

## El descubrimiento de la educación en diseño de interiores en Turquía: enfoques analíticos en la investigación de tesis de posgrado

*The discovery of interior design education in Turkey: analytical approaches in postgraduate thesis research*

Serap Faiz Büyükçam

Ondokuz Mayıs University, Turkey

<https://orcid.org/0000-0003-4263-1671>

[serap.faizbuyukcam@omu.edu.tr](mailto:serap.faizbuyukcam@omu.edu.tr)

Hande Eyüboğlu

Samsun University, Turkey

<https://orcid.org/0000-0003-0504-2886>

[hande.eyuboglu@samsun.edu.tr](mailto:hande.eyuboglu@samsun.edu.tr)

### RESUMEN

En este estudio, se pretende analizar las tendencias investigadoras identificando las escalas focales abordadas en las tesis de doctorado y competencia en arte producidas en la disciplina de arquitectura de interiores en Turquía, para llamar la atención sobre las sinergias entre universidades y presentar una perspectiva cronológica. El estudio fue diseñado utilizando el método mixto secuencial explicativo, que permite desarrollar una comprensión profunda del tema y luego fortalecer esta comprensión mediante la realización de algunas categorizaciones. Se llevaron a cabo análisis estadísticos y de contenido de 227 estudios de tesis.

En los últimos años, los estudios de tesis de posgrado producidos en el campo de la arquitectura de interiores han aumentado rápidamente, siendo los temas más abordados la investigación en diseño, la investigación sobre el comportamiento ambiental y la investigación en tecnología de la construcción. La educación en diseño, los conceptos teóricos, la percepción del espacio y el diseño orientado al usuario son de gran interés para los estudiantes. Este estudio se limita a las tesis doctorales y de suficiencia investigadora en la disciplina de arquitectura de interiores que han sido subidas al Centro de Tesis del Consejo de Educación Superior (YÖK), que regula las actividades de educación superior en Turquía.

Este trabajo, que proporciona una visión detallada de los estudios de posgrado como recurso en la formación profesional donde se prioriza el beneficio social, también revela la limitada amplitud de la práctica y la educación profesional. El estudio presenta un mapa exhaustivo de los estudios de tesis en el campo de la arquitectura de interiores y constituye la primera investigación integral en este ámbito en Turquía.

**PALABRAS CLAVE**

Educación; arquitectura de interiores; programa de Postgrado; Turquía.

**ABSTRACT**

In this study, it is aimed to reveal the development of the agenda by identifying the focal scales addressed in the doctoral and proficiency in art theses produced in the discipline of interior architecture in Turkey, to draw attention to the synergies between universities and to present a chronological perspective. The study was designed with the explanatory sequential mixed method, which enables to develop an in-depth understanding of the subject and then to strengthen this understanding by making some categorisations. In the study, statistical analyses and content analyses of 227 thesis studies were carried out. Postgraduate thesis studies produced in the field of interior architecture have increased rapidly in recent years, with design research, environmental behaviour research and building technology research being the most focused topics. Design education, theoretical concepts, space perception and user-oriented design are of great interest to students. This study is limited to the doctoral and proficiency in art thesis studies in the discipline of interior architecture that have been successfully uploaded to the Council of Higher Education (YÖK) Thesis Centre, which regulates higher education activities in Turkey. This study, which provides a detailed overview of postgraduate studies, which are a resource in professional education where social benefit is prioritised, also reveals the limited limitlessness of professional practice and education. The study presents a comprehensive map of thesis studies in the field of interior architecture and is the first comprehensive research in this field in Turkey.

**KEYWORDS**

Education; interior architecture; Postgraduate programme; Turkey.

**1. INTRODUCTION**

Interior architecture is a discipline dealing with the design of interior spaces in accordance with aesthetic, functional and user needs. Interior architects play an active role in the entire design process from space organisation to furniture selection, from material and colour usage to lighting decisions. It is essential to improve the quality of life, provide functionality and offer an aesthetic experience in the design of interior spaces. Therefore, vocational education is an important part of the process that enables specialisation in the field of design. Interior architecture vocational education aims to provide the knowledge and skills necessary to provide solutions to complex relationships and develop alternatives. It also aims to develop a professional understanding in the design and organisation of interior spaces that serve different purposes in accordance with user needs. The emergence of interior architecture vocational education is directly related to industrial developments accelerated by the advancement of technology and social needs changing over time. With industrialisation, the demand for interior design has gradually increased, which has revealed the importance and necessity of interior architecture vocational education. While vocational education related to the field is given at the basic level in the relevant faculties of universities, specialisation in the field is realised through postgraduate education. Postgraduate education basically consists of two steps: master's degree and doctorate/proficiency in art. Interior architecture postgraduate education offers the opportunity to gain advanced knowledge about the profession. Individuals who gain theoretical and practical competence in undergraduate education are aimed to have in-depth knowledge about their fields of interest in master's education, while in doctoral education, expertise in a specific field

and academic careers are at the forefront. Doctoral programmes offer individuals the opportunity to conduct in-depth research on a specific subject and expand their areas of expertise, while contributing to the production of original scientific knowledge.

This study aims to reveal the subject and focus scales addressed in the doctoral and proficiency in art thesis studies produced in the discipline of interior architecture. Seeing in which context the content of doctoral or proficiency in art theses in the field of interior architecture in higher education institutions in Turkey has evolved over a period of 28 years, identifying current research topics and presenting a chronological perspective are the objectives of the study. Designed with the explanatory sequential mixed method, this study is an evaluation of the quantitative and qualitative analyses of the data obtained from 227 doctoral and proficiency in art theses produced in Turkey in the discipline of interior architecture.

## 1.1. Theoretical Framework

Vocational training is the training offered to become competent in a certain field and to perform a profession. Aiming to increase professional competence with theoretical knowledge, technical skills and practical applications, vocational training refers to an education process in which knowledge, skills and competences related to the field are gained (Khodeir & Nessim, 2020). On the other hand, it is essential for the continuity of vocational culture that vocational education, which plays an effective role in ensuring social benefit by training qualified labour force, is updated in line with the changing needs over time.

The vocational education for interior architecture is a profession that aims to develop a professional understanding of the design and organisation of interior spaces (Farid, 2021). Interior architecture is a professional field that designs the interior spaces of the building in accordance with the physical and psychological needs of individuals in terms of use and aesthetics. The aim is to meet the physical and social needs of individuals under the most favourable conditions by maintaining their lives in a healthy, comfortable and quality manner within the space. Interior architecture is a multidisciplinary field where different disciplines are integrated and various relational systems coexist (Özdamar & Özdamar, 2020). Interior architecture design refers to the process of planning and designing space organisation, furniture design, lighting design, material selection, colour preferences and other details. In other words, interior architecture is not only the arrangement or decoration of the furniture in the space, but also a multifaceted process that includes all kinds of design processes related to the interior space (White, 2009).

Emerging with the specialisation of certain needs in the discipline of architecture, interior architecture has been shaped according to the housing needs of individuals and the needs brought about by daily life. Having started with space arrangements to meet the basic needs of individuals such as lying-sleeping, eating and storage in the ages, interior design focused mainly on residential interiors and furniture design in the 17th and 18th centuries (Uluçay & Kaptan, 2019). During this period, interior architecture continued with two different approaches: the traditional perspective focusing on visuality and ornamentation, and the innovative design approach focused on research (Tate & Smith, 1986). The combination of art and craft movement in the mid-19th century played an important role in the origins of interior architecture education. With the dominance of this understanding, interior architecture was expressed as “decoration”, while the concept of “design” came to the agenda with the influence of the Bauhaus school. In the early 20th century, interior architecture education started to take shape with the influence of various design-oriented schools, especially Bauhaus. The development of interior architecture as a profession took place in these periods. With the Bauhaus effect, the search for functionality in interior design emerged and the concept of decoration was replaced by the concept of design. With this conceptual change, this profession, recognised as interior decoration, was replaced by interior architecture. In the mid-20th century, with the professionalisation of the profession, interior architecture education took its place in various design schools and universities.

The interior architecture education in Turkey dates back to the last years of the 19th century. The first design education related to the discipline of interior architecture was given at the Academy of Fine Arts (Mekteb-i Sanayi-i Nefise-i Şahane), now known as Mimar Sinan Fine Arts University. The first formal education on interior design was given in the interior decoration workshops opened in this school. The education programme, which was based on workshops similar to architectural education, was a four-year programme consisting of a first year of preparation, three years of vocational training knowledge and workshops for specialised areas (Cesar, 1983). However, interior architecture became widespread day by day with the introduction of interior architecture education in 1957 at the State Applied Fine Arts School, now known as Marmara University. The first education programme of the interior architecture profession in the modern sense was established in the education based on the Bauhaus design school approach. The programme included training on interior layout and furniture design in line with the functions required by buildings serving different purposes (Aslier, 1970). In 1985, Hacettepe University started interior architecture education programme. Over time, the number of active interior architecture departments in Turkey has gradually increased (Şekerci & Oral, 2023). Today, there are a total of 86 departments in Turkey, including 41 departments of interior architecture and 45 departments of interior architecture and environmental design.

Interior architecture continues its undergraduate education within the faculties of various faculties, especially architecture, fine arts and engineering faculties of universities in Turkey, and postgraduate education continues within various institutes such as science, fine arts or postgraduate education. Depending on the faculty of interior architecture education, the education curriculum and the areas of focus contain some diversity. The education in interior architecture departments in the faculty of architecture is mainly design-oriented, while in fine arts faculties it is rather art-oriented (Özker, 2014). Since the profession of interior architecture is a universal profession, it is important that the basic knowledge and skills of a person with this profession are at an equal level. This situation brings along a standardisation process regarding the education process. At this point, there are CIDA and ECIA criteria determined at the international level; at the national level, there are the criteria of the Turkish Higher Education Qualifications Framework accepted by the Higher Education Council. At the national level in Turkey, the interior architecture profession is required to have the 6th, 7th and 8th level qualification type under two basic fields as "Building and Architecture" and "Art". Interior architecture education programmes are divided into two categories as undergraduate and graduate programmes (Table 1).

**Table 1. Interior Architecture Education Programmes**

Interior Architecture Discipline	Undergraduate Education		Postgraduate Education	
	Bachelor Programme	Master Programme	Proficiency in Art Programme	Doctorate Programme
Focus and Scope	<ul style="list-style-type: none"> <li>Basic principle</li> <li>Techniques and applications</li> </ul>	<ul style="list-style-type: none"> <li>Gain knowledge and skills in a specific field in the light of scientific methods</li> </ul>	<ul style="list-style-type: none"> <li>In-depth study and research</li> </ul>	<ul style="list-style-type: none"> <li>In-depth study and research</li> <li>Original research ability and knowledge production</li> </ul>
Time and Resources	<ul style="list-style-type: none"> <li>4-year time period</li> <li>Lecture notes, educational presentations</li> </ul>	<ul style="list-style-type: none"> <li>Min. 2-Max.3 years time period</li> <li>Periodical and non-periodical publications</li> </ul>	<ul style="list-style-type: none"> <li>Min.4- Max.6 years time period</li> <li>Periodical and non-periodical publications</li> </ul>	<ul style="list-style-type: none"> <li>Min.4- Max.6 years time period</li> <li>Periodical and non-periodical publications</li> </ul>

Interior Architecture Discipline	Undergraduate Education	Postgraduate Education		
	Bachelor Programme	Master Programme	Proficiency in Art Programme	Doctorate Programme
Research and Theory	<ul style="list-style-type: none"> <li>Basic design principles</li> </ul>	<ul style="list-style-type: none"> <li>Application and practice related</li> </ul>	<ul style="list-style-type: none"> <li>Research and theory related</li> </ul>	<ul style="list-style-type: none"> <li>Research and theory related</li> </ul>
Career and Goal	<ul style="list-style-type: none"> <li>Basic knowledge and skills</li> <li>Interior Architect</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and skills development for professional careers</li> <li>Master Interior Architect</li> </ul>	<ul style="list-style-type: none"> <li>Academic career and specialisation Interior</li> <li>Architect with Proficiency in Art Diploma</li> </ul>	<ul style="list-style-type: none"> <li>Academic career and specialisation</li> <li>Dr. Interior Architect</li> </ul>
Production	<ul style="list-style-type: none"> <li>Graduation Project</li> </ul>	<ul style="list-style-type: none"> <li>Master thesis</li> </ul>	<ul style="list-style-type: none"> <li>Proficiency in Art thesis</li> </ul>	<ul style="list-style-type: none"> <li>PhD thesis</li> </ul>

Whilst undergraduate education focuses on the basic competencies related to the profession, postgraduate education focuses on the ability to gain expertise in various fields. Postgraduate education in the field of interior architecture is diversified as master's, proficiency in art and doctorate education. Master's programmes are aimed at various purposes such as having in-depth knowledge about the interests of individuals who have gained theoretical and practical competence in undergraduate education, making an academic career, and being advantageous in job applications. On the other hand, academic career is at the forefront in doctoral programmes. In other words, doctoral programmes are postgraduate programmes that aim to gain expertise in certain fields of study according to the level of interest in order to train academicians. PhD programmes in Interior Architecture and Environmental Design are aimed at students who wish to conduct research on both the nature of design and the various issues underlying design practice. Creating a multidisciplinary research environment based on design principles, the most distinctive point that distinguishes the PhD programme from the master's programmes is in-depth expertise. The programme offers students the opportunity to conduct in-depth research on a specific topic of their own interest and to expand their areas of expertise. Among the achievements of the programme are the production of original scientific knowledge by following current publications, having an idea about innovative approaches by acquiring knowledge about interdisciplinary research, interpreting scientific data within the scope of design discipline, and producing original solutions to intellectual and practical problems related to design based on scientific research criteria. On the other hand, the outcomes of the programme may vary depending on the university where education is given.

## 2. METHODS

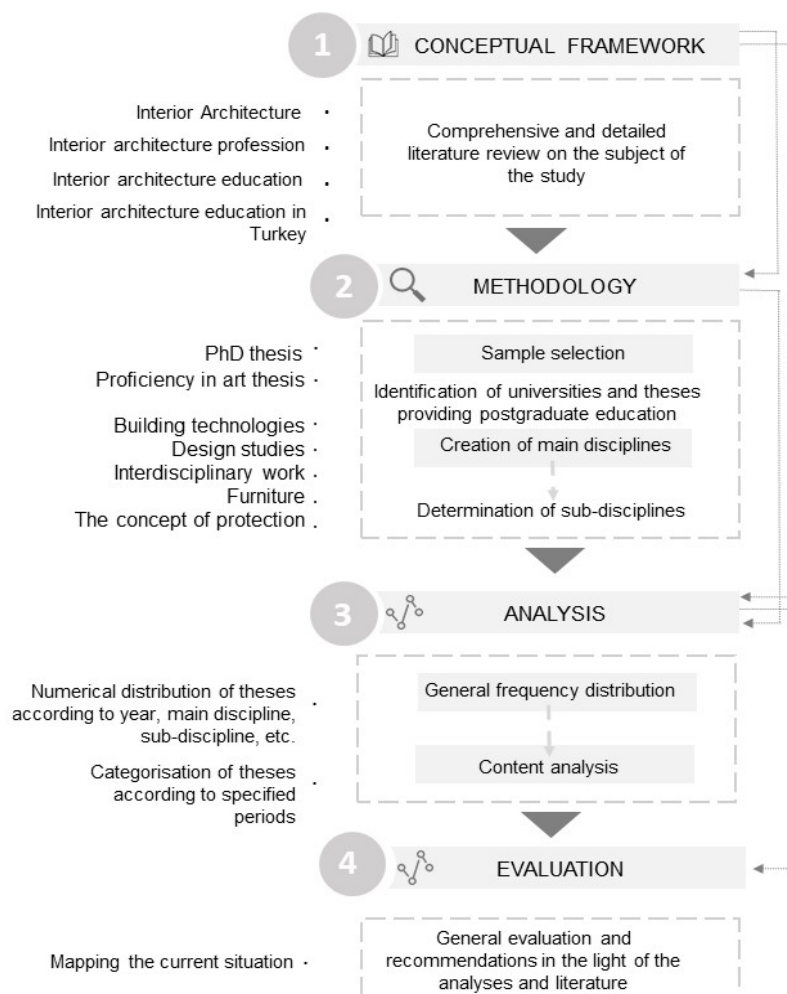
This study aims to reveal the trends in doctoral and proficiency in art theses produced within the scope of postgraduate education in the field of interior architecture in Turkey. The study analyses the trends in the discipline of interior architecture by identifying the prominent topics and focus scales in doctoral and proficiency in art thesis studies. The study also seeks to present a chronological perspective of the topics addressed and analysed in doctoral and proficiency in art thesis studies conducted in Turkey. Another goal of the study is to reveal the development of different topics and agendas and to draw attention to the synergies between universities. On the other hand, this study reveals the diversity in higher education programmes and contributes to the literature by bringing together existing studies. The study was designed with the explanatory sequential mixed method, which enables to develop an in-depth understanding of a subject and then to



strengthen this understanding by making some categorisations (Figure 1). In this method, quantitative data are first collected and analysed. Then, the analysis is associated and integrated with qualitative data to add depth to the study and improve understanding (Creswell & Creswell, 2018).

The study was basically conducted in five steps. In the first step, a comprehensive and detailed literature research was conducted to determine the conceptual framework of the study. This step includes theoretical information from the literature about postgraduate education in the field of interior architecture in Turkey. This information was used to reveal the professional field of interior architecture and thus to reach accurate analyses and interpretations of the field/fields where postgraduate theses are concentrated. Then, the study sample was determined (Figure 1). In this context, the sample of the study consists of doctoral and proficiency in art theses in the discipline of interior architecture that have been successfully uploaded to the Council of Higher Education (YÖK) Thesis Centre, organising higher education activities in Turkey. The inclusive data pool, chronological diversity, compliance with academic standards and representation of national scope are other criteria affecting the selection (Ulusal Tez Merkezi, 2024).

**Figure 1. Research design.**



A detailed search was performed on the official web address (Yükseköğretim Kurulu, 2024) of the Higher Education Council (YÖK) Thesis Centre while determining the sample. The searches were conducted separately in the categories of department (Department of Interior Architecture, Department of Interior Architecture and Environmental Design), branch of science (Department of Interior Architectural Design, Department of Interior Architecture and Environmental Design) and subject (Interior Architecture and Decoration) in order to prevent possible data loss. As a result of the searches, a total of 244 doctoral and/or proficiency in art thesis studies were accessed. Of the theses obtained, 26 were excluded from the scope of the study due to missing keywords and/or abstracts, and 227 doctoral and/or proficiency in art studies were determined as the sample. The sample consists of doctoral and/or proficiency in art theses of six universities, namely Hacettepe University, Mimar Sinan University, Bilkent University, Çankaya University, Marmara University and Anadolu University. The third step of the study is aimed at analysing the data and consists of two stages that follow each other sequentially. In the first stage, general frequency distributions of 227 theses for years and universities were calculated in SPSS statistical programme. Simultaneously, main and sub-disciplinary themes were formed about the scope and context of the theses (Table 2).

**Table 2. Main and sub-disciplinary contents of doctoral and/or proficiency in art theses.**

No	Main discipline	Subdiscipline
1.	Building Technology Studies	1. Material 2. Lighting 3. Acoustics 4. Energy Performance 5. Sustainability
2.	Design Studies	1. Design Education 2. Theories and Concepts 3. Computational Design
3.	Interdisciplinary Studies	1. Cinema 2. Other
4.	Environmental Behaviour Studies	1. User Centred Design 2. Perception of Space
5.	Conservation Studies	1. Reuse 2. Culture and Cultural Heritage 3. Memory 4. Migration, Conflict, Disaster and Risk 5. Identity
6.	Furniture Studies	1. Design 2. Period and History 3. Material

The main and sub-disciplines were formed by the researchers independently reading and coding the title, abstract and keywords of the thesis studies. In order to reduce bias and ensure reliability in the classification of theses according to the determined disciplines, the researchers came together to identify challenging titles and eliminate overlaps. Finally, all studies were reviewed one by one and similar options were classified under the same main and sub-discipline themes. In order to make meaningful inferences about this classification of theses, frequency distributions were calculated in SPSS statistical programme for main and sub-disciplines. In the second stage, it was aimed to reveal the chronological perspective in the field and the change in subject trends. Accordingly, the period between 1996 and 2023, which constitutes the scope of the study, was divided into seven groups of four-year periods, taking into account the minimum four years required for

the completion of doctoral and/or proficiency in arts education in Turkey. Content analyses were performed in MAXQDA programme according to the title, abstract and keywords of the theses within the scope of each group. Thus, the focal study topics of the thesis contents were revealed and the change over time was revealed. In the fourth step of the study, a general evaluation of the current situation in Turkey was made in the light of literature reviews and analyses.

### 3. FINDINGS

In the search made on the official web address (Yükseköğretim Kurulu, 2024) of the Council of Higher Education (YÖK) Thesis Centre, the numerical data of the doctoral theses in the discipline of interior architecture, which were successfully uploaded to the system, were obtained according to years. According to the data of Higher Education Council (YÖK) Thesis Centre, there were 227 doctoral or proficiency in art theses between 1996 and 2023. These theses are the products of a 28-year period produced within the scope of doctorate/proficiency in art programmes of six different universities. When the numerical data obtained in this direction are evaluated, it is seen that the first and only doctoral thesis in the field was conducted at Marmara University in 1996. Until 2008, the total number of annual theses produced by these six universities was in single digits. In the following 10 years, the annual number of theses decreased to single digits from time to time, but reached 14 at most. However, considering the data of the last 5 years, 2019 and 2020 were the two years when thesis production peaked with 23 theses each, followed by 2022 with 21 theses. The decrease in the total number of theses in 2023 can be explained by the fact that the theses completed by the end of the year were not fully uploaded to the Higher Education Council (YÖK) Thesis Centre, and it is clear that the voluntary freezing of education periods during the COVID 19 outbreak has had an impact on the annual thesis numbers of the last three years. The increasing interest in doctorate/proficiency in art programmes in the last 10 years can be explained by the ability to provide faculty members to the universities opened in line with Turkey's higher education policy. However, it should not be forgotten that those who want to specialise in a specific field within the discipline of interior architecture also apply to the relevant programmes.

Considering the total number of theses per university, it was observed that Mimar Sinan University took the lead with 102 theses. The university with the lowest number of theses was Marmara University with 7 theses, followed by Çankaya University with 8 theses. These differences in the total number of theses of the universities may be directly related to the years of establishment of doctorate/proficiency in arts programmes, as well as the quantity of teaching staff and the quota of students accepted to the programme. However, the fact that the number of theses in the Council of Higher Education (YÖK) Thesis Centre is very low according to the establishment year of Marmara University's PhD/proficiency in arts programme can be explained by the fact that the theses produced are not uploaded to the Council of Higher Education (YÖK) Thesis Centre. A similar situation is also valid for Anadolu University. On the other hand, the year-based thesis numbers of Bilkent and Çankaya Universities, which are foundation universities, can be explained by the fact that they are less preferred due to tuition fees (Table 3).

**Table 3. Number of theses by years and universities.**

Year	Hacettepe University	Mimar Sinan University	Bilkent University	Çankaya University	Marmara University	Anadolu University	Total
2023	5	1	1	0	0	0	7
2022	7	12	2	0	0	0	21
2021	1	9	2	0	0	2	14

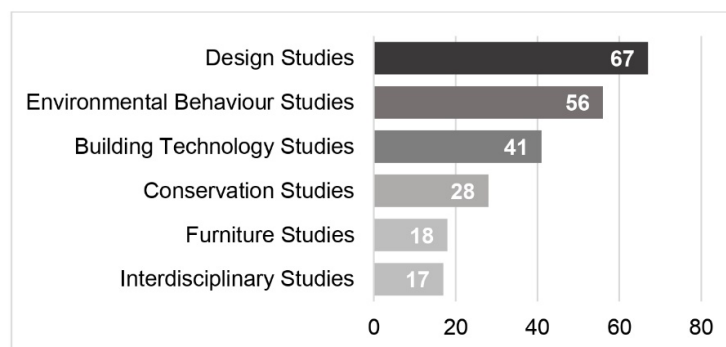


Year	Hacettepe University	Mimar Sinan University	Bilkent University	Çankaya University	Marmara University	Anadolu University	Total
2020	6	10	1	3	1	0	23
2019	11	4	2	4	0	2	23
2018	6	0	3	1	1	0	11
2017	2	7	1		0	0	10
2016	3	10	1		0	0	14
2015	2	6	1		0	1	10
2014	0	5	0		1	0	6
2013	0	5	1		0	1	7
2012	3	4	2		0	3	12
2011	3	1	4		2	0	10
2010	1	4	0		0	0	5
2009	1	4	2		0	1	8
2008	3	7	1		1		12
2007	3	2	1		0		6
2006	3	2	0		0		5
2005		3	1		0		4
2004		1	1		0		2
2003		2	2		0		4
2002		1	0		0		1
2001		2	2		0		4
2000		0	0		0		0
1999		0	4		0		4
1998		0	2		0		2
1997		1			0		1
1996					1		1
Total	60	103	37	8	7	12	227

As a result of the readings made within the scope of 227 theses constituting the scope of the study, 6 main disciplines were identified as design studies, environmental behaviour research, building technology, conservation studies, interdisciplinary studies and furniture. In the categorisation of the theses into related disciplines, it was seen that those with “design studies” content took the lead. The fact that interior architecture education and professional practice are design-

oriented explains this situation. Theses on “environmental behaviour researches” focusing on user and space perception were another area that thesis authors focused on intensely. It has been observed that theses on “building technology”, which focus on more technical aspects of spaces such as materials, acoustics and energy performance, are relatively less preferred. The interest in conservation studies such as cultural heritage and reuse ranked fourth. The low preference of this field may be related to the fact that conservation studies are a specific subject in terms of both interior architecture education and professional practice. “Interdisciplinary studies”, which establish some meaningful relationships between various branches of art and disciplines and interior architecture, and studies on “furniture”, which is one of the most important elements of the interior space, have been the least focused main disciplines. Although studies and incentives related to the coexistence of different disciplines are relatively new, it is noteworthy that the subject of furniture, which defines the interior space and is an important element in the creation of space, is less preferred. The fact that studies on space are more holistic than external organisations may be a reason for the scarcity of “furniture” themed studies (Figure 2).

**Figure 2. Distribution of doctoral and/or proficiency in art theses according to main disciplines**



The theses were categorised according to the sub-disciplinary themes that make up the main discipline. Accordingly, the main discipline of design studies, which is the most preferred discipline and in which theses are produced, is defined by three sub-disciplines: design education, theory and concepts and computational design. It was observed that 16 of the 67 theses in the field of design studies were related to computational design, while the rest were almost equally distributed among the two sub-disciplines. The fact that the studies on computational design remained in the background may be related to the development of the related subject in recent years due to the developments in computer technologies. The main discipline of environmental behaviour research was defined with two sub-disciplines, including studies on user-oriented design and space perception. In this main discipline, which includes 56 theses in total, the sub-discipline of space perception, in which the effects of the characteristics of space such as size, temperature, light, colour, etc. on human beings are investigated, has come to the fore with 34 theses. It was observed that user-oriented design studies, in which various user groups such as children, elderly, disabled and women were defined, remained in the background as a specific field compared to the comprehensive field of study on the perception of space. In the main discipline of building technology, a wide range of sub-disciplines including materials, lighting, acoustics, energy performance and sustainability were identified. Considering the number of theses according to sub-topics, it was seen that theses on sustainability were at the forefront. This difference in the number of researches on sustainability studies can be associated with the search for a way out, especially in recent years, in the face of agendas such as the depletion of natural resources, environmental pollution and climate crisis, which have taken place in country policies, often supported by various funds. Lighting, another sub-discipline, has been another subject on which intensive studies have been produced. The fact that lighting is an important element of space in many issues from physical comfort conditions to space perception has been effective on the number of theses. It is noteworthy that the sub-discipline of material, which

is the main element of various coating colours and textures in the space, is limited to 5 theses. Theses in which the visual properties of the material are discussed may have taken place within the scope of space perception studies. On the other hand, the technical properties of the material may not have been preferred in terms of the professional and/or educational practice of interior architecture, which is a relatively aesthetic and visual profession. It has been observed that there are few studies on energy performance and acoustics in the main discipline of building technology. Conservation studies are divided into 5 sub-disciplines: reuse, culture and cultural heritage, memory, identity and migration studies. In this main discipline, it was observed that the most intensive studies were carried out on culture and cultural heritage. There are almost similar numbers of theses in other sub-disciplines. In particular, bringing old buildings that have lost their function to a new function with new spatial organisations are prominent studies within the scope of interior architecture discipline. However, it has been observed that the number of theses on this subject is limited. On the subject of furniture, three different sub-study subjects were determined as design, period and history and material. With 12 theses, it was observed that the studies on furniture were concentrated on the sub-topic of design, which is the main element of the profession and educational practice of the act of designing. Interdisciplinary studies, which enable the production of new knowledge by focusing on the coexistence of different disciplines, were handled within the scope of two sub-studies, namely cinema and other. Cinema, which is evaluated within interdisciplinary studies, has been a subject of intense discussion in the discipline of interior architecture since it enables the production of various fictional spaces. Furthermore, it has been observed that other disciplines such as literature, textile, graphic design and photography are in contact with interior architecture (Table 4).

**Table 4. Distribution of theses according to main and sub-disciplines.**

No	Main discipline	Subdiscipline	Subtotal	Total
1.	Design Studies	1. Design Education	26	67
		2. Theories and Concepts	25	
		3. Computational Design	16	
2.	Environmental Behaviour Studies	1. User Centred Design	22	56
		2. Perception of Space	34	
3.	Building Technology Studies	1. Material	5	41
		2. Lighting	12	
		3. Acoustics	3	
		4. Energy: Performance	4	
		5. Sustainability	17	
4.	Conservation Studies	1. Reuse	5	28
		2. Culture and Cultural Heritage	8	
		3. Memory	4	
		4. Migration, Conflict, Disaster and Risk	5	
		5. Sustainability	6	

No	Main discipline	Subdiscipline	Subtotal	Total
5.	Furniture Studies	1. Design	12	18
		2. Period and History	2	
		3. Material	4	
6.	Interdisciplinary Studies	1. Cinema	8	17
		2. Other	9	

The distribution of theses according to universities within the scope of main and sub-disciplines was evaluated. We have observed that Mimar Sinan University was the university that contributed to the literature with the highest number of theses in all main disciplines except 'concepts related to conservation'. Hacettepe University was at the forefront by producing the most theses only in the main discipline of 'conservation-related concepts'. Bilkent University ranked second after Mimar Sinan University with its studies only in the field of 'environmental behaviour research'. On the other hand, Çankaya University did not contribute to thesis production in the fields of 'environmental behaviour research', 'furniture' and 'interdisciplinary studies', Marmara University did not contribute to thesis production in the fields of 'design studies' and 'interdisciplinary studies' and Anadolu University did not contribute to thesis production in the fields of 'building technologies'. This situation is undoubtedly directly related to the total number of theses of each university. Accordingly, it has been observed that the theses within the scope of the main discipline of 'design studies', in which the most theses were produced, originated from Mimar Sinan University, which also hosts the most theses. Mimar Sinan University was followed by Hacettepe University with 20 theses and Bilkent University ranked third with 10 theses. While there is no study on the related subject at Marmara University, it was determined that Çankaya University contributed to the related field with 1 thesis and Anadolu University with 8 theses. On the other hand, it has been observed that the theses produced for the main discipline of 'design studies' are especially concentrated within the scope of the sub-discipline of 'theory and concepts'. While Mimar Sinan University and Hacettepe University concentrated on the sub-discipline of 'theory and concepts', Anadolu University focused on 'design education' (Table 5).

**Table 5. Distribution of main and sub-disciplines according to universities.**

No	Disciplines	Hacettepe University	Mimar Sinan University	Bilkent University	Çankaya University	Marmara University	Anadolu University
1.	Design Studies	<b>20</b>	<b>28</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>8</b>
	• design education	5	9	4	0	0	6
	• theories and concepts	11	11	4	1	0	1
	• computational design	4	8	2	0	0	1

No	Disciplines	Hacettepe University	Mimar Sinan University	Bilkent University	Çankaya University	Marmara University	Anadolu University
2.	Environmental Behaviour Studies	<b>14</b>	<b>24</b>	<b>16</b>	<b>0</b>	<b>1</b>	<b>1</b>
	• user centred design	7	10	5	0	0	0
	• perception of space	7	14	11	0	1	1
3.	Building Technology Studies	<b>10</b>	<b>23</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>0</b>
	• material	3	2	0	0	0	0
	• lighting	2	9	1	0	0	0
	• acoustics	0	0	2	1	0	0
	• energy performance	0	3	0	1	0	0
	• sustainability	5	9	0	2	1	0
4.	Conservation Studies	<b>9</b>	<b>8</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>1</b>
	• reuse	2	3	0	0	0	0
	• culture and cultural heritage	2	2	1	0	2	1
	• memory migration, conflict, disaster and risk	4	0	2	3	0	0
	• identity	1	3	2	0	0	0
5.	Furniture Studies	<b>2</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>1</b>
	• design	2	7	1	0	1	1
	• period and history	0	1	0	0	1	0
	• material	0	3	0	0	1	0
6.	Interdisciplinary Studies	<b>5</b>	<b>9</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
	• cinema	2	6	1	0	0	0
	• other	3	3	1	0	0	1
<b>Total</b>		<b>60</b>	<b>103</b>	<b>37</b>	<b>8</b>	<b>7</b>	<b>12</b>

In the field of 'environmental behaviour research', which is another main discipline, Mimar Sinan University was again in the lead with 24 theses. Bilkent University ranked second with 16 theses, followed by Hacettepe University with 14 theses. While Çankaya University did not produce any thesis in the related field, Marmara University and Anadolu University contributed to the field with one thesis each. On the other hand, the theses at Hacettepe University were equally distributed



on 'user-oriented design' and 'perception of space', while 'perception of space' studies were at the forefront at Mimar Sinan University and Bilkent University. Studies on 'building technology', another main discipline, are concentrated on Mimar Sinan University with 23 theses and Hacettepe University with 10 theses. Çankaya University ranked third with 4 theses. While Anadolu University did not contribute to the related field, Marmara University and Bilkent University contributed with 1 and 3 theses, respectively. On the other hand, it is seen that Mimar Sinan University focuses on 'lighting' and 'sustainability' while Hacettepe University focuses on 'sustainability'. Hacettepe University's leading area was 'concepts related to conservation'. It was seen that all universities contributed to this field. In this direction, Hacettepe University, which has 9 theses, is followed by Mimar Sinan University with 8 theses, Bilkent University with 5 theses, Çankaya University with 3 theses, Marmara University with 2 theses and Anadolu University with 1 thesis. On the other hand, it was observed that Hacettepe University, Bilkent University and Çankaya University focused on 'memory, migration, conflict and disaster' studies. Mimar Sinan University, on the other hand, has not conducted any studies on this sub-discipline. Nevertheless, Mimar Sinan University stands out with its studies on 'reuse' and 'identity' (Table 5).

It has been observed that Mimar Sinan University is at the forefront of 'furniture' studies with 11 theses. Marmara University followed this with 3 theses, while Hacettepe University contributed to the field with 2 theses. However, it was determined that Çankaya University did not contribute to the literature on the subject, while Hacettepe University contributed to 'furniture' studies with 2 theses, Bilkent and Anadolu University with 1 thesis each. On the other hand, it was observed that Mimar Sinan University, Hacettepe University, Bilkent University and Anadolu University included 'design' studies. Among the sub-disciplines of the study, 'period and history' and 'material' subjects were addressed only by Mimar Sinan University and Marmara University. 'Interdisciplinary studies', in which new perspectives are presented by associating different disciplines with interior architecture, were mostly addressed by Mimar Sinan University with 9 theses. Hacettepe University contributed to the field with 5, Bilkent University with 2 and Anadolu University with 1 thesis. However, it was noticed that the theses focusing on interdisciplinary studies produced by Mimar Sinan University concentrated on 'cinema' (Table 5).

Another object of the content analyses of the theses was to determine the most frequently used/occurring words in the title, abstract and keywords of the thesis. The title, abstract and keywords of 227 theses constituting the sample were brought together and analysed through MAXQDA 2022 software. The frequency and percentage of use of the 20 most frequently used words in the theses were determined. In this step, words such as 'interior', 'architecture', 'design', 'space' and 'building' and determiners such as 'the', 'on', 'of' that may prevent certain judgements and classifications in the classification and evaluation of theses were excluded. In this direction, the word 'education' was the most frequently used word with 56 occurrences among 3803 words, while 'housing' ranked second with 44 occurrences and 'sustainability' ranked third with 43 occurrences. It has been observed that contents such as design education, interior architecture education, design studios, educational space and online education are at the forefront in the field of education. Housing studies were addressed in a wide range of topics such as smart systems, universal design, accessibility, Turkish House, traditional housing, cultural housing and elderly. It has been observed that studies on sustainability are the subject of theses within the scope of contents such as furniture, green design, ecology, traditional housing and cultural sustainability. On the other hand, studies on perception of space with contents such as perception, experience and colour have been at the forefront. Studies on 'lighting' with contents such as lighting in museums and shopping centres, smart home systems and natural and artificial light sources attract attention. In addition, studies focusing on a specific building group such as 'store', 'museum' and 'office' have come to the fore. Finally, the subject of 'furniture', an important component of interior architecture studies, has also been at the forefront with certain historical contents and design studies (Table 6).

**Table 6. The most frequently used words in the title, abstract and keywords of the theses.**

No	Word	Frequency	Percentage (%)
1.	Education	56	2,01
2.	Housing	44	1,58
3.	Sustainability.	43	1,55
4.	Percetion	40	1,45
5.	Lighting	33	1,26
6.	Culture	32	1,21
7.	User	30	1,19
8.	Virtual	23	0,83
9.	Store	20	0,72
10.	Color	19	0,68
11.	Furniture	18	0,65
12.	Child	17	0,61
13.	Environment	16	0,58
14.	Technology.	16	0,58
15.	Museum	16	0,57
16.	Creativity.	16	0,57
17.	Studio	12	0,43
18.	Art	11	0,40
19.	Experience	11	0,40
20.	Office	11	0,40

The evolution of the thesis contents over a period of 28 years was examined by grouping them in 4-year periods within the scope of the minimum education period determined for doctorate/proficiency in arts. Accordingly, the first period was 1996-1999. In the first 10 most frequently used words of the 16 theses dated in these years, it was observed that the word 'furniture' came to the fore. This is followed by the words 'concrete' and 'television', which are repeated 3 times, while words such as 'child', 'culture', 'participatory', 'simulation' and 'interface', which are used 2 times each, draw attention. While it is seen that the theses in the field of interior architecture focus on furniture studies in the first years, it can be said that the word 'concrete' stands out within the scope of material studies. In addition to this, the content of 'television' has been another field that stands out with studies on the design of various sets (Şenova, 1999). On the other hand, children's spaces, cultural studies and contents such as 'simulation' and 'interface' were found to point to computer-aided studies (Şenyapılı, 1998; Sarıkartal, 1999) (Table 7).

**Table 7. The most frequently used words in the period 1996–1999.**

No	Word	Frequency	Percentage
1.	Furniture	5	5,26
2.	Concrete	3	3,16
3.	Television	3	3,16
4.	Child	2	2,17
5.	Culture	2	2,17
6.	Participatory	2	2,17
7.	Planning	2	2,17
8.	Simulation	2	2,17
9.	Time	2	2,17
10.	Interface	2	2,17

In the second 4-year period, which included 18 theses, it was observed that the 10 most frequently used words differed from the first period. The only common word between the two periods was 'furniture'. 'furniture', which was the most frequently used word in the first period, became one of the least frequently used words in the second period. On the other hand, 'identity' was the most frequently used word in the second 4-year period. On the other hand, the words 'education', 'learning' and 'studio', which stand out in this period, indicate that theses on interior architecture education are at the forefront (Osman Demirbaş, 2001; Sagun, 2003). In addition, the content of 'housing' points to housing studies, 'age' to a specific user group, 'structure' (Taşlı Pektaş, 2003) to building technologies and 'wayfinding' (Doğu Demirtaş, 2001) to the intensity of studies on space perception (Table 8).

**Table 8. The most frequently used words in the period 2000–2003.**

No	Word	Frequency	Percentage
1.	Identity	4	4,23
2.	Education	3	3,09
3.	Learning	3	3,09
4.	Perception	3	3,09
5.	Studio	3	3,09
6.	Furniture	2	2,20
7.	Housing	2	2,20
8.	Age	2	2,20
9.	Structure	2	2,20
10.	Wayfinding	2	2,20

In the third period between 2004–2007, a total of 17 theses were conducted. It was observed that the 10 most frequently used words in these theses differed significantly from the previous period. The commonalities with the previous period were limited to the words ‘housing’ and ‘education’. In this period, the most frequently used word was ‘housing’ with 8 repetitions. This is followed by ‘lighting’ with 7 repetitions, ‘colour’ with 5 repetitions and ‘exhibition’ with 4 repetitions. In these years, housing studies came to the forefront (Altay, 2004). However, it was observed that studies on space lighting and the effects of colour on space perception intensified (Dikel, 2007). On the other hand, even if the frequency of use is low, the words ‘hotel’ and ‘school’ have been used in studies on a certain type of building. Finally, while parameters such as functionality in design were brought to the agenda with the word ‘flexible’, the word ‘technology’ started to gain a place in the related literature (Table 9).

**Table 9. The most frequently used words in the period 2004–2007.**

No	Word	Frequency	Percentage
1.	Housing	8	3,14
2.	Lighting	7	2,75
3.	Color	5	1,96
4.	Exhibition	4	1,57
5.	Education	3	1,18
6.	Flexible	3	1,18
7.	Hotel	3	1,18
8.	Retail	3	1,18
9.	School	3	1,18
10.	Technology	3	1,18

In the 2008–2011 period, which includes 35 theses, new contents such as ‘culture’, ‘environment’, ‘Turkish’, ‘prison’ and ‘creativity’ were included in the studies, even if they have similar contents with the previous period. In this period, it was observed that ‘housing’ remained at the top with 14 repetitions. The words ‘culture’ and ‘Turkish’, which follow with 7 repetitions each, point to local studies (Halaç, 2010; Özakin, 2011). Another content that stands out with 7 repetitions is ‘environment’. While the studies on a specific building group appeared with the content of ‘prison’ in this period, the studies on ‘lighting’ continued to exist in this period, albeit with a decrease. ‘Colour’ and ‘perception’, which refer to studies on the perception of space, have also taken place in this period as in many other periods. As an important component of the act of designing, ‘creativity’ was included in the studies with 5 repetitions (Table 10).

**Table 10. The most frequently used words in the period 2008–2011.**

No	Word	Frequency	Percentage
1.	Housing	14	2,95
2.	Culture	7	1,48
3.	Environment	7	1,48

No	Word	Frequency	Percentage
4.	Turkish	7	1,48
5.	Lighting	6	1,27
6.	Prison	6	1,27
7.	Technology	6	1,27
8.	Color	5	1,27
9.	Creativity	5	1,27
10.	Perception	5	1,27

The first 10 most frequently used words in 35 theses in the period of 2012–2015 were determined. As of this period, the word ‘sustainability’, which was encountered for the first time in 16 years, draws attention. Factors such as climate crisis, environmental policies and measures such as energy conservation, as well as the financing of related studies, which play a role on a global scale, have been the most frequently used content of the word ‘sustainability’ (Kasapseçkin 2015). The words ‘housing’ and ‘colour’, which we encountered in previous periods, were the other most frequently used content. However, it was observed that ‘education’ studies were also on the agenda in this period (Odabaşioğlu, 2015; Pekpostalıcı 2015). On the other hand, studies pointing to a specific building or space design were included in this period with the words ‘shopping’ and ‘yatch’. The word ‘material’, which appeared in the lists for the first time, attracts attention, while the contents of ‘furniture’ and ‘contemporary’, which have the same frequency of use with 7 repetitions, indicate the course of the studies. Finally, interdisciplinary studies started to take place with the word ‘art’ (Başarık Aytekin, 2013) (Table 11).

**Table 11. The Most frequently used words in the period 2012–2015.**

No	Word	Frequency	Percentage
1.	Sustainability	17	3,09
2.	Housing	12	2,17
3.	Color	10	1,81
4.	Education	9	1,63
5.	Shopping	9	1,63
6.	Contemporary	7	1,27
7.	Furniture	7	1,27
8.	Material	7	1,27
9.	Yatch	7	1,27
10.	Art	6	1,09

The period between 2016–2019 was one of the most intense periods with 58 theses. The most frequently used words in the theses in this period were ‘education’ with 20 repetitions, ‘lighting’ with 19 repetitions, ‘housing’ with 17 repetitions, followed by ‘sustainability’ with 16 uses (Yousif Sasi,



2019; Hojjati, 2019). The contents of ‘perception’ and ‘colour’, which point to space perception studies, also took place in this period. It was observed that interior architecture education studies were supported by the word ‘studio’ as well as ‘education’ (Gül, 2016; Öktem, 2019; Karaoğlu Can, 2019). However, the word ‘elderly’, which is considered within the scope of studies addressing a specific user group, was among the most frequently used for the first time with 9 repetitions. This was followed by the words ‘child’ and ‘culture’ with 7 uses each (Table 11).

**Table 12. The Most frequently used words in the period 2016–2019.**

No	Word	Frequency	Percentage
1.	Education	20	1,99
2.	Lighting	19	1,89
3.	Housing	17	1,69
4.	Sustainability	16	1,60
5.	Perception	14	1,39
6.	Color	12	1,19
7.	Studio	10	0,99
8.	Elderly	9	0,89
9.	Child	7	0,70
10.	Culture	7	0,70

In the last period of 65 theses, ‘education’ came to the fore with 24 repetitions (Aşkın, 2020; Kılıç, 2021). This was followed by studies on ‘lighting’ with 10 repetitions. The words ‘furniture’ and ‘user’ were the other most frequently studied areas with 8 repetitions each. Within the scope of technology and space design studies, the word ‘digital’ appeared for the first time in this period. Although housing studies were also included in this period, they were relatively less preferred. Spatial impact and communication studies with the content of ‘cinema’, which is at the focus of interdisciplinary studies, have been the subjects of study in recent years with the content of ‘interaction’ and ‘experience’ (Başçı, 2023; Camcı, 2023; Gürdağ, 2023). Finally, it was noted that studies with ‘technology’ content were another field that gained a place in this period (Şekerçi, 2020; Kılınç, 2021; Gürçınar, 2022) (Table 13).

**Table 13. The most frequently used words in the 2020–2023 period.**

No	Word	Frequency	Percentage
1.	Education	24	2,94
2.	Lighting	10	1,23
3.	Furniture	8	0,98
4.	User	8	0,98
5.	Digital	7	0,86

No	Word	Frequency	Percentage
6.	Housing	7	0,86
7.	Cinema	6	0,74
8.	Interaction	6	0,74
9.	Experience	6	0,74
10.	Technology	6	0,74

#### 4. RESULTS

Vocational education is a cycle that is constantly updated with knowledge production. Postgraduate studies are a resource in professional education where social benefit is prioritised. This study, which offers a holistic and detailed overview of interior architecture postgraduate studies, also reveals the limitlessness of professional practice and education. It is clear that this study, which reveals the development of doctorate / proficiency in art studies in Turkey in 28 years, which started in 1996, will give direction to the planned researches.

The following points stand out as a result of the evaluation of the contribution of universities with doctorate/proficiency in art programmes to thesis production according to years:

Considering that doctorate/proficiency in art theses in the discipline of interior architecture started in 1996 in a single higher education institution, this number has been limited to a maximum of six universities in the past 28 years. This situation indicates that there is an insufficient number of trained experts or academicians. However, the annual number of theses in universities that contribute to thesis production has increased in the process, albeit not systematically. This increase is directly related to the increase in the number of faculty members and, of course, the quotas of students accepted to the programme. On the other hand, it is clear that theses produced by some higher education institutions are sometimes entered into the Higher Education Council Thesis Centre incorrectly or incompletely, causing data loss. In addition, it is clear that there is an inverse correlation between the tuition fees of foundation universities and the number of theses.

Based on the numerical data related to the six main fields of study identified and listed within the scope of the discipline of interior architecture, we have reached the following conclusions:

It is not surprising that the doctoral / proficiency in art theses produced within the scope of interior architecture discipline are concentrated within the scope of design studies. The fact that the professional practice of interior architecture continues to exist primarily with the act of designing has been effective in shaping the studies in this context. However, it is clear that the fact that environmental behaviour studies are in the first place is again within the scope of human and space relations, which are carried out as the unique field of interior architecture discipline. Studies focusing more on structural elements such as materials and energy performance, which follow the developments in building technologies, have also ranked first. This situation expresses the holistic approach of the researchers to the space with all its technical and technological elements. On the other hand, while studies on conservation is a specific subject for interior architecture professional practice, studies related to both social, cultural and economic sustainability parameters such as the re-functionalisation of ancient buildings and the protection of cultural heritage can be supported. It is noteworthy that interdisciplinary studies on furniture are in the last place with interdisciplinary studies. It is clear that the fact that space studies are generally handled with all structural and non-structural elements has a negative impact on the existence and visibility of studies on furniture. On the other hand, elements such as the design, construction, material and colour of the furniture in the space in line with the purpose of use are both very important issues in the interior architecture education programme and the responsibility of the

profession. We recommend that studies in this field be intensified. The fact that the number of interdisciplinary studies is equal to the number of studies on furniture shows that the discipline of interior architecture is open to interaction with other disciplines such as literature, painting and music and that researchers are predisposed and prefer multidisciplinary studies.

Re-evaluating the theses classified according to the six main disciplines within the scope of a total of 20 sub-disciplines, we have come to the following conclusions:

The fact that the theses conducted within the scope of the main discipline of design studies concentrate on education and theories indicates that the researchers aim to be in academia and train students rather than specialising in the professional practice of interior architecture. It will not be surprising that computational design studies, which are also within the scope of the same main discipline, will overtake education and theory studies in a short time thanks to the developing computer technologies.

The concentration of environmental behaviour research in the sub-discipline of space perception, on the one hand, shows the direct relationship of interior architecture with the provision of the user's comfort conditions at the optimum level, on the other hand, it also defines a psychological process. In this way, studies on the perception of space, which can be handled in a wide spectrum, will not lose its relevance. However, the reasons such as the increase in the elderly population in the world, especially in parallel with the developments in the field of health, and the change in age-related needs now frequently bring up the revision of the relations of the elderly with the built environment. It is apparent that the studies in this field will increase by being handled in the same general scope as the studies on the perception of space.

It is obvious that building technology research stands out with sustainability studies. The fact that global environmental problems such as limited natural resources against population growth, environmental pollution and climate change are issues for which solutions are sought in country policies explains the preference of sustainability studies. However, the fact that lighting, another sub-field of study, is at the forefront can be explained by the fact that it is an important element of space in a wide scope from providing physical comfort conditions to space perception. In fact, the point that draws attention is that material studies have not received enough attention. The material, being the determinant of the main elements such as colour and texture in the space, may have overlapped with the studies on the perception of space in this respect and may have been evaluated in this context. However, it is clear that the discussion of the technical properties of the material is not preferred in terms of the professional and educational practice of interior architecture, which is relatively visual. However, following the developments in material technologies and integrating them into interiors is important in terms of professional practice. We recommend that studies on this subject should be intensified and awareness should be raised. On the other hand, the low number of studies on energy performance and acoustics can be said to be due to the fact that the related fields are very specific and overlap with engineering fields of study.

Conservation research has come to the fore with studies on culture and cultural heritage. The shaping effect of culture on space and the desire to know different cultures may have led researchers to these subjects. However, it is a fact that studies on cultural heritage buildings are preferred within the scope of cultural and social sustainability. In addition, it would not be wrong to evaluate re-functionalisation studies, which is another prominent title, in a similar way. It is undeniable that protecting and preserving what exists is an important factor in the construction of societies with identity while preserving the memories of individuals. On the other hand, it is clear that migration, disaster and risk studies are also at a considerable level. However, there is no doubt that studies on natural disasters such as fires and floods caused by the climate crisis in recent years, people who experience housing problems as a result of earthquakes due to unqualified built environments, and migrants who migrate due to conflicts of interest of nations or countries will increase.

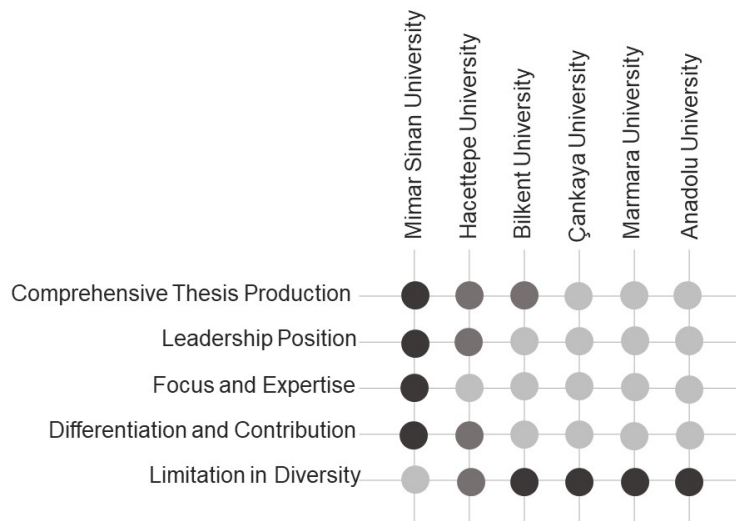
The design-oriented development of furniture research is an approach that reveals the unique aspect of both interior architecture education and professional practice. Studies on the relationship between furniture and materials can be intensified in parallel with the developing material technologies.

The fact that cinema studies are at the forefront in the relationship of interior architecture with other disciplines can be explained by their coming together in the common ground of space. Cinema plays an important role in the production of various spaces from science fiction spaces to historical spaces in a wide phenomenon such as past, present and future. It would not be wrong to suggest that the discipline of interior architecture is in a mutually beneficial relationship with cinema, whether within the scope of education or professional practice.

Based on the relationship between universities and the content of the theses produced:

The fact that Mimar Sinan University is in the leading position with the highest number of theses in almost all main study subjects has led to the diversification of thesis contents. This situation can be associated with the fact that the university has versatile research and teaching activities. It would not be wrong to associate the prominence of Hacettepe University in the main discipline of design studies with their art and design-oriented approach in interior architecture education. It can be said that the researchers at Bilkent University, which stands out with environmental behaviour research compared to other fields of study, have gained in-depth expertise in these fields. In addition to these, there may be many different reasons for the prominence of theses on a particular topic. To list a few of these, the field of interest of the thesis student, the field of interest of the thesis advisor faculty member and some global developments within the scope of social developments can be listed. It is clear that Marmara University, Anadolu University and Çankaya University make a very limited contribution to thesis production and are far from being leaders in the field. The contributions of universities in thesis production are visualised in a way that their differentiation or limitation, specialisation or focus, and pioneering status are directly proportional to the size of the circles (Figure 3).

**Figure 3. Contribution to thesis production status map**



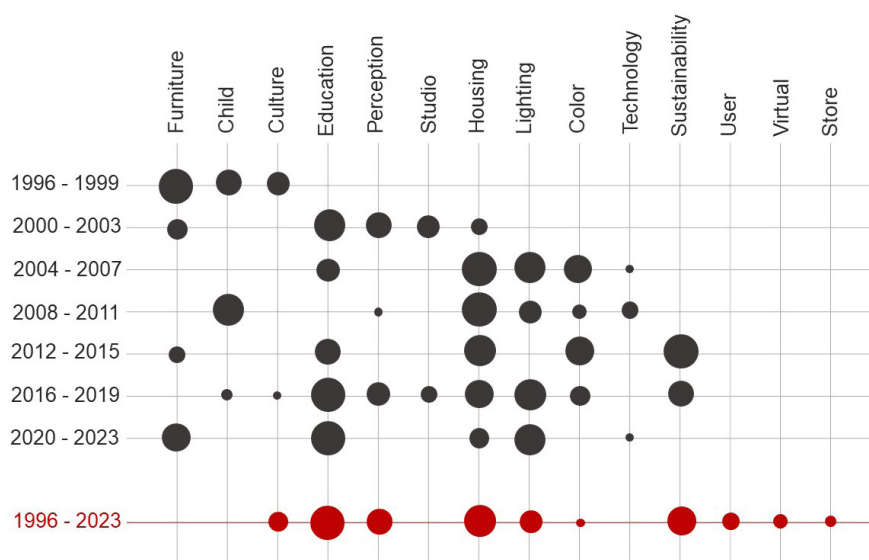
Evaluating the evolution of the thesis contents in the process both in 4-year periods and in a 28-year period that constitutes the entire scope of the study, we have the following points as a result:

A content map was created according to the most frequently used common words in the theses both in 4-year time periods and in the 28-year period covering the years 1996–2023. The words repeated in more than one period are 'furniture', 'child', 'culture', 'education', 'perception', 'studio', 'housing', 'lighting', 'colour', 'technology' and 'sustainability'. While these contents have been in various positions in the total period of 28 years, the words 'user', 'virtual' and 'store' have taken place among the top 10 words. Accordingly, the fact that the studies on 'furniture', 'child', 'studio' and 'technology' could not take place in the total process although they were preferred from time to time in 4-year

periods could be explained by the insufficiency of the studies on these contents or the fact that they were expressed with alternative contents. As alternative contents, it would not be wrong to associate 'child' studies with 'user' content in terms of expressing a specific user. However, it can be said that 'technology' studies overlap with 'virtual' content within the scope of computer-aided designs and virtual environments. On the other hand, works with 'furniture' content can be associated with 'store' when store designs are evaluated within the scope of furniture (Figure 4).

The fact that 'culture' and 'perception' among these words, providing clues about the contents of the theses, were not prominent enough in the 4-year periods, but they took a considerable place in the total process can be explained by the fact that the studies on this subject were spread over the process (Figure 4).

**Figure 4. Content map of doctorate/proficiency in art studies**



The fact that the studies with 'colour' content, considered within the scope of spatial perception studies, are not sufficiently represented in the total process, although they stand out in the periods, may also be explained by alternative content. Here, we can argue that the impact value of 'perception' and 'lighting' studies in the total process has decreased. Likewise, the decrease in the impact and visibility of 'lighting' studies in 4-year periods in the total process may be due to the overlap of studies in this field with 'perception' and 'colour' studies (Figure 4).

The high impact values of the studies on 'education' and 'housing', which stand out in the thesis contents, both in the periods and in the total process may be explained by the fact that they are up-to-date in every period. On the other hand, the fact that the studies on 'sustainability', which stand out in only two different periods, are prominent in the total process indicates that there is a density in the related field (Figure 4).

In fact, these listed and associated contents are not independent of each other. It is clear that these contents, which are often defined together, have a spiral structure. It would not be wrong to give examples such as 'sustainable furniture', 'cultural sustainability', 'studio courses in interior architecture education' and 'colour perception' to these relationships that can also be evaluated within the scope of alternative contents.

To reiterate one of the important issues that stand out within the scope of the limits of the study, let us remind that the theses that were uploaded completely to the Higher Education Council (YÖK) Thesis Centre as of 2023 were used. It is limited to doctoral and proficiency in art theses in



the field of interior architecture or interior architecture art discipline uploaded to the YÖK thesis center, which is a national database between 1996-2023 in Turkey. However, theses that were not uploaded to the database could not be included in the study. At this point, all evaluations within the scope of the universities subject to the study were made according to this data. This situation, which constitutes the weakness of the study, may cause some question marks both in the evaluation of universities and in the evaluation of the density and evolution of thesis topics.

This study can guide both advisors and students in determining thesis topics in the future. Theses can be reconsidered from a different perspective by using different analysis methods such as machine learning algorithms. Based on the results of the study, the reflections of academic studies on practice can be evaluated. In this context, the impact of theses on practices and policies in the sector can be examined. In addition, an international perspective can be presented by comparing the results of this study with theses produced in other countries. With this perspective, cultural and educational system differences in interior architecture research can be revealed.

Human beings and their needs are constantly changing in a changing world. Interior architecture, one of the most important disciplines responsible for the design and construction of built environments, has the closest scale studies to human beings. It is inevitable that postgraduate studies, which have an important place in the development of interior architecture education and the training of experts in professional practice, continue to exist by closely following people from technological developments to country policies, from psychology and other disciplines to culture and history.

## REFERENCES

- Altay, C. (2004). Process oriented value judgments of actor groups in mass housing: The case of Eryaman fourth stage [PhD thesis]. İhsan Doğramacı Bilkent University.
- Aslier, M. (1970). *Tatbiki güzel sanatlar yüksekokulu*. Ak Yayınları.
- Aşkın, G.D. (2020). İç mimarlık eğitimi temel tasarım sürecinde yaratıcı düşüncenin geliştirilmesine yönelik bir yöntem önerisi [PhD thesis]. Mimar Sinan Güzel Sanatlar University.
- Başarık Aytakin, E. (2013). Çağdaş sanat müzesi mekânlarında form ve işlevin negatif-pozitif etkileşimi, yorum ve çözüm önerileri [PhD thesis]. Mimar Sinan Güzel Sanatlar University.
- Başçı, S. (2023). Edebiyat ve sinemada kurgusal mekân üretiminin yaratıcılığa etkisine yönelik bir yöntem önerisi [PhD thesis]. Hacettepe University.
- Camcı, K.Ş. (2023). Sinema mekânlarında atmosfer kavramının sinematografi teknikleriyle hareket-mekân-ses analizi: düşüş ve Büyük Budapeşte oteli filmleri [PhD thesis]. Hacettepe University.
- Cesar, M. (1983). Güzel sanatlar akademisinden 100.yılda mimar sinan üniversitesine, güzel sanatlar eğitiminde 100 yıl. Mimar Sinan Üniversitesi Yayını.
- Creswell, J.W., & Creswell, J.D. (2018). *Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications Inc.
- Demirbaş, Ö.O. (2001). The relation of learning styles and performance scores of the students in interior architecture education [PhD thesis]. İhsan Doğramacı Bilkent University.
- Dikel, E.E. (2007). A new method in object lighting: Using surface chromaticity coordinates as a led-based lighting tool in museums [PhD thesis]. İhsan Doğramacı Bilkent University.
- Doğu Demirbaş, G.U. (2001). Spatial familiarity as a dimension of wayfinding [PhD thesis]. İhsan Doğramacı Bilkent University.
- Farid, M.M. (2021). Creating an interior architecture post graduate program relevant to the job market demands. *Journal of Arts & Architecture Research Studies*, 2(3), 71-82.
- Gül, Ö. (2016). Türkiye’de iç mimarlık lisans eğitiminde tasarım stüdyosu derslerinin yürütülmesine yönelik geliştirme modeli önerisi [PhD thesis]. Mimar Sinan Güzel Sanatlar University.
- Gürçınar, E. (2022). Artırılmış gerçeklik ortamında hazırlanmış eğitsel bir oyun ile üniversite öğrencilerinin zihinde döndürme ve kesit alma yeteneklerinin geliştirilmesi [PhD thesis]. Mimar Sinan Güzel Sanatlar University.

- Gürdağ, B. (2023). Mekânın deneyimsel temsili: Venedik bienali 12. uluslararası mimarlık sergisi örneği [PhD thesis]. Hacettepe University.
- Halaç, H.H. (2010). Kütahya şerhi sicil defterlerine göre domestik kültür, barınma koşulları ve ev iç mekânı bileşenleri (1695- 1902) [PhD thesis]. Anadolu University.
- Hojjati, A. (2019). İç mimarlık disiplini bakış açısıyla avm iç mekânları tasarımında aydınlatma verimliliğine getirilen çözüm önerileri [PhD thesis]. Mimar Sinan Güzel Sanatlar University.
- Karacaoğlu Can, M. (2019). Tasarım müzelerinin mekânsal kalite parametreleri üzerinden okunması ve bir rehber önerisi [PhD thesis]. Mimar Sinan Güzel Sanatlar University.
- Kasapseçkin, M.A. (2015). Mantar aglomere ve orta yoğunluklu lif levha (mdf) tabakalarıyla oluşturulmuş kompozit malzemenin iç mekan donatı elemanlarında levha olarak kullanımının araştırılması [PhD thesis]. Mimar Sinan Güzel Sanatlar University.
- Khodeir, L.M., & Nessim, A.A. (2020). Changing skills for architecture students employability: analysis of job market versus architecture education in Egypt. *Ain Shams Engineering Journal*, 17(3), 811-821. <https://doi.org/10.1016/j.asej.2019.11.006>
- Kılıç, S. (2021). Uzaktan eğitimde temel tasarım dersine yönelik örüntüye dayalı parametrik çalıştay önerisi [PhD thesis]. Mimar Sinan Güzel Sanatlar University.
- Kılınç, A.İ. (2021). Konaklama model önerisi olarak: Ad hoc glamping [PhD thesis]. Mimar Sinan Güzel Sanatlar University.
- Odabaşoğlu, S. (2015). Effect of area on color harmony in interior spaces [PhD thesis]. İhsan Doğramacı Bilkent University.
- Ozdamar, B. B., & Ozdamar, M. (2021). Evaluation of interior architecture education programmes in terms of the multidisciplinary approach. *Eurasian Journal of Educational Research*, 92, 253-274. <https://doi.org/10.14689/ejer.2021.92.13>
- Öktem, Z. (2019). Effects of a colored wall and a colored board on performances of children with attention deficit hyperactivity disorder [PhD thesis]. İhsan Doğramacı Bilkent University. <https://doi.org/10.15390/EB.2019.8169>
- Özakın, E.Ö. (2011). Space, identity, and abjection: Purification of Beyoğlu [PhD thesis]. İhsan Doğramacı Bilkent University.
- Özker, S. (2014). In the context of universities in Turkey; Analysis of academic programs for the department of interior architecture. *Procedia-Social and Behavioral Sciences*, 152, 31-40. <https://doi.org/10.1016/j.sbspro.2014.09.150>
- Pekpostalci, A. (2015). Alışveriş mekânları tasarımında deneyimsel pazarlama metodu ve örnekler üzerinde analizi [PhD thesis]. Mimar Sinan Güzel Sanatlar University.
- Sagun, A. (2003). Evolutionary collaborative design studios [PhD thesis]. İhsan Doğramacı Bilkent University.
- Sarıkartal, Ç. (1999). Encounter, mimesis, play: theatricality in spatial arts [PhD thesis]. İhsan Doğramacı Bilkent University.
- Sasi, E.A.Y. (2019). Passive design guideline for hot humid climate in Libya: Lessons from past, visions for future [PhD thesis]. Çankaya University.
- Şekerci, C. (2020). Parametrik tasarım yaklaşımının iç mimarlık eğitime etkisi [PhD thesis]. Hacettepe University.
- Şekerci, C. (2023). İç mimarlık eğitim müfredatının oluşturulmasında güncel yaklaşımlar. *Sanat Yazıları*, 48, 215-226.
- Şenova, B. (1999). Dimensions of televisual ontology: The alchemy of time in television studios [PhD thesis]. İhsan Doğramacı Bilkent University.
- Şenyapılı, B. (1998). An Interface model for improving the use of space simulation software in architectural studios [PhD thesis]. İhsan Doğramacı Bilkent University.

- Taşlı Pektaş, Ş. (2003). Representing information flow in building design process using the parameter-based design structure matrix studios [PhD thesis]. İhsan Doğramacı Bilkent University.
- Tate, A., & Smith, C. (1986). *Interior design in the 20th century*. Harper and Row, New York, USA.
- Uluçay, N.Ö. & Kaptan, B. B. (2019). İç mimarlık mesleği ve eğitim tarihi. *The Journal of Academic Social Science*, 80(80), 436-444. <https://doi.org/10.16992/ASOS.14241>
- Ulusal Tez Merkezi. (2024). Ulusal İnternet Tez Merkezi. <https://tez.yok.gov.tr/UlusalTezMerkezi>
- White, A. C. (2009). What's in a name? interior design and/or interior architecture: the discussion continues. *Journal of Interior Design*, 35(1), 10-18. <https://doi.org/10.1111/j.1939-1668.2009.01023.x>
- Yükseköğretim Kurulu. (2024). YÖK Ulusal Tez Merkezi. <https://www.yok.gov.tr/Sayfalar/Haberler/2020/yok-ulusal-tez-merkezi-istatistikleri.aspx>