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Studio Courses (Project-Design) Of Interior Architecture Education: Analysis Of Sustainable Culture Tourism; Sample Of Sille

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Abstract

Just like in education programs of indoor architecture, the importance of theoretical and applied studio courses (Project-design) that are for improving students' design and creativity skills are very crucial in education programmes of other design and creativity disciplines. In this education process, the most important fact that makes students get ready for the profession and focus on design process is the applied studio courses (Project-design) that presents basic design and indoor concepts. The place (the subject of design) which is assigned for project courses helps students to gain different experiences. For this respect, project topics which are changed every term are very important for indoor architecture education. In the scope of this study, students' experiences based on the project subjects at the department of Indoor Architecture at Karadeniz Technical University in the spring term of 2012-2013 were analysed. Project subject of 4th term was decided as "The Physical Renovation of Traditional Designs for Touristic Aims in Sille Konya". This subject is a different experience for the students as it is located outside of Trabzon and inside a historical environment and it is also themed with sustainable tourism. The survey conducted with students revealed that students worked cooperatively, learned to create designs by focusing on economic, physical, social and environmental conditions and also historical themes of the region, got information about how to use specialty of a place properly for touristic aims and communicated with society and local administration directly.

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1. Introduction

Interior architecture is such a profession based on design which use scientific and technical inputs in order to meet user's need and provide the most comfortable environment to give opportunity for creating an aesthetical identity (Celik, 2008). According to Hasol (2008) interior architecture is a profession and art which designs interior things like furniture, outfits of a building. Beside it is a professional branch of architecture.

Interior architecture profession education began to specialize and grow with the influence of professionalism on design occupations, as a branch of them in the beginning of 20th century. Same time, its education system was built on a new educational model once had been formed by Bauhaus, which is a design and art school.

There are applicable and theoretical designing lectures in interior architecture educational programme. Among these lectures, studio lessons, which is an applicable design lesson, are primary and compulsory ones. In interior architecture education, studio lessons are placed on centre of the programme which involve practical opportunities (Adıguzel, 2011). In project studio lessons, basic things of how-to-do process of designing and designing grades were given to students gradually. Studio lessons are aimed to foster student's original thinking ability, designing, supplying and criticizing on two or three dimensions with the theoretical information given before. Regarding this, this study discuss the 'Tourism-oriented Physical Renewing of Traditional Structure in Konya/Sille in Spring 2012-2013' named project of 25 students which take studio lesson in second grades of Karadeniz Technical University Interior Architecture Department.

2. Interior Architecture Education Studio Lessons and its Importance

Designers give the most of his/her time in designing studios in which talked and discussed about designing technics and studies (Ketizmen, 2002). Beside, students learn their first experiences about interior architecture in designing studios (Dikmen, 2011). In the other word, studios are the basic experiences in interior architecture education (Arıdag and Uraz, 2006; Dikmen, 2011).

The first steps of the interior architecture education were made by Bauhaus which is art and design school established in 1919 (Ozsavas, 2011). With Bauhaus, students and teachers interactions emerged and with this interactions it could be obviously seen that new education ways got important (Dikmen, 2011). In interior architecture education projects lessons are hold generally in places named studio by teachers can viewing students design directly on desks. One-to-one meeting and criticizing are basic educational system in designing studio. Studios are anonymous places that designing students spend their most of times (Dikmen, 2011). Because of this studio lesson, involves many inputs and different information, places in center of the education programme like other design-based disciplines.

2. Sustainable Culture Tourism-Themed Studio (Project) Lesson; Sille Example

In the process of interior architecture education, students are expected to describe the design problems, given to them, create solution proposals and reach the original design in order to keep up the their occupational development up among different articles which change every year. Thus, students are aimed to experience in different places and problem solving ways.

Regarding this, within the context of Karadeniz Technical University Interior Architecture Department 2012-2013 Spring Interior Project 4 lesson, lecturers requested students to do project study in another places out of Trabzon city. After literature scans and reviewing studies Konya/Sille was determined to be as project area. Reason for choosing this place; Konya and around has got a big tourism potential with their touristic supply resources. Sille is also places on tourism destinations (Ertas, 2014). Sille is near to Konya, though, bears the touristic sustainability because it could have brought mostly their natural and cultural values today. Reviewing these features, the subject of the project was determined as 'Tourism-oriented Physical Renewing of Traditional Structure in Konya/Sille'' Sille, which has got cultural, historical and touristic values, was determined to study after the meeting with Selcuk Municipality. Hacı Ali Aga Street and Ak Hamam, Culture House, Subası Hamamı, Aya Elenia Church and Chapel which covers the square together were specifically determined as working site. Regarding areas determined, current analyses of the buildings were done and got the relieves. After the beginning of the study, regarding m²s, places, student numbers and architectural features, it was decided to designing two different street alternatives. Students

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