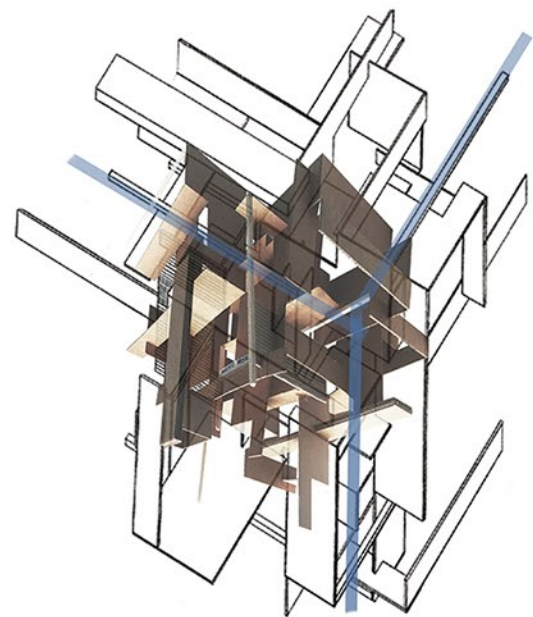


ARCH 101  
**XYZ** an Organism of Relationships

Exploring the identity of basic design elements

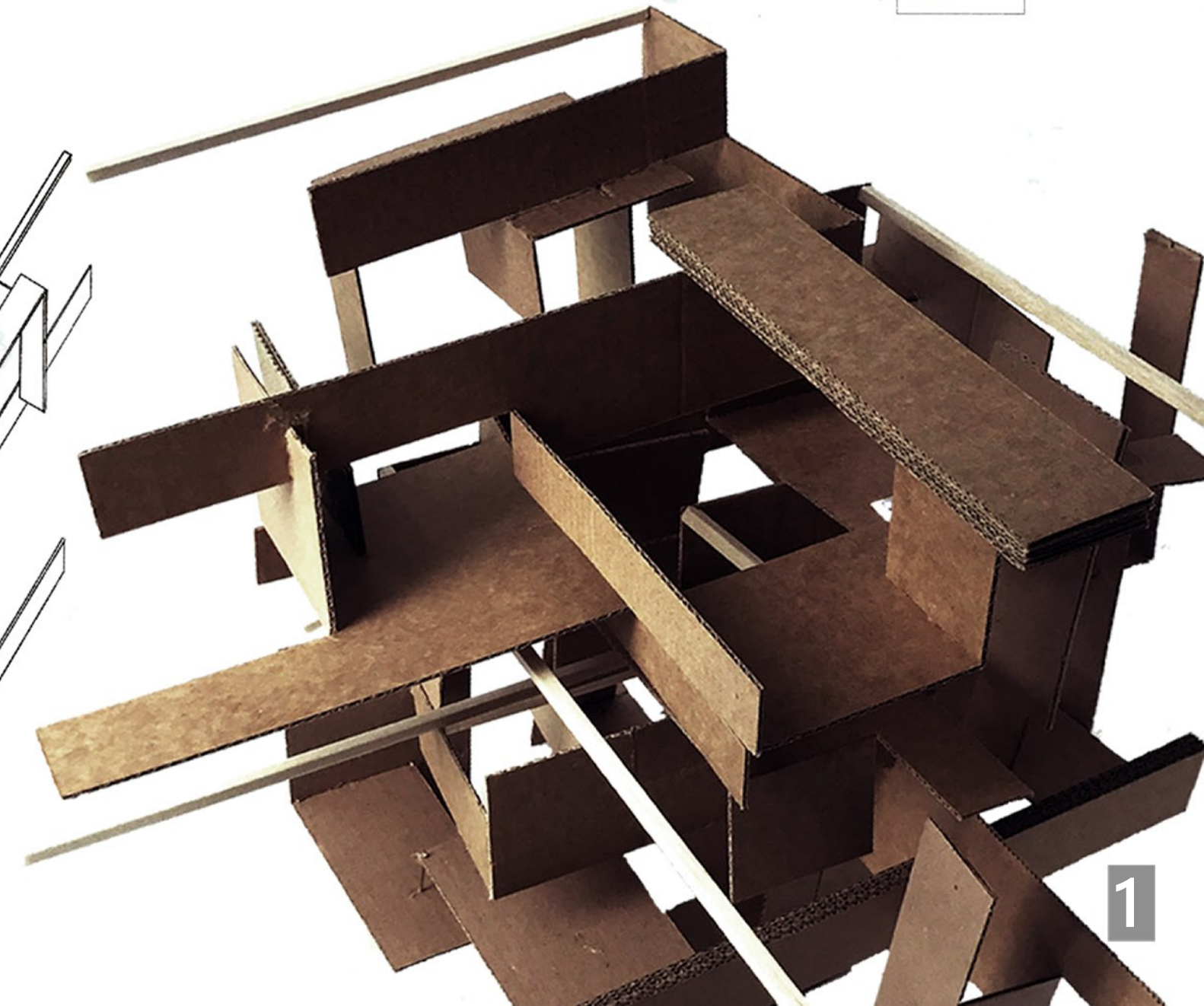
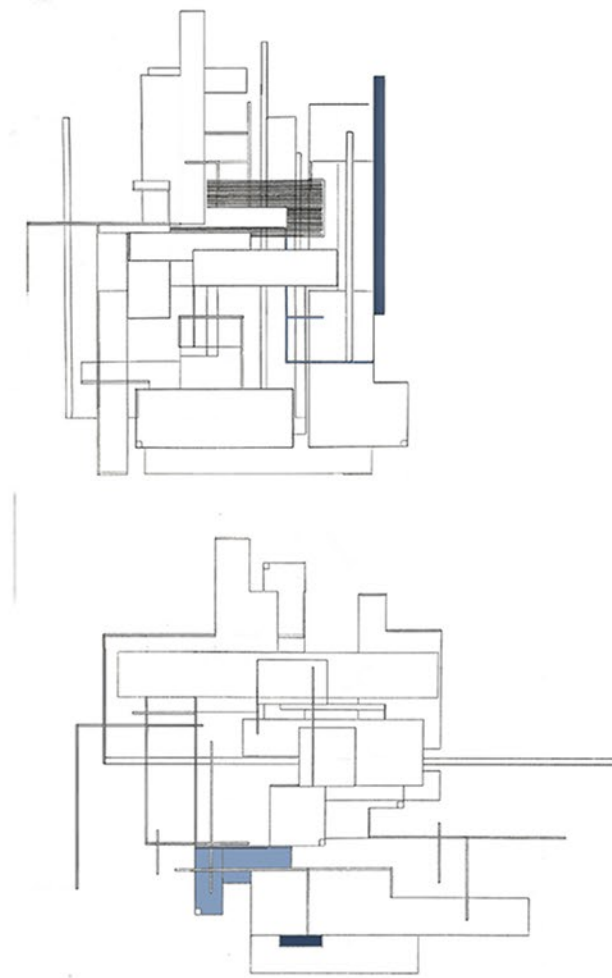
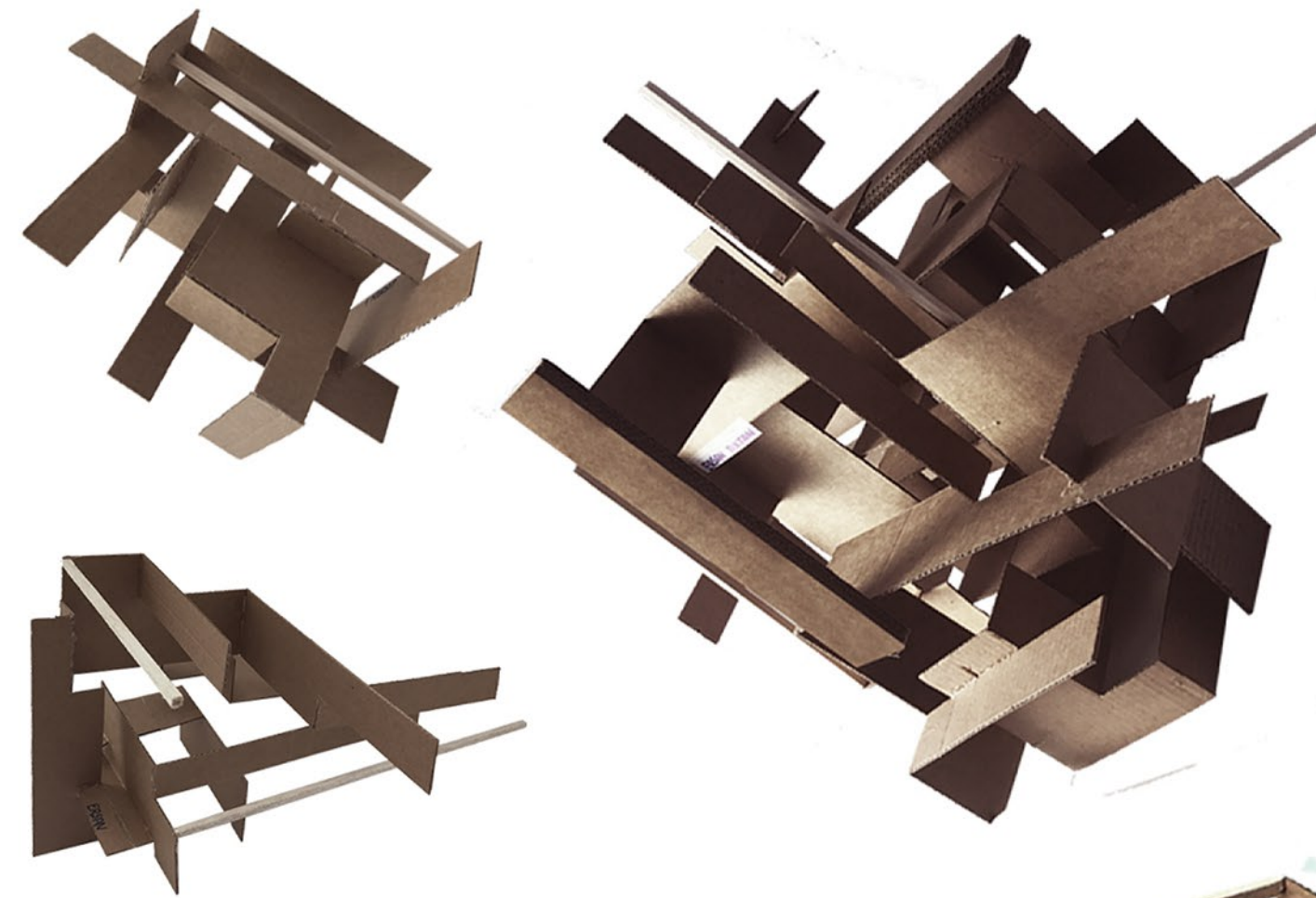
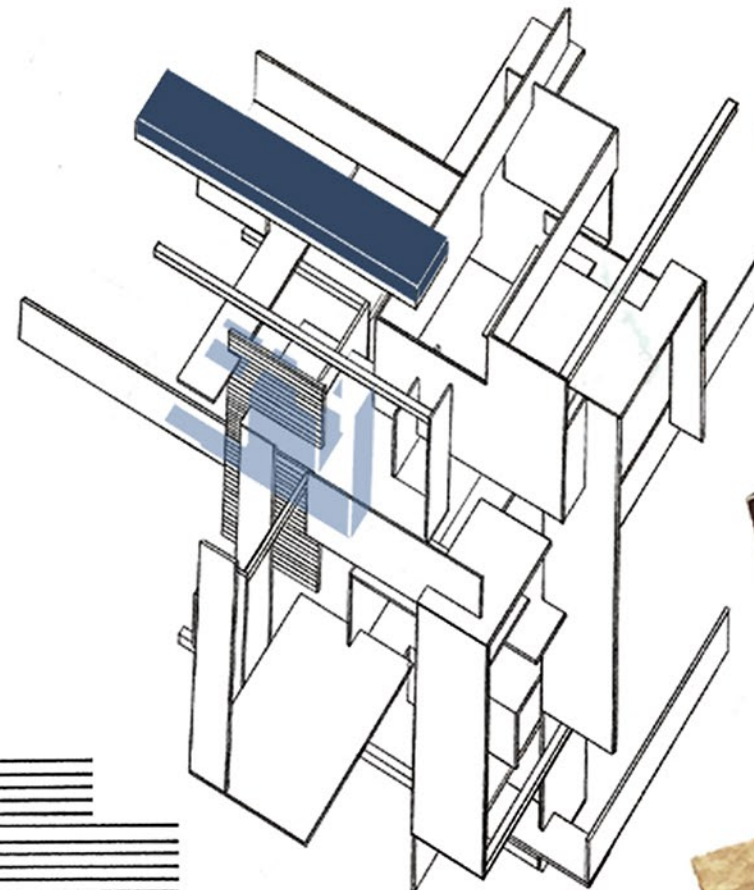
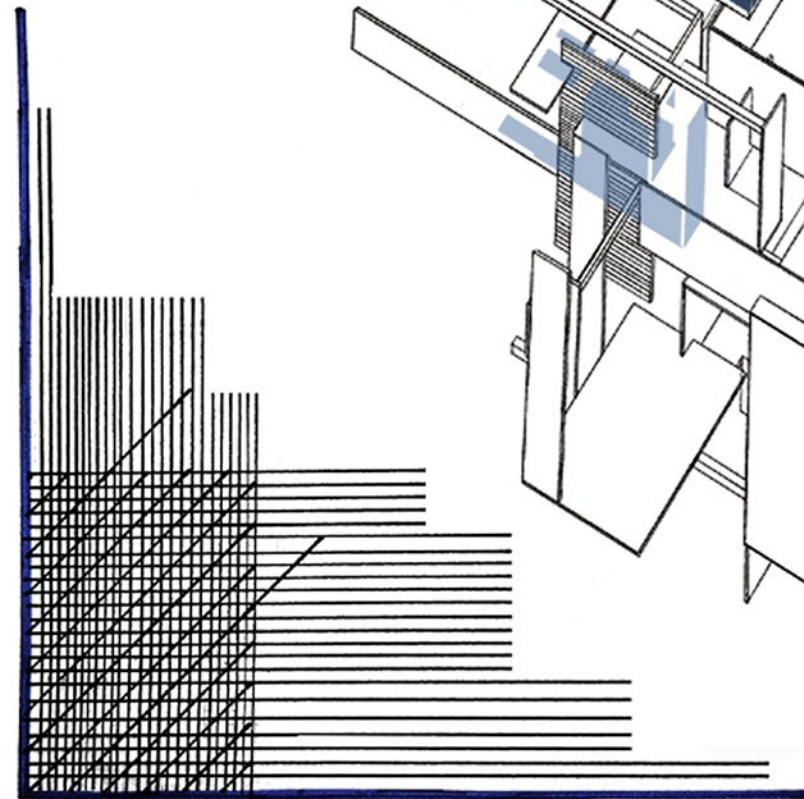
Instructors:  
Başak Uçar  
Heves Beşeli

Exploration of characteristic quality of a direction  
with strategic approach to a composition



The main aim was to understand the basic structure of **relationship** of elements. In order to start designing, I firstly learned how an object can be floating in **three dimensional** space. The level of **abstraction** of gravity that governs the relationship of something structural came into play with the abstraction of how to **repeat, characterize, vary, and singularize** elemental relationships. I understood how to **hierarchically** organize a design. In this construct there are two axis that are dominant and a transitional zone between the core where the directionality shift is

explored. Elements also change their directional quality as they get closer to the core which makes their shape more equal-sided and **non-characteristic**. The use of linear and surface elements form a balance that helps push the **boundaries** of what makes a point, line and a surface in 3D.

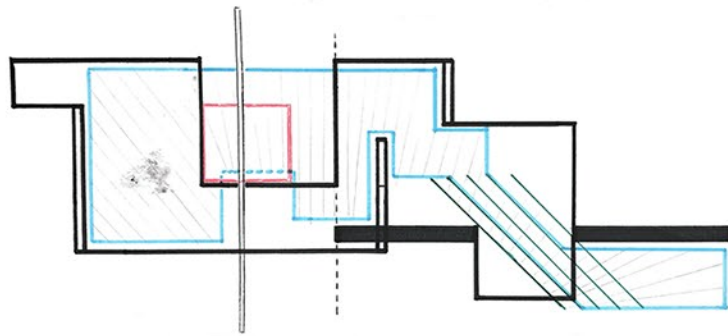


ARCH 102  
**Field Invader** a Virus of Spaces

Adapting Spaces According to the Field's information

Instructors:  
Başak Uçar  
Heves Beşeli

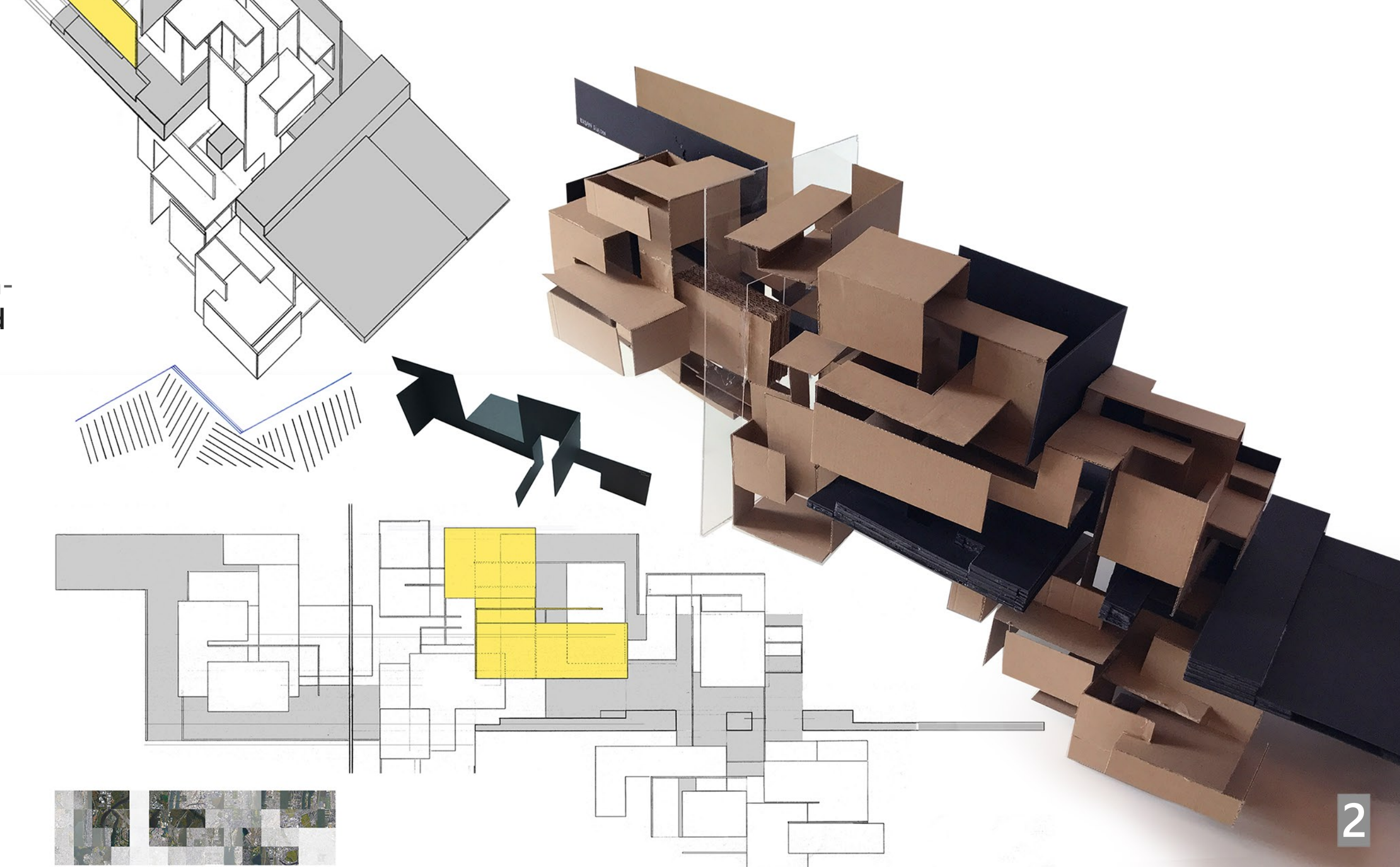
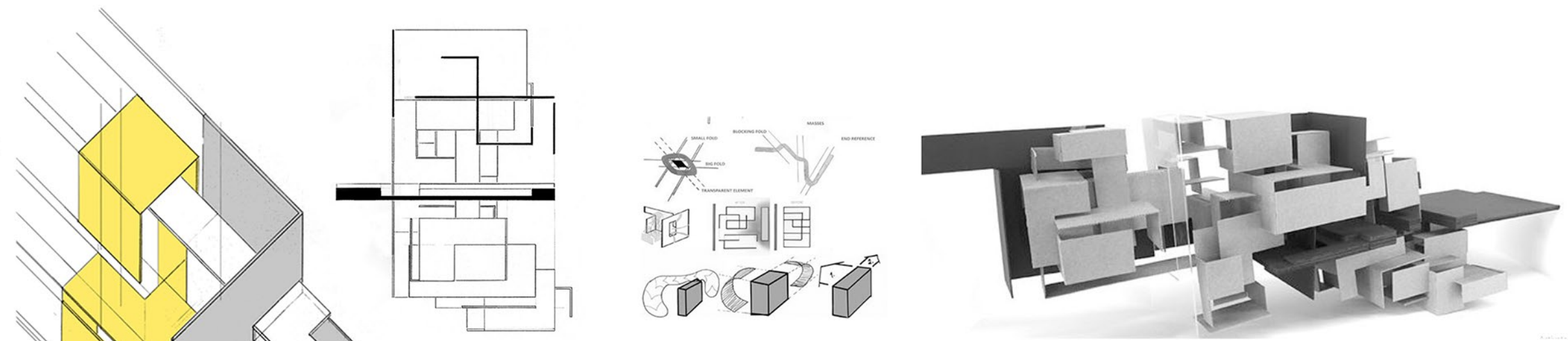
Understanding the abstract topographical connection between the invading spaces and field



I produced an information base which is called a "field" and invaded it with spaces that react to the information on the field. In the first part of the project, the aim was to have a field that has some kind of information and we obtained this by abstracting the New York plan and getting a 3D structure, a relief and a transparent element that come together. Then in the second part, I had instances where I explored the potential of technique of producing spaces, a folded element, and a mass which then allowed me to understand the information on the field and

how to invade it. After exploring the potential of the information and its relation to the spaces. The project advanced and I, therefore, had a governing strategy and how I read the field.

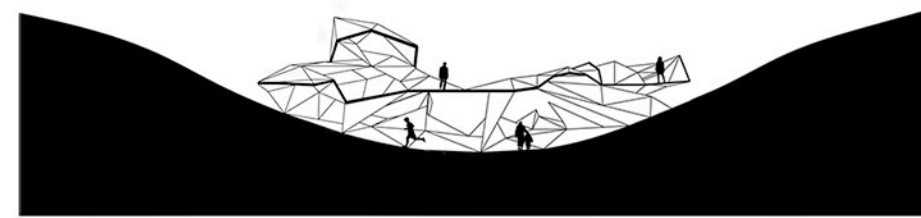
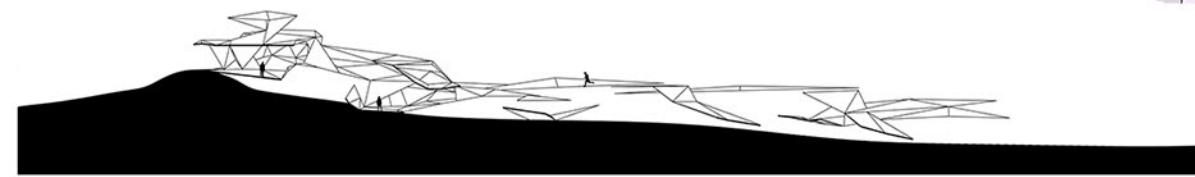
The construct is consisting of two parts that behave differently so that the field has two different characteristics.



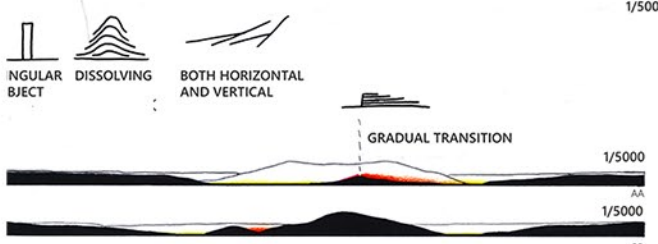
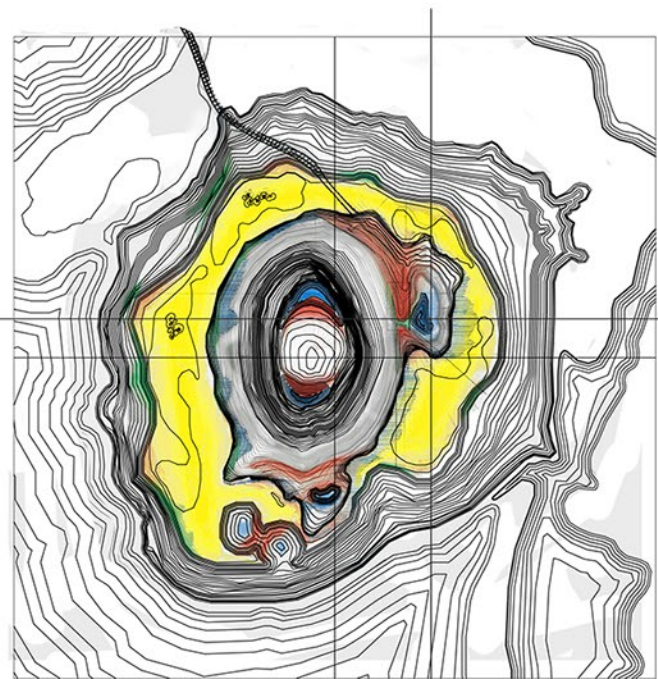
ARCH 201  
**Phoenix** a Project in Meke Maar

Triangulation as a method of forming spaces

Instructors:  
 Derin Afet Inan  
 Onur Yuncu



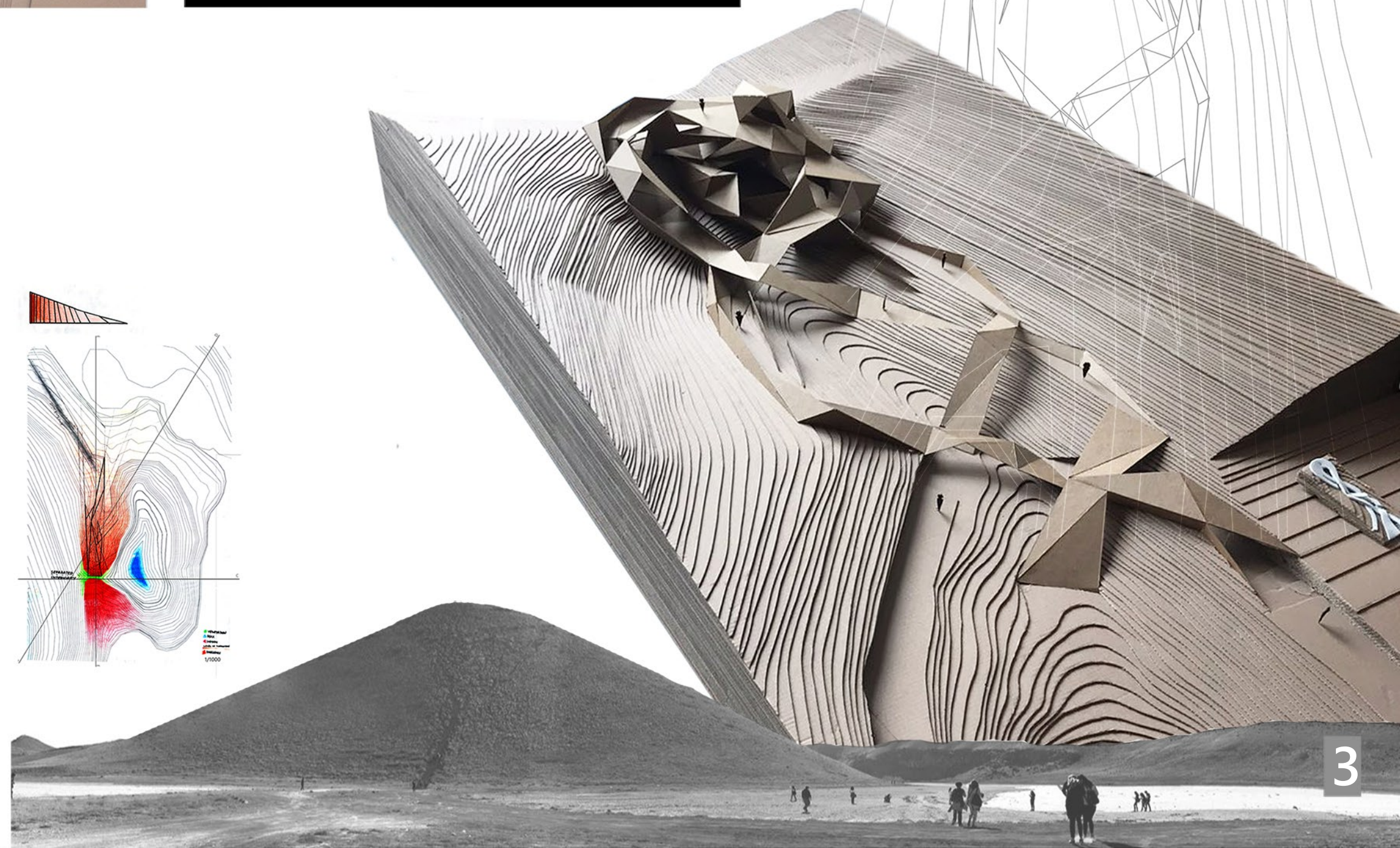
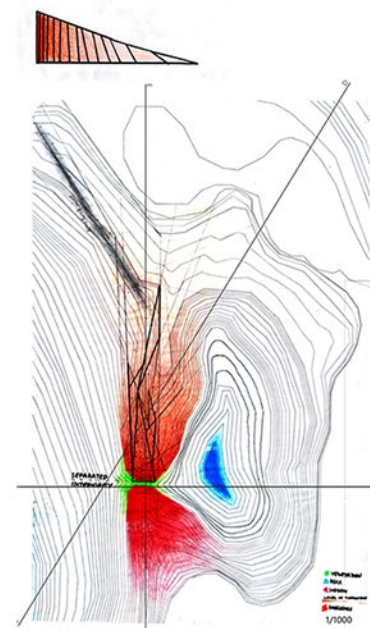
Enriching Meke Maar's Spatial Experience by using topography and varying levels of enclosure



A transitional area that has a changing linear level of definition that starts with the most commonly open and ends with the most isolated and defined. In this way, I can have both cases of extremes and a transition between them. To first start my journey, I produced possible paths that visitors can take towards the end. These paths were later simplified and abstracted to three paths as the definition level increased. These three paths are the one coming from the mountainside which the most of the people visit, the one coming from the

smaller hill and the one that is collected from the middle of them. They react to the topography and collide in some areas which are also taken reference from the topographic lines. They do not have a physical connection when they meet but have their character effected and fragmented. As they collide and split each time their elements become fractured and become more complex. Because I am increasing the level of the enclosure also, this fragmentation allowed me to produce more intricate and high level of complexity in the final stages.

In the final stage, the three paths are destined to meet in reaction to the barrier which stimulates the higher level which also allows me to make people overcome the obstacle of the barrier. At the end, the enclosure level is so high that the only light source is the path. Therefore through the experience, the visitor is encouraged to follow to the end by following the light path. But there are always exits and other possible breakpoints that give the freedom to go away from one path and enter to another.



ARCH 202

# House in Reference

a Project where a reference is housed

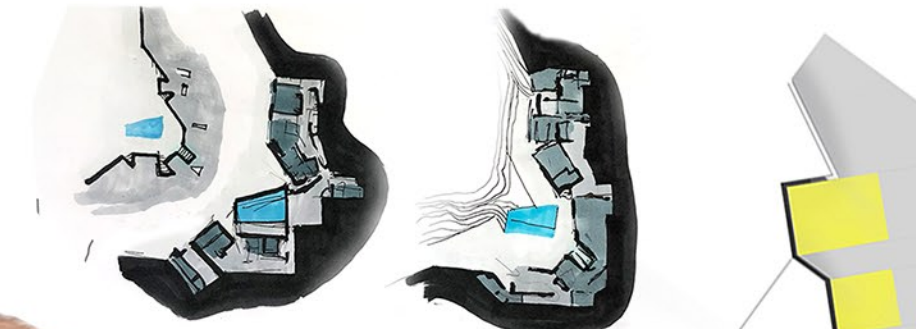
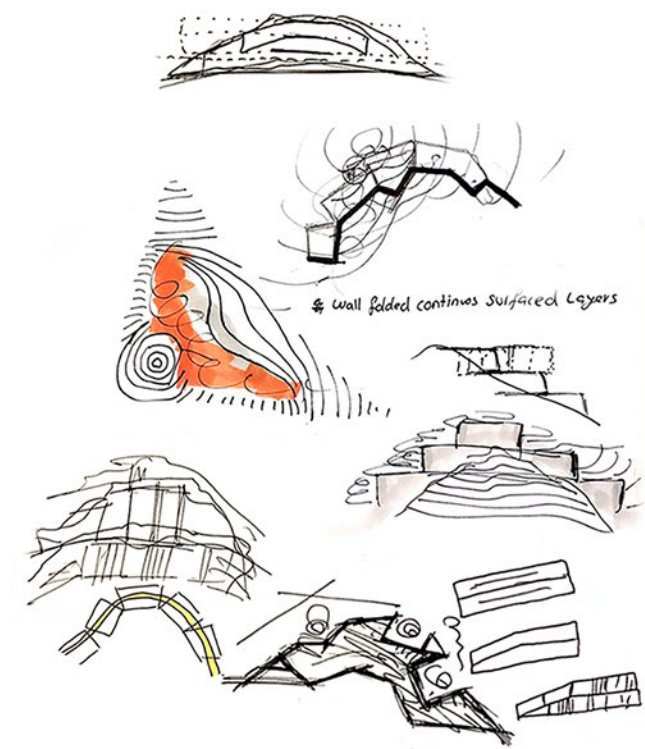
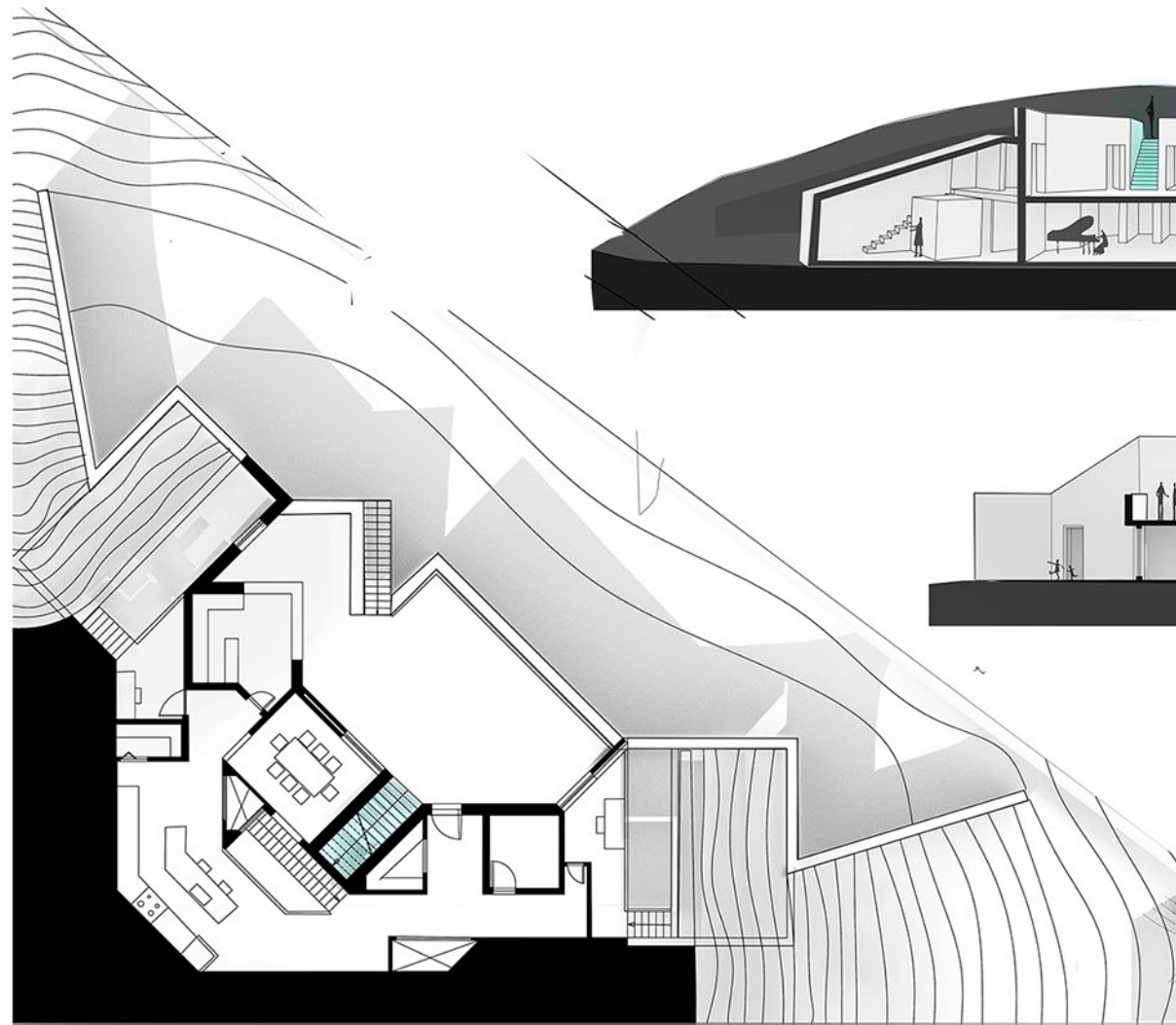
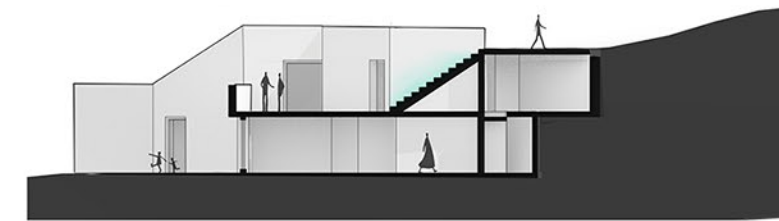
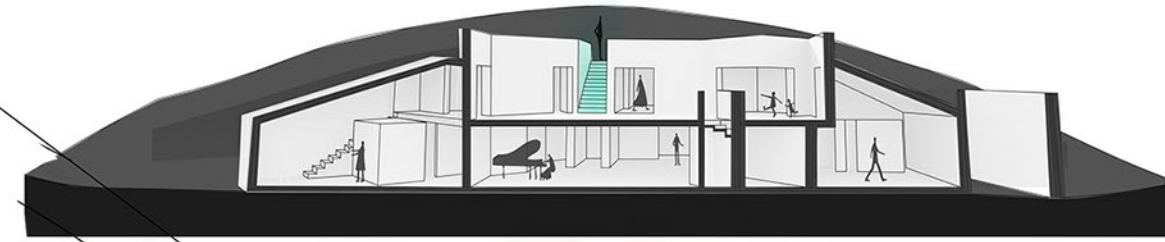
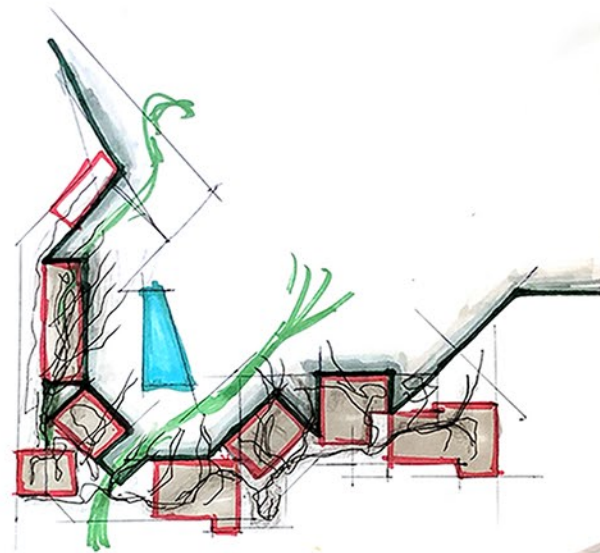
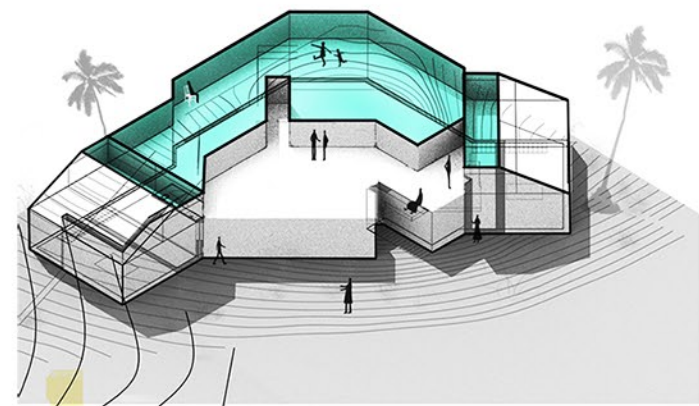
Inserting Ktima House into a different landscape and scenerio

Instructors:  
Derin Afet Inan  
Onur Yüncü

Designing a single house on a hill with a view,  
humid & hot climate and a lake while referencing

The Project is focused towards housing a reference which is mainly the strategy of producing spaces in the Ktima House which is located on a very hot and humid climate in Greece. Throughout the process; the analysis, merging of references, gouting, an introduction of the topographical formation, introduction of the lake and the desert climate came consequently while also transforming the overall understanding of the references that are being housed. The folding plane allowed for intermediary spaces to occur between served spaces.

There are two bedroom units on each side and shared functions are located at the center.



ARCH 301

# Co.cius Studio / Cebeci Modes of Learning

co.ciusstudio

Adapting Spaces According to the Field's information

Firm Partners:

Ecem Olgun  
Ekin Başkentli  
Ilay Aydın

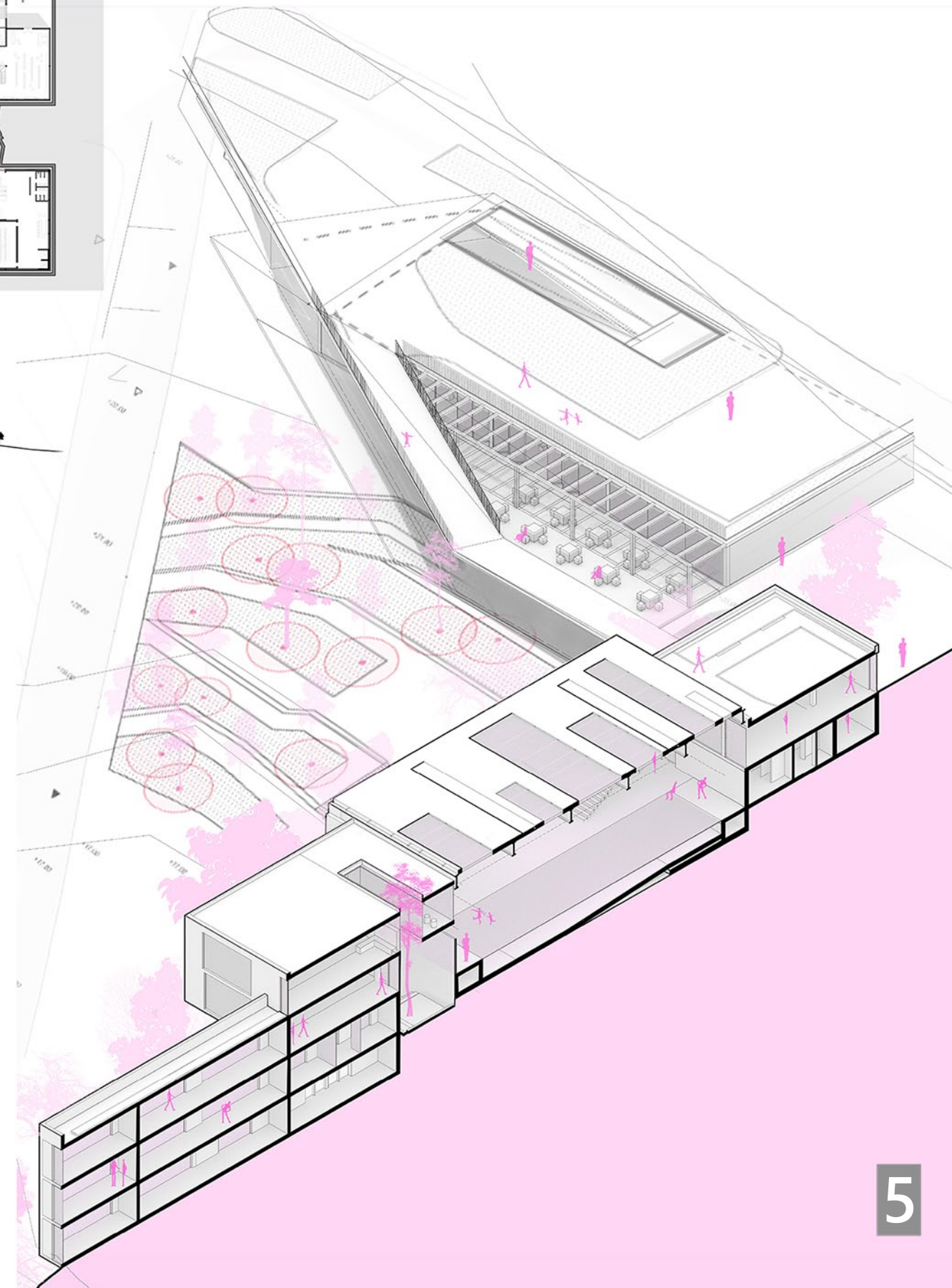
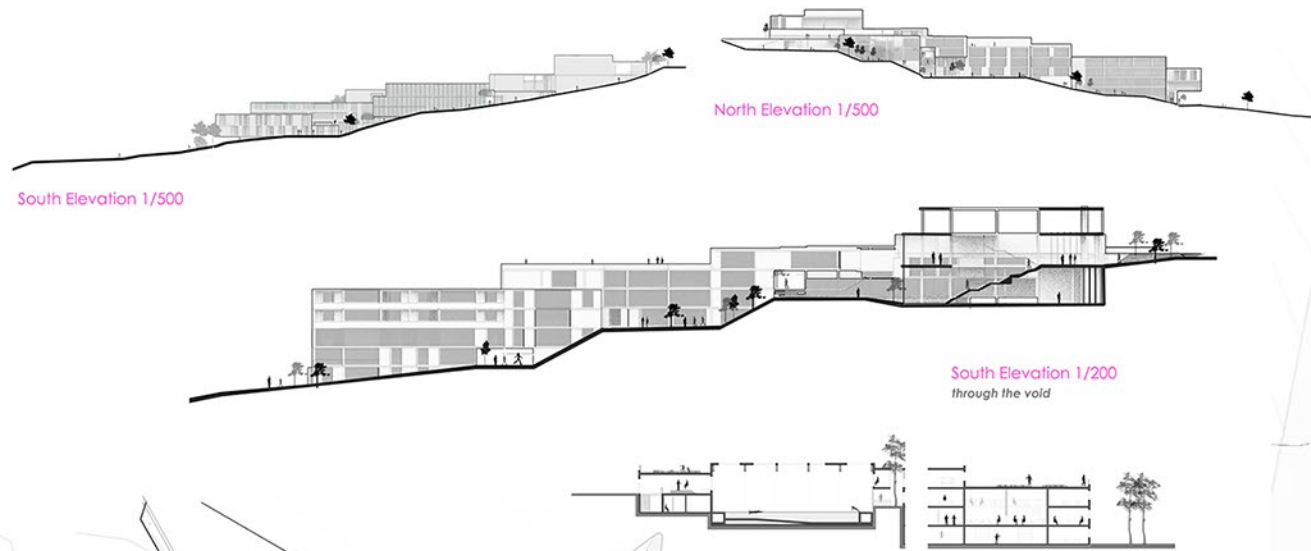
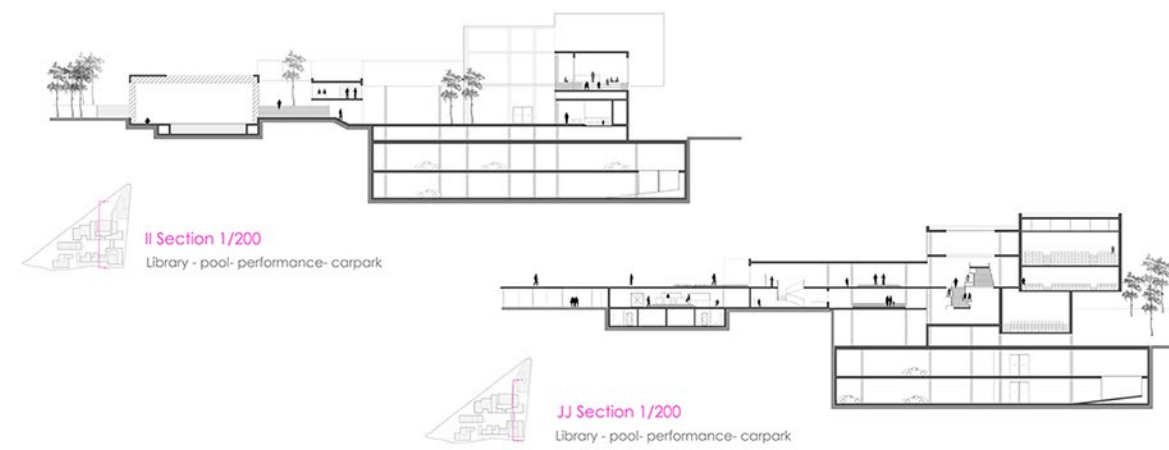
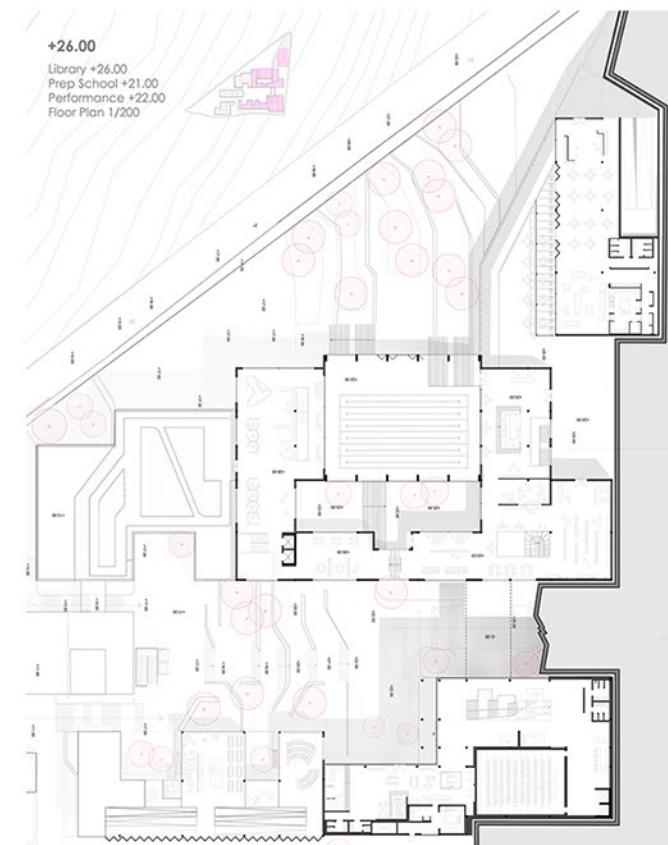
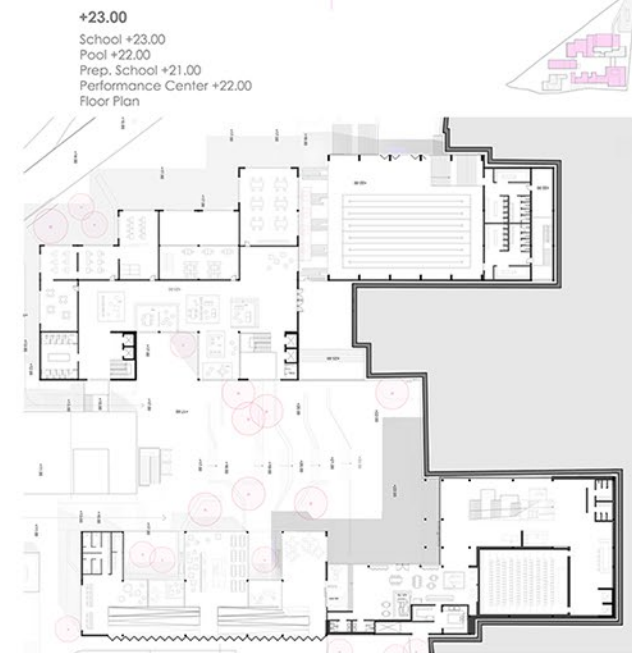
Instructors:

Bilge Imamoğlu  
Ziya Imren  
Can Aker  
Onur Özkoç

## Creating a Community Learning Complex on an inclined site with varying functions that diffuse

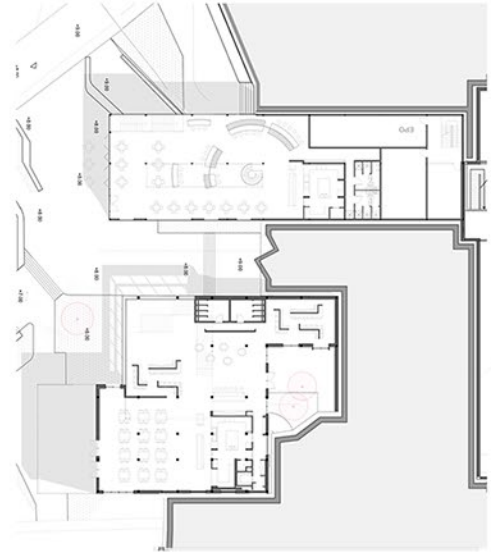
For my Arch301 project, we established an architecture office consisting of 4 people in which we **collaborated and communicated** intensively to design a learning complex consisting of a **School, Dormitory, Community Library, Performance Center, Sports Complex, Accomodation for staff and a Daycare.** Our main approach was to transform this historic and very steep

site into an organisation where the relationship with the topography and how the different programs integrate with eachother to produce varying levels of community **engagement and privacy.** There are functional and flexible spaces of learning that promote spontaniety and movement through the use of **spatial voids** that create transitional program elements.



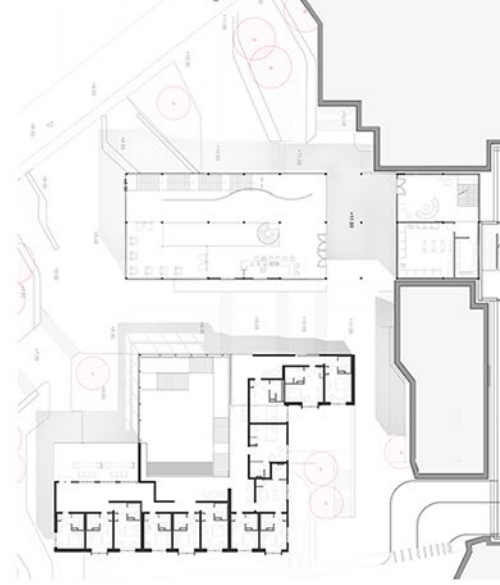
+9.00

Dormitory Café +8.00  
Staff & Guest Restaurant +8.00  
Floor Plan 1/200



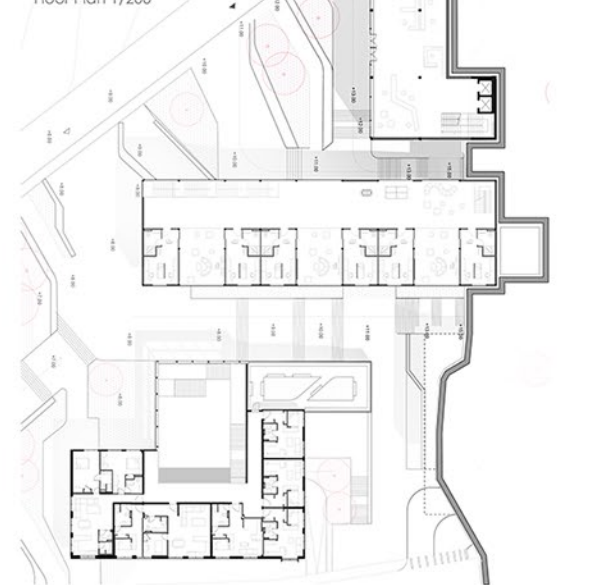
+12.50

Dormitory Café +11.00  
Staff Housing +12.00  
Floor Plan 1/200



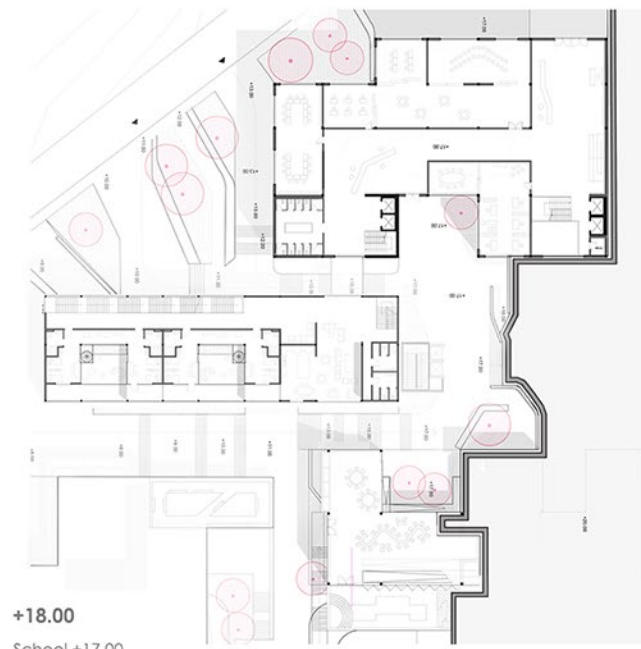
+15.50

School +13.00  
Dormitory +14.00  
Staff Housing +15.00  
Floor Plan 1/200



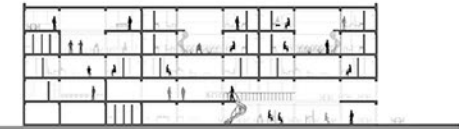
+18.00

School +17.00  
Dormitory +17.00  
Prep. School +17.00  
Floor Plan



# Co.cius Studio/ Cebeci

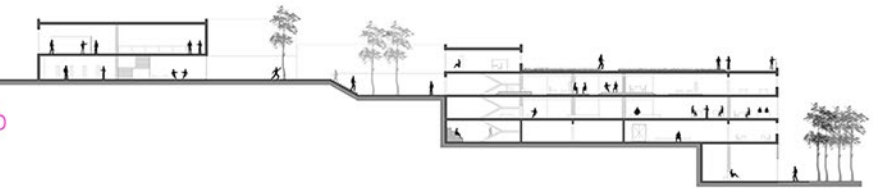
co.ciusstudio



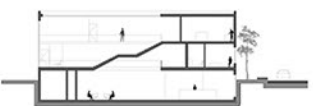
EE Section 1/200  
Dormitory



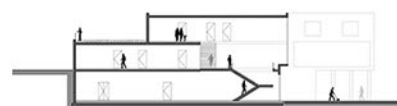
BB Section 1/200  
Library - School



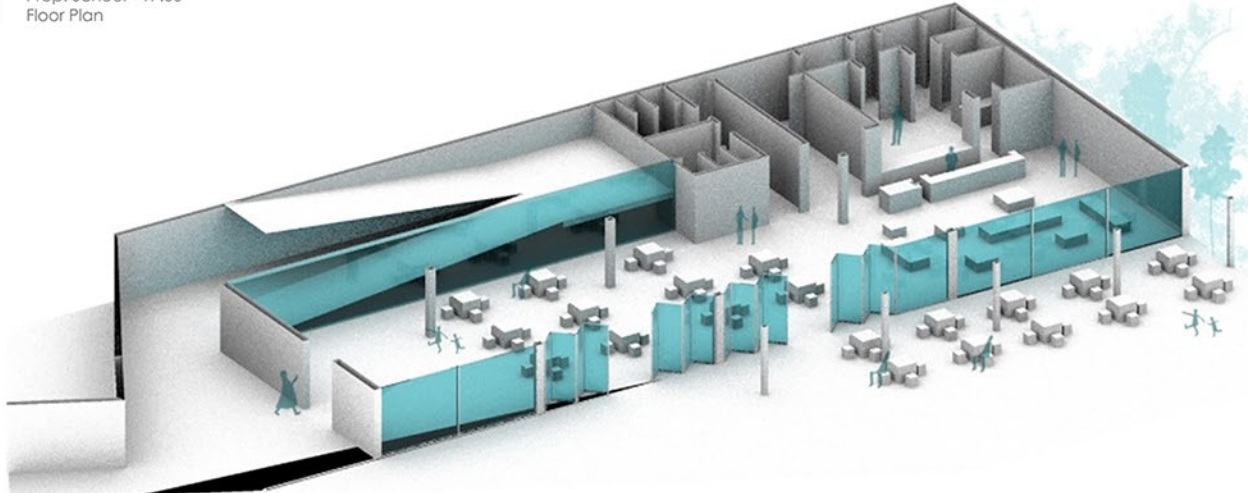
HH Section 1/200  
School & Dormitory



GG Section 1/200  
Staff & Guest

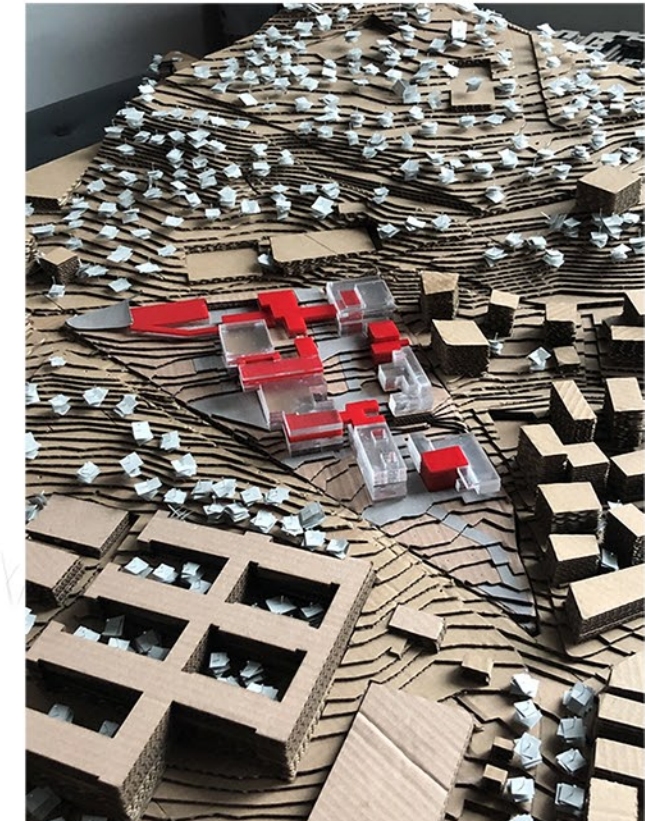


FF Section 1/200  
Staff & Guest

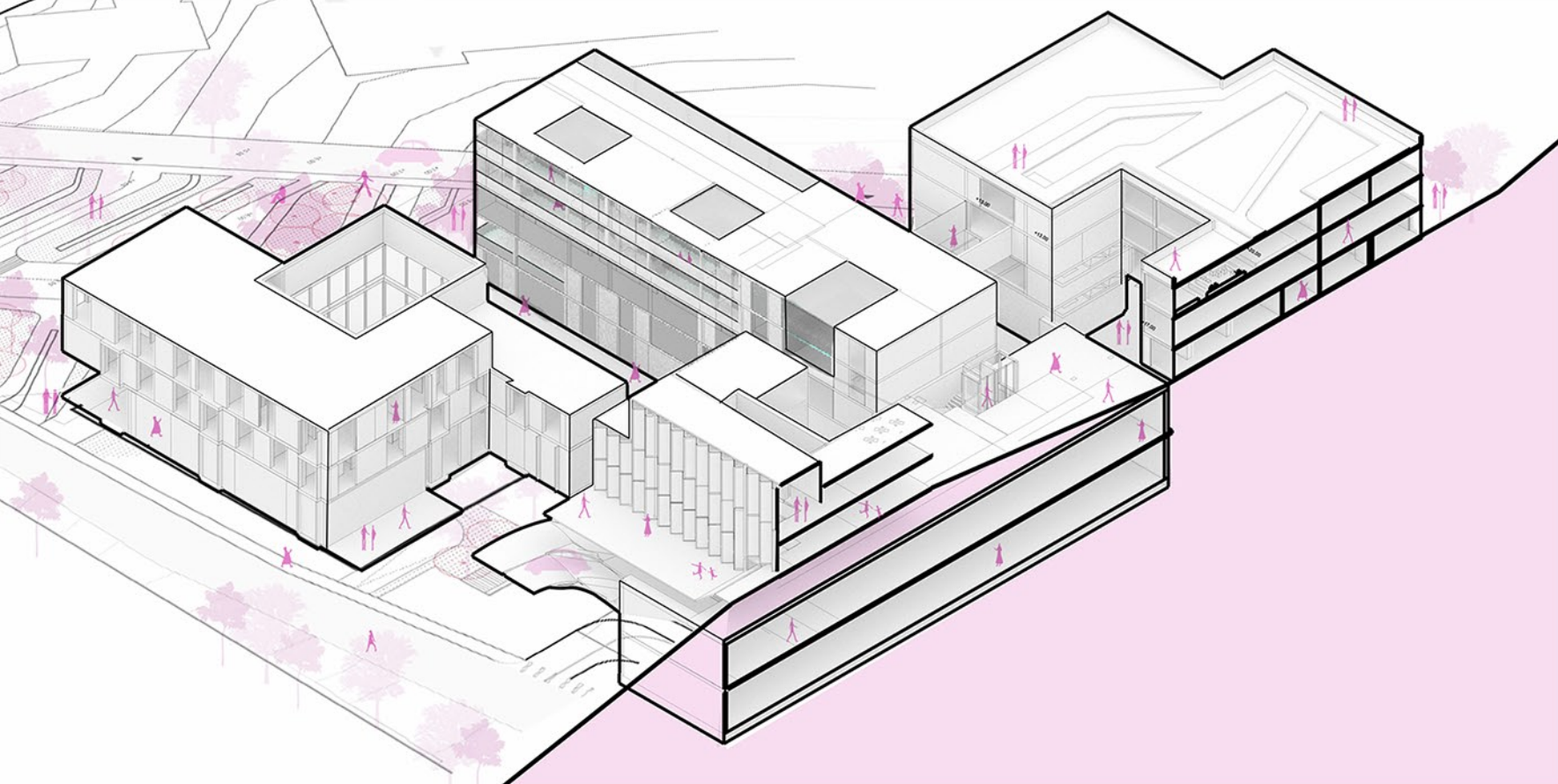


+21.00

School +17.00  
Dormitory +17.00  
Prep. School +17.00  
Floor Plan

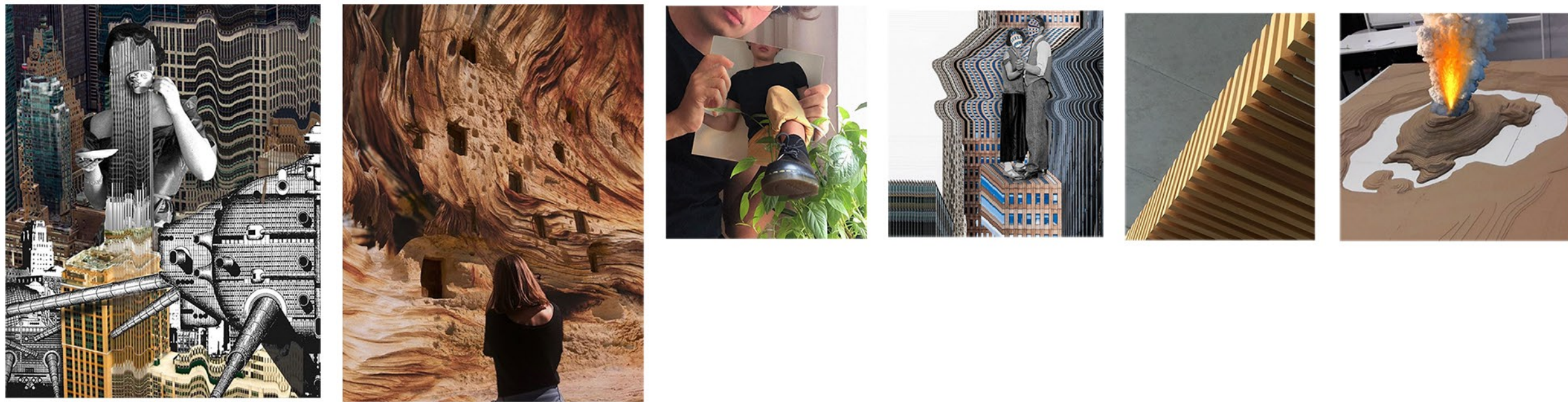


modes of learning



# VoidMag & Photography Visual Storytelling

Exploring Visual Experience by a new digital reality



## Changing perception through perspective, framing and photo altering techniques



Throughout my life and education I became fascinated by the power of visual communication. **moving images**, **frames**, **videography**, **expression** of time and space on different mediums of juxtaposing moments. The **digital era** of documentation of information allows for the understanding of the data by altering it and designing a new vision for it. I frequently try to embrace the way we take pictures and the **digital errors** that come with it. The **Void Magazine** has published some of these works including Collage mediums.

I have also experimented with **Photo Essays** that convey a message similar to documentation and also explored a corporate identity by designing the **logo** for my universities' Architecture and Design Society.

