SUBJECT

From the Paleolithic times to digital artifact nowadays, architecture has been made deeply successfully in each passing time. In the historical process of humanity, architecture could be presented itself with its unique scale and diversity, that makes difference point of other human related formations in whole picture. Architecture has never been aimed to one purpose, basically wide open to all kind of choices and perspectives. As Le Corbusier said, “Architecture is about deeply thinking.” As a same way questioning to find what is meant to be nature itself, in this way the structure of the human mind can turn into structure.

According to Kostantinis, architectural creation, making, construction, is never about the realization of design as a notion, but instead, it is a flawless, action or a happening that exceeds the control of the master. In this perspective, a failure less inappropriately emerges from the unity of thought and action.

Idea and action which interactions themselves establish the nature and present self-report. This self-control mechanism is expected in only our spire in our planet. Constitution of subjects determined by subject itself, we and our "personal" emphasis our judgment at every moment in our contribution to the constitution and create a "space" out of the constitution. At this space, subjective emerges and "mean" nature. This space seems like a fabulous; because this will be repeated by ourselves repeatedly.

While continuance of the nature arises out of self-sufficiency, human continuance is existent of this space. Instead of preoccupation is full of abundance and diversity which we fall but also diverse disagreements. This can factor dynamic as nature, that we see, is not inside only, but also the external appearance. At this point, architecture is like a bridge which linkages through that two details. Its is our "year's requirement."

Architecture never loses its self like art, because as Matteo mentioned, "art not only comes from person itself, all the time progressively with history of civilization. Man can not do the action with himself. Favored what can not is whatever he wants to do. If he can only his ability and talent, he wouldn't be exist. Wear not the nature of what we have made.

While we think we're the master and what we have made as the servant, this illusion comes with a "definition": A man chases the sharp edge that its illusion, becomes to have one unprecedented track mind.

While the Architecture experiences the inner and outer world beyond, our choice about experiencing architecture must not come with obsession and fiction. Our choice will be aim more like dynamic to obey the illusion and raising the nature. In the isolated social examples there are more questionable futuristic platforms. Mainly name by education further more in the experimenting laboratories.

There will be many personalities whose waiting to understand as and covering the one side perspective, and also there be some of ready to fix it up the truth itself. As a reason of least most important detail is basically meeting and getting up lose to true reality.

AIM

Architecture is more about to making real the structures and it needs effort to transferring knowledge to the practice and also to rebuilding environment. Architectural Education has a different role in Architectural platform awareness of responsibility initiating to person by education platform. For this reason education platform is meant to be more inductive way and long term participation. Knowledge, in architectural output building products of its own circle. In architecture institutions its making with collective brainstorming and so many recording techniques in the educational platform. these are no certainly truth on one by one. Also it can not be done with thanks. We need more more awareness person for making theories real. In this way, process will be stabilization on the platform.

In this platform designing activity is the first action to encounter. Two or more objects affects each other or relating the place where they exist. designing is the discipline that order these facts.

"Outside" is full of possibilities and combinations as well. Designer has responsibility of ordering this everlasting existence. Meanwhile losing the combinations and choose some of light ones. On the other hand this everlasting existence impossible to solve in a true one perspective to have the say as a matter that designing as an action is impossible.

In this situation versatile is mostly preferable. For example in a field there are two seeds to be put in plant. Those two seeds have to be get distance like 20 or 30 cm. There are not possible options to do this action in practical mind action; under the ground they will put getting sensible in a distance. Basically the meaning of these two options are the same for an observer. This fact regrettably the impossibility of designing action. What's more, we can not see personal choosing principle and giving a meaning to the distance itself. This way, designer starts from counting his personal perspective including the everlasting outside facts. And designing action enables on this way. If the possibility of designing principle contains the acquisition personal designing action in the ability of solving problems or way of process. Although the process period belongs to educational platform. It's about more personal acquisitions. Because the implementation is not about doing means or explaining merely, more learning is observing meaning building. Possibility of everlasting perspective. The eye which sees can adopt the environment in his architecture educational process. In possible reaction situation, autonomous expressions assume the action itself and come true with it's beliefs and after facts, mostly can realize for "now".

Kant explains problem concept as a problematic of Critique of Pure Reason. He stands that "Problems are at the same time the affirmations or negations is accepted as necessarily true (lie) in the assertion. In the assertion, we regard the proposition as real that in the particular, we look on it as necessary." This perspective dispels us to judgment truth or false perception from now own, personal mind and choosing reaction step in the problematic. Because the problematical are the voluntary facts for the building the problem itself. Postmodernism appear in the awareness of open ends and arise in the awareness of subject again. Which means infinite.

With this process, problematic becomes stand-alone without subject and its possibilities. Which is absolutely unique furthermore the not ending on the way of endless existence.

SOLVING

"Analysis is part of the immense process of the gathering of meaning. Composing between theories is quite secondary by comparison with their joint contribution to the question of dissolution and transparency. Whatever you analyze and however you do it, you are helping to give primary to desert forms, effortless forms."

Fortunately, stability remains the sacrality of the referent, the indescribable cellular misunderstandings. Fortunately, even fundamental duplicity has, in become merely a falsifiable moniker. He who believes in meaning will perceive it, will be buried beneath the myth of appearances.

As Bauchlind mentioned, anything unpredictable cannot have any results further than chaotically dress that is created in his own internal view. Life is everything else, this is valid in architecture too. Analysts despise appearing; if as needs in systematics and ending up course fitters in our curricula, are elements of the equation that will transform education to architecture. Since the institutionalization of architecture education, the studies that came closer to the solution took place not in classrooms, but in atelier and studio.

Although architecture education skier has a deep meaning of action itself, this place cover with instability with assimilation danger; representation. Figure the style must entirely accepted nowadays. Imagine the figurative situation is in considerable dimension of mind thinking. Although living with these forms of representative life style, architecture education expression with specific initial implication. As a matter of fact architecture education is come to terms with object, structure and nature. In the Ancient Greek philosophy Plato and Aristotle handles this imitation subject in two ways. Plato defines this situation as a deception, Aristotle defines as a reflection of truth. In this way we could analyze it in Plato perspective on the other hand in the imitation defining we would be closer to the Aristotel perspective. Being the truth itself and reflected in it's way as well as possible in the two sided perspective.

Educational platform can not accept the abstracts truth. If one perspective want to do this, it has to be experiment once find. In this way stability will be preserved.

In the architecture education corporations, high degree of consciousness belongs to the designer itself.

As Taylor mentioned, architecture education must have two ways. First of all, opening up an architecture to get over the best known social facts, in a critical way. And the second way is that sensitive personally about social facts, in a critical way. If these facts can bring in the future - Architecture Education Corporations will end up with dissolution. Likewise these corporations will be mobilized.

Another meaning; they can get together with serious perspectives as an educational system, cycle. They will serve for the discovery indirect way. These two perspectives show us micro and macro visions, about personal vision about educational cosmosphil harmony.