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The Impact of Basic Design Studio Courses on Interior Design: KTU Model

Ayca A. Ustaomeroglu^{a*}, Erkan Aydintan^b, Muteber Erbay^b,
Pınar Kucuk^b, Zeynep Sadiklar^b

^aKaradeniz Technical University, Faculty of Architecture, Department of Architecture, Trabzon, 61080, Turkey

^bKaradeniz Technical University, Faculty of Architecture, Department of Interior Architecture, Trabzon, 61080, Turkey

Abstract

First year of design education is very important. Because the first year of the students coming to the design school includes the processes of stepping to thinking, editing, creating and expressing after high school education based on memorization and repetition. Therefore, in the departments providing design-based training, basic design course has a great importance. The purpose of this study is to determine the acquisitions of the students who completed Basic Design course given in the first year at the Department of Interior Architecture of the Black Sea Technical University in Trabzon that is a coastal city in the north-east of Turkey and the effect of these acquisitions on the processes of perception, creativity and design.

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1. Introduction

Basic Design is one of the basic courses of training in all educational institutions related to the visual arts. Since Bauhaus schools founded in 1919, the aim of this course that is thought in the first year in all design schools is to

* Ayca A. Ustaomeroglu. Tel.: +90-532-317-4718; fax: +90-462-325-5588.

E-mail address: aycaarus@gmail.com

provide the students to develop designing skills of the students, the ability to make decisions within a limited time by teaching the general rules of designing. Gestalt opinion ensures the required theoretical basis both in order to be arranged and perceived of the visual field as well as it reveals very significant holistic principle as 'structure' despite the attitudes of particles (Aydinli,1992). Gestalt psychologists see the problem solving process as grasping all structural relationships of the case related to the problem and being able to arrange these relationships until perceiving solutions. These new arrangements occurred in mind arise the redefining of the problem and analogies (Usta,v.d, 2000; Senyapılı,1996)

This situation directs the students to think abstractly, to imagine, to create, to design and to edit. The designs edited can be described by sometimes individual and sometimes collective studies. Abstract work done initially can be transformed into functional and aesthetic analysis in the advancing process of the course from time to time. In the formation of aesthetic case, the existence of a design, the person to perceive it, the judgment that may arise on it and the quality of the design are important (Ustaomeroglu, Araz, 1996; Tunah,1984). Although there are different approaches to architectural education, the principles such as shape, size, proportion, light and shade, texture, color, elements, repetition, harmony, contrast, unity, balance, and the sovereignty were accepted as the basis of the basic design. These elements and principles are gaining more importance on the aesthetic success of the shape (Senturer, Lang,1987).

Therefore, the basic design studios can be expressed as one of the important grounds where the theory and practice can nourish each other in order that the students can develop this equipment. Through this course, it is aimed to gain the students without any infrastructure about the design the ability to produce functional and aesthetic solution in the face of a design problem by using basic design disciplines with a heightened awareness.

This study questioning basic design disciplines and acquisitions by an experimental application and a questionnaire made for that purpose consists of four parts. In the first part, the teaching style of the basic design course and the content of the course in the Department of Interior Design of KTU have been sampled with student studies. In the second part, the objectives of the study and the method used are discussed. In the third section, the findings of the experimental application and survey were evaluated. In the fourth section, the results of the study were given over the contribution of basic design course to the students during design process.

2. Basic Design Course in the Department of Interior Architecture in KTU

Basic design course is carried out in collaboration with three lecturers and two deputies 8 hours a week in the first semester of the first class. The emergence of the Basic Design and finding a place in Architecture Schools, Basic Design principles and elements and theoretical knowledge including Gestalt rules are transferred to the students by the lecturers in turn due to the weeks in the first half-hour of the lesson. In the remaining period of the course, the students are expected to make abstract applications sometimes individually and sometimes in two or three-person groups related to the subject taught within a limited time.

Individual studies are mostly two-dimensional applications and they are expected to work in groups for three-dimensional applications. The reason is that group work develops the student' abilities such as coordination, taking responsibility, creating options and extremely favorable results are taken from these studies. With the homework given from time to time, individual decision-making and creativity of the students are measured without any time limit.

2.1. Course Content

Course basically consists of three parts. In the first section, the basic design elements are introduced and in the second section, especially concentrating on Gestalt, perception theory is mentioned and in the last section, basic design principles are taught. Each chapter is supported in two or three-dimensional organization as individual or group work.

Of course, while performing a design, these three sections cannot be considered independently. Any application made covers basic design doctrine learnt in a previous course and in the process, the students form their design by choice because each design creates a layout hosting these components in a certain proportion within itself (Erbay, 2011). The issues discussed in the course of this framework are as follows;

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