"PRACTICE" IN INTERIOR DESIGN/ARCHITECTURE EDUCATION

*Murat ÖZDAMAR**

ABSTRACT

With the start of "interior architecture", the educational formation, had an active role as much as the profession itself. Today, two approaches are the basis of the approaches of today's educational programs. The first one; the "Beaux-Arts", and recognized as the pioneer of academic design education; and the other one is the "Bauhaus".

In this study, the effect of Bauhaus education format and the differences occurred by the time within the Interior Architecture education in our country is demonstrated. Especially with the section of the course load, depending on their examinations with the conclusions reached by the numerical values obtained with interior design suggestions, which are made for the required fields in education.

"The Design Training Models" of the Interior Design training, emphasized and, investigated depending on the similarities and differences between educational models and the emerging results, points those need to be emphasized.

The educational programs of the schools in Turkey and Bauhaus education program have been put forward, and the evaluations have been made within the differences between them depending on the course groups and weights. The assessments are done with 57 universities in Turkey; the results are reached through the process/time information, which was allocated for the courses by the universities.

The sections for the training program has been investigated according to the comparisons by the course weights. By combining the hours of the curriculum of the departments. The numerical values are obtained and the results are evaluated.

Keywords: Interior Architecture/Design Education, Bauhaus, Practice in Education

1. INTRODUCTION

"Ability to Create"; it is one of the greatest passions that mankind has created in himself. Mankind has been living this passion for centuries. This powerful

* Lecturer Dr., Bilkent University, Faculty of Art, Design and Architecture, Department of Interior Architecture and Environmental Design, Ankara, Turkey, omurat@bilkent.edu.tr

tendency is one of the important features that distinguish us humans from other species. The sense and desire of leaving a trace in the environment in which one exists; and exists even in times when the aim is to meet only the basic needs. The reason for this desire; whether it is to satisfy a feeling, or to convey information or leave a work to those whom will following them. However, what is important at this point is; the ability of human beings to reach solutions through reason, not emotions or feelings when solving problems

Today, human being's sense of "existence" and "to exist", which can be defined in such a simple sense, manifests itself in different fields and finds its reflections. The idea of creating a better or more comfortable world is the most; the environment and spaces in which they live, with the organizations and arrangements made. Approaches that can be defined as "style" created within their own usage areas and within the framework of the possibilities exist within the living spaces and manifest themselves as a way of expressing preferences and individual tastes. However, "style" which can be defined as a personal trait, expanded its definition in the process, improved its scope and approaches, and dealt within the framework of design values. With its aesthetic and technical solutions, "interior design/architecture" clarified the boundaries of science and profession.

The profession of interior design/architecture has a structure and definition that is much more than simply "what seems more accurate or more effective". Interior architecture profession and understanding is; it provides people to have a perspective within the framework of the integrity created in the spaces, depending on their intended use. The interior design approach strengthens the spatial structure and experience by proposing holistic solutions to the problems or wishes experienced in the interior spaces. Accordingly, the profession of interior design/architecture provides solutions to the needs of the user within the framework of the design values and personal preferences those are handled in accordance with the design values

Today, two approaches by two schools come to the forefront by the development and evolution of the interior design/architecture professional education, they form out the basis of the approaches of today's educational programs and they are really effective with the education process.

At this point, it is possible to say that, these schools are really effective in terms of interior design/architecture education established and maintained today. The first of these schools is; The École des Beaux-Arts (Malnar, Frank, 1992; Pile, 2009), that is developed in France and recognized as the pioneer of academic design education; and the other is "Bauhaus, which is originated in Germany.

2. PURPOSE - AIM

In the profession of interior design/architecture, "human" and "space" are handled together and the interior design/architecture is the procedure where these two elements come together, continues its development along with various theories and practices within the framework of the interior design/architecture profession (Kaptan, 2003). Interior Design/Architecture is a living and working profession using technical and scientific knowledge in order to provide the most suitable design by meeting the functional needs and requirements while fulfilling the expectations and desires of the user or requestor to have an aesthetic identity (Gökhan, Atasoy, 2005).

Accordingly, interior design/architecture; takes into account the physiological and psychological needs of users for the spatial volumes. Of course, in order to realize these phenomena, it is necessary to have the necessary information. This can be achieved by training in the field of interior design/architecture. Today, in the Republic of Turkey, on January 1, 1882 "Mekteb-i Sanayi-i Nefise-i Şahane", starting with the current name of "Interior Design" training, as by 2019, fifty-seven (57) continues with the university departments.

By the way of understanding the aim with this study is; at the forefront of interior architecture/interior architecture and environmental design educational programs, which is held to determine whether the value for education is the determination of the weight of the classes according to their topics and methods.

As a result of the findings; it is aimed to reach the results where the weaknesses and strengths can be revealed. By the results of the findings obtained from the examination of educational processes, "interior architecture / interior architecture and environmental design will reveal trends towards education approaches. In addition to the "theoretical" information applied during the training process, the values and requirements of the "practical" information and achievements carried out in the professional life will be discussed and evaluated.

With the work/study, the design educational model of Bauhaus is discussed with the Interior Design/Architecture education that we have in Turkey today. The Bauhaus was founded in Germany, and it has an important role especially with the education on the beginning program of the design education by "Basic Design". The discussion is about the ongoing Interior Design/Architecture Education model that we have in Turkey by depending on the similarities and differences between the educational models. The emerging results, shows the important points which needs to be focused on by depending on the similarities and differences between educational models and the emerging results, points that need to be emphasized.

3. SCOPE

Interior design/architecture education is an information process that is interpreted by a series of drawings and expressions as a result of the interaction established with the trainer in parallel with the researches and suggestions developed for the solution of the problems posed by the student. The design studio, which has an important place in design education, provides an inclusive approach in design education, supported by other complementary courses taken in interior design / interior architecture and environmental design programs. The aim of the design education which is supported and completed in many ways; occupational competence. At this point, the subject to be drawn attention; it is necessary for the students to have the ability to use the information they have gained together and at an adequate level when they enter the professional life by providing occupational competence.

Starting from the end of the 19th century, the profession of interior design/architecture has been one of the professions that constantly renews itself with the effect of social, cultural, economic and technological changes. In parallel with this structure and understanding, interior design/architecture education; has a structure that embodies and shapes different approaches and opinions within its structure. This reflection in particular; "design studios" which have a prominent place in the education process. For this reason, studios have become environments where design values are created, different approaches are developed and related.

Today (December, 2019) there are 57 universities in Turkey within the "first teaching" program, and 3 by the "second education" program, while the 6 universities at Northern Cyprus Turkish Republic. The boundaries of the research consists of information related to the content that the "interior architecture/ interior architecture and environmental design" departments announced on their official websites.

In this study, educational programs of the Interior Architecture / Interior Architecture and Environmental Design university departments in our country and Bauhaus educational program have been put forward and the evaluations have been made within the framework of the differences between them, depending on the course groups and weights that we have today. The assessments are done by 57 universities those are currently providing training courses for the examinations on Interior Design/Architecture in Turkey. The results were reached by the process / time information which was declared on the internet sites of the universities those are allocated to the courses.

With the study conducted for training programs; the courses in the departments are examined and divided into groups in terms of their subjects and contents. In

this context, course sets; "History and theory", "Communication", "Building construction", "Elective", "General", "Practical" and "Design" are gathered under the fields of knowledge and examined and evaluated within this framework.

Within the scope of the study; in the department programs of the universities, lecture hours for "theoretical" (theoretical) and "practical (practice) were introduced and comparisons were made. For the results of this data; "theoretical-practical" weight ratios of the courses were calculated.

The courses under the fields of knowledge; the distinctions between each other were determined and evaluated according to the number given in the university or the department. By the line with the data obtained, effective course weights were obtained and numerical data were obtained for the information fields in "Interior Architecture / Interior Architecture and Environmental Design" departments' curriculum.

Within the framework of the data obtained as of 2019; according to the customs administration overall averages were within the universities in Turkey and the current "Interior Architecture / Interior Architecture and Environmental Design" training programs within the distribution ratios were calculated. In this way; course weights were obtained for educational purposes, whole learning outcomes were evaluated and opened for discussion.

4. METHOD

The current educational programs "Interior Architecture / Interior Architecture and Environmental Design" departments of the fifty-seven (57) universities in our country Turkey is examined. For the courses in the program content; Course information fields were created. Based on this grouping; the course hours and course weights are handled with numerical data and they are brought together by tabulation method. Classification through departmental programs; with five (5) years and taking into consideration the date of establishment. The data obtained were based on the information of the curriculum which are announced on the official websites of the departments.

This study is on the comparison and the evaluation of the courses/lessons, and course/lesson hourly weights on the course distribution, those are found within the educational programs of the "Interior Architecture / Interior Architecture and Environmental Design" departments of the 57 universities that we have in Turkey, by getting the information about the hours of the courses within the curriculums announced within the departments' web pages. The numerical values gotten by the researches were compared and the results of them are evaluated according to the educational procedure of the Interior Design/Architecture.

The data obtained in the context of the subject were brought together by the tabulation method. The results were used in the analysis tables. In this way, in line with the numerical data of the research, net information and ratio values could be provided and suggestions were brought into discussion.

5. INTERIOR DESIGN/ARCHITECTURE

The existence of the profession of interior design/ architecture and the first definition in Turkish; it is an anonymous article published in Arkitekt magazine in 1932;

"Today the internal decoration and furnishing of buildings has become an art in itself. We also want to increase the number of our friends who are specialized in this branch, which we are beginning to feel the need for, and wish them to have a job site in our country and wish them success. (Şumnu, 2013, 23).

The understanding defined and put forward by these words; is it the gathering of the spatial requirements that arise with the needs of people under the roof of a profession? In this study, the answer to this question will be sought.

There are many views on the definition of interior design/architecture. Unfortunately, the generally known definition is;

"Traditionally, the architect defines the structure with the walls created with the structural elements and the buildings come to life after the interior design is finished". If further work is required, the interior decorator may have added color, pattern and texture coatings to the existing walls, ceilings and floors to select the space for a specific purpose and functionalize it (Higgins, 2015),

It is known as like that, however, interior architecture and interior design continue to grow and develop as the spatial requirements of the users increase.

Interior design/architecture is not only within the framework of the structure, but also comes to life in every place where human beings live. Planes, ships, wagons, yachts are examples of this.

Interior design/architecture is an integrated design phenomenon in which the interdisciplinary and multi-relationship systems are designed. Different but related design approaches such as material selection, design of reinforcement elements and ergonomic suitability value, creation of spatial acoustic conditions and creation of necessary lighting environments depending on the function, the design of escape routes for emergencies such as fire and user load relationship are just a few of the works of interior designers/architects. . What is important in the interior design/architecture approach; necessary arrangements and designs to meet the functional requirements of the space, in line with user requirements;

ergonomic, functional, psychological (perceptual), aesthetics and comfort to meet the values.

These approaches, which can simply be called "planning", are actually much more strategic and form a complex relationship system. Space design is more than a "two-dimensional" activity in which the spaces are arranged on the plan, but the "three-dimensional" perception of the space/volume has to be considered:

"Volume and form; proportion, proximity and relationship of spaces; the way they are defined and connected, and roaming between and around them. All these elements have to be developed by interior architects to meet the needs of indoor users and to respond to the constraints set by the existing area where the interior schema exists" (Higgins, 2015).

Depending on all these, interior design/architecture; to design all kinds of spaces with all their requirements for different functions, and purposes in which mankind is involved. When starting with such a definition; we can understand that, interior design/architecture, which is a profession related to human and living together, is a multifaceted body of relationships within its own structure. In this context, interior design/architecture, which constitutes its own definition, has been accepted as a profession to meet the spatial / vital needs in the future.

6. INTERIOR DESIGN/ARCHITECTURAL EDUCATION

The initiation of the training activities for the profession of Interior Architecture/Design; dates back to the late 19th and the early 20th centuries. Mainly in the United States of America, "Home decoration" courses began to be given within the "design" or "home economics" departments of the schools. As the work of interior design/architecture began to develop as a worldwide profession, the issue of training for the occupation became a necessary process besides the practice of the profession. At this point, experienced practitioners have started to work on interior design/architecture education. Under the leadership of Candace Wheeler, the New York School of Decorative Arts was founded in 1877 and became the first official educational institution for women in the United States of America (Kirkham & Sparke, 2000). In the same time period, Nancy Vincent McClelland is being seen as an important figure in the professionalization of the profession. The content of the training program proposed for professional training in interior decoration has guided the profession in many respects. The book An Outline of Careers for Women, published in 1929, brought the necessary technical, historical and cultural knowledge about interior decoration to the society (Edwards, 2011: 56).

The first official education/training program on interior design/architecture was held in 1906 at the School of Applied and Fine Arts in New York (Parsons, The New School, 2012). Then, in 1916, the "New York School of Interior Design" was established (Tate, & Smith, 1986). In Europe; interior design/architecture education was implemented in the late 19th century (Kaptan, 2003: 68). To become a field of education or department independently; interior design/architecture coincides with the aftermath of World War II. In addition to that, the graduate programs on interior design/ architecture education has started within the Royal College of Art education program in England in 1951.

Within the progressing and developing procession, the number of the courses given in interior design/architecture education programs increased; they have begun with 43 courses by the first years, and get continued, and reached an average of 114 courses today (Edwards, 2011: 60-61). A research study which has been done in Ostwestfalen-Lippe University shows that; the profession of interior architecture dates back to 1922 in Germany. The formation of academic discipline in the field of interior design/architecture in Germany, has started in 1971; and the programs has been reconstructed with the formation of "applied sciences" (Pottgiesser, 2011: vi). By the year 2011, the interior design/architecture education programs are provided in 16 universities in the country (Germany) (Pottgiesser, 2011: v).

The Interior design/architecture education in Australia and the Far East continued in line with developments in the United Kingdom and the United States. However, the Japanese traditional educational program and different interior design conceptual approach were not included in this development process (Kaptan, 2003: 69-70).

Today, two schools come to the forefront in the development of the interior design/architecture profession and in the education process and form the basis of the approaches of today's educational programs. At this point, it is possible to say that these schools are effective in terms of interior design/architecture education established and maintained today. The first of these schools; École des Beaux-Arts, developed in France and recognized as the pioneer of academic design education; the other one is "Bauhaus", which originated in Germany (Malnar, & Vodvarka, 1992; Pile, 2009).

Design academies, institutes and schools, which play an important role in the development of design education and shaping today's educational under-standing, have contributed to this process. These are as follows in chronological order;

1830 - Academie de Beaux Arts

1837 - British Royal Academy of Art

1845 - Glasgow School of Art

1866 - Art Institute of Chicago

1908 - Amsterdam Academy of Architecture

1919 - Bauhaus

1920 - Vkhutemas

1953 - Ulm School of Design

1974 - NCIDQ (National Council for Interior Design Qualification)

7. 1830 - ACADEMIE DE BEAUX ARTS

The École des Beaux-Arts, with its full name "École Nationale Supérieure Des Beaux-arts". The school of fine arts with Académie Royale d'Architecture. It was founded in Paris in 1671 by Jean Baptiste Colbert, the minister who worked with King Louis the 14th.

Born as an alternative to guild and workshop in the process, the difference between the previous periods and the Academy is seen as follows;

"The unquestionable values of classical architecture, the foundation of education on a theoretical basis and its openness to all who want it as a public service. In the meantime, the workshop system was preserved, but compulsory courses and conferences were organized by bringing formal processes to education (Balamir, 1985).

The educational program of the school, which was changed and reorganized with the French Revolution and called "Ecole de Beaux-Arts", has a qualified content with the formation of nourishing theoretical courses and practical workshops for different fields. Course topics such as chemistry, archeology, administration, law and finance which may be necessary in the field of work are also included in the program (Balamir, 1985; Cret, 1941; Carlhian, 1979).

When the education program of the school is examined; It can be seen that the program is gathered under two main titles; "Practical Training" and "Formal Training" (Table 1). The program also includes monthly and annual competitions. This approach is a clear document of the importance given to "competition" and "ability to make personal decisions".

Table 1. Beaux-Arts Educational Program (19.cc), Balamir, 1985;
A.C. Weatherhead, 1941)

	CRAFTS EDUCATION						
Practice Education	STONE	TIMBER	METAL	CLAY	GLASS	COLOUR	TEXTILE
	STATUE ATELIER	CHOPPING ATELIER	METAL ATELIER	CERAMIC ATELIER	STAINED GLASS ATELIER	PAINTING ATELIER	WEAVING ATELIER
	MATERIAL and STOOL EDUCATION						
	FINAL ACCOUNT		AUCTION			COST ANALYSIS	

	FORMAT PROBLEMS		
Formal Education	OBSERVATION	PRESENTATION	COMPOSITION
	NATURAL WORK	SPACE GEOMETRY	SPACE THEORY
	MATERIAL WORK	CONSTRUCTION TECHNIQUES	COLOUR THEORY
		TECHNICAL DRAWING	DESIGN THEORY
		MODEL	

The working method of the Academy; is by creating the schedules of the courses to be given and to organize the contests to be held. The workshops established within the school program were, although dependent on the school administration, working separately from the school's administrative scheme. In order to form out a studio, it is sufficient for up to twenty students to make a request together for a well-known architect who teaches in many schools to establish a workshop and to open the course.

The understanding and effective approach to learn in the workshop system; it was organized as solidarity between new and old students. The new ones used the drawing and model works of the ancients and the old ones played the role as educators (boss) as effective as the educators. Trainer; he was not interested in the number of students, but he managed collective discussions, critics, and took part in juries.

The academic program is designed as follows;

- Aspirants,
- 2nd grade (Eleves),
- 1st class (Anciens).

In the Middle Ages, the master - apprentice training conducted with the hierarchical order within the guild; by removing the students studying at the academy from this form of relationship, it has placed a much more informed and intellectual structure. At this point; it has become the protector of the culture owned (Ertek, 1999; Ozer, Kuban, 1966).

The design education program of the Academy; is the achievements given to the students were formed by studio critics and post-process juries. This layout was accepted by the design community (Gürel, & Basa, 2004; Pile, 2009). In addition, the first design schools established in the United States have accepted this understanding also (Nutter, 2001; Pile, 2009).

8. 1919 - BAUHAUS

The Bauhaus School of Design, is one of the most important schools of the period, which was established in 1919 in the city of Waimar under the direction of Walter Gropius (1883-1969). Gropius united two schools when the Bauhaus was established; Grand-Ducal Saxon Academy of Pictorial Art and Grand-Ducal Saxon Academy of Arts and Crafts. Thus; By designing and manufacturing together, both areas would be jointly bent (The Bauhaus, 2019). This convergence was the realization of the dream of unity established in the Vienna Workshop, and it is also thought to have had a great impact on the and Arts and Crafts movement which was put forward after the Industrial Revolution, as Meshur emphasized (2011). This reveals the commitment of the École des Beaux-Arts and the Bauhaus to each other, even if they are all separated from each other.

In the western societies where industrialization has developed, and developed in a very effective way, the inability of the objects to be produced to respond to the needs has led to questioning thoughts on the designs made and functionality to be brought to the forefront. Again, with having the idea of design, being within the minds of people; it is desirable that every product living in daily use, has to be functional as well as being aesthetically strong (Aslanoğlu, 1988). Because of such an expectation, the fact that a school like Bauhaus, a school where designs and applications are experienced together, was also considered to be at the forefront

The ongoing and developing "questioning" and "breaking and opposing" attitude was born with the 20th century and they are reflected in art activities and movements, which led to the questioning of ongoing educational processes and methods. The fact that inquiry processes took place in the period also led to the emergence of new searches both in artistic attitudes and in educational methods, and instead of traditional methods, an understanding and structure was formed in accordance with the effective and rapid structure of the era (Sarı,

2005). The most important aspect of this structure was that "manufacturing education and design education are given together". Thus, the fact that; different professional groups come together and work together as a whole within a common structure has been realized. This is an example of stepping into the "multi-disciplinary" formations that will emerge by the coming years. The development of craftsmanship and design concepts by walking together has caused the school to become a "design and manufacturing" complex (Aydoğan, 2010).

During the education period of the school, workshops such as metal, printing, weaving pottery, stage/staging and painting have been established, and such workshops have been realized together with both classical, traditional and original and contemporary art understanding of the past. The syllabus was created by combining the concepts of color, expression, abstraction and classical painting and perspective, as well as basic design, material, construction site and workshop concepts (Sarı, 2005). According to such an understanding, all arts get together within the same environment.

"According to the understanding of this school, all arts were gathered under one roof. Painting, graphics, sculpture, ceramics, textiles, stained glass, wood and metal three-dimensional objects and other works were integrated with the construction. This school prevented the corruption of products in the transition to industry. They believed that, not only them, but all the people had to go through education in order to learn about the arts. For this reason, the art education had an important place in primary and secondary education"(from Tonguç, Ülkü, 2008: 40).

The school's program, which was announced in April 1919, defines the approach as follows;

"All of Bauhaus's endeavor is, to bring all the disciplines of creative arts, such as sculpture, painting, crafts and crafts together, as an integral component of architecture. Accordingly, the aim of Bauhaus; by creating a unified art work, to ensure the formation of a "main structure" that does not distinguish between structural and artistic branches" (Tate, Smith; 1985).

Such an understanding of education has been accepted for the following century and has led to a combination of art and design. The Bauhaus curriculum consists of three main parts; It has a preparation which includes design principles for one semester and then a program for working together with other crafts for three years. This program integrates "practical work" (Werklehre) and "class work" (Formlehre) together (Malnar, Frank, 1992: 173).

The basic education (Vorkurs) courses in the curriculum of the school have formed the basis of the "basic design" course which is in almost all interior

design/architecture schools today. The course initially consisted of a six-month period and students who were successful could attend the school. The most important aspect of the syllabus of the school revealed an environment in which not only technical education but also theoretical knowledge was transmitted (Meşhur, 2011) (Table 2). This was later described by Gropious as "Art and Technique, New Unity".

Table 2. Bauhaus Educational Program, Balamir, 1985.

	ARCHITECTURAL DESIGN / COMPOSITION			
ATELIER	Order and detail	Analytical and Project	Sketch Problem	Archaeology Project
	DRAWING - MODEL			
	Free Hand Drawing	Embellishment	Ancient Figure	Model Relief

	MATHS	SPACE GEOMETRY	STEREOTOMY	CONSTRUCTION INFORMATION	THEORY - HISTORY
CLASSES	Trigonometry	Shadow	Stone Cutting	Stone Construction	Ancient Ages
	Analytical geometry	Rotating Surfaces	Wooden frame	Wood Construction	Medieval Period
	Mechanics	Conical Sections		Iron Construction	Modern Age
		Perspective		Application project	
				Geology	
				Physics	
				Chemistry	

Moving to Dessau in 1925, the school aims to enable the teachers and all the designers under the roof to act as creative, artist, master and industrial designer; the designs would be solved in realistic sizes and sizes that could be manufactured in factories. The furniture, lamps, textiles, metal and glass products designed with this understanding are all produced in their own workshops. This approach; can be considered as practical transportation of industrial design to the world of design education.

Such a design model, the object that designed should be as well as useful and besides being useful, it has to be economic and simple. So; this kind of approach

and education, bringing together mechanization and art, showed that two different ideas can work side by side.

9. INTERIOR DESIGN/ARCHITECTURAL EDUCATION IN TURKEY

The way of understanding was different from each other as the first two departments opened in Turkey in the field of Interior Design. During their education period, "Academy of Fine Arts" conducted the way of Beaux-Arts; the school of French origin; "State School of Applied Fine Arts" was based on the German educational procedure by Bauhaus education program (Unansal, 2013, p: 131).

These two schools, which are working on interior design/architecture education, has formed the foundations of the profession in our country until 1985. Since 1985, as the profession of interior design/architecture has become more effective, the educational approach and programs has gained importance. The most effective reason for the profession to become much more efficient is, by the way of new economic modeling occurred after 1980 in Turkey; that is way of "consumption". The new production conditions, technological structures, new material options and the globalization of information sharing in the light of the consumption culture made the interior design/architecture profession much stronger than before.

Design or designing; it is the main action underlying with the profession of interior design/architecture. This action is handled in an interdisciplinary approach, and it is associated with other areas. Departments providing undergraduate education in the universities such as "City Regional Planning " "Urban Design and Landscape Architecture", "Architecture", "Interior Design/Architecture", "Industrial Product Design" which are the main occupational branches working on design procedure. These professions, which are based on designing action, have differences in scale for each of them. The design is clearly differentiated from the designed product. Consequently; by the differences with the scales, the understanding of specialization towards design action is more clearly seen.

However, "design" focuses on a common approach during the education of all relevant professions. This early design phase, which is called "Basic Design", works on the concepts that make up the main decisions of design procedure. At this point; design-based professional branches, regardless of scale brings together. The development of design education approaches in the process has led to the emergence of different educational cultures and the development of different design methods (Ertek, 1999). In this context, it will be useful to examine the transmission methods and methods of design learning in the infrastructure of interior design/architectural profession, in the formation of the proposals that need to be emphasized in terms of professional gains.

The "design" courses are taken as an active case within the departments of Interior Architecture/ Interior Architecture and Environmental Design in Turkey. The students are beginning to get the design procedure by the first term of the training/learning program and continues until the end of the stage. The process of acquiring students to design and systematics of it, constitutes the main structure of educational programs. Therefore, within the framework of Interior Architecture/Interior Architecture and Environmental Design education, the "Design Studio" courses, together with other nutritional side courses and applications, constitute the backbone of the education programs and take place predominantly.

Within the line of this approach, "design studio" courses are a set of ideas that combines the formation and development of design thought systematics, the forms and approaches of design phenomena with the nutritious application and theoretical knowledge acquired by the other courses. The analysis presented by Ertek reveals this approach very clearly; History-Theory (History of Space Design, History of Furniture, Environmental Psychology, Design Research Methods), Communication (Technical Drawing, Design Geometry, Technical Drawing-Perspective, Visual Expression Techniques, Free Drawing Techniques, Computer Aided Space Design), Building-Construction (Structure Knowledge, Furniture Making Methods and Techniques, Interior Construction and Materials, Indoor Environmental Control Systems), Elective (Department, Faculty, University Elective Courses), General (Atatürk's Principles and History of Turkish Revolution, Turkish, English), Practical (Cost Analysis) , Professional Practice, Internship, Portfolio) and Design (Basic Design Education, Basic Art Education, Environmental Design, Furniture Design) course sets are all feeding the Design Studio (2014).

10. EVALUATION

The "Design Studio" courses, which constitute the main backbone in this form of relationship, which is accepted within the design education approach; the courses covers the transformation, association and projecting of the acquired knowledge supported by other nutritional course groups. At this point, it is aimed to examine the relationship values of courses related to the values, fiction and methods of education of interior architecture/interior architecture and environmental design education system; differences, deficiencies and gains are important in terms of revealing.

The study is, on the courses of the Interior Architecture/Interior Architecture and Environmental Design departments of the Universities of the Republic of Turkey. There are 7 main parts within the training program for the courses which are found in the course distribution (Table 2, Table 3), they are;

- History & Theory,
- Communication,
- Construction,
- Elective,
- General,
- Practical,
- Design.

There were 57 (fifty seven) Interior Architecture/Interior Architecture and Environmental Design departments in Turkey by the year 2019. The schools in question are classified and listed in five-year intervals depending on their establishment years. Topics related to assessment, established the Republic of Turkey which is connected to the relevant faculties of universities "Interior Architecture / Interior Architecture and Environmental Design" section are discussed in the framework.

The content evaluation of the syllabuses were based on the data of the syllabuses on the official internet addresses of the current departments of Interior Architecture/Interior Architecture and Environmental Design departments of Turkey.

The courses within the fields of "elective" and "general" are not included in the assessment since they are not inclusive of vocational courses. Beside this; since the courses in these groups have variable hour content, they are not included in a general evaluation. Since the information on the curriculum of Hasan Kalyoncu, MEF, Özyeğin, İstanbul Rumeli, and Kütahya Dumlupınar Universities could not be reached, they were excluded from the evaluation.

Table 3. Interior Architecture/Interior Architecture and Environmental Design Departments' (1926-1985) Curriculum with Course Information Areas Evaluation Table (t: theoric, p: practice, n: number)

			T	P	T	P	HISTORY-THEORY			EXPRESSION-CONTACT			ELECTIVE			GENERAL			STRUCTURE-CONSTRUCTION			PRACTICE			DESIGN		
			H	H			T	P	N	T	P	N	T	P	N	T	P	N	T	P	N	T	P	N	T	P	N
1926-1985	1	Marmara University	114	120		1	50	16	21	10	12	4	40	38	15	12	0	6	11	12	8	2	16	6	19	26	9
	2	Mimar Sinan Güzel Sanatlar University	51	63		1	21	11	13	7	6	5	0	0	0	16	0	8	8	8	6	0	4	4	21	44	14

Table 4. Interior Architecture/Interior Architecture and Environmental Design Departments' (1985-1990) Curriculum with Course Information Areas Evaluation Table (t: theoric, p: practice, n: number)

				T	P	T	P	HISTORY-THEORY			EXPRESSION-CONTACT			ELECTIVE			GENERAL			STRUCTURE-CONSTRUCTION			PRACTICE			DESIGN		
				H	H			T	P	N	T	P	N	T	P	N	T	P	N	T	P	N	T	P	N	T	P	N
1986-1990	3	Hacettepe University	2	70	82		1	25	6	10	9	14	7	66	25	35	14	0	6	6	6	3	9	14	7	16	40	8
	4	Bilkent University		67	73		1	30	0	10	0	16	4	0	0	7	12	0	5	8	9	5	3	0	3	16	48	8

Table 5. Interior Architecture/Interior Architecture and Environmental Design Departments' (1991-1995) Curriculum with Course Information Areas Evaluation Table (t: theoric, p: practice, n: number)

				T	P	T	P	HISTORY-THEORY			EXPRESSION-CONTACT			ELECTIVE			GENERAL			STRUCTURE-CONSTRUCTION			PRACTICE			DESIGN		
				H	H			T	P	N	T	P	N	T	P	N	T	P	N	T	P	N	T	P	N	T	P	N
1991-1995	5	Eskişehir Teknik (Anadolu) University	2	82	52	1		34	17	15	10	8	8	0	0	20	8	0	4	6	0	3	8	3	4	24	24	6
	6	Karadeniz Teknik Üniversitesi		77	57	1		33	11	14	10	7	5	30	0	15	13	0	6	6	1	3	0	4	2	28	34	9

Table 6. Interior Architecture/Interior Architecture and Environmental Design Departments' (1996-2000) Curriculum with Course Information Areas Evaluation Table (t: theoric, p: practice, n: number)

				T	P	T	P	HISTORY-THEORY			EXPRESSION-CONTACT			ELECTIVE			GENERAL			STRUCTURE-CONSTRUCTION			PRACTICE			DESIGN		
				H	H			T	P	N	T	P	N	T	P	N	T	P	N	T	P	N	T	P	N	T	P	N
1996-2000	7	Akdeniz University	4	99	49	1		20	6	11	11	7	5	20	0	10	16	0	8	16	8	8	2	2	2	30	26	11
	8	Çukurova University		84	62	1		33	14	15	16	12	8	104	0	26	12	2	6	16	2	8	1	10	4	18	24	6
	9	Kocaeli University		115	39	1		43	6	15	18	6	8	0	0	0	16	0	6	15	6	5	8	4	0	31	17	9
	10	Haliç University		35	114		1	7	0	4	16	16	8	0	0	25	14	0	6	10	14	7	2	18	5	0	66	10

Table 7. Interior Architecture/Interior Architecture and Environmental Design Departments' (2001-2005) Curriculum with Course Information Areas Evaluation Table (t: theoric, p: practice, n: number)

			T	P	T	P	HISTORY-THEORY			EXPRESSION-CONTACT			ELECTIVE			GENERAL			STRUCTURE-CONSTRUCTION			PRACTICE			DESIGN		
			H	H			T	P	N	T	P	N	T	P	N	T	P	N	T	P	N	T	P	N	T	P	N
2001-2005	11	İstanbul Teknik University	67	82		1	25	6	10	8	22	4	27	0	9	20	0	8	16	14	9	0	0	0	14	40	8
	12	Selçuk University	106	78	1		39	13	22	15	21	9	22	8	14	12	0	3	7	10	5	0	0	2	28	28	10
	13	Bahçeşehir University	44	84		1	17	10	9	2	14	4	0	0	6	8	0	4	9	12	5	0	0	2	16	48	8
	14	Başkent University	80	56	1		27	2	13	15	12	8	32	18	15	24	0	8	8	8	4	0	0	2	30	34	9
	15	Doğuş Universitesi	86	55	1		40	8	18	10	21	9	0	0	0	12	0	3	9	10	5	2	0	4	25	16	7
	16	İstanbul Kültür University	56	78		1	24	10	12	12	10	6	0	0	7	20	0	8	6	10	3	0	0	2	14	48	8
	17	İstanbul Ticaret University	65	74		1	32	2	13	9	12	6	0	0	60	12	0	6	6	6	3	2	2	1	16	52	9
	18	İzmir Ekonomi University	47	88		1	26	8	12	4	14	5	30	0	10	26	12	10	2	4	2	1	6	5	14	56	9
	19	Kadir Has University	60	68		1	9	0	4	11	8	5	18	0	6	20	0	8	10	12	4	0	0	2	24	48	8
	20	Yaşar Universitesi	62	72		1	29	4	12	0	12	3	28	0	10	14	0	6	7	4	3	0	0	2	20	52	10
	21	Maltepe University	58	80		1	26	2	13	4	4	2	32	0	16	14	0	6	8	6	4	0	0	4	20	68	10
	22	Toros University	107	64	1		39	2	14	16	10	5	24	0	8	20	0	8	18	2	8	0	0	3	34	50	9

(group total T/P column: 12)

Table 8. Interior Architecture/Interior Architecture and Environmental Design Departments' (2006-2010) Curriculum with Course Information Areas Evaluation Table (t: theoric, p: practice, n: number)

			T	P	T	P	HISTORY-THEORY			EXPRESSION-CONTACT			ELECTIVE			GENERAL			STRUCTURE-CONSTRUCTION			PRACTICE			DESIGN		
			H	H			T	P	N	T	P	N	T	P	N	T	P	N	T	P	N	T	P	N	T	P	N
2006-2010	23	Atılım University	74	68	1		19	2	9	7	10	5	28	2	10	28	0	10	15	6	6	0	0	3	33	50	9
	24	Fatih Sultan Mehmet Vakıf Üniversitesi	70	60	1		18	8	10	7	6	4	32	0	16	12	0	6	9	10	5	2	2	4	34	34	9
	25	İstanbul Arel University	76	90		1	24	2	11	11	14	7	0	0	3	20	0	8	17	12	8	2	12	2	20	50	10
	26	İstanbul Bilgi University	151	24	1		48	0	13	9	0	3	0	0	6	16	0	6	23	0	4	3	0	3	64	24	8
	27	Altınbaş (İstanbul Kemerburgaz) University	67	72		1	28	6	12	21	10	9	75	0	11	28	0	10	11	8	5	2	4	4	5	44	9
	28	İstanbul Medipol Üniversitesi	72	81			20	0	10	8	8	4	0	0	0	2	0	1	16	16	7	4	3	2	22	54	11
	29	KTO Karatay University	146	58	1		80	12	40	16	10	9	0	0	0	12	0	6	14	6	7	4	2	3	36	32	10
	30	Nuh Naci Yazgan Üniversitesi	86	63	1		28	7	13	14	12	8	47	18	23	26	0	10	9	10	5	2	4	2	34	34	9
	31	Okan University	50	64		1	27	6	16	7	16	6	28	4	14	8	0	4	3	6	3	0	2	4	13	34	11
	32	TOBB Üniversitesi	51	91		1	27	16	13	5	20	6	0	0	6	12	8	8	6	5	3	0	0	0	15	66	9
	33	Beykent University	71	38	1		41	3	20	20	11	9	0	0	0	12	0	3	2	2	1	4	8	6	12	22	6
	34	İstanbul Yeni Yüzyıl University	77	80		1	28	10	11	12	14	7	0	0	10	14	0	6	16	10	8	3	0	0	18	46	10

(group total T/P column: 12)

Table 9. Interior Architecture/Interior Architecture and Environmental Design Departments' (2011-2015) Curriculum with Course Information Areas Evaluation Table (t: theoric, p: practice, n: number)

	#	University	T	P	T	P	HISTORY-THEORY			EXPRESSION-CONTACT			ELECTIVE			GENERAL			STRUCTURE-CONSTRUCTION			PRACTICE			DESIGN		
			H	H			T	P	N	T	P	N	T	P	N	T	P	N	T	P	N	T	P	N	T	P	N
	35	Afyon Kocatepe University	78	32	1		29	4	14	15	10	9	77	11	36	14	0	6	8	2	3	2	0	1	22	16	9
	36	Kırıkkale University	118	37	1		38	8	19	24	9	9	0	0	7	12	0	6	14	6	6	0	0	2	42	14	8
	37	Avrasya University	62	74		1	24	10	11	10	12	6	22	20	12	12	4	6	14	8	7	0	0	2	14	44	8
	38	Çankaya Universitesi	83	54	1		31	2	16	6	8	4	33	0	11	12	4	6	12	10	6	2	2	3	32	32	8
	39	İstanbul Gedik University	75	86		1	28	4	12	6	20	7	0	0	9	15	0	7	8	12	5	4	4	4	26	46	10
	40	Hasan Kalyoncu University																									
2011-2015	41	Işık Universitesi	56	97		1	36	19	16	4	6	4	3	0	8	14	0	6	5	14	4	2	2	3	6	56	9
	42	İstanbul Aydın University	89	79	1		34	2	14	5	9	4	0	0	12	14	0	6	15	4	7	6	8	6	20	56	11
	43	İstanbul Esenyurt University	96	71	1		35	5	14	14	18	9	0	0	5	14	0	4	7	8	4	4	4	4	36	36	10
	44	İstanbul Gelişim Universitesi	65	74		1	13	6	6	12	10	6	0	0	12	14	0	6	23	16	11	0	0	0	16	40	8
	45	İstanbul Sabahattin Zaim University	63	68		1	22	4	11	4	8	5	0	0	7	20	12	8	19	8	9	0	0	0	20	50	12
	46	MEF Universitesi																									
	47	Nişantaşı University	22	40		1	11	4	5	7	6	4	0	0	17	50	0	17	6	0	2	0	0	0	0	30	6
	48	Özyeğin University	55	106		1																					
	49	Yeditepe Universitesi	68	62	1		19	8	10	7	4	5	17	0	6	12	4	6	12	12	8	4	4	4	26	28	7
	50	Uluslararası Antalya (Antalya Bilim) University	85	60	1		38	9	17	6	6	3	10	14	8	14	0	6	10	7	5	3	2	4	28	36	8
	51	İstanbul Şehir University	50				17	4	7	8	8	5	0	0	12	12	0	4	8	10	6	0	4	2	34	36	9

(T/P column: 17)

Table 10. Interior Architecture/Interior Architecture and Environmental Design Departments' (2015-2019) Curriculum with Course Information Areas Evaluation Table (t: theoric, p: practice, n: number)

	#	University	T	P	T	P	HISTORY-THEORY			EXPRESSION-CONTACT			ELECTIVE			GENERAL			STRUCTURE-CONSTRUCTION			PRACTICE			DESIGN		
			H	H			T	P	N	T	P	N	T	P	N	T	P	N	T	P	N	T	P	N	T	P	N
	52	İstanbul Ayvansaray University	68	30	1		23	0	8	10	4	4	0	0	9	12	0	3	7	4	3	0	9	2	19	38	10
2016-2019	53	İstinye Universitesi	68	45		1	10	8	6	18	18	9	21	12	12	27	16	12	6	14	5	0	8	2	0	64	8
	54	TED University	39	30	1		17	5	7	6	6	3	42	0	15	10	2	5	8	2	3	0	0	2	16	64	8
	55	Beykoz Universitesi	88	73	1		31	10	13	13	22	7	0	0	13	24	0	6	4	5	2	0	0	1	16	36	9
	56	İstanbul Rumeli University																									
	57	Kütahya Dumlupınar University																									
		TOTAL	57	**3824**	**3394**	25	26																				

(T/P column: 6)

The values, those are put on the table (table 11) are formed and evaluated according to the courses being carried out in our Interior Architecture/Interior Architecture and Environmental Design departments today according to the previous tables (Tables 3,4, 5, 6, 7, 8, 9, 10). The "Practice" group, which consists of internships and practical lessons consisting of practical knowledge, reveals that the training group does not have an effective role by the education.

Table 11. Interior Architecture/Interior Architecture and Environmental Design Program Courses "Course Information Areas Evaluation Rate Result Table

TOTAL	HISTORY & THEORY		COMMUNICATION		CONSTRUCTION		ELECTIVE		GENERAL		PRACTICE		DESIGN		TOTAL
	COURSES (PIECES)	%	COURSES (PIECES)	%	COURSES (PIECES)	%	COURSES (PIECES)	%	COURSES (PIECES)	%	**COURSES (PIECES)**	**%**	COURSES (PIECES)	%	COURSES (PIECES)
	664,00	23,66	308,00	10,97	269,00	9,58	624,00	22,23	337,00	12,01	**141,00**	**5,02**	464,00	16,53	2807,00

However, when the existence of "application courses" is evaluated through Bauhaus education program, it is seen that 6 of the 27 titles are intended for practice (Table 1). This shows that the number of practical courses constitutes twenty-two percent (22%) of the total (Stone Cutting, Wood Frame, Stone Construction, Wood Construction, Iron Construction, and Application Project). The resulting differences in value reveals a worthy result and that more attention should be paid for the practical course title.

Table 12. Departments of Interior Architecture/Interior Architecture and Environmental Design "Practical" Course Group - Number of Courses

PRACTICE

1926-1985	5,00	unit/education period
1985-1990	5,00	unit/education period
1990-1995	3,00	unit/education period
1995-2000	2,75	unit/education period
2000-2005	2,42	unit/education period
2005-2010	2,75	unit/education period
2010-2015	2,54	unit/education period
2015-2018	1,75	unit/education period

Another important result was the depreciation of the course weights in the "Practical" course group in our Interior Architecture/Interior Architecture and Environmental Design departments depending on the years of establishment of the universities (Table 12). This demonstrates the value that; practical courses lose importance during the learning process. This shows that the practical course group has decreased in terms of the timing procedure of the other course groups and its importance within itself.

11. CONCLUSION

When the Bauhaus training program is examined; it is seen that, the "practical" approach acquired in the field of design is very important. The support of the verbs "to do" "to think" should not be forgotten; a lifelong education/learning phenomenon, not only by research, and by reading; but also it should be done with, "learning by doing" and "experiencing" as before. At this point, just as within the Bauhaus; theoretical and practical knowledge should form an interrelated and inseparable dynamic. "Practice" is one of the most important methods of education in the discipline of interior design/architecture, and it should be included in the educational process. As a result of the analysis made and the tables; depending on the period of establishment of educational institutions, it has been observed that; the content of the applications/practices within the programs that they have created, lost value during the process, and especially in the programs of the recently opened universities. At this point, it is thought that the dynamic relationship between theoretical knowledge and professional practice expected from the education cannot be achieved at a sufficient level. In particular, if the courses in the "structure/construction" and "communication" course groups are considered to be used effectively in their

professional life; one of the most important points to be emphasized, should be the matching of the those group of courses with the "practical" group. This is necessary, as in the Bauhaus training program; it will be possible by creating the course environments in which "practical" occupation takes place and by making the internship environments and programs much more effective

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