

EDITORIAL

Archi-Texts e-journal is now moving into the second year of its publications with three issues per year being planned, due to the increasing number of papers received. We are delighted that the Asian School of Knowledge (ASK) and its new journals are taking shape very well, establishing an increasing impact on the academia in terms of production and dissemination of Knowledge. ASK declared this to be its aim and objective.

This issue also has five papers keeping in line with the journal promoting a new direction of research related to built-environments. The journal offers opportunities for exploring the spatial experiences and traits that manifest through the design of built-environments and these have received a good response. Production of spaces and experiences of spaces are being looked into by a new generation of researchers with enthusiasm and rigour.

In the first paper of this issue, Arshard and Hassan examine the spatial experiences and housing satisfaction of living in old public housing Projects. They bring Insights from Georgetown, Malaysia and point out that the first public housing in Malaysia was in Kuala Lumpur and Penang in the early 1970s where people migrated to the city and many people built their own houses or became squatters. The quality of housing today is different. They employ a literature review, a field survey, and observations for data collection to ascertain how people perceive the spatial experiences. Interestingly, they conclude that contrary to public perception, public housing in Malaysia enable people to live in comfort, while being satisfied with the environmental social, cultural, and economic aspects. Indeed, they have a good quality of life in the public housing in Malaysia, they claim.

In the second paper, Ajantha Perera examines how the eco-regeneration of the Saweni Beach of the Fiji Islands recreates spaces for exotic experience of the urban dwellers. They have employed action-research as a method; in other words, what we now call 'design research'. Ajantha has been involved in the regeneration activity of the beach together with the people. People have been taught how to engage in the activities, and they have been guided to implement them. Records have been maintained of the unfolding of the events and transformations. She notes that through this action research, respect for traditions and the involvement of villagers have been recreated through education and awareness.

In contrast, Hirudini and Chandrasekara take us to Colombo. They examine the issue of creating the experience of 'sense of co-presence' in public places by delving deep into the Independence Square of Colombo, Sri Lanka. They employ a detailed literature survey to comprehend the existing knowledge related to the issue. Field observations have also been employed as a research method. They identify six main architectural parameters: accessibility, layout, permeability, level of light and shade, sense of security and the activity pattern as significant factors. They conclude that these parameters determine the quality of visual interactions and significantly influence the sense of co-presence in the Independence Square in Colombo.

Khushboo, Mohammad Amir Khan and Gulnaz take us to the architecture studio as a learning space. They examine how the teachers engage constructivist learning theory in the design studios in India. They employ case study as a method and employ a literature survey and a survey of physical spaces, including direct observations. The case is the 3rd year students of the B. Arch program offered at the Jamia Millia Islamia. The research builds expertise and applies this knowledge in the design project of the students of architecture. Findings show that if the constructivist learning theory framework is strictly adhered to, it will benefit both the instructors and the students in the development of an effective design process that will enable the students to conceptualize, experientially rich wholesome spaces.

Finally, Rao, Shynu and Nesin take up the issue of enhancing educational spaces for neurodiverse learners and offer design standards and inclusive solutions. The study employs a qualitative approach as a research method. Thus, it acquires secondary data from the BSI-PAS 6463:2022 to examine the specifications for creating spaces for such a specialized group. Findings show significant gaps in current infrastructure, particularly in creating accessible and supportive spaces. Recommendations have been made on incorporating quiet zones, sensory regulation features, and more inclusive layouts, so that educational spaces for neurodiverse learners can be enhanced with rich spatial experiences.

Undeniably, these papers divulge the nuances of the manifestations of spatial experiences as well as other facets of architecture in a variety of situations bringing out insights hitherto not available. We are grateful to the authors for the insights gained and shared. We look forward to their active contributions in the future too.

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Editor-in-Chief