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My Dream Playground: Children's Playground Design

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Keywords
Play, playground design, mixed-age play, social responsibility.

Abstract
This study aims to present "Children's Playground Design in İzmir Child Protection Center" as a social responsibility project designed by design team in İzmir University of Economics, Faculty of Fine Arts and Design. In this study, the process of transforming children's dream playgrounds into a design project was shared. In this design journey, it was explained how to design for play and how common play areas for different age groups are constructed. Within the scope of this study, a workshop titled "My Dream Playground" was held with children from different age groups and their educators. During this workshop, a preference determination questionnaire consisting of pictures and a semi-structured interview were made. In the light of the results of the "My Dream Playground" workshop and semi-structured interviews with children and educators, design inputs have been created by the design team. Abandoned sites inside the child protection center was selected and revitalized with this purpose where children from different age groups can play and learn from each other. In addition, educators, namely adults, were included in the playground design process and a strong communication bridge was established between them and the children through play. This project has become a meeting point for adults as well as children from different age groups. At the same time, we as designers experienced the power of design once again by developing a social responsibility project.

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1. Introduction

This study aims to present "Children's Playground Design in İzmir Child Protection Center" as a social responsibility project designed by a design team in İzmir University of Economics, Faculty of Fine Arts and Design. In this study, the process of transforming children's dream playgrounds into a design project was shared. In this design journey, it was explained how to design for play and how common play areas for different age groups are constructed. Therefore, design for play and benefits of mixed-age play are the main concerns for this study. In addition, in this study, it was explained how the children of different age groups in İzmir Child Protection Center encourage children to make connections to the wider world more tightly through play, how to strengthen the communication among themselves and with their educators through design. Within the scope of this

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study, a workshop on “My Dream Playground” was held with children from different age groups and their educators. During this workshop, a preference determination questionnaire consisting of visuals and semi-structured interviews were made. In the light of the preference determination questionnaire and semi-structured interviews, the design team realized the playground of children's dreams as a social responsibility project which can be seen in detailed below. We believe that playgrounds are the most critical places where children interact with their environment. These playgrounds have a very important place in increasing the motivation of children in their lives, as well as improving their communication skills with their friends. We are all aware of the great meaning of play in a child's life. As also Froebel says "Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child’s soul” (Early education, 2020). We also believe that play, which is included in daily life, increases children's social interaction with each other. Through play, children learn to communicate with other children, control their environment, learn to compete and have fun as said by Eberle (2012). At the same time play is a way for children to get basic information about the world.

The Oxford English Dictionary (O.E.D.) defines “Play” as activity engaged in for enjoyment and recreation, especially by children. In addition, “according to the O.E.D; play is “free and unimpeded movement;” play is boiling up,” play is “any brisk activity.” To “deliver blows” counts as play, so does “trifling with words,” “dalliance,” and going “on strike.” To “flit and flutter” and to “frolic” is to play, to “abstain from work” is play, to “strut” is to play, and to “clap with the hands” is play. Play is “capricious,” “brisk,” “lively,” and “irregular.” (Eberle, 2014, p. 216). However, researchers have traditionally found play difficult to identify due to its complexity and ambiguity (Burghardt, 2005; Bodrova & Leong, 2003; Brown, 2009). Therefore, they try to define some play elements which help to define the meaning of play. For example, Eberle (2014) provides a diverse description of play, proposes six essential elements of play (anticipation, surprise, enjoyment, comprehension, courage, and poise), and investigates some of their mental, physical, and intellectual aspects. He maintains, however, that at its most basic, play still guarantees enjoyment. In addition, deception and mischief are always part of the experience and part of the fun. In reality, play will oscillate between control and abandonment, order and chaos, or involve all factors at the same time. Six core elements arise and unfold to cover the field of play, reinforced here and there by modern cognitive psychology and neuroscience: suspense, surprise, enjoyment, awareness, courage, and poise. We should not interpret these elements and treat them as though they were objects in and of themselves. Instead, we can interpret the components as conveniences, modes of communication, and, above all, as moving pictures more similar to ideas of aesthetics and philosophy.

Eberle (2014) starts to explain the six elements of play with anticipation. He says that play starts with **anticipation**, with an inventive, predictive, and pleasurable tension. We normally enter play after having anticipated it and prepared for it. To plan for play is to start playing; to be ready for play is to already be playing. There is a moment or a pause in all play that distinguishes what has not been played from what will be played earlier. When a “novel or incongruous idea breaks through a

habitual train of thought," as Charles Darwin noted (Eberle, 2014, p. 223), anticipation gives way to surprise. **Surprise** is a gift in and of itself, but it is one that we must first prepare to enjoy. Players make the game lively by selecting equal sides, discussing rules that disadvantage the best or most experienced players or roles, and incorporating innovations that allow for peak results. Players help to extend and maintain play by keeping it open-ended. Curiosity, a form of anticipation, leads to exploration, a play dividend. Curiosity propels a budding naturalist forward. **Pleasure,** the third component, serves as the keystone or center of play, serving as both a distinguishing characteristic and an opportunity to play some more. As we play, enjoyment blends with anticipation, surprise, comprehension, strength, and, if we're lucky, poise. We feel enjoyment in intensifying colors of satisfaction, buoyancy, gratification, affection, enthusiasm, delight, glee, and fun while playing. Play would not be playful if it was not enjoyable. And because enjoyment is a reward in and of itself, and because play involves pleasure, play perpetuates itself. We wouldn't play if it wasn't, at least in part, enjoyable. However, pleasure is always temporary. Voltaire (2003) once said, "Pleasure is like a fleeting shadow." (Eberle, 2014, p. 224). **Understanding,** the fourth factor, provides emotional and analytical benefits, increasing both our empathy and our potential for insight. Playing with others necessitates mutuality and sensitivity; these qualities are prerequisites and qualifications for play. They also appear at an astonishingly early stage in our evolution. Understanding leads to the fifth element, **strength** mental and physical strength. Play improves our physical ability, sharpens our reasoning abilities, and broadens our understanding of our social capability. When understanding is added to strength by play, the result is **poise,** the sixth and final feature of play. Poise is reserved as a reward for the most fortunate players who enjoy increasing dimensions of integrity, elegance, calm, simplicity, wit, satisfaction, and spontaneity. This displays of poise are obviously social, but they often refer to the physical (Eberle, 2014).

As reported by Gray (2011), from an evolutionary perspective, children's social play includes children of different ages. He believes, the developmental mechanisms of children's social activity are better understood by analyzing play in groups of children of various ages. Gray (2011) refers to this type of play as "age mixed." He summarizes the advantages of age mixed play firstly as age mixing play encourages younger children to participate and benefit from tasks that they may not be able to do individually or only from their peer group; learn and imitate models of activities which are more complex than their own; and obtain emotional support and care beyond what their peers might offer (Gray, 2011). Secondly, he says that age mixing allows younger children to play within their zones of proximal development. When children play in pairs or in groups of different ages, the older and more experienced participants have scaffolds that automatically, and sometimes unwittingly, increase the level of play for younger players. Thirdly he mentions that the age mixing offers younger children with models to imitate. Children learn about their environment through discovery, and they integrate that knowledge through play, both verbally and through motor patterns. For children, the most important aspect of exploration is watching other people, especially those who are older, more experienced, and more competent. Children pay attention to older children's and adults' discussions and acts, and they translate what they see

and hear into their own games. Age mixing offers alternative sources of treatment and emotional support for younger children (Gray and Feldman, 1997).

According to Parrot and Cohen (2021), mixed-age grouping have been proven to besuccessful in educational setting, however there are only a couple of experiments which have studied play in mixed-age grouping. In this study, as mentioned above, the results of "My Dream Playground" workshop, and in addition the six play elements of Eberle (2014) (anticipation, surprise, pleasure, understanding, strength, poise) were considered as design inputs. Recognizing the contribution of mixed-age playgrounds to children's social and communication skills of all age groups, the biggest goals of the design team was to realize a mixed-age playground design, which is the highlight of this study.

2. Method

In this study, Izmir Child Protection Center was chosen as the study and project area. As the design team, we first determined the needs of the local community. In this context, we met the management of İzmir Child Protection Center, and in line with their request, we visited and determined the primary design problems of the institution. Children growing up in İzmir Child Protection Center are between the ages of 0-12. While 0-4 years old children mostly grow indoors for safety reasons, older age groups go to public schools to receive education and after return protection center. All educators within the Child Protection Center assume the roles of parents for the children who grow up there and try to provide educational and psychological support for them. However, there is no playground area where all children can meet, spend time in the same area and improve their communication among each other and their educators as well. For this reason, we held a joint dream workshop with a group of participants from different age groups and their accompanying educators. The name of this workshop was "My Dream Playground". The children determined within the scope of this workshop were asked about their preferences over the visuals. Also, semi-structured interviews were conducted with educators and children during the workshop. In the light of the collected data, the design team began to prepare a concept project. While the concept project was being prepared, at the same time two abandoned areas in the Child Protection Center were determined and the concept project was created for these areas. In this study, which we will share in detail below, all participants have experienced how the choices they made for their dream playgrounds can be realized.

2.1. Participants

The design team realized the workshop "My Dream Playground" with a total of 36 children (24 male, 12 female) from different age groups and 5 educators. Children were divided into 3 groups as 0-4 years old, 5-7 years old and 8-12 age groups. 5 children (3 male, 2 female) in the 0-4 age group, 10 children (7 male, 3 female) in the 5-7 age group and 21 children (14 male, 7 female) in the 8-12 age group participated in this workshop (table 1). A semi-structured interview was conducted with these 36 children during the workshop. In addition, a semi-structured interview was conducted with 5 educators (5 women) to support working together.

Table 1. Age groups of the participants

AGE GROUPS	PARTICIPANTS		TOTAL
	FEMALE	MALE	
0-4 age	2	3	5 children
5-7 age	3	7	10 children
8-12 age	7	14	21 children
TOTAL	12 female	24 male	36 children

2.2. Instruments

The details of the preliminary study conducted with 36 children and 5 educators are as follows: Within the scope of the “My Dream Playgorund” workshop, 36 children were given a play activitiy preference document, the content of which was entirely visual. This document consists of images to measure the "indoor activities", "outdoor activities", "3D play activity", "2D play activity" and "color" preferences of children in different age groups (figures 1-5). Children in the 0-4 age group were supported in marking these documents. At the same time, other age groups were accompanied when they expressed their preferences.

Figure 1. Preference about indoor play activities (prepared by design team)

Figure 2. Preference about outdoor play activities (prepared by the design team)

Figure 3. Preference about 3D play activities (prepared by the design team)

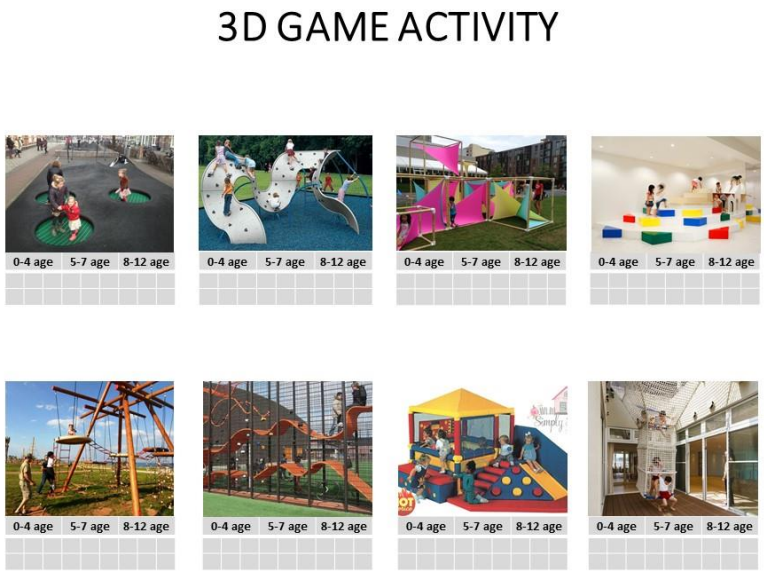
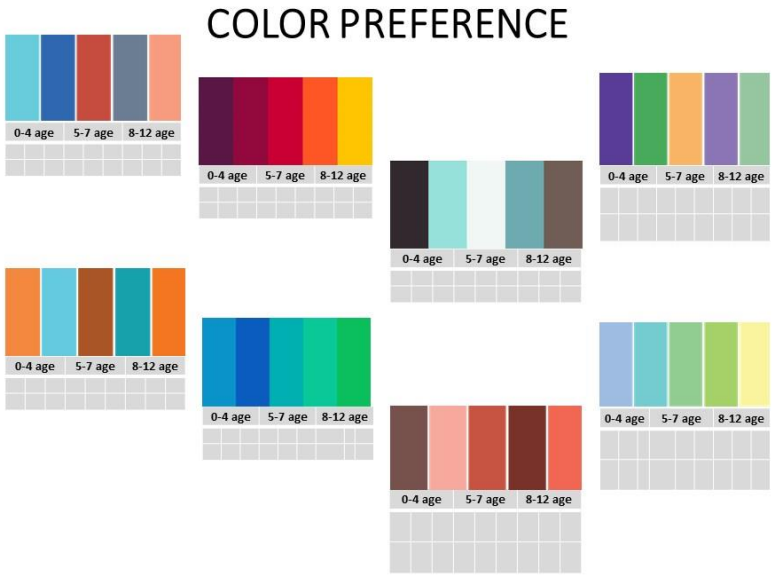


Figure 4. Preference about 2D play activities (prepared by the design team)

Figure 5. Preference about color choices (prepared by the design team)



While each child marked the boxes under the images and determined their preferences, semi-structured interviews were conducted with these children (APPENDIX A). The content of this interview study has been prepared to understand the games children play and to understand the content of the games they like to play indoors and outdoors. However, during this workshop, semi-structured interviews were also conducted with 5 educators to understand their preference about the activities and the basic needs of children about the games they play and play/movement areas (APPENDIX B).

2.3. Findings and Discussion

2.3.1. Findings of Preference Determination Document

The results found according to the preference determination document can be listed as follows:

As indoor play activity, 0-4 age group preferred first picture (36%) (figure 6), 5-7 age group preffered fourth picture (32%) (figure 7), 8-12 age group prefered second picture (30%) and fifth picture (30%) (figures 8 and 9).

Figure 6. 0-4 age group preference

Figure 7. 5-7 age group preference

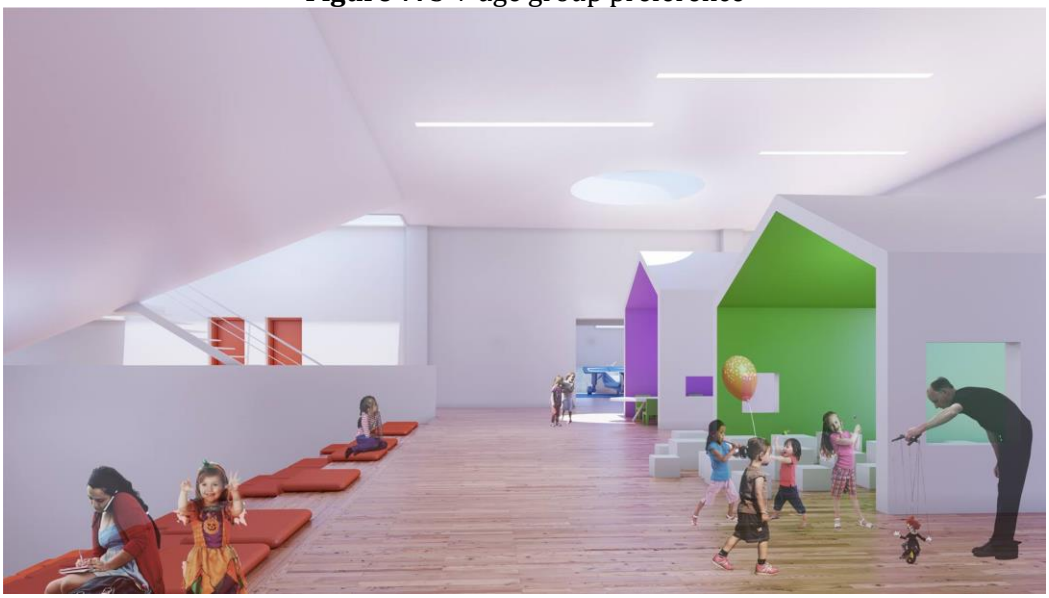
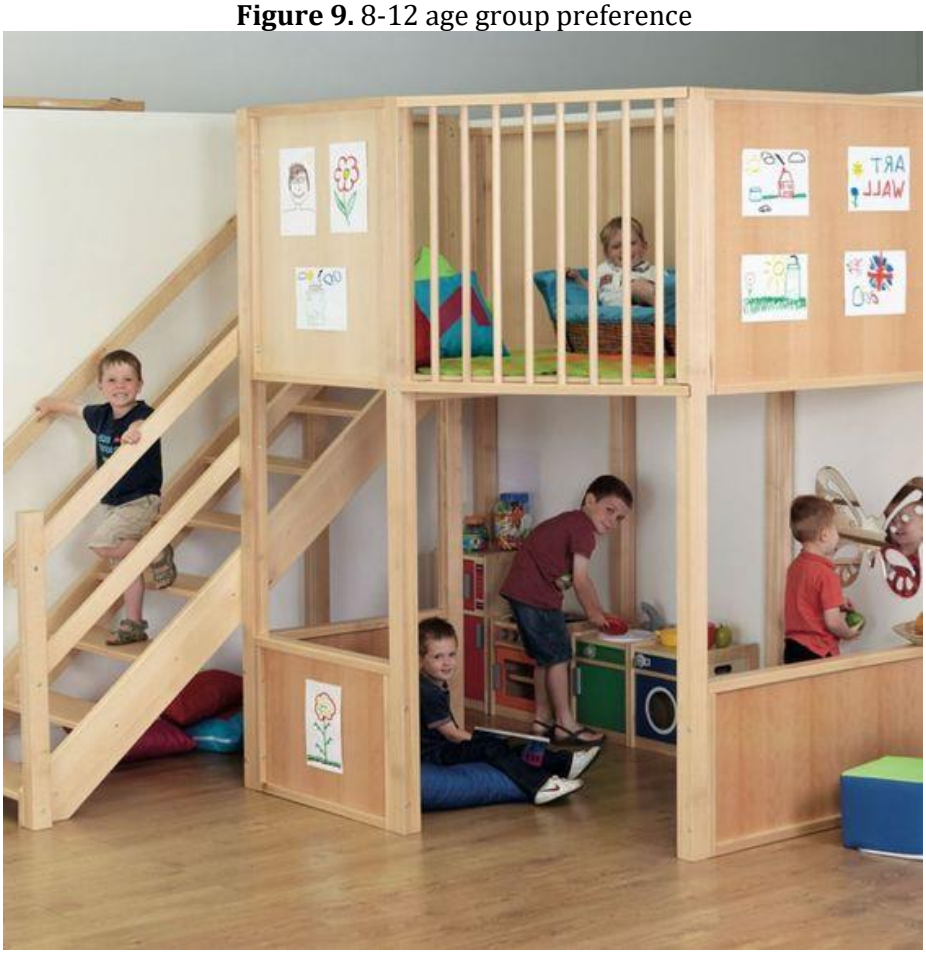


Figure 8. 8-12 age group preference

Figure 9. 8-12 age group preference



This has shown us that 0-4 age group and 5-7 year old children do not prefer to play in tunnel and labyrinth themed playgrounds. These age groups prefer game activities where they feel safe and can be followed by their educators. The 8-12 age group, on the other hand, prefer play activities, which are a target in which they can show their talents and skills. Another interesting result is that the third picture among the indoor play activities images is not preferred by any age group (figure 10).

Figure 10. Picture not preferred by any age group

The game activity design in this image was found to be complex for all children and caused them to feel unsafe. It has been seen that more defined playgrounds are preferred for all.

As an outdoor play activity, 0-4 age group preferred fourth picture (37.5%) (figure 11), 5-7 age group preffered second (23%) (figure 12) and fifth picture (23%) (figure 13), 8-12 age group preferred the fifth picture (27%) (figure 13).

Figure 11. 0-4 age group preference

Figure 12. 5-7 age group preference

Figure 13. 5-7 / 8-12 age group preference

Another interesting result is that the first and third images of the outdoor play activities images are not preferred by any age group (figure 14 and 15).

Figure 14. The pictured not preferred

Figure 15. Another one not preferred

The soil and plant areas in these images were not preferred by children. But educators are definitely aware of how much the child, who is intertwined with the soil, learns through these activities and they think that he/she should be in the playground. The reason why these areas are not preferred by children can be explained by the fact that they were not part of such an experience until this workshop.

As a 3D Game activity, 0-4 age group preferred seventh picture (29%) (figure 16), 5-7 age group preferred sixth picture (19%) (figure 17), 8-12 age group preferred sixth picture (19%) (figure 17).

Figure 16. 0-4 age group preference

Figure 17. 5-7 / 8-12 age group preference

The choice of the 0-4 age group is again a design that will make them feel safe. Design choices made of soft materials, which will protect them against falls and injuries, and which do not contain height, are clearly preferred among other paintings. The preferences of the 5-7 age group and the 8-12 age group are the same. They also preferred designs that include competition and show their talents.

As 2D Game activity, the first (17%), third (17%), fourth (17%) and seventh (17%) pictures were preffered by 0-4 age group (figures 18-20), the second (17%) and the seventh (17%) picture were preffered by the 5-7 age group (figures 21 and 22), while the 8-12 age group preferred the eighth picture (28%) (figure 23).

Figure 18. 0-4 age group preference

Figure 19. 0-4 age group preference

Figure 20. 0-4 age group preference

Figure 21. 0-4 / 5-7 age group preference

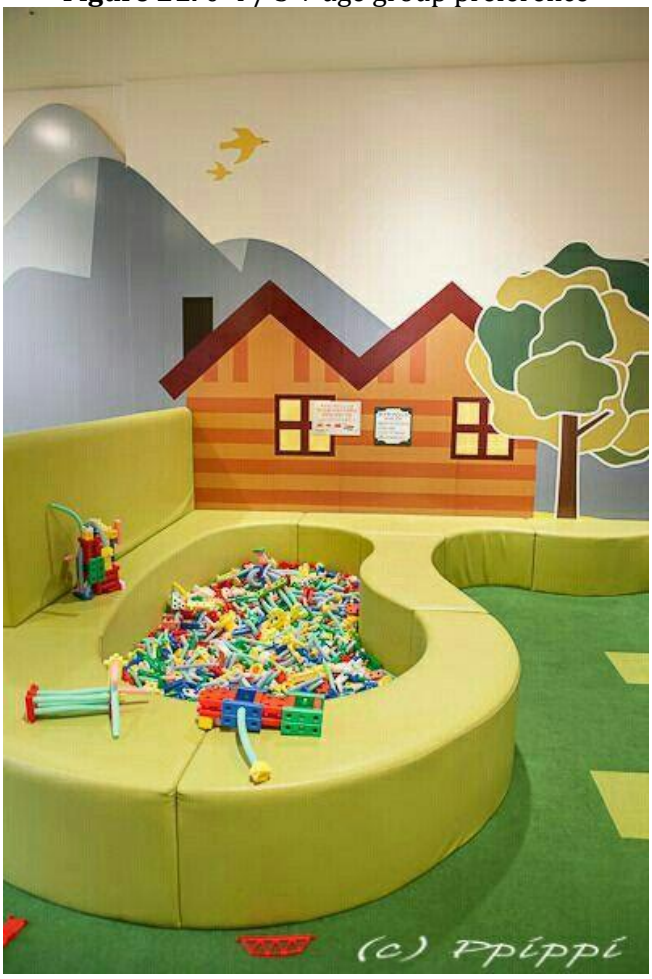


Figure 22. 5-7 age group preference

Figure 23. 8-12 age group preference

When we look at the 0-4 age preferences, the preferred games are those that allow everyone playing the game to see each other and communicate with each other at the same time. When we look at the 5-7 and 8-12 age preferences, we see that there are games that integrate with other materials and become more complex.

As for the preference for colors, 0-4 age group fifth alternative (33%) (figure 24), 5-7 age group second alternative (19%) and sixth alternative (19%) (figures 25 and 26), 8-12 age group group preferred the first alternative (17%) (figure 27). If we look at the results related to colors, we see the choices around blue and red, yellow and dark blue.

Figure 24. 0-4 age group preference

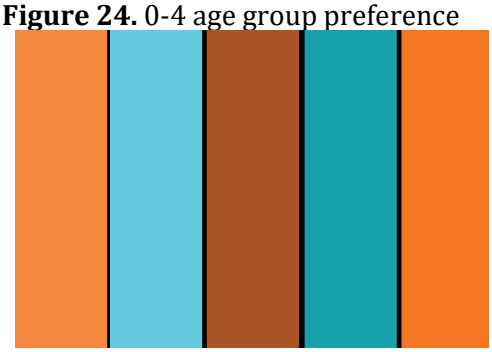


Figure 25. 5-7 age group preference

Figure 26. 5-7 age group preference

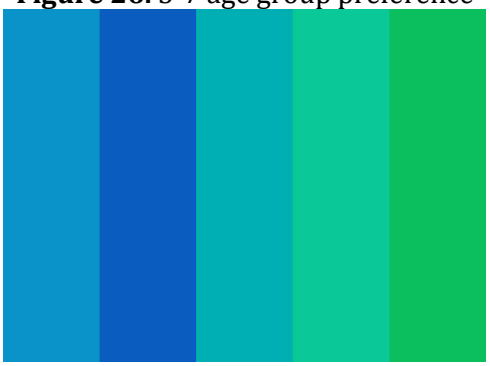
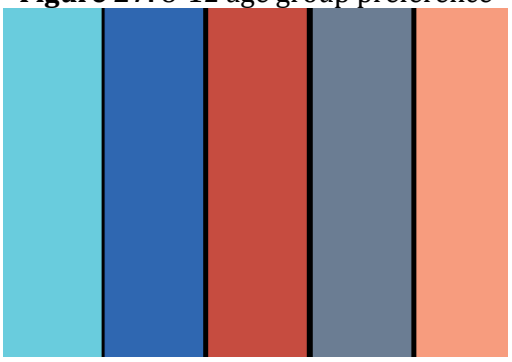


Figure 27. 8-12 age group preference



2.3.2. Findings of Semi-structured Interview with children and educators

If we look at the results of semi-structured interviews with 36 children from different age groups, the play elements chosen by the children for the playground can be categorized as follows: Ball pool, sandbox, slide. Space preferences can be coded as lower and upper places. The texture selections are a soft texture that is not stone. If we look at their movement preferences, their favorite games are climbing, sliding, jumping, playing on the ground.

In addition to these results, activities that support the development of crawling, walking, and using large / small muscles should be regarded for children aged 0-4, as stated by an educator looking at the 0-4 age group. If we look at the indoor and outdoor play preferences of the 0-4 age group, we see the reflection of this desire in children. Another educator, who is interested in the 0-4 age group, similarly draws attention to the muscle development of children in this age group.

One of the 5-7 age group educator stated the following for this age group:

"Moving comfortably, wide and useful, free spaces are just for them".

Another educators working with the 8-12 age group states the following:

> *"Children love the active playgrounds where they can move freely. They enjoy the imaginative and mysterious playgrounds. They need playgrounds where they can reveal their skills and achievements. For example, climbing wall, tunnel style, jumping track."*

If we look at the 8-12 age group with outdoor playground activities and 3D game activities, the points stated by the educator also overlap. In addition, another 8-12 age group educator states that:

> *"First of all, they are not happy with games with rules and spending time in areas that restrict their movements. I don't want it to be a classic playground because they have a colorful fantasy world. It can be a playground with elements that will contribute to their physical and mental development. Since children live collectively, this playground can also be a playground that will provide opportunities for multiple games where they can play as a group".*

In the light of these data, we can generally say the following:

The 0-4 age group generally prefers a safe playground, playgrounds where they can see each other and their educators are a priority for them. However, this age group prioritizes safety in all their choices, whether closed or open, 3D or 2D. They make game choices that have a goal and can make their own rules. Considering all of these preferences, the biggest input for us designers is to be able to construct how these different age groups can learn from each other. While doing this, it was our top priority to design a playground where all age groups can play together in designated venues, taking into account the needs and preferences of these age groups, which is not divided by sharp boundaries, but includes activities suitable for all age groups. Before the concept project proposal, which is shared in detail below, the results from all age groups were evaluated, supported by the feedback from the educators, and the design process was started.

2.4. The Project Proposal

In the light of the results of the "My Dream Playground" workshop and semi-structured interview with children and educators, design inputs have been created by the design team. In this context, a two-stage social responsibility project development system has been designed. The first stage is the concept stage and the second stage is the technical drawing stage.

In addition, we considered the six elements of play. A design proposal should be presented that should fully meet the expectations of children from all age groups. All children should crave to play in this designed playground. For this reason, we need to dwell on the concept of ANTICIPATION before starting to design. The design should attract the attention of all children from different age groups. This curiosity will bring exploration. It should be a design in which the rules are determined by the children and include activities full of surprises. For this reason, while designing, our other design input was SUPRISE. The playground should be a

playground where children are excited about the colors of the playground and the activities to be done in it, and they wish the game would never end. In other words, every child should feel the concept of PLEASURE, which is one of the 6 play elements. For this reason, every single line thrown into the design was made to achieve this. Playing with others provides an emotional benefits for the children and it creates the ability of UNDERSTANDING each other. Therefore, the design should provide play activities which give opportunities to the children to understand their necessities. Play improves the understanding and STRENGTHES as well. Children can understand their strenghtes and weaknesses while they are playing with each other. As a result, the design should create a balance between spontaneity, race, ambition, satisfaction which means creating a POISE that is the final feature of the play.

As said above, while the concept project was being prepared, at the same time two abandoned areas in the Child Protection Center were determined and the concept project was created for these areas. The first chosen area is the inner courtyard surrounded by the bedroom block and the dining hall block for the 0-4 age group (figure 28).

Figure 28. The existing situation of the first chosen area (taken by the author)

The survey of the inner courtyard was taken and its current situation was analyzed. The concept design was created according to the results of the workshop and interview described in detail above (figures 29-32). And then the technical drawings were prepared (Appendix C).

Figure 29. The concept of inner courtyard I (designed by the design team)

Figure 30. The concept of inner courtyard II (designed by the design team)

Figure 31. The concept of inner courtyard III (designed by the design team)

Figure 32. The concept of inner courtyard IV (designed by the design team)

As seen in this design proposal, a time spending area for educators, upper and lower floor areas where children can spend time together, design elements including tunnel and labyrinth games, and a thromboline area for jumping are designed. All of these preferences are intertwined with each other and are not separated from each other by definite borders. In addition, this inner courtyard between the gray blocks came to life with a colorful design and this courtyard, which was not used by anyone, was made functional.

The second chosen area is the wooded area in the garden of the Child Protection Center, where the bedroom windows of the 5-7 age group and 8-12 age group look. As the first concept idea, the survey of the wooded area was taken and its current situation was transferred to the computer. The concept design was created according to the results of the workshop and interview described in detail above (figure 33-37). And then the technical drawings were prepared (Appendix D).

Figure 33. The concept of wooded area I (designed by the design team)

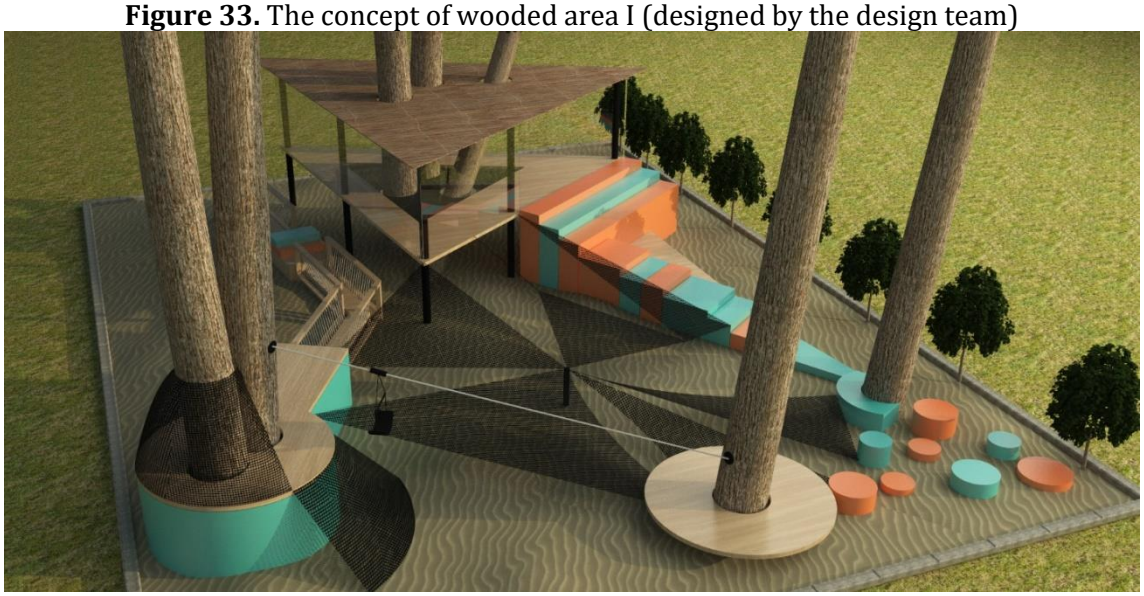
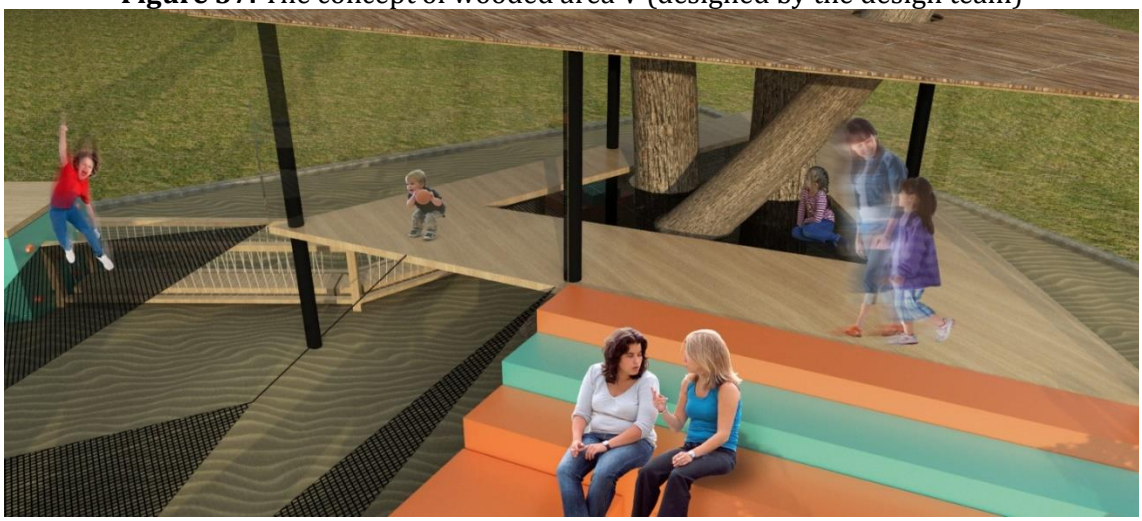


Figure 34. The concept of wooded area II (designed by the design team)

Figure 35. The concept of wooded area III (designed by the design team)

Figure 36. The concept of wooded area IV (designed by the design team)

Figure 37. The concept of wooded area V (designed by the design team)



In this design proposal, activities suitable for different age groups are designed where they can play together outdoors. As seen in the previous inner courtyard concept project, activities suitable for age groups are not separated with certain lines. Outdoor seating areas have been designed so that the educators can be with the children while they spend time with themselves and make them feel safe. These open seating areas have been integrated into the design and have been transformed into an activity area for children. These concept project, whose technical drawings have been prepared, is ready for implementation.

3. Conclusion

As a result, in this study, in the light of the results of the preference determination document and semi-structured interview studies, the playgrounds of children's dreams have been transformed into places that can be used with pleasure in İzmir Child Protection Center. With this study, abandoned sites inside the child protection center was selected and revitalized with this purpose where children from different age groups can play and learn from each other. In addition, educators, namely adults, were included in the playground and a strong communication bridge was established between them and the children through play. All the participators in this study, were enthusiastic about play, especially for mixed-age groups. Children shared excitement for making friends with children both younger and older, educators showed an interest about the social effects of such play were discussed/ explains by the design team.

These children, who have a similar past story, came together around a common dream for their future, included the educators, whom they saw as mother and father models, in this process and caused us to have an experience that none of us will forget. What we want to say with this study is that while the play is necessary for children of all ages, it is also the most beautiful bridge that can be built between adults and children. This project has become a meeting point for adults as well as children from different age groups. At the same time, we as designers experienced the power of design once again by developing a social responsibility project.

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APPENDIX A. Semi-structured interview with children (prepared by the author)

İZMİR UNIVERSITY OF ECONOMICS AND İZMİR CHILD PROTECTION CENTER
"DREAM PLAYGROUND" WORKSHOP

USER REQUESTS IDENTIFICATION QUESTIONS

Age:	*Gender:*

Your favorite game to play

Who do you prefer to play games with?

Do you prefer to play indoors or outdoors?

***Can you draw or write your "Dream Playground"?**

APPENDIX B. Semi-structured interview with educators (prepared by the author)

İZMİR UNIVERSITY OF ECONOMICS AND İZMİR CHILD PROTECTION CENTER
"DREAM PLAYGROUND" WORKSHOP WITH TEACHERS

USER REQUESTS IDENTIFICATION QUESTIONS

Age:

Gender:

Title:

Which age group are you responsible for?

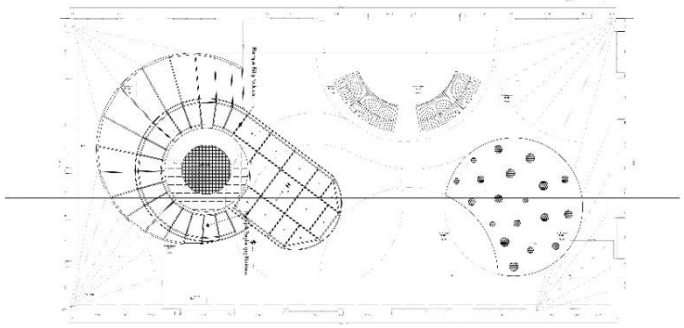
How many years have you been working in the same institution?

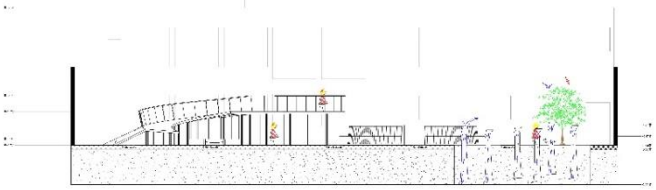
What are the basic needs of the children in the institution regarding the games they play and the play/movement areas?

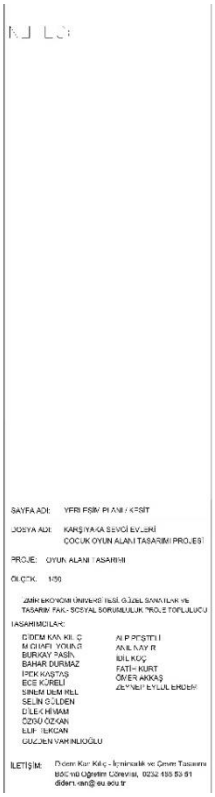
"What activities would you like to have in your "Dream Playground" design?

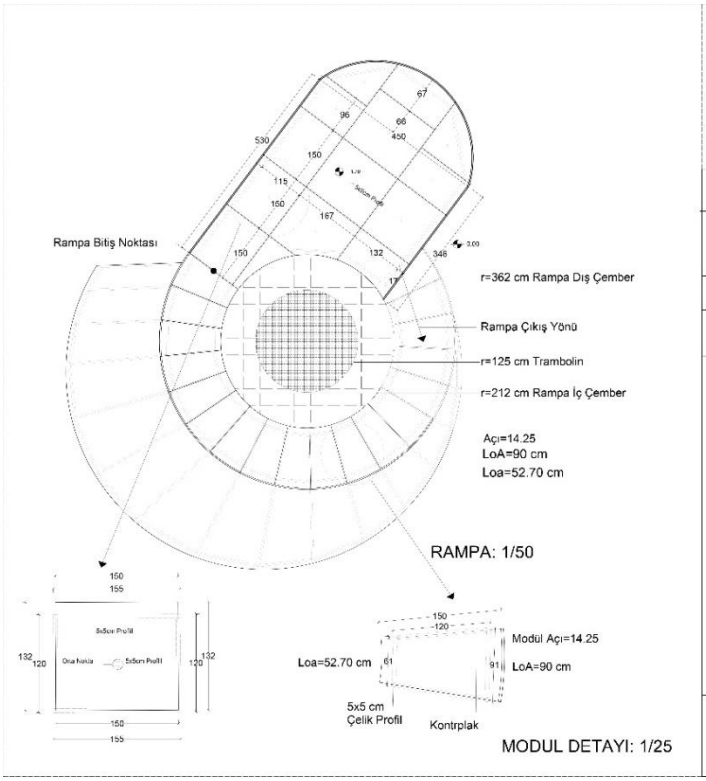
What are your basic needs as a user of the institution?

APPENDIX C. Technical Drawings of the First Concept Proposal









LEJANT

File

Trambolin

Loa Kısa Yay

LoA Uzun Yay

SAYFA ADI:	RAMPA DETAYI
DOSYA ADI:	KARŞIYAKA SEVGİ EVLERİ ÇOCUK OYUN ALANI TASARIMI PROJESİ
PROJE:	OYUN ALANI TASARIMI
ÖLÇEK:	RAMPA: 1/50 - MODUL DETAY: 1/25

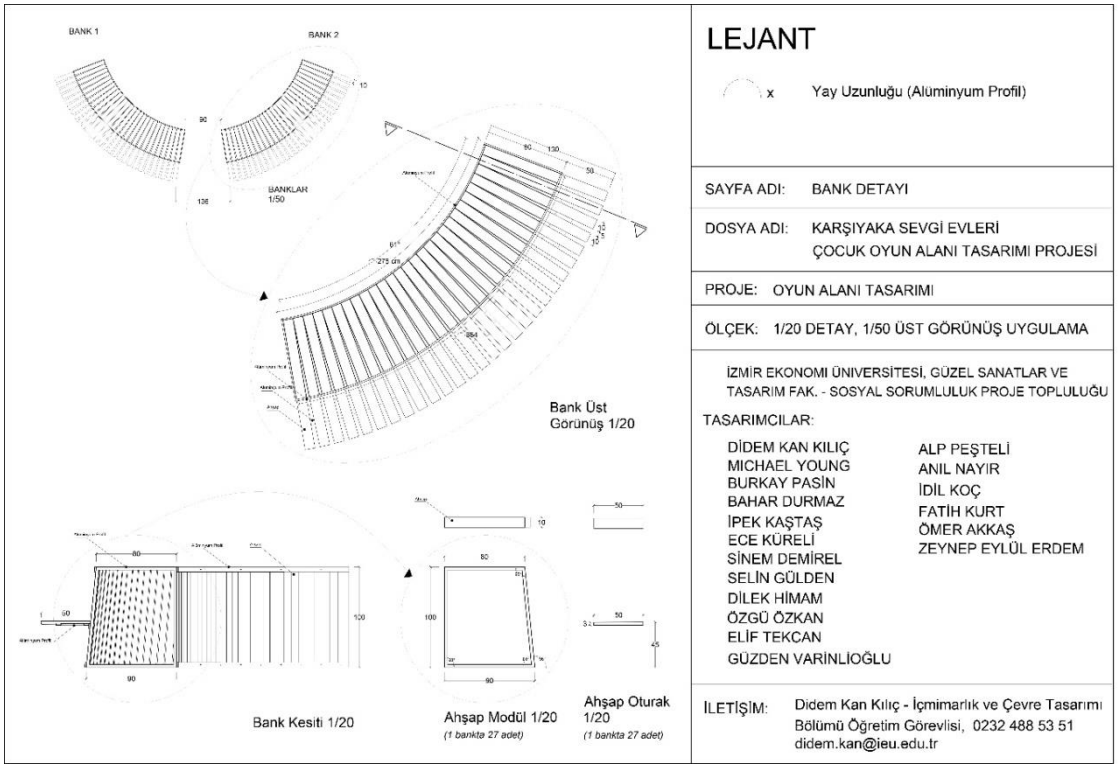
İZMİR EKONOMİ ÜNİVERSİTESİ, GÜZEL SANATLAR VE TASARIM FAK.- SOSYAL SORUMLULUK PROJE TOPLULUĞU

TASARIMCILAR:

DİDEM KAN KILIÇ
MICHAEL YOUNG
BURKAY PASİN
BAHAR DURMAZ
İPEK KAŞTAŞ
ECE KÜRELİ
SİNEM DEMİREL
SELİN GÜLDEN
DİLEK HİMAM
ÖZGÜ ÖZKAN
ELİF TEKCAN
GÜZDEN VARİNLİOĞLU

ALP PEŞTELİ
ANIL NAYIR
İDİL KOÇ
FATİH KURT
ÖMER AKKAŞ
ZEYNEP EYLÜL ERDEM

İLETİŞİM: Didem Kan Kılıç - İçmimarlık ve Çevre Tasarımı Bölümü Öğretim Görevlisi, 0232 488 53 51 didem.kan@ieu.edu.tr


BANK 1
BANK 2
BANKLAR
1/50
Bank Üst
Görünüş 1/20
Bank Kesiti 1/20
Ahşap Modül 1/20
(1 bankta 27 adet)
Ahşap Oturak
1/20
(1 bankta 27 adet)
LEJANT
x
Yay Uzunluğu (Alüminyum Profil)
SAYFA ADI: BANK DETAYI
DOSYA ADI: KARŞIYAKA SEVGİ EVLERİ
ÇOCUK OYUN ALANI TASARIMI PROJESİ
PROJE: OYUN ALANI TASARIMI
ÖLÇEK: 1/20 DETAY, 1/50 ÜST GÖRÜNÜŞ UYGULAMA
İZMİR EKONOMİ ÜNİVERSİTESİ, GÜZEL SANATLAR VE
TASARIM FAK. - SOSYAL SORUMLULUK PROJE TOPLULUĞU
TASARIMCILAR:
DİDEM KAN KILIÇ
MICHAEL YOUNG
BURKAY PASİN
BAHAR DURMAZ
İPEK KAŞTAŞ
ECE KÜRELİ
SİNEM DEMİREL
SELİN GÜLDEN
DİLEK HİMAM
ÖZGÜ ÖZKAN
ELİF TEKCAN
GÜZDEN VARİNLİOĞLU
ALP PEŞTELİ
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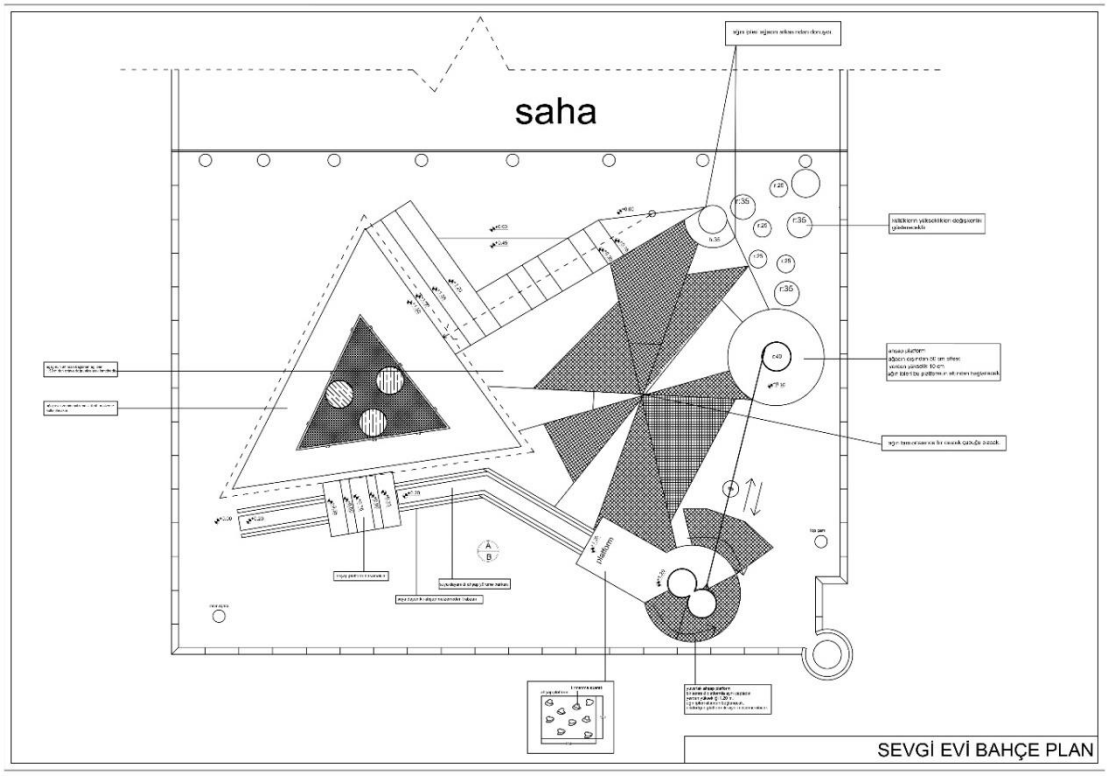
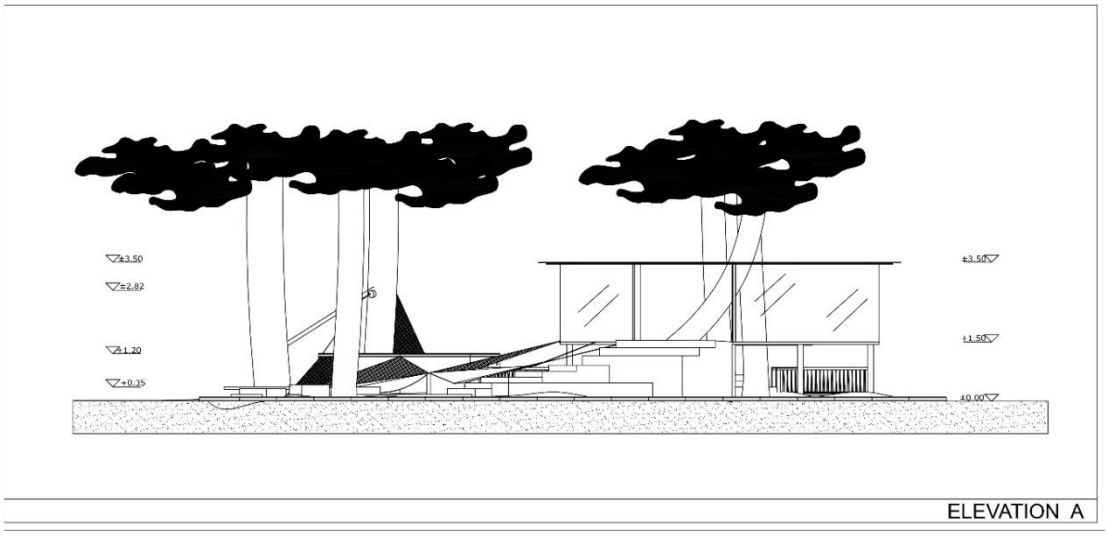
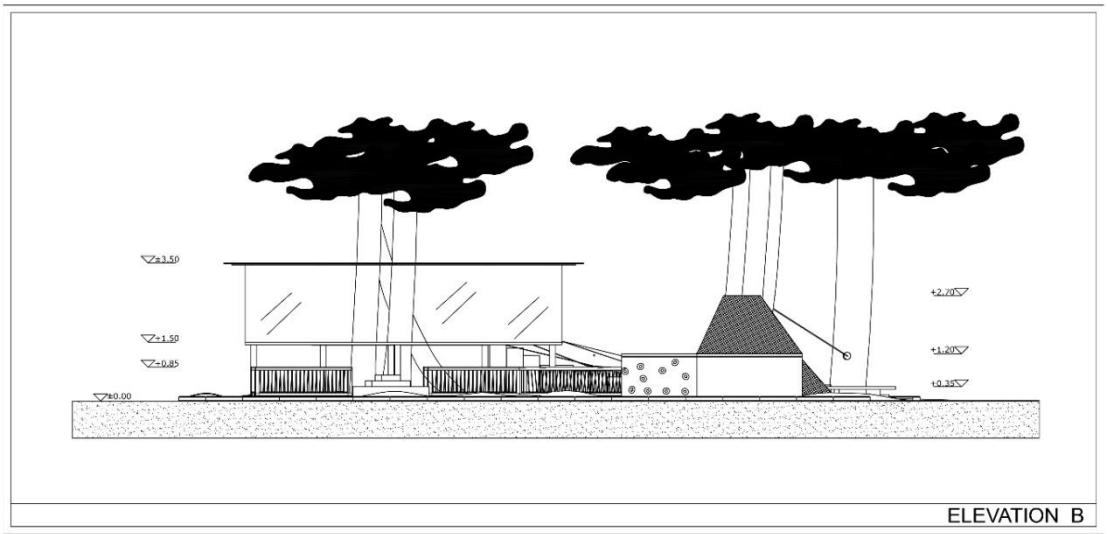
ZEYNEP EYLÜL ERDEM
İLETİŞİM: Didem Kan Kılıç - İçmimarlık ve Çevre Tasarımı
Bölümü Öğretim Görevlisi, 0232 488 53 51
didem.kan@ieu.edu.tr

APPENDIX D. Technical Drawings of the Second Concept Proposal






±3.50
+1.50
+0.85
±0.00
+2.70
+1.20
+0.35
ELEVATION B