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Research on cognition of interior by specialists and non-specialists

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Abstract

Supposing that a client and a designer are working together in a step-by-step manner in designing a house to create a residential environment, it is pointed out that both of them would tend to be dissatisfied with the result unless they sufficiently recognized their differences in sense and common practice. This is especially true for interior work because interiors provide a living environment that is familiar to the client, and, based on the information from mass media and experience, the client has a wide variety of knowledge about his/her own preferences and the ways of realizing the living environment. Therefore, a client is more likely to express his/her opinions freely in a meeting; sometimes even on professional matters that the designer should originally be responsible for. Therefore, the differences in recognition of interior accessories between the client and the designer are clarified here. Clarifying the differences in the cognitive characteristics of the client and the designer regarding interiors helps the designer to avoid dissatisfaction in designing a house; at the same time, clarifying the cognitive characteristics of the designer regarding interiors contributes to the development of a professional education. By looking to the Interior Presentation Board, which is a presentation tool for interiors, this research explores the cognitive characteristics from the viewpoint of reviewing the implementation method to check whether it is in line with the client's expectations. Cognitive characteristics depending on the subject's role are shown as different characteristics of the evaluation structure by attribute. Cognitive characteristics depending on subject's experience or knowledge are shown as different characteristics of the evaluation structure by category to the extent of "differentiation" or "integration". An image collage depicts the relationship between expertise and knowledge as the shift of knowledge structure in the process of acquiring the expertise. In this way, from the viewpoint of cognitive psychology, the difference in cognitive structure and knowledge structure regarding interiors is clarified among specialists, non-specialists and students who are at the stage of acquiring expertise.

This article consists of three sections below:

The first section discusses the difference in value estimation of interior presentation boards between specialists and non-specialists. Consequently, from the difference in evaluation structure between specialists and non-specialists, we could recognize the attitude that specialists try to understand a client's tastes, make convincing propositions which meet the client's needs, and win the client's confidence. We also found that non-specialists have satisfactory and secure criteria based on a realistic view from actual life and according to their life experience and interest. Some of them even have a desire to be part of the design work.

The second section discusses categorization of evaluation structure and individual attributes through evaluating presentation boards of interiors. The evaluation structure for "the way of realizing expectations" with interior spaces by similarities in each evaluation item was able to be categorized with the evaluation grid method. It was shown that a value goal can be understood by category with the categorized attributes and the characteristics of the evaluation structure. In addition, it was found that each evaluation structure by category shows an objective and concrete estimation

based on intuitive understanding of the environment and on background experience and knowledge. Also, the differences in characteristics of "differentiation" and "integration" of the evaluation structure were shown by category. Finally, the "evolution and the transformation" of the evaluation structure were figured out in each stage of professional expertise and experience acquired depending on the difference in the academic year of the students and attributes of the specialists.

The third section discusses the difference in knowledge structure between interior specialists and students at the stage of acquiring expertise. Based on the dual coding theory by Paivio, image collages are used to compare specialists and beginners to clarify changes in knowledge structure in the process of acquiring expertise.