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# Search for a new teaching model in interior architecture education; abstraction through body language and drawings in furniture history course

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## Abstract

There are lots of experimental studies everywhere in almost every field of life thanks to the modern technology and industry. This is very much the case in the field of education as well. There is a search for a new education model that is compatible with the needs of the modern world as well as a model that brings new dimensions of thinking. With the new developments in interior architecture and design education, there have recently been lots of innovative and different education models. In this study, the effect and the permanence of theoretical courses on the students by means of the applied method were investigated and the success rate was measured.

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## 1. Introduction

With the current technology, communication has developed rapidly and the increase in the communication opportunities has brought about intercultural interaction knowledge-based society has started with the globalization process which has still continued in 21th century, and awareness of the society has improved, habits and expectations have differed. Today, the significance of the education increased and those developments have had a great impact on education. Countries have begun to make various studies on their education system to create educated and producing societies. Constant changes that societies have experienced in terms of the culture and existing situations throughout the years can be seen in the field of architecture and design. Therefore, architecture and design education must have the enough quality to meet the demands of that development. As a result, searching for different and innovative education methods has appeared, especially, with the recent developments in the field of interior architecture and design education.

Generally, there is a classical perception which is based on teacher (narrator)-learner (listener) in education and this method has been applied in various fields. However, the effectiveness of this classical teaching-learning method in architecture education is open to debate. Applied method including vision, perception and comprehension is more effective than classical method focusing on verbal expression and listening for architecture students. It is possible to find various studies on this issue (Tavşan and Sönmez, 2010).

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## 2. Interior Architecture and Design Education

Architecture is accepted as one of the most ancient occupations as it is related to the production of the designed environment in every field of life (Nalçakan, 2006). At the base of architecture education, there is a teaching of design that blends historical and cultural values with material and technology to catch the contemporary approach. (Oğuz, Özyılmaz and Dağtekin 2008). Moreover, in architecture education, the reasons of failure or achievement in design education in which history, culture, and theoretical knowledge intersect with application have been researched with various studies in the education system.

It is clear that the applied method including vision, perception and comprehension is more effective than classical method focusing on verbal expression and listening for interior architecture students. In interior architecture education, the reasons of failure or achievement in design education in which history, culture, and theoretical knowledge intersect with application have been researched with various studies in the education system.

Expression method, one of the learning methods, reinforced with the use of other methods aims at bringing up individuals who comprehend, discuss and question the knowledge. An individual who learns history and culture properly and comprehends theoretical knowledge will be more successful and aware of the design process in architecture and interior architecture education. This study examines the speed of learning, the duration of storing the knowledge and the success rates of the students in theoretical furniture course with the use of abstraction as well as expression method (Tavşan ve Sönmez 2010).

### 2.1. Abstraction in Interior Architecture Education

The aim of the abstraction is storing the knowledge for a long time. Generally, memory is defined as “saving experiences and knowledge, storing them and power of remembering” (URL-1). Abstraction is used to have abstract concepts realizing the last stage of getting knowledge (URL-2). Commonly, it is thought that abstraction removes people from concrete, realities when it is defined as passing from concrete to abstract. However, abstraction conveys the core of event and facts to the people, and it approaches them to the reality rather than removing because abstraction is a method used to reach concrete again and to comprehend concrete unity and relationship in its parts.

On the other hand, abstraction in architecture and interior architecture appears in various steps from the beginning of the process to the end and shows itself in the last product. The abstraction approaches of the designer are classified as “to be purified from details, to decrease/ to reduce, to separate/ to emphasize, to compare” by Uraz (1993). It is believed that the abstraction will create designs which are creative and original and capture the core, by raising awareness of architecture/interior architecture students and those designs will increase the creative power of designer and offer different choices to the users (Gençosmanoğlu and Nezor 2010).

### 2.2. Drama and Body Language in Interior Architecture Education

Drama studies used in education provide people to know themselves better and to discover their creative aspects. As an example, it has been understood that individuals experienced drama can express their creative aspects verbally or non-verbally and have improved their body language or written expressions and the power of their verbal transfer has been developed with the help of drama in education.

On the other hand, in teaching it is known that activating sense devices as possible as by exercising and experiencing is a significant principle. Creative drama can be used as a method in many disciplines in the education system. According to a common view, the aim of drama in education is to provide better understanding of any concept, subject or text, to internalize those as an individual or a group, to express their thoughts by reviewing their inner world and discussing (Orta 2009). Drama studies and the use of body language in education can be integrated with contemporary education system by removing the stereotypes; thus, students will be more interested in the subject.

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