Curriculum development in interior architecture education: ITU case

Özge CORDAN, Emine GÖRGÜL, Bahadır NUMAN, Benek ÇİNÇİK
Istanbul Technical University, Faculty of Architecture, Department of Interior Architecture, Istanbul, TURKEY

Abstract:
This paper discusses the revision processes of Istanbul Technical University - ITU Department of Interior Architecture undergraduate program curriculum.

In this content, the paper commences with a brief introduction about the history of interior design education and mentions the earlier models that were deployed both in global and local terms. Then it is pursued by focusing on ITU case. Although the existing undergraduate curriculum of ITU Department of Interior Architecture anchors on interactive, interdisciplinary and integrated program; yet correlated with the reasons, aims and action plans of the curriculum revision a studio-centered, student-oriented, leading, contemporary program that enables inter-/trans-/cross-disciplinary approaches are intended to be accommodated in the novel proposal by asserting the past and grasping today.

The paper opens the reasons, aims, developed strategies and implementation steps of the undergraduate program curriculum revision of the ITU Department of Interior Architecture, into discussion.

Keywords: *Interior architecture education, curriculum development, accreditation, global and local interpretations of interior architecture in Turkey, ITU model in interior architecture education.*

1. Introduction

In 19th Century, interior architecture has been institutionalized both as a professional practice and a field of study with the establishment of first undergraduate program in Parson's School of Design in 1896 (May, 2008). Doubtlessly, before the institutionalization of interior architecture education, the wide variety of publications and some steering articles in pioneering magazines like Home Chat and so on, as well as the earlier books on interior design (Massey, 2008), (Pile, 2000) could be accepted as the initial sources, and the informal tools of professional education.

When the institutionalized education models on interior architecture are examined, reciprocal to the mentioned developments in US during the same era, Beaux-Arts influenced approaches appeared as the effective education models in Europe this time. However, beginning with the 20th Century, this model was replaced with the novel approaches of German Werkbund as well as the Bauhaus School model that appreciate the studio-based education. Thus, instead of the big-class and the chief of the studio and practice, the initial strategy of knowledge share principle between the studio members, has been launched as the crucial pedagogical strategy of the education model. Indisputably, this further gave way to the paradigm shift in design education from closed catalogue system into open-ended structure of experimental education and "learning by doing" strategy (Özkar, 2009).

During the last century, in relation to the global progress in the institutionalization of the interior architecture education as a profession, it has been also emerged as one of the professional fields in Turkey and developed rapidly. As it has been known, the institutionalized interior architecture education in Turkey was initiated in Sanayi-i Nefise Mektebi, which has been established in 1883 in Istanbul, during the Late Ottoman Era (Demir, 2008). It has been also known that Beaux-Arts influenced education was the dominant model in the earlier years of the School (Demir, 2008). However, during the first half of the 20th Century, the domination of French école in the education was declined and lost its importance with the rising influence of the Bauhaus école via its welcoming proponents, the practitioners and tutors, who were escaping to Turkey from the Nazi regime in Europe during those times (Gülmez and Görgül, 2013). In this respect, particularly the establishment of the Department of Interior Architecture within the Academy of Applied Arts - AAA (now Marmara University) in 1957 and the launch of its undergraduate program addressed to a significant breakthrough in terms of generating a unique interior architecture education model that has been totally independent from the domination and determination of the field of architecture. AAA has been emerged as an institution that lacks of the architecture education within the school, which is still preserving its character (Işıkgör, 2007). Pursuing the developments in 1957, the next threshold in the interior architecture education in Turkey has appeared with the establishment of HEC- Higher Education Council (YÖK- Yüksek Öğretim Kurumu), and first with the launch of undergraduate interior architecture program in Hacettepe University in 1985, and then with the establishment of Bilkent University that run the American model interior architecture undergraduate education first time in Turkey (Gülmez and Görgül, 2013). Beginning with the 2000's, the number of the institutions that run interior architecture as an undergraduate program have been drastically increased (Ertürk and Aslan, 2005), (Şener and Sağlar-Onay, 2006); where Beaux-Arts, Bauhaus as well as the American models are all deployed and hybridized in their curricula. It is also worth to say that, the variation of the education models and curricula further derives from the characteristic multifariousness of the institutions (Kaptan, 2007).

Without a doubt, this diversity and variation in interior architecture programs that are taught in architecture schools, fine arts academies and design schools constitutes a great multiplicity in the milieu of education today. On the other hand, the diversity of interior architectural education in global terms also varies according to the level of regional growth, which further urges the necessity for a common platform that crosscuts all those diverse strata of the practice and the field of study. In this respect, the notion of accreditation

emerges as the essential step that actualizes the educational progress and the professional performance. Indisputably, institutional accreditations and educational standards do immensely stand apart from limiting the creative design education mentality, however they maintain the educational synchronization in global terms. Thus, regarding to sustain the global simultaneity between the diverse curricula, two organizations are appeared as remarkable institutions, in terms of setting the international accreditation standards, either in Europe and in US: ECIA-European Council of Interior Architects, that focuses on the accreditation of the professionals and the chambers' of profession (Url-1); and CIDA-Council of Interior Design Accreditation, that focuses on the accreditation of the education programs and the institutions (Url-2).

So, in the light of both the global and local developments, the ITU Department of Interior Architecture has been founded in 2001, under ITU Faculty of Architecture, and has begun to undergraduate education on the following year. In this respect, the first three semesters of the eight-semester program has been jointly run by architecture, interior architecture and landscape architecture departments, where the students of three departments enroll to the same lectures all together (Ertürk and Şener, 2006). Aims and goals of the program have been set forth as: educating and fostering the prospect competitive professionals of the field, who are critical, creative and innovative as well as adaptive to the transforming situations; teaching the capability of comprehending and processing the social, cultural, psychological, economical factors that are also affecting the interior architectural design; enhancing the knowledge, awareness and sensibility of the students about aesthetical and artistic issues, diverse interior environments; developing their skills about interior architectural design (Şener and Sağlar-Onay, 2006). Thus, departing from the achievements of previously realized aims and goals that further gave way to an enhanced self-confidence; after a decade long experience, beginning with the 2011-12 academic year, ITU Department of Interior Architecture has evaluated its undergraduate program and has revised it in the light of contemporary goals.

In this context, this paper discusses the reasons, aims, developed strategies and implementation steps of the undergraduate program curriculum revision of the ITU Department of Interior Architecture.

2. Revision of ITU Interior Architecture undergraduate curriculum
Inter-disciplinary collaboration and holistic approach are appreciated as the main principles, in the constitution of the ITU Department of Interior Architecture undergraduate program. Therefore, an essential foundation based on architectural knowledge has been appraised as the start-up method in the education model. This start-up has been pursued with the comprehensive focus on the interior space, in terms of building up the professional knowledge (Şener and Sağlar-Onay, 2006).

The current undergraduate program of ITU Department of Interior Architecture is already an integrated and an inter-disciplinary program, which aims to foster the professionals, who are capable of bridging the knowledge and practice of interior architecture, architecture and related fields (Sağlar-Onay and et al., 2007). Hitherto, the definition of the profession and the professionals; the qualifications of the students and the tutors are also decisive factors in the emergence, development and the variation of the

novel education models. Thus, in terms of maintaining the diversity in student profile, ITU Department of Interior Architecture accepts students with the central examination system, contrary to the other institutions that accept students with qualification exams on fine arts. Moreover, the tutor profile of the department also consists of academicians that hold bachelor degrees mostly in architecture and/or interior architecture.

ITU Department of Interior Architecture undergraduate program has given its first graduates in June 2006. In this period, from the initiation of the program until today, the rising influences of international developments such as Bologna Process, as well as the impact of progressive visions and missions of the university, school and the department, has given way to a curriculum revision. After long and numerous meetings of Department Education Commission during the last two years, finally the novel curriculum development proposal has been generated. The novel curriculum has been developed under the scope of creating an integrated structure that enables studio-centered and student-centered approaches that intermingle novel, innovative, contemporary, inter-/trans-/cross-disciplinary alliances.

So, in general terms crafting a contemporary and leading program have been the aims of a curriculum revision (Şentürer, 2010). Doubtlessly, curriculum development process constitutes the "content of the courses and their organization, the course materials that are offered, educational strategies and assessment methods" that are developed through the feed backs of the previous experiences to craft the future graduates properly (Wiers-Jenssen and et al. 2002). Besides the management of the curriculum development is a quite advanced issue and enfolds a wider perspective that also encompasses administrative and physical infrastructure problems (Gökhan, 2004).

2.1 Mission and vision of the program
As it is known, when designing and developing a curriculum, the mission and the vision of the program are ought to define as appropriately as possible. In other words, the creation of the vision and the definition of the mission, as well as strategic decisions, actions, goals and indicators are obliged to state both to clarify the strategic plans of the program and to identify principles of the total quality management.

In the light of this contemporary, boundless and technologically augmented global world with its novel production-consumption system, the mission of ITU Department of Interior Architecture is re-set to create future professionals of the field that are creative and productive, as well as capable of designing interior environments by interacting with numerous collaborating fields and professions, and would be responsible of every details and top to down processes; whereas the institution further steers the related research facilities within the field. Besides, in terms of its, ITU Department of Interior Architecture addresses to initiate itself as the centre of excellence for interior architecture, within the academic environment of education-research and practice; and to become ready for prospect national and international assortments, meanwhile enhancing its relations with other national and international institutions.

2.2 Aims and reasons of the curriculum revision
ITU Department of Interior Architecture intends to pursue and to ameliorate its leading position in national rankings, and defines its mid-term goals to

generate a novel curriculum that is more qualified in terms of international accreditation standards, as well as contemporary, innovative and forerunner of its time. Departing from these goals and objectives, a SWOT analysis was performed in terms of depicting the current situation of the undergraduate curriculum. Then, reasons of the curriculum revision have been detailed through this analysis, while essential data and commentaries were also collected, and documented.

2.3 Steps of the implementation
During the curriculum revision, the essential joint-program structure of the first year has been preserved. The existing situation has been depicted initially, and the implementation steps have been developed according to the strategic decisions, which could be resumed as follows:
- Revisions and regulations about 100% English language based curriculum
- Revisions and regulations of the joint-program with architecture, interior architecture and landscape architecture, and commencement of interior architecture education focus with the third semester,
- Revisions and regulations about increasing the number of courses and teaching hours of the department faculties by promoting them to teach more actively in the new curriculum,
- Revisions and regulations about the numbers and contents of the course in relation to the CIDA Standards and Bologna Process (Url-3).

2.4 Decisions and strategies
Within the scope of ITU Department of Interior Architecture undergraduate program curriculum revision, student-centered learning approach is aimed. In line with this purpose the major decisions that are taken could be summarized as follows:
- Re-defining the program and course outputs; know-hows, abilities and competencies that students would gain within the framework of thematic structures,
- Integrating theoretical and practical courses,
- Generating a thematic studio environment for each term, while integrating it with the other courses of the term,
- Ameliorating student's comprehension and knowledge in the fields by enabling them to focus on desired sub-specialization topics through elective courses of the defined semester themes,
- Shifting into from a block of 14 weeks-semester structure into a dynamic "module system" in execution and tutorial of theoretical courses to benefit from technical and technological opportunities,
- Encouraging and promoting the documentation and archiving studies through different media environments, in terms of maintaining the visibility of the outputs and creation of multiple communication environments,

In this respect, the strategies and motives that are deployed in ITU Department of Interior Architecture undergraduate program curriculum revision could be further discussed in the following nine consequent sub-titles.

2.4.1 Enhancing the joint program cooperation between Architecture, Interior Architecture and Landscape Architecture
As it has been mentioned earlier, the undergraduate program of ITU Department of Interior Architecture prioritizes the inter-disciplinary

collaboration and adopts the holistic approach in principle. Thus, the first three semesters of the undergraduate program have been jointly run together with architecture and landscape architecture departments. So, based on this structure and the concerns of avoiding any interference, the first year joint education has been preserved, where as the third semester has been asserted as a critical threshold in the formation of the identity of an interior architecture undergraduate students. Thus instead of focusing on interior design issues in the middle of the second year, it is aimed that students would gain access to a basic knowledge of interior architectural discipline beginning with the second year.

2.4.2 Active participation of Interior Architecture faculties

Referring to the earlier analysis of ITU Architecture Faculty's Education Commission Report, the Department of Interior Architecture holds the highest ratio of students per tutors. Yet, the ratio of courses that are taught by the tutors of the undergraduate program has been indicated as 47%. These courses are mostly interior design studios and ratios of theoretical courses are relatively less. Within this scope, the ratio of theoretical and studio courses, either compulsory or elective are proposed to be increased in terms of maintaining the reasonable participation of actively lecturing tutors.

2.4.3 Module system

Recently the module system is applied both in high school level education in Turkey by Ministry of National Education particularly in technical high schools that are dependent on, and in our IMIAD-International Master of Interior Architectural Design Program where as ITU Department of Interior Architecture is also one of the founding-partners of the alliance (Url-4). In this regard, it is suggested that courses in novel undergraduate curriculum with "MIM" coded and particularly the courses that are taught by the construction group tutors of the Department of Architecture, would be co-taught by our faculties in some modules. Besides, it is aimed to re-design all the course syllabuses synchronized with modular structure, to provide a more flexible structure and enabling students and faculties to benefit from technical opportunities, in order create a dynamic education environment based on augmented interaction between student and tutors as well as the integration between inner and outer partners.

2.4.4 CIDA standards

Both in national and international accreditations, it is common that quality reassurance in education would be continuous and progressive. Referring to this fact, the revision process of ITU Department of Interior Architecture undergraduate program curriculum is also built up parallel with national and international accreditation requirements in terms of integrating the program revision to these processes. Within this framework, while considering the reports from relevant commissions of the Department and the School of Architecture, the curriculum is revised in order to maintain CIDA standards in further application processes (Url-2). As it is known, according to CIDA accreditation processes, the applying institutions are ought to have program graduates first and perform self-assessment processes for their education programs. In these means, the required documentation and evaluation results should be composed. Thus, ITU Department of Interior Architecture has been performing the sufficient documentation and evaluation works since last year.

2.4.5 Thematic elective course packages and specialization

While revising ITU Department of Interior Architecture undergraduate program, current courses are revised and new elective courses has been generated according to the student feedback that are indicating their professional development. In terms of fulfilling the CIDA standards, thematic elective course packages are also created. So, new elective courses are developed with the contribution of faculties and the collaboration of the academicians from other institutions, as well as participants from architectural practice.

2.4.6 Integrated and thematic studio environment

Without a doubt project studio is the essence of the professional education. Problem solving and discovering, data gathering, transformation of knowledge and its transfer into design as a datum emerge as initial steps of the studio education. Thus, it is vital to create an experimental studio environment that has a continuity providing by the participation of all shareholders, and to integrate project studio, with know-how and competency that is gained from other courses. Within this scope, after two semesters of joint education[1] together with architecture and landscape architecture; beginning from third semester interior architecture studios are generated thematically. The major aim of this approach is to run each semester project based on a specific theme, in terms of providing the fundamental knowledge and background for required subjects, while creating convenient environments of the professional experience (see Table 1).

Table 1. Course plan and their aims, contents and relations with semester themes.

Y	S	Course Title	Theme	Aim	Content	Method
2	3	Arch. Design III	*Urban Infill*	-Examining the relations in between the urban, architectural, interior architectural scales	-Urban space/interior space	
	4	Interior Architectural Design Studio I	*Domestic*	-Examining the relations between diverse scales through the interior architectural components -Comprehending and asserting the interior space and user relations	-Experimental studio workshops -Livable environments	
3	5	Interior Architectural Design Studio II	Commercial/ *Corporate*	-Discussing the image and identity in the interior architectural environment as a design input	-Corporate identity based commercial interior spaces	
	6	Interior Architectural Design Studio III	*Human-centered*	-Examining the design potentials of human/service centered large scaled, private/public, mixed-used functioned interior space	-Service based, large scaled, private/public, mixed-used functioned interior space	Integrated Studio
4	7	Interior Architectural Design Studio IV	*Historical/ Adaptive Re-use*	-Adaptive re-use of historical and culturally valued buildings, discussing the relations of old-new in interior architecture	- Re-functioning and redesign of historical and culturally valued buildings according to contemporary requirements and designing the interiors	
	8	Graduation Project	*Holistic*	- Generating holistic, creative, innovative and practical design solutions that is to a given problematic, and conveying the jury critics through design proposals.	-Interior spaces that are different in scales and functions according to the given problematic	

2.4.7 Integration of theoretical and practical courses

Doubtlessly, the integration of theoretical and practical courses is important from the holistic point of view. In this context, through the curriculum revision, novel compulsory and elective courses are generated in order to enrich the year themes, while the current theoretical courses are also integrated with project studios, in order to decrease load of the students.

2.4.8 Year themes and learning outcomes

According to Bologna Process, it is essential to evaluate learning outcomes and program outcomes within the three pillared assessment of know-how, knowledge and competency framework. Following this declaration, the new education program aims to define the student's knowledge, abilities and competency gained in relation with the year themes in beforehand (see Table 2).

Table 2. *Program learning outcomes and their relation with the years.*

	1st Year	2nd Year	3rd Year	4th Year
Theme	joint foundation year	interior architecture foundation & introductory skills	professional progress and inter-disciplinary studies	advanced professional issues
Knowledge, Skills and Competence		_Identifying the interior architecture as a discipline and a profession _Experiencing and technically representing the interior architecture profession through design studios and theoretical courses _Being aware of the limits, inter-disciplinary relations and responsibilities of the profession _Developing the critical thinking and personal expression skills	_Experiencing the interior architecture profession through design studios and theoretical courses and holistic comprehension of various scaled design processes and their technical representations _Learning the interdisciplinary-team work within the discipline _Enhancing the critical thinking and personal expression skills	_Achieving design based knowledge, skills and competence in interior architecture _Grasping all the sub-disciplinary knowledge _Being aware of legal responsibilities and technical performance criteria, and steering the project processes _Superioring the critical thinking and personal expression skills

2.4.9 Documentation and visibility

In the contemporary world, it becomes more and more important to document and to archive the outputs of the studio environment, while making them accessible via different mediums. Within this scope; the novel undergraduate curriculum aims to share all the course materials of both compulsory and elective theoretical courses and the studios via diverse mediums; and publish them in terms of making them visible and creating participatory communicative environments where information is produced, shared and discussed.

3. Conclusion and suggestions

As a result, ITU Department of Interior Architecture undergraduate program curriculum revision is briefly discussed through this text. On the other hand, again within this revision process, upgrading the physical infrastructure is also sought to be the complementary objectives of this curriculum revision. Principally, the accessibility of all labs and workshops to all the departments of Faculty of Architecture and democratic distribution of all the sources of the

school and their efficient use are essential. Yet, further demands of software, hardware and equipments, administrative and academic personnel, as well as physical space requirements are also reported to further assessments of the University Administration.

It is also worth to mention that, the requirements and difficulties that have been confronted during this revision process, disabled the progression to generate an " ideal" curriculum that might enfold all the initial goals and objectives: such as the reasonable amount of compulsory courses that have been enforced by University Council's framing decisions due to the legislations of HEC-Higher Education Council (YÖK); as well as the number and the ratio of elective courses within the curriculum that have been defined by the Bologna Process could be count as the requirements and difficulties of this revision process. The legislations of HEC (YÖK), and the rules of the Bologna Process are compulsory that each Institution and Department are responsible. However, it is the University's administrative boards' initiative to re-design the University Council's decisions, on behalf of maintaining the flexibility in further decisions and implementations in the curriculum revisions.


Figure 1. *The previous curricula of ITU Department of Interior Architecture, Undergraduate Programme.*

As a result, the goals and objectives pursuing the curriculum revision could be highlighted as follows:

- Active involvement to the national/international accreditation procedures: the continuity of self-assessment procedures; the importance of student-feedbacks through course feedback sheets both in department level as well as the school level; year based and semester based assessments of the whole undergraduate programs
- Developing novel courses: increasing the number of the courses that are taught by the faculties of the Department, and proliferating the number of compulsory/elective course number in future. It is also

aimed to generate many elective courses within a wider elective course pool. The previous and new curricula of the ITU Department of Interior Architecture, Under-Graduate Programme can be seen in Figure 1 and 2.

- Enhancing the inter-/ trans-/cross-disciplinary relations: Expanding the inter-disciplinary collaboration spirit between departments of architecture, landscape architecture and interior architecture, that has been already set through the whole undergraduate education, while developing it with the contributions of other departments of the school via joint workshops, co-up studios and other related events; besides generating other possibilities about collaboration with related institutions outside the university has been also aimed.
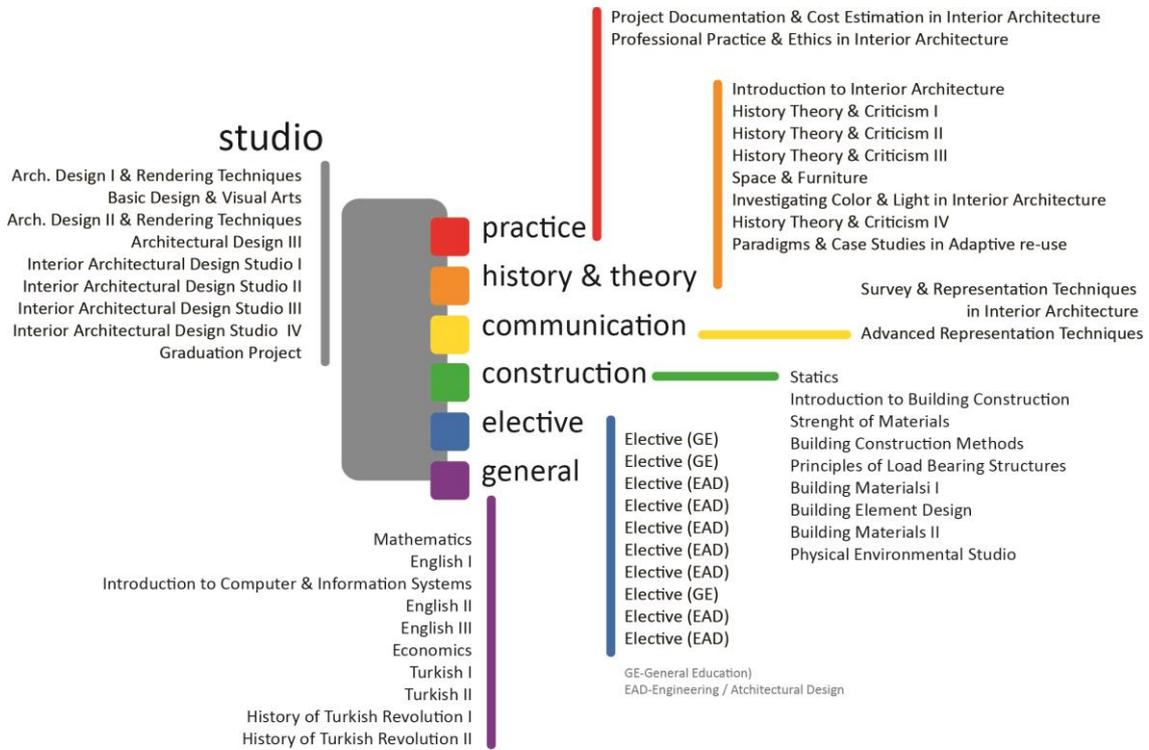
Figure 2. *The new curricula of ITU Department of Interior Architecture, Undergraduate Programme.*

To conclude, it is worth to mention that any program proposal that is seeking to be contemporary and leading in position, ought to assess and update its curriculum, while paying attention to transforming and developing internal and external conditions.

References
Sağlar-Onay, N., Yurdakul, Ç., Garip, B. (2007), İç Mimarlık Eğitimine Farklı Yaklaşımlar ve İTÜ Örneklemesi, **İçmek I. Ulusal İç Mimarlık Eğitimi Kongresi**, 25-26 Ekim 2007, İTÜ Mimarlık Fakültesi, Taşkışla, İstanbul, 100-113.
Demir, A. (2008), **Arşivdeki Belgeler Işığında Güzel Sanatlar Akademisi'nde Yabancı Hocalar,** Istanbul: MSGSU Yayınları.
Ertürk, Z., Aslan, E. (2005), İç Mimarlık Eğitimi, **Arkitekt**, (502), 12-17.

Ertürk, Z., Şener, H. (2006), İç Mimarlık Eğitiminde Model Arayışları: İTÜ Örneği, **Arkitekt**, (504), 48-61.

Esin, N., Hacıhasanoğlu O., Hacıhasanoğlu I. ve diğ. (2006), Mimarlık Fakültesi, Mimarlık, İç Mimarlık ve Peyzaj Mimarlığı Lisans Programları, Birinci Yıl Mimari Tasarım Stüdyosu, **Arkitekt**, (506-507), 8-26.

Gökhan, Ç.B. (2004), **A Proposal for a Sustainable Curriculum Design and Development Model for Interior Architecture**, ITU Institute of Science and Engineering, Ph.D. Thesis, Istanbul.

Gülmez, N., Görgül, E. (2013), In the Search of a Place of Its Own: A Critical History of Interior Architecture and Design Education in Turkey, (forthcoming article).

Işıkgör, M. (2007), **Bauhaus Ekolü Işığında Devlet Tatbiki Güzel Sanatlar Yüksekokulu ve Marmara Üniversitesi Guüzel Sanatlar Fakuültesi'nin Dünü Bügünü** Istanbul: MUGSF 50. Yıl Yayınları.

ITU Department of Interior Architecture, Novel Undergraduate Curriculum Proposal, Department Commission of Education Report, June 2012, (Unpublished report).

Kaptan, B. (2007), Yeni Yaklaşımlar Çerçevesinde Bir İç Mimarlık Eğitim Modeli, **İçmek I. Ulusal İç Mimarlık Eğitimi Kongresi**, 25-26 Ekim 2007, İTÜ Mimarlık Fakültesi, Taşkışla, İstanbul, 5-27.

Massey, A. (2008), **Interior Design Since 1900**: Thames and Hudson Publications.

May, B. (2008), Nancy Vincent McCelland: Professionalizing Interior Decoration in the Early Twentieth Century, **Journal of Design History**, (21): 1, 59-74.

Özkar, M., (2009), Soyut Düşunme ve Yaparak Öğrenme: Temel Tasarım Eğitiminin Amerika'daki Başlangıçları, A. Artun & E. Çavuşoğlu (ed), **Bauhaus: Modernleşmenin Tasarımı. Türkiye'de Mimarlık, Sanat, Tasarım Eğitimi ve Bauhaus**, İstanbul: İletişim Yayınları, 135-147.

Pile, J., F. (2000), **A History of Interior Design** Hong Kong: John Wiley and Sons.

Şener, H., Sağlar, Onay, N. (2006), İTÜ İç Mimarlık Eğitimi ve İTÜ Örneği Üzerinde Değerlendirme, **Arkitekt**, (508), 14-21.

Şentürer, A. (2010), 'Güncel' ve 'Öncü': Mimarlık Gündeminden Eğitime Yansıma(yan)lar, **Mimarlık Eğitiminin Dünü Bugünü Yarını**, Selçuk Üniversitesi Mimarlık Mühendislik Fakültesi, Mimarlık Bölümü ve TMMOB Konya Mimarlar Odası,Konya.

Wiers-Jenssen, J., Stensaker, B. Grøgaard, J.B. (2002), Student Satisfaction towards and Empirical Deconstruction of the Concept, **Quality in Higher Education**, (21):8, 183-196.

[Url-1] http://www.ecia.net/, retrieved 01.05.2014, ECIA Standard.

[Url-2] http://accredit-id.org/, retrieved 01.05.2014, CIDA Standard.

[Url-3] http://www.ehea.info/, retrieved 01.05.2014, Bologna Process-European Higher Education Area.

[Url-4] http://mevzuat.meb.gov.tr/html/24804_0.html, retrieved 01.05.2014, Ministry of Education of Turkey-Regulations on Professional and Technical Education.

İç Mimarlık Eğitiminde Günceli Yakalamak: İTÜ Örneği

Bu makale, İTÜ-İstanbul Teknik Üniversitesi, İç Mimarlık Bölümü'nün lisans eğitim programı ve öğretim planının revizyon sürecini tartışmaktadır. Makale kapsamında öncelikle iç mimarlık eğitiminin tarihsel gelişimine kısaca değinilmiş, ulusal ve uluslararası eğitim-öğretim modellerine yer verilmiştir. İç mimarlık mesleği ve

tarihçeyi konu alan giriş bölümünün ardından, İTÜ İç Mimarlık Bölümünün kuruluş gerekçesi, eğitim modeli, misyon ve vizyonu tanımlanmıştır. İTÜ İç Mimarlık Bölümü'nün halihazırdaki lisans eğitim programı ve ders öğrenim planı; etkileşimli, inter-disipliner ve entegre bir model olarak öngörülmüştür. Zaman içinde gelişen güncel eğitim paradigmalarının ortaya koyduğu gerekçeler, öngörülen yeni hedefler ve eylem planlarına bağlı olarak, stüdyo eksenli, öğrenci odaklı, bölümün lider konumunu güçlendirerek sürdüren, inter/trans ve disiplinerarası yaklaşımları gözeten, geçmişle geleceği bağlayan yeni bir eğitim programının İTÜ İç Mimarlık Bölümü'nde geliştirilmesi hedeflenmiş ve söz konusu süreç bu çalışma kapsamında tartışmaya açılmıştır.

Bilindiği gibi geç 19.YY'da bir meslek olarak belirmeye başlayan iç mimarlık pratiği, yine bu dönemde, ilk kez Amerika'da başlayan yüksek öğrenim düzeyindeki iç mimarlık eğitim programının yürütülmesiyle, bir uzmanlık alanı ve meslek olarak kurumsallaşma sürecine girmiştir. Kurumsal anlamdaki özgün eğitim modellerinin gelişiminde ise; Amerika'da ortaya çıkan gelişmelerle eş zamanlı olarak, özellikle Kıta Avrupası'nda Beaux-Arts eğitiminden hareket eden yaklaşımların etkili olduğu gözlenmektedir. Öte yandan, 20. Yüzyıl başında etkili olan Alman Werkbund'u ve Bauhaus Okulu'nun tasarım eğitiminde ortaya koyduğu atölye modeli, tasarım eğitimi paradigmasını derinlemesine etkilemiş, uygulama ve deneyselliğin önünü açmış; eğitim pedagojisinde ise usta-çırak ilişkisi yerine, grup yürütücüsünün ve grup üyelerinin paylaşımını esas alan katılımcı atölye ortamını geçerli kılmıştır.

Evrensel ölçekteki bu gelişmelere paralel olarak, ülkemizde de iç mimarlık eğitimi benzer aşamalardan geçerek ilk kez Geç Osmanlı Dönemi'nde, 1883 yılında İstanbul'da kurulan Sanayi-i Nefise Mektebi bünyesinde başlamış, temelde Beaux-Arts ekolünün etkisinde bir eğitim modeli benimsendiği erken dönemlerin ardından, yine 20. Yüzyılın ilk yarısındaki uluslararası gelişmelerin uzantısında, Bauhaus ekolüne ilişkin tasarım anlayışının etkisine girmiştir. Bu gelişmeleri, 1957 yılında kurulan Marmara Üniversitesi İç Mimarlık Bölümü'nde başlayan ve mimarlık disiplininden bağımsız, onun baskınlığından ve belirleyiciliğinden çok uzakta gelişen özgün bir iç mimarlık lisans eğitim modeli izlemektedir. Daha sonraki dönemlerde, kuşkusuz 1982 YÖK-Yüksek Öğretim Kurulu'nun ardından gelişen dönemde eğitim ve öğretime başlayan Hacettpe Üniversitesi (1985) ile, Bilkent Üniversitesi İç Mimarlık Bölümü'nün (1987) ortaya koyduğu Amerikan modeli, ülkemizdeki iç mimarlık eğitiminin gelişimindeki en önemli kilometre taşlarına işaret etmektedir. 2000 sonrası dönemde ise, yine evrensel gelişmelerin paralelinde, ülkemizde iç mimarlık lisans eğitimi veren kurumlarda sayısal anlamda ciddi bir artış gözlenmektedir. Eğitim modelleri bakımından geleneksel yaklaşımlar, Bauhaus ve Amerikan modellerinin melezlenerek uygulandığı günümüzdeki eğitim modellerinde benimsenen bu çeşitlilikte kurumsal yapıların değişikliğinin de etkili olduğu gözlenmektedir.

Gerek yerel konjonktürdeki gelişmeler, gerekse evrensel etkileşimlerin uzantısında, 2001 yılında İTÜ-İstanbul Teknik Üniversitesi Mimarlık Fakültesi bünyesinde kurulan ve 2002 yılında eğitime başlayan İTÜ İç Mimarlık Bölümü'nde, iç mimarlık eğitiminde farklı disiplinler arasındaki işbirliğine önem veren bütünsel bir yaklaşım benimsenmiştir. İç mimarlık mesleğinin temelinin, mimarlık eğitimiyle atılması ve daha sonra iç mekân ölçeğine odaklanılması, programın başlıca amacıdır. Bu gerekçeden hareketle, ilk üç dönemin mimarlık ve peyzaj mimarlığı bölümleriyle ortak yürütüldüğü eğitim programında, İTÜ İç Mimarlık Bölümü, mimarlık ve ilgili disiplinler ile, iç mimari tasarım arasında köprü kurma görev ve misyonuna sahip meslek insanları yetiştirmeyi hedef ve amaç edinmiş bir eğitim-öğretim modelini uygulamaktadır.

İTÜ İç Mimarlık Bölümü, geride bıraktığı on yılın ardından, 2011-2012 eğitim-öğretim yılı itibariyle, başlangıçta koyulan hedefler ve ulaşılan tatmin edici sonuçlardan duyulan güvenle ve evrensel hedefler ışığında, İTÜ İç Mimarlık Bölümü lisans eğitim programı ve öğretim planının güncellenmesi kararını almıştır. Bu kapsamda mevcut lisans öğretim planı dört faktörün belirleyiciliğinde irdelenmiştir: İTÜ Senato Kararları, Avrupa Birliği'ne uyum kapsamında Bologna Süreci ve Yükseköğretim Kurulu'nun (YÖK) belirleyici ve bağlayıcı kararları; ulusal/uluslararası akreditasyona hazırlık

çalışmaları; iç ve dış paydaşlardan gelen görüş ve talepler; stratejik plan ve hedeflerin değerlendirilmesi.

Bu değerlendirmelerin ardından, gerekli değişiklik ve düzenlemelerin yapılması öngörülmüş, ve bu çerçevede yine dört temel değişiklik hedeflenmiştir: % 100 İngilizce eğitim-öğretime geçmek için yapılan değişiklik ve düzenlemeler; mimarlık, iç mimarlık ve peyzaj mimarlığı bölümleri ile 1,5 yıllık ortak eğitime 4. dönem yerine 3. dönemden itibaren entegre olmak için yapılan değişiklik ve düzenlemeler; bölüm öğretim elamanlarının lisans öğretim planında daha aktif ve etkin rol alması için yapılan değişiklik ve düzenlemeler; dersler bazında, CIDA Standartları ve Bologna Antlaşması gereğince yapılan düzenlemeler ile mevcut derslere yönelik değişiklikler.

İTÜ İç Mimarlık Bölümü olarak geleceğe yönelik bir eğitim-öğretim stratejisi geliştirmek adına, altı temel ilke benimsenmiştir: uygulamalı ve teorik derslerin işleniş ve yürütülüşünde "modül sistemine" geçmek ve teknik/teknolojik imkânlardan yararlanmak; stüdyo eğitiminde entegre ve tematik stüdyo ortamını kurgulamak; teorik ve uygulamalı derslerin entegrasyonunu sağlamak; tematik olarak kurgulanan seçmeli ders paketleri ile öğrencilere yönelmek istedikleri alanda "derinleşme" imkânı yaratmak; yıllık olarak öğrencilere kazandırılmak istenen bilgi, beceri ve yetkinlikleri belirlemek; yapılan çalışmaları farklı ortamlar aracılığı ile görünür ve yararlanılabilir kılmak.

Bu kapsamda; geliştirilen bu değişikilik ve öneriler için dokuz alt-strateji üretilmiştir: mimarlık, iç mimarlık ve peyzaj mimarlığı bölümlerinin ortak eğitimine daha çok katkı yapmaya dayalı bir lisans eğitim programı ve öğretim planı; bölüm elemanlarının aktif katılımına dayalı bir lisans eğitim programı ve öğretim planı; modül sistemine dayalı bir lisans eğitim programı ve öğretim planı; Council of Interior Design Accreditation-CIDA'nın standartlarına uygun bir lisans eğitim programı ve öğretim planı; tematik seçmeli ders paketlerine/uzmanlaşmaya dayalı bir lisans eğitim programı ve öğretim planı; entegre ve tematik stüdyo ortamına dayalı bir eğitim programı ve öğretim planı; teorik ve uygulamaları derslerin entegrasyonuna dayalı bir lisans eğitim programı ve öğretim planı; belgelemeye, görünürlüğe ve yararlılığa dayalı bir lisans eğitim programı ve öğretim planı; tematik yıllara ve öğrenme çıktılarına dayalı bir lisans eğitim programı ve öğretim planı.

İTÜ İç Mimarlık Bölümü lisans eğitim programı öğretim planı revizyonu bağlamında geliştirilen stratejiler, makale kapsamında detaylandırılarak tartışılmıştır. Tartışma özel ve genele ilişkin sonuç ve önerilerle nihayetlendirilmiştir. Kuşkusuz, güncel ve öncü olma iddiasındaki her program önerisi ve öğretim planı değişikliğinin, değişen, gelişen iç ve dış koşullara göre ve toplam kalite yönetim süreçleri göz önünde tutularak belirli zaman aralıklarında yeniden değerlendirilmeli ve güncellenmelidir.