department of
CITY AND REGIONAL PLANNING

FACULTY OF ARCHITECTURE

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department of

CITY AND REGIONAL PLANNING

- ÇANKAYA UNIVERSITY -

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contents

DEPARTMENT CHAIR

> Enhancing urban living quality and developing sustainable living environments are among our country's fundamental and urgent needs. Urban planners play a significant role in meeting these societal needs.

Dear Students,

City and regional planning is a crucial professional field for a rapidly developing and transforming country like Turkey, where approximately 70% of the population resides in urban areas. Today, cities and societies face increasing challenges, and the need for qualified planners is growing worldwide. Environmental issues such as drought, extreme temperatures, changes in water levels, and disruptions in ecosystem balances exacerbated by global warming and climate change necessitate protective and strengthening decisions for cities and regions. The increasing frequency of natural hazards in our country, such as earthquakes, floods, and forest fires, necessitates enhancing the resilience of existing cities. Additionally, due to global and local political, economic, and sociological fluctuations, problems such as housing, migration, and food security need to be addressed; the need to adapt to technological advancements; the necessity to compete on a global scale; and the requirement to transform cities into more equitable, democratic, high-quality living environments with high environmental standards all make the field of city and regional planning indispensable in the contemporary world.

The field of city and regional planning aims to orchestrate the development of cities and regions, primarily focusing on spatial dimensions but also encompassing economic, social, and ecological aspects in line with determined future goals. It produces spatial plans, strategies, and policies. Planning decisions have the following objectives: improving the quality of urban life, creating resilient urban environments and housing areas against social, economic, and natural disasters, establishing sustainable living environments, preserving historical, natural, and urban areas, and planning environmentally friendly and efficient transportation and urban infrastructure systems. City and Regional Planning department, which is part of the Faculty of Architecture, offers a four-year undergraduate program in English, accepting students with a math/science score. For the 2024-25 academic year, our department will admit 29 students, all of whom will receive scholarships. We guarantee full scholarships for six students and 50% scholarships for 23. Furthermore, our students have the opportunity to pursue minor and double major programs within our university's various departments. Our department has an exchange agreement with the Università degli Studi della Campania Luigi Vanvitelli in Naples, Italy, under the Erasmus Exchange Programs and bilateral agreements.

We invite all students and parents interested in our department and seeking more detailed information to visit us. We wish all prospective university students success.

Dr. Deniz Altay-Kaya
Çankaya University
Department Chair

ACADEMIC STAFF

PROF. DR.
ZERRİN EZGİ KAHRAMAN

BSc: City and Regional Planning, METU, 2001
MSc: Economics, METU, 2003
PhD: City and Regional Planning, METU, 2008

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BSc: City and Regional Planning, METU, 1980
MSc: City and Regional Planning + Conservation Dept.Program, METU, 1985
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BSc: City and Regional Planning, METU, 2007
PhD: City and Regional Planning, METU, 2012

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PLANNING IS A PROFESSION THAT SHAPES SOCIETIES' FUTURE LIVING CONDITIONS. IT GIVES DIRECTION TO THE SPATIAL, ECONOMIC AND ENVIRONMENTAL DEVELOPMENT OF CITIES AND REGIONS BY PRODUCING STRATEGIC AND SPATIAL PLANS, URBAN DESIGN PROJECTS AND SECTORAL

POLICY PAPERS. INCREASING IMPACTS OF CLIMATE CHANGE ON CITIES AND SOCIETIES AND THE URGENT NEED TO INCREASE URBAN AND SOCIAL RESILIENCE, THE NEED TO MAKE CITIES MORE EQUAL, JUST, SUSTAINABLE AND SMARTER ALL INCREASINGLY HIGHLIGHT THE IMPORTANCE OF PLANNING PROFESSION TODAY.

ACADEMIC STAFF

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BSc: City and Regional Planning, METU, 2010
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MSc: EU Spatial Planning and Sustainable Dev., Cardiff Uni, 2015
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BSc: City and Regional Planning, METU, 2007
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Research Interests: Urban Design, Sustainable Development, Renewable Energy, Participatory Planning.

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BSc: City and Regional Planning, METU, 2005
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Research Interests: Public Spaces, Urban Design, Digital Presentation and Visualization.

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BSc: City and Regional Planning, METU, 2014
MSc: Conservation of Cultural Heritage, METU, 2019
PhD: City and Regional Planning, Çankaya University (ongoing)

Research Interests: Conservation of Cultural Heritage, Urban and Rural Heritage, Community Engagement.

VISION+ MISSION

1 VISION

Our vision is to be a department prioritizing human rights and universal principles, embracing the core values of the planning profession. We aim to be an internationally competitive department at the forefront of designing future cities. Our commitment to a student-centered educational approach ensures that our faculty, students, and alumni feel a profound sense of pride and belonging to the department.

2 MISSION

Aligned with the overarching mission of our university and faculty, our department's mission encompasses three core areas: education, scientific research, and community contribution.

2.1 MISSION: EDUCATION

Our educational mission is to develop planners who uphold universal values, human rights, and the principles of Atatürk. The curriculum is designed to cultivate skills in scientific research, analytical and critical thinking, problem-solving, and interdisciplinary collaboration. Emphasizing lifelong learning, we prepare students to become innovative and internationally competitive planners who adhere to ethical standards and can effectively translate academic knowledge into practical applications.

2.2 MISSION: SCIENTIFIC RESEARCH AND SOCIAL IMPACT

Our mission in scientific research and social impact focuses on contributing to the body of scientific knowledge through active engagement in research and development. We prioritize staying abreast of the latest advancements and integrating technological developments into both practice and education. By identifying societal needs and forming collaborative projects, we aim to enhance stakeholder development and cultivate planners who demonstrate social responsibility and professional ethics.

EDUCATION PROGRAM

1st SEMESTER

Code	Course	T	P	C	ECTS
CRP 101	Basic Design Studio	4	4	6	10
CRP 111	Introduction to City Planning	3	0	3	3
CRP 117	Technical Drawing	2	2	3	4
MCS 113	Mathematics for City Planners	3	0	3	3
ENG 121	Academic English I	3	0	3	4
TURK 101	Turkish I	2	0	2	3
HIST 201	Principles of Kemal Atatürk I	2	0	2	3

2nd SEMESTER

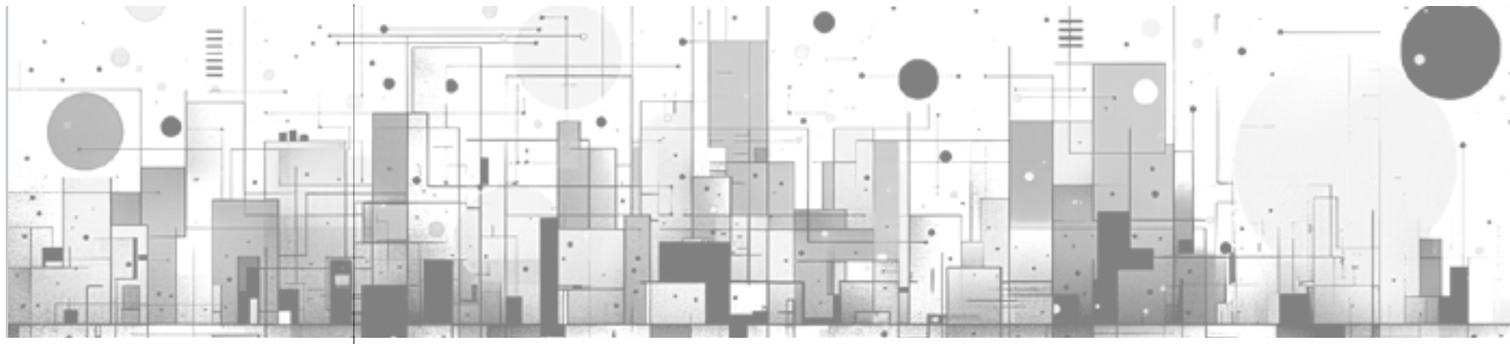
Code	Course	T	P	C	ECTS
CRP 102	Intro. to Planning Studios	4	4	6	10
CRP 122	Intro. to Information Technology	1	2	2	3
CRP 130	The Fund. of Visual Communication	2	2	3	4
STAT 102	Statistics for Planners	3	0	3	3
ENG 122	Academic English II	3	0	3	4
TURK 102	Turkish II	2	0	2	3
HIST 202	Principles of Kemal Atatürk II	2	0	2	3

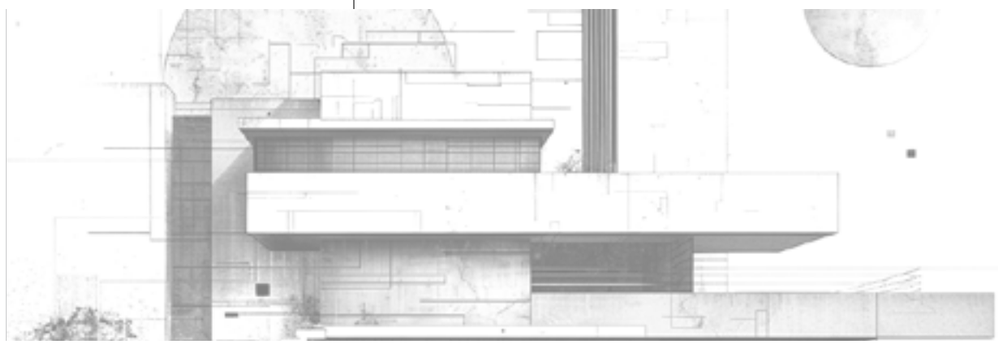
3rd SEMESTER

Code	Course	T	P	C	ECTS
CRP 201	Planning Studio I	4	4	6	10
CRP 219	Urban Infras. and Transport	3	0	3	3
CRP 223	Introduction to GIS for Planners	2	2	3	5
CRP 225	Research in Planning	3	0	3	4
CRP 227	Introduction to Urban Design	2	2	3	5
ELEC I	Departmental Elective 1	3	0	3	3

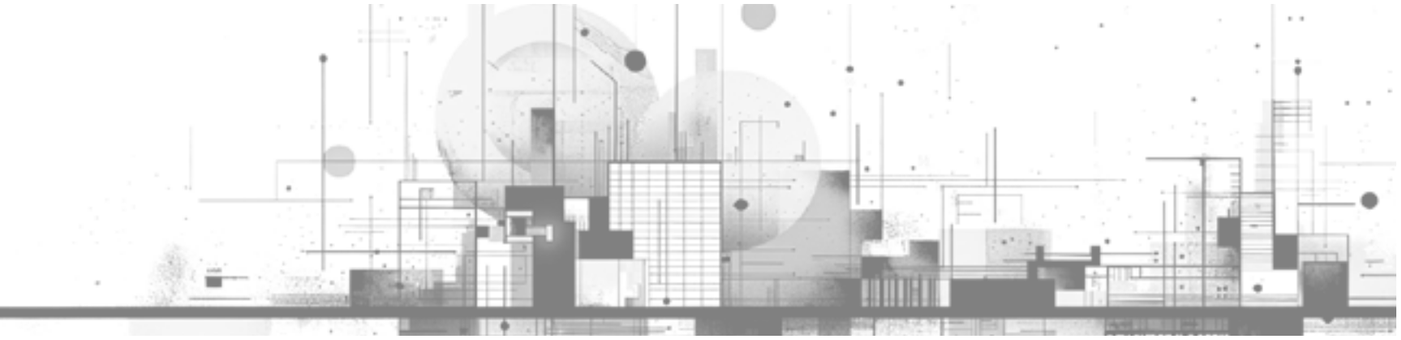
4th SEMESTER

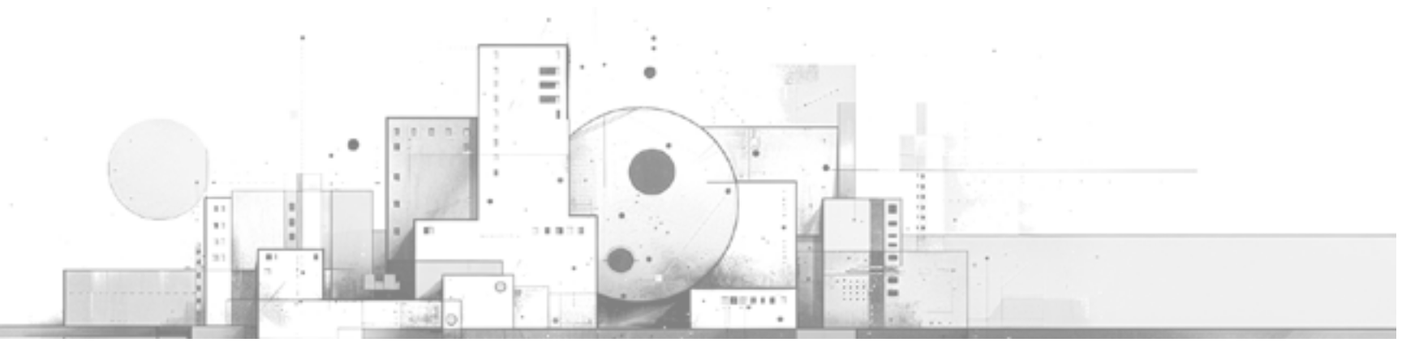
Code	Course	T	P	C	ECTS
CRP 202	Planning Studio II	4	4	6	10
CRP 232	Urban Economics and Geography	3	0	3	4
CRP 228	City in History I	3	0	3	3
CRP 230	Urban Sociology	3	0	3	4
ECON 101	Introduction to Economics I	3	0	3	6
ELEC II	Departmental Elective 2	3	0	3	3





EDUCATION PROGRAM





5th SEMESTER

Code	Course	T	P	C	ECTS
CRP 301	Planning Studio III	4	4	6	10
CRP 311	Inst. and Legis. Framework in Planning	3	0	3	3
CRP 317	Urban Regeneration Processes	3	0	3	3
ELEC III	Departmental Elective 3	3	0	3	3
ELEC IV	Faculty Elective 1	3	0	3	3
ELEC V	Free Elective 1	3	0	3	3
CRP 300	Summer Practice I	0	0	0	5

6th SEMESTER

Code	Course	T	P	C	ECTS
CRP 302	Planning Studio IV	4	4	6	12
CRP 330	Planning Theory	3	0	3	5
CRP 332	Disaster Planning	3	0	3	4
ELEC VI	Faculty Elective 2	3	0	3	3
ELEC VII	Departmental Elective 4	3	0	3	3
ELEC VIII	Departmental Elective 5	3	0	3	3

7th SEMESTER

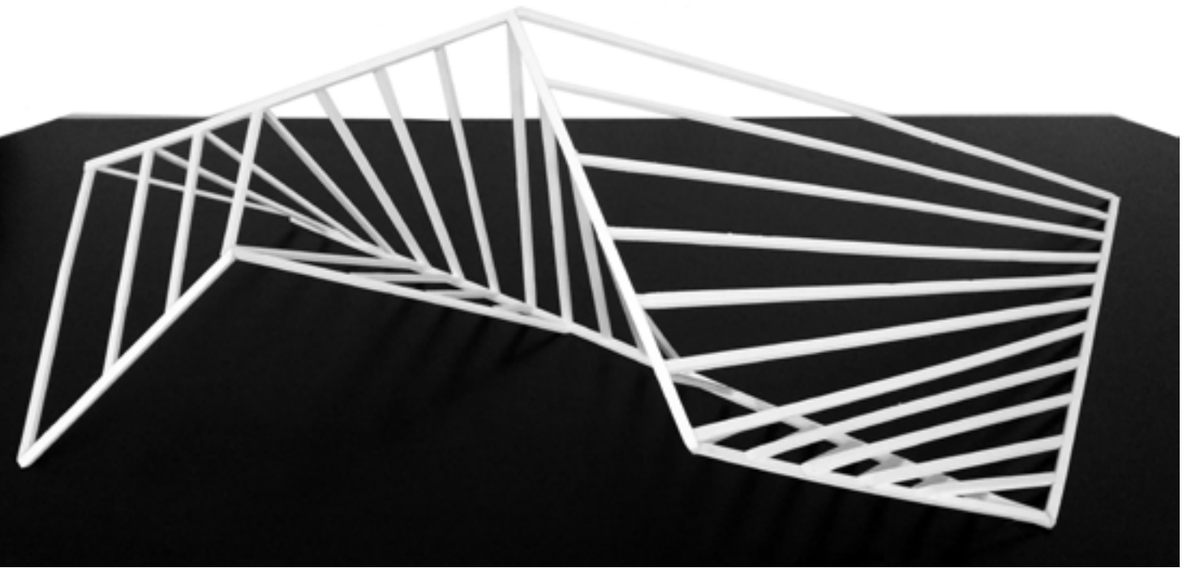
Code	Course	T	P	C	ECTS
CRP 401	Planning Studio V	4	4	6	13
ARCH 441	Occup. Health and Safety I	2	0	2	3
ELEC IX	Faculty Elective 3	3	0	3	3
ELEC X	Departmental Elective 6	3	0	3	3
ELEC XI	Departmental Elective 7	3	0	3	3
CRP 400	Summer Practice II	0	0	0	5

8th SEMESTER

Code	Course	T	P	C	ECTS
CRP 402	Planning Studio VI	4	4	6	16
CRP 422	Prof. Prac. and Ethics in Planning	3	0	3	5
ARCH 442	Occup. Health and Safety II	2	0	2	3
ELEC XII	Departmental Elective 8	3	0	3	3
ELEC XIII	Free Elective 2	3	0	3	3

STUDIO 101-102

BASIC DESIGN STUDIO I-II



Seda Yalçın – 16/17

STUDIO CONTENT

Basic Design Studio is an introduction to design's fundamental concepts and principles. It comprises specific exercises, including brainstorming steps, to develop mental and manual skills to cope with design problems and to establish visual values for structuring and articulating two- and three-dimensional spatial compositions in different media. The course's main goal is to provide students with design tools and organisational principles. The course expects students to integrate their unique characteristics into various steps. In this manner, they can understand their rights and responsibilities when tackling problems sequentially, thereby gaining a deeper understanding of the subject matter, their professional role, and the creation of abstract foundations that are applicable to any situation. In each problem-solving process, teaching methodology combines theoretical and practical aspects.

The course aims to develop mental and manual skills to handle city planning problems; gain insights into density, spatial hierarchy, urban function, entrance-transition areas, and orientation; and develop visual values and consciousness for structuring and articulating three-dimensional spatial compositions in various media.

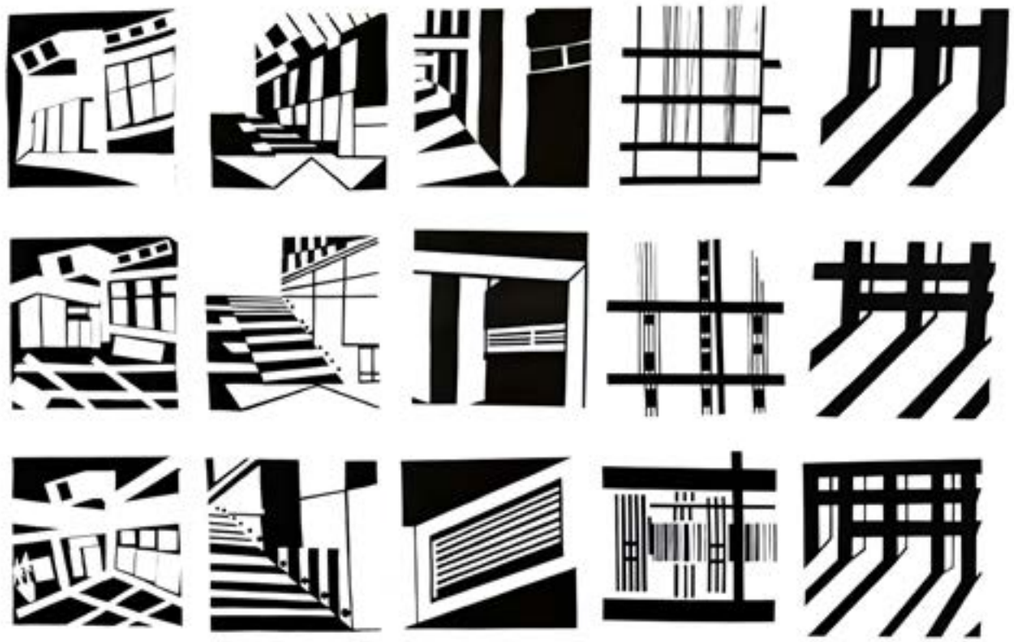
To improve the abstract thinking skills that students gained earlier in the basic design course, it employs different phases of design such as perception, analysis, understanding, problem identification, and definition. During these phases, students become familiar with the basic concepts, patterns, potentials, and problems of topography, clusters, neighborhoods, and spatial integrity.

The course's main goal is to provide students with design tools and organisational principles.

LEARNING OUTCOMES

- Developing the notion of problem solving;
- Developing abstract thinking;
- Establishing visual understanding and interpreting;
- Employing teamwork that displays the atmosphere of the studio;
- Illustrating originality as an efficient member of the team;
- Generating perception of a multi-dimensional approach for examining the relationship between the human factor and spatial organization;
- Establishing an adaptable abstract-concrete basis for each situation;
- Developing methods of perception, analysis, problem definition and formulation, design and planning.

The course expects students to integrate their unique characteristics into various steps. In this manner, they can understand their rights and responsibilities when tackling problems sequentially, thereby gaining a deeper understanding of the subject matter, their professional role, and the creation of abstract foun-



CRP101 Student Works – 23/24

CRP101 Student Works – 23/24

BASIC DESIGN PHASE I

The studios aim to equip students with a foundational understanding of both conceptual and design-based principles, enabling them to perceive and conceive the geometrical and social meanings of space. The first semester introduces students to abstraction and design principles, crucial for developing a nuanced understanding of space. They apply these principles in a series of design exercises that challenge them to create two- and three-dimensional compositions. This practical method helps them understand the essential elements of spatial design, stimulating their critical thinking about the organization and representation of space. This progression allows them to build on their initial understanding and apply it to more complex scenarios, ultimately preparing them for the comprehensive study of planning and design in the later years of their education.

CRP101 Student Works – 23/24

Anonymous – 23/24

Verda Gül – 23/24

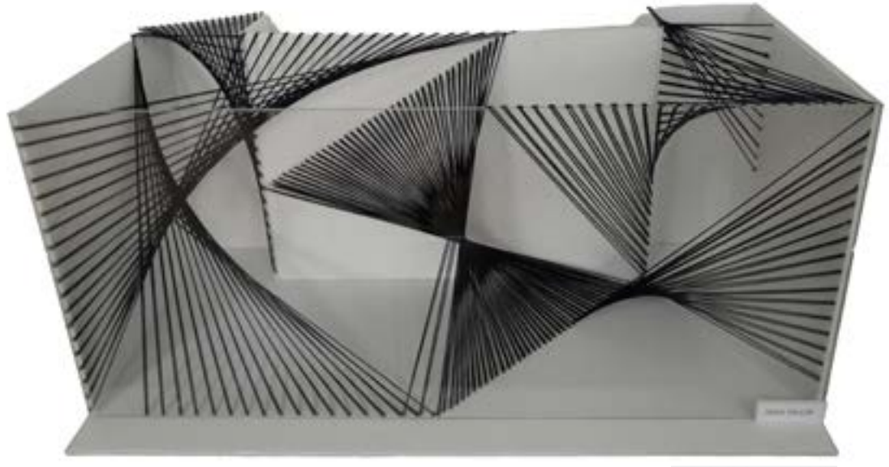
CRP101 Student Works – 23/24

Basic Design Studio in Urban Planning, grounded in Gestalt theory, offers a foundational exploration into the perceptual and psychological processes that shape human interaction with spatial environments. This studio course introduces these principles of visual perception—such as similarity, continuation, closure, proximity, and figure-ground—which are pivotal in understanding how individuals perceive and make sense of complex urban landscapes.

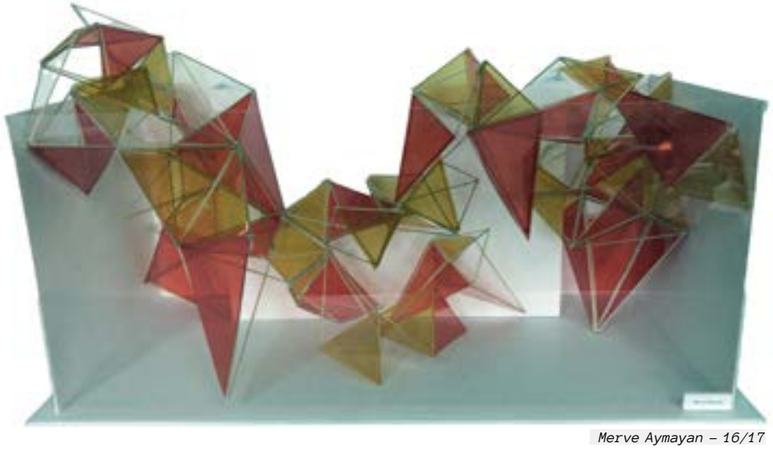
Students engage in projects that apply these principles to urban design, learning to create spaces that are not only functional but also intuitively meaningful to their inhabitants. By focusing on how humans perceive wholes out of disparate parts, the course encourages future urban planners to design environments that foster a seamless and integrated experience for users. Through a series of hands-on activities, critiques, and discussions, students develop a keen eye for the aesthetic and psychological components of urban space, enhancing their ability to design with empathy and insight.

Ayşenur İnan – 21/22

Şerife Özcan – 16/17



Seda Yalçın – 16/17



Merve Aymayan – 16/17

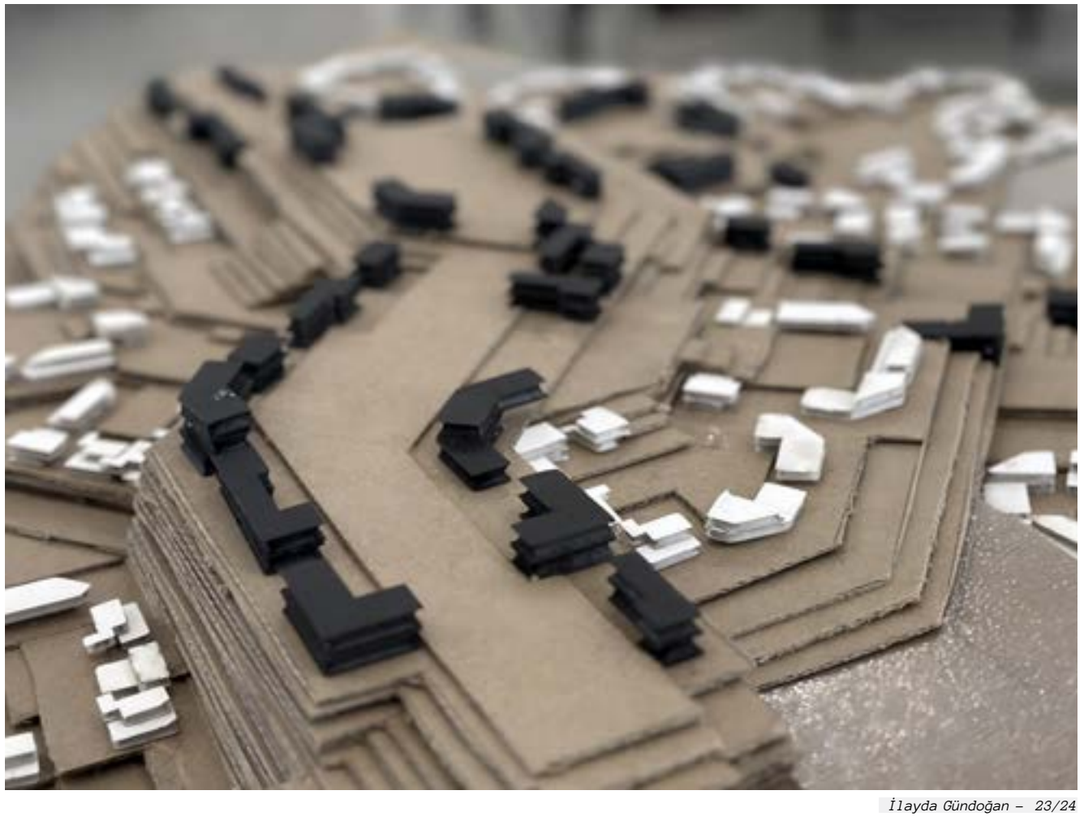
Zeynep Bayar – 21/22

BASIC DESIGN PHASE II

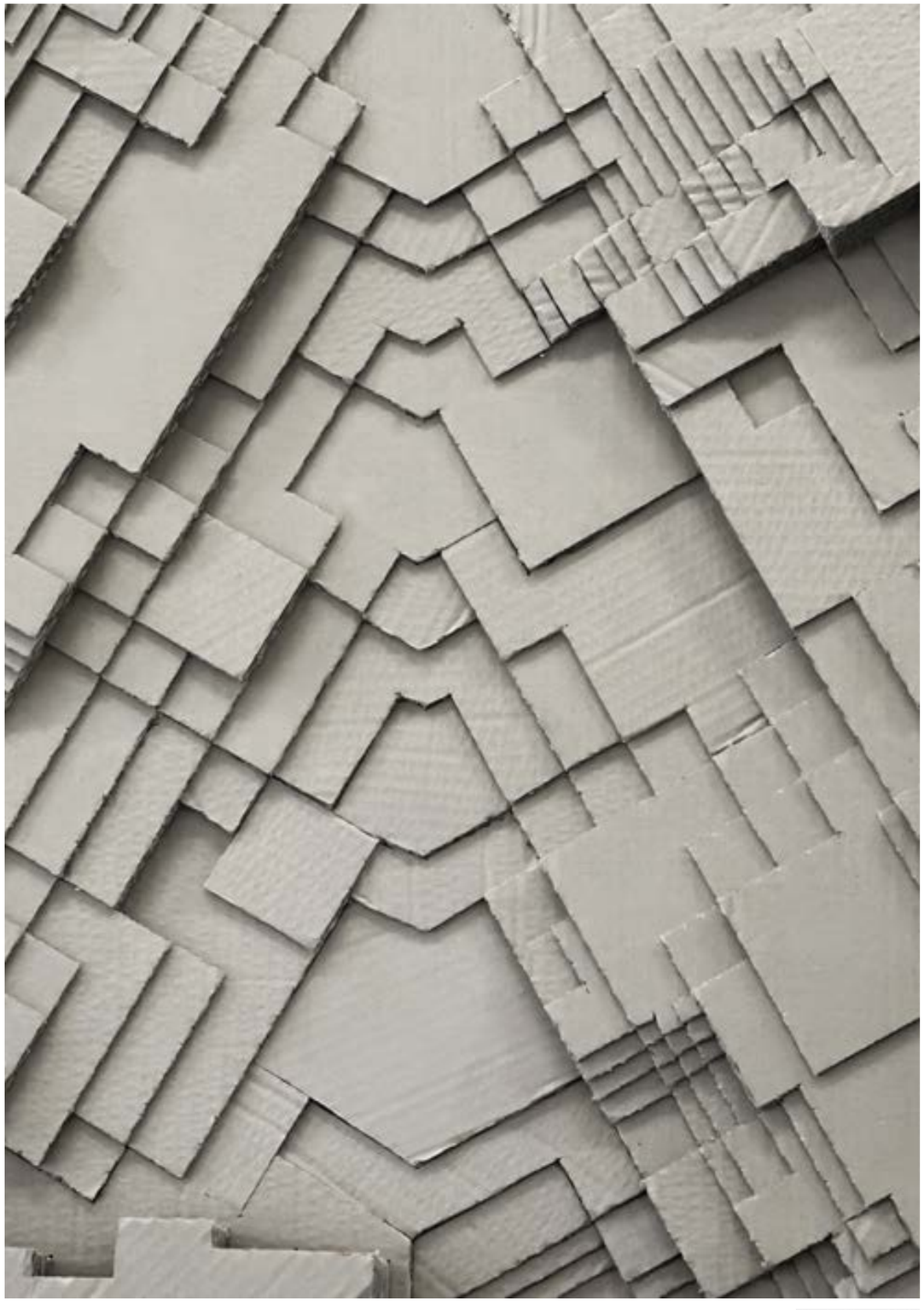
The second semester builds upon foundational concepts by immersing students in exercises that challenge them to think critically and creatively about urban spaces. These exercises encourage students to explore the relationships between form, function, and aesthetics in city planning. Students learn to prioritize elements in a design by examining spatial hierarchy, understanding how different scales and arrangements can influence user experience and functionality. The focus on spatial functions and circulation helps students grasp the importance of designing spaces that are not only visually appealing but also efficient and accessible. Furthermore, the exploration of entrance-transition areas and orientation entails studying people's flow and movement, which improves students' ability to create inviting and intuitive spaces. The emphasis on three-dimensional spatial compositions in various media fosters a deeper understanding of volume, space, and proportion. This hands-on approach to design allows students to experiment with different materials and techniques, developing a keen sense of visual values and aesthetics.

Selin Yıldız – 21/22

Kazım Berkay Çakır – 18/19



İlayda Gündoğan – 23/24



Verda Gür – 23/24

STUDIO 201-202

PLANNING STUDIO I-II

Hülya Çılga – 18/19 – Finike

STUDIO CONTENT

Through the study of a selected city or town across various planning scales, the CRP 201-202 studios introduce students to a comprehensive planning framework. The coursework encompasses regional, urban, and site-specific levels, guaranteeing a comprehensive approach to urban planning and design.

At the regional level, students identify determinants, problems, and opportunities for city development, creating visions and scenarios. These scenarios guide the development of alternative macroforms at urban scales.

Students create master plans at 1:5000 and urban design plans at 1:1000 for specific sites after setting regional strategies at 1:100,000 and 1:25,000 scales. This approach ensures integrated planning and design considerations across all levels.

This process closely aligns all stages with the principles and concepts introduced in the Basic Design studio the previous year. The course expects students to apply fundamental design principles, collectively known as gestalt principles, such as order, part-whole relationships, figure-ground relationships, hierarchy, and balance across all planning scales.

The studio sessions typically include a mix of mini-lectures, small group or individual work, and collaborative plenary sessions. Small group work encourages students to form self-managing teams, allowing them to express their expertise and interests while experiencing participatory group processes. This dynamic and interactive learning environment fosters a deeper understanding of urban planning and design principles and their practical application.

The coursework is structured to cover regional, urban, and site-specific levels, ensuring a holistic approach to urban planning and design.

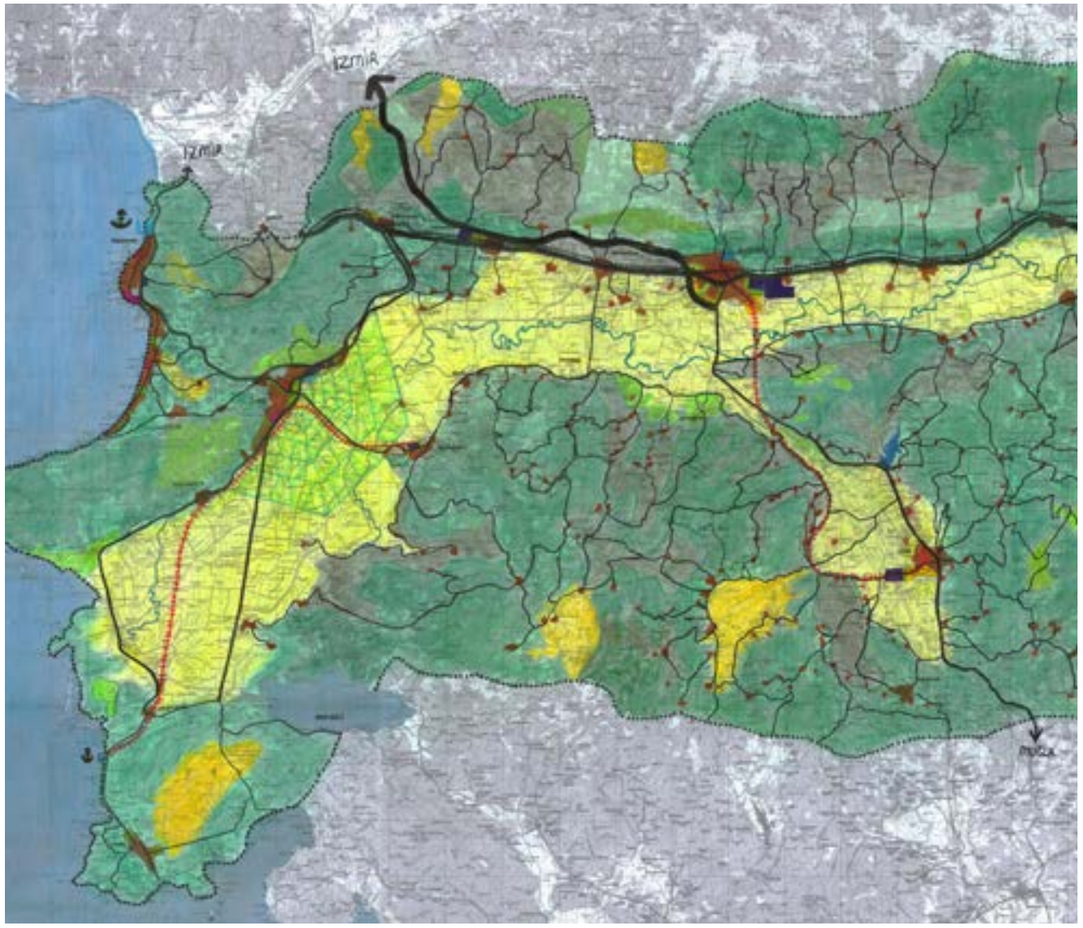
LEARNING OUTCOMES

- Understanding the requirements of site and regional analyses;
- Developing scenarios and visions at regional and urban scales;
- Acquiring qualitative and quantitative skills by gathering data and documents for master plans;
- Gaining an insight for professional works at urban scale;
- Acquiring group work abilities within different subjects;
- Understanding scale differences within holistic perspective;
- Obtaining oral presentation skills and self-expression abilities;
- Enhancing graphic communication and poster presentations.

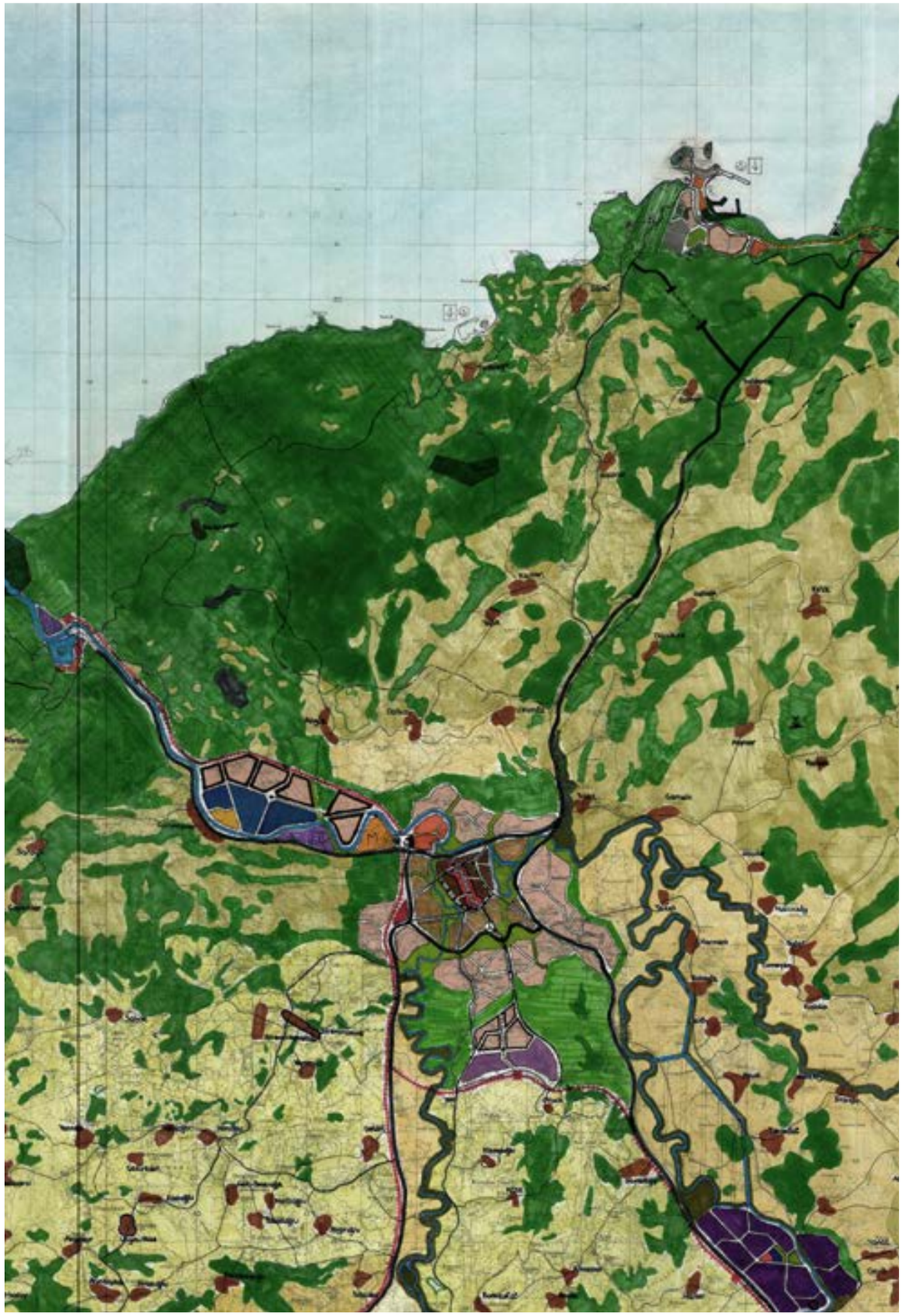
All stages of this process are closely aligned with the principles and concepts introduced in the Basic Design studio.

REGIONAL PLAN PHASE

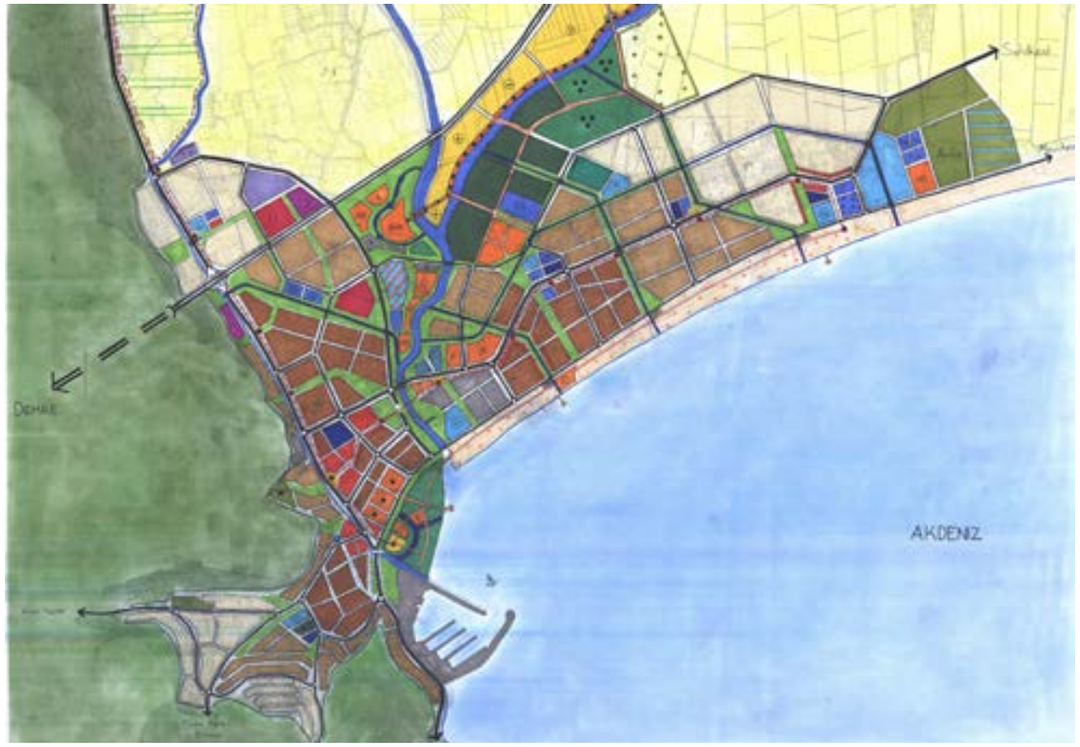
Regional plans play an important role in orchestrating regions' sustainable development and growth trajectories. They serve as comprehensive blueprints that encapsulate the economic, social, and environmental objectives tailored to the unique characteristics and needs of a given region. By creating strategic frameworks, planners gain the ability to allocate resources optimally, coordinate infrastructure development, and boost economic potential throughout the region. The plans facilitate the integration of local plans into a broader regional context, ensuring a cohesive and consistent approach to policy implementation. This integrative function is crucial in maintaining the alignment of localized initiatives with overarching regional and national goals. By providing a structured yet flexible framework, these plans equip regions with the resilience needed to navigate and respond to such changes effectively, thereby safeguarding sustainable development in the long term.



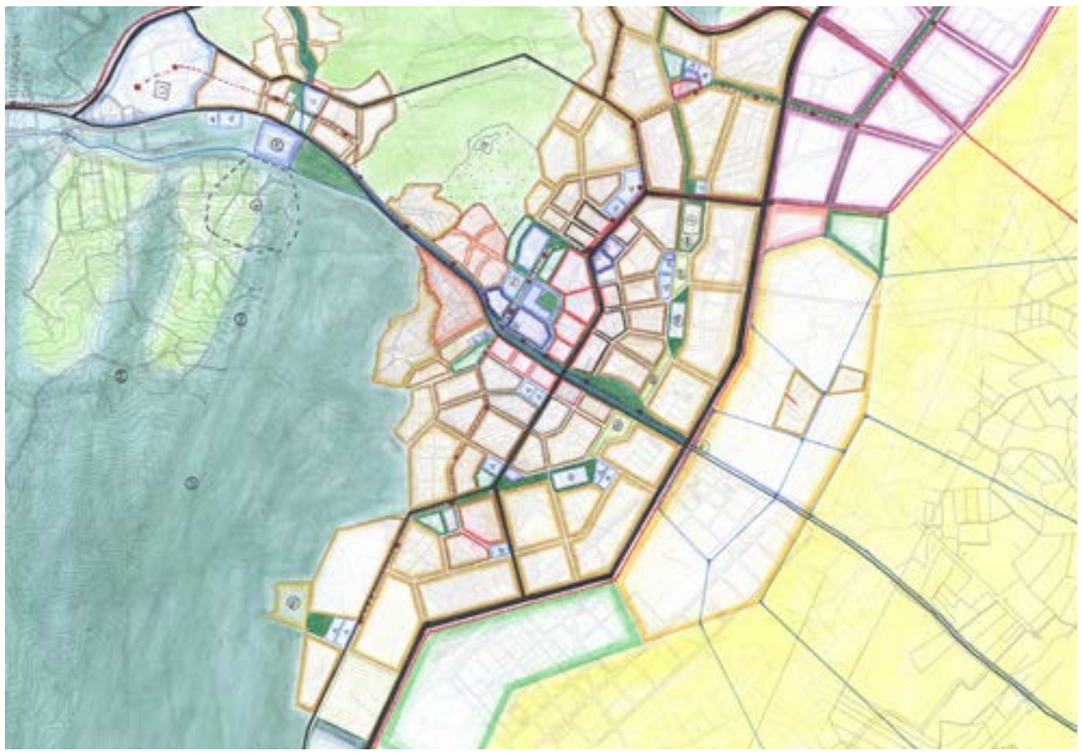
Betül Bircan, Dilara Öztaşkın, Mücahit Toprak – 16/17 – Söke



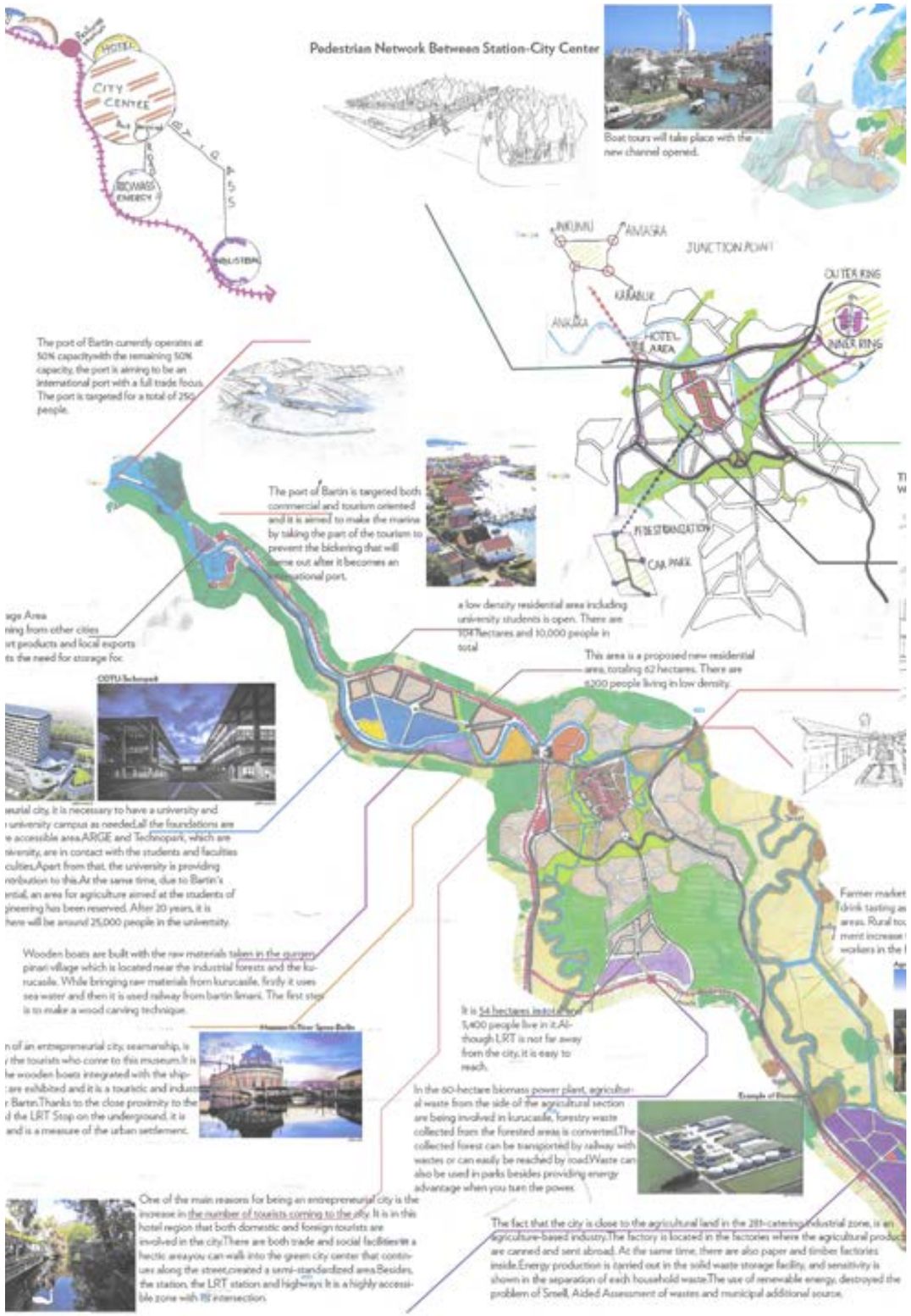
Buse İnce, Seda Yalçın, Şerife Özcan, Berke Türkoğlu – 17/18 – Bartın



Hümeyra Altınışık, Gamze İlkay Arslan – 18/19 – Finike



Dilara Kayıkçı,Gizem Fatma Büken – 16/17 – Söke

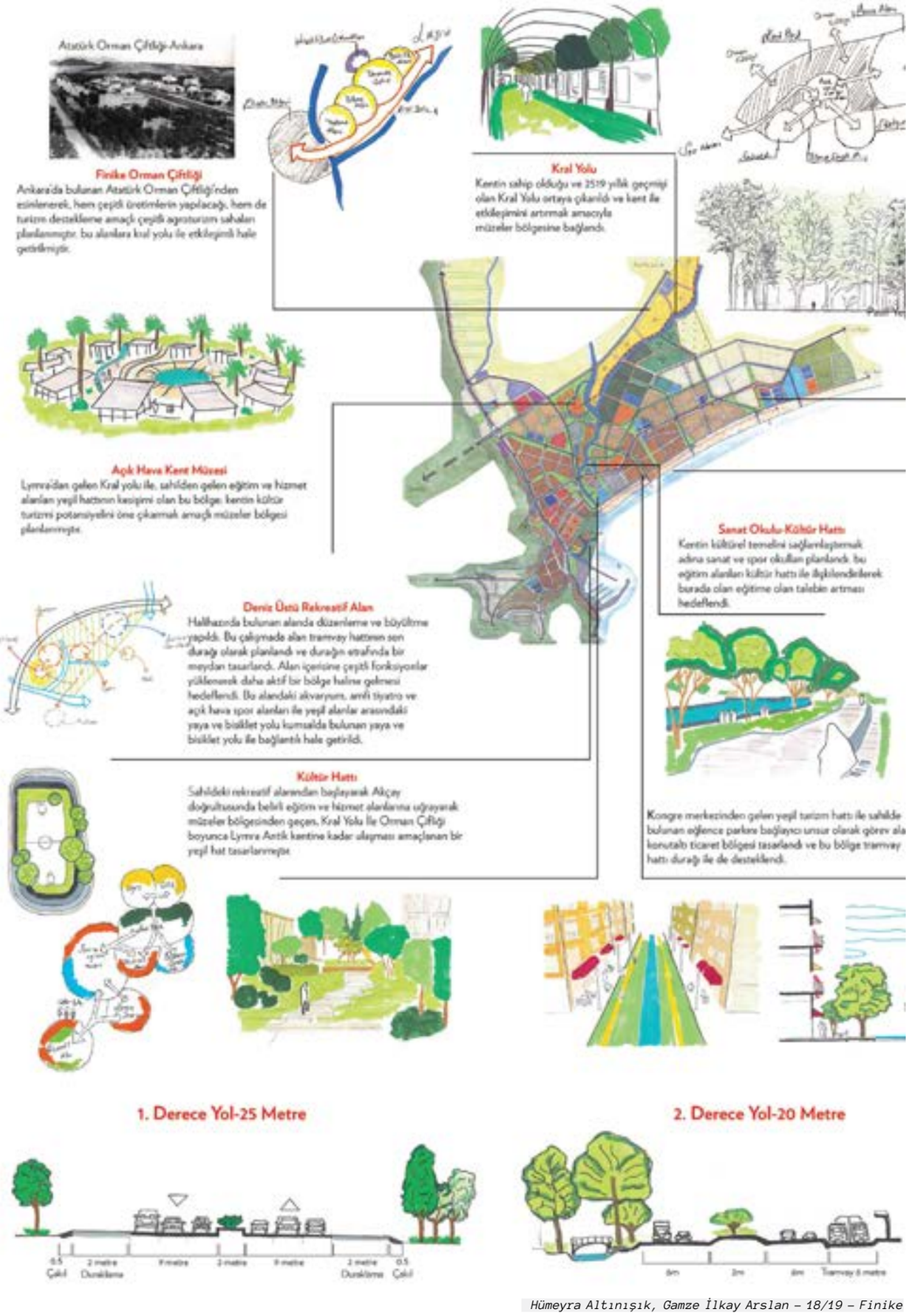


Buse İnce, Seda Yalçın, Şerife Özcan, Berke Türkoğlu – 17/18 – Bartın

URBAN DESIGN PHASE

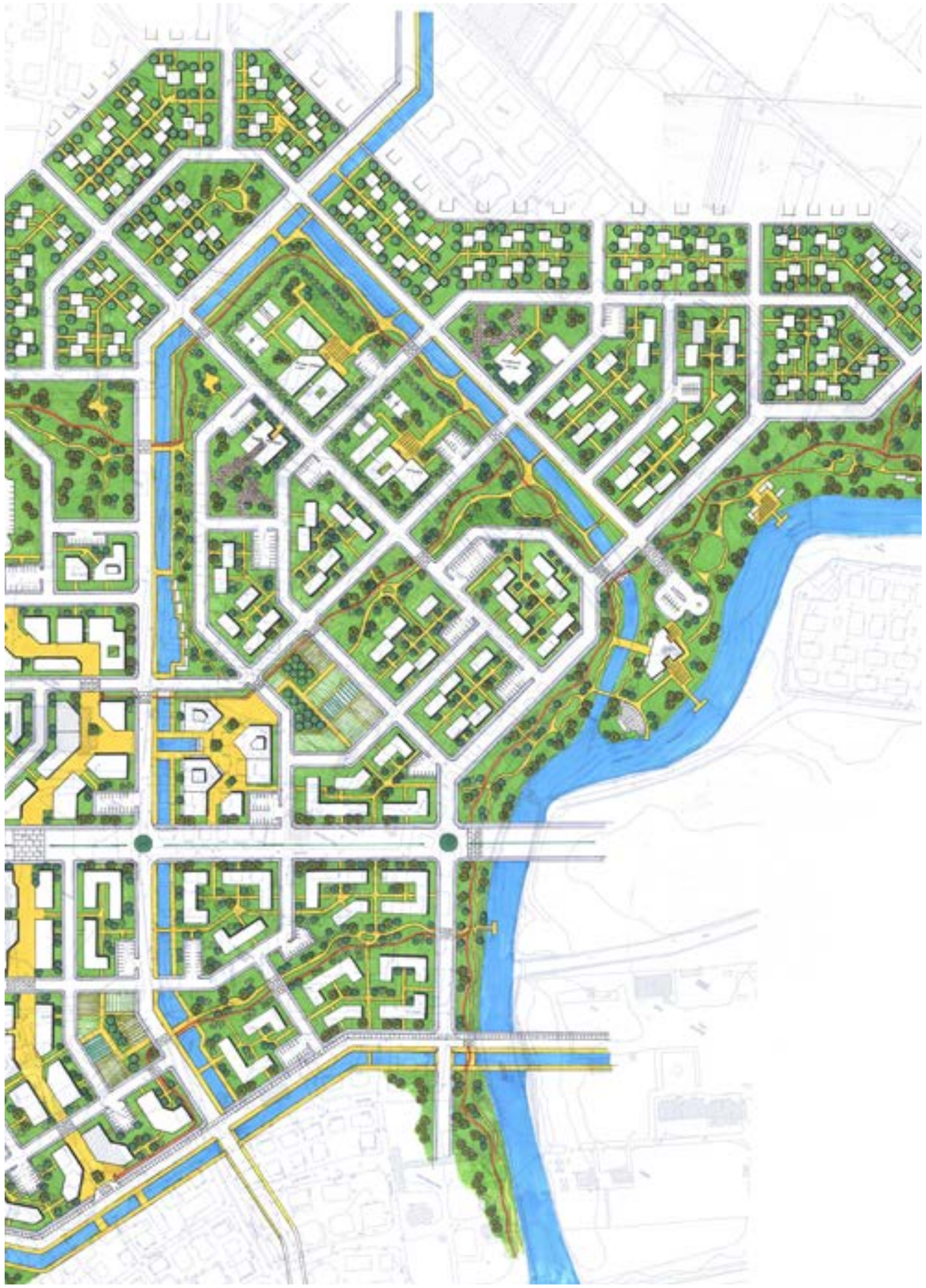
The urban design phase is of paramount importance in deciphering the nuances of scale transitions and elucidating the intricate relationship between urban macroform and urban life. This dual perspective enables a thorough analysis of the implementation of overarching strategic frameworks in specific spatial settings. In this way, the phase is an important link between theoretical paradigms and how they are put into practice, carefully turning conceptual frameworks into real, lived experiences in the city. It provides a critical platform for the exploration and operationalization of spatial strategies, enabling the creation of cohesive, functional, and aesthetically resonant urban environments. This phase not only bridges the gap between planning and execution but also ensures that urban interventions are responsive to both macro-scale strategic imperatives and micro-scale lived realities, thereby enhancing the overall quality of urban life.

Aleyna Yılmaz – 18/19 – Finike



Hümeyra Altınışık, Gamze İlkay Arslan – 18/19 – Finike

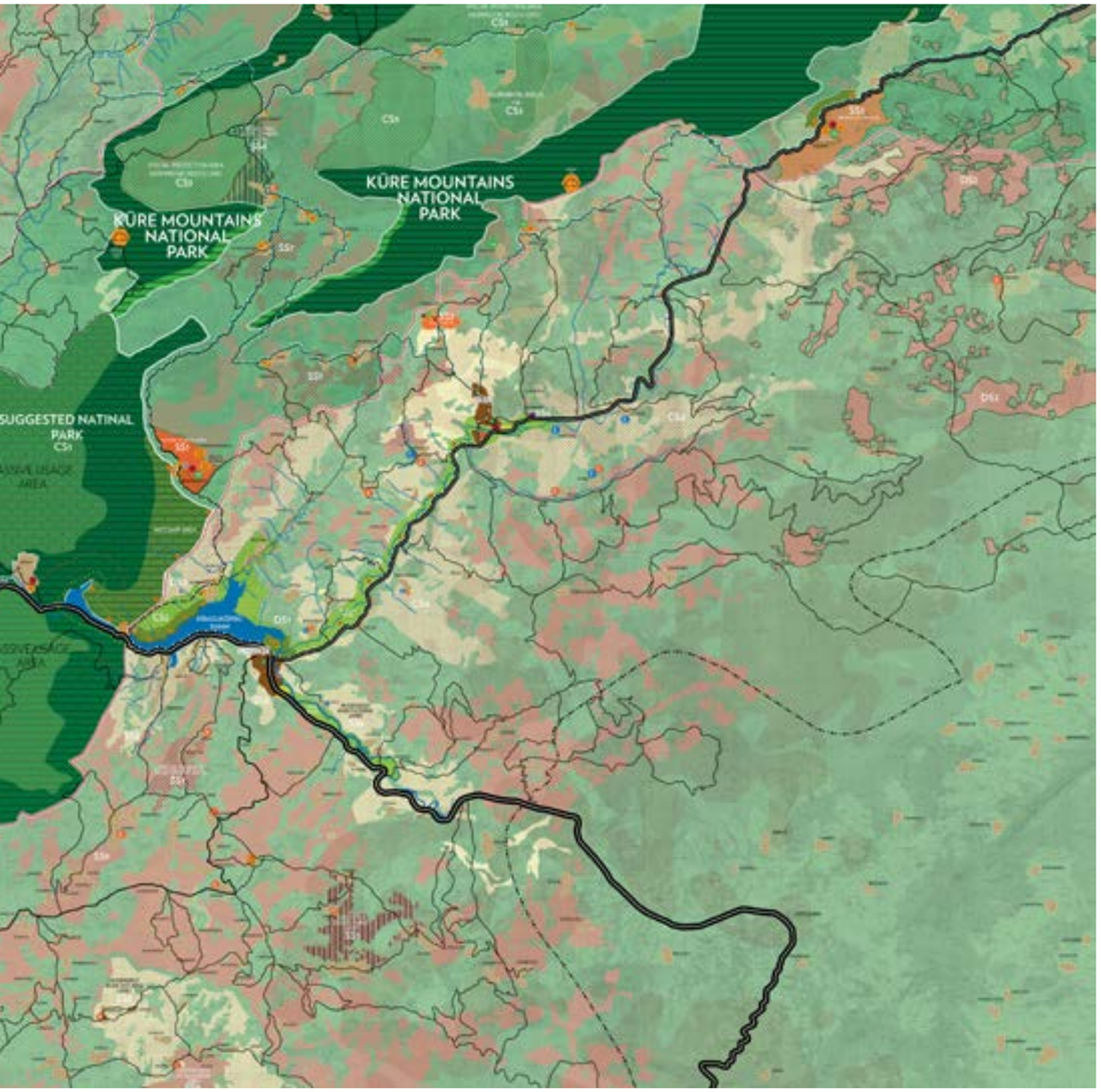
Berke Türkoğlu – 17/18 – Bartın



Hülya Çılga – 18/19 – Finike

STUDIO 301-302

PLANNING STUDIO III-IV



Raziye Çiçek, Damla Bakırer, Gökçem Sarıgül – 21/22 – Bartın

STUDIO CONTENT

The course involves a comprehensive urban study to understand the regional structures and processes within the case study.

Studio 301 and 302 aim to combine analysis, planning and design practices within a "spatial strategic planning approach" primarily on a regional scale. During the two consecutive studio courses of CRP 301 and CRP 302, a chosen region is studied through analysis, planning and design practices moving from a larger scale to a smaller one, but also through inter-scalar undertakings when necessary.

The course involves a comprehensive analysis stage to understand urban and rural structures and processes within the regional study area. Students work in teams to investigate various aspects such as demography, settlement hierarchy, sectoral development, environment and natural and cultural assets. The analysis stage helps identify key planning issues, and provide the basis for vision, strategy, and policy development.

The studio work emphasizes the identification of problems, the formation of geographical relations, and the development of alternative visions/strategies. The overarching goal is to introduce students to the strategic planning approach, enabling them to develop a comprehensive understanding of regional issues, address different planning scales, and synthesize social, economic, and environmental objectives.

Through this process, students are expected to cultivate a holistic and integrative approach to regional planning challenges. Most importantly it aims to strengthen the thinking on the spatializing the developed strategies at different scales.

LEARNING OUTCOMES

The overarching goal is to introduce students to the strategic planning approach, enabling them to develop a comprehensive understanding of regional issues, address different planning scales, and synthesize social, economic, and environmental objectives.

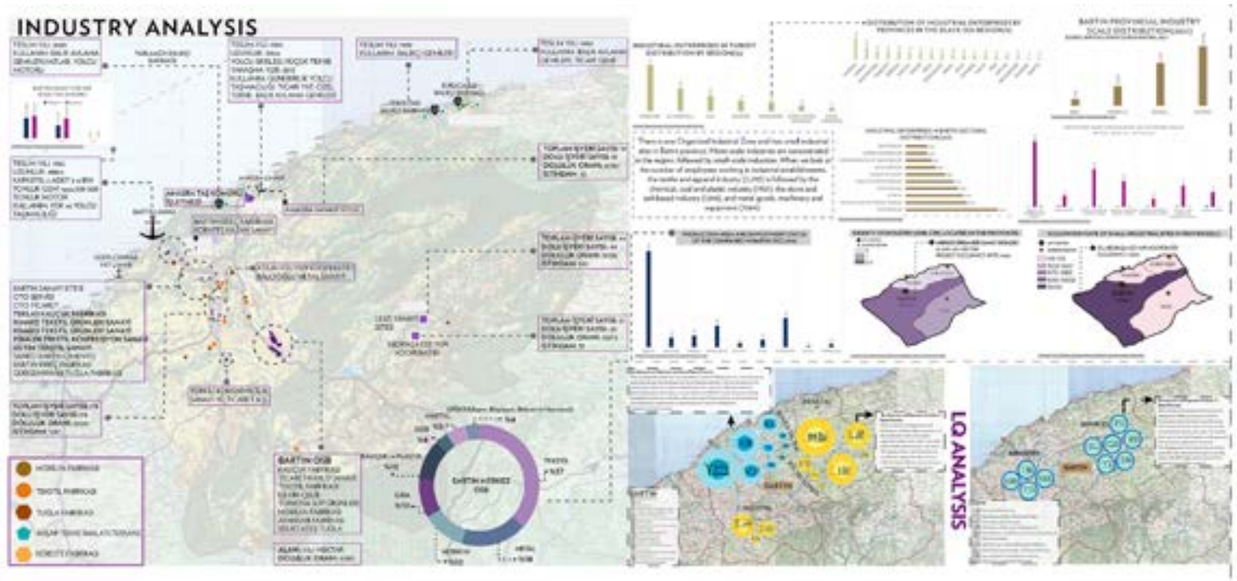
- To introduce a strategic planning approach;
- To help students understand regiona issues analytically by both qualitative and quantitative methods;
- To improve students' decision-making, analytical thinking and synthesizing skills in the process of working collaboratively towards developing innovative plan decisions
- To improve students 'skills in professional computer software (GIS, NetCAD);
- To improve the ability to apply macro-scale planning decisions coherently in spatial planning, the process of spatial implementation.
- To improve the ability to plan the governance, implementation and operationalization of macro-scale strategic policies and projects.

STRATEGIC PLAN PHASE

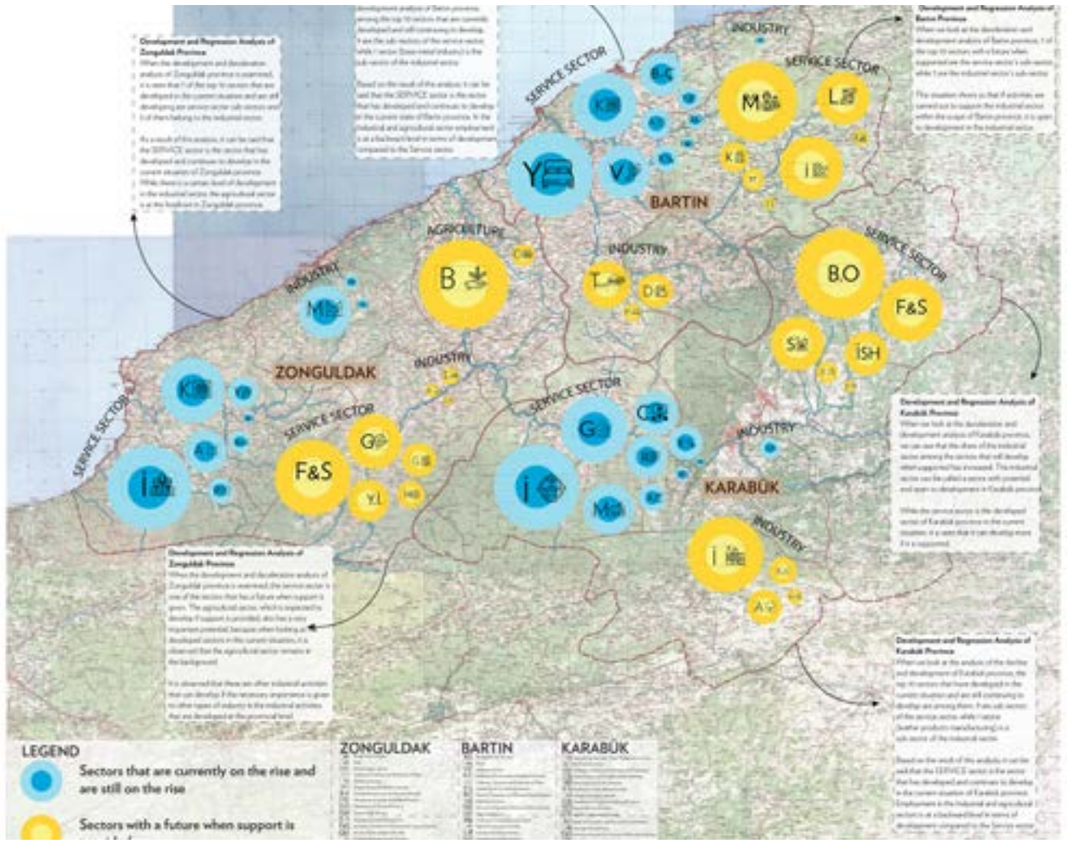
This studio aims first to develop students' analytical skills for identifying the prevailing problem areas and interpreting their multi-dimensional and multi-scalar aspects. As a result, the analysis stage aims to understand regional characteristics as well as intra- and inter-regional relationships. This stage of regional analysis requires a comprehensive undertaking and comprises a multi-dimensional and multi-scalar whole-and-parts assessment to unravel various kinds of regional interrelationships.

Practising analytical thinking is a primary objective at this stage. The goal of regional analysis studies is to identify the region's basic economic and social characteristics, resources, potentialities, and development trends, as well as current and latent problems and risks.

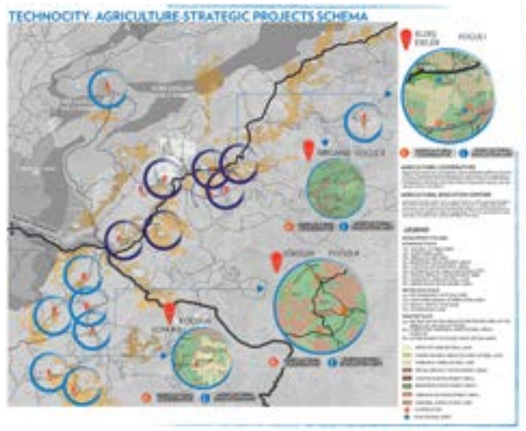
A field trip to the case study area is also a fundamental part of the studio program for conducting analysis and planning studies. Through field trips, students have the chance to see the area and collect the necessary information firsthand through field studies and visits to local administrative units.

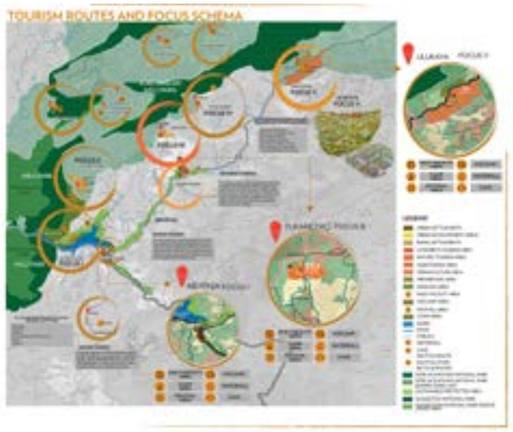


Raziye Çiçek, Damla Bakırer, Gökçem Sarıgül – 21/22 – Bartın



Raziye Çiçek, Damla Bakırer, Gökçem Sarıgül – 21/22 – Bartın





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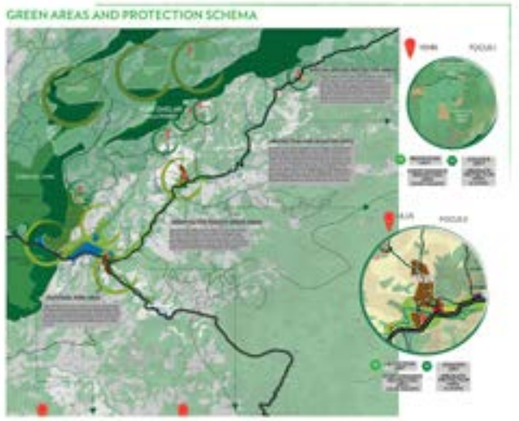


Raziye Çiçek, Damla Bakırer, Gökçem Sarıgül – 21/22 – Bartın

Zeynep Berfin Tan, Ayşenur İnan – 23/24 – Sinop

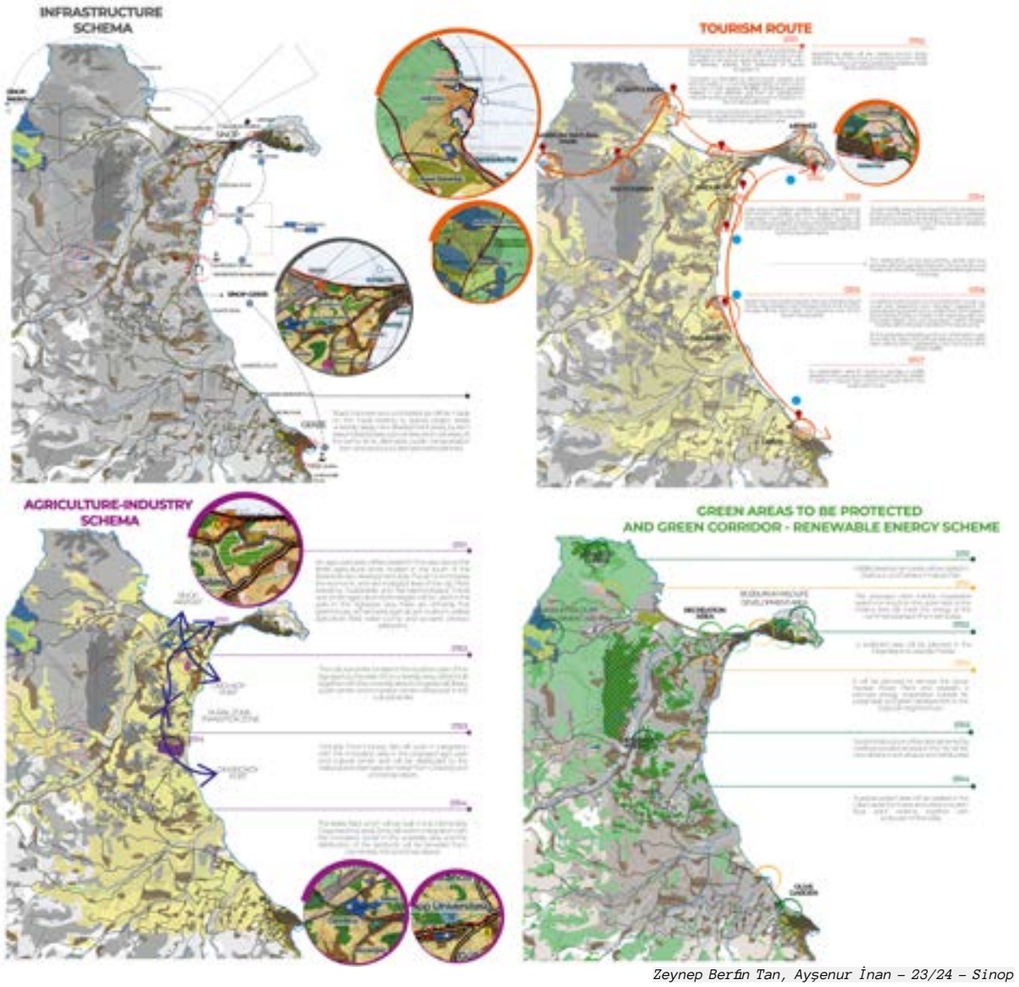
STRATEGIC PLAN PHASE

Regional "spatial strategic planning" studies, as the next stage, aim at developing visions, alternative development scenarios and strategies that respond to the identified problems and risks. As a preparatory step for the spatial strategic planning studies, a SWOT analysis and Resilience / Vulnerability assessments are conducted to clarify regional characteristics, current risks and problems of the region, as well as the general outlook as related to the potentialities of the region.

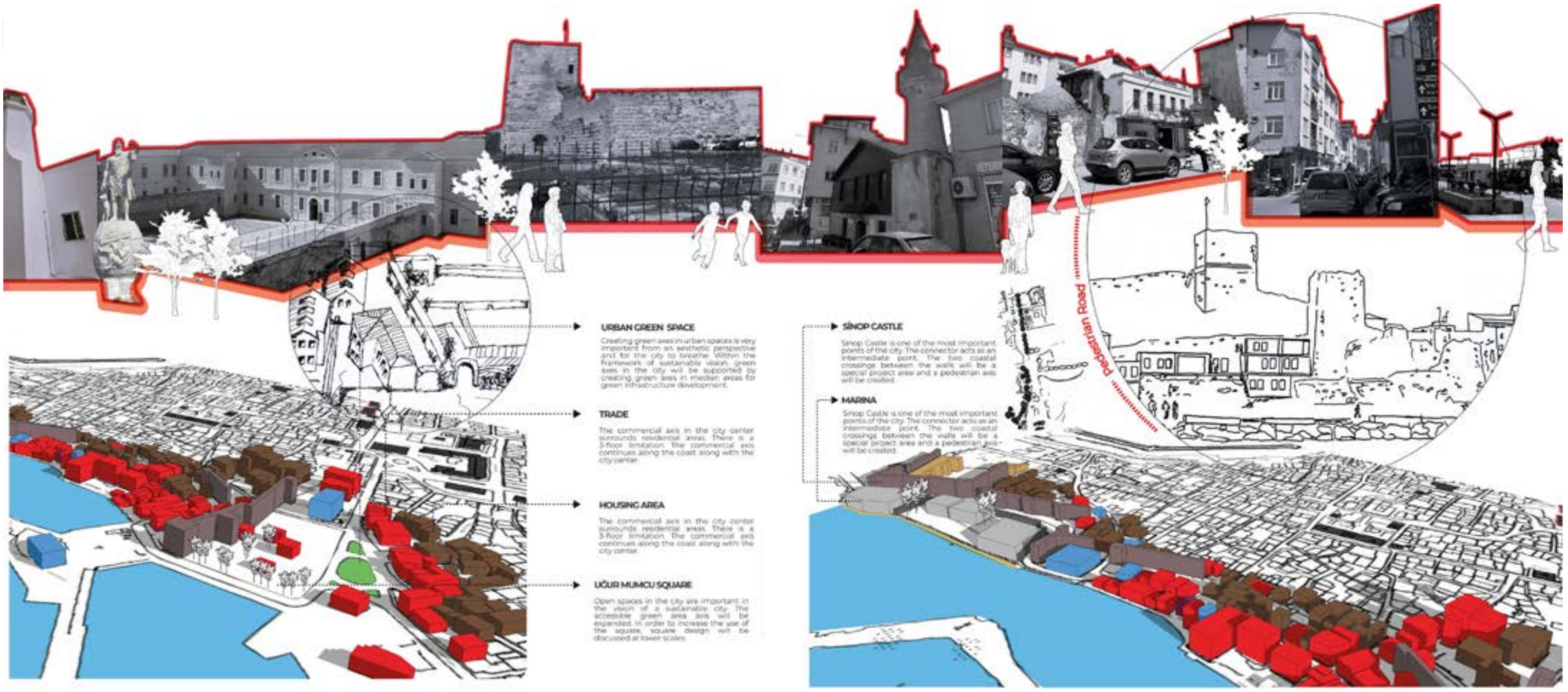
The developed visions and strategies search for ecologically, economically and socially more resilient future development scenarios for the region. Normally strategic planning practice is grounded on participatory processes. At that stage, students are encouraged to consider the different needs and demands of various stakeholders to ensure an equitable development process.

The realisation of the vision requires the preparation of a spatial strategic plan for the region by taking into consideration required and available resources, capacities that should be enhanced, and vulnerabilities that should be addressed. Visions are further elaborated by goals, objectives, strategies and actions within the students' spatial strategic plans.

Regional strategic plans are essential for guiding the region's sustainable development and growth. These plans provide a comprehensive framework addressing economic, social, and environmental objectives. These plans also help in mitigating potential conflicts between various land uses and stakeholders, promoting a balanced development. Furthermore, regional strategic plans facilitate the integration of local plans into a broader context, ensuring coherence and consistency in policy implementation.



Zeynep Berfin Tan, Ayşenur İnan – 23/24 – Sinop



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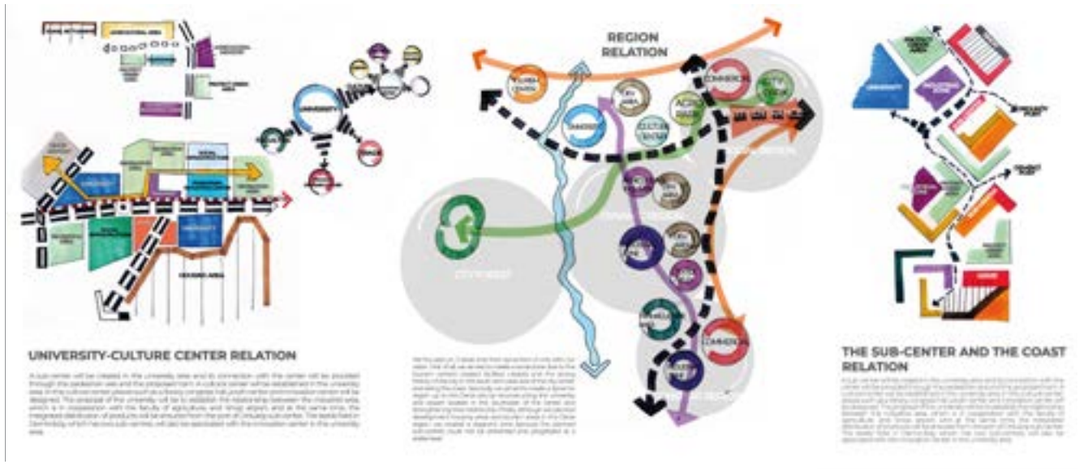

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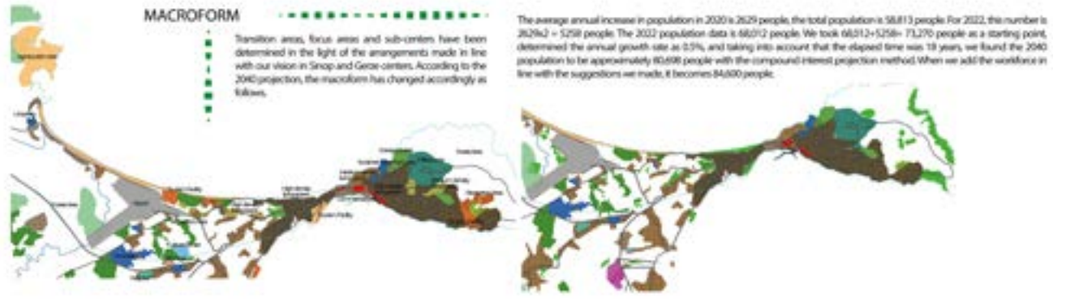
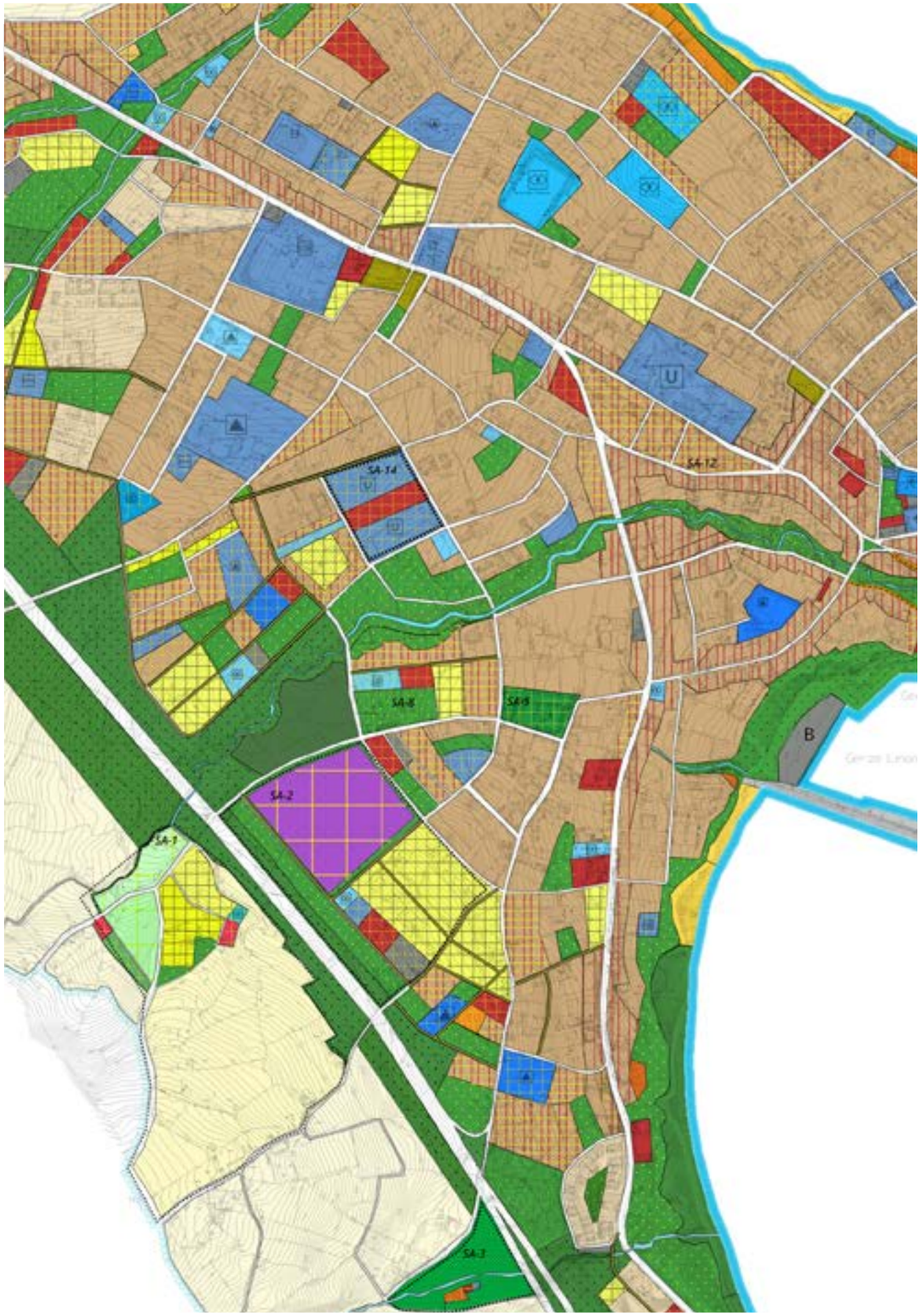
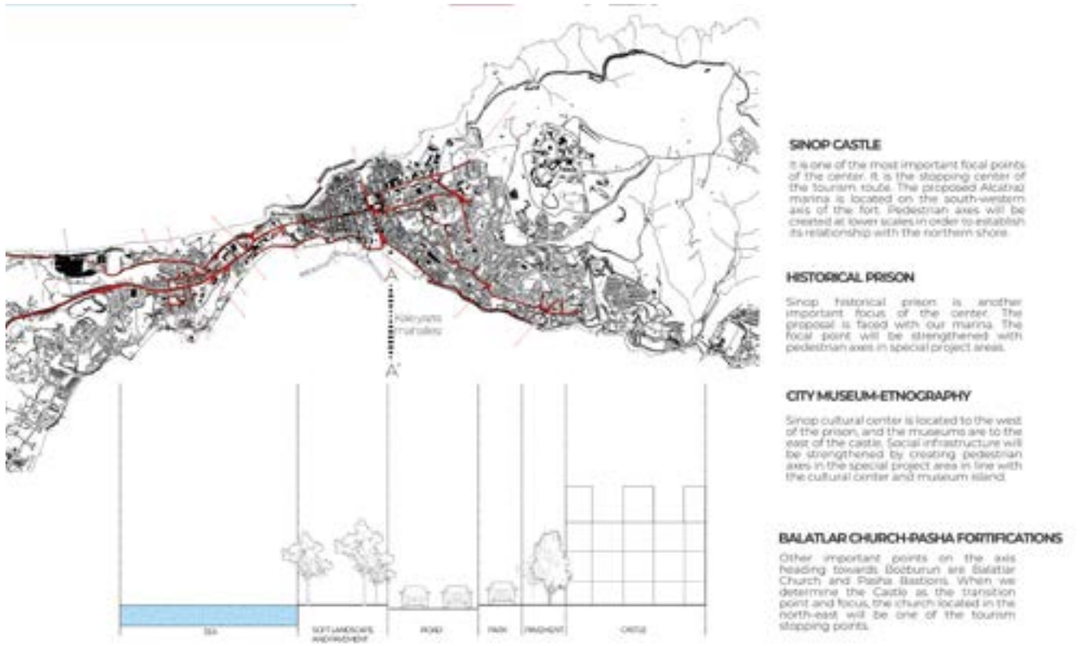


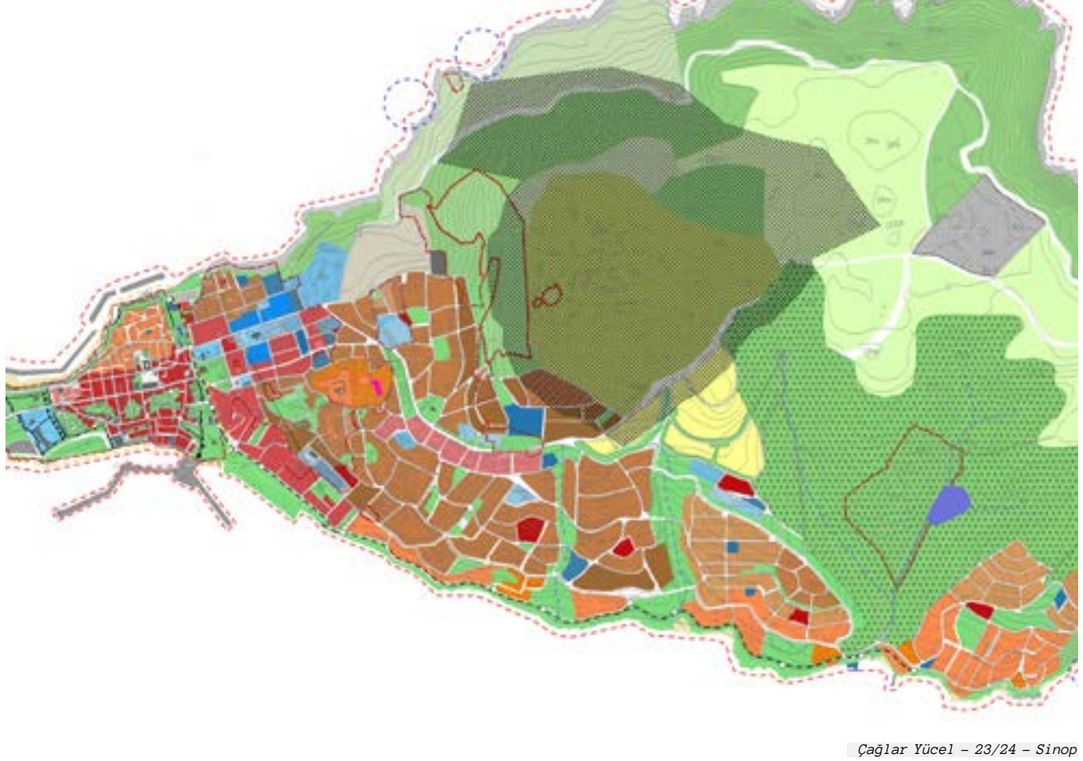
Zeynep Berfin Tan, Ayşenur İnan – 23/24 – Sinop



İlhan Kart – 23/24 – Sinop



Zeynep Berfin Tan, Ayşenur İnan – 23/24 – Sinop



Çağlar Yücel – 23/24 – Sinop

STUDIO 401-402

PLANNING STUDIO V-VI

Asrın Handanoğlu – 23/24 – Eskişehir

STUDIO CONTENT

The fourth-year studio focuses on addressing local planning issues within an urban or metropolitan region. In CRP401-402 studios, learning processes are introduced through problem-based projects and additional spatial assignments. The studio specifically develops further spatial analyses, development trends, problem identification, and planning proposals for the city.

The inquiry aims to enhance students' analytical skills in approaching physical development processes and urban problems. It examines multidimensional and hierarchical structures and uses urban data to interpret the relationships between the whole and its parts. The course encourages students to apply theoretical knowledge to practical scenarios, fostering critical thinking and innovative problem-solving skills essential for effective urban planning.

The studio process is based on three levels of integration:

- Planning and design unity,
- The integration of scientific and strategic modes of thinking.
- Tangible and intangible relationalitis of the socio-spatial system

The studio work begins by reviewing decisions made in the third-year studio regarding spatial strategic plans. In the first semester, students review the regional planning decisions at 1:25.000 scale plans and develop 1:5000 master plan proposals within the context of their visions. In the second semester, all participants are expected to develop a conceptual and structural analysis, an intervention plan, and a 1:1000 urban design project that are relevant to the spatial context.

As candidate planners, students are expected to deeply comprehend the interrelationship between the concepts of space, place, and time. This comprehension is essential for developing nuanced insights into urban development and planning processes.

LEARNING OUTCOMES

- Developing visions, strategies and scenarios at urban scales;
- Acquiring qualitative and quantitative skills by gathering data and documents for master plans, analysing information, and presenting results effectively;
- Developing structural and conceptual analyses;
- Proposing 1:5000 and 1:1000 scale plans and urban design projects within the selected visions;
- Gaining insight for professional planning practice at urban scale;
- Acquiring teamwork ability within different subjects;
- Developing knowledge on the technical and practical details of master plans and urban design projects;
- Enhancing graphic and oral communication skills.

The conceptual and theoretical understanding of the spatial context holds significant importance in courses CRP401-402.

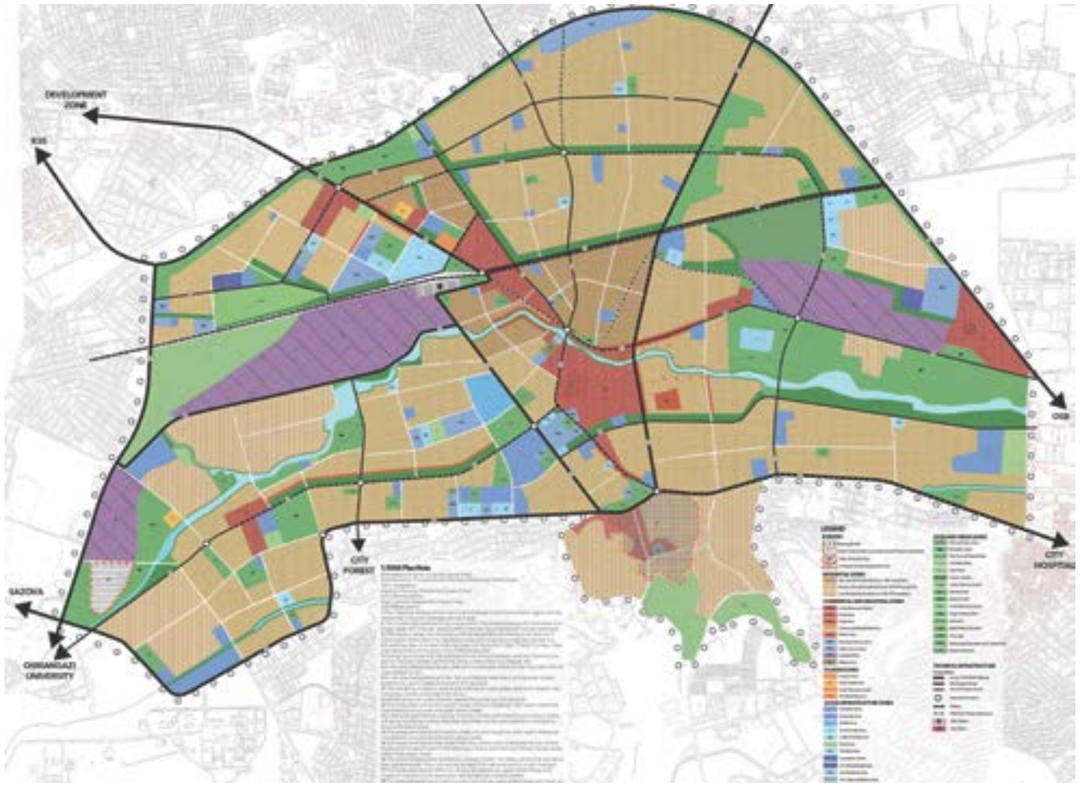
MASTER PLAN PHASE

Master plan studies at a 1:5000 scale are essential for guiding a city's future development in line with its established vision. These plans play a crucial role in shaping the city's future over the next two decades. Students propose strategic decisions in the studio, ranging from major transportation links to residential development areas, after conducting detailed analyses. National legislation establishes various frameworks for implementing these decisions, thereby directing the city's growth.

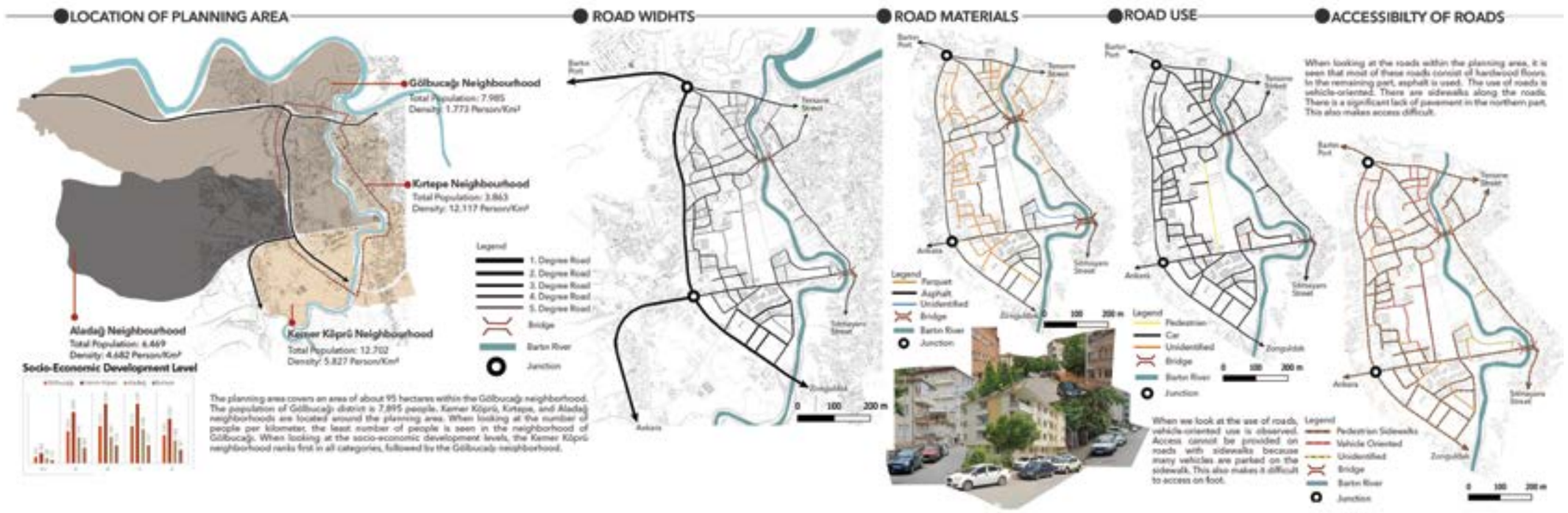
Throughout the educational process, theoretical courses equip students with a comprehensive understanding of the shaping and planning of urban spaces. The integration of these educational components allows planners to grasp the existing and potentially developable relationships between different parts of the city. This in-depth understanding enables planners to make more informed and strategic decisions, contributing to the development of urban areas in a more functional and aesthetically pleasing manner.

Raziye Çiçek, Damla Bakırer – 22/23 – Bartın

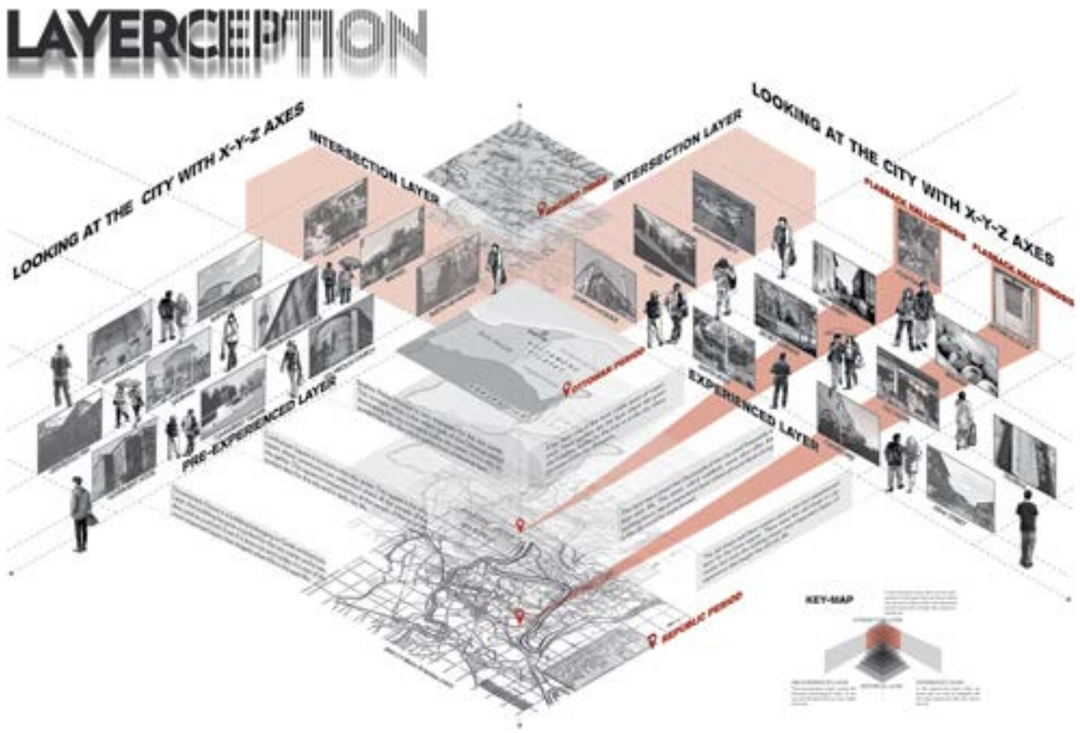
Neslişah Kiraz, Yaren Çiftoğlu – 23/24 – Eskişehir



Neslişah Kiraz, Yaren Çiftoğlu – 23/24 – Eskişehir



Raziye Çiçek – 22/23 – Bartın



Gökçem Sarıgül, Nogay Kadri Kasımay – 22/23 – Bartın

CONCEPTUALIZATION PROCESS

In the master planning phase, conceptual and structural analyses are of paramount importance. The primary rationale behind these analyses is a profound understanding of the space and its contextual dynamics. Students undertake these analyses in two distinct phases, correlating the characteristics of the space with existing literature to facilitate internalization. This process of internalisation is critical for decision-making mechanisms.

Based on the gathered literature reviews, students create a conceptual theoretical framework specific to the sites. Within this framework, they meticulously analyse the set of principles that will shape the sites. They conduct these analyses not only through verbal communication, but also through a dialogue that emphasizes graphic communication and spatial qualities. This approach enriches the planning and design processes, both theoretically and practically.

Damla Bakırer – 22/23 – Bartın

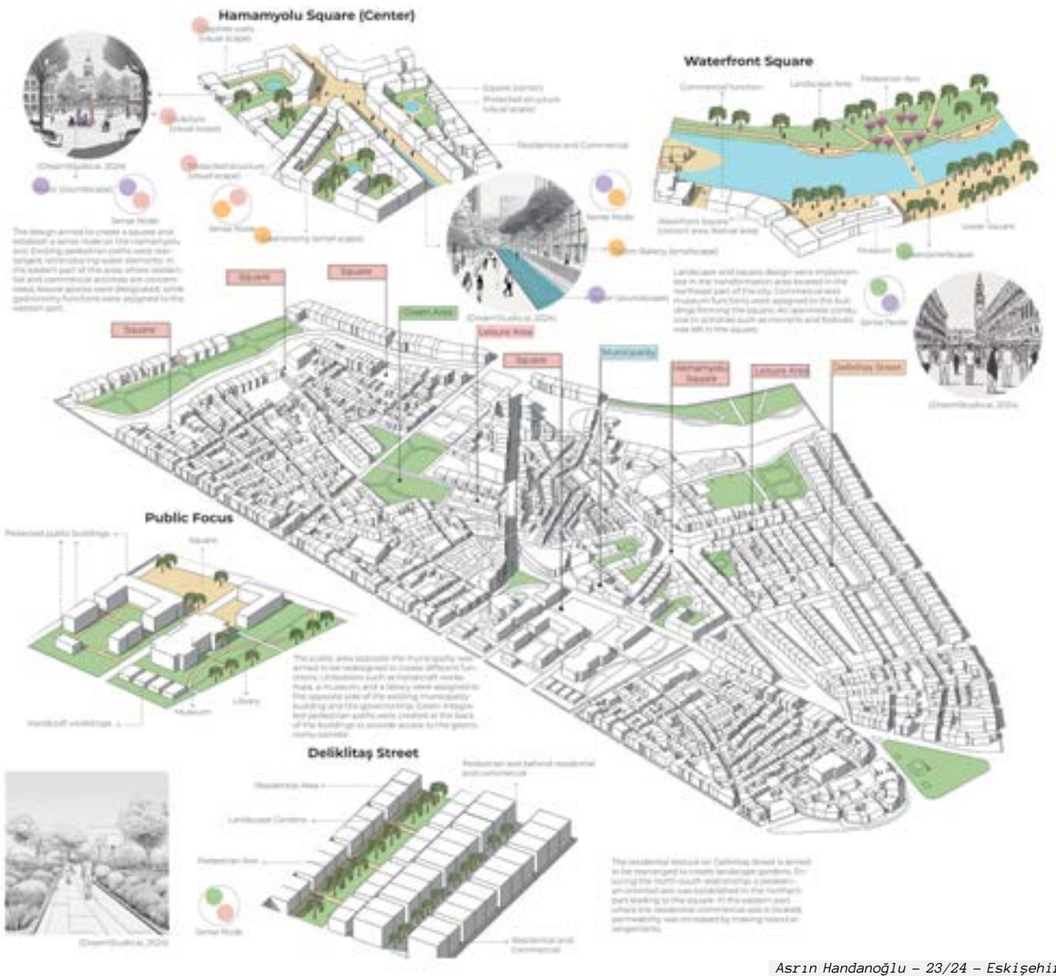
Damla Bakırer – 22/23 – Bartın

URBAN DESIGN PHASE

Urban design phases typically aim to intricately design extensive areas spanning 70–100 hectares. In these projects, students are tasked with designing various components ranging from the structural environment to the natural environment, and from public spaces to private use areas. The context for the projects is based on a broad framework that includes the theoretical and conceptual foundations. This framework guides the design process, ensuring a holistic approach to meet both aesthetic and functional requirements.

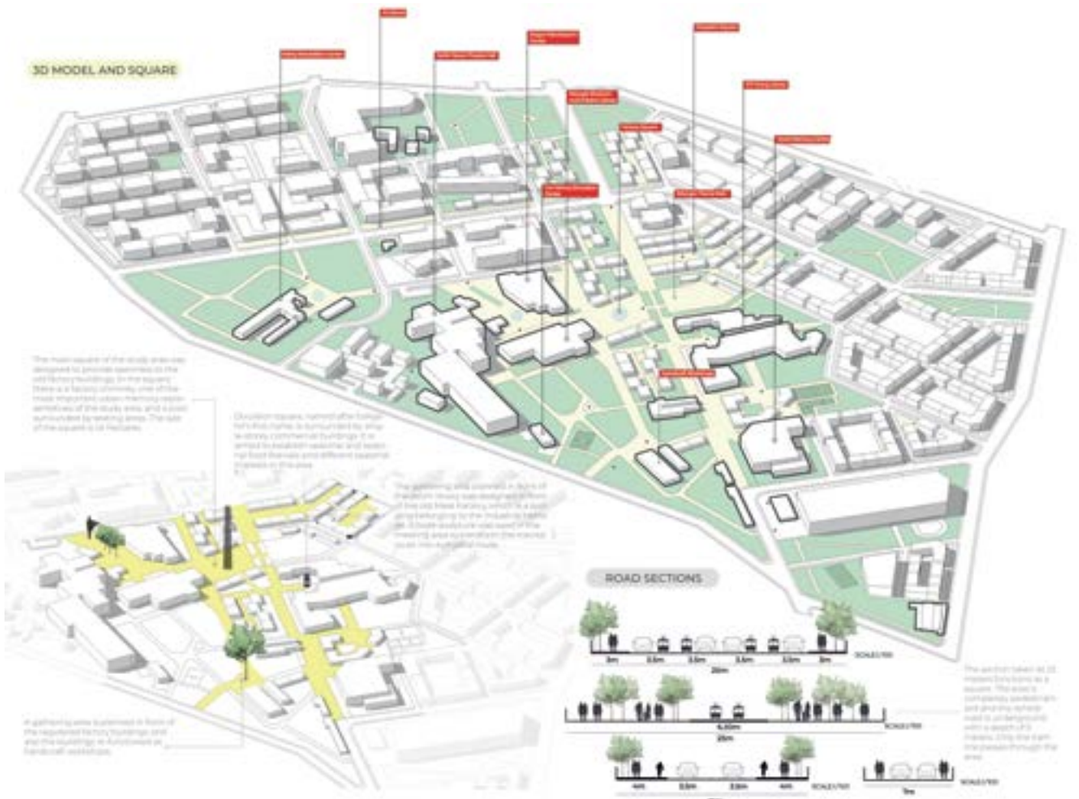
The process provides students with the opportunity to apply their theoretical knowledge in real-life situations and enhance their ability to solve complex urban challenges. This approach not only fosters a deeper understanding of urban design principles but also enhances the practical skills necessary for design thinking.

Asrın Handanoğlu – 23/24 – Eskişehir



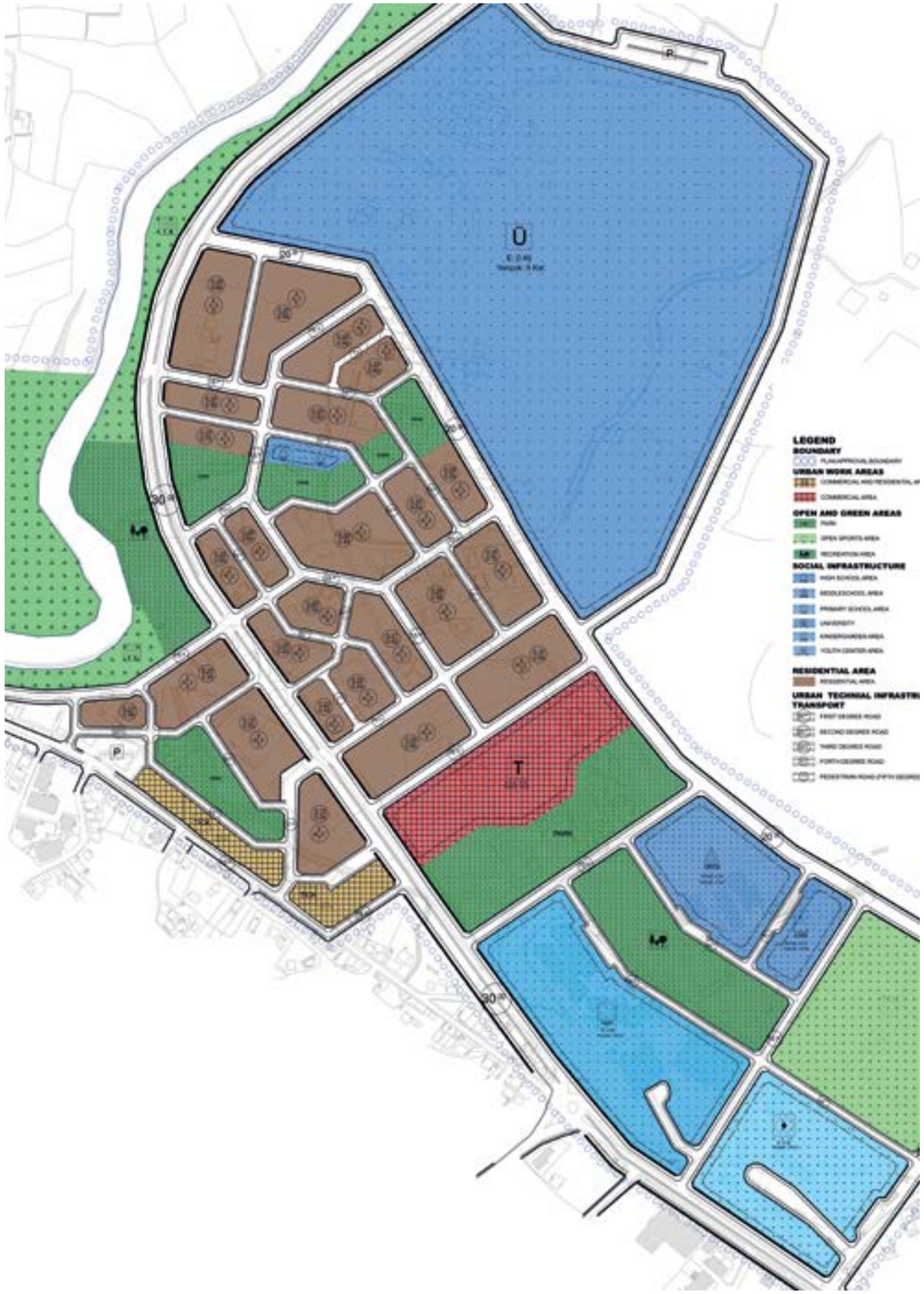
Asrın Handanoğlu – 23/24 – Eskişehir

Neslişah Kiraz – 23/24 – Eskişehir



Neslişah Kiraz – 23/24 – Eskişehir

Damla Bakırer – 22/23 – Bartın



Damla Bakırer – 22/23 – Bartın

SUSTAINABILITY+ RESILIENCE

Sustainability and resilience are crucial concepts in urban planning education due to their pivotal roles in shaping cities that can endure and thrive amid rapid urbanization, environmental challenges, and socio-economic shifts. As urban populations continue to swell, particularly in rapidly developing countries like Turkey, where approximately 70% of the population resides in urban areas, the demand for sustainable and resilient urban environments has become more pronounced.

In this context, urban planning professionals are indispensable because they craft solutions that improve urban living quality while mitigating the effects of social, economic, and natural adversities. Their work directly contributes to creating sustainable living environments that intelligently balance growth with conservation, ensuring the preservation of historic, natural, and urban spaces. Moreover, urban planners play a critical role in designing transportation and infrastructure systems that support sustainable development goals.

The focus on sustainability in urban planning not only addresses immediate environmental and social needs but also fosters long-term ecological balance and community well-being. Similarly, emphasizing resilience prepares cities to efficiently respond to and recover from adverse events, reducing vulnerability and enhancing adaptive capacities.

Given these imperatives, urban planning education equips future professionals with the knowledge and tools necessary to lead and innovate in this field. By integrating principles of sustainability and resilience into their curriculum, educational institutions like Çankaya University's Department of City and Regional Planning ensure that graduates are not only skilled in traditional planning techniques but are also adept at addressing contemporary challenges with forward-thinking strategies.

The role of urban planning in focusing on sustainability and resilience is not merely beneficial but essential for fostering environments that support both current and future generations. This ensures that the profession remains at the forefront of societal development, crucial for crafting livable, equitable, and sustainable communities.

RELATED COURSES

CRP 219 - URBAN INFRASTRUCTURE AND TRANSPORT PLANNING

CRP 332 - ENVIRONMENT, RISK AND MITIGATION PLANNING

CRP 373 - SUSTAINABLE COMMUNITIES AND DESIGN

CRP 381 - SUSTAINABILITY ASSESSMENT

CRP 388 - PLANNING FOR CLIMATE SENSITIVE CITIES

DESIGN+ REGENERATION

Urban design and urban regeneration are pivotal in addressing the challenges faced by problematic areas across the globe, where issues such as environmental degradation, social inequality, and economic stagnation are prevalent. These fields offer transformative approaches to revitalizing distressed urban areas, turning them into vibrant, sustainable, and inclusive spaces.

Urban design, with its focus on the aesthetic and functional aspects of city planning, plays a crucial role in shaping the physical layout and the social character of urban environments. It aims to create public spaces that are not only environmentally sustainable but also enhance the quality of life for all residents. This includes the development of green spaces, pedestrian-friendly streetscapes, and efficient public transportation systems that contribute to the reduction of carbon footprints and the promotion of healthy urban living.

Urban regeneration, on the other hand, involves revitalizing areas that have suffered from long-term neglect, economic downturns, or social conflicts. This field addresses the broader social and economic issues by integrating strategies that ensure equitable access to resources, promote economic diversification, and foster community engagement and ownership. Regeneration projects often focus on converting derelict lands and buildings into productive uses, improving local infrastructure, and providing essential services that attract new businesses and residents.

The significance of education in urban design and regeneration cannot be overstated, as it equips future urban designers and planners with the necessary skills to diagnose and remedy the specific needs of problematic urban areas. Through a curriculum that emphasizes critical thinking, creative problem-solving, and collaborative planning, students learn to develop comprehensive solutions that are sensitive to the unique cultural, historical, and environmental contexts of each area.

In sum, urban design and regeneration are essential for transforming problematic areas into thriving communities. By focusing on sustainability, inclusivity, and resilience, professionals in these fields contribute to the creation of urban environments that not only meet today's needs but are also adaptable to future challenges, thereby ensuring long-term sustainability and improved quality of life for urban populations worldwide.

RELATED COURSES

CRP 227 - INTRODUCTION TO URBAN DESIGN

CRP 311 - INSTITUTIONAL AND LEGISLATIONAL FRAMEWORK IN PLANNING

CRP 317 - URBAN REGENERATION PROCESSES

CRP 380 - VISUAL REPRESENTATIONS IN PLANNING

CRP 383 - CULTURAL HERITAGE AND DESIGN

CRP 384 - PRINCIPLES OF PUBLIC SPACE DESIGN

COMPUTER+ AI-AIDED.DESIGN

Computer and AI-aided design (CAD) technologies are transformative tools in urban planning and design, offering profound capabilities for addressing and resolving complex urban issues. These technologies facilitate the creation of more accurate, efficient, and sustainable urban environments, and are especially crucial in the context of problematic areas around the world where rapid solutions and innovations are needed.

AI and computer-based tools enhance the planning process by enabling the simulation of urban scenarios, allowing planners and designers to anticipate and mitigate potential problems before they manifest in the real world. For example, using CAD, urban professionals can model traffic patterns, predict population growth impacts, and assess environmental sustainability implications of proposed developments. This predictive power is crucial in making informed decisions that prevent future urban crises.

Moreover, AI-aided design assists in optimizing resource allocation and infrastructure placement, ensuring that urban interventions are both cost-effective and beneficial to all segments of society. By analyzing vast amounts of data, AI algorithms can identify the most effective interventions for urban regeneration projects, highlighting areas in need of attention and suggesting tailored solutions.

The integration of AI into urban design also democratizes the design process by facilitating greater community involvement. Interactive design platforms can gather input from a diverse range of stakeholders, integrating community insights directly into the planning process. This leads to designs that are not only technically sound but also socially responsive and culturally appropriate.

Education in computer and AI-aided design thus becomes essential for urban professionals, equipping them with the skills to harness these advanced technologies effectively. By understanding and applying AI and CAD tools, students and professionals can lead the way in creating adaptive, resilient, and intelligent urban spaces. Such education ensures that the next generation of urban planners and designers are prepared to tackle the challenges of problematic areas, transforming them into sustainable and thriving environments through innovative, data-driven solutions.

In essence, the profound impact of computer and AI-aided design in urban planning and design underscores its necessity in modern urban education. These tools not only enhance the efficiency and effectiveness of design processes but also contribute to the creation of equitable and sustainable urban futures.

RELATED COURSES

CRP 117 - TECHNICAL DRAWING FOR PLANNERS

CRP 122 - INTRODUCTION TO INFORMATION TECHNOLOGIES

CRP 223 - INTRODUCTION TO GIS FOR PLANNERS

CRP 375 - DIGITAL DESIGN AND VISUALIZATION I

CRP 386 - DIGITAL DESIGN AND VISUALIZATION II

CRP 391 - ARTIFICIAL INTELLIGENCE AND URBANISM

INTERNSHIPS

CRP300/400 - INTERNSHIPS IN PRIVATE AND STATE INSTITUTIONS

As part of the second and third year curriculums, students are required to engage in work placement programs known as Summer Practice I: Private Institutions and Summer Practice II: Public Institutions. These mandatory internships must span a minimum of 20 days, during which students will work full-time in a private planning office and state institution.Throughout these placements, it is expected to make comprehensive observations regarding the organizational structures, project implementation processes, and the dynamics of planner-client relationships within the professional environment.

The objectives of this internship are multifaceted:

- Understanding the Work Environment: Gaining firsthand experience in the organizational and operational aspects of a planning office or institution. This includes familiarizing themselves with the work culture, team dynamics, and administrative procedures.
- Evaluating Project Development: Assessing the procedural aspects of program development and project application. This entails observing how projects are conceptualized, developed, and executed, as well as understanding the workflow and project management techniques employed.
- Analyzing Planner-Client Interactions: Studying the relationships between planners and clients and observing how communication, negotiation, and collaboration occur in a professional setting, providing insights into effective management strategies.
- Experiencing Practical Planning: Engaging in actual planning practice, applying theoretical knowledge to real-world scenarios, enhancing their practical skills and professional competence.
- Exploring Representation Techniques: Recognizing and experiment with various drawing and representation techniques used in professional practice, broadening their technical proficiency and creative expression.

CRP201/2 Seydikemer Field Trip (2021-22)

CRP201/2 Finike Field Trip (2018-19)

CRP401/2 Bartın Field Trip (2022-23)

CRP201/2 Akçakoca Field Trip (2019-20)

CRP301/2 Aksaray Field Trip (2015-16)

CRP401/2 Eskişehir Field Trip (2023-24)

CRP401/2 Kaş Field Trip (2019-20)

TECHNICAL FIELD+TRIPS

Studios form the cornerstone of urban planning education. Through studio work, students receive an interdisciplinary education that is rarely encountered in other fields, while developing strong collaborative skills by working with peers from diverse academic and personal backgrounds. They acquire practical competencies in areas such as design, planning, analysis, reporting, and documentation.

Each studio is structured around a specific level of complexity and a well-defined urban or regional problem. Accordingly, the selection of cities and regions for study is made in alignment with the thematic focus and difficulty level of the studio. This ensures that students engage with real planning challenges in appropriate spatial contexts, from small towns to metropolitan regions.

In each studio, technical field trips are organized twice a year to different parts of the country, offering students first-hand exposure to varied urban and rural environments. These 3-4-day excursions enable them to collaborate with local governments, public institutions, and planning professionals. Through these interactions, students critically engage with local dynamics and planning practices, while learning how to integrate place-based knowledge with scientific and technical approaches. This experience cultivates a deeper understanding of spatial complexity and strengthens their ability to develop context-sensitive planning strategies.

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