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## In the context of universities in Turkey; analysis of academic programs for the department of interior architecture

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### Abstract

In Turkey, when department of Interior Architecture in the universities are analyzed, departments have been observed to act independently from their “Academic Programs” and have developed different educational systems / models. In this context, this article intends to examine the curricula of 46 Departments of Interior Architecture in Turkey, analyze of them and reveal the differences. As a result of this analysis; an example of “Curriculum” that will serve as a model for Interior Architecture is targeted.

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### 1. Introduction

Interior Architecture is the profession of designing a living environment, appearing on the user requirement, taken as psychologically, sociologically, physically. The person performing the job of designing taking into account user requirements is the interior architect. Interior design acted together with the architecture until the first conscious interior design in America. Increasing interest in the community and the necessity of transferring this work into training necessitated the institutionalization of the profession (Kaptan, 1999). Thus, the profession of Interior Architecture has managed to become one of the modern and needed professions; its application area has steadily

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increased. Interior Architecture started to become institutionalized in the late 20th century, in an era of required increase for sharing information, consequently specializing and being accompanied by compulsory education (Celik, 2008). This development process revealed the need for specialized training of individuals in the field of Interior Architecture. In this sense, today, Interior Architecture Training in Turkey presents us educational models subjected to a large extent of differences. Thus, institutionalization of Interior Architecture departments by configuration in the field of design and implementation is needed and professional issues need to be addressed. As in the architecture, accreditation works should be done properly and include people who know the problems in the professional sense, which is closely related to education that involves looking for solutions to these problems. The concept of professional that has developed due to the changes in the age increases the importance of education and specialization. In this context, there are 46 Interior Architecture departments, including public and private universities, educating students in the field of Interior Architecture in Turkey. When all of these departments' curricula, lesson plans and course contents are examined, despite the little similarities with each other, major differences are noticeable. In this context, Interior Architecture departments of universities in Turkey present differences connected to the faculties/departments. This difference is contrary to the purpose of vocational training of individuals to serve and damages the integrity of education. Universities should provide and talk the same language to achieve this goal. Basic conditions should recruit graduates trained in the same sector, they should not be differing from university to university, which should be the main aim. In this context, to reach standards of profession of Interior Architecture and to illustrate the situation, Interior Design undergraduate program of education model and program requirements have been prepared in accordance with CIDA Interior Architectural Accrediting Board (Council for Interior Design Accreditation Professional Standards) criteria and international accreditation standards. In this context, in the first chapter, development process of Interior Design education, in the second chapter, Interior Design education in Turkey; educational models, teaching programs, admission forms, Interior Architecture, Interior Architecture and Environmental Design separations have been discussed. In chapter three, in the context of international standards and the data obtained, a Curriculum Model is proposed that constitutes an example for education system of Interior Architecture.

## **2. Interior design training process**

Education is the process of bringing about desired change through one's own experience, and deliberately in individual behavior (Erturk, 1988). This process is an important factor in the development of culture. It plays a major role in the transfer of personal development and in becoming an indispensable consumption object of age, it also becomes a part of the training within the framework of one's needs. In the Interior Design education system, gaining of knowledge and skills that interior designer candidate should have are aimed. Using combinations of art, design, thinking, and practice and development of capability are provided. Emerging requirements with the start of the first practice of interior design in America have provided the foundations of education in this area, expanded the range of applications and institutionalized vocational training (Bardak, 2007). Growing interest in the profession of Interior Design led way to requirements which accelerated the need for institutionalization of interior architecture. Architectural education, starting with Industry School of Fine Arts established in 1882 in Turkey, and then continued with the name of "Internal Decorative Arts" in 1914, today continues its educational activities under the name of "Interior Design" (Cesar, 1983). Change in socio-cultural and economic structure and the technological innovations in 19th century were reflected in the field of intellect and application (Kaptan, 2003). In Turkey, especially in the 1980s, Interior Design has become a popular profession with acceleration materials and technology transfer with impacts of the social, political and economic events (Demirbas, 2012). Training began within the academic field, which is nowadays increasingly estranged from the area of application and began to be based on Interior Design education, theory, and art. Educational differences arising as a result of transfiguring training of some of the occupational groups of educators have created some of the professional associations. The most important one is Interior Design Accreditation (CIDA) established in 1970. In United States, accreditation council FIDER (Foundation of Interior Design Accreditation) was established to set standards for the profession of Interior Design. In 2006, its name was changed as CIDA (Council for Interior Design Accreditation Professional Standards) (Ozsavas, Guler, 2012). CIDA, established in the United States and Canada, is an international non-governmental organization that accredits training programs of Interior Design and uses internationally accepted standards of

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