


Editorial

"ICMEK-5 Rethinking" special issue

Derya Adiguzel Ozbek 

Special Issue Editor

Department of Interior Architecture and Environmental Design, Istanbul Kultur University, Istanbul, Turkey

Armagan Secil Melikoglu Eke 

Special Issue Editor

Department of Interior Architecture and Environmental Design, Istanbul Kultur University, Istanbul, Turkey

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D. Adiguzel Ozbek ORCID: 0000-0002-6607-0103 , A. S. Melikoglu Eke ORCID: 0000-0002-7185-8480

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Dear Colleagues,

We would like to welcome you to the "ICMEK-5 Rethinking" special issue of the Journal of Design Studio.

First of all, we would like to thank Prof. Dr. Orhan Hacıhasanoğlu and Dr. İlgi Toprak for their support in the field of interior architecture education. We would like to state that we are honored to be the invited special issue editors of this special issue, and thank the editor-in-chief Prof. Dr. Orhan Hacıhasanoğlu, the co-chairs of the "ICMEK 5th International Congress On Interior Architecture Education" congress Prof. Dr. Gülay Usta and Prof. Dr. Tülay Zorlu, the members of the scientific committee and the organizing committee, and all academicians and the authors who contributed to the development of interior architecture education with their valuable works.

Nowadays, we are in a period of rapid changes that affect the theory and practice of interior architecture education, as in all other fields. Especially, in terms of the actors that form the basis of professional training, a more visible transformation is exhibited in the dimensions of education programs, design approaches, and transfer process with the effects of changing social dynamics. For this reason, it is important to discuss the versatility of education on an academic platform in interior architecture, as it is in all design-oriented disciplines.

The "International Congress of Interior Architecture Education" (ICMEK), the first of which was held in 2007 at Istanbul Technical University, was later held in 2012, 2015, and 2017, hosted by the Department of Interior Architecture and Environmental Design of Istanbul Kultur University has contributed to the discipline as a national platform with the extent of participation and bringing together scientists who think and research on interior architecture education. The congress, which plays a role in the development of interior architecture education with different themes, was held in 2022 as an international scientific event. Organized in partnership with Istanbul Kültür University and Karadeniz Technical University, the "5th ICMEK International Congress of Interior Architecture Education" tried to shed light on new dynamics and future projections in interior architecture education at an international level.

In this sense, the theme of the 5th ICMEK, which aims to discuss interior architecture education and present various suggestions for its future, has been determined as "rethinking". Researchers involved in interior architecture education or practice were invited to question the past and the present, think about the future, and produce within the framework of theory-practice-history, teacher-learner, undergraduate-graduate, formal-informal, curriculum-process, face-to-face-online, physical infrastructure-technological infrastructure, interdisciplinary interaction-continuous professional education, digitalization, ethics and many more, through the congress. In the congress, which was held online on 16-17 June 2022, in addition to twenty-one paper presentations, four guest speakers who are the leading names in the field from abroad,

made presentations. In this special issue of the Journal of Design Studio, titled "ICMEK-5 Rethinking", articles of six original studies that were presented as extended abstracts at the congress have been included.

The first article titled "Between Education & Profession: An Evaluation of Graduation Projects in the Field of Interior Architecture in Turkey" was prepared by Gülay Usta, Armağan Seçil Melikoğlu Eke, and Özge Ilık Saltık. The article has focused on the undergraduate graduation project approaches and trends of the universities which are providing interior architecture education in Turkey, by making qualitative and quantitative evaluations on the MEKAN / Interior Architecture Students National Graduation Projects Competition documents, which can be stated as an important archive.

The second article titled "The Effect of Three-Dimensional Drawing on Learning Construction Detail Design in Interior Architecture Education" by Emre Seles and Soufi Moazemi Goudarzi has focused on learning detail design. This article has shown that in interior architecture education, structure and detailing problems should be considered in a holistic framework with the design. Learning outcomes and teaching inputs have able to work together with both two-dimensional and three-dimensional representations for practice. The sub-purpose of this study is to show that the use of three-dimensional drawing techniques in interior architecture construction-detail education is effective for increasing students' ability to notice and learn building details.

The third article titled "Examining Workshops in the Intersection of Formal and Informal Architecture Education: The Case of "Bahar Atölyeleri" was prepared by Furkan Evliyaoğlu and Koray Gelmez. The article has focused on blurring the boundaries of formal and informal architectural education. It has been discussed the formal and informal status of workshops, which are excluded from formal architectural education and seen as extracurricular informal activities supplementing the curriculum. In other words, the main purpose of the study is to investigate the potential of workshops with different characteristics to be formal and informal in the cases of 4 different workshops organized by Istanbul Kültür University in the Spring Term of 2020-2021 under the name of "Bahar Atölyeleri".

The fourth article titled "A Case Study on Online Design Workshop Experience: Gamification and Space" by Derya Karadağ, Simge Gülbahar, Betül Ozar has focused on informal education through the popular phenomenon of "gamification". In this study, the contribution of the concept of gamification to design education has been evaluated in line with the observations and experiences gained.

The fifth article titled "Using Video Games for Design Education: An Example of Developing Earthquake Scenarios for Home Environments" has been prepared by Merve Öksüz and Özge Cordan. This study has focused on using video games as educational tools to raise design students' awareness for reducing the risks occurring in natural disasters such as earthquakes. In the scope of the Interior Architecture Project III course of the IMIAD graduate program, this study has been based on the development of a realistic game scenario for experiencing an earthquake.

The special issue of "ICMEK-5 Rethinking" ends with the article titled "On the Interaction Between Shared Design Studios and Interior Architecture Students: A New Spatial Experience with Extended Reality for Supporting Place Attachment". This article by Gizem Çorluluoğlu and Ahmet Fatih Karakaya has mentioned that within the scope of space design, creates the infrastructure of an unprecedented spatial interaction with a technology-based approach to a problem identified in shared working spaces. The aim of this study is to present a new interactive spatial experience proposal for shared design studios at university campuses with extended reality tools in line with analyzing the effect of motivation and place attachment on interior architecture students.

We think that this special issue will contribute to interior design education on the role of informal education in interior architecture education; constructing, implementing, and analyzing the outcomes by considering informal education examples as a case study, planning education at different scales of interior architecture, and reading the reflections of interior architecture education in Turkey through interior architecture graduation projects.