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Role of expression techniques in interior architecture education

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Abstract

The Interior Architecture education is examined based on "sketching and presentation" within the framework of "design" by looking into the application patterns, materials used, education, processes and results of these two methods and by providing relevant examples. In the study discusses the knowledge of design, universities providing education, interior architecture presentation process, perspective and focuses on the role of expression techniques in the Interior Architecture education. In parallel, the expression techniques are associated with the concepts of design, sketching and presentation, their essential role in Interior Architecture education and the need to convey this skill through education are highlighted.

1. Introduction

Education is the process of driving terminal change in the individual's behavior through their own experiences or on purpose (Ertürk 1988). Interior Architecture is to design a living environment based on the user needs, and Interior Architecture education is a professional area that helps development of expert designers. Expert training is based on cultural development and therefore education (Özker, 2014). Turkish Interior Design education is offered in different teaching programs and thus the graduates step into the professional life lacking a uniform education. As

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a result of the efforts of some educators from certain professional groups to transform the education led to professional organizations attaching value to education. The most important among these organizations is the Council for Interior Design Accreditation (CIDA) established in 1970. Sketch drawings, concept development, idea, detailing, two-three dimensional expressions and design suggestions have great importance as "learning expectations" when an uniform education is formed by CIDA. However, Interior Design departments which aim to be accredited yet fail to reach a common ground for the language continue to provide education under different faculties. This difference is reflected in the weights of the classes included in the teaching programs (Özker, 2014). For example, Interior Design departments within an Architecture or Engineering Faculty focus on architecture and practice while Interior Design department within an Arts and Design Faculty offers design- and art-oriented classes. Therefore, free hand improvement can be possible in departments that focus on design education. The prospective architects must be developed in every field from pattern to technique and from arts to creativity in the most effective way and based on the same grades before their graduation. Interior Design departments in Turkey are organized within faculties with different names such as Fine Arts, Architecture-Engineering, Architecture, and Design. In this respect, the "expression techniques" for the free hand, or the sketches, enabling transfer of what exists on mind to the paper is very important to build the foundation of Interior Architecture which primarily aims to train expert individuals. Expression techniques have an undeniable role in the Interior Design education and are the most effective communication tools of the profession. It develops the skills of fast thinking and early delivery of detailed and clear visuals of the images on mind. Sketch drawings are immediately generated with free hand without requiring time. Sketch is a skill that can be learned and can be made by anyone who tries to produce; sketching and practicing brings continuity in time. The role of sketch is indisputably clear in architecture, interior design and all other visual arts and the equivalent term for sketch in our language is draft, like designing the non-existing (İnceoğlu, Gürer& Çil, 1995). As sketch is the communication tool in visual presentation, different presentations can be introduced by supporting sketches by coloring them. To this aim, the study aims to discuss the "sketch and presentation process" behind the design factor in Interior Design. the two methods, namely "drawing and presentation" was examined in terms of application forms, materials used, education, processes and results and they are discussed by giving examples. The Interior Design Education is studied first in terms of knowledge of design, professional organizations, universities providing education; secondly in terms of the relationships among design, interior design presentation process and perspective; and finally in terms of expression techniques. Accordingly, the study associates expression techniques with the concepts of design, sketch and presentation and emphasizes the place and importance of expression techniques in the interior design education by addressing to the necessity to transfer this skill through education from a detailed perspective.

2. The role of design process in interior architecture education

Design is about turning various pieces into an harmonious whole and making plans to achieve certain goals (Uslu, 2008). The purpose of interior design is functional development, aesthetical enhancement and psychological utilization of interior spaces (Ertek, 1994). In a sense, design is the combination of sketch, technical and presentation processes using different design approaches by completing all stages from individual to general. The modern education in design practices like Interior Architecture or Architecture is observed to replace hand sketches with computer drawings over the past years. As the technology has taken control of the human life in every aspect of life, the field of education is not an exception. This process which has made its presence felt in the disciplines of design uses computer technologies replacing the free expression. It is possible to swiftly transfer thought to the paper using hands, and the thought turns into an image by means of certain sketches. The sketching process helps the thought mature and ripen fast, and it is the best way of questioning oneself. The sketch is a communication tool which not only facilitates a mutual discussion environment for the parties but also allows the designer to have a self-discussion (Balamir, 2004). This communication tool represents the first stage of design process. The design process introduces a certain concept ad continues until a completed project. Although there are many design approaches, all of them cover the stages of definition, integration, analysis, decision, and implementation (Uslu, 2008). Design and its process have an important role in Interior Design education. Generally, the process of interior design can be categorized under three phases: "sketch (free hand technique-designing-thinking)", "Technical (technical drawing-production-application)", and "Presentation (colorful expression process either by free hand or technically)". The