METAPHORICAL APPROACHES AS INTERPRETATIVE TOOLS IN ENHANCING USERS ENGAGEMENT OF LEARNING CENTRE

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DEDICATION

This dissertation is dedicated to my family that has been enormously helpful
and have been with me throughout my journey.

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ABSTRACT

The purpose of this study is to investigate the metaphorical approaches as interpretative tools for enhancing users' engagement in learning centres. In general, metaphorical is a cognitive process that uses the idealisation of mapping one domain to another with main with the main purpose of heightening our understanding of the realm of knowledge from a different perspective. The approach has been seen as a powerful and useful tool to convey building design intention and hidden meanings that architects intend to emphasize whether the metaphorical approach implementation was implicit or explicit. The metaphorical approach allows a deeper understanding of the various tangent of the learning process. As it holds the ability to enhance one's knowledge as well as promote human engagement, interaction and participation. However, designers tend to portray a metaphoric approach on the surface layer of understanding, rather than elaborating on the purpose of the implementation and how the approaches can enhance the community's engagement. In conjunction with that, there are insufficient studies that elaborate on the implementation of metaphorical architecture theory with respect to the metaphorical levels. Barely has the implementation of metaphoric based on its respective levels been considered in such a manner, where the metaphoric levels hold justification for implementing metaphoric level in a more meaningful and appropriate. Thus, this paper would be discussing and analyse appropriate metaphorical approaches and strategies that would be suitable to be implemented in a learning centre to enhance community engagement. This study would be conducted through a combination of qualitative and quantitative data comprises of literature review, case studies and questionnaires. The findings of this study would appropriate insights and guidelines to future architects and designers on appropriate approaches and strategies for utilising metaphorical theory as part of the design tool. The metaphorical-learning cycle framework aims to contribute to the literature body related to the metaphorical approach, especially with the intention to enhance community engagement.

ABSTRAK

Kajian ini adalah bertujuan mengkaji teori metafora sebagai alat intepretif dalam meningkatkan penglibatan pengguna di pusat pembelajaran. Secara umum metafora adalah proses kognitif yang menggunakan idealisasi pemetaan satu domain ke domain yang lain dengan tujuan utama untuk meningkatkan pemahaman pengguna tentang pengetahuan yang tidak diketahui kepada suatu bentuk pengetahuan yang diketahui. Pendekatan ini dilihat sebagai alat yang berkesan dan berguna untuk menyampaikan idea rekaan bentuk bangunan dan makna tersembunyi yang ingin ditonjolkan oleh arkitek kepada pengguna sama ada metafora tersirat atau tersurat. Pendekatan metafora memegang keupayaan bukan hanya untuk meningkatkan pengetahuan seseorang tetapi dapat menggalakkan penglibatan, interaksi dan penyertaan manusia. Walaubagaimanapun, pereka bentuk lebih cenderung untuk menggambarkan pendekatan metafora pada lapisan kefahaman permukaan, dan bukannya menghuraikan tujuan pelaksanaan dan bagaimana pendekatan tersebut dapat meningkatkan penglibatan masyarakat. Sehubungan dengan itu, terdapat kekurangan kajian yang menghuraikan tentang pelaksanaan teori seni bina metafora berkenaan dengan peringkat metafora. Hampir kebanyakan seni bina bangunan tidak mengambil kira akan penunaan teori metafora berdasarkan lapisan-lapisan metafora, sedangkan setiap peringkat metafora memegang justifikasi dalam menggunakan metafora secara lebih bermakna dan sesuai. Oleh yang demikian, kertas kerja ini akan membincangkan dan menganalisis pendekatan dan strategi metafora yang sesuai dilaksanakan di pusat pengajaran dan pembelajaran untuk meningkatkan penglibatan masyarakat. Kajian ini akan dijalankan melalui teknik kualitatif iaitu kajian literatur dan kajian kes serta kuantitatif secara soal selidik . Dapatan kajian ini akan memberi garis panduan yang sesuai kepada arkitek dan pereka pada masa hadapan tentang pendekatan dan strategi yang sesuai apabila menggunakan teori metafora sebagai sebahagian pendekatan dalam mereka bentuk. Rangka kerja kitaran pembelajaran metafora bertujuan untuk menyumbang kepada badan literatur yang berkaitan dengan pendekatan metafora terutamanya dengan niat untuk meningkatkan penglibatan masyarakat.

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CHAPTER 1

INTRODUCTION

1.1   Research Background

Metaphorical theory elaborates on the use of the theory on mapping the subject matter into other domains that act as a medium to subtly explained it in a deeper meaning (Cornelissen, 2005). The approach has been used since the post-modernism era by architects to enhance design intentions (Marshall, 2005). The approach's intention has always been to connect building users and the surrounding community to be fully immersed and engaged with the building in respect of its form, flows and programs introduced (Onians, 1992). However, over the years the implementation of the theory is barely on the surface, and it that been explained either explicitly or implicitly (A. Ortony, Reynolds, & Arter, 1978). Despite that, a thorough understanding of metaphorical theory would bring a connection of metaphorical theory based on the metaphorical levels (Kövecses, 2017).

Metaphorical levels further elaborate on the rationality of implementing metaphoric architecture theory to enhance users' engagement and participation with building intentions (Ibarretxe-Antuñano, 2013). A deeper understanding of this theory possesses the ability to connect and engage users with the building design and intention even from a distance (Cowling, 1998). Over time, changes in users' engagement have developed throughout the changes of the era, hence it is imperative to engage users concerning the value of buildings as well as the surrounding environment laced with metaphoric architecture theory. This enables the unity of a segregated community through common activities.

1.2 Problem Background

Issues have arisen over the years regarding the ability of a building to be able to attract users to the building and constantly wanting people to be immersed and discover the design intention (Kotler, Kotler, & Kotler, 2008). However, over time we have seen buildings starting to lose their charm and people starting to pass by them (Craggs, Geoghegan, & Neate, 2013). One of the reasons, the spatial experienced does not influence them and provides intimate and comfortable journey excursions that benefit them (Liu, 2013). Therefore, architectural elements play a supporting tool to make the building sustainable over the years. .

The metaphorical theory is not a stranger to the realm of architectural design (Fez-Barringten, 2011). The approach is in fact to be the base of the post-modernism movement (Gregg, 2000). The wittiness of mapping one domain to another domain with the intention to enhance people's knowledge of the unknown in the terms that are known to the spectators (Ortony, 1993). This approach opens up large possibilities and ways of designing to enhance and engage people not only with what can our senses identify on the outside but the journey continues inside the building, allowing users to be fully immersed and well understood the building's intentions as a whole and not just by the building programs (Elmholdt, 2003).

The metaphorical approaches in the journals touch on the implementation, and reasons for adapting the design approach rather than the impact on one's emotions through bodily sense movement that is based on the metaphorical levels (Smith & MacLean, 2007). Therefore, this study will further explore the metaphorical strategies based on its levels approach that would be suitable to be implemented to enhance users engagement and participation.

1.3   Problem Statement

The teaching and learning centre is an institution that focuses hugely on heightening users' knowledge through all the programs that have been introduced in the centre itself. However, in the architecture realm, the journey of knowledge seeking does not only falls on the duty of the programs being introduced instead architecture flare tends to explore the widest possibilities and intervention that would allow the knowledge-seeking journey a wholesome experience for users. Over the years, numerous architectural theories have been discussed and suggested deem fit to be implemented to enhance users' participation and engagement. This includes metaphorical theory itself, as one of the theories that have been widely used by architects over the decades since the post-modernism era. Hence, this study would focus on metaphorical approaches as an interpretative tool to enhance user engagement. .

1. How does metaphorical approaches able to enhance user engagement?

2. How effective the adoption of metaphoric levels in terms of spatial experience through bodily movement senses theory?

3. What are the appropriate metaphorical approaches that would improve experience while enhancing user engagement?

1.4   Research Goal

The research intends to explore metaphorical approaches as interpretative tools to enhance users engagement in a learning centre.

1.4.1   Research Objectives

In order to achieve the research goal that have been outline above. This study would be based on the objectives been laid clear below :

(a)   To study on the application of metaphorical theory to enhance   user engagement.

(b)   To identify the effectiveness of metaphoric levels in terms of spatial experience through bodily movement senses theory.

(c)   To determine appropriate metaphorical approaches that would improve experience while enhancing user engagement.

1.5   Research Methodology

The research methodology is an important aspect of carrying out this study. Below is the research approach that would be carried out; -

I. Literature Reviews
Studies would be done on the aspect of metaphorical theory and its rationalisation of implementation and the benefits of the theory approach upon enhancing user's knowledge and engagement.

II. Case Studies
Study and analysing various metaphorical adoptions strategies of case studies to identify the appropriateness and effectiveness of the metaphoric adoption upon enhancing user's engagement.

III. Survey Research
Survey would be done to identify the importance and the effect of metaphorical theory in enhancing their knowledge seeking as well as a tool to improve users' engagement.

1.6   Scope of Research

I.   The study will focus on the metaphorical theory and the rational of the implementation that would be referred to literature reviews and case studies.

II.   The metaphorical theory would be referring to literature reviews that discuss on the metaphorical theory on a deeper understanding of metaphorical levels.

III. The ability of metaphorical levels approach to enhance community engagement would be analysed through questionnaires that have been conducted to provide the ground understanding of user upon the implementation of the approach.

IV. The metaphorical strategies approach would be analysed using the qualitative and quantitative methods that includes of literature review, case studies and questionnaires respectively which would guide on how does the strategies implemented be able to enhance spatial connectivity.

1.7   Significance of Research

There is scarce of research that has been conducted regarding metaphorical theory using the metaphorical levels design approach. The metaphorical theory can only be understood on the level of knowledge enhancement if the theory is being experienced. The lack of research been done on this theory especially on the benefits and the effects of the implementation on learning centre results in this study being carried out to determine the appropriate metaphorical design strategies approach that would enhance community engagement of learning centre. The significance of the study are :-

a)   The study would be able to contribute to the literature body related to metaphorical design approach that would be suitable to be implemented to enhance community engagement.

b) The findings of the study would provide guidance to designers upon designing an engaging spatial experience using the metaphorical theory that would support their intention of ensuring the sustainability and the relevancy of the building design approach over the time.

c) The study may assist on designing a learning centre that would encourage exploration on knowledge seeking and continuous engagement experience with their surrounding environment.

1.8 Theoretical Framework

The theoretical framework outline the issues of the study itself, the research aim and objectives that would help in aligning the study with the purpose of gaining a productive outcome. While the framework itself outline the research methodologies that would be carried out and have been upon reaching the aim of the study itself.

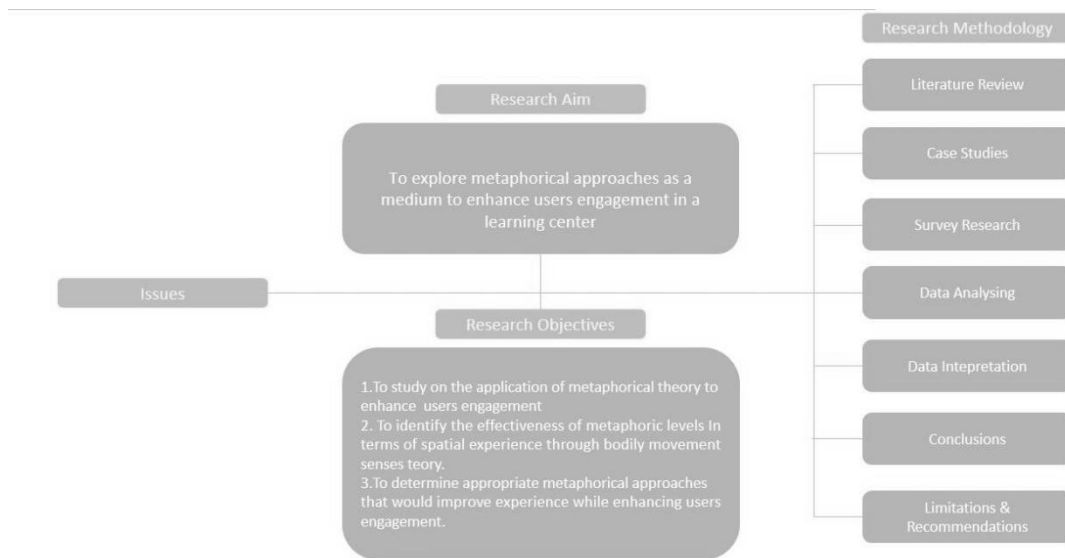Figure 1.0 Theoretical framework

1.9   Chapter Summary

This chapter has discussed research background, issues regarding metaphorical approach, and implementation of metaphorical theory in learning centre that would enhance community engagement. Further studies on literature reviews, case studies, questionnaires, and simulations need to be carried out to justify the research aim and objectives.

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