Editorial

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The fourth volume's second issue of the Journal of Design Studio is now available. This issue of the Journal of Design Studio has two articles on design studio case studies and six research articles.

The first article of this issue is "The Analysis of the School Factor in Industrial Design Competitions: 2015-2020 İMMİB Competition Student Category Winners" by Yasemin Soylu, Berrak Karaca Salgamcioglu, Kubra Bıyuk Oksuz. The Industrial Design Competition sponsored by the Turkish Steel Exporters' Association (İMMİB) is significant for both professionals and students in the Turkish design community for a variety of reasons. This study's major goal is to identify the elements associated to the school that influence the student category performance in the İMMİB Industrial Design Competition. Data on the winners of the İMMİB Industrial Design Competition from 2015 to 2020 have been examined. In particular, working on competition projects during design studio classes is discussed in this essay along with its benefits. As a result of conducting the competition preparation during class hours, ethics and privacy are exposed as potential problem areas.

The second article, titled " Developing a design framework to methodize the architecture thesis projects with emphasis on programming and conceptualization process", was written by Rahman Tafahomi. Students writing their architectural theses employ programming and conceptualization in a variety of methods, but a sizable majority of them prefer to use precedents. However, the connection between the programming-conceptualization and the remainder of the thesis project seems to have drawn less attention. Architecture thesis projects often focus primarily on the studies, methodologies, and analysis. A design framework was created to bridge this gap by connecting the architecture findings to the design objective and tactics. In conclusion, the design framework may allow students writing their architecture theses to develop a variety of programming and conceptual alternatives that are nevertheless closely related to design choices.

Ugur Tuztasi, and Pinar Koc are the authors of the third research article which is entitled as "Vertical Design Studio In Architectural Education: A Summer Practice On Corner Parcel". This study explores the use of a vertical design studio approach in the architecture department of Sivas Cumhuriyet University. Such an endeavor aims to encourage peer learning and open communication channels within the studio. It was found that while there has been awareness of vertical studio as a technique that removes class-level boundaries and makes the studio open and accessible, the understanding of dialog and collaborative work for addressing the major subject and/or design decisions has not yet been created.

The article which is entitled "#eindakoa (what we've done): A Pedagogical Method of Interior Design Studio Method" written by Enoka Besa. This article previously presented and published as abstract in Architectural Episodes 02 "New Dialogues in Architectural Education and Practice 2nd International Conference, Istanbul Turkey 23-24 March 2022. This essay is based on a report from IDarte's second-year interior projects design studio course. An image serves as a visual summary of each activity in the course. A brief report detailing the approach, intellectual underpinning, historical and philosophical

allusions, as well as the pedagogical orientation and exercise plan, is included with each image. The uniqueness of this teaching approach is centered on giving students the most creative freedom possible but always keeping them within predetermined boundaries and a framework. This framework is made in such a way that it provides students with a full methodological palette through which they may digest the material in a subject like Projects, which is challenging to define and specify. Each activity creates a "network" with the others at the end, which is a tapestry. Therefore, the structure of this document is valuable because it already contains what may be referred to as "the design of the design."

Pedro Leão Neto was the authors of the article which was focused on self-reflection on architecture and urban change through photography. The title of this article is "Visual Spaces of Change: Self-reflection on Architecture and Urban Change Through Photography". This article previously presented and published as abstract in Architectural Episodes 02 "New Dialogues in Architectural Education and Practice 2nd International Conference, Istanbul Turkey 23-24 March 2022. The use of photography to study the dynamics of architectural and urban change is the focus of this paper, which synthesizes theoretical aspects of photography connected to architecture, city, and territory as well as case studies from the research project Visual Spaces of Change. A series of open discussions, public presentations, and exhibitions of contemporary photography projects related to the subjects of Architecture, City, and Territory during the years of 2019 and 2020 on various public spaces in Oporto City were all included in the methodological framework's integrative approach to Architecture, City, and Territory. The paper presents the findings from a qualitative survey conducted among visitors to four site-specific exhibitions that comprehended visual narratives created as part of the research project, as well as from a survey conducted among third-year (1st cycle) architecture students at the Faculty of Architecture of University of Porto (FAUP).

The research article, which was previously presented and published as an abstract in Architectural Episodes 02 "New Dialogues in Architectural Education and Practice 2nd International Conference, is entitled as "Shaping Sustainability in Architectural Education: The Integrated Design as a Tool" and written by Khansa Dhaouadi and Pierre Leclercq. This paper describes an experimental investigation that was conducted as part of an integrated design during the first year of the master's program in civil engineering and architecture at the University of Liège. The results show that integrated design is crucial in influencing sustainability in architectural education.

The first design studio case was written by Mine Tuncok Sariberberoglu and was entitled as "An Online Basic Design Studio Experience: From Point to Space". This article attempts to provide a model and discuss the advantages and disadvantages of the first-year Basic Design Studio course's online learning environment, which is founded on abstract architectural design thinking. The course is built around a connected yet separate set of exercises on fundamental design concepts, starting from the point and moving to the void space. Each study's overall rating was based on the requirements of the job and the involvement of the students. The paper explores the benefits and drawbacks of online courses for first-year architectural education and provides an example of an online architectural studio model.

The article "Teaching Ergonomics in the Online Studio" was written by Sudipti Biswas which was the second design studio case articles of the issue. Ergonomics and human factors are crucial components in the built environment. Such topics are typically covered in design studio courses for architects. The traditional design studio in an architecture degree adheres to the principle of experiential learning. The experience of tackling such a difficult assignment and solutions to the urgent situation of online learning are described in this essay. This essay is based on qualitative analysis of the observation methods and participant observation. Both developing human factors and distant learning in studio-based programs can benefit from the experiences.