzing the strengths and weaknesses of the site use it in the project seems to have improved slightly to "4:High" from "3:Average" answers as students' feedback from the jury helped them to improve these aspect of their project at the final submission. The "4:high" answers and "5:Highest" for questions (Q9 & 11) about working with different materials and tools and propose multiple answers to answer 2 time/spatial sections of the project increased slightly respectively but "5:highest" answers have decreased slightly to "4:High" answers (Q10) about students reflect their decisions to their project At the final submission. The "5:highest" answers for all 3 questions (Q12-14) increased dramatically to "5: highest" answers about making the necessary drawings / learning to use different presentation programs / preparing presentation sheets after the critical day at the final submission.

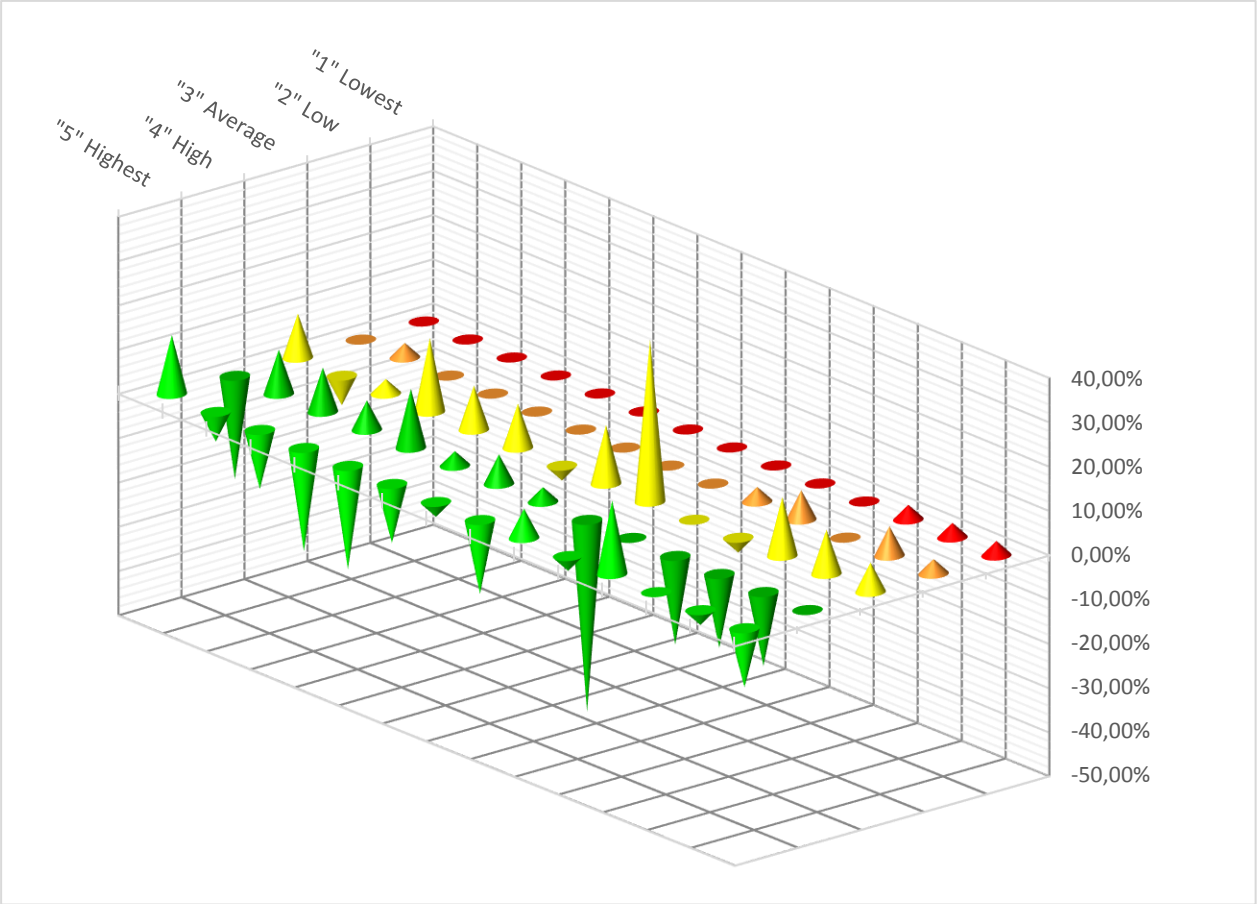

Figure 8: Students' Primary Expectations versus Students' Acquisitions They Believe They Derived at the end of the semester (Percentile differences between answers to cross related questions Survey 1 Q1-Q14 and Survey 3 Q1 to Q14) (Direction of cones, represent INCREASING / DECREASİNG values in respective answers)

After the final submission, the students' ACQUISITIONS survey shows their understanding the subject and the workshop program(Q1) has slightly increased with regard to their EXPECTATIONS survey at the beginning of the semester. But the question about applying the manifesto to project seems to have declined(Q2). Likewise the "5:Highest" answers for all 3 questions (Q3-5) decreased slightly about learning from the history / understanding possibilities of the site / and deploying the requirements of the program to the project when compared with their expectations. Also The questions (Q6-8) about developing a program by learning from other sciences / developing an original program for the subject / analyzing the strengths and weaknesses of the site use it in the project seems to have decreased slightly to "4:High" from "5:Highest" answers at the end of the semester. The "4:high" answers for questions (Q9 & 11) about working with different materials and tools and propose multiple answers to answer 2 time/spatial sections of the project increased slightly to "5:Highest" but "5:highest" answers have decreased slightly to "4:High" answers (Q10) about students reflect their decisions to their project at the end of the semester. The "4:high" answers for all 3 questions (Q12-14) decreased slightly to "3: Average" answers about making the necessary drawings / learning to use different presentation programs / preparing presentation sheets at the final submission when compared to the expectations of the semester.

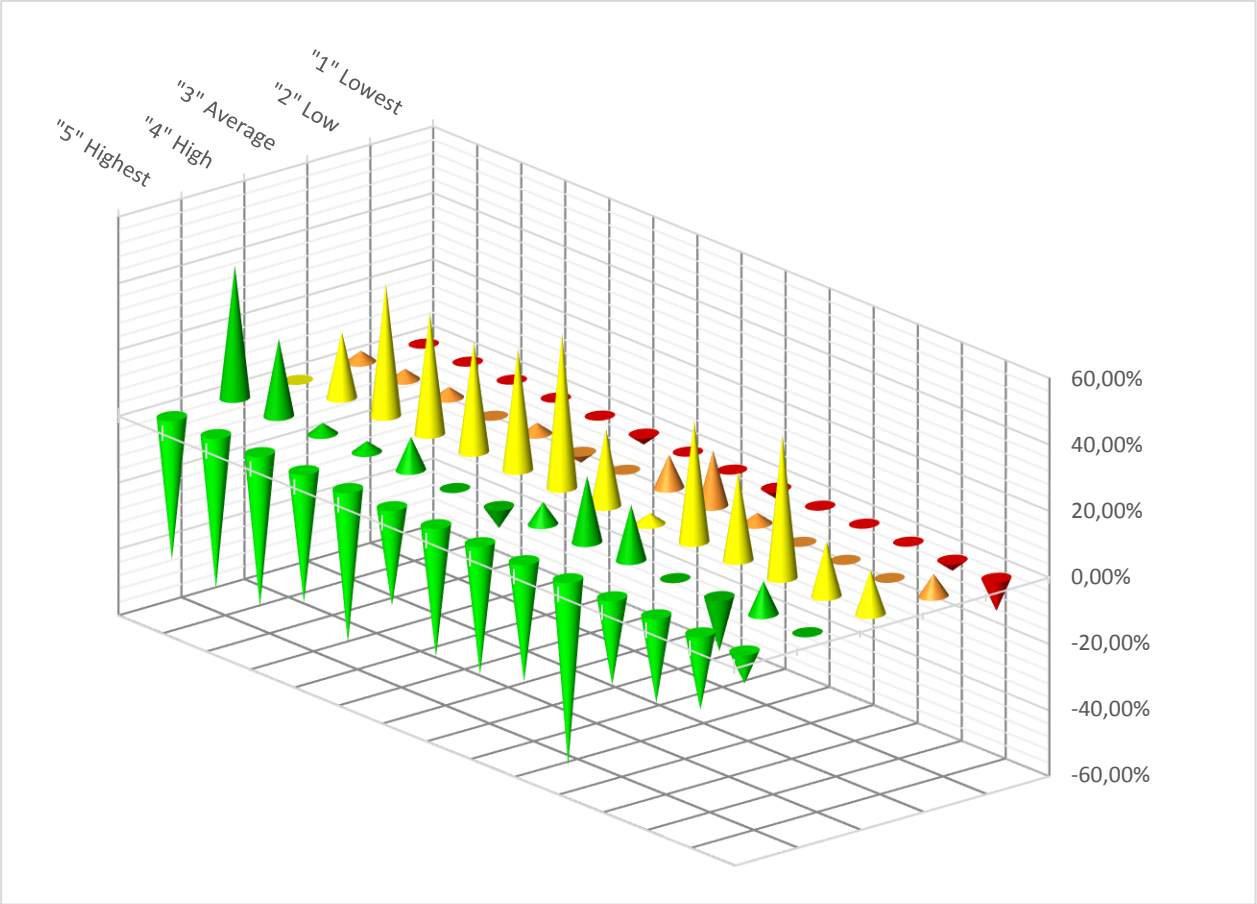

Figure 9 Students' Earnings from Assignments up to the CRITIC(AL) DAY versus Jury Evaluation of their presentations at the CRITIC(AL) DAY (Percentile differences between answers to cross related questions Survey 2 Q1-Q14 and Survey 4 Q1 to Q14 of the jury evaluation forms from the CRITIC(AL) DAY) (Direction of cones, represent INCREASING / DECREASİNG values in respective answers)

At the CRITIC(AL) DAY on the 11th week of the semester the student's projects were evaluated by JURY members who has never seen before. They encountered 3-5 students in a random order. Each filled out Tutor survey forms for each project. The questions were related to the students' achievement levels of their projects on varying aspects of design.

Even though the students' ASSIGNENMENTS survey that they answered after the CRITIC(AL) Day were significantly full of "5: highest" values, the Jury evaluation did not concur. At all aspects of design the Jury members gave the students' presentations values from "4:High" to "3:Average" as seen on Figure 5.

When compared to the Student's ASSIGNEMENTS form the "3: average" values are significantly high and most appreciated aspect of the jury evaluations were the students' understanding the subject and the workshop program(Q1) and applying the manifesto to project seems to have declined(Q2).

The JURY members were very keen on evaluating the students' projects. They were happy to answer a survey that specifically addresses main aspects of the Architectural Design and know what to evaluate from each students' project. Some Jury members also gave insight on their opinions in a very detailed way on their survey papers for each student. Their expectations were very high of the students' projects. It is possible to speculate that this level of high expectations of the Jury members led to a high level of disappointment as they have encountered each student and gave their opinions on their level of achievements as low as they have given.

4. CONCLUSION

At the beginning of the semester all the students were highly expectant of the atelier, the subject and the earnings they believed they would derive from the semesters' project study. There were a high number of "5:Highest" and "4:High" expectation answers and no "2:low of "1:lowest" answers. That might be predictable for any research that evaluates the primary expectations of a student while choosing an Atelier for a semesters' Architectural Project Lesson. (Figure 3)

After 11 weeks of the semester at the CRITICA(AL) DAY they faced with a jury of 20 professionals/academicians who saw their projects for the first time. They were supposed to prepare enough material and present it to the randomly chosen jury members they encountered and make them understand and receive valuable feedback from them. The second survey results showed that the students' belief in their project preparation for the critical day decreased in time and resulted in lower valued answers to the Assignments survey with regard to cross related questions in the Expectations survey. Although they were still confident about Understanding the Project and Atelier Manifesto, the answers to Research, Concept, Design, and Presentations were lowered in time. The especially believed they were unable to work with different materials and tools which points out the lack of model making practice of their own projects they omitted throughout the semesters first half. (Figure 6)

From the CRİTİC(AL) DAY to the Final submission, the students' believed they acquired valuable feedback and improved their projects on these aspect at the final submission such as understanding from and developing new solutions for the site, working with different materials and tools and propose multiple answers to answer 2 time/spatial sections of the project increased making the necessary drawings / learning to use different presentation programs / preparing presentation sheets after the Critical Day. But their answers to Q10 point out that they have decreased in reflecting their decisions to their project at the final submission. (Figure 7)

The students have answered the ACQUISITIONS survey at the 15Th week (Finals Submission Week) well after the beginning of the semester. When we compare the students' EXPECTATIONS at the beginning of the semester and their ACQUISITIONS they believe they derived after the final submission, answers to only 3 aspects have increased but others have declined or stayed the same. These were understanding the subject and the workshop program(Q1), their working with different materials and tools (Q9) and propose multiple answers to answer 2 time ~~/~~ space sections of the project (Q11) (Figure 8)

It is very easy to state that despite the positive and encouraging effects of the CRITIC(AL) day and from the answers that they have given to the ASSIGNEMENTS survey, The final ACQUISITIONS of the students' that they believe they derived from the semester could not reach their primary EXPECTATIONS which were answered at the beginning of the semester. This might show that either their expectations were exaggerated at the beginning or they believe that they have not shown enough improvement throughout the semester.

Another point that should be stated is that the comparison of the earnings from ASSIGNEMENTS survey (Figure 3) that the students have answered after the CRITICAL DAY with the JURY evaluations of the students at the CRITIC(AL) DAY via the tutors' survey (Figure 5) and show that the level of achievements that the students believe they reached is far above from what the jury thinks that they have accomplished with their projects. The values that the jury members were mostly lower than the maximum value (5: Highest). This may represent that the jury were rather unimpressed by the products presented to them at the critical day or that the jury members were not fond of the study conducted in the Atelier due to not being familiar with the nature of academic studies.

As a Result, by applying a questionnaire to a group of atelier participants that consist of varying age and experience levels that value their opinions on their personal gains on varying aspects of architectural design at three different stages of the semester, it is possible to understand and evaluate the Atelier participant Students' ideas and opinions of their early Expectations, gains from Assignments and final Acquisitions from the Architectural Project as an important shareholder of the Architectural education. This method is believed to be an effective method to understand and reshape the structure of the Atelier in a way that the student would benefit more from. Also Future studies should be conducted on the students' ways of learning

and this method to co-operate the individual characteristics of each learner and improve their skills of architectural design.

Conflicts of Interest

No conflict of interest was declared by the authors.

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