IMPORTANCE OF SKETCHING IN THE DESIGN PROCESS AND EDUCATION

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ABSTRACT
Design education adopts different education models that changes constantly due to differences among disciplines. Education models can be varied with different training techniques. The design approaches introduced during the design process, which forms the basis of design education, gain meaning through sketching "with free-hand drawing" which is an effective communication tool for the profession. Sketching ensures fast development and introduction of opinions, serving as an active transmitter of visual expression. The computer technologies that are advancing rapidly today turns the traditional design, the "free-hand technique", into an element with a conceptual impact on the design process. The study aims to discuss the "process of sketching" behind the design factor in the architecture and interior architecture education in Turkey and to analyse the method of sketching as well as its application styles, design, presentation, education, process and results, discussing the importance of sketching process in the education. Finally, the sketching process is associated with the concept of design, emphasizing that it is essential for the architecture and interior architecture design education and it is a skill that must be enhanced through education.

Key Words: Architecture and Interior Architecture Education, Design, Sketching process.

Introduction

Design is to look at the design problem in a different way considering operational, functional, aesthetic concerns by developing new methods. Design, acting towards its personality in this process, is to tangibly provide transfer of ideas in conceptual meaning. Therefore, the effect of visual transfer on persons gains importance. The most efficient method to embody an intangible expression in the design process is to transfer the ideas on a paper fast, in a way to benefit from freehand technique which is a traditional expression method. The most used visualization techniques are freehand drawing, technical drawing and drawing digitally (Gümüş, 2007). Research, thinking, application methods and developing unique design ideas is aimed in design education. In a sense, transfer of unique design ideas tangibly stresses on the importance of sketching namely design data. Sketching is the most influential means of communication in design jobs such as architect and interior architect. Sketching helps to become skillful at fulfilling and developing the idea in design process in a short time and brings continuity with it. It can produce different processes by being supported with visual presentation. In this regard, examining sketching process which is an important element in design education is aimed in this study. Design process and consequences of design education in the Interior Architect and Architect disciplines is studied; Design, design knowledge, design education, the importance of freehand and sketching process in education is examined. In this regard, it is stressed out in this study that sketching process behind the design has a required place in design education.

Design and Design Education

Design is envisaging, shaping or an envisaged fact produced to make a plan or sketch. It is a mental project or scheme in which steps to make a consequence is set forth (Bayazıt, 1994). At present, Interior Architect and Architect are among the modern and renewed jobs with the effect of socio-cultural and economic changes. Therefore, it is inevitable that Interior Architect and Architect education to be shaped under different approaches (Özker, Makaklı, 2015). In the Interior Architect and Architect education especially project/design studio courses are steering and shaping education. According to James Reswick, design which is a creative action is a fact involves creating a new and useful thing which has not existed (Ketizmen, 2002). Design is a creative process; solving problems, sketching, thinking and producing process in a sense. On the other hand, design education is to develop individual behaviors with education and guidance. The aim of design jobs such as Architect and Interior Architect is to transfer the method and fiction of design education to the student. In this sense Interior Architecture education program is consists of design courses such as basic design, project/design studio, furniture design which are design-oriented courses out of technical courses. On the other hand, design courses such as basic design,

project/design studio which are design-oriented courses out of technical courses are in the education program of Architect. Sketching is highly important in design courses in which the student can express herself/himself or becomes skillful at that. Developing design skills, having an idea about what is design is provided with design courses.

Education quality of these jobs which are shown among the popular jobs and increased rapidly is a crucial matter to be examined. In design education especially which is gained at Design studios, questioning the relation between education and design by transferring the definition and process of design correctively is necessary. Design is a new experience for students. Design education is an education type which is continuously open to development and change. It is necessary to properly form the foundation of design education which will adapt developing and changing life conditions (Çetinkaya, 2011). Sketching and visually thinking skills should be gained to the student. So designers' visual communication means in which they express abstract and concrete concepts in way to reflect their own identities, likes and purposes is mostly possible with sketching.(İslamoğlu, 2012). Some works include superficial, fast produced, unclear creative ideas while others include detailed and clear design ideas. Both are necessary for design methods and they are elements that support each other (Silav, 2013). Therefore the purpose of Design education is to raise individuals who think individually and critically, have an aesthetic perception, can interpret its neighborhood by perceiving it, developed his/her expression power. Students, thanks to design courses in design education, learns about unclarity of sketching; that each line crossed has a potential meaning and opens to different interprets; concepts such as visualization, analyzing, determination and nourished from them (Adıgüzel and others, 2012a). Design action is an action that creativity matters. Developing, interpreting and transferring ideas in a paper improve the individual creativity in a sense. What is expected from design education is transferring design conceptualization which students will use in their educational and professional life through a variety of courses, teaching sketching language to them in order to express themselves.

Sketch in the Design Process

Sketch, is a draft data occurs through thinking, it is the first stage, it does not represent "the perfect", it is the language among individuals. As for sketch process is the process of making lots of sketches, "freehand drawing". According to İnceoğlu and others, if writing is the means of expression in literature, drawing is the means of expression in architect. In this sense, sketching in the architect, interior architect and similar design education is important as writing. This process is the preliminary draft of project; a part of design; effective element which produce the outcome. In this regard, sketch is the thinking method which gives meaning to the project in the design courses. Goldschmidt name this process as sketch dialect. Sketching provide with interprets and new deductions of this process to occur (Goldschmidt, 1991). Sketches are dynamic production which can appear in every stage of whole design process. It does not stop, develops continuously, and this dynamic act continues in every stage of whole process (Yakın, 2012a). Sketch is the best sentence describes the idea, finding the idea through sketch is the most important factor of the design process. Spontaneous drawings arise from sketch, it brings the continuity but it is not permanent, the solution shows up while the image is becoming clear (Dodsworth, 2011). The principle aim of design disciplines which look differently at various subjects and try to find a solution is to achieve the same goal. In this context, the objective of Design jobs is to create the design fast and think fast. In order to determine the problem and reach out the solution, the ability to make sketches is crucial. Making the problem and its definition properly, offering the right solutions make the sketch necessary. Even though some designers limit their design process with various criteria, design, indeed, is a process shaping unique for each designer. Sketching is an important part of the design process, it shapes with creative actions. Drawing which is a process of thinking and interpretations starts with expression of visual image with hands and it improves while disciplined eyes and mind evaluate and change the image. Drawing is accepted as whole process or rather as cycle (Hanks, Belliston, 1977). In this regard, sketching "freehand drawing" appears as the most effective means of expression, language of thinking.

Sketching has an interactive role of unifying the ideas in mind, defined functions and the meaning of drawings; finding new forms and adapting them to the design (Edwards, 1979). It is possible to divine sketching studies in two groups as "Searching" and "Interpreting". While the Searching sketches is to find solution to a problem which has not discovered yet, Interpreting sketches is to expressing an existing concrete or tangible actions as newly and uniquely by filtering it with interpreting (Yakın, 2012b). The result expected from drawing in the design process is not the product but its semantic value that is going to show up is important. Therefore, researching, interpreting, develop unique design ideas shows that sketching is important indesign process.

Importance of Sketching In the Design Process and Education

Design education express an entirety with sketching "freehand style", presentation and application methods and there is no matter for distinctive for design jobs. Design is complicated process; designer or project coordinator manages this process by using their knowledge, experience and creativity. While making analysis by examining

certain parameters such as environmental design, historical process relating to architecture and its neighborhood, user needs, functional analysis; concept developing suggestions related to design are offered (Adıgüzel and others, 2012b). In this context, analysis, synthesis along with sketch drawings contributes to design. In this regard, it is possible to examine design education and process like this:

Design Education,
Design education is type of education in which student gains lots of ideas such as thinking, researching, acquiring of knowledge, questioning, and solving problems. Design education namely project courses in disciplines of Architect and Interior Architect is a creative process for creating the new. Establishing common working areas coordinated together with student in the supervisory of a coordinator, design method and fiction are transferred to the student.

Process in Design Education,
Design education process starts with determining a project subject every midterm, the project is completed with end of term jury and in the supervision of coordinator. The student, whose project subject has been decided, researches the design he/she wants to introduce with the data she acquired in the process of acquisition information through freehand sketching methods. In the Architect and Interior Architect education, the aim of the design courses, along with their weight is different from each other, is to raise individuals who defend original ideas, able to speak up and interpret their creativities. Type of education differentiates from departments to departments such as course content, hour, theory, types of teaching lessons. For Example, while design education is performed with computer aided in one department, it can be concluded with computer or hand drawings methods aided by sketching.

Presentation in Design Education,
Design education and reflecting of designer identity to opposite party appear in presentation stage. Observer has an idea about person's creativity while looking his/her presentation. Presentation stage in design education can either be with freehand sketch drawings or it can be prepared while having been benefited from computer environment.

Another supporter of traditional design methods is today's computer technology. Computers which are becoming a must technology and need of modern age are now turning into commonly used devices at the first and last stage of design. However, design first on paper, the first stage of design education, is supported with different drafts. Draft drawings which gains clarity are concluded with computer aid in the last stage of design. Today's developments in digital technology has improved, changed and brought the production process of design focused jobs to different dimensions. Digital based solutions such as parametric modeling, computational design digital design and fabrication, and Building Information Management (BIM) relation with design creation process is being started to questioned. For example, a symposium was held at Yale School of Architecture about questioning the place of a traditional drawing titled "Is Drawing Dead" in digital age.The status of traditional drawing is examined in the digital age.) Keynote speaker Peter Cook mentioned that he is interested less polished version where building remains fictional in an honest way rather than computer renderings with perfect images(URL1).

Digital technologies have developed every day and provide designer with ease of use. In design education, it is aimed that student learns utilization of computer technology and the whole process from two dimensional drawings to rendering. Transferring the ideas mind to a paper or preparing them digitally is interpreted as a mater of choice. Whatever the type of means the aim is to provide an embodiment of an idea in the end. The first sketching design created with computer in education process is only possible after learning various programs. For the students who newly started to design education the place of freehand drawing, in this context, is inevitable for the first experiences in design process. Freehand drawing is not a drawing which only capable ones can make and perfection is pursued in the end rather an expression means in which tangible ideas embody in order to solve problems in design process, and it is a method that can be improved while sparing time on it. By which method that the designer will prepare his/her sketching can be improved accordingly his/her choice at next process. In this regard, increasing of intellectual quality; being able to make computer aided visual analysis; modeling of created or existed designs or environments with computer; being able to review design rules; improving the tendency to

gain disappeared cultural values at virtual platform, what is expected from computer aided design, are benefited by utilization of them in architect education and application (Tokman, 1998). In this sense, the student who design with freehand sketching understands that intellectual quality and design is a thinking power, it is important matter to create fast designs with sketching.
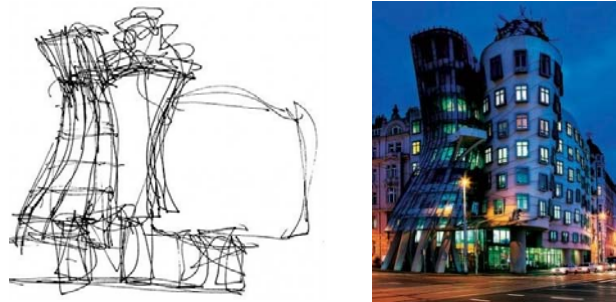

Figure 1-2. Frank O Gehry

Figure 3-4. Mario Botta

Conclusion

Design is an action that affects development of new information and production besides is a process in which design action is realized. Therefore, in design education which is a creative process, it is necessary to bring students sketching habit of which contribution to creativity can not be ignored from the beginning of design education to occupation practices. Sketching is the production first thinking, contributes significantly to making of creative designs. It should be taught that sketching is a necessity and basis of the design education especially, in project courses. In this sense, it should be shown that design education is a problem solving focused education process in which skills such as design, gaining experience, researching, analyzing, synthesizing which are being improved with different education methods and suggestions, are being gained.

In this context, suggestions of this study are ;
- Importance should be given to freehand sketch drawings in the disciplines such as Architect, and Interior Architect,
- Places that encourage creativity should be created in design process,
- Methods that can reveal student's own skill, gain him/her individual self confidence should be found out ,
- It should be transferred to the student that sketch drawing is a design thing rather than a necessity,
- It is necessary to transfer to the student with education that, for creative designs, fast thinking through freehand sketching is contributing significantly to transfer the idea to paper.

Consequently, it has been felt that freehand sketch drawing is losing its importance with today's increasing computer aided design technology environment. However, although it seems as if sketching losing its importance in Design education, freehand sketch drawing is a process attributes meaning to design. Sketch drawing which is shown as a traditional method should not lose its value, it should be aimed to gain sketch habit to the student in all of the design courses.

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