



4th WORLD CONFERENCE ON EDUCATIONAL TECHNOLOGY RESEARCHES, WCETR-2014

## A Studio Study on Re-Interpret The Comments of A Brand in The Design Training

Lec. Dr. Funda KURAK ACICI<sup>a\*</sup>

<sup>a</sup>*Karadeniz Technical University, Faculty Of Architecture, Department Of Interior Architecture, Trabzon, 61000, Turkey*

---

### Abstract

Design Education comprises a training process finding expression in the form of reconsideration and transfer to the paper what s/he thinks and removing the forefront of creativity in doing so. The educational process of department of interior architecture of which occupation of design space and therefore the design process advances with a different education system. In this process including starting a job on behalf of design, improving it and transforming it a product, what is important is the process of putting forward creative and original ideas and making it happen. Within this study, in interior architectural education in which a vocational training design-oriented, design process will be evaluated with the product been worked by each student in recent years with a special emphasis on interior design for a selected brand and resulting after the process of the education system.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of Academic World Research and Education Center.

*Keywords:* Design, Design Education, Design Process, Brand

---

### 1. Introduction

The design is located in the focal point of our lives within the meaning it contains and encompasses many disciplines. The design, which is a creative act, is formed by certain processes in itself. The design advances with a process having a recycle self-feeding continuously. Interior Architecture education is a design-oriented education system. The purpose of this educational system to design suitable, aesthetic, ergonomic, functional spaces for users. The design process is proceeding in parallel with the process of education. The content of project/design courses in

---

\* Funda KURAK ACICI.Tel: +90-462-377-1684  
*E-mail address:* [fundaacici@windowslive.com](mailto:fundaacici@windowslive.com)

this education process isn't different from the working process of career. In this study, transmission and evaluation of the process of a studio study carried out in the project / design course will be done.

## 2. The Design Education

The design education involves a more subjective education process than other disciplines. The design, is regarded as the most important part of design-oriented part of the training. Therefore programs mainly on the design and implementation are applied in the educational system.

“Design education is enable the individuals to gain knowledge and skills by enabling them to receive education in their chosen field of art and to gain knowledge and skills, to bring out new and unique designs, to gain experience in the relevant field. The purpose of the design education is to make a unique whole of and its conscious and subconscious thoughts phenomenon and sense of sight.” (Baylavli and Erenler Cakar, 2011, 107-111).

Unlike other disciplines, architectural design requires the ability of dissolving the information in various fields such as science, art, math, technology, philosophy, theory and history at the same level. The design knowledge is a knowledge which is more comprehensive and non-obvious and it is difficult to identify, to understand, to classify and to shape (Ayiran, 1995).

Uluoglu (1990), arguing the design idea has a language, suggests there are rules for the words forming language and putting these words together as in the spoken language and this language can be learned and can be used in different contexts. Also, he has also mentioned that it is possible speaking in different styles even starting out with the same words and the same rules. In this context, the aim of the architectural design education is that the design language is taught (Uluoglu, 1990).

The design education is taught in order to gain the design and development of creativity make-up design language. Education in this process is directly related to the design process. Education involves a design process advancing step by step due to being the design-oriented.

## 3. The Design Process

The process starting with first emergence of the problem to the completion of solution is named as design process.

Asimov emphasizes the importance and values of design concepts by defining the process as a decision-making process paid big fines to error in the face of uncertainty (Asimow, 1962). Design phenomenon, starting with a thought and finally turning into a building, a product or space, comprises an unambiguous, complicated and non-linear process. Each product, building or space to be designed requires a different process. The objective of the said process is to find solutions that meet stated needs of the problem definition. A number of methods has been a need to deliver this process results successfully. The modernism, emerged as a result of the industrial revolution, has revealed the inadequacy of traditional methods in designing and enabled the emergence of new methods.

Design process is action scheme set of tools and techniques used during the design activity (Kurak Acici, Bal, 2014).

The process that applies to all designs is to have a personal history of itself. A project is started, developed and repeated in a series of events in a chronological order in the design process. This arrangement creates the design stage (Assimow, 1962; Bayazit 2004).

Lawson (2005) makes a number of obvious conclusion about to the characteristics of the design process: the design process is infinite, there is no accurate design process without error; the design process requires finding problems in addition to solving them; design includes the inevitably subjective value judgments; design is a prescriptive activity; the design process works in order to meet a need (Lawson, 2005).

Armstrong (2008), specifies that it needs take into consideration that the design is surrounded by three stage; identification of needs to be met or answered, understanding of the responding and meeting them, their arrangement and delivery. He summarizes three stages of this activity into the three stages:

1. All designs start with clearly defined requirements
2. All designs consists of creative responses given to clearly defined requirements.
3. All design results a product or project meeting the requirements (Armstrong, 2008).

Download English Version:

<https://daneshyari.com/en/article/1110233>

Download Persian Version:

<https://daneshyari.com/article/1110233>

[Daneshyari.com](https://daneshyari.com)