

EVALUATION OF ENVIRONMENTAL DESIGN PROJECTS IN TERMS OF SCENARIO-ACTIVITY DIVERSITY IN LANDSCAPE ARCHITECTURE EDUCATION**PEYZAJ MİMARLIĞI EĞİTİMİNDE ÇEVRE TASARIM PROJELERİNİN SENARYO-ETKİNLİK ÇEŞİTLİLİĞİ BAKIMINDAN DEĞERLENDİRİLMESİ****Assoc. Prof. Dr. Elif BAYRAMOĞLU**Karadeniz Technical University, Faculty of Forestry, Department of Landscape Architecture, Trabzon, Turkey
ORCID: 0000-0002-6757-7766**Research Assistant Seyhan SEYHAN**Karadeniz Technical University, Faculty of Forestry, Department of Landscape Architecture, Trabzon, Turkey
ORCID: 0000-0002-6046-5024**Cite As** Bayramoğlu, E. & Seyhan, S. (2021). "Evaluation Of Environmental Design Projects In Terms Of Scenario-Activity Diversity In Landscape Architecture Education", *International Academic Social Resources Journal*, (e-ISSN: 2636-7637), Vol:6, Issue:25, pp:751-755**ABSTRACT**

Landscape architecture is based on the determination of outdoor activities according to the purpose of use in line with the user's wishes and needs. It is the professional discipline that designs and implements spaces for the activities determined as a result. This professional discipline starts its development during the education period and continues in the working life. Development in landscape architecture education continues with environmental design projects that are handled within the scope of the courses. Environmental design projects employ the method of looking at the environment, learning the user and visually synthesizing the information received from the environment. Within the scope of the course, students develop scenarios for the solution after determining the problem in the field of study. The design process, which continues by integrating with the scenarios, determines special and general use activities for students' users.

Keywords: Landscape Architecture Education, Scenario, Environmental Design Project, Variety of Activities**ÖZET**

Peyzaj mimarlığı bir alanın kullanıcı istek ve ihtiyaçları doğrultusunda kullanım amacına göre dış mekan etkinliklerinin belirlenmesine dayanır. Sonucunda belirlenen etkinliklere mekan tasarlayan ve uygulayan meslek disiplindir. Bu meslek disiplini gelişimini eğitim döneminde başlatarak çalışma hayatında da devam ettirmektedir. Peyzaj mimarlığı eğitiminde gelişim dersler kapsamında ele alınan çevre tasarım projeleri ile devam etmektedir. Çevre tasarım projeleri çevreye bakmayı, kullanıcıyı öğrenme ve görsel olarak çevreden alınan bilgileri deneyimleyerek sentezleme yöntemine başvurur. Ders kapsamında öğrenciler çalışma alanında problemini belirlendikten sonra çözümüne yönelik senaryolar geliştirmektedirler. Senaryolarla birlikte bütünlüğe devam eden tasarım süreci, öğrencilerin kullanıcıları için özel ve genel kullanım alanı etkinlikleri belirlenmektedir.

Bu çalışmada KTÜ Peyzaj Mimarlığı Bölümü 2. Sınıf öğrencilerinin Çevre Tasarım Proje-2 dersi kapsamında gerçekleştirilen Tek konut projelerinde senaryo gelişim aşamalarını tespit etme amacıyla yapılmıştır. Bunun amaçla ders grup öğrencileri ile açık uçlu anket yöntemi yapılmıştır. Oluşturulan senaryoların etkinlik çeşitliliğini belirlemedeki önemi ve başarısı değerlendirilmiştir. Aynı zamanda çıkan sonuç ürünlerinde kullanıcıları için kullanım alanları ve etkinlikleri oluşturulan senaryolar kapsamında değerlendirilmiştir.

Anahtar kelimeler: Peyzaj Mimarlığı Eğitimi, Senaryo, Çevre Tasarım Projesi, Etkinlik Çeşitliliği**1. INTRODUCTION**

From the past to the present, many professional disciplines have mainly dealt with the concept of design. The concept of design includes the time spent for producing, determining and making a decision for a problem determined for a study (Çınar & Erdönmez, 2008:24; Düzenli & Alpak, 2020:32). During this time, although the design is not completely finished, it reveals ideas about how or how it should be. The problem describes the perceptual and intellectual solutions with verbally and visually (Bayramoğlu et al., 2019:16). Bringing education and design together is difficult. Because it involves two forms of practice that are often in conflict with each other. Education indicates expected learning outcomes, design and art aim to achieve the unexpected (Aykut, 2006:34). Creativity can be an innate talent, or it can be taught or subsequently learned, developed and supported (Casakin & Goldschmidt, 1999:173).

There are many professional disciplines dealing with design. One of them is landscape architecture. Landscape architecture designs outdoor spaces according to the functions of interior spaces. It is distinguished from the others as a professional discipline that designs according to the needs and activities of people (Alpak et al., 2017:5). In the landscape architecture professional discipline; It requires skills in all aspects of professional practice, including sensitivity to landscape quality, an understanding of art and a humane approach to design, the ability to analyze problems in terms of design and physical form, to turn design into a work to be implemented, management and professional ethics. Education is essential to meet this need and gain knowledge and skills. In landscape architecture education, students can reveal different perspectives based on research, investigation and new ideas. In the design process, designs are created by analyzing and synthesizing all kinds of information about the field (Acar & Bekar, 2017:330). Throughout

the education process, students are given design training that will gain the ability to be original, to produce creative ideas and to produce final products. Drawing and modeling lessons are also given to support this training. In this respect, landscape architecture education is one of the important trainings for students to learn, transfer to design and transfer to practitioners (Gottfredson; 2014:11, Bayramoğlu et al., 2019:17).

Landscape architecture is a versatile profession that transfers concepts from other professional disciplines into its content. It uses its versatility in education. Different systems and components need to be integrated with each other. Students are expected to realize this integration into the design processes during their education and design accordingly (Özkan et al., 2016:137). In this direction, students are expected to write a scenario. Students collect information in survey, analysis and synthesis work. With this information, they put forward their ideas about land formations, spatial arrangements, determination of their users in a textual way with scenario. Here, students emphasize their creativity. The ideas that are produced and discovered in the abstract are combined with creativity, and concrete products are created (Rodlek & Steiner, 1998:73; Turner, 2004:200; Downey, 2009). After the field studies, students develop their scenarios for their users in line with spatial analysis. Then, they move to a stage of determining the event venues in order to determine the needs, wishes and expectations of their unique users and to design in line with their intended use (Düzenli & Alpak, 2020:32). After this stage, the design and final product is presented in line with the information obtained last.

In this study, landscape architecture students designed a single housing project within the scope of the Environmental Design Project II course. In the project design, the user scenario was taken into consideration and the relationship of these scenarios with the diversity of activities was evaluated. The results of the survey conducted in this direction were discussed. With the scenario created in line with the project subject, the activities for different users were determined. The relationship between the results and the reflection has been examined. The differences between the activities of different users identified in different scenarios are revealed.

2. MATERIAL and METHOD

This study was carried out with five students who study the Karadeniz Technical University, Landscape Architecture Department Environmental Design Project II course. A questionnaire was conducted to determine the variety of activities and scenarios within the course of the students. Survey questions were prepared for the drawings of the student projects, the development of the scenario and the determination of the activities. The study area is the close vicinity of a house determined in 'Cirav Houses in Yalıncağ, Trabzon province. After the 16-week project training, the resulting drawings were received as ground project, planting project, section and view sheet.

The project process consists of problem determination, information gathering, land study, concept determination, scenario creation and option generation. During the scenario stage, the students determine the user and specify which activities they will perform for their users with which string. It is a completely technical scenario. And at the stage of creating the scenarios, before starting the design process, it is determined which activity will be done where and for which user. Afterwards, activities are determined from the scenario and an activity list is created. The list of activities is determined by highlighting the actions in the scenarios. Events and venues for the events are determined for the specified needs.

3. RESULTS and DISCUSSION

The study started by examining student scenarios within the scope of Environmental Design Project II course. activities are underlined to determine the actions in the scenarios. As a result, the activities of design approaches and the different usage areas of the users of the activities are evaluated. Afterwards, the results of the questionnaire with the students were evaluated.

3.1. Findings of the scenarios

Scenario and activities of the 1st student; According to the student's scenario "The wife of the house is an actress. She lives together at home with a man and brother. The woman of the house loves to go to the open cinema and walks in her spare time. She wants to be healthy, she cares about sports like playing tennis. The father of the house loves skiing and exploring nature. He likes to spend time in nature, he enjoys growing plant. She has an interest in sculpting as well. Her brother is 20 years old and a student at the conservatory. He enjoys rollerblading and reading. He also likes to listen to music while reading a book". Within this scenario fiction student created, a need-activity-space relationship was created. Activities in this scenario; performing theater plays, cooking, playing the piano, painting-painting-portrait, sculpting, playing tennis, reading books and growing plants as a hobby.

Scenario and activities of the second student; According to the student's scenario, “three people lives in the house. The father of the house is a 30-year-old lawyer who also enjoys writing and poetry related to literature. The father of the house is interested in music and he can play guitar and violin. The mother of the house stands out with her artistic personality. She is interested in jewelry design and a terrarium. She also grows plants in her spare time. In the plant hobby area, there is a place where they can spend time with their friends and family. They chat and listen to music in this area. It has a small place for the mother to make terrariums, origami and puzzles. This area is located next to the playground where he can take care of his children. Next to it is a quiet area where the calmer and quiet father can write his writings, read a book and relax”.

Scenario and activities of the third student; According to the student's scenario, “the mother of the house is interested in art and makes pottery. For this purpose, there is an open workshop right next to the house. There is a small exhibition area to display the products from the workshop. Children's playgrounds are placed next to the workshop in order to be able to see the children comfortably. One of his children is involved in professional archery. Again, there is a small open cinema area and a party area on the grass area for the children. Father of the house is an architect. He likes to model and exhibit in the open space”. In this context, the activities in the scenario consists of making and displaying pottery, growing plants, making model models, shooting arrows and watching.

Scenario and activities of the fourth student; According to the student's scenario, “the mother of the house is interested in the culinary arts, the father is an engineer and they have twins at young ages. As the mother likes to take care of the kitchen, she likes to spend time in a cooking area that opens out from the kitchen part of the house. She cooks here with her children and hosts her guests. Next to it, there is a playground consisting of a natural hill, pit and water element designed for children. While the father is resting in the hammock in the trees surrounding the area, he also watches his children. mom and dad love to play bowling, there is also a small venue in the area. The father loves to explore nature in this area. It formed a small grove; takes photographs at certain times in this area. He grows vegetables and fruits with native seeds. He likes to do this with his children in the greenhouse in his home garden. Since he was young, he studied Agricultural Engineering and devoted himself to farming and animal husbandry, because of his curiosity and skill. She, a twin girl, plays violin and painting. They like taking care of animals, spending time with their father in the greenhouse, playing balance games with their parents and twins, climbing, balancing and jumping”.

Scenario and activities of the fifth student; In the scenario of the student, “The mother and father work as engineers in a large company. The father is more interested in space science. For this purpose, there is a telescope and observation tower at the top of the house to examine the galaxy system at night. Too many guests come to this family, which does not have children. For this purpose, there is a large welcoming area and a meeting area for guests from the entrance. After the meeting, there is a dining area for catering cocktails and meals. In addition, there is a sculpture making area to include the hobbies for the mother of house and places for displaying with their child. In this context, the activities in the scenario; examine the galaxy system, observation tower, meeting area, resting, dining, cocktail area, sculpture workshop and display areas.

3.2. Findings of the survey results

In the study, questions were created for the scenarios for the residential areas that students will design. Questions are;

1. How did you create your scenario setup in the area where you will be designing?
2. What are the criteria you determined while creating your script?
3. How did you determine the activities in the private and general space setup for the criteria you determined?
4. How did you determine the activities in your scenario setup?
5. How were the activities you determined effective in creating the design, how did you construct the interrelationships?

Students stated that while they were planning the activity in the first question in the Scenario, they set it up by considering the harmony of people with each other and with the space within the scope of the need. They stated that they chose fictitious users for the single residence. The users determined their occupation, age group, hobbies and accordingly their activities. In response to the question 2, they stated that the criteria for

the users to use the space comfortably, to have various activities suitable for every age group and to meet the need for entertainment are the criteria. They added that age group, profession, cultural and environmental factors and hobbies make it easy to create scenarios. They stated that the hobbies, interests and professions of the users were effective while creating the scenario. In response to the question 3, they stated that they took care to have a personal event while determining the activities for special venues. Also they stated that this personal event is different from other activities. The criteria for determining the activities for the general spaces are to pay attention to socialization. It should /be different, enjoyable and suitable for people of all age groups. In addition, they should use common areas only for family members and close relatives in private areas, and with guests in public areas. They included common areas accessible to everyone in the activities held for socializing. In response to question 4, they highlighted the actions within the scenario. They created and described them as activities. In the scenario, the users stated that for sitting, for eating and for playing games purposes determined what activity they did for what purpose.

In response to the question 5, they set up the relationships of the activities. Then the activities that were closely related and those with closer distant relationships were set farther away. For this purpose, they stated that they created a relationship scheme of activities. They stated that the activities show the relationship. In the same question they said that they associated their activities according to user differences, and that they positioned activities belonging to the same user close and others remote. The principles of unity, sovereignty and balance have been taken into account in the juxtaposition of the places where the proposed activities will be held.

4. CONCLUSION

Design is an effort to add aesthetics to the environment or the external appearance of objects. Of course, aesthetics is one aspect of design, but design expresses much more than that. The design process; it is an activity where the creativity of the designer, his mental thinking power, the data gathered by all his senses from the environment and his abilities are synthesized as a whole. The aim of landscape design is to comprehend the basic concepts such as activities for user needs and desires, the juxtaposition and relations of these activities by the students. In the design process, the user of the space should be well analyzed. The space should be designed in line with the needs. The user's profession, interests and interests of his family are effective in guiding the activity to be designed in the space. In this context, starting from the first projects in environmental design education, students should create fiction. User and family members should be created in a completely imaginary residential area. For this purpose, they should write a scenario like a writer. The product that emerges at the end of the design must be suitable for the purpose and consists of original scenarios.

The study was carried out with some of the students of KTU Landscape Architecture Department who took the Environmental Design 2 course. The scenarios they wrote in this lesson were made to determine the variety of activities. The processes students followed in the project and the results were examined by considering the products. The scenarios they created to determine the functioning of the scenario-event-space design setup within the scope of a single housing project were examined. When creating the scenario, it was concluded that the activities were determined according to the age, gender, profession and interests of the user. Because the users continue some of their profession in their homes, spaces should also be designed for their professions. Actions in their scenarios indicate their activities.

REFERENCES

- Acar, H., & Bekar, M. (2017). "Peyzaj Mimarlığı Eğitiminde Bir Stüdyo Çalışması Kıyı Alanı Peyzaj Tasarım Projesi". *Megaron*, 12(2),329-342.
- Aykut, A. (2006). "Günümüzde Görsel Sanatlar Eğitiminde Kullanılan Yöntemler. Sosyal Bilimler Enstitüsü Dergisi", 21,(2), 33-42.
- Alpak, E.M., Özkan D.G., Düzenli T. (2017). "Systems Approach In Landscape Design: A Studio Work", *International Journal of Technology and Design Education*, 28(2): 1-19.
- Bayramoğlu, E., Büyükkurt, U., & Yurdakul, N. M. (2019). "Peyzaj Mimarlığı Eğitiminde Proje Tasarım Süreci: Trabzon "Karagöz Meydanı" Çevre Tasarım Projeleri", *Social Sciences*, 14(1), 15-24.
- Casakin, H., & Goldschmidt, G. (1999). Expertise and the Use of Visual Analogy: Implications for Design Education. *Design Studies*, 20(2), 153-175.

- Çınar, H., & Erdönmez, İ. (2008). “Peyzaj Tasarımında Biçim Geometrisine Estetik Bir Yaklaşım”, İstanbul Üniversitesi Orman Fakültesi Dergisi, 58(2), ss.23-40,
- Düzenli, T., & Alpak, E. M. (2020). “Peyzaj Mimarlığı Çevre Tasarım Projelerinde Sentaktik Ve Pragmatik Boyut İlişkisi”.SED Sanat Eğitimi Dergisi,12(1),31-42.
- Downey, N. (2009). Landscape Planning and Design. Roof-Reliant Landscaping. Rainwater Harvesting with Cistern Systems in New Mexico. Randall D. Schultz, Editor. New Mexico Office of the State Engineer.
- Gottfredson, J. A. (2014). Design Process in Landscape Architecture: Developing a Learning Guide for the Design Workshop Archives at Utah State University. Master of Landscape Architecture. Utah State University, Logan, Utah.
- Rodiek, J. E., Steiner, 1998. “Special Issue: Landscape Architecture Research and Education”, Landscape and Urban Planning, (42),73-74.
- Özkan, D. G., Alpak, E. M., & Düzenli, T. (2016). “Tasarım Eğitiminde Yaratıcılığın Geliştirilmesi: Peyzaj Mimarlığı Çevre Tasarımı Stüdyo Çalışması”,International E-Journal of Advances in Social Sciences, 2(4), 136-143.
- Turner, T. (2004). Landscape Planning and Environmental Impact Design,11,256 Routledge.