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## Trial a New Learning Technique in Interior Design Education; The Abstraction of Furniture Components by Using Body Language and Sounds

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### Abstract

The information, which is very rapidly produced in 21st century, has lead to innovations in many areas, in line with the requirements brought by the Age we live in. With the changing student profile, education, an area where such innovations are seen, has started to develop different teaching and learning processes, through which the information can be taught in a short period of time and the long permanence of the information can be provided, instead of the classical approach. These innovations in the interior architecture education, are also applied in order to ensure the permanence of the theoretical courses like History of Furniture, which are easily forgotten. The furniture styles taught within the scope of the course, History of Furniture, is a theoretical subject intensively requiring knowledge. One of the most important elements composing the furniture styles are the furniture components (foot, leg, backrest) and these components are very important when distinguishing between furniture styles.

With this study, a teaching technique implemented within the scope of the course History of Furniture, given to the juniors of the Department of Interior Architecture at KTÜ (Karadeniz Technical University) was tested. In this course, the periods from the ancient age up to today, were given to the students, using the classical method. While conveying the furniture styles, some of the most important furniture components were given using body language and abstraction with sound.

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**Keywords:** Interior architecture education, history of furniture, body language, abstraction, learning-teaching technique

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## 1. Introduction

Interior architecture is one of the occupations that is constantly renewing themselves and exposed to rapid change in line with living standards changing and developing every day. It is important to develop self-renewing learning techniques in order to educate prospective interior architects that have the qualities to meet this ever-changing process and to meet the ever-changing student profile.

In interior architecture education, during the training of theoretical courses a common teaching-learning process has been experienced for ages. In this process, students receive training based on memorization and as a result, some faults in the processes of the effective transfer of knowledge and to maintain the sustainability and effective stages of the troubles have been experienced.

In the scope of this study, the abstraction technique is applied in order to transfer the theoretical knowledge more effectively and efficiently to the students, and to receive a long-lasting return by using body language, and then by repeating these techniques on student, the permanence of knowledge learned has been examined.

## 2. Interior Design Education

Nowadays, traditional learning techniques that have been lasting from past to present have been changed in order to train qualified students for increasing the impact of internal architecture or some revisions have been made to make these traditional techniques more effective. As well as these new techniques that were developed in order to increase the designing power of the student and to help them thinking different from they see, different learning techniques are needed in order to provide the permanence of the theoretical courses that help them design a different design thinking to help increase strength and new techniques developed, as well as theoretical courses to help them to build their design on solid basis.

There are many courses whose theoretical aspects are dominant in interior architecture education. One of these courses is Furniture History Course and it has an intensive knowledge and capacity. The information learned in this course (the legs, backboards and furniture styles that make up furniture components) should be fully understood by the student, it should be analyzed well. In addition, this information has the quality that will build a base and will contribute to the future work experiences. However, the information given through traditional method intensively is unlikely to be permanent. In this context, the learning techniques that will make the learning in education more effective should be implemented.

Generally there is an understanding of classical education applied in many different areas and formed by teachers (explainer) and learners (listener). To what extend the classical models of teaching and learning is effective in interior architectural education is an argumentative subject. It is seen that practical method including vision, perception and comprehension concepts is more effective compared to the classical method based on oral expression and listening for the students taking interior architecture education. It is possible to encounter lots of different experimental studies conducted on this. (Tavşan and Sönmez, 2010).

### 2.1. Abstraction in Interior Architecture Education

The transmission way of classical knowledge in interior architecture education is important in view of providing the permanence on the students. The additional techniques should be applied in order to create awareness in the perception of the students in terms of knowledge taught. To learn the knowledge, the adaptation of the information to life is necessary. So by prompting the students to think on the knowledge learned, the information is provided to be more permanent. Abstraction that is one of these techniques that enables this persistence is defined as an indispensable ring between perception and thought, or rather the most basic common feature of perception and thinking (Arnheim, 2007). In the interior architecture education, the environment is the source of information. In the perception of this information source, observation is an important element. The

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