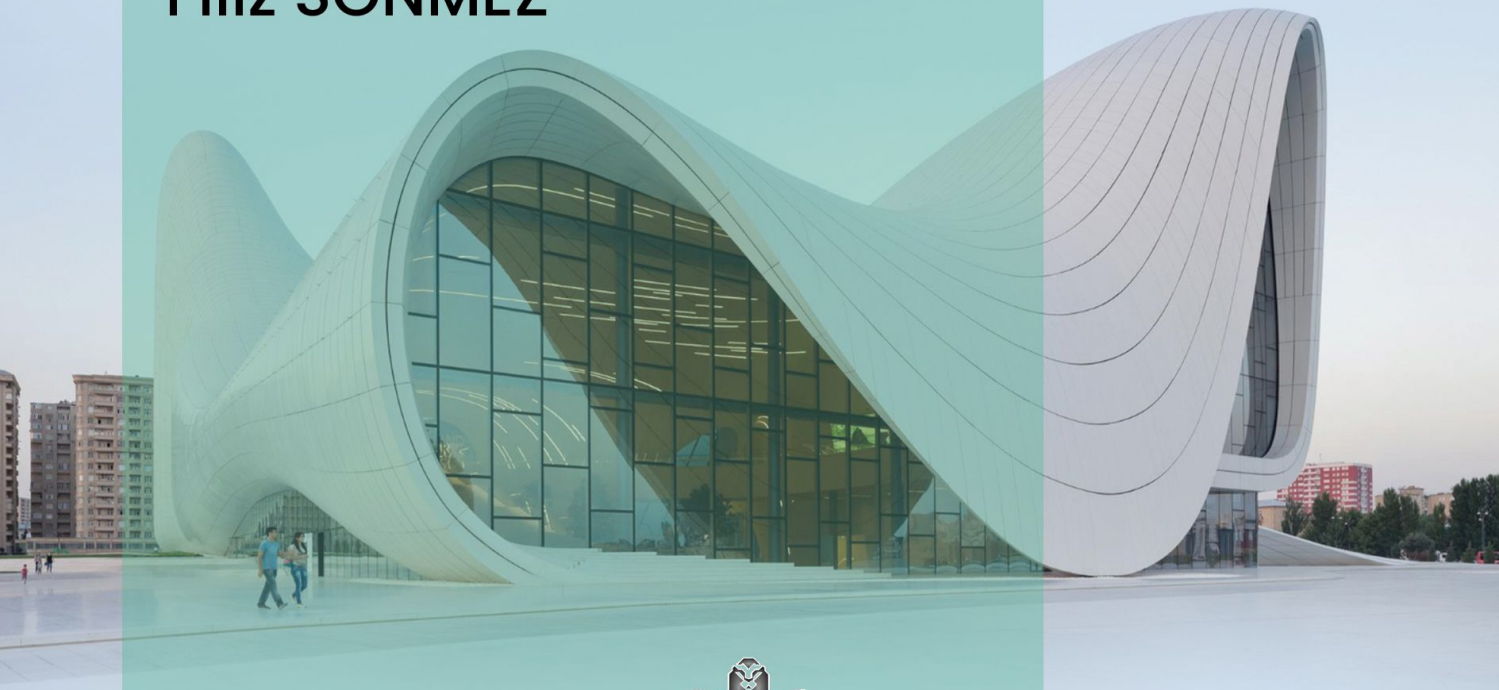
RESEARCH, DESIGN AND METHOD IN ARCHITECTURE 2025

Editors
Halil Sencer ERKMAN
Filiz SÖNMEZ



LIVRE DE LYON
2025

Architectural Sciences

RESEARCH, DESIGN AND METHOD IN ARCHITECTURE-2025

Editors

Halil Sencer ERKMAN & Filiz SÖNMEZ

LIVRE DE LYON

Lyon 2025

RESEARCH, DESIGN AND METHOD IN ARCHITECTURE-2025

Editors

Halil Sencer ERKMAN & Filiz SÖNMEZ

LIVRE DE LYON

Lyon 2025

Research, Design and Method in Architecture-2025

Editors • Assist. Prof. Dr. Halil Sencer ERKMAN • Orcid: 0000-0002-6468-7716
Assoc. Prof. Dr. Filiz SÖNMEZ • Orcid: 0000-0002-1599-7638

Cover Design • Motion Graphics
Book Layout • Motion Graphics
First Published • March 2025, Lyon

e-ISBN: 978-2-38236-843-5
DOI: 10.5281/zenodo.15089937

copyright © 2025 by Livre de Lyon

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior written permission from the Publisher. The author or authors of the relevant section are responsible for any copyright infringement that may occur due to the images and graphics used in the book. The editor or publisher does not assume responsibility in this regard.



Publisher • Livre de Lyon
Address • 37 rue marietton, 69009, Lyon France
website • http://www.livredelyon.com
e-mail • livredelyon@gmail.com



FOREWORD

Today the practice of architectural design has been dealing with the complexity of the design practices that make the designers being much more aware of the significance of exploring new methodologies supported by new technologies. In this book, it is aimed to compile several qualified studies containing extensive research on the components of contemporary design processes.

The book consists of nine chapters having inspiring topics each has concerned with the different aspects of the design process. In some of the chapters, authors draw attention to the theoretical and practical sources that evoke new ways of thinking about the design approaches and methods. Two of the chapters are devoted to the application of new methods in design discipline. Such as, one of them is searching for the potentials of oxymoron as a creative method while the other one deals with the reflections of abstract art on furniture design through a studio experience. Through the discussion of the design concept, in one of the chapters, authors aim to investigate how the building has functionally and spatially changed over time independently from the decisions of the designer by the interventions of the users.

In one of the chapters, authors deal with the content analysis of architectural texts making comparisons between the traditional and AI supported analysis while in one other chapter, authors discuss on the using of generative Artificial Intelligance in the inspiring visualization processes.

Two of the chapters deal with the energy efficient design processes reminding us of the concept of energy efficiency that has become increasingly important for the architectural practice even in the conservation of historical buildings. One of the chapters emphasize on the importance of the planning of the outdoor spaces in modern urban fabrics according to the ability of the disabled people to move comfortably and independently through the examination of a

campus site while in other chapter, authors draw attention to the designing of urban open spaces in accordance with the needs of child users as urban open spaces are critical environments that contribute to both the physical and social development of children.

We would like to thank the authors who have contributed to this book for their valuable chapters and the staff of Livre de Lyon Publishing House for their support in the publication process.

Assist. Prof. Dr. Halil Sencer ERKMAN
ORCİD: 0000-0002-6468-7716

Assoc. Prof. Dr. Filiz SÖNMEZ
ORCİD: 0000-0002-1599-7638

CONTENTS

FOREWORD I

CHAPTER I. OXYMORON AS A DESIGN METHOD: THE CREATIVE SYNTHESIS OF CONTRADICTION AND HARMONY 1
Aysel YAVUZ

CHAPTER II. CONTENT ANALYSIS IN ARCHITECTURAL TEXTS: TRADITIONAL AND AI-SUPPORTED METHODS 11
Halide İrem ERKAN KAYA & Sevim SEYHAN AYTEN

CHAPTER III. NEVZAT SAYIN AND GÜMÜŞHANE CULTURAL CENTER AS A CONTEXTUAL DESIGN APPROACH AND ARCHITECTURAL PRACTICE 37
Şule Sinem SÜRDEM & Asu BEŞGEN

CHAPTER IV. A STUDY ON SOLAR CONTROL ELEMENTS RELATIONSHIP WITH THE FORM-SURFACE IN THE ENERGY EFFICIENT DESIGN PROCESS 55
Can Tuncay AKIN

CHAPTER V. A STUDY ON THE CONSERVATION OF HISTORICAL BUILDINGS IN THE CONTEXT OF ENERGY EFFICIENT BUILDING FEATURES: THE CASE OF HARPUT GRAND MOSQUE 73
Tuba Nur OLĞUN & Ayça GÜLTEN

CHAPTER VI. EXAMINATION OF ÇOMÜ TERZİOĞLU CAMPUS OUTDOOR SPACES IN TERMS OF DISABLED USE 85
Abdullah KELKİT & Berfin BALKAN & Büşra Nur ÖCAL & Fatma ÖZTABAK & İlkay KAYABAŞ

CHAPTER VII. REFLECTION OF ABSTRACT ART ON FURNITURE DESIGN: A STUDIO EXPERIENCE 121
Ayşegül ÇELENK ÇAVDAR

CHAPTER VIII. THE VISUALIZATION OF ARMILLA CITY THROUGH GENERATIVE ARTIFICIAL INTELLIGENCE 139
Kübra ÇINAR & Arzu ÖZEN YAVUZ

CHAPTER IX. BEING A CHILD IN URBAN OPEN SPACES 151
Tuğba DÜZENLİ & Elif Merve ALPAK

CHAPTER VI

EXAMINATION OF ÇOMÜ TERZİOĞLU CAMPUS OUTDOOR SPACES IN TERMS OF DISABLED USE

Abdullah KELKİT[1] & Berfin BALKAN[2] & Büşra Nur ÖCAL[3] & Fatma ÖZTABAK[4] & İlkay KAYABAŞ[5]

[1](Prof. Dr.), Canakkale Onsekiz Mart University, Faculty of Architecture and Design, Department of Landscape Architecture,
E-mail: akelkit@comu.edu.tr
ORCID: 0000-0002-5364-6425

[2](Master's Student), Çanakkale Onsekiz Mart University, Institute of Graduate Education, Department of Landscape Architecture,
E-mail: berfinblkn02@gmail.com
ORCID: 0009-0008-9752-5845

[3](Master's Student), Çanakkale Onsekiz Mart University, Institute of Graduate Education, Department of Landscape Architecture,
ORCID: 0009-0009-4145-6200

[4](Master's Student), Çanakkale Onsekiz Mart University, Institute of Graduate Education, Department of Landscape Architecture,
E-mail: fatmaaoztabak@gmail.com
ORCID: 0009-0004-5783-1179

[5](Master's Student), Çanakkale Onsekiz Mart University, Institute of Graduate Education, Department of Landscape Architecture,
E-mail: ilkaykayabas8@gmail.com
ORCID: 0000-0003-4439-6281

1. Introduction

Disability means that an individual has difficulty adapting to their environment. This adaptation process means that the environment must be made suitable for disabled individuals to interact with the physical environment. In other words, the physical obstacles that disabled individuals face must be eliminated. The integration of disabled individuals into society is possible not only with special education, but also by making the physical environment suitable for disabled individuals. However, disabled individuals face not only physical obstacles, but also social obstacles. Overcoming these social obstacles can sometimes be a much more difficult process. The first step in eliminating these obstacles is the recognition of disabled individuals by society and sharing a common living space with them. Interaction with disability and disabled individuals from childhood onwards initiates social tolerance and adaptation processes. However, the perception of "disabled" in society and the deficiencies in making the environment accessible to disabled individuals are important problems.

Today's modern urban fabric and built environment cannot adequately meet the accessibility needs of individuals with disabilities and puts them in a spatially disadvantaged position (Coleman, 2017). Although individuals with disabilities have struggled to make the spaces they live in more accessible, especially since World War II, improvements in this area have not reached a sufficient level (Banning-Lover et al., 2016; Berghs et al., 2016; Quinn et al., 2002). Although there are anti-discrimination laws and accessibility policies enacted at national and international levels, it is seen that these are not effectively implemented in the field.

Mobility barriers can seriously disrupt an individual's life and often result in permanent or temporary limitations on their ability to move freely and easily between places. Such barriers can be caused by a few different conditions, including arthritis, bone fractures, etc. Globally, mobility barriers are considered one of the most common types of disabilities, with approximately one-quarter of all disabilities falling into this category.

On the other hand, although sustainable urban planning has become increasingly important in recent years (Castanheira and Bragança, 2014; Ameen et al., 2015; Gibberd, 2015; Newton, 2016; Boeing, 2017; Newton et al., 2017; UN-Habitat, 2017), arrangements that will facilitate the daily lives of individuals with disabilities are still insufficient. Although sustainability goals are at the forefront in urban planning, the accessibility dimension is often overlooked, and this limits the effective use of public spaces by individuals with disabilities.

Since urban design processes are generally shaped around young, healthy and highly mobile individuals, the spatial mobility of individuals with disabilities cannot be adequately supported (Carnemolla and Bridge, 2016).

Urban mobility plays a critical role in enabling individuals to fully participate in society. Increasing mobility not only makes it easier for individuals to physically move from one point to another but also enables them to access economic and social opportunities (Cadestin et al., 2013).

Individuals with disabilities are excluded from many areas of society due to physical accessibility problems, and this causes them to be pushed into social isolation (Slimani and Boudjemline, 2016). Inadequate access in public spaces brings about problems such as discrimination, social exclusion and insecurity, which negatively affects the physical and mental health of individuals with disabilities. This prevents them from actively participating in social life and increases the feeling of "deficient citizenship" in individuals (Imrie and Hall, 2001), which can cause a loss of self-confidence and make them increasingly introverted, shy and dependent. A large part of cities are designed without considering the needs of individuals with disabilities, which makes them even more invisible. The main reasons for this situation include the lack of an inclusive design approach and the inadequate compliance with current urban planning and architectural standards. To create truly inclusive cities and ensure that everyone can use public spaces under equal conditions, accessibility principles need to be made a priority in urban planning.

In a survey conducted by the Turkish Statistical Institute in 2012, 66.9% of disabled individuals stated that sidewalks, pedestrian paths and crosswalks were not suitable for disabled use. In the same survey, 43.3% of disabled individuals stated that parks and green areas were also not suitable for disabled individuals. In addition, 34.4% of disabled individuals stated that they had no idea whether parks and green areas were suitable for disabled individuals (TÜİK, 2017). These results show that the necessary arrangements have not yet been made sufficiently for disabled individuals to benefit from living spaces on an equal basis with society. The World Health Organization addresses the concept of disability within the framework of three main interconnected categories. These categories are disability (deficiency), activity limitations and participation barriers. While disability is defined as disruptions or structural changes in body functions, activity limitations refer to difficulties in activities performed in daily life. Participation barriers describe the difficulties individuals face in participating in different areas of their lives. Disability encompasses difficulties and challenges experienced in one or more of these three areas (World Health Organization, 2011).

In many cases, assistive technologies have been developed to enable individuals with mobility impairments to continue their daily lives and improve their quality of life. Devices such as wheelchairs, motorized scooters, and walking aids (such as canes, crutches, walkers) have provided users with a certain degree of autonomy and enabled them to be more active in their social lives. These assistive devices help users participate more in communities while also allowing individuals to increase their independence. To be able to take part in society equally, access to spaces and the usability of these spaces are of great importance. Individuals with disabilities can have the same rights and opportunities as other individuals only if the environment is designed and organized according to their needs. This will be possible by making living spaces accessible and functional for everyone.

The basic condition for disabled individuals to have a place in social life is to increase awareness and sensitivity about disability in society. Education plays a major role in creating this awareness. Education given from an early age enables disabled individuals to cope with their disabilities in peace with life and to fulfill their needs and desires according to their abilities (Çınar, 2010).

Rapid population growth and increasing demand for education in Türkiye are accelerating the growth of universities. In addition to educational services, universities are also areas where accommodation, food and beverages, and recreation can be carried out. Sports facilities, cultural diversity, open and green area arrangements, and the circulation system and recreation functions of these spaces are discussed as a list. Universities have great responsibilities in preparing their individuals for social life as well as their lives. The implementation of campus planning and design decisions is very important for university campuses, where the importance of the behavior of disabled individuals is increasing, to create a sustainable future (Demiroğlu et al., 2016).

In line with this information, the physical structure of Çanakkale Onsekiz Mart University Terzioğlu Campus was examined in terms of accessibility and usability for the disabled. Scientific research and national legal regulations on this subject were taken as the main reference for the examinations. The study was comprehensively addressed around eight main elements such as sidewalks and ramps, pedestrian paths, building entrances, public transportation stops, parking lots, urban furniture, markings and pedestrian crossings within the campus.

2. Material and Method

2.1. Material

The main material of this research is Çanakkale Onsekiz Mart University Terzioğlu Campus. The selection of Terzioğlu Campus as the research area was influenced by its natural and cultural beauties, being the largest and most populous campus in the city, being the main campus, having a dominant view, and the fact that most of the university activities take place in this campus. The area is located on a sloping and mountainous terrain, and is in the southeast of Çanakkale province, with Sarıcaeli and Kalabaklı Villages to the north and Radar Facilities to the south, and the Çanakkale-İzmir Highway to the west (Figure 1).



Figure 1. Location of the study area (modified from Google Earth, 2025)

The campus is located approximately 5 km from the city center of Çanakkale, 300 m horizontally and 50 m vertically from the sea, and in a location with natural beauty embedded in forest lands. The Terzioğlu Campus, including its faculties and open green space, is located on a slope of 0–20º, with a large part of the 3-hectare area (Genç and Genç, 2008).

2.2. Method

The research conducted within the scope of examining the disabled design for ÇOMÜ Terzioğlu Campus consists of the stages of collecting data related to the area, domestic and foreign literature, analysis and development of design proposals for the area. For the research, the concept and functions of the university, the city-university relationship, recreational area uses on university campuses, development of planning and design processes of university campuses, examples of ecology-based campus design and planning were examined within the scope of the research subject. In this study, where the design approach for

disabled individuals on the campus was examined, Çanakkale Onsekiz Mart University's user-oriented plans and data were used as the basis. Completed and ongoing projects and published articles on this subject were examined and design proposals were developed for the improvement of Terzioğlu Campus.

In addition to population data, visual analysis, functionality of landscape construction elements in the area, transportation, pedestrian areas, ramp, perceptible surface for the visually impaired (yellow line) and accessibility to recreational area use were examined for the study. In line with the purpose of the study, to determine the deficiencies in the campus area and the user needs, data regarding the number of disabled individuals and their use according to faculty density were collected from ÇOMÜ Disabled Unit Coordination. By evaluating and interpreting the data in the last two stages, an understanding and suggestions for barrier-free landscape design for Çanakkale Onsekiz Mart University Terzioğlu Campus were presented. In addition, this study aims to present barrier-free and ecological landscape designs for university campuses that have been built and will be built.

3. Findings

3.1. Definition of Field Study

Çanakkale Onsekiz Mart University (ÇOMÜ) is in the city center of Çanakkale. Çanakkale is an important center not only with its historical sites and natural beauties, but also in terms of education. In this context, Çanakkale Onsekiz Mart University (ÇOMÜ) is one of the most important educational institutions contributing to the city. According to the results of the Address Based Population Registration System (ABPRS) of Çanakkale dated December 31, 2024, the total population of Çanakkale was determined as 568,966 people. The population data for 2024 shows that Çanakkale exhibits a decreasing population trend in both urban and rural areas (Sarısıvat, 2024).

Çanakkale has a structure that contains the transitional characteristics of the Mediterranean and Black Sea climates. While hot and dry weather conditions prevail in the summer months, the effect of strong winds coming from the north is clearly felt in the winter months. During the tourism season, especially in July and August, sea water temperature reaches the highest levels, while daytime temperatures generally vary between 25-35°C. In terms of precipitation distribution, the amount of precipitation is higher in the autumn months, while precipitation is relatively less in the spring. The most distinctive

feature of the winter months is the strong north winds. Due to the geographical structure of the region, Lodos and Poyraz winds are frequently effective, which can cause sudden changes in temperature and weather conditions. In the summer and autumn months, hot and dry weather prevails because of the Mediterranean climate (Çanakkale Belediyesi, 2024).

Çanakkale Onsekiz Mart University started its education in 1992. The university academic staff, administrative staff and students continue their academic experience in nature, where green character is abundant. The campus, which constitutes an important part of the green texture of the city of Çanakkale, offers a panoramic view to its users with its view overlooking the Bosphorus.

The abundance of open green areas on the campus and their dominance of view creates a functional spatial perception in terms of recreational area use. In Terzioğlu Campus, there are a total of 14 faculties, 1 college, 2 vocational colleges and dormitories, along with the research and application hospital located at the entrance. Transportation to the campus is provided from three different points (A, B and C Gates) (Figure 2).



Figure 2. ÇOMÜ Terzioğlu Campus Map

Terzioğlu Campus, which is the central campus of Çanakkale Onsekiz Mart University, hosts approximately 20,091 students, 1032 administrative staff and 1089 academic staff in 2024 with many departments and faculties of the

university. The number of disabled individuals among this number is 50 (Table 1). The main axis length of the campus, located on forest land, is approximately 2,475 meters.

Table 1. Number of Academic, Administrative, Student and Disabled Individuals in Terzioğlu Campus (ÇOMÜ, 2024).

Faculty	Academic staff	Administrative Staff	Number of Students	Physically Handicapped	Visually Impaired	Hearing Impaired	Chronic Health Problem	Other Chronic
Faculty of Marine Sciences and Technologies	41	12	148					
Faculty of Science	112	15	751	1	1			
Faculty of Fine Arts	53	12	568	1	1	1		
Faculty of Communication	30	8	1164	1	1			
Faculty of Humanities and Social Sciences	126	17	1708	3	4			
Faculty of Architecture and Design	32	8	662					
Faculty of Engineering	114	20	2004	1				
Faculty of Health Sciences	36	10	1356	1		1		
Faculty of Political Sciences	42	13	1764	1	1			
Faculty of Sports Sciences	40	16	959	3			1	
Faculty of Medicine	262	24	1225					
Faculty of Tourism	28	11	901					
School of Foreign Languages	48	9						
Faculty of Agriculture	99	17	1394	1	1	2	1	
Institute of Graduate Studies	2	28	5466	6	6	2	5	3
Çanakkale Health Services Vocational School	24	7						
Çanakkale Social Sciences Vocational School	31	13						
Çanakkale Technical Sciences Vocational School	37	16						

1.2. Analysis of the Workspace in Terms of Disabled Use

1.2.1. Stops

In the 1st region of the campus; Campus entrance (1), Hatime Ana Ulu Mosque (2) and Kindergarten (3) stops are located. There is a yellow mark for the visually impaired at the campus entrance stop. Since the sidewalk in front of the stop is not on high ground, it is considered suitable for wheelchair use. The mosque stop is located on a high concrete floor above the sidewalk. There is no yellow mark. This stop creates an obstacle for wheelchair users using the sidewalk, and there is also no suitable sloped ground for transition to the sidewalk. There is no yellow mark at the Kindergarten stop. There is no sloped transition area for wheelchair use in front of the stop (Figure 3).



Figure 3. Campus Entrance Stop (1st Region)

In the 2nd region of the campus, there are the Faculty of Agriculture (1), Faculty of Political Sciences (2), Faculty of Arts and Sciences (3), and ÖSEM (4) stops. There is no suitable ground for disabled individuals to cross to the sidewalk at the Faculty of Agriculture stop. There is a sloping concrete floor in the seating area inside the stop, but it is an impractical design. There are no yellow marks around the stop. There are sloping concrete floors in three different stops at the Faculty of Political Sciences stop, but there is no suitable area and yellow marks to cross to the sidewalk for disabled individuals. While one seating area is on a flat surface at the Faculty of Arts and Sciences stop, the other is on a ramp, but this design is impractical for disabled individuals. There is no suitable ground and yellow marks on the sidewalk in front of the stop to cross. There is a sloping concrete floor inside the ÖSEM stop, but it is impractical for disabled individuals. There is no suitable ground and yellow marks to cross to the sidewalk (Figure 4).



Figure 4. Faculty of Agriculture and Faculty of Arts and Sciences Bus Stop (2nd Region)

In the 3rd region of the campus, there are the Engineering Faculty (1), Fine Arts Faculty (2), Engineering-1 (3), Foreign Languages YO (4) stop. In front of the Engineering Faculty and Fine Arts Faculty stops, there is a transition area on the sidewalk to allow disabled individuals to pass to the stop. Since the stops are on high ground, the inside of the stop is not suitable for the use of disabled individuals. There is a suitable surface on the sidewalk in the Engineering-1 stop area to allow disabled individuals to pass. There is no suitable area on the sidewalk in front of the Foreign Languages YO stop. Since the stop is on high ground, it is not suitable for the use of disabled individuals. There are no yellow marks around the stops in the 3rd Region (Figure 5).



Figure 5. Faculty of Engineering and Faculty of Fine Arts Bus Stop (3rd Region)

3.2.2. Main roads

1st Region

The work signs on the campus entrance road create obstacles for visually impaired individuals. Some sidewalks at the entrance have sloped ground for

the passage of disabled individuals (1). There is no yellow sign until the mosque road. The poor maintenance of the paving stones used on the pavement floor creates obstacles for users (2). There is a sloped ground suitable for wheelchair use in the transition from the main road sidewalks to the side roads (Figure 6).



Figure 6. Main roads of the 1st region

There is no pavement beyond a certain part of the mosque until the faculty of agriculture. The absence of a pavement poses a danger for the visually impaired and creates difficulties for the physically disabled. The pavements on the opposite side of the road have sloped surfaces for wheelchair use. There are no yellow marks on the road (Figure 7).



Figure 7. Main roads of the 1st region

2nd Region

Some of the paving stones in the sidewalks in this area are broken or dislocated, which poses a danger to the visually impaired wheelchair users. Again, in certain area, there are sloped surfaces on the sidewalks to allow disabled individuals to pass. There are no yellow marks on the road (Figure 8).



Figure 8. Main roads of the 2nd region

There are suitable slopes on the pavements to provide passage to the side roads. The same paving stones are used throughout the road. The maintenance of the paving stones is not suitable for the disabled (Figure 9).



Figure 9. Main roads of the 2nd region

3rd Region

Since there are no yellow marks along the road in this area, some trees on the road pose a danger to visually impaired individuals (1). There are sloped areas at the sidewalk junctions to facilitate the passage of disabled individuals to side roads (2,3). Some signs on the sidewalk may pose a danger to visually impaired individuals (4) (Figure 10).



Figure 10. 3rd region main roads

There are transition areas for wheelchair users on most sidewalks until the end of the road. There are also sloped floors suitable for wheelchair use at pedestrian crossing sections (4) (Figure 11).



Figure 11. 3rd region main roads

3.2.3. Units

The 1st region of the campus consists of the Faculty of Medicine, ÇOMÜ Nursery, ÇOMİSGAM, 18 March Hatime Ana Ulu Mosque, Hasan Mevsuf Sports Hall and Yamaç Cafe.

Faculty of Medicine

Çanakkale Onsekiz Mart University (ÇOMÜ) Faculty of Medicine is an important academic unit of the university, which was established in 1992. There are 267 academic staff, 13 administrative staff and 1224 students studying at the faculty (1). There is a platform in front of the door, but this structure does not provide a step-free entrance (2). The roads and pavements around the faculty are paved with stone and have an irregular structure. This does not provide a safe walking or passageway for disabled individuals. It was also observed that the edges of the slopes and inclined roads are not clearly separated (3). The parking lot is seen to spread over a wide area, but no special parking area for disabled individuals is specified (4). The sitting and resting areas located among the social areas generally have a flat surface. However, there are no special arrangements for disabled individuals' access (e.g. ramps or wheelchair areas) (5) (Figure 12).



Figure 12. Faculty of Medicine

ÇOMÜ Nursery (Children›s House Nursery and Kindergarten)

ÇOMÜ Kindergarten, which has 182 students, 42 staff and 2570 graduates, offers an active and well-equipped education for children (1). It is a 10-minute walk from the main entrance and there is a parking lot in the area (2). There are stairs and a ramp suitable for disabled individuals at the entrances to the building (3). The lack of railings on the sides of the stairs is a negative factor especially for visually impaired individuals (4). There are no yellow lines in the area (Figure 13).



Figure 13. ÇOMÜ Nursery

ÇOMİSGAM (Çanakkale Onsekiz Mart University Occupational Health and Safety Training, Application and Research Center)

ÇOMİSGAM aims to raise entrepreneurial and qualified students focused on occupational health and safety by its academicians (1). The building is located behind ÇOMÜ Nursery. There are stairs at the entrance to area (2), and the building entrances are designed as flat ground (3,4). There are no ramps or yellow lines for the disabled (5) (Figure 14).



Figure 14. ÇOMİSGAM

Hasan Mevsuf Sports Hall

The hall usually hosts indoor sports such as basketball, volleyball and handball (1). In addition, there are facilities for individual sports activities such as fitness and aerobics in the sports hall. The hall can also be used by clubs and various organizations. There is a ramp with a suitable slope at the entrance of the ÇOMÜ Sports Center next to the sports hall (2). There is a yellow track up to a certain part of the road leading to the sports hall (3). The tree planted on the pavement around the sports hall poses a danger to the visually impaired (4). Since a part of the pavement leading to the hall is designed to be sloped, easy access to the pavement is provided for the disabled (5) (Figure 15).



Figure 15. Hasan Mevsuf Sports Hall

Yamaç Cafe

Yamaç Cafe has a simple and nature-friendly appearance with its entrance decorated with wooden details (1). However, the stepped entrance is not accessible for physically disabled individuals (2). Stone stairs are frequently seen around the venue. No alternative access route (e.g. ramp) is observed around these structures (3,4). Sloping areas are covered with irregular stones and vegetation that may cause difficulties for wheelchair users or individuals

with walking difficulties. In addition, no guides or markings are seen on the pedestrian paths around the venue (5) (Figure 16).



Figure 16. Yamaç Cafe

The 2nd region of the campus consists of Turhan Mildon University Mosque, ÇOBİLTUM, Faculty of Agriculture, Faculty of Science, Faculty of Humanities and Social Sciences, Troia Culture Center, Amfi Balkon Lounge & Cafe, İsabel Cafe, ÇOMÜ Library, ÖSEM, Faculty of Marine Sciences and Technology, Faculty of Political Sciences, Rectorate Building, Faculty of Tourism, Vocational School of Health Services, Campus Restaurant and Kafedeyim.

Turhan Mildon University Mosque

Turhan Mildon University Mosque, located on the Çanakkale Onsekiz Mart University (ÇOMÜ) campus, was opened in 2013. The mosque, which has a modern architecture, is used by the local people, especially students and campus employees. The road, sidewalk, entrance ramp and stairs around the mosque are generally designed to be suitable for the use of disabled individuals. There is a ramp and flat foot passage areas at the entrance for disabled individuals to pray in the mosque. There are also sections such as ablution area and toilet for disabled individuals (Figure 17).



Figure 17. Turhan Mildon University Mosque

ÇOBİLTUM (Çanakkale Onsekiz Mart University Science and Technology Application Center)

It was founded in 2004 to develop products and materials requiring high technology to serve Çanakkale Onsekiz Mart University and its surroundings; to provide high-tech solutions to industrialists and entrepreneurs by conducting interdisciplinary studies; and to direct and train graduate/doctoral students in scientific-technological research. It has 4 academic and 10 administrative staff.

There is a ramp with a suitable slope on the left side of the main entrance in ÇOBİLTUM (1 and 4). There are stairs at the other entrance to the area but there is no ramp (2 and 3). There is a railing next to the stairs. There are no yellow marks on the roads around the area and the road is slightly inclined (5) (Figure 18).



Figure 18. ÇOBİLTUM

Faculty of Agriculture

There are academic units, student social areas and car parks around the Faculty of Agriculture. The faculty building is an important academic unit that provides education to approximately 901 students, including academic and administrative staff (1). The faculty building is a modern structure that provides education in agriculture and related sciences and hosts various events and congresses. There is a disabled ramp in the faculty building. This ramp, supported by railings, seems suitable for individuals using wheelchairs (2). The pavements around the faculty are covered with irregular stone pavement (3). Although the parking area is large, it is unclear whether there is a special parking area for disabled individuals. The condition of the pedestrian paths is irregular in some areas and the slopes create difficulties (4 and 5) (Figure 19).



Figure 19. Faculty of Agriculture

Faculty of Science, Faculty of Humanities and Social Sciences

The Faculty of Science, Faculty of Humanities and Social Sciences; started education in the 1993-1994 academic year with the Department of Archaeology and History of Art, new departments were established in 1994-1995 and the number of departments increased to 17 in 1997. Currently, education is provided in 13 formal and 7 evening programs. Double Branch and Minor applications have been started since 2008. It has 41 classrooms, 3 computer laboratories, research laboratories, Art History Library, Herbarium Research Center and Ulupınar Astrophysics Observatory. There are 751 students, 112 academic staff and 8 administrative staff (1). There is a ramp with an appropriate slope but wrong material on the left side of the main entrance of the faculty (2). There is a ramp with an incorrect slope and zigzag shape at the other entrance door (3). There is a ramp with an incorrect slope and wrong material at the entrance door used by students (4). There are sloping and passing sidewalks around the area for the disabled. There are also railings on the ramps and stairs (5) (Figure 20).



Figure 20. Faculty of Science, Faculty of Humanities and Social Sciences

Troia Cultural Center

The Troia Cultural Center is a modern building used for various events, conferences, seminars and cultural organizations. This building, which is an important cultural and artistic center of the university, hosts both academic and social events (1). The ramp reaching the entrance of the Troia Cultural Center is generally suitable for disabled individuals (2). The slopes that do not meet the standards restrict the movement of disabled individuals (3). The stone stairs leading down to the Faculty of Agriculture near the Troia Cultural Center pose a significant access problem for disabled individuals. The lack of grab bars on the sides of the stairs also poses a safety risk (4) (Figure 21).



Figure 21. Troia Culturel Center

Amfi Balkon Lounge & Cafe

Amfi Balkon Lounge Cafe is located close to the amphitheater area on the campus and attracts attention with its outdoor seating areas and stylish interior design (1). There is no ramp in Balkon Cafe. There are stone stairs at two different entrances (2). There are railings on the observation terrace and stairs (3,4,5) (Figure 22).



Figure 22. Amfi Balkon Lounge & Cafe

İsabel Cafe

İsabel Cafe is a seating area frequently used by students. There is a ramp at the entrance of the area located below the Campus Restaurant (1). The circulation is flat and there are no yellow lines (4 and 5) (Figure 23).



Figure 23. İsabel Cafe

ÇOMÜ Library

ÇOMÜ Library serves its academicians and students with its numerous physical and electronic equipment. ÇOMÜ Library, which is among the few research libraries in Turkey, consists of 1 central library, 3 faculty libraries and 9 bookcases. The building has a front and a back entrance (1). The front entrance is accessed from the main road of the campus and the road is slightly inclined (3 and 5). There is no yellow line for accessing the building. There are stairs and a ramp at the front entrance of the building (2 and 4). The back entrance is flat area (Figure 24).

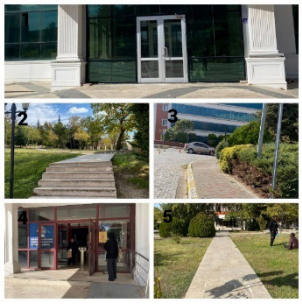


Figure 24. ÇOMÜ Library Front Entrance

ÇOMÜ Library, transportation to the northwest direction is provided via İsabel Cafe road (1). There is a parking lot and printing house belonging to the area (2,4 and 5). The access road to the area is a sloping and smooth ground. There are no yellow lines at the parking lot and printing house entrances (Figure 25).



Figure 25. ÇOMÜ Library Northwest Section

Student Social Activity Center (ÖSEM)

It is a building where students and academics on campus spend their time during the day, with a cafeteria, stationery, clothing store, administrative offices and cafes inside, and various activities outside. There are ramps at the main entrance of the building, one from each side, and at the beginning of the entrance that was built later (3 and 5) (Figure 26).



Figure 26. ÖSEM

Faculty of Marine Sciences and Technology

Marine Sciences is a faculty that plays a leading role in the fisheries and aquaculture industry, marine sciences and technologies, logistics and maritime transportation at national and international levels. There are 12 departments, 148 students, 40 academic staff and 15 administrative staff. There are ramps with appropriate slopes on both sides of the main entrance of the faculty (2 and 3). There is a parking lot for the disabled in the area (4). Some of the curb stones on the roads around the faculty are designed to prevent passage on the road (5) (Figure 27).



Figure 27. Marine Science and Technology

Faculty of Political Sciences

There are 4 different departments, namely Political Science and Public Administration, Economics, Business Administration, International Relations, and 1356 students studying in these departments. There are 41 academicians and 13 administrative staff in the faculty. There are two different entrances to the faculty, there are no ramps at these entrances (1). The paving stones on the grounds are integrated with the main roads (3). The entrances are designed as inclined roads, there are yellow lines at the entrance and around the building (1,2 and 5) (Figure 28).



Figure 28. Faculty of Political Sciences

Rectorate Building

The Rectorate Building is in the most scenic area of the campus (1). The unit has 3 different entrances and there is a ramp in front of all entrances (3,4 and 5). There is a yellow line around the building (1, 2 and 4). The roads and sidewalks around the building are designed to facilitate access for disabled individuals. The presence of an informative sign also supports ease of access (2). The slope of the road and sidewalks is suitable for disabled individuals (Figure 29).



Figure 29. Rectorate Building

Faculty of Tourism

The Faculty of Tourism has a modern building and operates with 901 students, 28 academic staff and 6 administrative staff. There is a wide road and pavement area around it. In addition, landscaped wooded areas and park areas are located near the faculty. In addition, the Faculty of Tourism is within walking distance of the University Rectorate and the library. This allows students and staff to easily access academic and administrative services. The faculty building generally has an accessible structure. In addition to the ramps, there is a wide entrance door at the entrance of the building that disabled individuals can easily access. However, there is no automatic door or button-operated door mechanism near the entrance door (1). It is seen that the ramps are designed wide and with a correct slope. There are stainless metal railings on the ramps, which increases safety. The material structure of the ramps is rough to prevent slipping, which is considered a positive feature (2). The sidewalks are designed wide and without obstacles (5) (Figure 30).

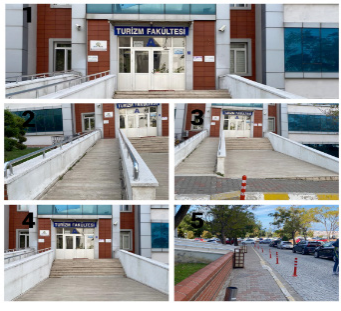


Figure 30. Faculty of Tourism

Çanakkale Health Services Vocational School

There are 7 different education programs, namely First and Emergency Aid, Medical Imaging Techniques, Medical Laboratory Techniques, Anesthesia, Electroneurophysiology, Perfusion Techniques, Pharmacy Services, and 950 students studying in these programs. There are 24 academicians and 7 administrative staff in the faculty. The building has a long staircase connected to ÖSEM (5) and there is no ramp here. There is no ramp and no yellow line around the main entrance of the building (1 and 2) (Figure 31).



Figure 31. Vocational School of Health Services

Campus Restaurant

It is a place used by academics and students. It is approximately 3 minutes from the Faculty of Humanities and Social Sciences and approximately 13 minutes walking distance from the Campus Gate. There is a ramp suitable for the disabled at the entrance of the restaurant (1). The road from the main road of the campus to the restaurant is slightly inclined, but the absence of yellow lines and the drain covers (3) on the road pose a threat to the disabled (Figure 32).



Figure 32. Campus Restaurant

Kafedeyim (University Cafeteria)

Kafedeyim (University Cafeteria) is a place where students carry out their daily activities, located next to ÖSEM (Student Social Activity Center). There is a ramp placed later at the entrance of the place (2). There are many stairs (3 and 4) to reach the place and there is no ramp suitable for the elevation difference. There is no yellow line in the place and its surroundings (Figure 33).



Figure 33. Kafedeyim

The 3rd region of the campus consists of the Faculty of Engineering, Mehmet Akif Ersoy Genç Ofis, Faculty of Sports Sciences, Foreign Languages Vocational School, Faculty of Health Sciences, Faculty of Architecture and Design, Faculty of Communication, Faculty of Fine Arts, Babil Cafe, Çanakkale Technical and Social Sciences Vocational School.

Faculty of Engineering

ÇOMÜ Faculty of Engineering, which aims to train engineers who are internationally recognized in the field of science and technology, has 114 academic staff, 21 administrative staff and 2004 students (1). There are ramps and stairs for the disabled at the entrance of the Faculty of Engineering building (3 and 4). Walkways (2) and parking lot entrances (5) are gently sloping roads and there are no yellow lines (2 and 5) (Figure 34).

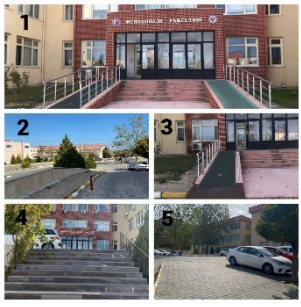


Figure 34. Faculty of Engineering Dean's Office Building

The road surface of the Faculty of Engineering is made of slate (1 and 4). There is a slightly sloping road at the entrance of blocks A-C where the classrooms are located (4). There is also a ramp at the other entrance of the faculty (5). In general, there are no ramps in the areas where the yellow lines and pavements connect to the road, and the building is built on slightly sloping land (1,2 and 3) (Figure 35).



Figure 35. Faculty of Engineering

Mehmet Akif Ersoy Genç Ofis

Mehmet Akif Ersoy Genç Ofis, affiliated with the Ministry of Youth and Sports, is an area that offers university students the opportunity to participate in social and cultural activities and volunteer activities where they can spend their free time and contribute to their personal development.

There is a ramp with a suitable slope and yellow marks at the entrance of Genç Ofis (2). There are cracks in the existing yellow marks (3). There is no ramp at another entrance gate (4). The yellow marks used continue to the pavements at the entrance of the area and there is a slope at the end and a passage is left between the pavements for the physically disabled (5) (Figure 36).



Figure 36. Mehmet Akif Ersoy Genç Ofis

Faculty of Sports Sciences

There are 5 different departments including Coaching, Physical Education and Sports Teaching, Recreation, and Sports Management and 958 students studying in these departments. There are 40 academicians and 16 administrative staff in the faculty.

There are 3 different entrances to the faculty. The ramps at the entrances are seen in photographs (2,3 and 5). A ramp was also considered due to the elevation difference around the building. There is no yellow line around the building (Figure 37).



Figure 37. Faculty of Sports Sciences

School of Foreign Languages and Faculty of Health Sciences

The School of Foreign Languages (YDYO) is a unit specialized in foreign language education and teaching in Çanakkale. There are 49 academic staff and 3 administrative staff working at this school. The school is located close to university facilities such as the library, sports facilities and other faculties. The ramp, located near the entrance of the building, provides an access route designed for disabled individuals. Although the width and railings of the ramp appear to be sufficient, it is unclear whether the slope is up to standard. In addition, it is critical that the surface of the ramp is not slippery and is made of durable material (2). There is only a passageway consisting of steps in the garden section. An alternative ramp to the stairs completely prevents disabled individuals from accessing this area (4). The flat ground area on the side of the building appears suitable for disabled individuals (5). There is also no yellow line (Figure 38).

The School of Health, which became the Faculty of Health Sciences in 2019, was established in 1996 to provide 4-year undergraduate education and started education and training with the departments of Nursing and Midwifery, and the undergraduate program of Emergency Aid and Disaster Management

was opened within the school in 2005. There are 37 academic staff and 6 administrative staff in this faculty. The faculty has 3 entrances. There is a ramp for disabled individuals at the main entrance (2). There is no ramp at the other entrances. There are stairs at the other entrances of the faculty but there is no slope (3 and 4). There is a two-sided slope to access the faculty building. While the ramp is suitable for descent on one side, there is no ramp on the other side. There is an iron ramp near the entrance of the building on the side where there is no ramp (5) (Figure 38).



Figure 38. School of Foreign Languages and Faculty of Health Sciences

Faculty of Architecture and Design, Faculty of Communication and Faculty of Fine Arts

There are 32 academic staff and 8 administrative staff in the Faculty of Architecture and Design, 30 academic staff and 8 administrative staff in the Faculty of Communication, and 53 academic staff and 12 administrative staff in the Faculty of Fine Arts. Entrance to the building for academic staff is provided through Gate A (1). The entrance to the building is supported by stairs in the area with a parking lot (2). There is a ramp for the disabled at the entrance to Gate A (4). There is no yellow line in the area and a ramp was added later (3) (Figure 39).



Figure 39. Architecture and Design, Faculty of Communication and Faculty of Fine Arts; Gate A

The main entrance for faculty students is provided from door B. The presence of a ramp suitable for the disabled at the main entrance makes it easier for students to reach the building (1 and 2). There are stairs branching off in two directions on the way from the Faculty of Fine Arts stop to the building (3 and 5). There are no yellow lines in different parts of the building (4) and on the walkways (Figure 40).

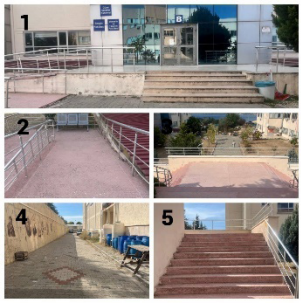


Figure 40. Faculty of Architecture and Design, Faculty of Communication and Faculty of Fine Arts; Gate B

The other entrance for faculty students is provided from the building's door C. There is a ramp for the disabled supporting door C (1). There are long stairs and a path at the entrances to buildings (2 and 5). The road from door C to door A is slightly inclined (3) and there are no yellow lines in the parking area (4) (Figure 41).



Figure 41. Architecture and Design, Faculty of Communication and Faculty of Fine Arts; Gate C

Babil Cafe

Babil Cafe is a recreation area designed for students, located in front of the Faculty of Architecture and Design, Faculty of Fine Arts, and Faculty of Communication building. The cafe, which is currently open for use, is accessible by stairs (2 and 3). The access road to the venue is flat (5), there are no ramps or

yellow lines. In addition, since the front is forested (1), it does not have a safe environment, especially for the visually impaired (Figure 42).



Figure 42. Babil Cafe

Çanakkale Technical Sciences Vocational School and Çanakkale Social Sciences Vocational School

The vocational schools are located at the eastern entrance gate of the university campus. There are steps and ramps with appropriate slope percentage at the entrances of both vocational schools. The coating material of the disabled ramps has a slippery structure. Aluminum profile railings are used. There is a yellow line application for the visually impaired (1,2,3). The entrances to the Workshop and Laboratories building are provided with stairs and ramps with appropriate slope percentage surrounded by aluminum railings (4,5,6) (Figure 43).

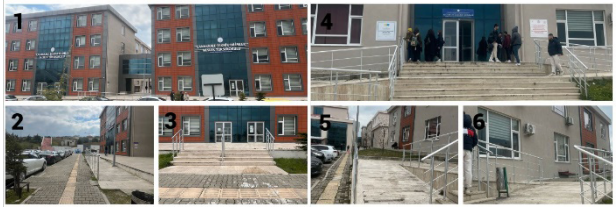


Figure 43. Çanakkale Technical Sciences Vocational School and Çanakkale Social Sciences Vocational School

4. Discussion and Conclusion

The ability of disabled people to move comfortably and independently in public spaces is one of the most important elements of urban planning. In this context, the outdoor spaces of Çanakkale Onsekiz Mart University (ÇOMÜ) Terzioğlu Campus were examined in terms of the use of disabled individuals and various deficiencies were identified and various suggestions were made.

As a result of the research, it was determined that there are various physical obstacles that make accessibility difficult for disabled individuals on the campus. Among these, problems such as ramps not meeting standards, inadequate arrangements on pedestrian paths, incomplete or incorrect design of disabled parking areas stand out. In addition, irregular road and sidewalk surfaces, high curbs and difficulties in accessing some buildings restrict the mobility of disabled individuals.

In addition, it was determined that some of the existing signs were not suitable for disabled individuals and that surface markers were insufficient for the visually impaired. In addition, it was observed that there were deficiencies in the access of disabled individuals to social areas.

In the first region, there is a yellow mark from the entrance to the front of the mosque, but there is no yellow mark between the mosque and the sports hall. This region is the region where people use transportation vehicles due to the high slope of the roads and the long distance.

The second zone is the area where the faculties are most densely populated. In this zone, there are ramps for the disabled at the main entrances of most faculties, but the yellow marks are only in certain areas and at limited distances.

There are ramps at most of the main and side entrances in the faculties and cafes in the third region. In this region, the yellow track is located at limited distances on certain roads.

Improving university campuses in terms of accessibility is essential to ensure the full participation of individuals with disabilities in academic life. In this regard, an inclusive design approach should be adopted by directly taking the opinions of individuals with disabilities into account in the planning and implementation processes. In this way, university life will be made equal and accessible for everyone.

University campuses are areas where different individuals come together, covering education, research, social interaction and living spaces, open to the common use of students, academics and administrative staff. In this context, it is of great importance that everyone has equal access. However, when accessibility measures that will facilitate the mobility of disabled individuals on university campuses are not sufficiently provided, significant obstacles arise in their participation in education and social life.

One of the most fundamental problems faced by disabled individuals on university campuses is the irregularity and inappropriate surface coverings of pedestrian paths and sidewalks. Slippery stone pavements pose a safety risk for individuals using wheelchairs or walking with a cane. In addition, existing

ramps are not built to a standard slope, sometimes making access difficult due to the use of incorrect materials. In addition, the lack of directional signs or the fact that they are not designed appropriately for visually impaired individuals makes it difficult to move independently within the university.

There are also various deficiencies in access to buildings for disabled individuals. In some buildings, ramps are missing or incorrectly positioned at the entrances, automatic doors or elevators suitable for disabled access are not sufficient. There are also no platforms at public transportation stops where disabled individuals can safely use them, and it is observed that the areas reserved for disabled individuals are not clearly marked in parking areas. In addition, social areas, cafes and gyms within the campus have not been fully adapted for the use of disabled individuals.

To solve these problems, accessibility standards in the campus area should be reviewed. First, all pedestrian paths and sidewalks should be paved with non-slip and flat ground materials, and ramps should be rebuilt with a slope that complies with international standards. Directional signs within the campus should be supported with both raised letters for the visually impaired and voice guidance systems. Entrances and interior spaces of buildings should be made accessible, and automatic doors and elevator systems should be made widespread.

For disabled individuals to continue their education and social life more comfortably, common areas such as libraries, dining halls, and cafeterias should be rearranged, and tactile surfaces and yellow marks should be added to pedestrian paths. Platforms where disabled individuals can safely board should be created at public transportation stops and clearly marked disabled parking spaces should be provided in parking lots. In addition, the effectiveness of arrangements for disabled individuals should be monitored at regular intervals and deficiencies should be continuously eliminated.

For disabled individuals to move more easily within the campus, existing ramps should be rearranged and brought into compliance with international standards. Sidewalks should be designed with a flat surface that disabled individuals can use easily, and pedestrian paths should be made wider and barrier-free. Areas reserved for disabled individuals in parking areas should be made clear and access to these areas should be facilitated.

Pedestrian crossings should be made more visible for visually impaired individuals and access should be facilitated by adding audio signaling systems. Surface markers for visually impaired individuals should be added to sidewalks and pedestrian paths to increase their mobility. In addition, areas such as libraries,

cafeterias and social facilities within the campus should be arranged in a way that disabled individuals can use them easily.

To draw attention to the problems experienced by disabled individuals and to raise awareness, information programs and trainings should be organized within the campus. In addition, the effectiveness of the arrangements made for the disabled should be inspected at regular intervals and deficiencies should be updated and continuous improvement should be provided. If all these measures are implemented, it will be possible to create a disabled-friendly environment in ÇOMÜ Terzioğlu Campus.

References

Ameen, R., Mohammed, F., Mourshed, M. & Li, H. (2015). A Critical Review of Environmental Assessment Tools for Sustainable Urban Design. Environmental Impact Assessment Review, 55, 110–125. doi:10.1016/j.eiar.2015.07.006.

Banning-Lover, R., & Purvis, K. (2016, 22nd June). Disability Rights Around the World: From 1944 The Present Day. The Guardian. Retrieved from: https://www.theguardian.com/global-development-professionals-network/nginteractive/2016/jun/22/disability-rights-around-the-world-from-1944-to-the-presentday.

Berghs, M., Atkins, K., Graham, H., Hatton, C. & Thomas, C. (2016). Implications For Public Health Research of Models and Theories of Disability: A Scoping Study and Evidence Synthesis. Public Health Research, 4(8). National Institute for Health Research, Public Health Research. https://doi.org/10.3310/phr04080.

Boeing, G. (2017). OSMnx: New Methods for Acquiring, Constructing, Analyzing, and Visualizing Complex Street Networks. Computers, Environment and Urban Systems, 65, 126–139.

Cadestin, C., Dejoux, V., & Armoogum, J. (2013). "Mobilité Et Handicap: Quelle Perception Du Déplacement? Les Déplacements: Mobilité, Handicap Et Perception". Populations vulnérables, 1.

Carnemolla. P., & Bridge, C. (2016). Accessible Housing and Health-Related Quality of Life: Measurements of Wellbeing Outcomes Following Home Modifications. Archnet-IJAR, 10(2), 38-51.

Castanheira, G. & Braganca, L. (2014). The Evolution of The Sustainability Assessment Tool Sbtool: From Buildings to The Built Environment, The Scientific World Journal, 10(78). https://doi.org/10.1155/2014/491791.

Coleman S. (2017). Australia: State of the Environment Report 2016: Built Environment. Canberra: Department of Environment and Energy.

Çanakkale Belediyesi Coğrafi Yapı. Access date (01.12.2024): https://www.canakkale.bel.tr/tr/sayfa/1125-cografi-yapi#:~:text=%C3%87anakkale%20%C4%B0linde%20Akdeniz%20ve%20Karadeniz,minimum%2025%EF%82%B0C%20olmaktad%C4%B1r.

Çınar, N. Y. (2010). Üniversite Kampüslerindeki Peyzaj Erişilebilirliğinin Engelliler Açısından İrdelenmesi [Yayımlanmamış Yüksek Lisans Tezi]. Ankara Üniversitesi. https://dspace.ankara.edu.tr/xmlui/handle/20.500.12575/30445

ÇOMÜ Academic, Administrative, Student and Disabled Individuals in Terzioğlu Campus Access date (05.12.2024): https://ubys.comu.edu.tr/BIP/BusinessIntelligence/Officer/AcademiciansByDutyStation

Demiroğlu, D., Çoban, A., & Özgür, D. (2016). Engelli Bireylerin Üniversite Yerleşkelerinde Ortak Mekânları Kullanabilmeleri Üzerine Örnek Bir Araştırma: Kilis 7 Aralık Üniversitesi Merkez Yerleşkesi. İnönü Üniversitesi Sanat ve Tasarım Dergisi, *6*(13).

Genç, D. Z. H., & Genç, H. (2008). Çanakkale Onsekiz Mart Üniversitesi Terzioğlu Yerleşkesi Gündüz Kelebekleri (Lepidoptera: Rhopalocera). Tekirdağ Ziraat Fakültesi Dergisi, 5(3), 309-321

Gibberd, J. (2015). Measuring Capability for Sustainability: The Built Environment Sustainability Tool (BEST). Building Research doi:10.1080/09613218.2014.930257. & Information, 43(1), 49–61.

Henderson-Wilson, C., Andrews, F., Wilson, E., & Tucker, R. (2022). Global Benchmarking of Accessible and İnclusive Cities. Journal of Social Inclusion, 13(1).

Imrie, R., & Hall, P. (2001). "An Exploration of Disability and the Development Process". Urban Studies, 38(2), 333-350. doi: https://doi.org/10.1080/00420980124545

Newton, P.W. (2016). Innovation for Sustainable Low-Carbon Built Environment. Procedia Engineering, 180, 16–32. doi:10.1016/j.proeng.2017.04.161.

Newton, P.W., Plume, J., Marchant, D., Mitchell, J. & Ngo, T. (2017). Precinct Information Modelling: A New Digital Platform for Integrated Design, Assessment and Management of the Built Environment. In A. X. Sanchez, K. D. Hampson and G. London (Eds.) Integrating Information across the Built Environment Industry. Routledge: London.

Quinn, G., Degener, T., Bruce, A., Burke, C., Castellino, J., Kenna, P., Kilkelly, U. & Quinlivan, S. (2002). Human Rights and Disability, The Current

Use and Future Potential of United Nations Human Rights Instruments in The Context of Disability. New York and Geneva: United Nations.

Sarısıvat Çanakkale Nüfus Verileri. Access date (20.12.2024): https://www.sarisivat.com/2025/02/2024-canakkale-nufus-verileri-ve.html

Slimani, D., & Boudjemline, H. (2016). "L'accessibilité Aux Habitations: Point De Vue des Handicapés Moteurs En Algérie". Sciences de l'Homme et de la Société, 5(18), 45-63

Türkiye İstatistik Kurumu (TÜİK), 2017. Access date: 28.12.2024

United Nations Settlements Programme (UN-Habitat). (2017). Building sustainability assessment and benchmarking – An introduction.

World Health Organization. (2011). World Report on Disability. UnderstandingDisability. Access date (05.12.2024): https://apps.who.int/iris/handle/10665/44575

ISBN 978-2-38236-843-5



LIVRE DE LYON

livredelyon.com

livredelyon

livredelyon

livredelyon

LIVRE DE LYON

January 15, 2025

Dear Abdullah KELKİT

We are pleased to invite you to the book Project "**Research, Design and Method in Architecture - 2025**",which will published on March 2025 in Lyon, France.

It is is an honor to invite you to "**EXAMINATION OF ÇOMÜ TERZİOĞLU CAMPUS OUTDOOR SPACES IN TERMS OF DISABLED USE**". We deeply appreaciate your reasearch and would like you to write a chapter for our Project.

Best regards

Oliver Denis
Regional Manager of Livre de Lyon

37 Rue Marietton 69009 Lyon France
E-Mail: info@livredelyon.com
www.livredelyon.com

Consent to Publish for book Chapter

LIVRE DE LYON

Title of Book: Research, Design and Method in Landscape Architecture I

Title of the book chapter: EXAMINATION OF ÇOMÜ TERZİOĞLU CAMPUS OUTDOOR SPACES IN TERMS OF DISABLED USE

Corresponding Author Name and Surname: Berfin BALKAN

Author(s) full name(s): Abdullah KELKİT, Berfin BALKAN, Büşra Nur ÖCAL, Fatma ÖZTABAK, İlkay KAYABAŞ

Corresponding author's name, address, affiliation and e-mail: Berfin BALKAN, Çanakkale Onsekiz Mart Üniversitesi, Lisansüstü Eğitim Enstitüsü, Peyzaj Mimarlığı Anabilim Dalı, Çanakkale., berfinblkn02@gmail.com

The Publisher intends to publish the Work under the imprint **Livre de Lyon**.

1 Rights Granted

The Author grants Livre de Lyon (the "Publisher") the exclusive, worldwide, transferable, sub-licensable right to reproduce, publish, distribute, transmit, translate, publicly perform, archive, store, lease, sell, and use the Contribution in any form or medium, including electronic (e.g., internet, databases, interactive devices). This includes the right to create derivative works, combine it with other materials, and use it for promotional purposes.

The copyright of the Contribution is vested in the Publisher. The Author asserts the right to be identified as the originator in all editions. The Publisher may take necessary actions to protect these rights against infringement.

2 Rights retained by Author

The Author may self-archive a pre-print and an Author's Accepted Manuscript (AAM) version of the Contribution.

a) Pre-Print: The Author can share the first version of the manuscript (Pre-Print) before acceptance, on personal or legally compliant non-commercial pre-print servers (e.g., arXiv, bioRxiv). After publication, the Author must update the acknowledgement and link to the definitive version on the publisher's website.

b) AAM: The Author can share the accepted version (AAM) on their personal website immediately upon acceptance. 12 months after publication (Embargo Period), the Author can release the AAM on institutional or funder repositories, with an appropriate acknowledgement and link to the published version. The Author may not self-archive the final published version (pdf/html/xml).

The Author retains the right to communicate the Contribution for research purposes, share it in manuscript form, or use it for non-commercial and educational purposes with proper citation.

3 Warranties

The Author agrees to execute all necessary documents to grant the rights under this Agreement. The Contribution must be original, and the Author must obtain permission for any third-party materials used. The Author warrants that the Contribution has not been published before, contains no defamatory content, and does not infringe any rights. The Author will indemnify the Publisher against any claims arising from breaches of these warranties and agrees to amend the Contribution if needed.

4 Delivery of Contribution and Publication

The Author will deliver the Contribution in an agreed format by the agreed date. The Publisher will handle publication at its own expense. The Contribution must meet the Publisher's guidelines.

5 Author's Discount for Books and Electronic Access

The Author can purchase copies of the Work and other books from the Publisher at a 30% discount for personal use. Resale is not allowed. The Author will also have access to the published version of the Work online and can share single contributions for non-commercial research and classroom use.

6 Termination

Either party can terminate the Agreement with written notice if the other party commits a material breach that is not remedied within 28 days. Upon termination, rights and obligations cease except for those that survive termination.

7 Governing Law and Jurisdiction

Any disputes will be resolved through good faith discussions. This Agreement is governed by the laws of France, and disputes will be handled by the courts of Lyon.

Corresponding Author signs for and accepts responsibility for releasing this material on behalf of any and all Co-Authors.

Signature of Corresponding Author: **Date:**
04.03.2025

Berfin BALKAN

.....

Signature of Publishing House: **Date:**

Oliver Denis
Regional Manager of Livre de Lyon