



Studio Culture in Planning and Design Education: The Case of Turkey

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ABSTRACT

With the changing world of the 20th century, the planning profession has begun to change. In this change and transformation process, issues related to planning education have been the subject of many studies. This study aims to question the processes and characteristics of the project course, which is at the center of undergraduate education in Urban and Regional Planning Departments in Turkey, to compare the changes experienced in these processes from different angles owned by universities and to reveal the state of planning education today. In the first part of the research, which was handled with a deductive approach and constructed in two stages, at least 10 years of City and Regional planning department planning education in Turkey that were compared. In the second part, Karadeniz Technical University Urban and Regional Planning department was selected in the implementation phase of the studio processes, which were examined and evaluated according to institutional data with content analysis method; the process is illustrated supported by visual outputs. With this first study, which deals with the project processes within the planning discipline in a holistic, systematic and comparative manner, it is expected to increase the quality of planning and to contribute to the planning discipline.

Keywords: Projects; Urban and Regional Planning; Karadeniz Technical University; Content Analysis

1. INTRODUCTION

Planning is a multi-disciplinary and holistic process where design, plan and project development conducted in a studio environment that includes practical and theoretical instruction. The 20th century was significant with a series of dramatic, universal, and spatial changes and developments in the economy and society. Economic globalization, European integration, the emergence of new urban and regional economies, the impact of new technologies and the information society, greater awareness about environmental deprivation and sustainable development requirements, and temporal and spatial pressures due to high mobility of individuals, legal and illegal immigration, multi-ethnic urban communities, the post-modern cultural diversity and individuation led to planning experiences in the world as well as Turkey.

Due to the impact of globalization on general and planning education, there has been a rapid increase in the number of universities that provided planning education, especially by 2010. According to Aspa Gospodini, a common belief has developed among planners and planning educations in this new environment about the issues: a) Due to the changing nature of planning projects due to globalization, planning applications face significant and new challenges. Most projects include both broad-based strategic planning (interregional, international, intercultural, cross-sectoral planning) and local planning (Agnew et al., 1999;



Sanyal, 2000; Thompson, 2000; Afshar and Pezzoli, 2001). b) The role of the planner has changed in this process and needs to be redefined (Castells, 1998). Both mentioned factors should be reflected in curricula planning (Pezzoli and Howe, 2001).

In this process of change and transformation, issues associated with planning the planning education were the topics of several studies, especially in the United States and the United Kingdom. Studios are considered critical to achieve increasingly better learning outcomes in design-oriented education such as planning, architecture, design, and arts, as well as industrial design, computer science and information systems (Lynch et al., 2002, Gestwicki and Ahmad, 2011, Moody, 2011, Burroughs et al, 2009). According to Peter Rowe (2002), "professional design education is fundamentally about conveying a combination of knowing how and knowing that, which he refers to as actionable knowledge". Similarly, according to Reber (1993), "Studios are important hands-on, learning-by-doing, side-by-side learning settings to provide knowledge of knowing how". In planning, studios are considered a unique and valuable learning and instruction method to equip planners with important skills and skills that allow the students to tackle with complex problems (Vella et al., 2014). Effective studio learning occurs in an open, interactive environment that encourages communication, reflection, and collaboration (Cai and Khan, 2010).

The studio has a long history in educational planning and several programs were developed based on architectural methods that reflect a strong focus on design and drawing (Frank, 2006). Initially, studios were design-oriented and heavily drew on techniques employed in architectural studios (Balsas, 2012); however, in the 1960s and 1970s, this trend began to change as the correlation between planning and social sciences and human geography improved, and the former distanced itself from architecture and design. This rejection of physical determinism and postmodern and communicative approaches in planning solved the rational planning model as the central paradigm in planning. Recently, the studios were revived in tertiary education as universities began to emphasize the significance of applied and experiential learning and their significance was restored in design planning programs (Bosman et al., 2012). Thus, different approaches to studio education emerged. These include;

- Conventional studios are typically oriented towards design that reflects the architectural roots of planning. The critical component of this studio is the shaped physically of urban development and main focus is redesigning neighborhoods and urban areas (Forsyth et al., 2000; Balsas, 2012).
- Another type of studio entails the management of the planning process by allowing the planners to define the problems, determine goals, conduct analyses, identify the alternatives and produce several alternatives. The scope of this type of studio course is slightly wider when compared to conventional studio (Kotval, 2003).
- Recently, a new type of planning studio that takes full advantage of new technologies for information has emerged. According to Balsas, 2012; "The new trend is to design summaries that involve students from various disciplines to promote greater interdisciplinarity approaches and reflect the demands of professional applications". The analysis of future educational planning requirements in the future demonstrated that planners would require different skills to develop alternative futures and predict the forces of significant social and institutional change (Dalton, 2001; Sandercock, 1997).

Studios focus on planning issues that include creative thinking with critical analysis to produce a practical solution or outcomes and emphasis on completing a plan product and delivering it to an audience (Grant ve Manuel, 1995). Studio courses for students who have limited time and resources to plan and present the recommendations are instructed with one or more plan types as final outcomes (Balsas, 2012). They offer students the opportunity to acquire skills to manage other individuals, themselves, their time, and the project. More importantly, they



provide the opportunity to reflect the interaction between group dynamics, outcomes and individual learning (Grant and Manuel, 1995). Planners would need to utilize leadership skills and strategic vision since they would need to work with stakeholders and other professionals, as well as developing various plans (Cell, 1984; Higgins et al., 2009). Also; in addition to professional experience, planners integrate knowledge, skills and values to predict the future and improve the quality of decision making that affects people and places (PAB, 2020).

The main emphasis of studio courses differs based on the lecturer background, the service vision of the programs and universities, geographical regions, and the addressed types of issues, as well as the levels of communities and available funding (Wetmore and Heumann, 1988; Kotval, 2003; Higgins et al., 2009). However, it was also observed that the changes in higher education industry and changing student features affected the employment of studios in planning curriculum (Bosman et al., 2011, Tippett et al., 2011; Vella et al., 2014). The efforts of improving the quality of education and carrying quality onto international platforms require the investigation of the planning education and different university education programs (PAB, 2020). Based on these requirements, it is important and will contribute to the literature in terms of its detailed examination of the studio courses, which are at the center of the study planning discipline, and to follow a comparative path by revealing the process differences. The study was prepared based on the question "What are the similarities and differences in studio processes of universities that have been providing planning education for many years?" Comparative evaluation of the educational processes of planning departments in different universities is an innovation for the literature. In addition, although there are process studies focused on any planning studio in the domestic literature, there are no studies that deal with the four-year education process in a holistic manner.

2. METHODOLOGY

The present study aimed to investigate the processes and characteristics of project courses provided by Urban and Regional Planning departments, numbers of which increase every day in Turkey, that are at the center of undergraduate education, compare the changes based on colleges and different perspectives, and reflect the status of planning education in Turkey. In the first part of the study, theoretical framework about the development and importance of studio culture in planning education is presented. In the first part of the findings section, the planning education process of 12 universities that have been providing education for at least 10 years is presented comparatively. In the second part, which is the application phase of the studio process analysis, the KTU example is detailed with visuals. Institutional information such as 'project course content and outputs, planning approaches, methods adopted' were scanned from the official websites of the City and Regional Planning departments and formed the data of the study. Project/studio course content and outputs, planning approaches and processes were compared with the content analysis method.

Content analysis; It is a method of analyzing written, verbal or visual communication messages (Cole 1988). In simple terms; allows researchers to systematically analyze some dimensions that appear in written form (Henderson, 1991; Fennell, 2001). According to Graneheim, the qualitative use of content analysis, which has two main uses as quantitative and qualitative, is related to the training field. In Weber (1990), he states that qualitative content analysis "goes beyond simply counting words, allowing an intensive study of language in order to classify an efficient number of codes, categories or themes that represent similar meanings in large amounts of text". As a result; content analysis allows the researcher to test theoretical issues to improve understanding of data. (Elo and Kyngäs, 2008) Content analysis is more than just a pure technique that results in a simple description of data (Hsieh and Shannon, 2005; Cavanagh 1997; Harwood and Garry 2003; Krippendorff 1980), with content sensitive and research design flexibility.



3. FINDINGS

3.1. Development of Educational Planning in Turkey

In Turkey, applications related to the Urban and Regional Planning (URP) education within the scope of the architectural education go back to the 1930s. In this period, urban planning courses were given as a part of architectural education at Istanbul Technical University and Mimar Sinan Fine Arts University (Gülersoy et al., 2007). When the 1950s came, it was decided that the departments of Urban and Regional Planning were required as a result of the studies carried out in Turkey, thus, the first planning departments began to be opened within the faculties in Turkey in the early 1960s. In Turkey, the first department of Urban and Regional Planning was established at the Middle East Technical University in 1961 (Table 1).

Table 1. Dates and Provinces of the Establishment of Urban and Regional Planning Departments and of Beginning Undergraduate Education (URL-1, 2020)

	University Name	Foundation of Department	Start of Bachelor's Education	City	Quota of Department	Number of Total Students
1	Middle East Technical Uni. (METU)	1961	1962	Ankara	72	398
2	Dokuz Eylül University	1975	1979	İzmir	93	452
3	Yıldız Technical University (YTU)	1982	1982	İstanbul	72	359
4	Istanbul Technical University (ITU)	1982	1983	İstanbul	134	356
5	Mimar Sinan Fine Arts Uni. (MSFAU)	1982	1983	İstanbul	72	447
6	Gazi University	1982	1984	Ankara	93	376
7	İzmir Institute of Technology	1992	1999	İzmir	72	279
8	Bozok University	1993	1994	Yozgat	72	266
9	Erciyes University	1993	1999	Kayseri	82	437
10	Konya Technical University	1994	1994	Konya	82	364
11	Gebze Technology University	1995	2017	Kocaeli	72	103
12	Van Yüzüncü Yıl University	1997	2017	Van	62	54
13	Süleyman Demirel University (SDU)	2001	2005	Isparta	72	274
14	Muğla Sıtkı Koçman University	2001	2019	Muğla	62	-
15	Karadeniz Technical University	2002	2005	Trabzon	72	316
16	Mersin University	2003	2012	Mersin	72	282
17	Bolu Abant İzzet Baysal University	2006	-	Bolu	-	-
18	Gaziantep University	2006	-	Gaziantep	-	-
19	Pamukkale University	2007	2015	Denizli	72	243
20	Batman University	2007	-	Batman	-	-
21	Siirt University	2007	2019	Siirt	52	-
22	Hatay Mustafa Kemal Üni.	2008	-	Hatay	-	-
23	Amasya University	2009	2013	Amasya	52	216
24	Nevşehir Hacı Bektaş Veli University	2009	-	Nevşehir	-	-
25	Atatürk University	2010	2014	Erzurum	82	297
26	Niğde Ömer Halisdemir University	2010	-	Niğde	-	-
27	Bursa Technical University	2010	2018	Bursa	72	180
28	Muş Alparslan University	2010	-	Muş	-	-
29	Fırat University	2011	-	Elazığ	-	-
30	Çanakkale Onsekiz Mayıs University	2012	2018	Çanakkale	72	62
31	Cumhuriyet University	2012	-	Sivas	-	-
32	Çankaya University	2012	2012	Ankara	25	117



Table 1. Continued

	University Name	Foundation of Department	Start of Bachelor's Education	City	Quota of Department	Number of Total Students
33	Osmaniye Korkut Ata University	2012	-	Osmaniye	-	-
34	Recep Tayyip Erdoğan University	2012	-	Rize	-	-
35	Toros University	2012	-	Mersin	-	-
36	Uludağ University	2012	-	Bursa	-	-
37	Dumlupınar University	2012	-	Kütahya	-	-
38	Necmettin Erbakan University	2012	2014	Konya	72	278
39	İzmir Katip Çelebi University	2013	2013	İzmir	-	-
40	Uşak University	2013	2017	Uşak	72	132
41	Kırklareli University	2014	2014	Kırklareli	62	263
42	Ondokuz Mayıs University	2014	2019	Samsun	41	-
43	İskenderun University	2015	2019	Hatay	62	-
44	Tekirdağ Namık Kemal University	2016	-	Tekirdağ	-	-
45	TED University	2016	2018	Ankara	33	49
46	Zonguldak Bülent Ecevit University	2016	-	Zonguldak	-	-
47	İzmir Demokrasi University	2017	2018	İzmir	72	63
48	Karabük University	2017	-	Karabük	-	-
49	Karamanoğlu Mehmetbey University	2017	-	Karaman	-	-
50	Akdeniz University	2017	2017	Antalya	72	124
51	Bartın University	2020	-	Bartın	-	-

* Data of the Urban and Regional Planning departments' organizations are taken from the official web pages of the departments.

In the 1970s, a second planning school was established at Dokuz Eylül University in Turkey. When the year 1982 came, this department was established within four different universities, and in the following years, Yıldız Technical University, İstanbul Technical University, Mimar Sinan Fine Arts University and Gazi University began to provide education, respectively. Thus, the number of Urban and Regional Planning departments providing education became 6 especially in Turkey's most populous provinces in a 20-year period. The number of departments continued to increase gradually in the 1990s. Although it is seen that the number of universities providing planning education, especially by the year 2006, has increased rapidly as a result of the fact that globalization has begun to be effective on general education and planning education with each passing day, comparison of the total of 51 Urban and Regional Planning departments in different provinces, including in the context of Turkey was opened up to date (Table 1, Figure 1).

While there are 6787 students in total within the universities providing planning education today; among the 30 universities providing education, Dokuz Eylül University, Mimar Sinan Fine Arts University and Erciyes University have the highest number of students. Again as of today, 2169 students start education in city and regional planning departments in a year (Table 1).

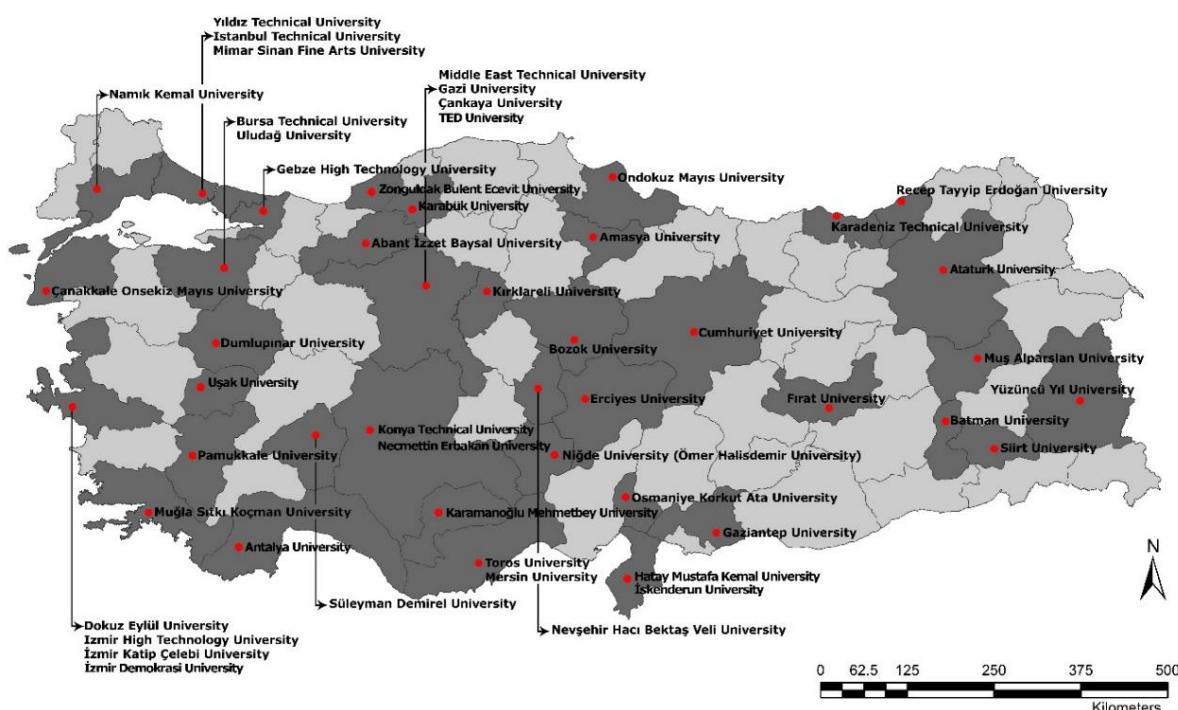


Figure 1. The Spatial Distribution of Urban and Regional Planning Department in Turkey.

3.2. Comparison of Planning Studios

Differences are observed in the project education processes, course content, and outcomes, planning approaches and methods of the Urban and Regional Planning departments providing education in Turkey's various regions and geographies. In this context, the project courses taught at the Urban and Regional Planning departments of different universities were evaluated according to their scales and contents in four groups including upper scale, sub (city) scale, sub (part of the city) scale and-detail throughout the study, and they are presented in Table 2.

When the first period during which students first meet with the Urban and Regional Planning discipline in the selected 12 universities is examined, it is seen that the basic design courses which are detail studies for comprehending the concepts such as color, texture, abstract and concrete and for reflecting them on the space are given. METU, which had the first Urban and regional planning department, continues the basic design education also in the second term, Dokuz Eylül University, Izmir Institute of Technology and Bozok University perform studies within the spatial context in parallel with the basic design. It is seen that subscale studies are carried out after basic design studies in other universities. In this process, students can establish the street, neighborhood, and urban hierarchy and can perform designing and planning studies in the residence and its immediate surroundings.

It is seen that subscale and subscale/detail studios are performed in all universities during the 3rd and 4th terms of education. A planning process containing the transition between scales is experienced in SDU and ITU. In addition, YTU is different from other URP departmental education by maintaining upper scale studies in both terms.

While Dokuz Eylül University and ITU produce projects on an urban scale in both terms of the 3rd year of planning studio education, upper scale studies are carried out at Gazi University. At METU, a detailed urban study is carried out in the first term to determine the significant planning problems. In the second term, the structural planning process is carried out in line



with the main planning objectives determined in the first term. Processes in which the relationships between city and cities can be discussed and the planning hierarchy extending from upper scale studies to subscale and subscale detail projects is followed are seen in other universities.

While upper scale studies and project processes are carried out at Yıldız, Gazi, Konya Technical and Süleyman Demirel Universities in the 7th academic term of planning education, a process that keeps going from the upper scale and subscale is followed at Dokuz Eylül University. The subscale and detail studies are carried out in the other university processes. In the last term, upper-scale studies are carried out at MSFAU, and a process performed from strategic planning to urban design studies is followed at Konya Technical University. In all other departments, bachelor's thesis are performed in the last term project studies.



Table 2. Project Education of URP Departments (Compiled from the Web Pages of the Relevant Departments)

Uni.*	1 st term	2 nd term	3 rd term	4 th term	
1	Basic design	○	Basic design, analysis	○ Comprehensive planning ▲	Comprehensive planning ■
2	Basic design	○	Space and design	○ Small/collective settlement plan ○	Small and/or collective settlement plan ○
3	Basic design, street design.	○	Layout plan design studies	○ Regional plan ○	Strategic planning ▲
4	Basic design	○	Product, object and space relationship	○ Planning and design between scales ▲ ■	District scale planning ▲
5	Basic design	○	Determination in an urban and rural space	○ Structural plans ■	Structural plans ■
6	Basic design	○	Residential living environment design	○ Land use plan /structural plan ■	Implementation Pl. Urban design ■
7	Introduction to design	○	Introduction to architectural design	○ Settlement plan/ Detail planning ○	Urban planning ■
8	Basic design	○	A space design selected within the urban texture	○ Land use plan ■	Implementation Plan ■
9	Basic design	○	Space analysis, problem, solution offer design	○ Land use plan ■	Implementation Plan ■
10	Basic design	○	Design in city, district, neighborhood	○ Structural plans ■	Plan scheme and detail plans ○
11	Basic design	○	Urban design and planning study	○ Planning and design between scales ▲ ■	Urban planning, Urban and architectural design ○
12	Basic design	○	Residential and its surrounding design	○ Land use plan ■	Implementation Plan ■

*University: 1: The Middle East Technical University, 2: Dokuz Eylül University, 3: Yıldız Technical University, 4: İstanbul Technical University, 5: Mimar Sinan Fine Arts University, 6: Gazi University, 7: İzmir Institute Of Technology , 8: Bozok University, 9: Erciyes University, 10: Selçuk University, 11: Süleyman Demirel University, 12: Karadeniz Technical University



Table 2. Continued

Uni.*	5 th term	6 th term	7 th term	8 th term
1	Analysis, synthesis process	■	Structural plan	Studying on different problems of the city ▲
2	Land use plan	■	Implementation plan	Structural plan Land use plan ■ ▲
3	Planning and design between scales	▲ ■	Implementation plan	Determining sub-region ▲
4	Land use plan	■	Implementation plan	Urban design ○
5	Environmental plan	▲	Land use plan	Land use plan and implementation plan ■
6	Development plan	▲	1/100 000 Development plan	1/200.000 1/100.000 25.000 Pl. ▲
7	Spatial strategic plan	▲	Land use plan	Urban design ○
8	Environmental plan	▲	Land use plan Implementation plan Urban design projects	Land use plan and implementation plan Urban design project ○
9	Environmental plan	▲	Land use plan Urban design	Strategic spatial Planning ▲
10	Planning and design between scales	▲ ■	Protection development plan / Urban design	Urban-regional plan ▲
11	Planning and design between scales	▲ ■	Design projects	Upper scale studies ▲
12	Regional plan	▲	Land use plan and implementation plan	Urban design Urban conservation ○
Detail ○ sub-scale part of the city ○ Subscale (city) ■ Upper scale ▲ Bachelor's thesis □				
	Design projects Conservation projects	Land use plan Implementation Plan	Regional plan Strategic plan Environmental plan	



3.3. The Four-Year Project Period: Example of KTU

The Department of Urban and Regional Planning providing education depending on the Faculty of Architecture was established in 2003 and began to provide education in 2005. This department aims to raise qualified individuals and city planners who are sensitive to natural, historical and cultural processes, have necessary and sufficient skills on national and international planning standards and practices, can develop alternative solutions regarding the future of the urban and rural regions. The program with a practice-oriented educational process aims to develop sub and upper scale space mentality by the studies carried out at different scales (URL-2, 2020).

Basic Design and Planning Studio I: The basic design course which aims to gain creative thinking, space creation, design skills and 3-dimensional thinking skills underlying the planning studios takes part in the first period of the education. In the subsequent terms, the basic concepts of planning are discussed within the context of the course by establishing its relationship with planning studios. The main purpose of Studio I, which is the first planning experience of the students, is that students comprehend the environment and space interaction. The process for which an inductive approach is envisaged starts with the design of the residence, which is the smallest unit of the city, and its immediate surroundings. 1/500 scale neighborhood unit study in which students implement the residence-street relationship and space formation constitutes the first stage of the process. 1/1000 scale primary education unit, 1/5000 town planning and model studies prepared in different scales are among the outcomes of this period in which the inductive method is used. Students are expected to reach from part to whole, to understand the relationship/harmony between the scales and to learn basic concepts of planning at the end of the process (Table 3).

Planning Studio – II and Planning Studio – III: In this process which is carried out with a group work and in which 1/5000 scale Land Use Plan is formed, students address the physical, economic and social structure of a city in a holistic manner. For this purpose, a field study lived and experienced by students, and an analysis process are followed at the first stage of the studio. Along with the study of 1/5000 scale Land Use Plan in which the analysis and synthesis studies are shaped, students are expected to comprehend the existing urban macro-form and the urban components that shape the macro-form. Planning Studio - III is a continuation of the previous studio and is a process in which individual projects are carried out by the deductive approach. 1/1000 scale settlement/design plan which is built in line with the Land Use Plan prepared in 1/5000 scale or prepared in a new area of development, 1/1000 scale implementation plan are the drawn documents of the process. In addition to the plans, plan reports and model studies prepared at a scale of 1/1000 are the other outputs of the process (Table 3).

Table 3. Examples from Planning Studio I-II-III Process

Planning Studio I	<p>1/500 scale neighborhood unit study</p>	<p>1/1000 scale primary education unit</p>
	<p>1/5000 scale analysis study</p>	<p>1/5000 scale land use plan</p>
Planning Studio II	<p>1/1000 scale settlement/design plan</p>	<p>1/1000 scale implementation plan</p>
	<p>1/100000 scale synthesis analysis</p>	<p>1/100000 scale regional planning</p>
Planning Studio III	<p>1/1000 scale primary education unit</p>	<p>1/1000 scale implementation plan</p>
	<p>1/5000 scale analysis study</p>	<p>1/5000 scale land use plan</p>
Planning Studio IV	<p>1/1000 scale implementation plan</p>	<p>1/100000 scale synthesis analysis</p>
	<p>1/100000 scale regional planning</p>	<p>1/100000 scale synthesis analysis</p>

Planning Studio – IV and Planning Studio – V: In the Planning Studio – IV, which is a process with upper scale, students are expected to fictionalize the relationships between the province, city, and its immediate surroundings. Along with the regional planning study carried out at a scale which is determined according to the size of the study area, students establish relationships between cities by the deductive method and produce policies and plans in a sectoral, spatial and functional integrity. In addition, this process which is carried out in groups

is carried out in the continuation of an analytical survey study which is lived and experienced by students in the area before the term.

The purpose of Planning Studio – V, which is a continuation of the Regional Planning process, is to localize the upper scale planning decisions. In the planning hierarchy, 1/5000 scale land use plan, 1/1000 scale Implementation plan and plan report are the outcomes of the course that comprises a process descending from regional planning to implementation plan and which is carried out individually (Table 4).

Table 4. Examples from Planning Studio IV-V-VI and Bachelor's Thesis Process

Planning Studio V				
	1/5000 scale land use plan		1/1000 scale action plan	
Planning VIvStudio VI				
	Urban design project		Urban design project	
Bachelor's Thesis Planning Studio				
Squares in the Context of Collective Memory and Urban Identity				



Planning Studio – VI and Bachelor's Thesis Planning Studio: VI process which is carried out as Urban Design and/or urban conservation studio aims to determine the social, economic and physical problems experienced in an urban functional area (such as residence, trading, recreation, coastal use) and to be able to produce solution proposals. A detailed analysis and synthesis process is experienced at the first stage of the conservation project studio process. The bachelor's thesis study which is prepared in the final term of the KTU Urban and Regional Planning education includes a comprehensive plan and report in which students can realize individually by the knowledge and experience acquired in the planning education process, determine the study area and subject and produce solution proposals (Table 4).

4. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Planning is a multi-disciplinary and holistic process in which designing, planning, and project development are performed by studio education and that proceeds with practice and theoretical courses. It includes the comparative evaluation of studio processes, which have an important place in the study planning education, according to different universities and the details of the process applications in the context of the selected KTÜ example. Departments have been opened in different provinces since the first planning education started in the country; It has been observed that their numbers have increased rapidly especially since the mid-2000s. Although there are 51 cities and regions established in many different parts of the country, about half of the departments do not provide training yet. Detailed and comparative information about the one-to-one and face-to-face training processes and the studio processes are guiding both for the departments, academicians, researchers and students who have not yet started education.

Content analysis was used in the study in which the course contents, processes, methods and outputs of the university project courses in institutional and written form were analyzed by categorizing them. To summarize the results of the comparison made with the content analysis of the study, which consists of two parts and provides innovation for the literature; it is seen that projects on an urban scale are firstly carried out, upper scale processes are focused in the forthcoming terms and years. The process functions in the opposite direction only at Yıldız Technical University and İstanbul Technical University, upper scale planning studios are carried out in these two universities during the terms after first-grade subscale and detail studies. Students gain the "skill components" of being able to identify and synthesize the problems, performing quantitative analysis, establishing written and oral communication and performing interdisciplinary studies as a result of KTU studio education. Also; planning process acquires the "information components" containing the theory of applications, administrative, legal and political dimensions of planning. Finally; the processes that consider the "values component" that looks out for the public welfare and diversity of opinion in the community and ensures social justice, one of the most important outcomes, are experienced.

It is important for the quality of planning education that planning education processes, which include both inductive and deductive approaches, are innovative, adopt different planning approaches at different scales, do not standardize, keep the research and discussion platform dynamic, and care about flexibility. These factors that will increase the quality of education should be integrated into planning education processes by educators in a holistic and systematic manner. Thus; Planners who understand the dynamics of cities and regions, planning theory and practice will also contribute to the diversity of individual and social values. Increasing the number of such studies, which include current and applied project process experiences of different universities, is a guide for educators and students; planning will also increase the quality of education.



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