

DESIGNING FOR EDUCATION IN THE LIGHT OF NEUROARCHITECTURAL CRITERIA: VOCATIONAL EDUCATION COMPLEX

The aim is to develop an innovative and inquiry-based vocational high school campus layout in line with contemporary educational content and neuroarchitectural criteria. The proposed layout is expected to include the development of structures within the vocational high school as well as the design and presentation of associated social facilities (cultural center, clubs, sports facilities, etc.). Additionally, it is anticipated that a connection will be established with the Şah Sultan Madrasa located across the site, with suggestions for its reuse or new functionality.

Phase 1 - Master Plan

Producing master plan decisions at a 1:1000 scale for the design area and its surroundings, and developing campus layout plans within these decisions. These studies will consider the natural features/conditions of the area, integration into urban transportation, and urban/environmental relationships. During the Master Plan phase, the structure(s) for which architectural design will be carried out and the associated social facilities requiring resolution will be identified. Hence, the conceptual framework of the campus master plan/layout scheme gains importance.

Phase 2 - Architectural Design

Students will determine the functions of the building complex and produce its architectural design.

ARCH 202

- Vocational high school building determined based on the concept
- Dining Hall for the school

ARCH 302

- Vocational high school building determined based on the concept
- Social facilities (cultural center, clubs, sports facilities, etc.)
- Accommodation for 30 people (dormitory, including three types: 1-student, 2-student, 3-student)
- Establishing a connection with the Şah Sultan Madrasa located near the site and proposing new functionality for it

NEUROARCHITECTURE

Every object seen, sensation felt, and space occupied by humans triggers certain stimuli in the brain. The responses to stimuli stemming from the educational environment, as well as the emotions felt, can be designed/shaped to enhance learning without conflicting with or even supporting each other. Educational spaces, like all other environments, influence human psychology. In this context, various studies have been conducted since the 1960s to merge architecture with cognitive science (Lee et al., 2022). With advancements in neuroscience, human brain functions and related responses can now be better understood. Neuroarchitecture establishes the connection between neuroscience and architecture. By leveraging

neuroarchitecture, purposeful designs can consciously influence human behavior. Incorporating neuroarchitectural parameters into educational spaces has significant potential for improving focus, learning, creativity, and overall academic performance.

MARDIN

Mardin is one of the poetic cities of Southeastern Turkey, giving the impression that time has stood still with its architectural, ethnographic, archaeological, historical, and visual values. In Mardin, along with the diversity of religious beliefs, there are mosques, tombs, churches, monasteries, and similar religious artifacts that are of artistic and historical value. Located on the Silk Road, Mardin is home to five inns and caravanserais.

Mardin is a city that bears the layered traces of various civilizations coexisting.



The traditional urban fabric of Mardin is historically significant, encompassing many civilizations. The city, shaped in accordance with its topographical structure through social and cultural interaction, has carried the traces of civilizations to the present day. Each civilization contributed architectural structures that expressed their lifestyle, serving as communication elements. These structures became urban symbols and were recognized as city icons, transforming Mardin into an open-air museum.

Located in northern Mesopotamia, Mardin has hosted people of different religions and ethnicities throughout history. These people lived together in mutual respect, forming a cultural harmony in Mardin without division or destruction. This respect has preserved not only the people but also the structures, allowing historical buildings in Mardin to withstand the test of time and continue to exist today. With these qualities, the city has gained international recognition as a center of culture and history.

Many structures emblematic of Mardin's urban fabric and stone craftsmanship have become symbols of the city. These include the Kasımiye Madrasa, Zinciriye Madrasa, Old PTT Building, Cumbalı House, Deyrulzafaran Monastery, Mardin Museum, Kasım Tuğmaner Mosque, Mardin Grand Mosque, and Şehidiye Mosque.



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