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A research about creativity in design education

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Abstract

It is highly significant to train freethinking, free-living and free designing individuals in every field; especially in education, design and architecture environments. It is thought that; to be able to train individuals who can express themselves in intellectual, social and cultural fields and who can think freely and create new products, is only impossible with a well and effective design education. In the research, a sample group of third grade students studying in Architecture and Interior Architecture Department of Faculty of Architecture of Karadeniz Technical University were selected. What was wanted from the students is to think over the given problem, design a composition and transform it into a three-dimensional visual. In the study, outcomes which indicate the existence of concept-oriented different approaches were presented.

Keywords: Creativity, design, problem solving, design education.

1. Introduction

Design is a concept based on creativity and individuality criteria. It can be said that design is a creative act since it aims at producing something new and original. Concept of creativity that is correlated with producing something new essentially and unique thinking in problem solving differs from an individual to another. In this case, it is thought that many factors are effective such as physical and social characteristics of the environment, background history, cultures, expectations and experiences of the individuals.

With the design education, it is aimed to create new products in intellectual, social and cultural fields by revealing the creative ability existing in the individuals (Kılıçaslan, 2010). In order to improve creativity in design education process, learning and training circles should involve activities that will improve the creative behaviors of students. Essential qualifications of learning and design environments are enabling to be free, innovative and stimulating. (Demirel, 2010, Şentürer, 2004).

Courses such as project and basic design in architecture and interior architecture departments are for improving creative thinking skills of students in terms of context and practice. In these courses, students’ participating actively to the lesson and being in a direct contact with their instructors enable them to improve their creativities by arousing their interest on the class.

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Act of designing is based on the skills of perception, conception, interpretation and expression. It can be said that design is a creative act since it aims at producing something that is non-existing before (Kılıçaslan, 2010).

It can be accepted that the process of design starts with a definition of a problem and ends up with an outcome. Concept of creativity however is correlated with an outcome instead of a process. In this regard, it is aimed at the study that, the concept of creativity that varies among individuals will be evaluated through the emerged outcomes.

2. Method

Research has been made in fall academic term of year 2011-2012, with third grade students studying at Architecture and Interior Architecture Departments of Karadeniz Technical University. 18 students in total have attended to the exercises 9 of which are from Architecture Department and remaining 9 from Interior Architecture Department.

Pieces in white and gray whose sizes and numbers were pre-prepared by researchers are given to the students, also pads of 15 cm x 15 cm sizes are provided as a field of study. Since color usage is not given any importance in the study, ground boards given were selected as white and gray. Students were requested to form a three-dimensional composition based on the concept of “interior-exterior” on the field of study. It has been stated that using all the pieces provided on field of study is noncompulsory. Subject of “interior-exterior” given for practice, has been selected as it is thought to be a common concept in the fields of architecture and interior architecture. Obtained products after a working time of 1 hour are given in Table 1.

Table 1. Student works

<table>
<thead>
<tr>
<th>Department of Architecture</th>
<th>Department of Interior Architecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ceylanur Çetecüglu</td>
<td>Aybars Saydam</td>
</tr>
<tr>
<td>Serhat Eryilmaz</td>
<td>Gökhan Topçu</td>
</tr>
<tr>
<td>Kübra Elik</td>
<td>Ecem Tosun</td>
</tr>
<tr>
<td>Özge Yüksel</td>
<td>Öğe Örgünler</td>
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</tbody>
</table>

Figure 1. Student works
3. Findings and Results

In the study, it has been observed that students have different approaches on interior-exterior relationship. Compositions obtained as a result of practice has been reviewed under two main titles regarding the skills “abstraction of interior-exterior concept” of students and “using of design elements” they have learnt.

Students of architecture have presented designs that accept indivisible unity of interior and exterior as an outcome, whereas students of interior architecture claim that interior and exterior are incompatible concepts. In this regard, when the studies of architecture students are analyzed, it has been observed that a design setup dominates which opens out from interior with the shape/shell they have created. It can be said that this setup has been reflected into the outcome by using surfaces for strengthening the connection of interior and exterior and structural elements. When the studies of interior architecture studies are analyzed, they have benefited from restrictive elements in order
to set interior and exterior apart from each other. It can be said that this restriction is reflected on the outcome with soft and hard surfaces by using the color difference of the pieces given for practice. When the obtained student studies are considered in terms of design element usage skills, commonly used elements by both student groups are oppositeness, dominance and balance.

According to Piaget, creative, estimators and inventors are the people who have a controlling mind and who do not accept everything they are offered as it is (Artut, 2006). In this regard, it can be accepted as an indicator that students having design education are unique and creative individuals as they have created different outcomes by using the same materials.

Creating unique new ideas are the most significant conditions of creativity. Thus, creativity is one of the most important characteristics that a design student should have. In order to improve the creativity in design education as well, one should enable the things that students picture on their minds to be reached to an aesthetical integrity.

References