



**THE SPATIAL INTERPRETATION OF GENERATION  
Z's SOCIAL, LIVING, AND WORKING PRACTICES**

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Thesis for the Master's Program in Architecture

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2024

## ETHICAL DECLARATION

I hereby declare that I am the sole author of this thesis and that I have conducted my work in accordance with academic rules and ethical behaviour at every stage from the planning of the thesis to its defence. I confirm that I have cited all ideas, information and findings that are not specific to my study, as required by the code of ethical behaviour, and that all statements not cited are my own.

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Signature:

# ABSTRACT

## THE SPATIAL INTERPRETATION OF GENERATION Z's SOCIAL, LIVING, AND WORKING PRACTICES

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This thesis analyzes the living, working, and socializing practices of Generation Z in relation to the social and cultural preferences of that generation. The significance of the study lies in the fact that this generation is highly connected to virtual space and they feel the effects of global issues. This research highlights the impact of global but also local events on Generation Z's trajectory of living. The literature suggests that Generation Z members are highly responsive to their surroundings. Consequently, the needs and attitudes of Generation Z changed. In this research, Generation Z includes individuals born from 1996 to 2012. The research methodology is composed of two layers. First of all, a survey was administered to the senior architecture students and newly graduated architects from the Izmir University of Economics Department of Architecture. The selected group have a high consciousness about the notion of space. For this reason, it is beneficial to understand their tendencies regarding living, working, and socializing habits in physical and virtual spaces. The second part is based on a focus group of senior architecture students and recent graduates to get more in-

depth insight into the space preferences of Generation Z. The results indicate that Generation Z is connected to the world more than ever because of digitalization. However, their needs for physical space and in person interaction is undeniable.

Keywords: Generation Z, Digitalization, Globalization, Living Practices, Space.



# ÖZET

## Z JENERASYONUN YAŞAM, SOSYALLEŞME VE ÇALIŞMA PRATİKLERİNİN MEKANSAL YORUMLANMASI

Doyuran, Aslıhan

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Bu tez, Z kuşağının yaşam, çalışma ve sosyalleşme pratiklerini, bu kuşağın sosyal ve kültürel tercihleriyle ilişkili olarak analiz etmektedir. Çalışmanın önemi, bu kuşağın sanal ortama son derece bağlı olması ve küresel sorunların etkilerini hissetmelerinde yatmaktadır. Bu araştırma, küresel ve aynı zamanda yerel olayların Z kuşağının yaşam biçimi üzerindeki etkisini vurgulamaktadır. Literatür, Z Kuşağı üyelerinin çevrelerine karşı son derece duyarlı olduğunu göstermektedir. Sonuç olarak, Z Kuşağının ihtiyaçları ve tutumları değişmiştir. Bu çalışmada Z Kuşağı 1996-2012 yılları arasında doğan bireyleri kapsamaktadır. Araştırma metodolojisi iki katmandan oluşmaktadır. İlk olarak, İzmir Ekonomi Üniversitesi Mimarlık Bölümü son sınıf öğrencileri ve yeni mezun mimarlara bir anket uygulanmıştır. Seçilen grup, mekân kavramı konusunda yüksek bir bilince sahiptir. Bu nedenle fiziksel ve sanal mekanlarda yaşama, çalışma ve sosyalleşme alışkanlıklarına ilişkin eğilimlerini anlamakta fayda vardır. İkinci bölüm, Z kuşağının mekan tercihleri hakkında daha derinlemesine bilgi edinmek için son sınıf mimarlık öğrencisi ve yeni mezun mimarlardan oluşan bir odak grubuna dayanmaktadır. Sonuçlar, Z kuşağının

dijitalleşme nedeniyle dünyaya her zamankinden daha bağlı olduğunu göstermektedir. Bununla birlikte, fiziksel mekana ve yüz yüze etkileşime duydukları ihtiyaç da yadsınamaz.

Anahtar Kelimeler: Z Jenerasyonu, Dijitalleşme, Küreselleşme, Yaşama Pratikleri, Mekan.



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# **CHAPTER 1: INTRODUCTION**

## ***1.1. Background***

Culture and social attitudes of people are changing over time. As a result of this, their needs and attitudes change correspondingly. Cities, similar to human beings, are diverse and evolve throughout time as a result of their heritage, economy, and community. Everyday life is affected by many different subjects. These could be natural disasters, social events, or technological developments. All of these have a cumulative influence on the physical and psychological needs of the users in their living practices as well as in design and planning of city spaces. The intersection of living patterns and generational connections has been studied in literature. Nevertheless, these studies generally refer to previous generations, and there is a gap in literature regarding the impact of Generation Z's living practices and preferences on today's design world.

The present economic, social, cultural, and environmental issues are visible to the public eye more than ever with the help of social media. That affects citizens' vision of the world, especially the younger generations. This thesis will focus on Generation Z in terms of their interconnection within physical and virtual space together with how it affects their way of life in various ways. Nowadays, young generations more and more experience their rooms as working, living, and with the help of technology, as new socializing spaces. In this thesis, these relations and effects will be examined. I also need to stress the fact that virtual space can be as important as physical space in terms of the living practices of Gen Z. This study aims to examine the effects of Gen Z's social, living, and working practices on their spatial preferences with the help of the data collected through surveys and a focus group.

## ***1.2. Research Question of The Study***

Throughout the process, the main question of the research emerges with the help of the literature review based on generations, physical and virtual spaces. The nature of the study and the research question evolved with the development of transformation. The research question is 'What are the preferences of gen z in terms of usage of the physical environment and virtual spaces concerning their living, working, and socializing

practices?' The study was conducted to adapt to the needs and comprehend the trends of this new generation.

### ***1.3. Significance of The Research***

Humans are social creatures. For this reason, over time, their connections and relations changed. At this time, we are observing the new digital world and how people are adapting to this digital turn. The new generation of Gen Z was born in the beginning of rapid technological developments. So their adaptation was more quick and easy. In addition to this, they are going to be the majority in the population and the workforce. According to Larkin, Jancourt and Hendrix (2018), by 2030, 22% of the workforce will be Gen Z. For this reason, it is crucial to learn their tendencies and preferences. Also, virtual space is a concept that is newly and rapidly adapted to our lives and Gen Z has advanced skills and preferences to use the virtual space. So, understanding the younger generations' needs is going to be beneficial in this emerging topic. Thus, if we understand the spatial preferences of Gen Z in relation to their living, working and social practices, we can have insight to understand how to make differences in the built environment of cities to include the new generation.

### ***1.4. Methodology***

The methodology of the thesis is grounded in qualitative data collection and data analysis procedures. According to the results of the literature review, the survey questions were created to assess the evaluation of the tendencies of Gen Z members and whether there is a correlation with the literature. Survey was conducted through online questionnaires that were generated using Google Survey.

For this research, first, a pilot study has been generated to understand some basics about Generation Z. This pilot study is usually advantageous before doing the main investigation. The results of the pilot study provide hints for the main research. Woken (2013) states that pilot research allows testing of the developed hypotheses to improve and effectively address the research aim and objectives. A pilot study also gives the researcher different points of view that were overlooked at the start of the research. As a result, the researcher can resolve the problems. The pilot study was conducted with newly graduated architecture students to understand their tendencies and preferences with a small group of five people. Two layers are present in qualitative research. The



senior architecture students and newly graduated architects at the Izmir University of Economics department of architecture completed a survey as the first phase of the process. To respond to the questionnaires, participants received a link to a Google survey. Senior architecture students were selected because they have a high level of knowledge and perception of spatial subjects. For this reason, all senior architecture students were selected as the sample subjects. A focus group of five senior architecture students and newly graduated architects participated in the semi-structured focus group discussions in the second part to acquire an in-depth comprehension of Generation Z's preferences for space. Participants engaged in the research voluntarily.

### ***1.5. Contents of the Thesis***

The second and third chapters of the thesis after Introduction offer literature review on the processes characterizing Generation Z and their relationships with diverse spaces. In the fourth chapter, the methodology, the questionnaire, and the purpose of the questions are explained. Lastly, in the fifth chapter, conclusions and the future research ideas about physical and virtual spaces are provided.

## **CHAPTER 2: GENERATIONS AND SOCIAL ASPECTS THAT AFFECT GEN Z**

This section of the research aims to examine the various generations and their distinctive characteristics. Even though there are no clear boundaries separating generations, we are still able to spot some distinctive characteristics. Additionally, the meanings of the notion of "generations" have been observed to be evolving. It is crucial to comprehend the definitions of generations throughout history as well as their present qualities and to address the idea of generations from various angles. When a topic is human-centered, it has a significant effect on many areas, including politics, psychology, economics, and architecture. For a better comprehension of the main subject of this thesis, Generation Z, the definition of generation, along with the preceding generations (Baby Boomers, Generation X, and Generation Y/Millennials), are covered in this section. The characteristics of Generation Z, which will be indicated as the study's foundation, are subsequently addressed. In accordance with recent literature references, the discussion proceeds to the social components that constitute Gen Z.

### ***2.1. Definition of Generation***

According to Seemiller and Grace (2013) older generations create the environment that younger ones are raised in, so to fully understand Generation Z, it is fundamental to start by understanding the generations that came before them. According to the Oxford Dictionary, the definition of the generation is all the people who were born at about the same time. Also, in Merriam Webster, the definitions are a body of living beings constituting a single step in the line of descent from an ancestor and the average period between the birth of parents and that of their offspring.

Karl Mannheim may have laid the foundation for the generational theory in his essay "The Problem of Generations" in 1923. According to Mannheim (1923), a generation is a social location that can influence a person's consciousness, like-how social class or culture does. He maintained that significant historical occurrences have an extraordinary impact on generations.

By Mannheim's theory of generations, the changes in generations result from historical

and social events, which in turn influence subsequent generations. People more closely resemble their times than they do their parents. (McCrinkle, 2007)

Another significant research in generation theory is The Strauss-Howe Generational Theory and Practice. According to van Twist van Eck Duymaer and Newcombe (2021) it explains a cyclical pattern of age cohorts known as "generations," each with distinctive behavioral traits that are thought to be connected to history. This theory claims that a significant 'fourth turning' of generations occurs in American history every 80 years.

A crisis that has destroyed the old social order and established a new one must necessarily mark the "fourth turning," after which a new cycle begins. Modern proponents of this notion, we are currently in the (about) twenty-year "crisis" phase, which will decide a new social order. However, this research on generations is oriented on the axis of American History. (Table 1)

Table 1. The Strauss-Howe Generational Theory periods, (Source: van Twist van Eck Duymaer and Newcombe, 2021)

<b>Generation (years)</b>	<b>Type</b>	<b>Birth years</b>	<b>Formative era</b>
<b>Revolutionary Saeculum (90)</b>			
Awakening Generation	Prophet (Idealist)	1701-1723 (22)	High: Augustan Age of Empire
Liberty Generation	Nomad (Reactive)	1724-1741 (17)	Awakening: Great Awakening
Republican Generation	Hero (Civic)	1742-1766 (24)	Unravelling: French and Indian War
Compromise Generation	Artist (Adaptive)	1767-1791 (24)	Crisis: American Revolution
<b>Civil War Saeculum (67)</b>			
Transcendental Generation	Prophet (Idealist)	1792-1821 (29)	High: Era of Good Feeling
Gilded Generation	Nomad (Reactive)	1822-1842 (20)	Awakening: Transcendental Awakening
	Hero (Civic)		
Progressive Generation	Artist (Adaptive)	1843-1859 (16)	Crisis: American Civil War
<b>Great Power Saeculum (85)</b>			
Missionary Generation	Prophet (Idealist)	1860-1882 (22)	High: Reconstruction/Gilded Age
Lost Generation	Nomad (Reactive)	1883-1900 (17)	Awakening: Missionary Awakening
G.I. Generation	Hero (Civic)	1901-1924 (23)	Unravelling: World War I/Prohibition
Silent Generation	Artist (Adaptive)	1925-1942 (17)	Crisis: Great Depression/World War II
<b>Millennial Saeculum (69+)</b>			
Baby Boom Generation	Prophet (Idealist)	1943-1960 (17)	High: Superpower America
Generation X	Nomad (Reactive)	1961-1981 (20)	Awakening: Consciousness Revolution

Table 1. (Continued) The Strauss-Howe Generational Theory periods

Millennial Generation	Hero (Civic)	1982-2004 (22)	Unravelling: Culture Wars, Postmodernism
Homeland Generation	Artist (Adaptive)	2005-present	Crisis: Great Recession, War on Terror

There are other sources that investigated understanding of generation, their identity and the characteristics. Kohnen (2002) states that Lancaster and Stillman provide an outline of the main four generations and gives a variety of the 'Clashpoints' which are referring the areas of conflict that are most likely to witness an escalation of generational disagreements.

Lancaster and Stillman (2002) point out that the Traditionalist's characteristics can be defined as loyal. It follows the optimism of the Baby Boomers. The generation continues with Generation Xers, those who belong to this generation have become known for being skeptical.

The last generation which they investigated is Millennials, and realism is a defining characteristic of the members of this generation. Martin and Tulgan (2002) declare the embark on the term Silent Generation similar to Howe and Strauss. The Silent Generation term emphasizes people who were born between 1925 to 1942, and they admit people who were born between 1943 to 1945 are Cuspers which means the people show more similar characteristics to Silent Generation rather than Baby Boomers. Acknowledge a group of cuspers, born between 1960 and 1965, who identify more readily with Gen Xers than with Boomers.

Table 2. Periods and generational classifications in various sources, (Source: Törőcsik, Szűcs and Kehl, 2014)

Source		Labels			
Howe and Strauss (2000)	Silent Generation (1925–1943)	Boom Generation (1943–1960)	Generation 13 (1961–1981)	Millennial Generation (1982–2000)	-
Lancaster and Stillman (2002)	Traditionalists (1900–1945)	Baby Boomers (1946–1964)	Generation Xers (1965–1980)	Millennial Generation; Echo Boomers; Generation Y; Baby Busters; Generation Next (1981–1999)	-
Martin and Tulgan (2002)	Silent Generation (1925–1942)	Baby Boomers (1946–1960)	Generation X (1965–1977)	Millennials (1978–2000)	-
Oblinger and Oblinger (2005)	The Mature (<1946)	Baby Boomers (1947–1964)	Gen-Xers (1965–1980)	Gen-Y; NetGen; Millennials (1981–1995)	Post-Millennials (1995–present)
Tapscott (1998)	-	Baby Boom Generation (1946–1964)	Generation X (1965–1975)	Digital Generation (1976–2000)	-
Zemke et al. (2000)	Veterans (1922–1943)	Baby Boomers (1943–1960)	Gen-Xers (1960–1980)	Nexters (1980–1999)	-
Reeves and Oh (2008)	Mature Generation (1924–1945)	Boom Generation (1946–1964)	Generation X (1965–1980)	Millennial Generation (1981–2000)	Generation Z (2001–present)

## 2.2. Baby Boomers

The Baby Boomers identified people who were born between 1946- 1964. This generation's name came from the accelerated baby birth after World War 2.

The baby boomer generation is referred to as "a pig in a python," or a large bulge in an otherwise narrow age distribution that steadily descends as the boomers age. (Callanan & Greenhaus, 2008)

Infrastructure spread out expeditiously to fulfill the standards of the Baby Boomers. They witnessed and became a part of the economic growth and wealth. That affects the working habits of the Baby Boomers. Their traditional 8:00 a.m. to 5:00 p.m. business discipline, teamwork, collaboration, group decision-making, predisposition to optimism, and soft leadership capabilities shows some of the characteristics. (Zemke et al., 2013)

The Baby Boomer generation is significant from different angles. One of them is their influence on social acts and civil rights. The other one is their living practices. The generation also called the Woodstock Generation. (Martin and Tulgan, 2002) Their generation's mentality and attitudes about equitable treatment for people of color, LGBT people, or those with disabilities—were profoundly influenced by the civil rights movement of the 1960s. (Zemke et al., 2013) Especially in the American civil rights movement accelerated and citizens protested the discrimination and racism. During these protests, they show self-determination. Martin Luther King Jr.'s speech from 1963, particularly the line "I Have a Dream...", became the slogan for the social justice and freedom movement. They started to live in the suburbs. It changes the living practices in America.

They afterward became parents, predominantly to Generation Y, commonly called the Millennials, but also to some members of Generation X. The youngest Baby Boomers turned 59 in 2023. They become closer to the traditional retirement age of 65. That means these years are at the end of their career paths, and their general effects will be less impactful in the working practices.

### **2.3. Generation X**

Another generation that had an impact is Generation X. One of the importance is that generation members are generally the parents of Gen Z so it is crucial to understand their worldview. Members of this generation were born between 1965-1980. Technological developments started to affect the generations. They witnessed the hype of cable television and the first personal computers. Apple computer Apple 1 made its debut in 1976. (Gibbs, 2016) Also, IBM (The International Business Machines Corporation) showed the design of their first computer in 1981. (www.ibm.com, 2003)

Taylor and Gao (2014) state that Generation X remains in between two larger generations, which are the Baby Boomers and Millennials. During their research, the findings about their ethnic and racial diversity, ideological, cultural, and religious beliefs, along with their financial, academic, and technological interactions, were the results of the questions between these generations.

Throughout time Generation X referred to various labels. Generation "X" may have been referred to as Generation "I" for "invisible" or "L" for "lost." On the other hand, "Baby Busters," "Post-Boomers," "Latchkey Kids," "New Lost Generation," and "MTV Generation." These labels show the media's effects on the generation, and being a child because of working parents became more individual. (Zemke, Raines and Filipczak, 2000; Whitehouse and Flippin, 2017)

Even though the sources identify Generation X as a wedge between two large generations, it is highly significant with their impact on how people perceive the world and other ideas. It is not possible to rule out the effect of the Generation X technology leaders Google co-founders Lawrence Page (born 1973) and Sergey Brin (born 1973). MySpace founders Chris DeWolfe (born 1966) and Tom Anderson (born 1970); and Twitter co-founders Evan Williams (born 1972), Biz Stone (born 1974), and Jack Dorsey (born 1976), Amazon founder Jeffrey Bezos (born 1964). They are influential figures on how following generations access new information and goods. Also, stay connected through social networks. (Whitehouse and Flippin, 2017)

#### ***2.4. Generation Y/ Millennials***

Some earlier generational research discusses people born between 1980 to 2000 as Generation Nexters. (Zemke, Raines and Filipczak, 2000) Also called N-Gen as in Internet Generation. (Tapscott, 1998) Net Generation members frequently utilize technology for networking and socializing, have the capacity to customize technology to match individual requirements, and use technology to enhance gaining knowledge. (Oblinger and Oblinger, 2005) The following research addresses Generation Y, also known as Millennials, as the generation between Generation X and Generation Z.

Even though there are no sharp beginning and end dates of generations, Generation Y members are considered to have been born between 1980 and 1996. Even while it is evident that generational cohorts share beliefs and characteristics given some of their prevalent social and cultural experiences, the separation dates between cohorts are merely for referencing convenience and are not particularly precise between previous generation Millennials and Gen Z. The phrase "trailing Millennials" relates to the characteristics and affinities that "rising Gen Zers" will increasingly be renowned for

because those on the generational generally share some similarities with their previous generations. (Williams, 2015; Howe, 2010)

The rapid progression in technology had an influence on how Millennials embraced technology in their lives. They are notable for multitasking and using a range of communication channels over the time of the day. Such as social media platforms, emails, and online chatting. (Seemiller and Grace, 2016) (Table-3)

Table 3. Generational cohorts and defining trends, (Source: Zemke, Raines and Filipczak,2000)

Popular Names Generation	George and Dorothy The Veterans	Tom and Linda The Baby Boomers	Devon and Li Generation Xers.	Brandon and Crystal The Nexters
Also known as...	Traditionalists GIs Mature WW II Generation The Silent Generation Seniors	Boomers	Xers Twenty-somethings Thirteener Baby Busters Post-Boomers	Millennials Generation Y Generation 2001 Nintendo Generation Net Generation Internet Generation
Birth Years	1922–1943	1943–1960	1960–1980	1980–2000
Defining Events and Trends	Patriotism Families The Great Depression WW II New Deal Korean War Golden Age of Radio Silver Screen Rise of labor unions	Prosperity Children in the spotlight Television Suburbia Assassinations Vietnam Civil Rights movement Cold War Women’s Liberation The Space Race	Watergate, Nixon resigns Latchkey kids Stagflation Single-parent homes MTV AIDS Computers Challenger disaster Fall of Berlin Wall Wall Street frenzy Persian Gulf Glasnost, Perestroika	Computers Schoolyard violence Oklahoma City bombing <i>It Takes a Village</i> TV talk shows Multiculturalism Girls’ Movement McGwire and Sosa

Tulgan and Martin stated that this situation in the work as follows;

*"Demographers, unable to agree on a defining label for this generation, have called them the Millennials, Generation www, the Digital Generation, Generation E, Echo Boomers, N-Gens, and, most often, Generation Y. Ask these young people to define themselves, though, and you will hear something far more creative: the Non-Nuclear Family Generation, the Nothing-Is-Sacred Generation, the Wannabes, the Feel Good Generation, CyberKids, the Do-or-*



*Die Generation, the Searching-for-an-Identity Generation." (Tulgan and Martin, 2001)*

## **2.5. Generation Z**

Previous generational research generates the substructure for Gen Z. Similar to the antecedent cohorts there is no specific starting and ending year of Gen Z. Some of the researchers acknowledge the starting year as 1995 and 1996 (Annamária 2011; Töröcsik, Kehl and Szűcs, 2015; Chung and Kim, 2020; Larkin, Jancourt and Hendrix, 2018) and other researchers accept as after 2000 to 2005. (Reeves and Oh 2008; Rickes 2016). In this study, the mentioned generation is considered to include individuals born between 1996 and 2012. A generation is identified by shared interests, behaviors, and experiences. This relationship generates an outcome of its periods and preferences. Understanding generational concepts is beneficial because it often clarifies the confusing and misleading variation beneath our subconscious presumptions and behaviors. (Zemke et al., 2013)

Some scholars refer to this generation as post-millennarians. In addition, it is also known as the "Facebook Generation," "digital natives," "Instant online" group, "dotcom" children, net generation, and "I Generation." The current generation is frequently referred to as Generation C—the initial C representing connection—or Generation D—the letter D standing for digital—or Generation R—the capital R indicating responsibility. (Dimock, 2019; Heckenberg et al., 1992; Prensky, 2001; Mutte, 2004; Oblinger and Oblinger, 2005; Töröcsik, Szűcs and Kehl, 2014)

Seemiller and Grace also emphasize the importance of Generation Z as follows;

*"Generation Z has always lived in a virtual and physical reality. With easy access to the world's issues, Generation Z sees problems but wants to find solutions and knows how to wield their tools and knowledge to do so. We predict Generation Z will have a strong work ethic similar to Baby Boomers and the responsibility and resiliency of their Generation X parents, and they may be even technologically savvier than the Millennials." (Seemiller and Grace, 2016)*

The surroundings, which consist of the scientific and technological advancements and the social and financial relationships that influence the generations, have shifted extensively; as a result, the newest generations interact under these emerging conditions, so that they are different from the previous generations preceding them. (Töröcsik, Kehl and Szűcs, 2015) The current state of politics, the economy, security, and technological advancement have an impact on behavioral trends, particularly for generation Z. This generation has grown up with the increasing advancement of digital technology, and they will be the most productive over the following ten years. (Susanti and Natalia, 2018) At a crucial juncture in the evolution of employment, Gen Z is joining the workforce (Levin, 2019) (Figure-1)

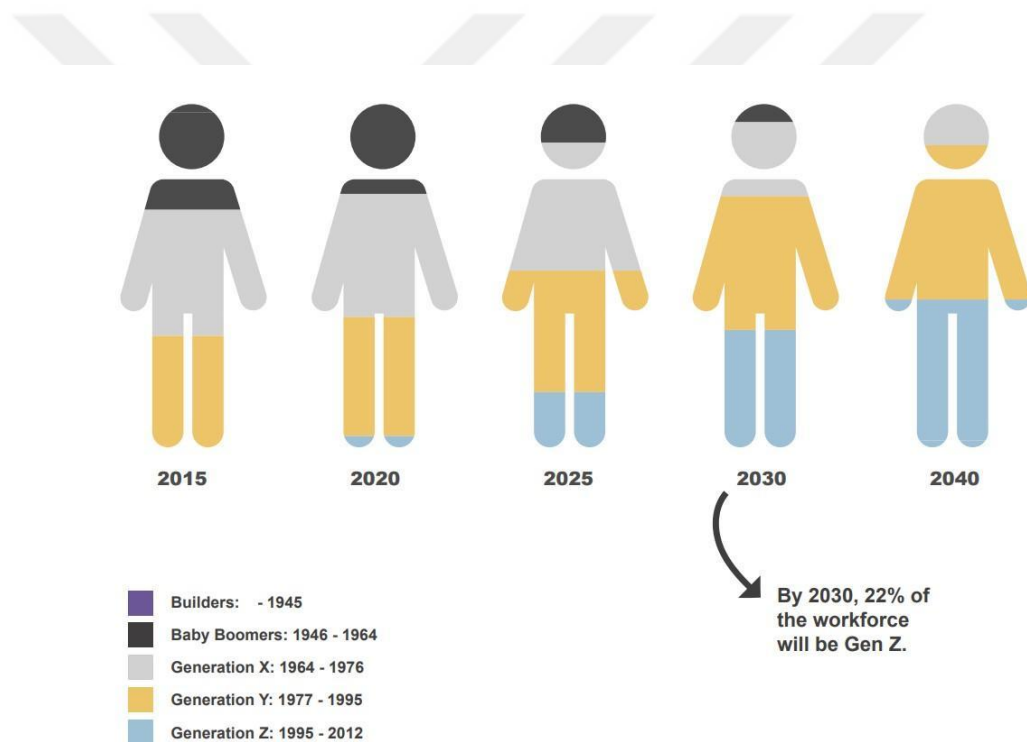


Figure 1 A future estimate of Gen Z representation in the workforce  
Source: HGA Architects and Engineers

Figure 1. A projection of Gen Z's employment rate in coming years. (Source: Larkin, Jancourt and Hendrix, 2018)

Töröcsik, Kehl and Szűcs argues that situation in the work as follows;

*"It is important to emphasize that Generation Z is the first global generation in the world (Homo Globalis). They grow up using the same culture, they like mostly the same food, fashion and places. Globalization appears in their*

*language as well because they use words and expressions that the members of other generations do not use and often do not understand. They are affected and formed by the same impacts; they may be interconnected on the web and social networks, which is another factor related to globalization. Members of Generation Z have the same problems as the previous young generations did, but their technical opportunities provide such new frames in their lives which make their behavior incomprehensible for elderly generations." (Töröcsik, Kehl and Szücs, 2015)*

### **2.5.1. Social Networks**

The strong relationship between Generation Z and technological developments is the significant feature of this generation. They witnessed innovative technologies. Such as the cellphones, internet, computers, laptops, smartphones etc. Generation Z was born into a connected world that defies the limitations imposed by earlier generations. From the viewpoint of Generation Z, there is no differentiation between real-world, physical experiences and digital, virtual ones; it is how they are experiencing from their early ages. (Larkin, Jancourt and Hendrix, 2018)

They have benefited from growing up in such a technologically advanced period by becoming more intelligent, effective, and aware of both the digital and physical worlds. They are able to engage with opinions that are different from theirs since they are constantly exposed to newly emerging ideas and frequently engage through their sources of information and social networks. (Seemiller and Grace, 2016)

The dependence of Gen Z on social media will have an impact on the way individuals connect and desire to be observed. (Deloitte, 2019) Technology and Generation Z are connected topics. While some researchers indicate that people who use social media have better multitasking and knowledge process skills. On the other hand, some researchers point out possible negative impacts on long-term concentration and deep focusing. It is challenging to attribute intergenerational considerations to the intricate problem of how technology affects attention spans. (Prensky, 2001) The rapid growth of the internet is significantly modifying our cognitive abilities in addition to affecting how we interact. According to Small, browsing and searching appear to "exercise" the

brain in a manner comparable to completing crossword puzzles. However, the intense activity in users' brains also explains the reason continuous actions of concentration like deep reading is challenging when completed online. Scientists discovered that people's brains behave considerably differently when they search on the internet than when they read information in a book. The prefrontal cortex linked to making decisions and resolving issues tends not to be highly engaged in book readers, although memory, language, and image processing are active in these users. (Small and Vorgan, 2008; Carr, 2020)

On the contrary, Larkin, Jancourt and Hendrix (2018) indicate that Globalization has emphasized Gen Z's attraction to be surrounded by relatives, close companions, and other forms for protection and validation while likewise creating the world appear smaller but more interconnected. The knowledge that passes over this screening mechanism is subsequently verified through their social networks, leading to a conflict-free, closed system known as an "echo chamber." A generation of individuals that, although having the highest objectives, without the ability to compromise on diversity constitutes an issue.

### ***2.5.2. Diversity and Social Concerns***

Eighty percent of Gen Zers say that being creative is essential to them, and they describe themselves as "empowered, connected, compassionate self-starters" who are eager to speak up and change the world. An ideal understanding has been created that emphasizes originality, authenticity, innovation, collectiveness, and awareness. Although technology is a crucial element, the way this generation uses it for collaborative society has significantly altered. (Larkin, Jancourt and Hendrix, 2018)

Even though Generation Z is surrounded by technology, this generation is aware that social issues affect many individuals besides them, as shown by their we-centric behaviors. They consider connecting various viewpoints, experiences, and cultural backgrounds. They might create deeper bonds within society providing that diversity is an evenly important component in resolving global issues. The current cohort is dedicated to the individuals surrounding them and inspired by the desire to alter matters thanks to their devotion, commitment, and dedication along with their practical

perspective about society they acquired through the members of Generation X. (Seemiller and Grace, 2016)

Inclusion is significant to them on numerous levels, including not only in terms of gender and ethnicity but additionally in respect of identity and orientation. In comparison with previous generations, Gen Z encourages diversity. Social impact and ethics have a huge impact on Generation Z members.

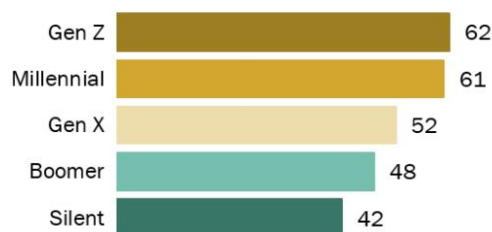
Levin emphasized that this situation in the New York Times as follows;

*“They’re the most diverse generation ever, according to United States census data. Along with that historic diversity, members of the generation also possess untraditional views about identity. More than 68 million Americans belong to Generation Z, according to 2017 survey data from the Census Bureau, a share larger than the millennials’ and second only to that of the baby boomers.*

*More than one-third of Generation Z said they knew someone who preferred to be addressed using gender-neutral pronouns, a recent study by the Pew Research Center found, compared with 12 percent of baby boomers. This is also the generation for whom tech devices, apps and social media have been ubiquitous throughout their lives.” (Levin, 2019) (Figure-2)*

### Younger generations see increased diversity as good for society

*% saying increasing racial and ethnic diversity is a good thing for our society*



Source: Surveys of U.S. adults ages 18 and older conducted Sept. 24-Oct. 7, 2018, and U.S. teens ages 13 to 17 conducted Sept. 17-Nov. 25, 2018.

“Generation Z Looks a Lot Like Millennials on Key Social and Political Issues”

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Figure 2. Social views of Gen Z regarding to racial and ethnic diversity. (Source: Pew Research Center, 2018)

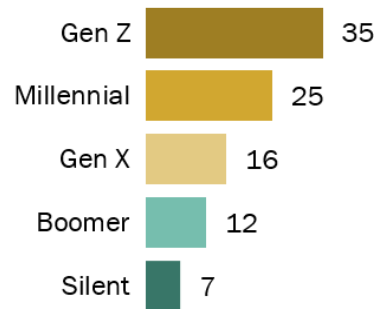
Gen Z engages in resilient browsing habits to keep up with trends because their generation is apprehensive of losing out on anything. They express fulfillment in having a broad perspective and tolerating the views of other individuals. Their primary concerns are equality of color (72%), equality of gender (64%), and gender and sexual orientation equality (48%), leading to them being perhaps the most ethnically pluralistic cohort. (Arthur, 2016) (Figure-3)

Seemiller and Grace points out that this situation as follows;

*“Gender stereotypes, we found that more than half of Generation Z students are concerned about sexism. Notion that gender today is perceived as more fluid, with roles challenged and stereotypes unraveled. Gender-neutral bathrooms and inclusive language have become more commonplace during the lifetimes of Generation Z. In addition, Generation Z may be the ones to champion issues such as creating gender-neutral housing and public restrooms as well as expanding nondiscrimination policies on campus so that all students feel safe, supported, and welcome.”* (Seemiller and Grace, 2016)

## Gen Z more familiar with gender-neutral pronouns

*% saying they personally know someone who prefers that others refer to them using gender-neutral pronouns*



Source: Surveys of U.S. adults ages 18 and older conducted Sept. 24-Oct. 7, 2018, and U.S. teens ages 13 to 17 conducted Sept. 17-Nov. 25, 2018.

"Generation Z Looks a Lot Like Millennials on Key Social and Political Issues"

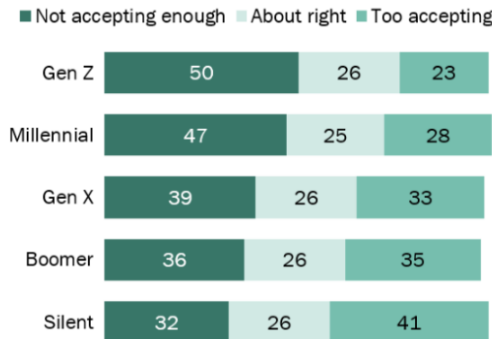
**PEW RESEARCH CENTER**

Figure 3. Social views of Gen Z regarding their gender-neutrality pronouns. (Source: Pew Research Center, 2018)

In virtue of the opportunity to use a variety of social networking channels to spread information, it appears faster than before for Gen Z to inform people about current social problems. Most Generation Z members care about other people's well-being as well as their own. We-centric subjects are those that "affect all of us." Besides that, they worry about matters that don't personally affect themselves such as other people's freedoms and mental health. (Seemiller and Grace, 2016) (Figure-4)

**About half of Gen Zers, Millennials say society isn't accepting enough of people who don't identify as a man or woman**

*% saying that society is \_\_\_ of people who don't identify as either a man or a woman*



Note: Share of respondents who didn't offer an answer not shown.  
 Source: Surveys of U.S. adults ages 18 and older conducted Sept. 24-Oct. 7, 2018, and U.S. teens ages 13 to 17 conducted Sept. 17-Nov. 25, 2018.  
 "Generation Z Looks a Lot Like Millennials on Key Social and Political Issues"

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Figure 4. Perspectives of Gen Z regarding genders and identities. (Source: Pew Research Center, 2018)

The perspectives of Gen Zers and Millennials are different from those of previous generations regarding how welcoming societies offer persons who don't consider themselves mainly with a man or a woman in particular. This data shows that the open minded and welcoming side of the Generation Z members.

According to Deloitte Turkey (2022), Deloitte Global surveyed 14,808 Gen Zers from 46 countries and found that Generation Z believes that the world is at a critical threshold in terms of climate change. Almost all of them (90%) have a person to mitigate their impact. In the short term, their efforts focus on small actions in their daily lives, while in the long term, they focus on social. They want to increase their involvement and incorporate sustainability into their large-scale purchases, even though it may make their business more expensive. At the same time, they are also trying to get employers to take action on climate change. (Figure-5)



### Generation Z in minimizing their personal impact on the environment

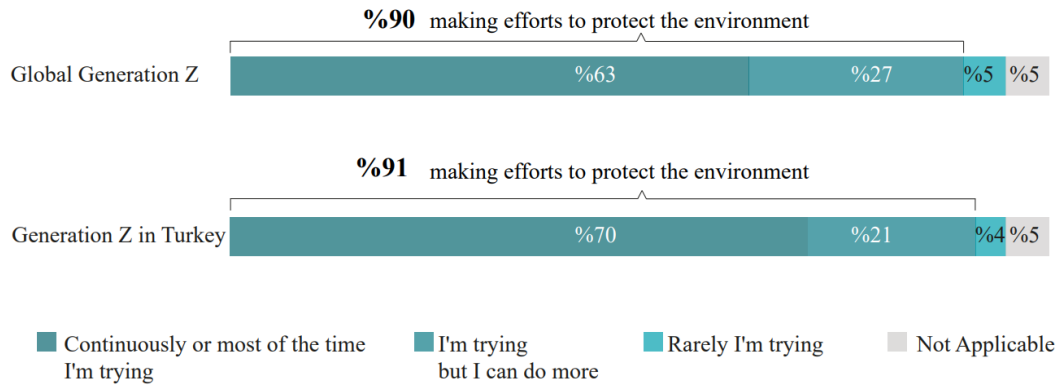


Figure 5. The environmental concerns of Generation Z globally and in Turkey (Source: Deloitte Turkey, 2022)

According to Seemiller and Grace (2016), Generation Z has varying levels of concern for the environment because many already engage in or plan to engage in environmentally conscious practices. They are interested in the prevalence of environmentally friendly practices (e.g., residential recycling, the removal of plastic shopping bags, the availability of compostable materials, and the use of limited and recycled packaging). The idea of saving the planet is embedded in the day-to-day consciousness of Generation Z. Also, members of Generation Z are highly conscious of various subjects. The graphic shows that concerns are shaping around the axis of economic, social, mental, and environmental problems and affect how they behave. (Figure-6)

#### The Top Five Issues Of Most Concern:

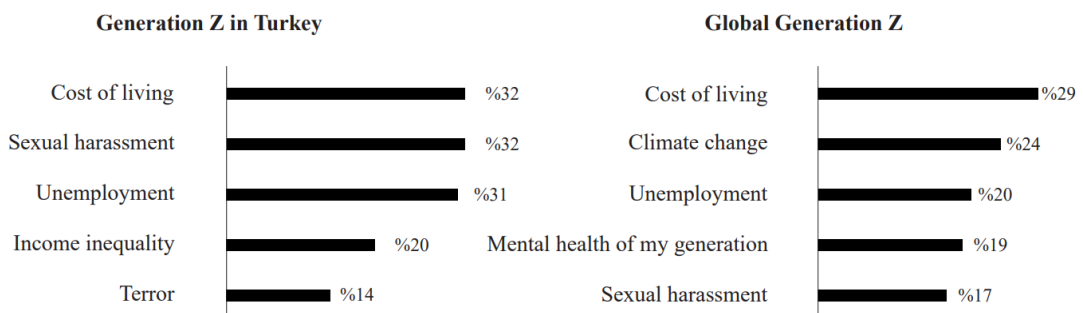


Figure 6. The top five issues of most concern for Generation Z globally and in Turkey

(Source: Deloitte Turkey, 2022)

### ***2.5.3. Changing Learning Styles***

Some researchers state that another difficulty that Generation Z is facing is a reduction in the average attention span, which has decreased from twelve to just eight seconds. Increased focus deficiency problems, weakened emotional and social cognitive abilities, weakened cognitive growth, dependency on technological devices, isolation from society, and insomnia are some of the potentially detrimental consequences of excessive electronic exposure and gadget use. (Ricketts, 2016; Small et al., 2020)

On the other hand, some researcher argues the positive side of this situation as follows:

*“Various apps, video games, and other online tools may benefit brain health. Functional imaging scans show that internet-naïve older adults who learn to search online show significant increases in brain neural activity during simulated internet searches. Certain computer programs and video games may improve memory, multitasking skills, fluid intelligence, and other cognitive abilities. Some apps and digital tools offer mental health interventions providing self-management, monitoring, skills training, and other interventions that may improve mood and behavior.”* (Small et al., 2020)

Larkin, Jancourt and Hendrix (2018) state that in recent research, eighty-five percent of Generation Z learners claimed that integrating analog and digital instruments supported them to investigate much more effectively. Another factor that should be considered is the method by which Gen Zers engage. In comparison to phrases, the human brain analyzes images more quickly. Thus, learning using a "pictorially oriented" way could be more advantageous for them. (Ricketts, 2016)

Neuroscience research shows that learning becomes better identified as a multifaceted intellectual, social, and sensory component. Efficient learning is achieved when learners apply the new information to their daily objectives. They work together to solve pertinent challenges, using their combined prior knowledge and sharing experiences with each other. A significant way of integrating emerging information in

the human brain involves experiences that include learning by doing. Also, the brain creates additional connections between neurons when it recognizes a sense of emotion linked with the information, especially when various senses are used. This problem-oriented or active education methodology puts the student first and represents a shift in how educational programs are designed and delivered. (Rickes, 2016)

Prensky (2001) states that learners are going through a lot of transitions. These people are not currently the students that our system of learning was created to teach because students nowadays perceive and integrate knowledge in substantially distinct manners compared to their forebears. These variations are more significant and prevalent than the majority of educators anticipate. Different brain structures are the outcome of different experiences.

Every student nowadays becomes a "native speaker" who speaks the digital languages of computers, online games, and online activity. Digital natives are accustomed to learning rapidly, which requires multitasking and continuous how information is processed. Students are able to transition from the conventional interface experience to progressively more virtually engaging settings which improve education through multi-user virtual spaces and all-encompassing technologies. The idea of a learning environment has developed and altered, and the online environment now coexists with the real world in the educational setting. Learning experiences that involve practical education with the implementation of technologies. Instructors have a significant chance to modify various virtual education spaces to boost and broaden the learning experience for students. (Oblinger and Oblinger, 2005)

The past few years have witnessed a swift combination of dispersed (or technology-mediated) contexts for learning and conventional in-person educational spaces. Hybrid educational settings aim to capitalize on each of these learning environments' advantages. A hybrid learning environment is another name for a blended learning environment, which blends in-person instruction alongside technology-axis education. (Picciano, Dziuban and Graham, 2013)

There are different types of learning methods for Gen Z. These are explained as follows;

*Group-based learning asynchronously is a mode of learning that enables individuals to learn in groups with online technologies in their own time, at their own pace, and from their place. Group-based learning synchronously is a mode of learning that enables individuals to learn in groups with online technologies at the same time and at the same pace as that of the group but from their place. Self-paced learning offline is a mode of learning that enables individuals to study with portable technologies in their own time, at their own pace, and from their place. Self-paced learning online is a mode of learning that enables individuals to study online in their own time, at their own pace, and from their place. (Jonassen et al., 2008)*

#### **2.5.4. New Working Understanding**

The generation's underlying principles can be observed in how much emphasis individuals placed on social activism compared to earlier generations and in their preference for employment with corporations that share their core beliefs. (Deloitte, 2019) Organizations have to illustrate their dedication to a wider range of social issues, such as starvation, global warming, and sustainability. Businesses are able to have high standards of morality but also show that they measure up to those standards by engaging in a manner that is visible to potential Gen Z customers as well as staff members. (Deloitte, 2019)

According to a study conducted by Deloitte recently, the vast majority of Generation Z participants (75%) would prefer a hybrid or remote working model. While less than half currently have these options. Flexible working is important to Gen Z because they believe it allows them to save money, spend time on their interests, and spend more time with their families. On the other hand, employers are more likely to offer hybrid or flexible working. They also need to work to ensure that their regulations are fair. (Deloitte Turkey, 2022)

Seemiller and Grace support that ideas as follows;

*“As companies move toward more flexible scheduling, project-based work, and the ability to define one's own work time, the benefits are associated with these arrangements. Generation Z employees will not be tied to a specific space to get their work done. That is important to keep in mind as technology continues to shape higher education environments, creating more options that replace face-to-face connections with virtual ones. While it is convenient to send out an e-mail or even social media message or text message, there is still value in the personal experience of meeting face-to-face.”* (Seemiller and Grace, 2016)

Working environments and work methods have evolved as a result of the recent integration of collaborative in nature, teaming, and immersive innovations. Digital tools and technology skills are highly significant for Generation Z. It offers the flexibility to adjust and personalize these instruments as well as learn innovative systems. They interact with technology regularly. Thus data is a critical component for them. Because of this, understanding how to evaluate, visualize, and communicate data are crucial skills. (Deloitte, 2019)

Schawbel (2014) points out that Gen Z aspires to see themselves acknowledged for not only their online work skills but also their offline abilities. The majority of people—nearly three in four—prefer communicating in person, with (51 percent) preferring it over emails (16 percent) as well as messaging via text (11 percent) when communicating with supervisors. They are aware that with the development of digitization, remaining occupations will come to depend on collaboration and the ability to establish meaningful relationships with others.

Generation Z has a distinctive viewpoint on professions and how they determine achievement in both personal and working life. While Gen Z will appreciate physical connection, they favor individual work over team-based activities. However, they are opposed to isolation from one another. (Deloitte, 2019) In addition, recent research

supports the idea that even though the majority currently work from the office, Generation Z tends to work hybrid. The preferences also show similarities with Generation Y. The flexibility, socializing possibilities, and human interactions will be advantageous for improving working practices.

### Current Working Patterns



### Preferred Working Patterns

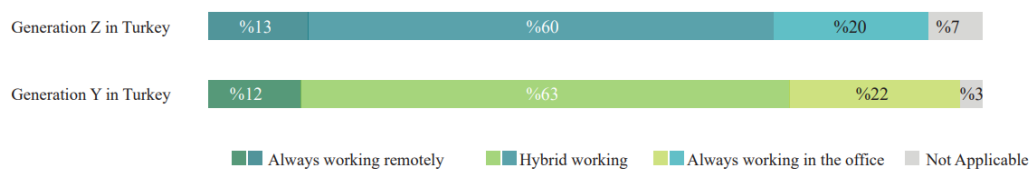


Figure 7. Current and preferred working patterns of Generation Y and Generation Z in Turkey (Source: Deloitte Turkey, 2022)

Moreover, members of Generation Z are starting to make major contributions to leadership. Today's leaders are required to be able to display complex thinking, versatility, and connectivity. The value of connection and cooperation is significant and integrated with various interactions, beliefs, and cultural backgrounds to understand other individuals. (Uhl-Bien, Marion and McKelvey, 2007) Their willingness to be creative and creative thinkers is likely to have an impact on the characteristics they look for in a leader as well as how effectively they manage other people. (Anatole, 2013)

This chapter examined the fundamentals and characteristics of generations and the importance of generational perspectives. Also, in this chapter, the social factors that shape Gen Z's behaviors and attitudes, their view toward work, and the future of working and studying with the integration of Gen Z are discussed. (Table-3)

Table 4. The titles, main themes and sub themes of this research based on the literature review

<b>Titles</b>	<b>Main Themes</b>	<b>Sub Themes</b>
Technology	Social Networks	Social Media Online Meetings Online Learning
Characteristics	Diversity Social Concerns	Gender Neutral Spaces Equal Rights      Mental Health Climate Change      Economic Issues
Learning	Online Education Learning Spaces	Virtual Spaces For Learning Hybrid Learning
Working	Work Models Leadership	Hybrid Working Remote Working Work From Office

Literature findings highlight that today's young generations have not only strong relations with technology but are also highly sensitive about social subjects such as diversity, equal rights, and environmental concerns. In addition, Generation Z is adaptable to different options for learning and working. This situation shaped their working and studying environments in terms of physical and virtual spaces. The outcome of the literature review helped to generate the survey question design.

## **CHAPTER 3: GEN Z AND THEIR REFLECTIONS ON PHYSICAL & VIRTUAL SPACE**

This section of the study aims to investigate and thoroughly address the various interpretations of spaces while correlating the notion of usage and characteristics associated with Generation Z.

In this section, the physical space usage related to specific activities such as living, working, and socializing is examined. In the socializing part, the physical space is investigated first as a public space. The understanding of public space, it is often perceived that its meaning is perpetually evolving. The following part is subdivided into open public spaces, semi-public spaces, and private spaces. Later on, the investigation continued with the definition of virtual spaces. This chapter continues with the examination of the future of virtual space and Generation Z. Lastly, the physical and virtual spaces were investigated associatively with Generation Z.

### ***3.1. Reflection On Living Spaces***

How convergence designing and developing future cities, structures, and work environments will likely be influenced by Generation Z's attributes, which include being digitally aware, practical, and versatile. (Larkin, Jancourt and Hendrix, 2018) According to a recent study by Cleaver and Frearson (2021), students who choose co-living environments select easily portable equipment. The areas are intended for the students to personalize. Spaces are able to be divided into sections using movable doors and mobile furnishings. Additionally, this function enables individuals to interact with their surroundings.

Cleaver and Frearson discussed the influence of co-working and co-housing as follows;

*“The degree of sharing differs for each, but they all have one thing in common: they are designed around the concepts of fluidity and flexibility, using economies of scale to offer higher-quality facilities and services. Instead of driving people apart, social distancing and reliance on digital communication have led to a huge demand for physical togetherness. In a world where virtual*



*exchanges – emails, video calls, and social media – have become the go-to methods of communication, buildings, and spaces that facilitate meaningful face-to-face interactions have become more valuable to us than ever.” (Cleaver and Frearson, 2021)*

Larkin, Jancourt and Hendrix (2018) argue that some of the keywords will help us define the characteristics of Generation Z. These are flexibility, proximity, connectivity, authenticity, convenience, and the integrated/interactive world. Generation Z ensures a balance between professional and personal obligations. To bring into balance schedules and activities are organized using cutting-edge technology to create effective, comprehensive time management. The utilization of space and time is characterized by interactions requiring various levels of flexibility. Cleaver and Frearson (2021) state that shared living and work spaces may serve an important function in connecting individuals of every demographic and ethnicities altogether and fostering deeper comprehension, connection, and acceptance.

Larkin, Jancourt and Hendrix (2018) suggest an idea of living space in which the growth of vertically constructed mixed-use complexes with accessible and transit-connected districts represents a potential solution. Such districts inherently occur in densely populated locations. The pattern has expanded to draw younger residents into both recently revitalized urban neighborhoods and more recent transit-oriented developments (TOD) on the edges of cities. Cost-driven alterations will additionally cause suburbs close to expanding metropolitan centers to become increasingly congested and linked. (Figure-8)

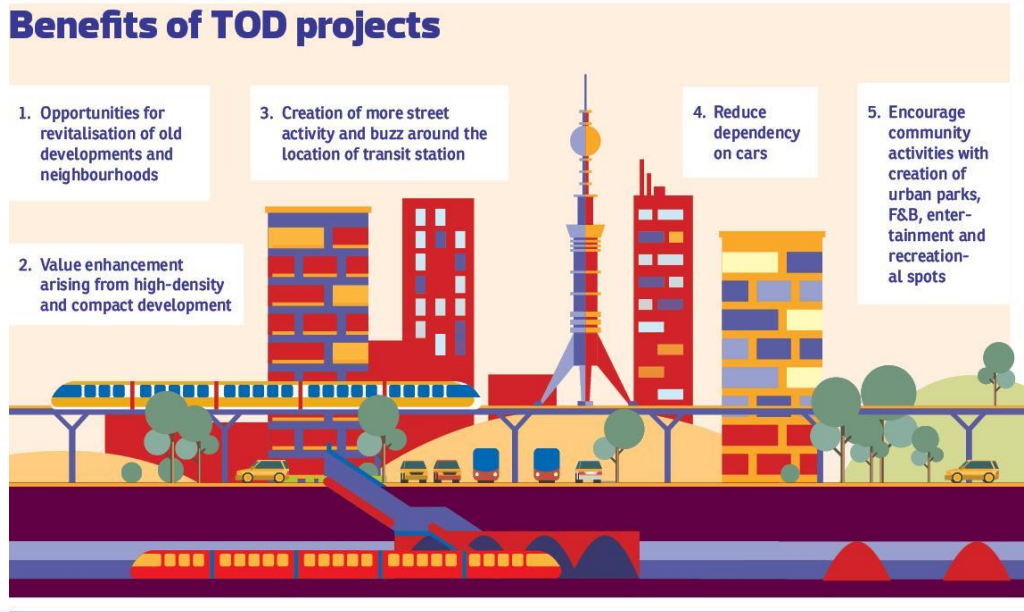


Figure 8. Benefits of TOD Projects. (Source: Devale, 2020)

Hankamp points out the significant characteristics in TOD as follows;

*“Cervero and Kockelman (1997) have defined three defining characteristics of transit oriented development, the three Ds: density, diversity and design. Density includes factors such as the population and employment density of the area. Diversity refers to the difference in land uses in the area: for example residential, retail, and office space. Design concerns the layout of the surrounding area, including properties such as the street pattern, walkability, and the availability of parking facilities. These design elements could potentially incentivise or disincentive transit usage.”* (Hankamp, 2023)

TOD projects are concerned with both sustainable economics as well as the environment. TOD can provide towns with various advantages, which includes establishing public transportation as a preferred method of movement for citizens. Fewer vehicles indicate reduced carbon footprints. Also, utilizing electricity-powered underground networks benefits the environment as well. In favor of fewer vehicles and well-designed walkways, citizens will benefit from pedestrian-friendly sidewalks, which will help to create healthier communities. (construction21.org, n.d.) The transit-oriented development at Hong Kong's Kowloon station is a significant illustration of innovative community development projects that provide economic benefit. It contains

a transportation center with an airport railway connection, public transportation, and a taxi system. The project additionally consists of corporate structures, hotels, an advanced shopping mall, a variety of dining and drinking facilities, and apartments with a capacity of 20,000 people. (Xue, 2018; www.arup.com, n.d.) (Figure-9)

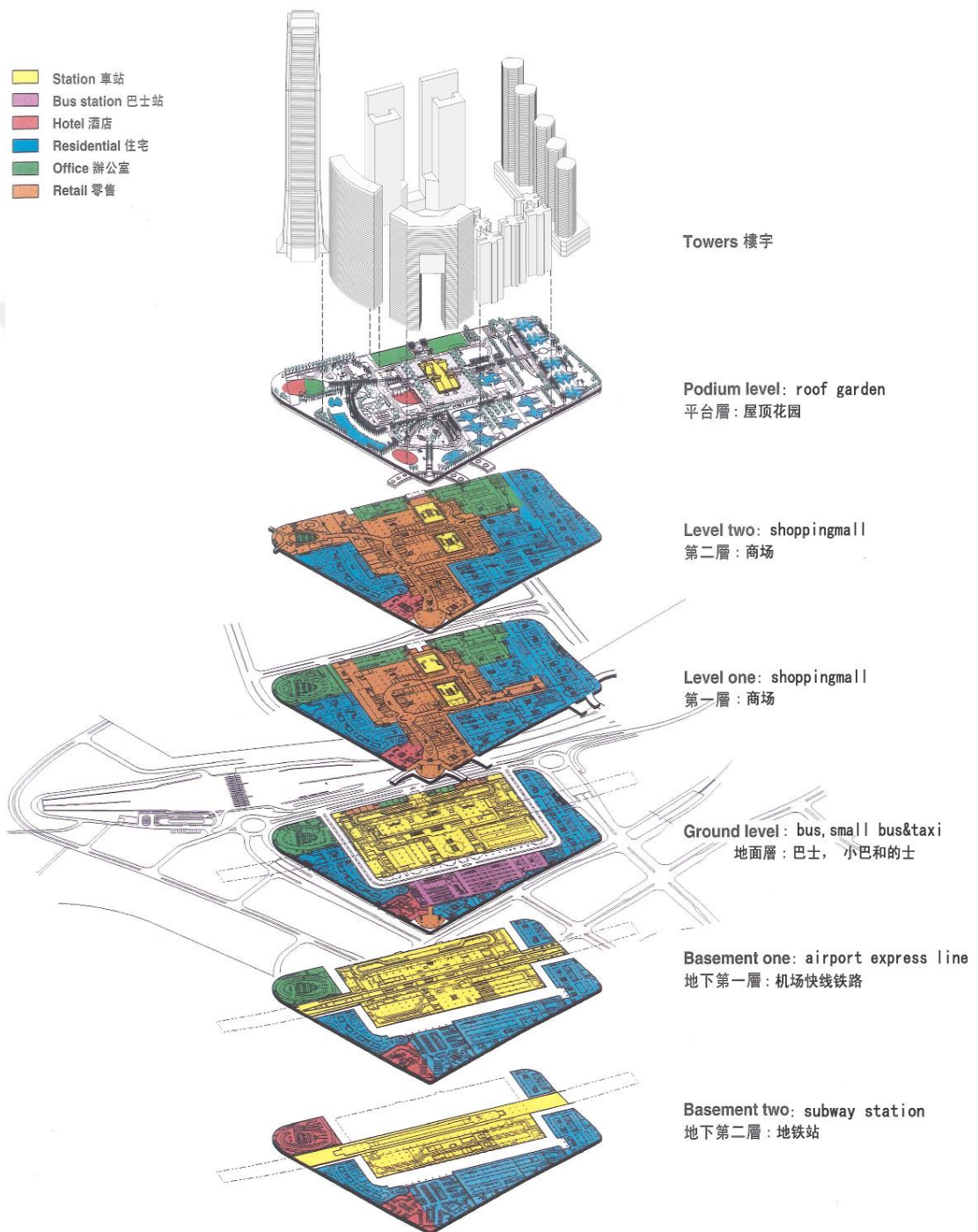


Figure 9. Different use of purposes TOD, Hong Kong (Source: Xue, 2018)

C40 is an international organization consisting of around 100 mayors from all over the globe who are working together to address the problem of climate change. One of the projects that is currently being planned is '15-Minute City, which is designed by urban planner Carlos Moreno and aims to give inhabitants in each neighborhood access to essentials and amenities, which include supermarkets as well as medical services. In addition, the projects are planning to offer various kinds of residential styles, changing in terms of square footage and cost-efficiency, that can accommodate a wide range of families and allow more individuals to stay near their workplaces. Also, green areas are a significant factor in the well-being of the residents. As a consequence of the availability of different scales of working spaces and co-working areas, an increasing number of people are able to operate near where they live or with remote working. (Hsu, 2023; [www.c40knowledgehub.org](http://www.c40knowledgehub.org), n.d.; C40 Cities, n.d.)

One of the significant cities for this program is Paris. There are many initiatives in Paris to implement this concept. One of them is the transformation of a heavily trafficked area on the banks of the Seine into a pleasant parking area for cyclists and pedestrians. (Figure-10) Another strategy is the Oasis Schoolyard project is the redesign of a school park with natural materials that are more useful for students on the basis of sustainability. In addition, this school is open to citizens on certain days and hours, allowing more people to access the public space. (Gongadze and Maassen, 2023; Schauenberg, 2023; AIPH, n.d.) (Figure-11)



Figure 10. Transition of the park, Seine River, Paris (Source: Gongadze and Maassen, 2023)



Figure 11. The Oasis Schoolyard Project, Paris (Source: AIPH, n.d.)

Private space understanding evolves over time. In nearly 200 countries, you can explore housing using Airbnb or HomeAway. The companies allow users to rent houses on long and short terms. Also, it gives users the option to rent the whole house or only a room while sharing houses with other users. There have been ongoing discussions of reviving boarding homes, a type of shared housing that was popular among the Silent Generation but disappeared in the mid-1950s as suburbanization and the pursuit of the American Dream of home ownership gained momentum. In a boarding home, bedrooms are private, while communal areas and kitchens can be shared among the residents. It helps residents by decreasing expenses and creating a sense of togetherness. It will contribute to Millennials and Generation Z members making cities more accessible, considering that they are more unlikely to have property or automobiles than other generations. The rise in intergenerational living additionally indicates that greater flexibility in planning and a range of residential types are required. (Ricketts, 2016) The approach that every individual conducts in enterprise, particularly those from Generation Z, might shift as a result of the shared economy. (Seemiller and Grace, 2016)



Figure 12. Urban Rigger project, BIG Architecture provides sustainable housing integrating private spaces and community characteristics (Source: ArchDaily, 2016)

### ***3.2. Reflection On Working Spaces***

The borders between "house" and "work environment" are becoming harder to define. Humans are discovering creative approaches to living and working more collectively as a consequence of rapidly rising housing expenses that are affecting the cost and quality of living in cities around the world, living conditions that have become more flexible, and the fact that isolation is now recognized as a serious healthcare issue. The establishment of innovative new construction categorizations built on the idea of shared space and assets is being driven by globalization. These designs demonstrate that working together does not require concessions and can result in more fluid and pleasant lives. (Cleaver and Frearson, 2021)

In recent years, there has been an increasing interest in co-working spaces. According to the Cambridge Dictionary and Merriam-Webster Dictionary, co-working spaces are defined as a way of working in which people who work for different employers or themselves share a building or office. Often, in order to be able to share ideas and being, relating to or working in a building where multiple tenants (such as entrepreneurs, start-ups, or nonprofits) rent working space (such as desks or offices) and have the use of communal facilities. (Cambridge Dictionary, 2023; [www.merriam-webster.com](http://www.merriam-webster.com), 2023)

The environment at work is shifting rapidly because of technological advances, and obligations and the duration of the period spent in the workplace often decrease. While there is additional time available to individuals, there are also increased interpersonal and intellectual interests that need to be fulfilled besides the conventional job environment. (Gehl, 2011) Shifting from the segmented working hours of previous generations to a 24/7 everyday life that defines itself with its unique objectives. The ideal places to work tend to be in compact, mixed-use projects in urban districts with a variety of alternatives regarding necessities and opportunities. (Larkin, Jancourt and Hendrix, 2018)

Remote working looks set to become a continuing trend for employed workers as well as freelancers. For many people, this means a fixed address is no longer needed; it's possible to co-live or co-work in any location, providing you have a laptop and a wifi

connection. Technology has also facilitated the rise of the so-called 'sharing economy' co-working design models can foster innovation in a company headquarters, while others have shown that opening up their spaces to freelancers and startups can facilitate a vibrant exchange of ideas. It outlines how spaces can be designed to be attractive and multifunctional, to promote well-being and flexibility, and to encourage collaboration and creativity. (Cleaver and Frearson, 2021)

When Generation Z joins a business society, their interpersonal environment's impact plays a key role in determining the identity of the organization. The current cohort has an enhanced perception of management, believes that a collaborative working environment is crucial, highlights a high value on maintaining a work-life balance, views employment as an aspect of realizing their financial goals, and is willing to pursue career advancement. (Ozkan and Solmaz, 2015)

The workplace remains crucial, even though working online for Generation Z is just another way of working. 84 percent of Generation Z choose to interact in person as their preferred method of workplace interaction. The concept is that there will be plenty of separate places as well as flexible spaces or co-working areas. And there will not be "one-size-fits-all" cases for this generation, which demands optimizing places in both city life and the work environment for various kinds of functions. (Larkin, Jancourt and Hendrix, 2018) Fluidity holds significance in real-virtual cooperation, and the combination of simulated environments with physical working spaces is a design approach that has the potential to allow mixed-presence (remote and co-located) teamwork. (Reilly et al., 2010) (Figure-13) (Figure-14)





Figure 13. Kolektif House Co-Working Space, Ataşehir, İstanbul (Source: kolektifhouse.co, n.d)



Figure 14. Mini amphitheater in the Withco Coworking Space, İzmir (Source: Withco Coworking Space, n.d.)



Figure 15. Workinton Co-Working Space, Ankara (Source: admin, n.d.)



Figure 16. Kolektif House, Co-Working Space, İstanbul (Source: kolektifhouse.co, n.d)

For the workplace, sustainability is an increasingly important issue for Gen Z. One of the most significant strategies people might contribute to sustainability associated with our cities and their structures is by concentrating people living and working

environments linked together. The major consumer of energy is the building and construction sector. One approach to lowering the use of raw materials is to minimize carbon footprints by constructing better-designed, environmentally conscious structures. Another critical subject is extending the lifespan of new, as well as current construction assets and repurposing existing elements. Therefore, designing and reusing residences and businesses that utilize spaces effectively is significant. (Clever and Frearson, 2021; Environment, 2022) The relationship is demonstrated for the surroundings as soon as it gets established and utilized throughout time.

The LEED certification program encourages unified architectural systems and offers a comprehensive structure for evaluating a building's efficiency and achieving sustainability objectives. Standards have been set by LEED to evaluate the process of a project for becoming more environmentally friendly. (Narum and Colleagues, 2004; USGBC, 2020) (Figure-17)

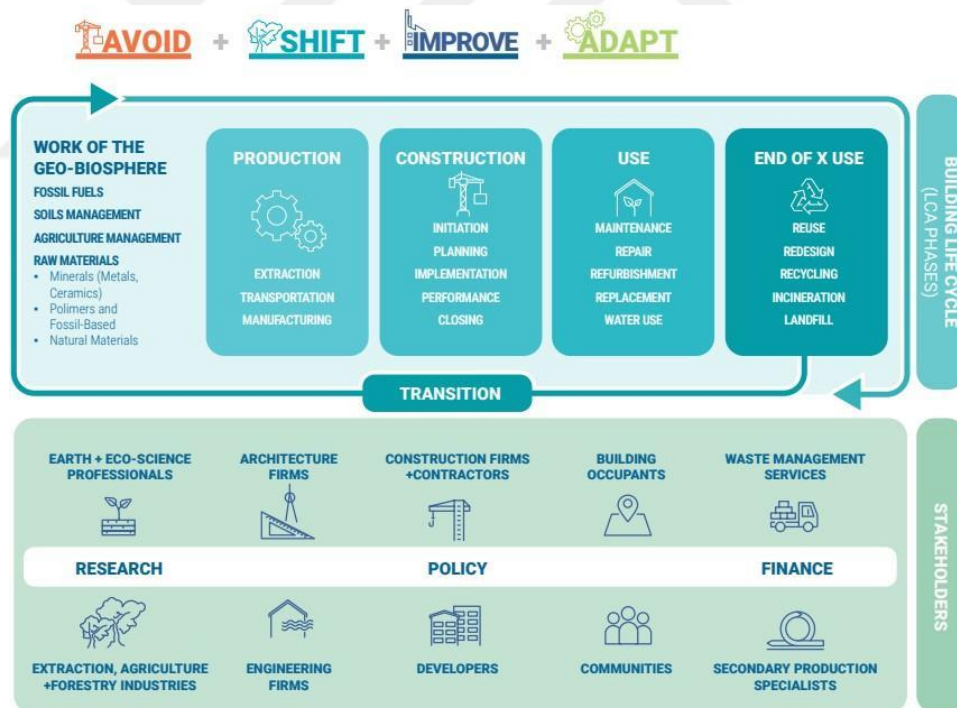


Figure 17. How to maximize carbon reduction in the construction processes, The United Nations Environment Programme, 2022 (Source: Environment, 2022)

The educational methodologies which Generation Z learners tend to prefer are logic-based techniques and experiential knowledge. The methods initially concentrate on classifying knowledge into alternatives and implementations. Additionally, by working together, individuals can learn from their mistakes and subsequently implement what they have learned to real-world challenges. Also demonstrates that engaged in-class interactions, multitasking, and collaborative learning are effective strategies. (Seemiller and Grace, 2016)

For Gen Z learners, the physical quality of the learning environment is crucial. These learners are interested in a space set out specifically for educational purposes where they are able to concentrate and avoid outside distractions. The beneficial qualities of the environment are adequately illuminated and accessible, with adaptable spaces and connection to the internet configured using the assets needed for learning. Therefore, in order to create advanced educational environments that are adaptable for learners from Gen Z, universities might investigate how buildings will embed modern technological requirements. (Seemiller and Grace, 2016)

Barone (2005) states that conventional educational environments may become flexible by using adjustable partitions and moveable types of furniture as well as large spaces where individuals can engage organically. Design components that actively encourage dialog between the people.

Narum and Colleagues supports that the needs of the learning environment evolve as follows;

*Today's classrooms are responding to the need to support active learning (and in many instances technology-intensive learning); thus they are quite different from the steeply tiered auditoriums with chairs tightly connected to the floor found in past generations of buildings. Classrooms now are versatile in that they can do many things well, and flexible in that they can be easily adapted to changing needs. (Narum and Colleagues, 2004)*

Generation Z's participation in place making provides ideas and approaches. Their tendency is elaborate focus on creating spaces that can be quickly transformed, reconfigured, and redesigned while integrating technology to allow these possibilities. (Larkin, Jancourt and Hendrix, 2018)

Larkin, Jancourt and Hendrix points out this situation as follows;

*“The Gen Z office will need to become a thriving ecosystem infused with new technologies, new cultural norms, and a variety of spaces for participation in the larger community while simultaneously supporting work and life. The office will become a resource responsive to a diverse and mobile workforce, driven by technology to support a combination of heads-down focused work, formal and informal collaboration, and social activities to enhance loyalty among employees, customers, and stakeholders.”* (Larkin, Jancourt and Hendrix, 2018) (Figure-18)



Figure 18. One of the co-working spaces in Izmir allows users to engage and provide a flexible work environment. (Source: Withco Coworking Space, n.d.)

The young generation is going to apply their do-it-yourself abilities to constructive applications by sharing assets and optimizing consumption in an attempt to minimize, recycle, reuse, and mend wasted materials. Although certain sharing services in the economy have been appropriated and corporatized, other individuals will emerge and develop on a local scale, including trades for goods and services, cohousing, and freecycling. (Rickes, 2016)

Creating due and DIY initiatives was highly valued because of the Great Depression's enduring consequences. These craft stores started to appear when the silent generation was beginning their college careers. Therefore, physical manufacturing has a relatively comprehensive tradition at educational institutions. The present-day craft stores have evolved to integrate technological devices such as digital media, laser cutters, and three-dimensional manufacturing services through converting towards maker spaces. The space characteristics alter based on the needs of the users. (Rickes, 2016)

A maker space has many features, including creative arrangements, substantial fabrication equipment, which includes the supply of electricity and air circulation, a variety of auxiliary equipment depending on different craft forms, and the ability to complete a range of works. Using the same places allows users to interact and observe other participant's projects. FabLabs and MIT's Media Lab constitute two of the earliest instances of maker spaces. The fundamental idea behind a FabLab is that it has an essential inventory of instruments, which include laser-cutting devices, vinyl plotters, and numerical control machines (CNC). After being introduced to technical and creative instruction, enable users to put the project into practice. (Cavalcanti,2013; MIT Media Lab, 2019; Fab City Global Initiative, n.d.) (Figure-19) (Figure-20)



Figure 19. MIT Media Lab, Massachusetts, United States (Source: [www.architecturalrecord.com](http://www.architecturalrecord.com), n.d.)



Figure 20. MIT Media Lab, Massachusetts, United States (Source: Lam Partners, n.d.)

Nevertheless, it wasn't till 2005 that the phrase "maker space" had its literary release (Cavalcanti, 2013). Makerspaces and hackerspaces have already been established in numerous educational institutions around the country, and the amount of them is expanding quickly. These types of environments will be especially inviting to students from Generation Z who are both highly skilled, innovative, and who have a desire to succeed. In addition, they are interested in bridging the division between theory and application. This situation supports the maker culture and the sharing economy as well. (Rickes, 2016) (Figure-21)



Figure 21. The Fabrication Lab is in the University of Westminster, London, United Kingdom (Source: Fabrication Lab, n.d.)



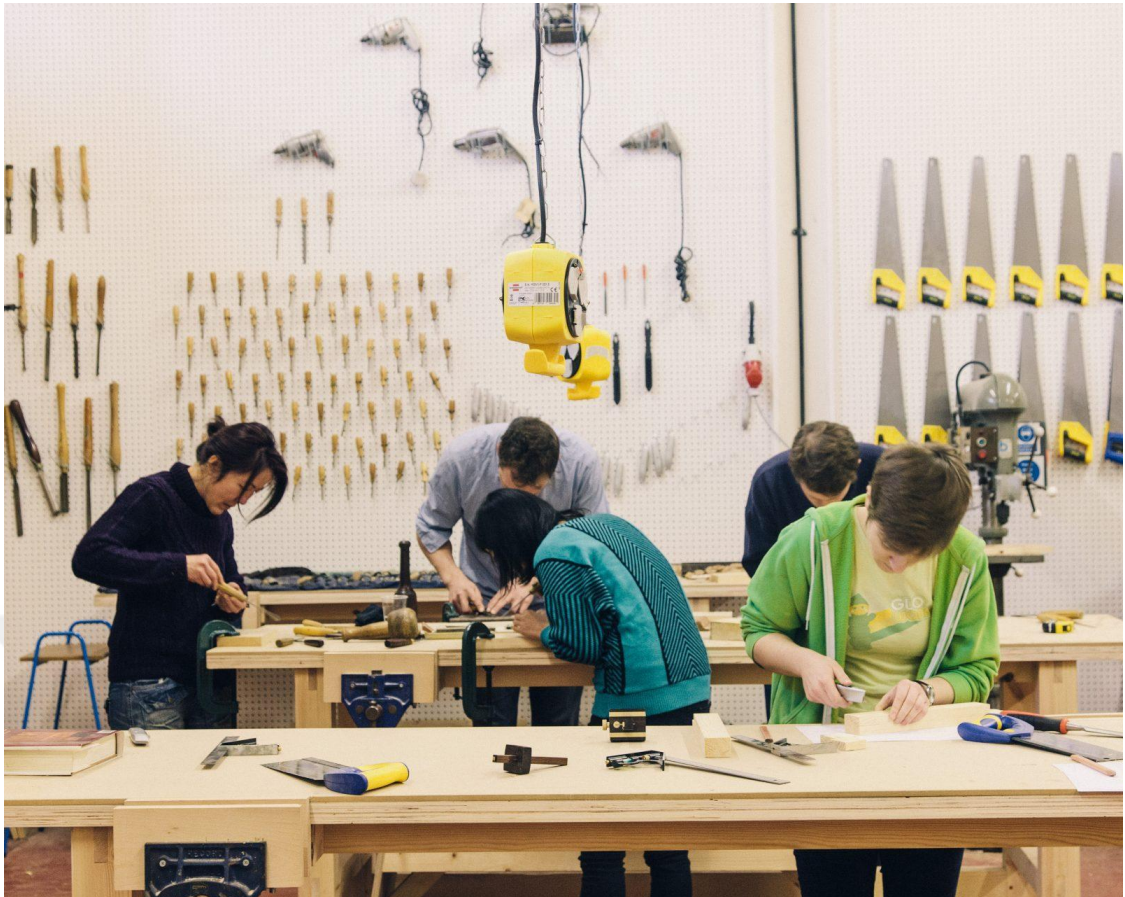


Figure 22. Blackhorse Workshop, Community workshop area., London, United Kingdom (Source: Assemble, n.d.)

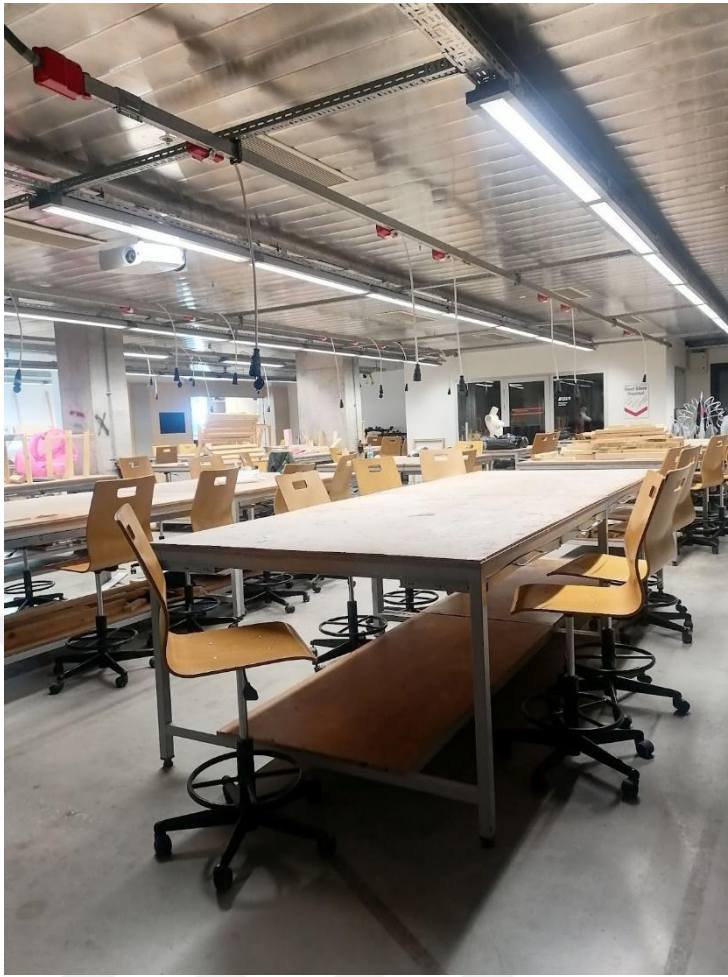


Figure 23. Image from Izmir University of Economics, Faculty of Fine Arts Maker Lab

The Maker Lab includes large working areas, moveable chairs, an air ventilation system, accessible electric ports, and technical and technological types of equipment that allow students to learn by doing. The focus of a maker space is on learning by doing while using a wide range of resources and instruments to produce technological advancements. Makerspaces allow people to engage independently or cooperatively on ideas while exchanging expertise and supplies. They are typically characterized as social movements that embrace a craftsman mentality. Additionally, it supports the growth of transferrable abilities for work environments. Students might connect their digital models with fabrication equipment in these cooperative and creative environments which enables users to produce their designs including small-scale prototypes. Furthermore, maker spaces facilitated students' ability to design and demonstrate new designs more efficiently. Between the digital and the physical realm, this produced instantaneous loops. Virtual design enables designers to create versatile

structures with interchangeable parts. (Mamou-Mani and Burgess, 2015; Rickes, 2016)

### ***3.3. Reflection On Socializing: Public Spaces and Virtual Spaces***

The concept of the public sphere refers to the notion of something akin to public opinion in social life. According to Habermas, the public sphere can be constructed as a place where everyone can access. The fundamental component of behavior that occurs in public spaces tends to be communicative action. In the opinion of Habermas, the public sphere is a place for collective speech and conversation in which citizens participate. Communication in the public sphere will expand via media instruments, including media outlets such as magazines, newspapers, radio, and television. In addition, nowadays, social media might be added to this discussion. The media works as both a component of the public realm and a context that will support public-sphere conflicts. Habermas argues that the public and private realms have no rigid boundaries; these spaces might cross over. Habermas highlights the significance of individuals expressing their political views through communicative activity in the public sphere and developing political proposals. (Biçer Olgun, 2017; Habermas, 2004)

Arendt focuses on the significance of political speech by people in the public realm, relying on the philosophical notion that people are political animals. Also, examine the "social sphere" in addition to the "public sphere" and the "private sphere." (Arendt, 2012; Biçer Olgun, 2017; Curry Chandler, n.d.) Arendt argued that by participating in the social and public realms, citizens might improve themselves and their surroundings. Sennett claims that both the public and the private spheres are constantly shifting events that change throughout time. The public sphere, as defined by Habermas, Arendt, and Sennett, is a conceptual context that enables citizens of various ethno-religious groups to create relationships with one another and eventually forms a single political society. According to all three philosophers, the public realm is a place where people can exist and create themselves. It is required for an individual to speak out and engage in public discourse regarding concerns that affect the community as a whole in order to be able to continue to exist as a member of the community. (Arendt, 2012; Biçer Olgun, 2017; Habermas, 2004; Sennett, 2010)

### **3.3.1. Public Spaces**

Maslow categorized human requirements into six categories. These include physiological needs, which include a place to live, food, and other necessities; security, including variables such as the safety of people and their assets; their fundamental right to privacy; and having the ability to defend themselves; place attachment, including variables such as socializing and societal integration; self-awareness, such as engagement, creation, adaptability, and fulfillment; and aesthetic-emotional fulfillments, including sensitivity to other living things. Based on Maslow's hierarchy of requirements, numerous scholars who examined the public space found findings about the standards of those spaces. (Doğan, 2021; Maslow, 1943)

By leveraging public spaces, citizens and communities from every background and socio-economical group become more connected and are able to have an opportunity to speak about their needs. Thus far, many philosophers have different ideas that shaped public space from various aspects; these are the political, economic, social, and cultural elements that influence the public sphere. These philosophers have mutually endorsed yet sometimes differentiated approaches to this issue.

Open or enclosed areas that are set aside for usage by the public are known as urban public spaces. These areas allow users to engage in different activities and uses. Recreation areas, squares, highways and streets, playgrounds, and green areas, can be identified as public spaces. (Carr et al., 1995) Functional, physical, or socio-morphological elements all influence the quality of a space. Various factors, including the connection that individuals experience with the public area and the standards of city residents, change over time.

The primary way of integrating every aspect of the public spaces collectively is through the streets. Everyday responsibilities, including commuting, interacting with others, and shopping, are performed on the streets. Streets are environments for the coexistence of political concepts and uncensored viewpoints, the representation of acts, and the sharing of daily experiences. Streets have indicative, religious, interpersonal, and political implications in addition to all the ways they reflect motion. (Doğan,2021; Marshall, 2004)

The public spaces allow users to engage socially, which provides urban development and establishing social relationships. According to Whyte (1980), there are four qualities of an effective public space. These include connectivity and proximity concerning walkability, accessibility, and readability; utilization and action such as functioning, dynamic, tangible, practical, and secure; conveniences and visualization, which include safety, being environmentally friendly, easily accessible, inhabitable, and aesthetically pleasing; and societal adjustment with inclusion, widespread usage, collaboration, and engagement.

Jan Gehl criticizes the physical planning and current transition of the environment as follows;

*"The telephone, television, video, home computers, and so forth have introduced new ways of interacting. Direct meetings in public spaces can now be replaced by indirect electronic communication. Active presence, participation, and experience can now be substituted with passive picture-watching, seeing what others have experienced elsewhere. The automobile has made it possible to replace active participation in spontaneous local social activities with a drive to see selected friends and attractions. Abundant possibilities do exist for compensating for what has been lost. Precisely for this reason, the fact that there is still widespread criticism of the neglected public spaces is indeed thought-provoking. Something is missing."* (Gehl, 2011, p49)

Improved arrangements supporting cycling and pedestrian circulation, greater accessibility for young people and seniors, and a comprehensively improved structure to support communal and recreation events within people are mutual expectations. (Gehl, 2011) In recognition of its physical as well as sociological qualities, public space is evolving and reinterpreting its meaning. The importance of public spaces lies in the fact that they are a place where citizens can express themselves, socialize, and stand up for their needs. The researchers made assertions regarding how society perceives the environment and how urban space is organically created. Urban environments have an impact on people's actions, personalities, and understanding.

The unique aspect of social interaction in urban areas is that it takes place in publicly accessible areas, banding together individuals. (Lynch, 1961; Jacobs, 1964; Whyte, 1980)

Birch supports these arguments as follows;

*“Modern urban public space serves as a locale for social interaction and a stage or subject for community activities and organization. it serves as a means to counteract the negative aspects of city life by providing an environment for formal and informal group activities. Good public space is malleable and allows its users to take or give it meaning and definition. Over time, designers have endeavored to create public spaces to support positive and minimize negative aspects of urban life, inventing and testing devices to make public spaces safe, accessible, and sociable.”* (Birch, 2008)

Lynch (1961) focuses on the authenticity of identity and creation while discussing the intangible nature of position within a person's mind. Lynch examined citizens' surroundings and interactions with others as they were moving as part of his study on the understanding and appearance of the urban environment. The five fundamental components of visual perception are paths, edges, districts, nodes, and landmarks. These qualities guided the categorization and classification of the physical characteristics and memorable qualities of urban areas.

The city's readability is determined by those five ideas, which also influence the way a person responds to their surroundings and the assurance that a person engages through "symbolic interaction" using their surroundings. Considering the principles that it embodies, its symbolic significance in this setting preserves what remains of customs and past experiences, and the collective consciousness with expressive or responsive visual components comprises these characteristics. Lynch (1961) explains the term "ideal image" or "memory" to describe an outcome of how people and places interact. (Gülber, 2022)

The synthesis of different actions and occasions that occur within public places encourages the participants to work collectively, and influence each other. Additionally, the blending of different roles and beings enables us to understand the composition and functioning of the community as a whole. Appeal and convenient public places might convince individuals and their activities to shift from the private to the public sphere in urban areas. (Gehl, 2011)

Urban sociologists emphasize the significance of the public space with regard to it providing a venue for civic events like celebrations, gatherings, and social occasions. Additionally, they notice how community-based groups might be attracted to that space, such as groups collaborating towards creating, forming, preserving, and defending those areas. Subsequently, they realize that it might offer a particular connection that strengthens a person's attachment to society. Also, public spaces serve as platforms for displaying current society's beliefs and ideals as well as venues that support social interactions. The analysis, which includes observations, documentation, and interactions with users, shows the various uses and possible uses of public space and describes how they have changed over time. (Birch, 2008; Jacobs, 1961; Low, 2000; Whyte, 1980) For instance, strategically positioned gathering places serve as the sites for public art installations, war memorials, and monuments, as well as stage-associated gatherings for celebrations. (Birch, 2008) (Figure-24)



Figure 24. Konak Square (Source: A.Ş, n.d.)

Sennett (2010), on the opposite conjunction, looked at the metaphorical behavior of contemporary urban culture within public settings as well as the manner of expression and depiction of the civic person. Jacobs (1964) emphasized the argument for the value of socializing in public areas and underlined the significance of these areas, particularly streets, in urban consciousness.

Generation Z generates spaces that are suitable to their interests and activities. There will be a demand for individuals with a lot of engagement to decide how the places and environments appear to consider their interest to co-create and interact. (Larkin, Jancourt and Hendrix, 2018)

With the advancement of technology, the users and the products are changing in the city. For instance, wearing footwear that absorbs the energy that comes from the pressure that occurs in each of those steps. Similarly, energy can be captured and transferred as electricity to individuals, transportation, or building components through surfaces such as flooring in residences and pavement elements in roadways. (Larkin, Jancourt and Hendrix, 2018)

### ***3.3.1.1. Open Public Spaces***

In a densely populated metropolis, the importance of open space rises because of critical societal issues including healthcare, socioeconomic inequity, and the effects of climate change. (Ali and Kim, 2020) For instance, recreational areas, public parks, and green spaces are vital urban components that offer possibilities for different kinds of wellness activities, including leisure, running, and sportive activities, and enable citizens to be more in contact with the natural environment. The importance of open public space increased, especially after the pandemic years. Also, these spaces allow individuals to enhance their health and well-being, both physically and mentally. Health and well-being are also important subjects for Generation Z. (Seemiller and Grace, 2016; Soylu, 2022)

Doğan emphasizes the quality of the urban spaces as follows:

*"Open public spaces, which play an important role in the creation of more livable cities, should not be treated as just a physical element of the city*



*because these areas are multi-faceted formations beyond their physical structure. Apart from their physical structure, they also include networks of social relations, including interaction, equality, belonging, etc.*

*The diversity that is visually and functionally provided on the streets is a psychological need for their users. Pedestrians look for interestingness, diversity, and rapid changes in the outdoors. In this sense, creating quality public spaces will contribute to the quality and healthy development of the social structure." (Doğan, 2021)*

Finding places that originated naturally from the unique characteristics of the local culture while establishing a connection with Generation Z attitudes is essential for achieving authenticity. Older neighborhoods are making a revival in urban areas, and initiatives are being made to preserve the distinctive qualities that made them desirable to utilize in the initially desirable position. It emphasizes the demands of the general public for things like local dining establishments over chains. (Larkin, Jancourt and Hendrix, 2018)

Meeks points out this situation as follows;

*“This poses the opportunity for cities with areas of historic character, identity, and infrastructure. The potential for preservation and adaptive reuse could become an ideal attraction for this generation. There is security in repurposed buildings, a sense that they have survived. As buildings strive to be a combination of permanent and flexible, design parameters will shift from single-use mandates to broader definitions for more easily transformable building typologies. Preserved districts are both places of greater economic and ethnic diversity qualities that Gen Z cares about.” (Meeks, 2016)*

### **3.3.1.2. Semi Public Open Spaces**

Changing social structures and economic paradigms are the foundation of social development. These social improvements include the encouragement of sustainability, which may minimize their negative effects on the surroundings, restore communal resources, and strengthen social bonds. By making urban space more distinctive for

enhancing the connection between the individual and the community while also serving as the constructed embodiment of morals and connections between individuals. New types of places are created when the lines differentiating the private and public spaces are distorted; nonetheless, despite being shared by every individual, these areas are not visible to the general public. These are the public areas that may be classified as "hidden." Public universities can be classified under this group. University environments are typically public even though they are utilized by a particular type of person, those who are pursuing education or employment in that area.

Also, considered by other people as a private location that is connected to an institution. For this reason, it might be identified as a semi-private space. (Fassi, Galluzzo and Rogel, 2016) If the dimensions of the semi-public areas, such as recreational and athletic organizations or educational areas, constitute just under fifty percent of the overall dimensions of the areas that are open to the public, they might be considered public spaces. (Ali and Kim, 2020)

Regarding the need for engaging learning interactions, it is expected that Gen Zers might keep emphasizing efficient and interactive education. Considering their stated preference tend to "working autonomously nevertheless collaboratively, however upon their personalized conjuncture." (Seemiller and Grace, 2016)

Rickes argues about educational environment design as follows;

*“In an active learning classroom, students may listen to the lecture component, watch a video, or complete assigned readings outside of the formal classroom environment at a time convenient to them. During class time, they then engage in active discussion and hands-on learning and problem solving while the faculty member(s) circulates throughout the room to address questions and offer support. Flexibility within instructional spaces will continue to be important, including the ability to reconfigure furniture to facilitate different learning activities. The classrooms required to support this evolving approach to pedagogy will likely need to support larger capacities to encourage*

*interactive group work, typically require more square footage per seat than a room with tablet armchairs, and be more technology dense. The trade-off is that these newly minted classrooms will then be scheduled for fewer hours, meaning that additional scheduling capacity exists; thus, while square footage needs are roughly doubled, utilization is halved, thereby opening up additional instructional capacity.” (Ricketts, 2016)*

Moreover, public atriums, shopping malls, and urban structures, including public educational institutions, libraries, sports venues, and conference halls, offer public space aspects in various contemporary cities. It is crucial to understand accessibility, usage, and transformation of the public space according to the needs of the users, which can be influenced by demographic changes such as immigrants, more disability acceptance, changing land uses, governmental regulations, problems with transportation, and adapting of new technologies. (Birch, 2008)

Also, the natural elements positioned in an adjacent arrangement next to locations for recreation and fitness might serve as features for a building's location, between various complex functions, or in workplaces. Combining the design of natural environments and wellness proposes several approaches which may enhance well-being for every advancement. Increasing effectiveness and creativity by using design elements that engage with nature is beneficial practice for everyone, but it is especially essential for those members of Generation Z. (Larkin, Jancourt and Hendrix, 2018)

### ***3.3.2. Virtual Spaces***

According to Oxford Reference (2023), the term "virtual space" describes a perceived representational space created by computer graphics software that employs a Cartesian coordinate system consisting of X, Y, and Z axes. The virtual world is evolving constantly and it allows users to conceptualize and develop their ideas by integrating information from the physical space. The interaction is both ways. (Drewe, 2001)

Kuksa and Childs (2014) argue that virtual realms provide individuals the chance to gain knowledge about a range of topics, including complex and physically challenging subjects such as exploring different cultures or locations in a secure atmosphere.

Hernández-Serrano, González-Sánchez and Muñoz-Rodríguez defines the virtual space as follows;

*"Technological advances have developed an entirely new communication environment that is not subject to a physical one and where information is located in a non-tangible area: the virtual space, or cyberspace so, it is possible to transmit information so instantaneously and globally. These environments are breaking the unity of time, space, and activity. Cyberspace is presented to us as an area of information, construction, development, learning, and discovery."* (Hernández-Serrano, González-Sánchez and Muñoz-Rodríguez, 2009)

Furthermore, the researchers emphasize that there does not exist a physical component on the internet since the relationships proceed beyond space, the tangible place that normally perceives it. People might understand that the language relates to a spatial component by simply considering what semantic language we utilize to describe what we're doing within those spaces, such as; entering, moving, and visiting some of the commands. As a result, the space is eliminated from being associated with a specific location; even while it is interpreted, the mental representation of what that space implies is relative. (Hernández-Serrano, González-Sánchez and Muñoz-Rodríguez, 2009)

A new virtual environment known as the "Metaverse" allows individuals to extend their offline lives online by engaging in a variety of interpersonal, business, and recreational actions. Internet-based gaming and social networks, which are present in the Metaverse, draw in new users with distinctive online interactions and stimulating social gatherings. Hence, the interaction between users in an online social setting affects their experience of feeling connected to one another in the digital world. (Oh et al., 2022; De Felice et al., 2023) On the other hand, although Metaverse has a promising online environment for social interaction and purchasing virtual real estate, there is a drastic decrease in both users and companies. Also, the increasing interest in generative Artificial intelligence (AI) affects this situation. (Finnegan, 2023; Zitron, 2023)

Utilizing and altering online environments requires integrating technology into new social environments. Instead of viewing online settings as technological goods, users might consider cyberspace to be settings or surroundings for engagement and coexisting and patterns for the formation of personalities and identifications. Therefore, it will become essential that online environments provide sufficient possibilities, with varying levels of interactions, to fulfill their desired degree of adaptability. When people engage in those simulated environments, their perceptual, affective, and socio-cognitive characteristics reveal this complicated interaction. (Hernández-Serrano, González-Sánchez and Muñoz-Rodríguez, 2009)

Generating new perspectives regarding information in a digital environment is made feasible by including the virtual realm as a venue for interaction as well as an alternative and supplementary aspect. Virtual space is considered an area where people and communities may engage through the utilization of technological advances. Information can be gathered locally as well as internationally through the digital environment. (Aslesen, Martin and Sardo, 2018) With the characteristics of the digital environment, individuals may interact, cooperate and produce collectively, transforming from a place to any place. (Tapscott, 2008)

Oblinger and Oblinger points out this situation as follows;

*Virtual space is any location where people can meet using networked digital devices. We should understand virtual space in its widest sense, referring not just to synchronous, highly interactive functions (such as chat, blogs, and wikis) but also to asynchronous functions such as e-mail and discussion threads. Also, for the virtual space, institutions should consider well-integrated work environments that support collaborative projects and resource sharing.* (Oblinger and Oblinger, 2005)

Virtual spaces are ephemeral as opposed to physical ones. They can either be scheduled or coincidental, synchronized, or unsynchronized. Users' interactions and interactions with one another may quickly change within a digital educational setting.

Individuals additionally have the ability to engage in multiple activities while simultaneously "inhabiting" many online environments. These online settings are becoming essential in all facets of educational institutions as technological innovation develops and the expense of gadgets like computers and mobile devices become more accessible. This feature indicates that universities might have to reconsider their objectives for learning as well as the environments where it takes place. (Brown, 2005)

On the other hand, Cocciolo (2010) argues that even though physical space is scarce, the virtual sphere is not a beneficial option to utilize. Instead of virtual space, he suggests that innovative and efficient physical learning and working environments should be designed.

Virtual reality (VR) is characterized as a computer with a human interface that enables users to engage in a three-dimensional area and explore various parts of it in the present moment using their sense of sight, the ability to hear, and touch with a combination of specialized gear. (Rapoport, 2013) The future of technology could be contained in wearable gadgets, such as devices that provide students with a stimulating environment through augmented and virtual reality. A recently-developed research method to be investigated involves using panel examinations of videos in 360 degrees taken from actual surroundings, considered via mobile-based immersive services. Streetscapes and public areas are the types of urban settings that are being studied. The result highlights concern about contemporary design tendencies consequently, the viability of newly constructed habitats.

The 360-degree videos perceived through virtual reality, or VR, platforms are an innovative technology that may be utilized for panel assessments of their views and interactions in the setting. Furthermore, simulations for role-playing might be used in humanities and social science disciplines to assist universities that lack the assets or an environment to build "digitoriums" or interactive simulator laboratories. The use of virtual reality is expected to be quickly embraced by those in Generation Z as the upcoming technological tool. Additionally, this will enable this reluctant-to-take-risks cohort to experiment with various attitudes, pursuits, and environments in a secure online setting. (Mouratidis and Hassan, 2020; Mastroianni, 2016; Meotti, 2016)

Generation Z spends 63 percent of their time shopping via the Internet, and 53% believe that online selections are preferable compared to the current experience in physical locations. Gen Z needs an engaging purchasing experience to spend time in shops. This interaction can offer both technical assistance and stimulation of the senses. Both augmented reality (AR) and virtual reality (VR) are currently being adapted for use in commerce. (Larkin, Jancourt and Hendrix, 2018) Due to the overabundance of information, individuals are very selective, critiquing and exploring on the web. (Töröcsik, Szűcs and Kehl, 2014)

Increased adoption of virtual reality (VR) and augmented reality (AR) in work environments will encourage intellectual curiosity and creative thinking. These developments are additionally making their approach through exhibitions and academic institutions. (Larkin, Jancourt and Hendrix, 2018)

#### ***3.3.2.1. Future of Virtual Space and Generation Z***

The virtual world and related technologies require including semantic knowledge of the surroundings to make interactions. The user may experience the feeling that simulated realms are physically present by using suitable physical gadgets and the provided data. These environments are entirely dependent on the data transmitted by the tangible system and lack any real 3D physical boundaries. Even though technological advancements improve, these sensory characteristics may not completely transition to the online environment. The levels of sensory interaction that can be gathered and expected to improve as the quality of visuals and haptic user interfaces are created. (Kuksa and Childs, 2014)

According to Kuksa and Childs (2014), with the help of Augmented Reality, the mingling of avatars and physical bodies (as pioneered in the Extract/Insert installation) will become more commonplace. The environments we experience will be marked with data, so comprehending a space will result in a broader cognitive absorption. Potentially emerging spaces, characterized by new norms and interaction methods, will emerge as the opportunities of the physical and virtual worlds merge and form an imaginative synthesis.

### ***3.4. Physical Space Vs Virtual Space and Generation Z***

In the design field, customer participation has become more prevalent in the Architecture, Engineering, and Construction (AEC) industry because of cutting-edge technology like Virtual Reality (VR) and Immersive Virtual Environments (IVEs). Their advantages include assisting professionals in weighing the benefits and drawbacks associated with design choices and experiencing an improved comprehension of the results; allowing effectively revised planning and development inspection, and providing the design information and possibilities through the generation of simulations that enable customers to experience projects in a 1:1 scaled surrounding. It might be utilized to examine combinations of different stimulations (thermal, hearing, and sight) and contextual arrangements (building forms, the dimensions of the openings, and interior design). Integrating simulations and input from the initial design process allows users to create functional spaces. (Latini, Di Giuseppe and D’Orazio, 2023)

The RepRap and the Fab@Home projects are two examples of open-source 3D printers that popularized the idea of 3D printing for everyone. The development of affordable production tools has accelerated. A three-dimensional printer (3D printer) is an industrial tool that uses a technique to stack tiny layers of substance to produce actual objects from digitally created patterns. (Figure-X) 3d printer technology connects the physical and digital environment. Thus advanced physical objects can be created using innovative technologies. (Ponzoa et al., 2021) (Figure-25)



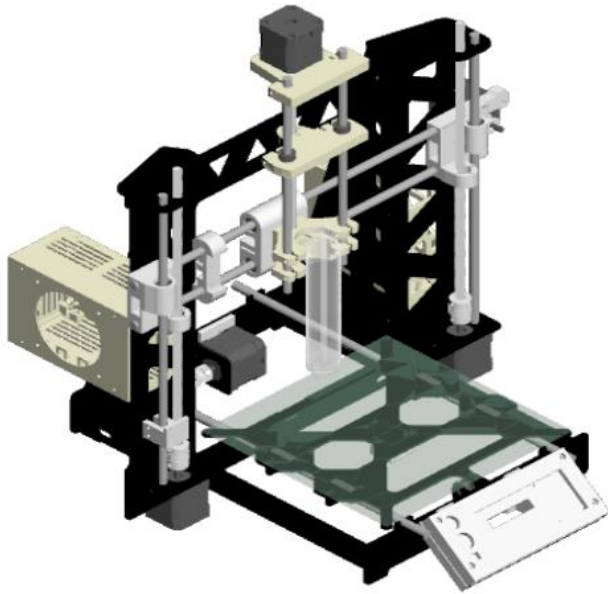


Figure 25. Extruder for a 3D printer that is open-source and custom-made. (Source: Afsar et al., 2022)

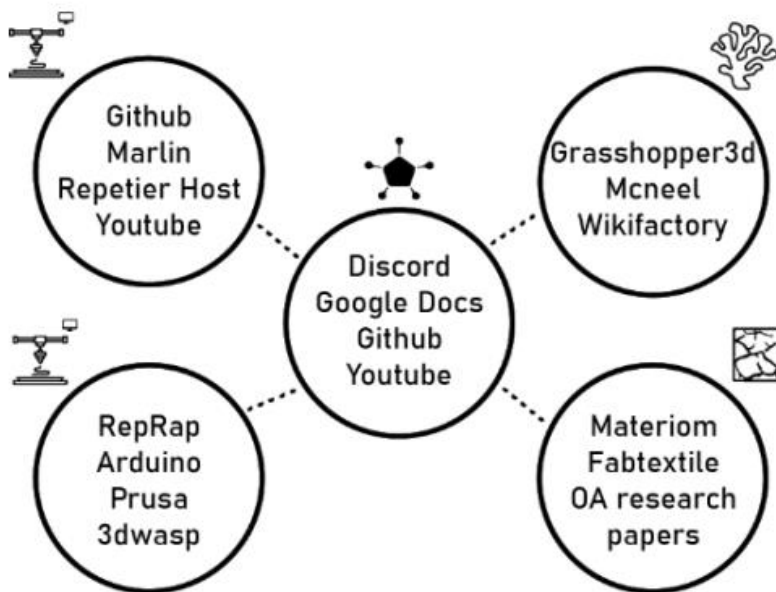


Figure 26. The open-source systems, remote working platforms and collaborative learning forums allow users to integrate without time and location limitations (Source: Afsar et al., 2022)

According to Betancour (2007), the concept of ‘Intersections’ is a series of interactive installations, devices, prototypes, and performative tools that can unfold and have an impact in various ways on physical urban space: whether by recording, producing, and projecting sound, or by producing or measuring light, or by inflating temporary structures, or by tracing graffiti, or else by occupying space in Barcelona and displayed as public art installations. The design process is a field of experimentation and research, as a technique to create alternative strategies to direct and drive new forms of urbanity.

The objective of these workshops is to create media-based communication and intervention strategies and equipment to use in public spaces. The usage of technological devices is founded on the concept of collective understanding including open source structures, along with embracing a do-it-yourself approach concerning creation. The equipment and instruments created by reusing and recycling substances primarily utilize cheap, alternative power supplies. (Betancour, 2007) (Figure-27)



Figure 27. City Mine(d), The Bubble., Barcelona (Source: Rendell et al., 2007)

Betancour supports her ideas as follows;

*"By developing ways of working and understanding how information technologies and social connectivity can function 'in and as public space', these projects involve the making of physical and electronic devices to link physical phenomena to virtual aspects. The focus is always on the relationship between mediated/responsive (virtual) spaces and physical spaces."*  
(Betancour, 2007) (Figure-28)



Figure 28. Renaissance Dreams Exhibition by Refik Anadol, Machine Learning Experiment, İzmir

Generation Z members have access to more knowledge compared to the past. One of the significant reasons is educational settings in virtual spaces. The learners may explore a subject digitally rather than merely reading with the benefits of the interactive features of digital environments. Through blending graphical, aural, verbal, and spatial learning modalities. According to Goodyear (2008), technological change allows a shift in the expectations, practices and discourse around the location of activity in time and space. Although flexible learning, mobile learning, and their analogs are sometimes held to have conquered time and space, paradoxically they render time and space more important.

The study process has shifted away from being focused on the process of information gathering and turn toward searching platforms, Wikipedia, YouTube, and other social media platforms, digital collaboration alternatives, as well as open source technologies. On the other hand, the variety of new pieces of information creates additional difficulties in evaluating sources regarding reliability. (Seemiller and Grace, 2016) The constantly shifting virtual world enables a wide range of mediums, which includes numerous programs to serve collaborative online settings. In these online environments, congregate and create a hybrid of the actual environment by replicating habits that have been effective in simulating systems in real life. For instance, AR-based simulations for learning function in a way that demonstrates the way the physical environment reacts to different trajectories of both individual and collective action. Instead of constructing particular places, it will provide an opportunity to explore using digital worlds that closely resemble real-world surroundings. (Dede, 2005)

Recent studies show the notion of physical and virtual space are blending with new technologies. The coextensive and hybrid space investigates the symbiotic connection between physical and virtual spheres. When the physical environment visually invades the virtual one, reflecting motion in the virtual world and the opposite may occur. Additionally, a representation of the real-life environment might be utilized to integrate the physical realm into the virtual mediated world. Therefore, this represented integration among the digital and physical space is a significant component of the evolution of virtual reality. Virtual reality users with headsets are

transported to a displaced environment that is distinctive from the physical environment for both sound and vision. Corresponding to the kind of experience users select, their perception of the space around them changes. (de Souza e Silva, 2006; Saker and Frith, 2020; Vasylevska and Kaufmann, 2017). Zhang et al. (2013) argue that instead of thinking of online and real-world environments as competitive subjects, users should focus on both the physical and digital realms together to improve their benefits.

Kuksa and Childs emphasize the combination of physical and virtual environments as follows:

*“How physical spaces translate into digital and virtual spaces, impacting our emotions, learning, and creativity. Emphasize the importance of its design, accessibility, sustainability, and the intentions of its producers. We are used to not simply existing as physical beings; our bodies are constantly extended into the virtual. We do not live physically or virtually, but in both at the same time. We are ‘phyrtual’.” (Kuksa and Childs, 2014)*

## **CHAPTER 4: RESEARCH DESIGN**

### ***4.1. Methodology***

The information provided in this study discusses how Generation Z decisions shape their physical and virtual environments, with consideration given to their social characteristics as shown in their living, working, and socializing practices. As shown in the literature review, the topics are intertwined with various aspects in the fields of technology, economy, culture, politics, and sociology. For this reason, a methodology combining qualitative research techniques was used to gather in-depth and qualitative data for this research. For this research, data will be collected through a survey form and a focus group study. The questionnaire was initially conducted. The online questionnaire was sent via groups on instant messaging platforms for last year's and recently graduated architects. This procedure makes it relatively simple to reach out to more volunteers. There are a total of 180 people in these groups. Except for a small group that does not include the age group accepted for Generation Z, the total number of respondents who returned to this survey is 52. The parameters and goals of the inquiry are kept informed. The online questionnaire followed by focus group interviews to further validate the findings in the questionnaires. The collected data has been used anonymously. For survey distribution, Google Survey was applied to generate and distribute online questionnaires. The focus group study was conducted face-to-face at Izmir University of Economics by bringing the participants together.

### ***4.2. Survey: Questionnaire Design***

The questionnaire design was based on the results of the literature review. Findings from the literature review, interviews and surveys guided the questionnaire design. For example, according to research conducted by the Pew Research Center, more than half of Generation Z members advocate for more than two gender options to create more inclusive research. This finding guided the design of one of the first questions in the survey. Findings from the literature review, such as this one, were helpful in creating the survey questions and options. (Table-5) (Figure-29)

Table 5. Literature Review and Questionnaire Design Relation

Titles	Main Themes	Sub Themes	Survey Questions
Technology	Social Networks	Social Media Online Meetings Online Learning	<p>Rate the items that you used in your room according to importance to you in relation to your working, socializing and living practices.</p> <p>Would you prefer to spend your spare time in an interactive physical space or a virtual environment in your free time?</p> <p>How much do you agree with these statements?</p> <p>"In my opinion, social media usage is affects socializing habits."</p> <p>"Trends on social media affect where I'm going for socializing."</p> <p>"I like to live in a room where technological devices dominate the design."</p> <p>How important is using social media for you to get news and socialize?</p>

Table 5. (Continued)- Literature Review and Questionnaire Design Relation

Characteristics	Diversity Social Concerns	Gender Neutral Spaces  Equal Rights  Mental Health  Climate Change  Economic Issues	<p>How important is having fluid elements/moveable elements (lightweight furniture, partitions, etc.) in your room to allow you to make some changes?</p> <p>How much do you agree with these statements?</p> <p>"I think the pandemic has affected living practices in terms of space usage."</p> <p>"I like to engage with my friends in the parks."</p> <p>"I would like to see more Gender-Neutral Spaces."</p> <p>"The thought of self-advancement makes me motivated in my work/studies."</p> <p>How important is sustainable architecture in your designs?</p> <p>How important is climate sensitivity in architectural design?</p> <p>How important are gender issues in your architectural design?</p>
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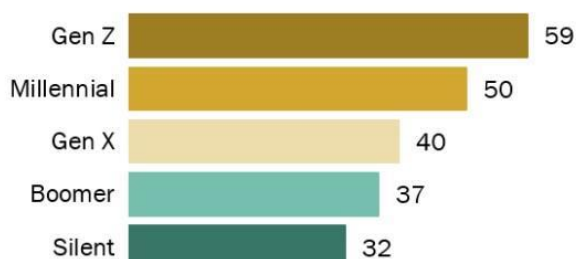


Table 5. (Continued)- Literature Review and Questionnaire Design Relation

Learning	<p>Online Education</p> <p>Learning Spaces</p>	<p>Virtual Spaces for Learning</p> <p>Hybrid Learning</p>	<p>How much do you agree with these statements?</p> <p>"I generally prefer to work on my classes in my room."</p> <p>" When I'm in the university, I enjoy working in design studios that we are using at the Fine Arts Faculty."</p> <p>"Online education satisfied my learning experience."</p> <p>"I prefer online sources/libraries rather than physical ones."</p> <p>"I participate/would like to participate in self-advancement through online courses." (Coursera, Udemy, etc.)</p>
Working	<p>Work Models</p> <p>Leadership</p>	<p>Hybrid Working</p> <p>Remote Working</p> <p>Work from Office</p>	<p>How much do you agree with these statements?</p> <p>"I prefer to be in living and working spaces that engage with nature more."</p> <p>"During my professional life, I would like to work in co-working spaces."</p> <p>"During my professional life, I would like to work in more private spaces." (Divided-small rooms)</p> <p>"During my professional life, I would like to work from home."</p>

## About six-in-ten Gen Zers say forms should offer other gender options

*% saying that when a form or online profile asks about a person's gender it should include options other than 'man' and 'woman'*



Source: Surveys of U.S. adults ages 18 and older conducted Sept. 24-Oct. 7, 2018, and U.S. teens ages 13 to 17 conducted Sept. 17-Nov. 25, 2018.

"Generation Z Looks a Lot Like Millennials on Key Social and Political Issues"

PEW RESEARCH CENTER

Figure 29. Preferred gender options in forms for Generation Z. (Source: Pew Research Center, 2018)

### 4.2.1. Aim of the Questionnaire

Walliman (2011) "Using a questionnaire allows you to organize questions and elicit responses without having to talk to each respondent. As a data collection method, the questionnaire is a very flexible tool with the advantages of having a structured format, being easy and convenient for respondents, and being cheap and quick to administer to a large number of cases covering large geographical areas." The purpose of a questionnaire with a large sample size is to collect accurate data on the interests of the targeted group, with an emphasis on the issues that may be most useful for presenting the research results. (Töröcsik, Szűcs and Kehl, 2014) I used questionnaires in this research because, I wanted to reach more people and evaluate the results collectively. These collective answers formed the basis for understanding their approach and utilizing focus group study.

The goal of the questionnaire in this thesis is to understand the perspective of the Generation Z members concerning working, socializing, and living practices and show

data for upcoming research related to this topic. Senior architecture students have a high level of knowledge and perception of spatial subjects. For this reason, all senior architecture students and newly graduated architects of the Izmir University of Economics were selected as the sample subject and participated in the survey. Participants participated in the research voluntarily. The results were recorded anonymously.

#### ***4.2.2. Survey Questions***

The survey questions focus on the living, working, and socializing practices of Gen Z in terms of space usage. The questionnaire was designed in English to be inclusive of foreign students in the department and because the language of instruction is English. Closed-format questions are used for the questionnaire. The respondent chose the answers from a list of potential responses. These are frequently short responses that are simple to construct and without asking for specific writing abilities from the respondent. They nevertheless reduce the number of acceptable responses. (Walliman, 2011)

The survey starts with the gender and birth year questions and continues with the following three parts. Firstly, the Living section contains eight questions. Secondly, the Socializing part consists of 11 questions about this practice. Finally, the Working section contains 12 questions. All questions are specified by the findings of the literature review.

To which gender identity do you most identify?

What is your birth year?

The first questions in the questionnaire aim to find out whether the participants are suitable for this survey in terms of age group and how they identify themselves in terms of gender.

#### **Questions About Living Spaces**

The first questions in the questionnaire ask where and with whom the respondents live and whether they have a specific space of their own. A Likert scale was used in the survey questions to better understand the preferences of the participants. Chyung et al., (2017) emphasized the importance of expressing opposing views, such as

completely disagreeing, neutral, or completely agreeing, in order for participants to express their views on the subject. In addition, some researchers argue that adding the Not Applicable option will direct preferences more accurately (Kulas, Stachowski and Haynes, 2008). In this section, the questions were developed based on the living practices in the literature review. For example, according to a study by Cleaver and Frearson (2021), the use of moving parts that customize the space is a possible preference for Generation Z. Based on this, some questions were developed that were either relevant or irrelevant to the participant.

Table 6. Questions About Living Spaces

<p>1- Do you live with your company (family, friends) or alone?</p> <p>2- If you are living with the company do you have your own room?</p> <p>3- Rate the items that you used in your room according to importance to you in relation to your working, socializing or living practices.</p> <p>4- Rate your favorite spaces that you spend most of your time at home.</p> <p>5- How important is having fluid elements/moveable elements (lightweight furniture, partitions, etc.) in your room to allow you to make some changes?</p> <p>6- How much do you agree with the statement? "I generally prefer to work on my classes in my room."</p> <p>7- How much do you agree with the statement? "I like to live in a room where technological devices dominate the design."</p> <p>8- How much do you agree with the statement? "I think the pandemic have affected living practices in terms of space usage."</p>
---

#### Questions About Socializing Spaces

While Tapscott (2008) emphasizes the ease with which virtual environments bring people together and interact, Cocciolo (2010) argues that innovative physical spaces should be created instead of virtual environments. The first question in the socialization section questions this debate from the perspective of Generation Z. Public spaces draw the user in with different ways of use (Carr et al., 1995). In the following questions, the relationship of Generation Z, which has grown up with technology, with today's public spaces is examined.

Seemiller and Grace (2016) emphasize that members of Generation Z are constantly exposed to new ideas through social networks. Other questions in the socialization section explore the impact of this constant interaction on socializing practices and spatial preferences.

Table 7. Questions About Socializing Spaces

<p>1- Would you prefer to spend your spare time in an interactive physical space or a virtual environment in your free time?</p> <p>2- How much do you agree with the statement?</p> <p>"I think urban public spaces satisfy younger generations' needs in the Izmir case."</p> <p>3- How much do you agree with the statement?</p> <p>"I think urban semi-public spaces satisfy younger generations' needs in the Izmir case."</p> <p>4- How much do you agree with the statement?</p> <p>"I would like to see more Gender-Neutral Spaces."</p> <p>5- How much do you agree with the statement?</p> <p>"Third-wave coffee shops attract young people in terms of their interior designs."</p> <p>6- How much do you agree with the statement?</p> <p>"I think shopping mall is an important place to socialize."</p> <p>7- How much do you agree with the statement?</p> <p>"I like to engage with my friends in the parks."</p> <p>8- How much do you agree with the statement?</p> <p>"I would like to socialize at home online rather than go out."</p> <p>9- How much do you agree with the statement?</p> <p>"In my opinion, social media usage is affects socializing habits."</p> <p>10- How important is using social media for you to get news and socialize?</p> <p>11- How much do you agree with the statement?</p> <p>"Trends on social media affect where I'm going for socializing."</p>
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## Questions About Working Spaces

According to a recent study by Cleaver and Frearson (2021), the increase in the option to work remotely has enabled the new generation to work without the need for a permanent location. This has led to a rapid increase in co-working spaces. These workspaces provide users with flexibility and create a comfortable working environment. The questions in the workspace part ask what kind of spaces participants prefer to work in and whether physical or virtual environments appeal to them.

Generation Z is a generation that lives intertwined with technology and is therefore very sensitive to social events in society. (Seemiller and Grace, 2016) The following questions of the survey examine whether the members of Generation Z who participated in the survey study include today's global and local problems in their work.

Table 8. Questions About Working Spaces

1- How much do you agree with the statement? " When I'm in the university, I enjoy working in design studios that we are use at Fine Arts Faculty."
2- How much do you agree with the statement? "I prefer to be in living and working spaces that engage with nature more."
3- How much do you agree with the statement? "During my professional life, I would like to work in co-working spaces."
4- How much do you agree with the statement? "During my professional life, I would like to work in more private spaces." (Divided-small rooms)
5- How much do you agree with the statement? "During my professional life I would like to work from home."
6- How much do you agree with the statement? "Online education satisfied my learning experience."
7- How much do you agree with the statement? "I prefer online sources/libraries rather than physical ones."
8- How much do you agree with the statement? "The thought of self-advancement makes me motivated in my work/studies."
9- How much do you agree with the statement?

"I participate/would like to participate in self advancement through online courses."

(Coursera, Udemy etc.)

10- How important is sustainable architecture in your designs?

11- How important is climate sensitivity in architectural design?

12- How important are gender issues in your architectural design?

#### ***4.2.3. Selection of the Focus Group***

At the end of the questionnaire, people who wanted to join the focus group shared their emails. Thus, for further steps, contact has been provided. 3 newly graduated architects and 1 senior architecture student from the Izmir University of Economics ensured participation in the focus group study. The interviews were held by way of participants' preferences. Focus group study conducted in Izmir University of Economics, Faculty of Fine Arts. During the research, the participant's identities were kept anonymous, the pseudonyms were used.

#### ***4.2.4. Focus Group Questions***

Focus group interviews are interviews that are semi-structured. This kind of interview has standardized and open-ended questions in both structured and unstructured phases. The focus group questions were based on the research question, "What are the preferences of Gen Z in terms of usage of the physical environment and virtual spaces concerning their living, working, and socializing practices?". There are three main questions in this focus group study. These questions ask about the participants' living, socializing and working preferences. In addition to these questions, follow-up questions were shaped according to the findings of the literature review and survey study. These open-ended questions allowed Generation Z to explain their preferences with their own ideas without being confined to question patterns. At the same time, the participants had the opportunity to reflect on each other's ideas with the focus group study.

These are the open ended questions;

1-What type of living would you prefer?

1.a-What could be characteristics?

1.b-Can you describe it?

2-What type of working space would you prefer? (Being Digital nomad, co-working

space or desk job in an office)

3-What are your most significant socializing habits?

4-Do you prefer a physical or virtual environment for socializing?

### 4.3. Discussion and Interpretation of the Findings

#### 4.3.1. Questionnaire Study

The participants were initially asked about demographic information including their gender identity and year of birth. These questions were addressed by each participant. This part includes graphs with the findings by participant gender identity and year of birth.

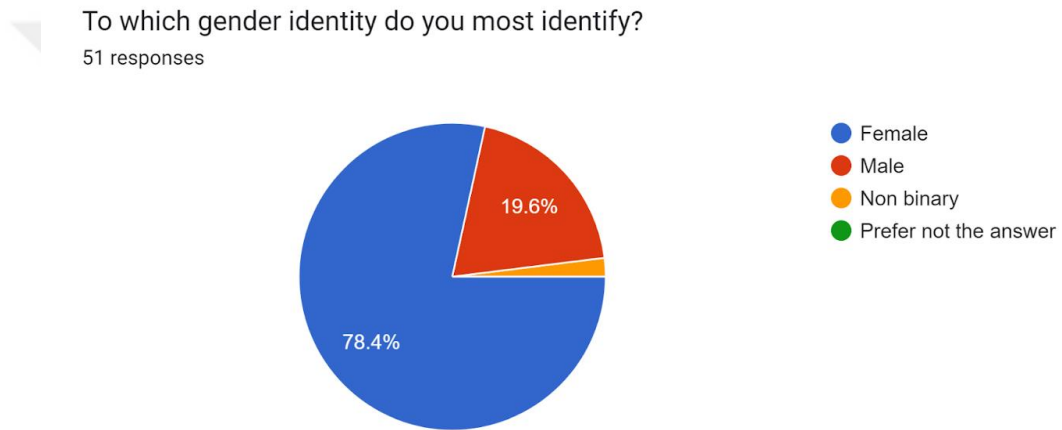


Figure 30. Gender identity of participants

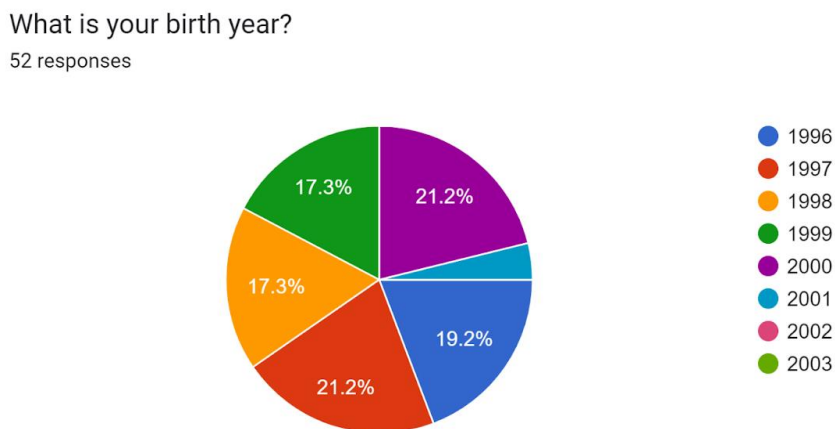


Figure 31. Birth year of participants



It is seen in Figure X that the male and female ratios of the 52 participants with 78,4% dominantly female participants joined the survey. Male participation is 19,6% and non-binary identity is only %2. The birth year of the participants in the survey are close to each other. People who were born in 1997 and 2000 had the highest participation with 21,2% each of them. 1996 follows with 19.2%, and participants who were born in 1998 and 1999 have 17.3%. The least participants who were born in 2001 with 3.8%

1- Do you live with your company (family, friends) or alone?

52 responses

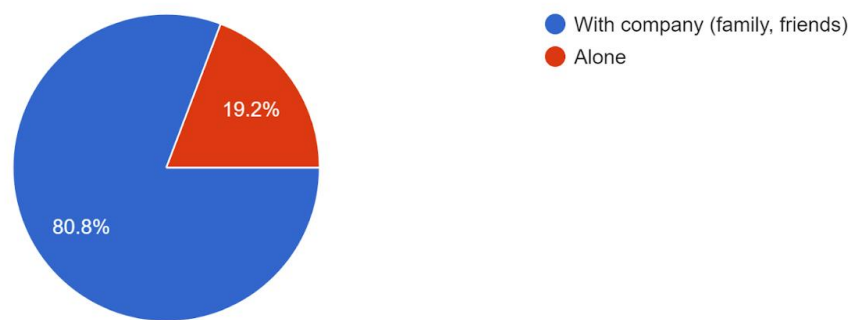


Figure 32. Living with company or alone

2- If you are living with the company do you have your own room?

52 responses

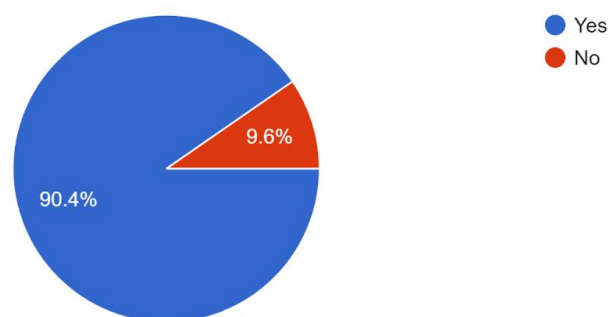


Figure 33. Owning a room

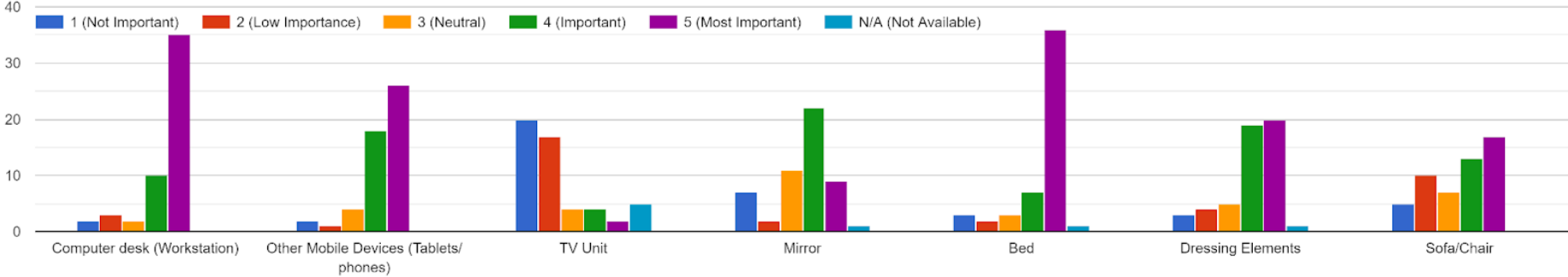
The living part consists of 11 questions. The first question examined the participants living with whom and their own place at home. According to the data obtained in the two questions, the majority of the participants 80.8% live with a company, could be

friends or family, while 19.2% live alone. The second question investigates do they have their own room 90.4% have their own room. 9.6% sharing a room with someone else.





3- Rate the items that you used in your room according to importance to you in relation to your working, socializing or living practices.

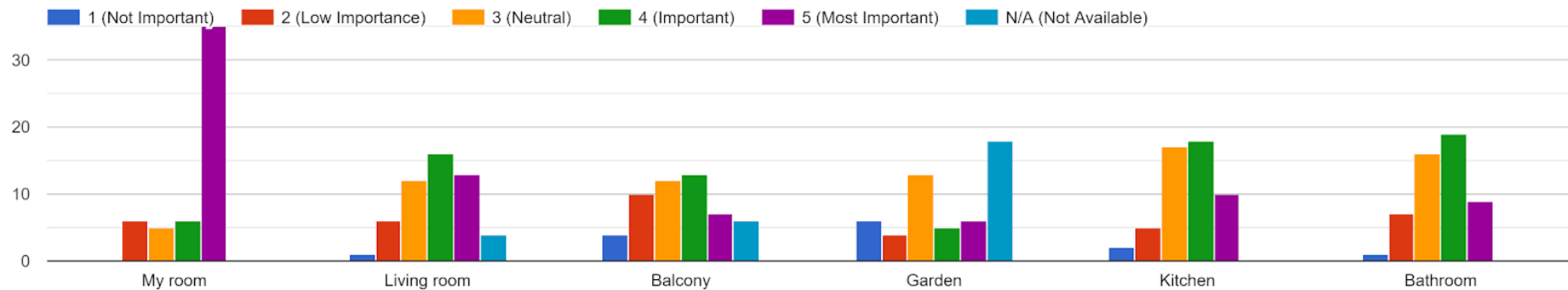


77

Figure 34. Rating items according to their importance in the room



4- Rate your favorite spaces that you spend most of your time at home.



78

Figure 35. Rating spaces according to their occupancy

The following questions examine the assessment of the spaces that respondents find most important and spend the most time in their homes. By far the most essential area is the bedroom and the most important items are the bed, computer desk and other technological devices. In terms of items, the ranking continues as dressing elements, sofas/chairs, mirrors, and TV units. Regarding space, the ranking equally evaluates the living area, kitchen, and bathroom, while the balcony and garden constitute the continuation of the ranking.

According to the data obtained in the following two questions, the greater part of the participants shows that their room is the most important place for the majority by far. Also, the living room, bathroom and kitchen shows importance to participants. The other question searches for the relation of the user's living, working and socializing habits and items. It shows that their bed and technological devices (workstations, tablets etc.) play a salient correlation

5- How important is having fluid elements/moveable elements (lightweight furniture, partitions, etc.) in your room to allow you to make some changes?

52 responses

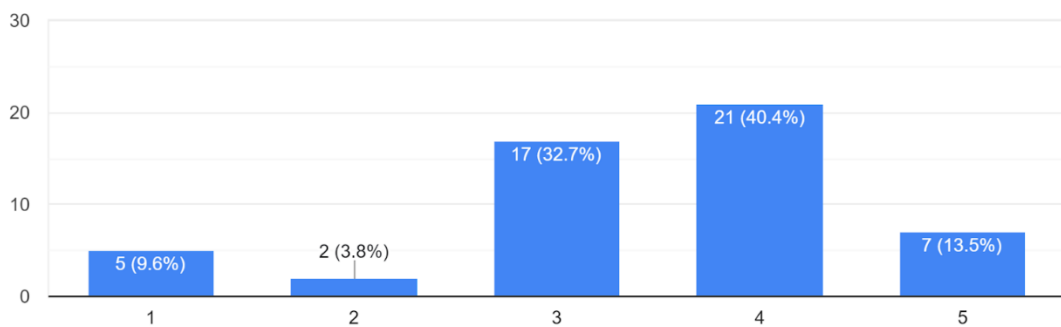


Figure 36. Fluidity in room

Question 5 in the section examining participants' preferences in living spaces examines how important moveable/fluid elements are that allow design changes in their rooms. More than half of the participants prefer these elements, such as lightweight partitions and types of furniture. Based on the literature review Gen Z members have a tendency to be flexible in their private space. %53.9 of the participants prefer fluid elements/moveable elements (lightweight furniture, partitions) in their rooms. It shows that they want to be able to adapt their needs with their preferences.

6- How much do you agree with the statement? "I generally prefer to work on my classes in my room."

52 responses

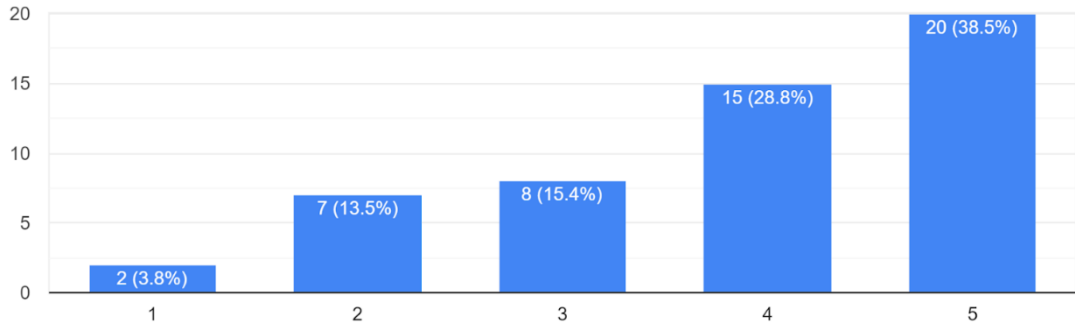


Figure 37. Learning in room

%67.3 of the participants declare that they prefer to work their classes in their room. Those who are neutral 8 people (%15.4) and those who are opposed 9 participants (%17.3) are very close.

The following questions evaluate the agreement on the statements. The statement in the sixth question investigates if the participants mostly prefer to work in their rooms. 35 people agree to this statement (%67.3), 8 participants neutral (%15), and 9 people disagree to this statement. (%17.3)

7- How much do you agree with the statement? "I like to live in a room where technological devices dominate the design."

52 responses

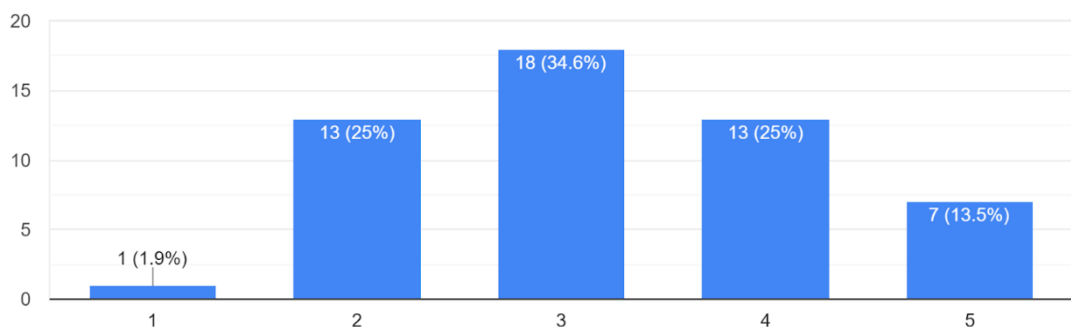


Figure 38. Room and technology relation

The statement in the seventh question examines if the participants like to live in a room where technological devices dominate the design. 20 people agree with this statement (28.5%). However, 18 participants were neutral (34.6%), and 14 people disagreed with this statement. (%26.9). These following questions show us that even though Generation Z mostly spends time in their rooms and works from there, they do not want to be fully engaged in their private space.

8- How much do you agree with the statement? "I think the pandemic have affected living practices in terms of space usage."  
52 responses

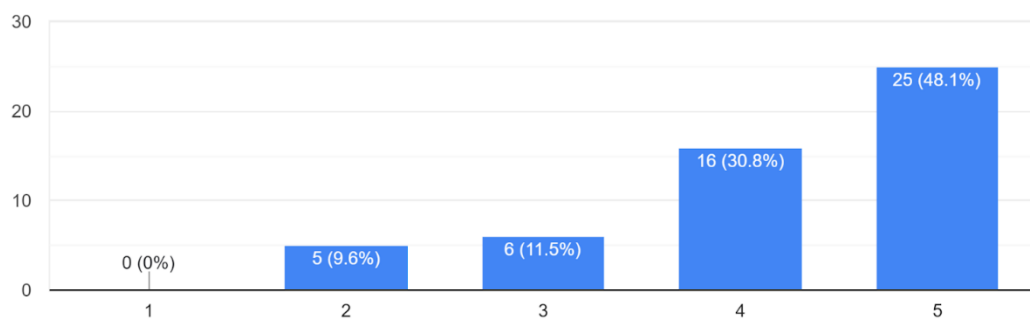


Figure 39. Covid-19 Pandemic and space usage relation

The last statement in this part is questioning if the participants' space usage changed with the recent pandemic. By landslide, 41 people agree with this statement (78.9%), 6 participants are neutral (11.5%), and 5 people disagree with it. (%9.6). This result shows that environmental conditions are directly affecting how we are living and using space.

The socializing part consists of 11 questions. The first question investigates the physical and virtual environment relation for Generation Z members. The impressive percentage of participants prefer interactive physical environments with 80.8% and 19.2% prefer virtual environments.

1- Would you prefer to spend your spare time in an interactive physical space or a virtual environment in your free time?

52 responses

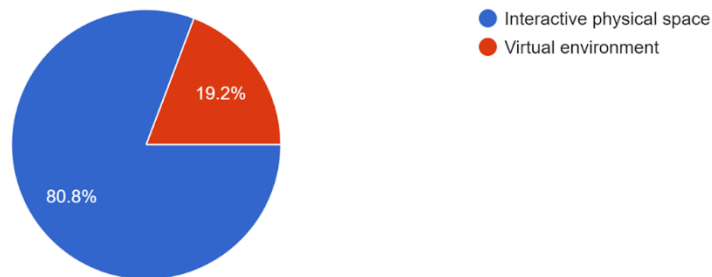


Figure 40. Interactive physical space and virtual environment preference

2- How much do you agree with the statement? "I think urban public spaces satisfy younger generations' needs in the Izmir case."

52 responses

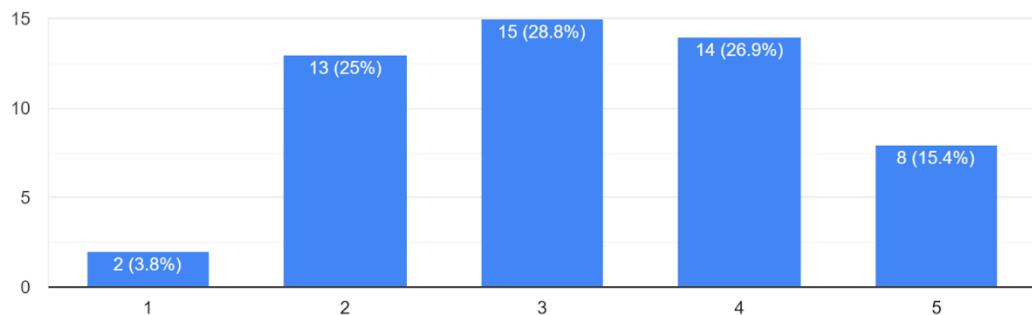


Figure 41. Public space preferences of Generation Z

Above and the following question in the socializing part evaluate the agreement on the statement related to public space. The statement in the second question examines if the participants think urban public spaces satisfy the younger generations' needs in the Izmir case. 22 people agree with this statement (42.3%). 15 participants are neutral (28.8%), and 15 people disagree with it. (%28.8). The majority agrees that urban public space in Izmir meets the needs of the younger generation.



3- How much do you agree with the statement? "I think urban semi-public spaces satisfy younger generations' needs in the Izmir case."  
 52 responses

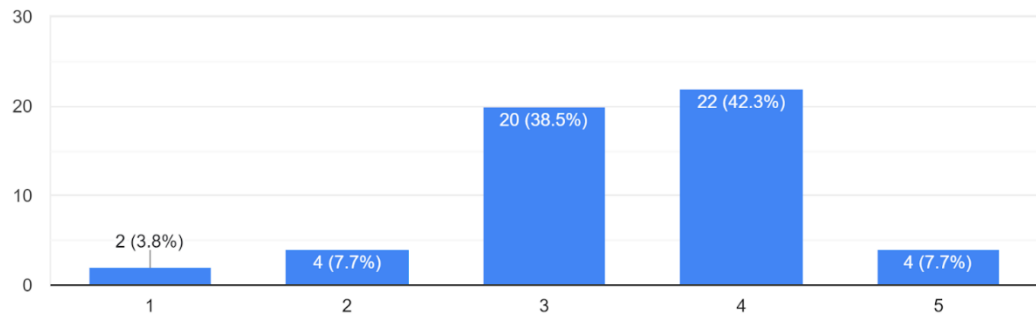


Figure 42. Urban semi-public space preferences of Generation Z

Question 2 and Question 3 evaluate the agreement on the statement related to public space. The second question's statement looks at participants' perceptions of whether semi-public spaces in the İzmir example meet the needs of younger generations. This assertion is supported by 26 respondents (50%). Six individuals don't agree with it, while twenty of the respondents are neutral (38.5%). (13.5%). In accordance with the findings, half of the participants agree that semi-public places meet the requirements of generation Z. Nonetheless, there are a fair amount of neutral individuals engaged. Respondents expressed more satisfaction with semi-public places as opposed to public spaces.

4- How much do you agree with the statement? "I would like to see more Gender-Neutral Spaces."  
 52 responses

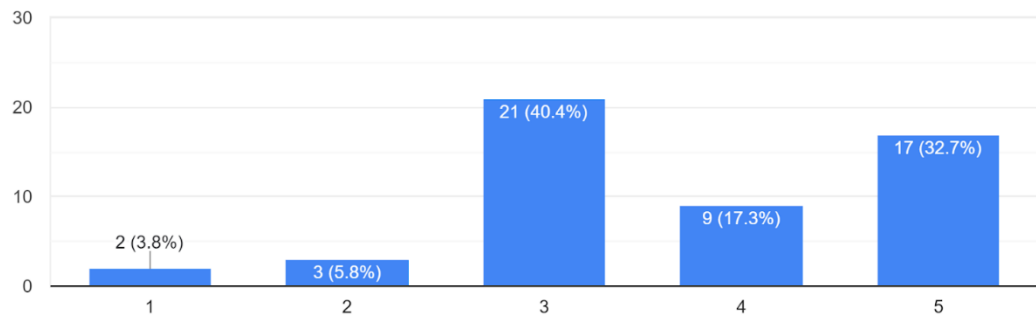


Figure 43. Gender-neutral space preferences of Generation Z

5- How much do you agree with the statement? "Third-wave coffee shops attract young people in terms of their interior designs."

52 responses

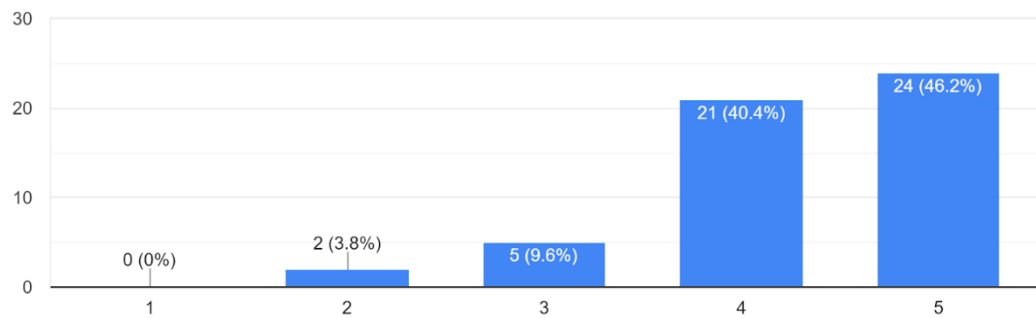


Figure 44. Place and interior design preferences of Generation Z

The effects of today's social issues and patterns on Generation Z are assessed in the fourth and fifth statements. The fourth question's statement asks respondents if they favor gender-neutral areas. This statement is agreed upon by 26 individuals (50%). Five participants don't agree with it, while 21 participants (40.4%) are ambivalent. (9.6%). The results show that most participants are in favor of gender-neutral environments. The following statements address whether the third-wave coffee shops attract young people with their interior design. This statement is supported by 45 respondents (86.6%). Two people don't agree with it (3.8%), while five of the participants are neutral (9.6%). We understand that the vast majority of respondents considered this a matter of importance.

6- How much do you agree with the statement? "I think shopping mall is an important place to socialize."

52 responses

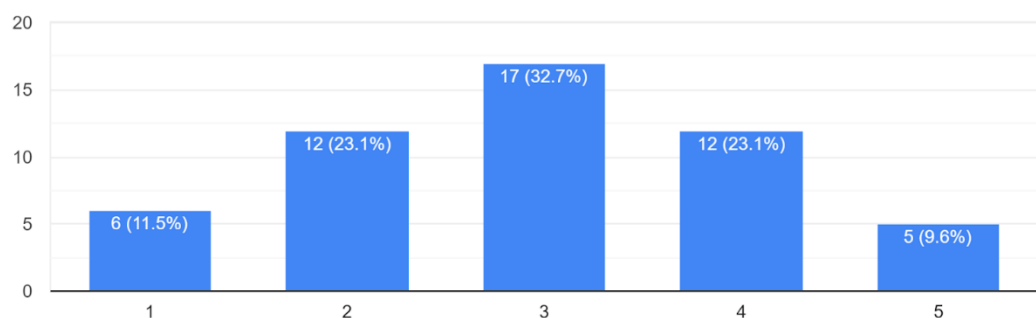


Figure 45. Socializing and shopping mall relations of Generation Z

The sixth question's statement investigates participants' approach to whether shopping malls are significant places for socializing Generation Z. The responses show no dominant agreement. This statement is supported by 17 respondents (32.7%). 18 respondents (34.6%) do not agree, while 17 individuals are neutral (32.7%).

7- How much do you agree with the statement? "I like to engage with my friends in the parks."  
52 responses

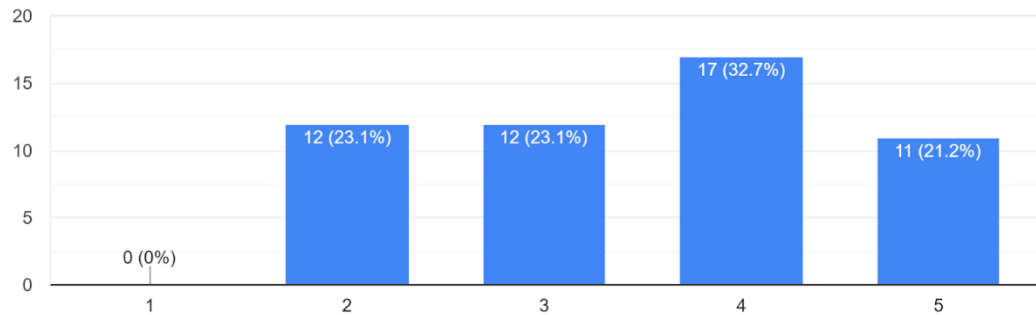


Figure 46. Socializing urban space preference of Generation Z

The seventh question's statement investigates participants' approach to whether they like to engage with their friends in the parks. This statement is supported by 28 respondents (53.9%). The 12 respondents (23.1%) do not agree, and 12 individuals are neutral (23.1%).

8- How much do you agree with the statement? "I would like to socialize at home online rather than go out."  
52 responses

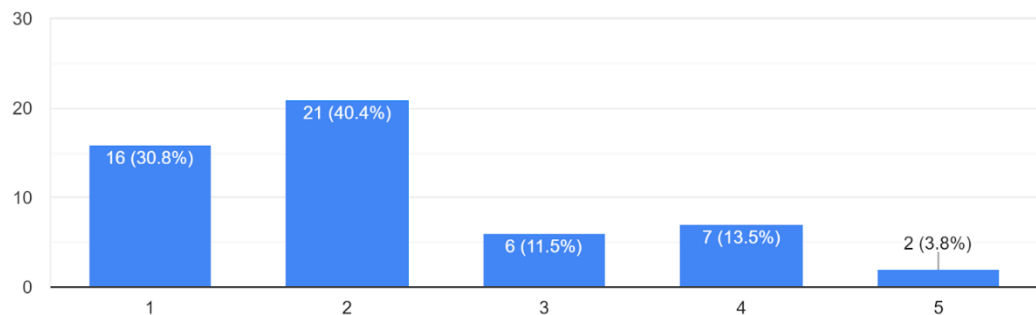


Figure 47. Socializing preference of Generation Z

The eighth question in the socializing section investigates participants' approach to whether they like to socialize with their friends at home online rather than go out. This idea was strongly opposed. This statement is supported by only nine respondents (17.3%). Six individuals are neutral (11.5%). However, 37 respondents do not agree. (71.2%). It shows us that even though Generation Z is highly engaged through the internet, they have a tendency to socialize in physical space.

9- How much do you agree with the statement? "In my opinion social media usage is affects socializing habits."  
52 responses

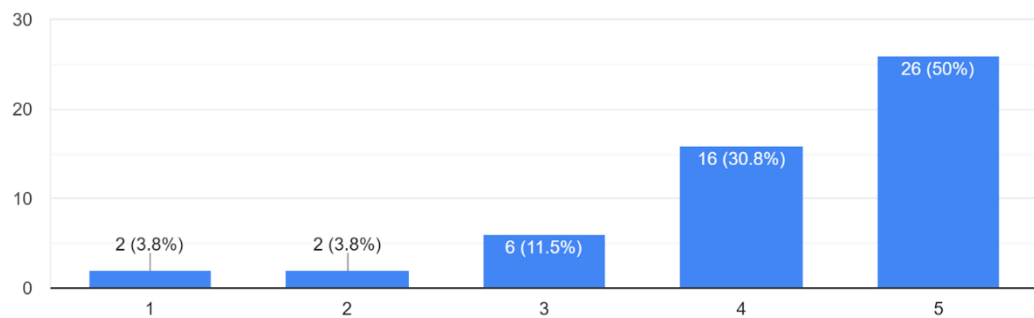


Figure 48. Socializing preference and social media relation

The ninth question's statement investigates participants' approaches to whether they think social media usage affects Generation Z's socializing habits. The responses of the participants show a dominant agreement. This statement is supported by 42 respondents (80.8%). Six respondents (34.6%) are neutral, while only four individuals do not agree. (7.6%).

10- How important is using social media for you to get news and socialize?

52 responses

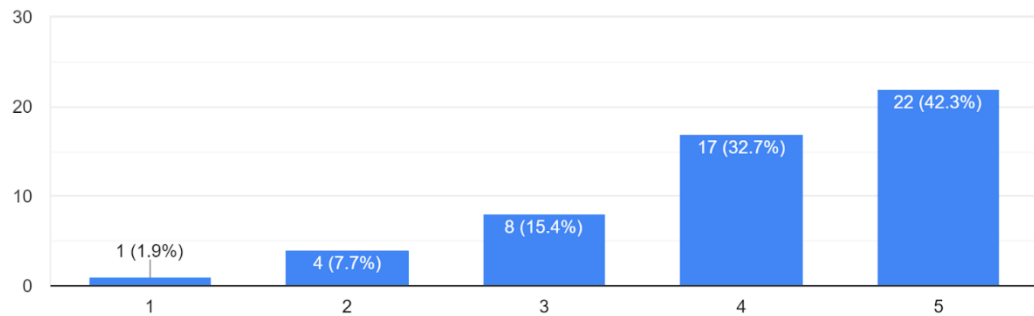


Figure 49. Socializing and social media relation of Generation Z

The tenth question's statement investigates participants' approach to whether they think social media is essential to get news and socialize. This statement is supported by 39 respondents (75.0%). The eight respondents (15.4%) are neutral, while only five individuals do not agree. (9.6%).

11- How much do you agree with the statement? "Trends on social media affect where I'm going for socializing."

52 responses

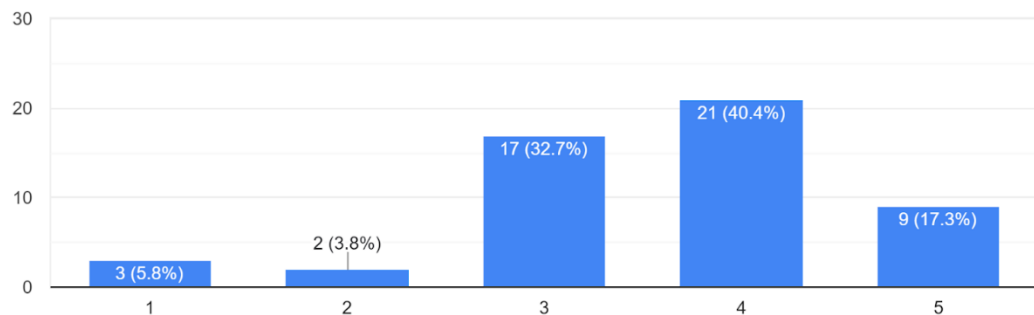


Figure 50. Socializing and social media trends relation

The final question in the socializing section explores participants' perspectives regarding whether they believe social media trends are influencing where they are planning to interact. There are 30 participants who agree with this statement (57.7%). Only five participants (9.6%) disagree, out of the 17 respondents (32.7%) who are neutral. The answers to the previous three questions focused on the relationship between members of Generation Z and social media, and the findings indicated a

significant relationship when it comes to social interactions and habits. The literature studies and the outcomes are connected, demonstrating the significance of social media for this generation.

The following parts includes 12 questions and investigate working habits of Generation Z.

1- How much do you agree with the statement? " When I'm in the university, I enjoy working in design studios that we are use at Fine Arts Faculty."  
52 responses

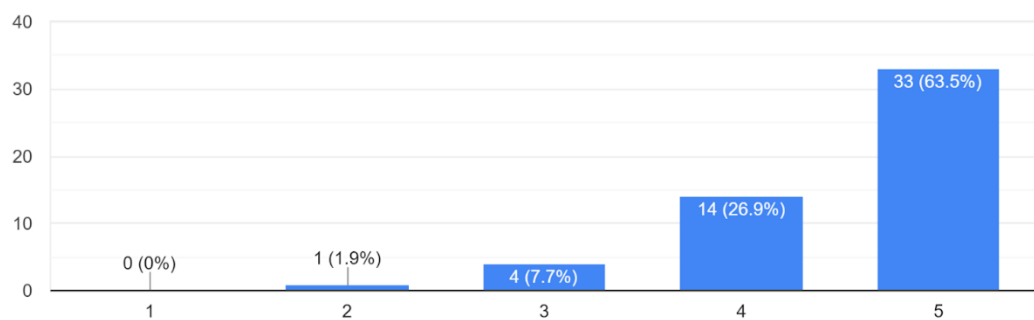


Figure 51. Working space preference in the university

The first question examined is whether they enjoy working in the design studios. The design studio of the İzmir University of Economics Fine Arts Faculty has large design offices with technological devices and double-height spaces. The responses of the participants show a dominant agreement. This statement is supported by 47 respondents (90.4%). The four respondents (7.7%) are neutral, while only one individual does not agree (1.9%). This result also emphasizes that Generation Z likes to work in co-working spaces.

2- How much do you agree with the statement? "I prefer to be in living and working spaces that engage with nature more."

52 responses

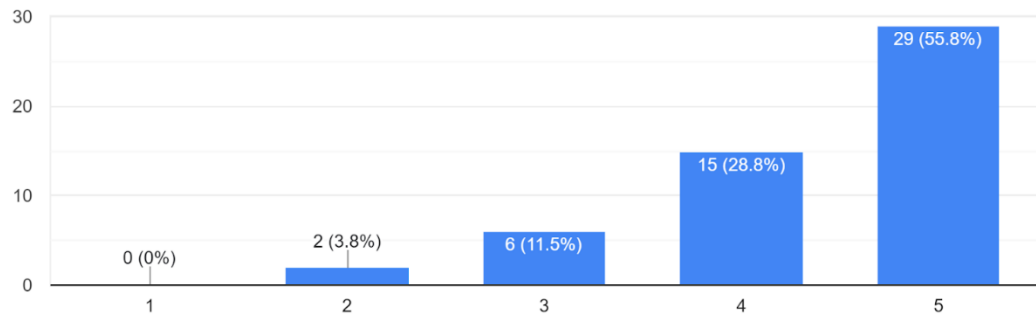


Figure 52. Nature and space preference relation

The second question examined if they prefer working spaces that engage with nature. The responses of the participants again show dominant agreement. This statement is supported by 44 respondents (84.6%). Six respondents (11.5%) are neutral, while only two individuals do not agree. (3.8%).

3- How much do you agree with the statement? "During my professional life, I would like to work in co-working spaces."

52 responses

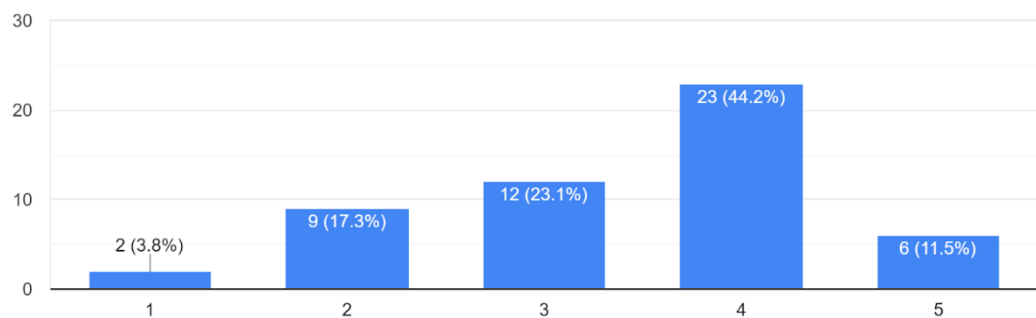


Figure 53. Co-working space preferences of Generation Z

The following three questions investigate the professional life and workplace preferences of Generation Z. The third question of the working part is examined if they prefer working in the co-working space. The response of the participants again shows dominant agreement. This statement is supported by 44 respondents (84.6%). The six respondents (11.5%) are neutral while only two individuals do not agree. (3.8%).

4- How much do you agree with the statement? "During my professional life, I would like to work in more private spaces." (Divided-small rooms)  
52 responses

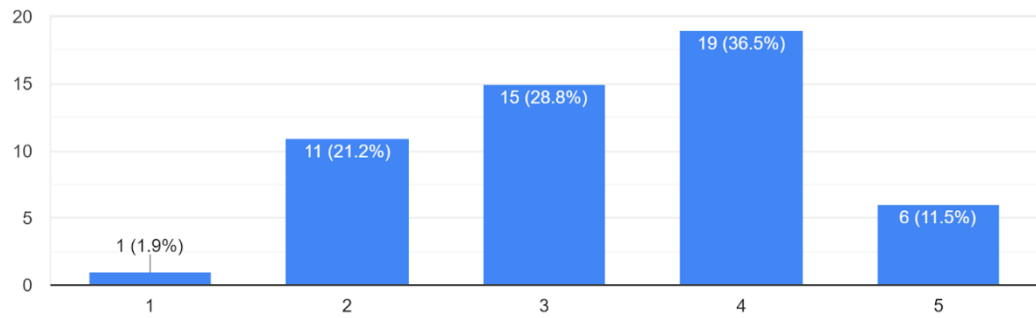


Figure 54. Working space preferences of Generation Z

The fourth question of the working part is examined if they prefer working in the more private spaces (divided small rooms). The responses of the participants again show more divided answers. This statement is supported by 25 respondents (48%). The 15 respondents (28.8%) are neutral, while 12 individuals do not agree. (23.1%).

5- How much do you agree with the statement? "During my professional life I would like to work from home."  
52 responses

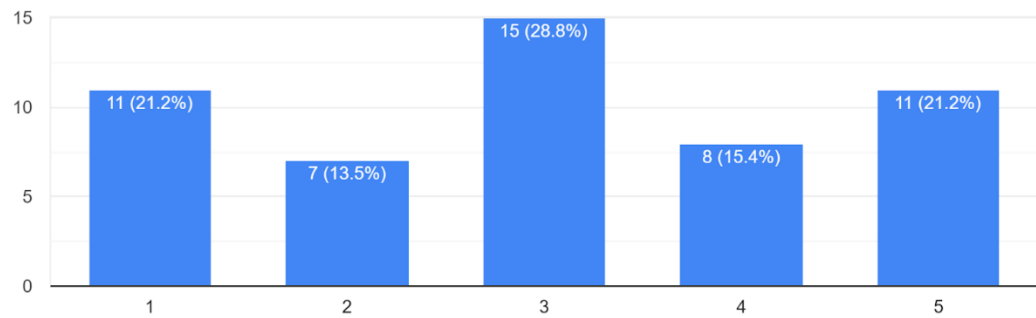


Figure 55. Remote work preferences of Generation Z

During the working section, the fifth inquiry asks whether they would rather work from home in their career. Likewise, the individuals' responses reveal more polarized responses. There are 19 respondents (36.6%) who agree with this statement. There are 18 people who disagree (34.7%), and 15 respondents (28.8%) are neutral.



6- How much do you agree with the statement? "Online education satisfied my learning experience."

52 responses

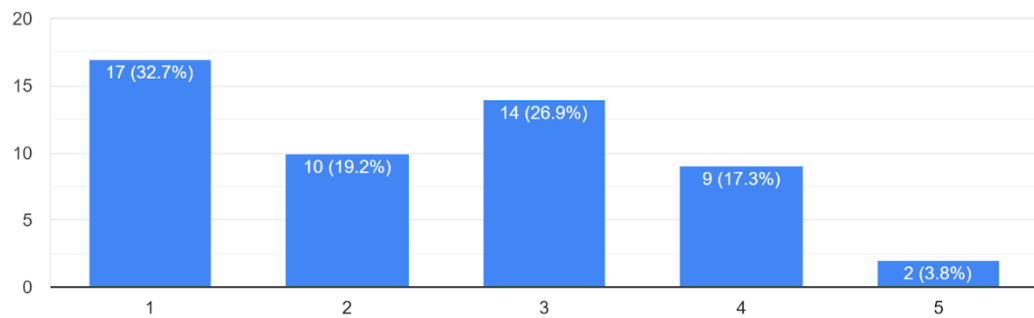


Figure 56. Online education preferences of Generation Z

The sixth question is whether online education satisfied their learning experience. The majority disagrees. This statement is supported by 11 respondents (21.1%). 14 respondents (26.9%) are neutral, while 27 individuals do not agree. (51.9%). The results show that even though in previous year's students had to continue their education online, they were not satisfied with that experience.

7- How much do you agree with the statement? "I prefer online sources/libraries rather than physical ones."

52 responses

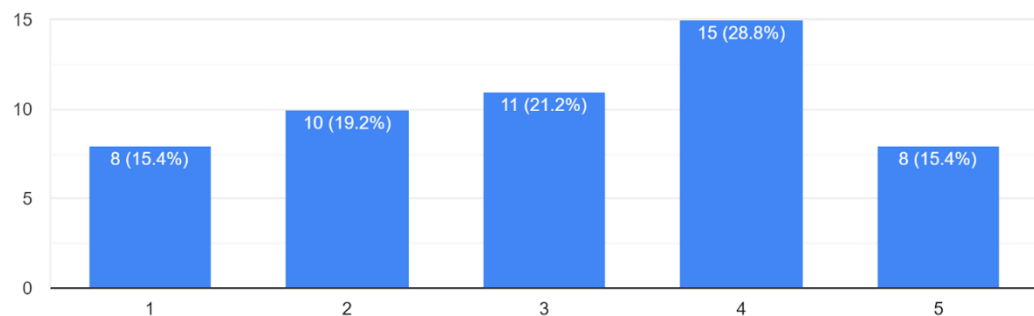


Figure 57. Physical and virtual learning environment preferences of Generation Z

The seventh question is examined if they prefer online sources or libraries to physical ones. This statement is supported by 23 respondents (44.2%). 11 respondents (21.2%) are neutral, while 18 individuals do not agree. (34.6%).

8- How much do you agree with the statement? "The thought of self-advancement makes me motivated in my work/studies."

52 responses

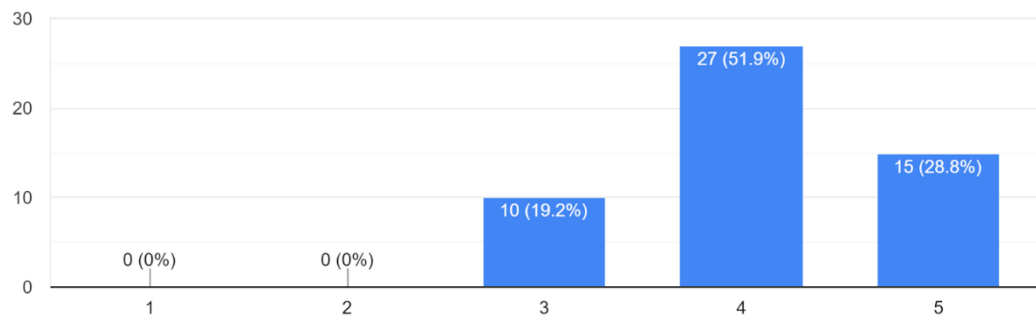


Figure 58. Characteristics of Generation Z

The eighth question is examined whether the thought of self-advancement makes them motivated in their work or studies. 42 respondents (80.7%) agree with this assertion. 10 respondents (19.2%) are neutral, and there are no responders who disagree. The literature review emphasizes the characteristics of Generation Z, and their ambition to improve themselves is correlated with the response to this question.

9- How much do you agree with the statement? "I participate/would like to participate in self advancement through online courses." (Coursera, Udemy etc.)

52 responses

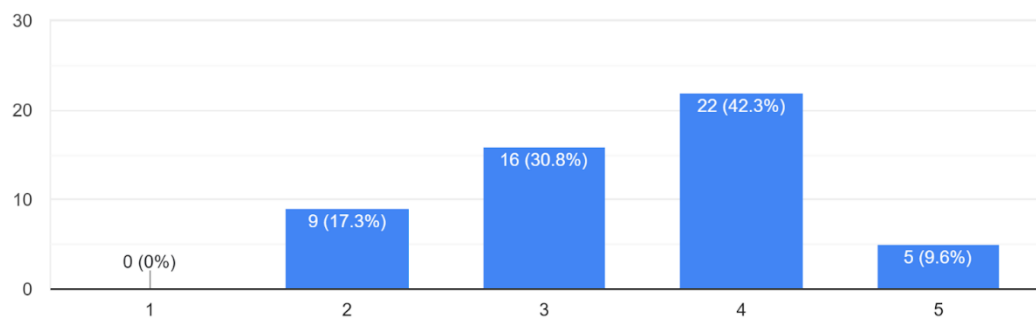


Figure 59. Characteristics and learning preference of Generation Z

The ninth question examines whether they participate in or would like to participate in self-improvement through online courses. This assertion is supported by 27 respondents (51.9%). 16 respondents (30.8%) are neutral, while 9 individuals do not agree. (17.3%).

10- How important is sustainable architecture in your designs?

52 responses

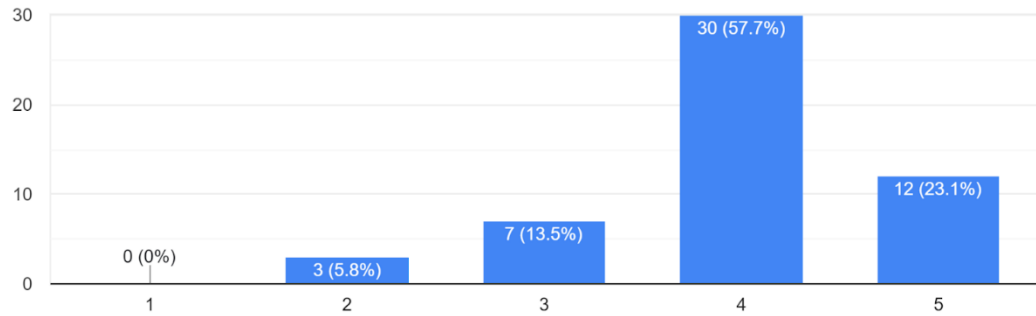


Figure 60. Sustainability relation of Generation Z

The tenth question examines whether sustainable architecture is important in their architectural design. This statement is supported by 42 respondents (80.8%). 7 respondents (13.5%) are neutral, while 3 individuals do not agree. (5.8%). Sustainability and environmental issues are subjects of increasing importance, so Generation Z is much more concerned. The dominant response shows the importance of Generation Z's social concerns and their architectural design vision.

11- How important climate sensitivity in architectural design?

52 responses

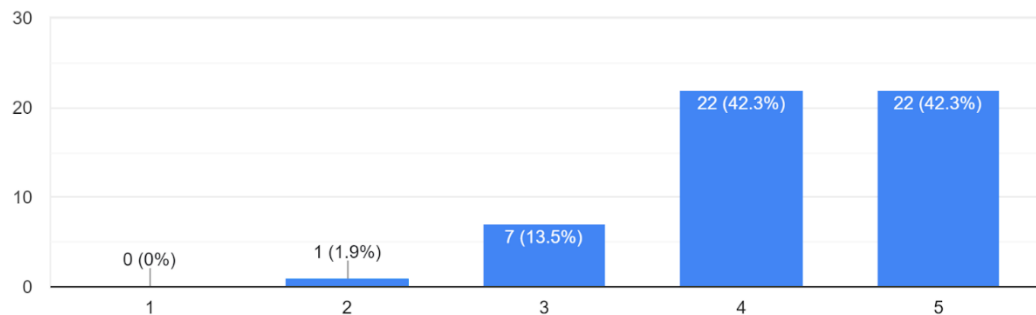


Figure 61. Climatic concerns and Generation Z

The eleventh question examines whether climate sensitivity is important in their architectural design. This statement is supported by 44 respondents (84.6%). 7 respondents (13.5%) are neutral, while only one individual does not agree. (1.9%). Climate issues are a subject of increasing importance, so Generation Z is much more concerned about social subjects. The dominant response shows the importance of

## Generation Z's social concerns and their architectural design vision.

12- How important are gender issues in your architectural design?

52 responses

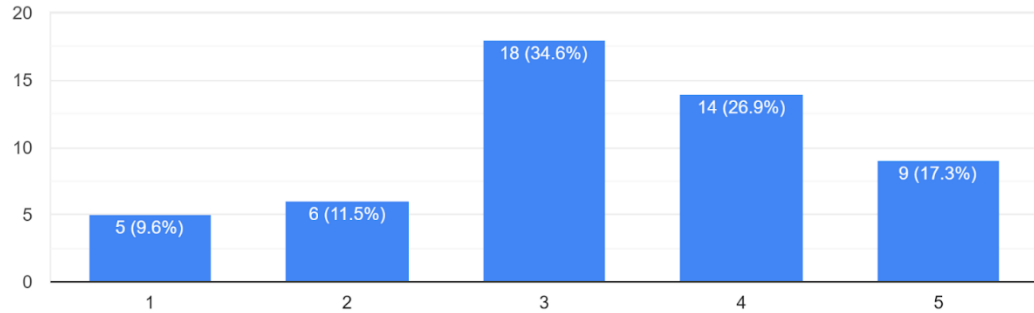


Figure 62. Gender issues in architecture and Generation Z relation

The last question in the working section is examined if gender issues are important in their architectural design. This statement is supported by 23 respondents (44.2%). 18 respondents (34.6%) are neutral, while 11 individuals do not agree. (21.1%). Gender issues are a subject of increasing importance, so Generation Z is much more concerned about social subjects.

### 4.3.2. Focus Group Study

The participants in the focus group study are three recently graduated architects and one senior architecture student from Izmir University of Economics. The focus group study was conducted based on the needs and desires of the individuals who participated. This study, involving a focus group, was carried out at the Izmir University of Economics' Faculty of Fine Arts in person. The identities of those participating were kept private throughout the study, and anonymous names were used. These are open ended questions. According to (Walliman, 2011) focus groups can be seen as a type of group interview, but one that tends to concentrate in depth on a particular theme or topic with an element of interaction. The group is often made up of people who have particular experience or knowledge about the subject of the research. In this part architecture students and newly graduated architects are the groups which have similar experiences and education level related to architectural viewpoint. The primary anonymization technique that has been covered in the academic field is the use of pseudonyms (Saunders, Kitzinger and Kitzinger, 2015). In

the focus group study, pseudonyms are given to the participants. The Gen Z participants are newly graduated architects and last-year architecture students.

(Table-9)

Table 9. Focus Group Information

<b>Respondents</b>	<b>Gender</b>	<b>Birth Year</b>	<b>Occupation</b>
Respondent 1	Female	1998	Architect
Respondent 2	Female	1997	Architect
Respondent 3	Male	2001	Architecture Student
Respondent 4	Female	1996	Architect

This focus group study has three primary questions. These inquiries investigate the respondents' living, socializing, and working habits. In addition to these, follow-up questions were developed based on the outcomes of previous research. The open-ended inquiries encouraged members of Generation Z to express their choices. During the focus group study, participants had a chance to brainstorm on those topics. In addition to rising real estate values, the increasing cost of daily living conditions has made living environments more open to change. One of the solutions to that challenge is co-living spaces. (Cleaver and Frearson, 2021) In the first question of the focus group study, investigate the ideas and preferences for living practices of the participants. Larkin, Jancourt and Hendrix (2018) emphasize that with the development of technology, city life and working life can be brought together in flexible spaces or collaborative environments without being tied to one location. The second question is to investigate what kind of working spaces respondents prefer in relation to those arguments. Generation Z is constantly in contact with technology due

to its age.

Thus, virtual environments play an important role in determining and creating the places that Generation Z members prefer. (Deloitte, 2019; Larkin, Jancourt and Hendrix, 2018; Seemiller and Grace, 2016). The last inquiry of the focus group study questions their socializing habits to understand their choices towards physical or virtual space. In the focus group study there are three main and follow up questions. These are the open ended questions;

Table 10. Focus Group Questions

<p><b>Question 1</b></p> <p>1- What kind of living space would you prefer? Can you describe its characteristics (Digital-oriented, open plan, etc.)?</p> <p><b>Question 2</b></p> <p>2-What kind of workspace do you prefer? What should be their characteristic features? (Digital nomad, co-working space, desk job)</p> <p><b>Question 3</b></p> <p>3- What are your most significant socializing habits? Do you prefer a physical or virtual environment for socializing? Can you describe it?</p>
--

1- What kind of living space would you prefer? Can you describe its characteristics (digital-oriented, open plan, etc.)?

**Respondent 1:** In terms of circulation, it is significant that everything is accessible. Another important element is to be able to reach all my needs in the living space without wasting much time and to be able to take care of them in a single space if possible.

Other features that I prefer to have in the living area include a space that satisfies in terms of daylight, is fresh, has an ideal width for use with a proportion that supports the user in terms of motivation and productivity.

**Respondent 2:** My opinion is similar. I find one-story houses more practical. I prefer

a space that is light and dominated by white tones that make me feel peaceful. I dream of a space with as little furniture as possible, where the transition between spaces is easy and more oriented towards function. I am open to different preferences for the kitchen and living room and would like to be intertwined with new technologies, but in my bedroom, I prefer a space that is as calm as possible, with a minimum of decorative elements and technological gadgets.

**Respondent 3:** I think very similarly. I prefer a living space with easy circulation. I like lighter tones and basic designs both for furniture and other items. To avoid confusion, I do not prefer walls and furniture in different colors or patterns, and I find toned earth colors more appropriate. I find more environmentally compatible furniture important in the interior. Technology is developing now, and it should be in every home, but I think it should be within a certain limit, and we should not break away from our past in the use of living space.

**Respondent 4:** I like open-plan, fluid spaces. I like places where the interior of the house and the intermediate gardens merge without distinction and where there are no clear boundaries. The sun and the spaciousness of the house are some of the significant factors. I am interested in maximal elements in the interior. I do not prefer too many technological devices in the living space.

In the first question of the focus group study, living space preferences are examined. The first participant emphasized the importance of accessibility, compactness, and a pleasant space that would positively affect productivity. The second participant agreed with the first participant and made additional comments. Highlighting the practicality of single-story buildings also adds importance to functionality in the living space. Although the respondent wanted to be intertwined with technological devices in the home, the respondent wanted an environment separated from technological devices in the bedroom.

The third participant agreed with the previous participants. In addition, respondents want easy access circulation design, nature-friendly items, and neutral color palettes. The participant emphasized the importance of keeping the relationship between

technology and living space at a certain level. The last participant indicated that open-plan spaces and spaces between the garden and the living area should be more integrated. However, the respondents do not prefer technological devices in living spaces.

2-What kind of workspace do you prefer? (Digital nomad, co-working space, desk job)  
What should be their characteristic features?

**Respondent 1:** I cannot focus much in environments that distract me. For example, I have difficulty focusing in environments such as libraries because there are many users. I prefer to be alone in the workspace if possible, with a minimum number of users. It would be better if the view is not facing a busy intersection or an area with a lot of movement so that the furniture is minimal and simple and, at the same time, not distracting. But at the same time, it would be ideal to have a place where the presence of people who are not too calm is felt but not distracting.

A room of my own would be an ideal environment. I currently have a co-working space similar to a co-working space, but I can't get enough daylight and artificial lighting is uncomfortable because it is not distributed homogeneously. I cannot adjust it because it is connected to a common switch. I prefer a space where I am in control of the environment and environmental conditions.

**Respondent 2:** I wouldn't prefer a completely desk job. I think it dulls people. Digital nomadism provides an important advantage with the ability to get things done remotely. Therefore, I feel closer to that kind of working style.

**Respondent 3:** I wouldn't want to work in a desk job, I would prefer a hands-on workspace. I would want a workspace of my own, but sometimes a space where I can get together with other friends and work on projects together would be appropriate. At the same time, daylight is an important factor where I'm working.

**Respondent 4:** In the same way, I prefer physical spaces. In terms of design, there should be spaces that are conducive to socializing. A lot of interaction with people and



physical movement are important factors.

In the second question of the focus group study, workspace preferences are investigated. The first participant highlights the significance of separated working spaces, which helps participants focus better. On the other hand, second participants prefer digital nomadism with the advantages of working remotely. The third participant wants a private space but also a place that provides socializing with other people. The last participant prefers a place that allows interaction with other users.

3- What is an important socializing habit for you? Do you prefer physical or virtual space?

**Respondent 1:** Virtual space is suitable for 10-15 minute breaks. But if I need a longer break, like a few hours or a few days, I definitely prefer physical spaces. I prefer crowded places where there is vitality with my loved ones. I don't prefer places like shopping malls to socialize. A nice cafe in Çeşme can be a lively area on the one hand and a suburban on the other. (Are there any features that attract you in terms of design) I like to be in beautifully designed places and experience them. The environment and its relationship with nature are also important factors.

**Respondent 2:** I definitely prefer to socialize in physical spaces. I think I cannot express my feelings well in virtual spaces. I prefer environments where people can meet and come together in different areas such as cinema, workshops, etc. I prefer social events where people come together for a purpose.

**Respondent 3:** We had to use the virtual environment a lot in the pandemic. When I returned to physical environments after the pandemic, I realized that I missed that comfort in the virtual environment. I was more comfortable focusing at home. However, I prefer face-to-face socializing. I communicate better because you can meet online in a more limited way. I don't prefer shopping malls unless I have to. The places where I socialize with my friends are places that are not too noisy in nature with a garden. Open space is a favorable place.

**Respondent 4:** I prefer physical spaces in the same way. The important factors for me in physical socializing spaces are that they are spaces that are conducive to socializing in terms of design, and that there is a lot of interaction with people and physical movement.

In the final question of the focus group study, the socializing habits of the users and space relations are questioned. The total of all participants agreed on socializing preferences in the physical spaces. The first participant prefers virtual space for short socializing activities, but longer activities emphasize the significance of physical spaces integrated with nature. The second participant prefers a place that both allows socializing and provides purpose. The third participant wants to socialize in an open space that has a connection with nature. The last participant prefers a place that allows interaction and physical movement with other people.

#### ***4.4. Discussion and Interpretation of the Results***

##### ***4.4.1. Discussion and Interpretation of the Survey Results***

In this part, the findings from the questionnaire survey and focus group study will be analyzed in relation to each other and compared with the literature review findings. At first, the survey was held. The online survey was sent through last year's and newly graduated architects WhatsApp groups. This process made it easier to access more participants. A total of 55 people participated in the survey. The information on the scope and aim of the survey is shared and informed.

The first two questions consist of personal information. The first question asks their gender identity to design a more inclusive question apart from female and male, the non-binary and prefer not to answer added to options. The majority of the participants are 78.4% female, followed by 19.6% male and 2% non-binary.

In this study, the Generation Z starting year was accepted as 1996. The participant's birth year has an even distribution. The participants who were born in 1996 are %19.2, 1997 is %21.2, 1998 and 1999 are both %17.3, 2000 is %21.2, and 2001 is %3.6. There are no participants who were born in 2002 and 2003.

There are eleven questions in the living section. The initial inquiry looked at the

individuals' living arrangements and places at home. Based on the information gathered from the two questions, 80.8% of the participants live with a companion, who might be family or friends, and 19.2% live alone. The second question looks into whether or not they have a separate room. Among them, 90.4% have a private room. 9.6% sleep in a shared room. These questions examined the privacy and owned space of the participants. The results show that even though the majority lives with the company, they have a private space.

The evaluation of the areas that participants value most and engage with most frequently in their houses is examined in the following questionnaires. The bedroom is by far the most crucial space, and the bed, computer desk, and other tech are the most essential pieces of furniture. The results are not surprising. Generation Z's unique feature is how highly engaged they are with technology. Aside from that, the pandemic has affected young generations' working and studying habits in previous years. The members of this generation have to work from their homes, mostly their bedrooms. This habit affects their current tendency. In terms of space, the living room, kitchen, and bathroom are all ranked identically, with the balcony and garden making up the remaining spaces.

The role of movable or flexible parts that enable design modifications in respondents' bedrooms is examined in Question 5, which inquires about what they prefer for living environments. Foldable partitions and equipment kinds represent the features that more than 50 percent of the respondents select. The findings show parallels with the recent study done by Cleaver and Frearson (2021). Their findings point out Gen Z members' intention to customize the places. Moving panels and adjustable furniture allow spaces to be separated into parts for them. Furthermore, this feature facilitates people's interaction with their environment.

The sixth question investigates whether Generation Z prefers working from their room for classes, and 67.3 percent of the participants agree with that statement. The seventh question's statement asks respondents if they would prefer to live in a place where technology dominates the design. Twenty respondents (28.5%) approve of this assertion. On the other hand, 14 individuals disagreed, while 18 participants (34.6%)

were neutral. (26.7%). The final assertion asks whether the global pandemic affected how individuals used their surroundings. This remark is overwhelmingly agreed upon by 41 respondents (78.9%), neutral by 6 respondents (9.6%), and disapproved by 5 respondents (11.5%).

When we consider the last three questions, the fact that the Z generation works from home due to the pandemic and spends more time studying and spending time in their bedrooms is an expected result considering the literature study. (Seemiller and Grace, 2016; Soylu, 2022) However, in the last question, the fact that the majority wanted technological devices not to be a dominant element in the design of their bedrooms may be an indication that they are seeking to find a balance, no matter how much they live in touch with technology.

The socializing section contains 11 questions, and the first one is to examine the physical and virtual environment in connection with Gen Z. Notably, 80.8% of the respondents preferred interactive physical settings, whereas just 19.2% preferred virtual ones. Larkin, Jancourt and Hendrix (2018) state that individuals with high levels of interaction are going to need to determine whether their surroundings and spaces reflect their desire to collaborate and engage. For this reason, when we consider Generation Z, it can be significant to consider the quality and efficiency of interactive physical spaces for Gen Z.

Several researchers agree that public spaces possess significance because they provide an environment for people to say what they think of those around them, engage with one another, and unite to advocate for their common interests. Individuals' behaviors and awareness are influenced by their urban environments. (Whyte, 1980; Lynch, 1961; Jacobs, 1964). The second question's statement asks respondents to indicate whether they believe that, in the context of İzmir, urban public spaces meet the expectations of Gen Z. 22 respondents (42.3%) supported that assertion. There are 15 participants who disagree with it (28.8%), as well as 15 who are neutral (28.8%). This result demonstrates that there have been no dominant ideas. The reactions of participants on whether the semi-public spaces in the İzmir case satisfy the necessities of Generation Z members are examined in the following assertion. There are 26 people

(50%) who agree with this statement. Of those surveyed, 20 people (38.5%) are neutral, and six participants (13.5%) disagree with it. The results show that even though respondents do not disagree with the satisfaction of public spaces in Izmir, it can still be improved.

Seemiller and Grace (2016) point out that Generation Z has concerns regarding discrimination, and in an attempt to make everyone feel comfortable and welcomed, they might become the ones who advocate for problems like building gender-inclusive dwellings and accessible bathrooms. Half of the participants agree with the statement, which asks about their perceptions of gender-neutral spaces and has a correlation with the literature findings. In the statement that follows, participants are asked if the interior design of third-wave coffee shops draws in young people. There are 45 respondents who agree with this assertion (86.6%). Which shows the tendency of Generation Z in terms of distinctive design preferences rather than second-wave chain coffee shops. The sixth inquiry asks respondents to consider if they agree that shopping malls are significant venues for interacting with Generation Z. There is no definitive agreement based on the answers received. The 17 respondents (32.7%) agree with this statement. Of the responses, 18 (34.6%) disagree, and 17 (32.7%) are neutral. Even though shopping malls are important places for previous generations, Generation Z may have a tendency to shop online and socialize in the third wave coffee shops.

The seventh question asks respondents to consider whether or not they like spending time out in parks together with their companions. There are 28 respondents (53.9%) who agree with this assertion. The following statement looks into participants' preferences for online socializing with friends at home as opposed to going outside. The notion faced intense opposition. There are just nine responses (17.3%) that agree with this assertion. Six people (11.5%) are neutral. 37 respondents nevertheless disagree (71.2%). It demonstrates that Generation Z prefers face-to-face interactions, especially on the outside. It may be a reflection of their intense use of technology for working or studying.

The following questions are investigated social media and Generation Z relations. The assertion explores respondents' perspectives on how their opinion of the usage of social

media influences Generation Z's socializing practices. Participants' answers indicate a preponderance of consensus. There are 42 respondents who agree with that statement (80.8%). The statement of the tenth question explores the views of respondents on whether they believe social media is necessary for socializing and obtaining news.

There are 39 respondents who agree with this assertion (75.0%). The following inquiry aims to find out how participants feel about social media trends affecting where they want to socialize. Thirty people (57.7%) concur with this assertion. Seemiller and Grace (2016) and Deloitte (2019) acknowledge that Generation Z and technology are inseparable subjects. The social networks both affect how they interact, are seen, and remain in touch with the rest of the world.

The first statement in the working section examined is whether they enjoy working in the design studios. The İzmir University of Economics Fine Arts Faculty's design studio features double-height spaces and vast design studios equipped with technology. The responses received by participants indicate a high level of agreement. Out of 47 respondents, 90.4% agreed with this assertion. Learning by doing, similarly to trial and error methods, essentially affects how students perceive their classes at the design studios at the Izmir University of Economics. Besides that, the design of the studios allows users to collaborate, which is also an important characteristic of Gen Z. (Büyükkeçeci, 2017; Seemiller and Grace, 2016)

The second inquiry addressed their preference for workplaces that had natural elements. The answers provided by the respondents indicate a majority of acceptance. There are 44 respondents who agree with that assertion (84.6%). Larkin, Jancourt and Hendrix (2018) note that the integration of the natural elements in workplace design is crucial to Generation Z's efficiency and imaginative thinking.

The following questions are related to the working space preferences of Generation Z members. If they would rather work in a co-working environment, it is the third working part question that is investigated. Respondents' answers once again demonstrate predominant concord. There are 44 respondents who agree with this statement (84.6%). In a recent study by Cleaver and Frearson (2021) claims that Generation Z is characterized by fluidity and adaptability. Additionally, due to their

frequent internet usage, they also have a strong desire for in-person interactions. It follows that the overwhelming majority of participants' preference for co-working spaces is rational.

The next statement looks into whether they would rather work in the smaller, more secluded areas. The participant responses reveal polarized views. Of those who responded, 25 (48%) agreed with this assertion. The preference for smaller private spaces for studying may be a residual preference from the pandemic period when students worked from their homes, especially from their own rooms, or, as Prensky (2001) argues, it may be to make better use of their shortened attention spans.

The fifth question asks if they would prefer to pursue a career that allows them to work from home. In this regard, the respondents' answers show more divided viewpoints. Of the respondents, 19 people (36.6%) concur with this assertion. There are eighteen (34.7%) who are in disagreement. Working from home also appears to be a subject on which there are a wide range of opinions. While some respondents argue that working from home is more productive, other respondents emphasize that working from home is not sufficiently effective.

The following questions explore respondents' perspectives on education and personal development. The sixth inquiry asks participants whether online learning fulfilled their learning experience. There are 27 people who disagree. (51.9%) Nevertheless, Generation Z is highly engaged with technology, but a lack of physical interaction affects their experiences. The seventh statement asks if respondents favor virtual or online libraries over physical ones. 23 respondents (44.2%) supported this assertion. Of the respondents, 18 disagree (34.6%) and 11 (21.2%) are neutral. Although more people chose virtual libraries, there was also no significant dominance. Cocciolo (2010) believes that using the online environment is not an effective decision and suggests that creative and effective physical educational and working spaces might be created. On the other hand, Brown (2005) emphasizes that the increasing advancement of technical development and the increasing accessibility of technological equipment are crucial in online settings to gain wide currency for educational purposes.

In the eighth question, it is investigated if the idea of improving themselves inspires people to work and study more. This statement is agreed with by 42 respondents (80.7%). The ninth inquiry looks at their participation in or interest in using online courses for personal development. There are 27 respondents (51.9%) who agree with this statement. Larkin, Jancourt and Hendrix (2018) highlight Generation Z's attributes as assertive, supportive individuals motivated to stand up and influence their environment for the better. It is not surprising that members of Generation Z have a tendency to improve themselves.

The following questions investigate the leanings of Gen Z on social concerns. The ninth inquiry seeks to understand the importance of sustainable architecture in their architectural design. 42 responses (80.8%) agree with this assertion. The eleventh question asks about the significance of climate sensitivity in their architectural design. 44 respondents (84.6%) agree with this statement. The final inquiry investigates if gender issues play a role in their architectural design. This statement has received the approval of 23 people (44.2%). Deloitte Turkey (2022) states that in the context of environmental issues, in the opinion of Generation Z, we are approaching a turning point in time, and their objective is to get more actively involved in the sustainability movement. Gen Z is highly sensitive to social notions, and gender is one of them. Seemiller and Grace (2016) observe that Generation Z may be the ones to advocate for concerns that include gender-inclusive dwellings and public bathrooms.

#### ***4.4.2. Discussion and Interpretation of the Focus Group Result***

The first question is: What kind of living space would you prefer? Follow-up question: Can you describe its characteristics (digital-oriented, open plan, etc.)? These focus group questions aim to learn the detailed preferences of participants related to living qualities. Participant 1 emphasizes the importance of well-designed circulation, accessibility, and the use of natural light. Participant 2 agreed with the remarks of participant 1. Also, Participant 2 thinks one-story homes are more useful. Furthermore, she added the ideal room description, which consists of minimal furnishings, smooth transitions between areas, and a focus primarily on functionality. In the living space and kitchen, she is adaptable and eager to try innovative ideas, whereas when it comes to the bedroom, she makes the point that she wants a peaceful space with minimal



decorations and modern devices. Participant 3 added his ideas very similarly. He added that he prefers lighter tones and basic designs in his house. Also, Participant 3 mentioned that even though technology plays an important role in our lives, it should be within certain limits in living spaces.

Participant 4 prefers flexible, open-floor plans. I appreciate spaces where there are no obvious divisions and where the inside of the home blends seamlessly with the transitional landscapes. Among the essential elements are sunlight and the house's wideness. I prefer not to have a lot of electronic equipment in my living environment. For this question, participants emphasize the specific qualities of accessibility, functionality, and fluid transitions between spaces. Also, the participants highlighted that even though Generation Z has a strong connection to technology, they have a tendency to limit the interaction in their more private spaces, such as the bedroom.

The second question is: What kind of workspace do you prefer? (Digital nomad, co-working space, desk job) What should be their characteristic features? This focus group inquiry intends to find out the specific workplace interests of respondents. Participant 1 implies that she prefers uncrowded places with minimal design elements. Especially a private space could be better because her previous experience in the co-working space, where she cannot control environmental conditions, makes it harder to work efficiently. Participant 2 implies that a desk job would not be ideal, but with the capacity to complete tasks remotely, digital nomadism attracts Participant 2 with those characteristics. Participant 3 agrees with Participant 2 about desk job preference. He argues that even though private working space is needed, he prefers spaces that allow group projects. His preferences lean more toward co-working spaces. Participant 4 prefers a physical working environment. She points out the significance of the design quality of the socializing spaces, which allows users to interact. According to Deloitte (2019), Generation Z members appreciate physical interaction but consider individuality important. This led to a preference for hybrid work. Nevertheless, during the focus group, participants preferred co-working spaces. Also, the participants emphasize the significance of the design qualities of these co-working spaces.

The last question is: What is an important socializing habit for you? Do you prefer physical or virtual space? Are there any design characteristics that appeal to you?

Participant 1 expressed that as

*'Virtual space is ideal for 10-15 minute breaks. Nevertheless, if I need a longer break, I prefer physical environments with the characteristics of vitality and liveliness. I prefer not to socialize in areas like shopping malls. I enjoy being surrounded by and experiencing well-designed environments. The surroundings, as well as its connection with nature, are essential considerations.'*

Participant 2 claims that she prefers to socialize in person and is unable to express herself adequately in virtual environments. I prefer situations in which people might interact with one another in various environments, for instance, theaters, seminars, etc. I would rather attend social gatherings where individuals gather for a common cause.

Participant 3 emphasizes that

*'During the epidemic, we depended extremely on the virtual world. After I returned to physical places following the outbreak, I discovered how much I missed the convenience of the online setting. In my house, I felt better at ease concentrating. On the other hand, I would rather have in-person interaction since virtual meetings can be more limited. otherwise absolutely necessary, I avoid visiting malls. My preferred locations to gather are quiet natural settings with open spaces or gardens.'*

Participant 4 agrees with Participant 3 and prefers physical spaces. As a last participant, she points out that the characteristics of physical spaces are the design quality of the environment, which allows users to socialize and provides accessibility.

Larkin, Jancourt and Hendrix (2018) assert that Generation Z creates environments that reflect their pursuits and behaviors. There will be an interest for people with a strong sense of involvement in determining how spaces and their surroundings look in the context of their desire to collaborate on and participate. Although virtual space has an important part in their lives, for socializing, except for short meetings, focus group participants do not prefer the digital realm. The participants' answers show that they

lean toward physical interaction. For this interaction, they are looking for some spatial characteristics that are well designed and have favorable green features.

#### ***4.5. Interpreting Questionnaire and Interview Results Together***

This section will discuss how the questionnaire and focus group study answered the research question. The research question is, 'What are the preferences of Gen Z in terms of usage of the physical environment and virtual spaces concerning their living, working, and socializing practices?'

The questionnaires evaluate the places the respondents spend the most time and use on a daily basis in their homes. The bedroom is certainly the most significant place, and the most essential items in their room are the bed, computer workstation, and various other electronics. However, in the focus group study, respondents shared that they do not prefer technological devices in their bedrooms.

This disagreement may be due to the fact that some participants use technological devices in their work every day and would like to get away from them in their bedrooms. On the other hand, other participants may have chosen that because of the comfortable environment created by technological devices or because they needed to work from home. However, in another question examining living practices, survey participants preferred that technological devices should not be the dominant element in their living spaces. That may indicate that although they are intertwined with technology, they want to keep this relationship at a certain level.

In the socializing section of the survey, more than 80% of participants preferred interactive physical spaces over virtual environments for socializing. Also, all participants in the focus group study agree that they prefer physical spaces for socializing. This shows a correlation with the literature. According to a study, 51% of Generation Z respondents preferred face-to-face meetings. (Schawbel,2014)

Although the literature review emphasizes that Generation Z values physical interaction, it was an unexpected result that a generation that is so intertwined with technology overwhelmingly preferred physical space as a result of the survey and

focus group study. An important reason for this may be that this generation has been exposed to excessive social isolation due to COVID-19 and has been forced to engage in socializing, living and working practices from their homes for a certain period of time. If this mandatory social isolation had not been experienced, perhaps we would have seen a higher percentage of preference for virtual environments. In another study, it was emphasized that they are against social isolation. (Deloitte,2019)

In the questionnaire, the working space preferences of Generation Z members are investigated. The first statement asks if they would rather work in a co-working environment; 44 respondents agree with this statement (84.6%). The following statement investigates whether they would rather work in smaller, more secluded areas.

Of those who responded, 25 (48%) agreed with this assertion. The next assertion asks if they would prefer to pursue a career that allows them to work from home. 19 people agree with this statement. (36.6%) In the focus group study, the first participant preferred a more secluded space; however, there is a need for a connection with other participants. The second participant preferred the remote working opportunity for the possibility of working from different places. The following two participants prefer working spaces that allow them to socialize with other people. The majority of the focus group respondents prefer physical environments and interaction with other users. Both the survey and the focus group study show that engagement with other people is crucial for their workspaces. Larkin, Jancourt and Hendrix (2018) point out that in their research, in-person engagement is desired by 84 percent of Generation Z members in their work environments.

## CHAPTER 5: CONCLUSION

### *5.1. Conclusion Remarks*

In this research, the characteristics of Generation Z, which has grown intertwined with technology with increasing impact in the world, were examined in depth in the context of their changing and developing needs in terms of living, socializing, and working practices. The research question, 'What are the preferences of Gen Z in terms of usage of the physical environment and virtual spaces concerning their living, working, and socializing practices?' was asked. In order to answer this question, a literature review was conducted. Following the survey, the focus group questions were developed based on the findings of the literature review. The results of these studies were also discussed. During the study, in the first chapter, the general information about the thesis, such as background information, research question, importance of the research, methodology, and the content of the thesis, was briefly shared. In the second chapter, the notion and distinctive qualities of generations are discussed. The third chapter displays a reflection on the physical and virtual space relations by taking into consideration Generation Z. The fourth chapter provides detailed information about the methodology of the research, including the survey and the focus group study.

Common preferences, actions, and perspectives define a generation of people. Previous generation studies provide a foundation for Generation Z. However, it is crucial to look further because the environment, which includes breakthroughs in science and technology as well as societal and economic factors that affect generations, has altered dramatically; as a consequence, the most recent generations engage in various manners that are distinct from their predecessors. Generation Z has grown up along with digital technology's rapid progress, predicting that they are expected to be the most effective during the ensuing ten years. It also points out the importance of Gen Z research.

Globalization and related technological advances have enabled Generation Z to be constantly exposed to new information, creating an interconnected environment with others. This integrated environment has enabled Generation Z to intervene more actively in the events unfolding around them. These issues include sustainability,

global warming, gender equality, and many others.

Lefebvre (1991) stated that space is both socially produced and an outcome of social production. Gender is regarded as becoming increasingly fluid currently, with norms being questioned and prejudices being eliminated. Gender-inclusive restrooms and inclusive discourse are becoming more prevalent throughout Generation Z's lifespan. Furthermore, members of Gen Z can play a crucial role in creating gender-neutral dwellings and public facilities. It will also have an impact on raising questions about how male-oriented design affects our everyday life habits on different scales.

Generation Z is concerned about environmental issues in various ways, considering some have previously participated in or currently want to take part in environmentally sensitive actions. They aim to be more involved and include sustainable practices in their enterprise. In addition, they are attempting to persuade firms to initiate environmentally friendly policies. Literature correlates those subjects with the survey results of the participants, who also emphasize that sustainability in architecture is crucial for them.

There are many different ideas for living spaces. Shared living and working spaces, which are rapidly becoming more common, are emerging as a solution to the rising costs and other expenses brought about by the global economic crises. These solutions also create a collective environment as they bring people together. Architecturally, such spaces are becoming more distinct from the traditional home and office environment due to changing needs. In addition, it creates a socializing space for people who have become isolated due to the pandemic crisis in recent years.

When we look at the practices of living, working, and socializing in intergenerational relationships, we see some recurring patterns, although there are differences. One of these is the boarding and co-housing concepts of the Silent Generation, which have become popular again with the changing living conditions of today and are on the rise again with Millennials and the Generation Z. Craft workshops began around the time individuals of the Silent Generation started to pursue further education. For this reason, it shows a long history for educational purposes.

Today's makerspaces incorporate technologies such as laser cutting as well as 3D printing technologies but also show reflections of the past. Millennials, who preceded Generation Z, are similar to Generation Z in their connection with technology but also in the importance they attach to face-to-face communication in their working and socializing practices.

According to a study, participating students emphasized their preference for portables and movable doors that help them personalize their space in shared living areas. This outcome was also supported by the majority of respondents in the survey in this study. It shows that Generation Z chooses fluid spaces that can adapt to change in their living practices. A survey and focus group show that even though Gen Z is highly connected to technology, they want to put certain limitations on engagement in the living space, which is surprising because there is a stereotype that Generation Z members are totally engaged in the virtual world.

Companies like Airbnb enable the user to establish a relationship between the physical space and the virtual space. First, users decide on the space in a virtual environment, and then they experience it in a physical space. These can be spaces open to changing users, such as Airbnb homes or transit-oriented developments. This solution proposal aims to meet all the needs of the user in a single space. This proposal may be a reference to Le Corbusier's Unite d'habitation, where living, working, and socializing experiences are solved in a single structure.

Students experience numerous changes in their daily life. These individuals are not learners that the educational system we have was designed to instruct since, in contrast to their predecessors, students now comprehend and accept knowledge in different ways. These differences are more typical and profound as opposed to what most instructors would think. Distinct interactions lead to distinguished neural structures. 85% of Generation Z students stated that using analog and digital tools together allowed students to conduct their research more successfully. The human brain processes visuals faster than it does sentences. For this reason, studying with a 'pictorially oriented' approach can be more beneficial.

Hybrid education spaces are a blend of both traditional education spaces and virtual spaces. This environment offers an advantageous combination of Generation Z's desire for face-to-face communication and their predisposition to technology. When creating educational spaces, large areas and moving elements that allow students to be organically brought together can be used as a design decision to increase interaction. In addition, a maker space with augmented reality and virtual reality glasses, three-dimensional printers, and laser cutters to experience and produce models or designs created in a virtual environment can satisfy both the virtual and physical space needs of Generation Z.

Some studies show that Generation Z participants have different workplace preferences. In one study, it was stated that 75% prefer hybrid or remote working models. In another study, it was shared that 84% prefer co-working spaces. In the survey conducted for this research, 84.6% stated that they preferred co-working spaces. In the following question, they were asked whether they would like to work in a smaller and more private space. 48% agreed with this statement. In another question, they were asked whether they would like to work from home. 36.6% agreed with this statement. In the focus group study, the majority of participants preferred physical spaces where they could work in collaboration with other people. It is in parallel with the literature outcomes. In the studies conducted for this research, it was observed that the majority of Generation Z participants preferred co-working spaces.

Socializing practices come in a variety of forms. These can be in public spaces such as streets, parks, or virtual spaces. Also, it can be seen at the same time in both spaces. They can use these spaces to share ideas, to stand up for a political view, or simply to get together. In the survey study on socialization practices, Generation Z stated that public spaces and semi-public spaces meet their needs in İzmir. In the question about whether Generation Z would prefer physical or virtual socialization, the preference predicted before the survey and focus group study was online socialization, considering how connected Generation Z is to the virtual world. However, the focus group study and the survey show that Generation Z members prefer face-to-face socializing. It also shows a correlation with the literature. However, their space preferences are influenced by the inspiration they see in the virtual environment.



This generation is bombarded with new technology. When we consider the rapid progress of AI, these public spaces not only work as meeting points but also become installation areas. For instance, the artist's Refik Anadol AI-based project is held in one of the public spaces in the Alsancak Gar. This place becomes more engaging with the interests of young people. These kinds of technological artworks give an immersive experience to the people who are experiencing that area. Perhaps 1960s utopian groups can be an inspiration for exploring interactive physical spaces. For instance, in Coop Himmelblau's Hard Space Project (1968), they used their heartbeat as a trigger to create immediate but provisional space with small-scale explosions. The City Soccer and Restless Sphere (1971) projects show the inflatables and the potential of pneumatic structures while exploring the city as a stage for experimental inhabitation and a chance to generate interaction in physical space. Furthermore, the Villa Rosa Pneumatic Living Unit project shows creating transformable space with experience exploration inside. Also, Haus-Rucker-Co installations can be an example of creating disposable architecture and sensorial exploration of space. Maybe we can go back in time and be inspired for future exploration. In the near future, Generation Z will become even more significant, and as technology continues to advance, unpredictable developments will emerge and continue to impact our lives. However, the relationship between physical and virtual spaces will continue to be vital in our increasingly integrated lives.

## ***5.2. Further Research***

This study examines the relationship of Generation Z, whose influence will increase in the coming years, with physical and virtual spaces through their living, working and socializing practices. While doing this examination, the literature, the survey and focus group study conducted for this research were utilized. This study was conducted with senior architecture students and recently graduated architects from Izmir University of Economics, as they have a certain understanding of space and basic design concepts. In future studies on this subject, the scope of participants can be expanded and architecture students from universities in different cities can be accepted.

An intercultural research can also be conducted with architecture students from different countries through the virtual environment. In addition, participants from

different disciplines can be recruited to conduct comparative research. In addition, considering the rapidly developing technology, the virtual environment and its impact on the future physical space can be investigated in more depth.



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## APPENDICES

### APPENDIX A- Survey Questions

This survey is a part of the master thesis titled 'Spatial, Interpretation of Generation Z's Living, Socializing, and Working Practices' This thesis is being conducted by Aslihan Doyuran, and its results are planned to understand Generation Z's tendency concerning working, living, and socializing practices aims to understand the spatial preferences of the new generation, and helps us understand how we can adapt them at different scales. The survey is anonymous and only provides data to address master thesis preparations. This survey consists of 3 parts and a total of 33 questions. First, living practices; second social practices and in the third part, working practices will be examined. The estimated survey period is 15 minutes.

Your participation in this study is voluntary. You do not have to write your name or give any information that will reveal your identity / the names of the participants in the research will be kept anonymous. In line with the purpose of the study, data will be collected from you through questionnaires and focus groups. The data collected within the scope of the research will only be used for scientific purposes, will not be used for purposes other than the purpose of the research or in any other research, and will not be shared with others without your (written) consent, if necessary. The data collected from you will only be seen by the researcher and will be archived or destroyed at the end of the research. There will be no questions/requests that may cause you discomfort during the data collection process(es). However, if you feel uncomfortable for any reason during your participation, you will be able to leave the study at any time. If you leave the study, the data collected from you will be removed from the study and destroyed.

Thank you for taking the time to read and evaluate the voluntary participation information. You can direct your questions about the study to Aslihan Doyuran (email/tel), a student at the Izmir University of Economics Graduate School of Graduate Studies, Master of Architecture.

1. To which gender identity do you most identify?

*Mark only one oval.*

- Female
- Male
- Non binary
- Prefer not the answer
- Other: \_\_\_\_\_

2. What is your birth year? \*

**Generation Z** is considered between 1996 to 2012. If you are older than 1996 you can leave the survey :))

*Mark only one oval.*

- 1996
- 1997
- 1998
- 1999
- 2000
- 2001
- 2002
- 2003

### **1-LIVING**

This part consist of 8 questions about living practices.

3. 1- Do you live with your company (family, friends) or alone? \*

*Mark only one oval.*

- With company (family, friends)
- Alone

4. 2- If you are living with the company do you have your own room? \*

Mark only one oval.

- Yes  
 No

5. 3- Rate the items that you used in your room according to importance to you in relation to your working, socializing or living practices.

Mark only one oval per row.

	1 (Not Important)	2 (Low Importance)	3 (Neutral)	4 (Important)	5 (Most Important)	N/A (Not Available)
<b>Computer desk (Workstation)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Other Mobile Devices (Tablets/phones)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>TV Unit</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Mirror</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Bed</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Dressing Elements</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Sofa/Chair</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. 4- Rate your favorite spaces that you spend most of your time at home.

Mark only one oval per row.

	1 (Not Important)	2 (Low Importance)	3 (Neutral)	4 (Important)	5 (Most Important)	N/A (Not Available)
<b>My room</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Living room</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Balcony</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Garden</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Kitchen</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Bathroom</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. 5- How important is having fluid elements/moveable elements (lightweight furniture, partitions, etc.) in your room to allow you to make some changes? \*

1- Not At All Important, 2- Low Importance, 3- Neutral, 4- Important, 5-Very Important

Mark only one oval.

1 2 3 4 5

Not      Very Important

8. 6- How much do you agree with the statement? \*

"I generally prefer to work on my classes in my room."

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Mark only one oval.

1 2 3 4 5

Stro      Strongly Agree

9. \*  
7- How much do you agree with the statement?

"I like to live in a room where technological devices dominate the design."

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

*Mark only one oval.*

1   2   3   4   5

---

Strongly Disagree      Strongly Agree

10. 8- How much do you agree with the statement? \*

"I think the pandemic have affected living practices in terms of space usage."

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

*Mark only one oval.*

1   2   3   4   5

---

Strongly Disagree      Strongly Agree

## 2- SOCIALIZING

This part consist of 11 questions about socializing practices.

11. 1- Would you prefer to spend your spare time in an interactive physical space or a virtual environment in your free time? \*

**Virtual Environment:** A computer-generated recreation of an actual or imaginary space that enables users and designers to engage in a three-dimensional digital realm.

*Mark only one oval.*

- Interactive physical space  
 Virtual environment

12. 2- How much do you agree with the statement? \*

"I think urban public spaces satisfy younger generations' needs in the Izmir case."

**Urban public spaces:** A created or organically occurring place that is open to the public and used for communal use, entertainment, and social engagement. (Parks, City Squares etc.)

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Mark only one oval.

1 2 3 4 5

Strongly Disagree      Strongly Agree

13. 3- How much do you agree with the statement? \*

"I think urban semi-public spaces satisfy younger generations' needs in the Izmir case."

**Semi-public spaces:** Places that are intended for a specific group of people or activities while also being in part available to the general public. Such as University campuses, Shopping mall's foodcourts and office building atriums.

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Mark only one oval.

1 2 3 4 5

Strongly Disagree      Strongly Agree



14. 4- How much do you agree with the statement? \*

"I would like to see more Gender-Neutral Spaces."

**Gender-Neutral Spaces:** Areas that are open to everyone regardless of their gender identification, expression, or orientation. For instance: Gender-inclusive restrooms and changing facilities.

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Mark only one oval.

1 2 3 4 5

Strongly Disagree      Strongly Agree

15. 5- How much do you agree with the statement? \*

"Third-wave coffee shops attract young people in terms of their interior designs."

(Third-wave coffee shops are popular places that emphasize the uniqueness and artisan coffees)

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Mark only one oval.

1 2 3 4 5

Strongly Disagree      Strongly Agree

16. 6- How much do you agree with the statement? \*

"I think shopping mall is an important place to socialize."

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Mark only one oval.

1 2 3 4 5

Stro      Strongly Agree

17. 7- How much do you agree with the statement? \*

"I like to engage with my friends in the parks."

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Mark only one oval.

1 2 3 4 5

Stro      Strongly Agree

18. 8- How much do you agree with the statement? \*

"I would like to socialize at home online rather than go out."

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Mark only one oval.

1 2 3 4 5

Stro      Strongly Agree

19. 9- How much do you agree with the statement? \*

"In my opinion social media usage is affects socializing habits."

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Mark only one oval.

1 2 3 4 5

Stro      Strongly Agree

20. 10- How important is using social media for you to get news and socialize? \*

1- Not At All Important, 2- Low Importance, 3- Neutral, 4- Important, 5-Very Important

Mark only one oval.

1 2 3 4 5

Not      Very Important

21. 11- How much do you agree with the statement? \*

"Trends on social media affect where I'm going for socializing."

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Mark only one oval.

1 2 3 4 5

Stro      Strongly Agree

### 3- WORKING

This part consist of 12 questions about socializing practices.

22.

\*

1- How much do you agree with the statement?

"When I'm in the university, I enjoy working in design studios that we are use at Fine Arts Faculty."

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Mark only one oval.

1 2 3 4 5

Stro      Strongly Agree

23. 2- How much do you agree with the statement?

\*

"I prefer to be in living and working spaces that engage with nature more."

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Mark only one oval.

1 2 3 4 5

Stro      Strongly Agree

24. 3- How much do you agree with the statement?

\*

"During my professional life, I would like to work in co-working spaces."

**Co-working spaces:** Emphasize the importance of using shared spaces without hierarchical orders.

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Mark only one oval.

1 2 3 4 5

Stro      Strongly Agree

25. 4- How much do you agree with the statement? \*

"During my professional life, I would like to work in more private spaces."  
(Divided-small rooms)

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Mark only one oval.

1 2 3 4 5  
Stro      Strongly Agree

26. 5- How much do you agree with the statement? \*

"During my professional life I would like to work from home."

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Mark only one oval.

1 2 3 4 5  
Stro      Strongly Agree

27. 6- How much do you agree with the statement? \*

"Online education satisfied my learning experience."

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Mark only one oval.

1 2 3 4 5  
Stro      Strongly Agree

28. 7- How much do you agree with the statement? \*

"I prefer online sources/libraries rather than physical ones."

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Mark only one oval.

1 2 3 4 5

---

Stro      Strongly Agree

---

29. 8- How much do you agree with the statement? \*

"The thought of self-advancement makes me motivated in my work/studies."

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Mark only one oval.

1 2 3 4 5

---

Stro      Strongly Agree

---

30. 9- How much do you agree with the statement? \*

"I participate/would like to participate in self advancement through online courses." (Coursera, Udemy etc.)

1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

Mark only one oval.

1 2 3 4 5

---

Stro      Strongly Agree

---

31. 10- How important is sustainable architecture in your designs? \*
- 1- Not At All Important, 2- Low Importance, 3- Neutral, 4- Important, 5-Very Important

*Mark only one oval.*

1 2 3 4 5

---

Not      Very Important

32. 11- How important climate sensitivity in architectural design? \*
- 1- Not At All Important, 2- Low Importance, 3- Neutral, 4- Important, 5-Very Important

*Mark only one oval.*

1 2 3 4 5

---

Not      Very Important

33. 12- How important are gender issues in your architectural design? \*
- 1- Not At All Important, 2- Low Importance, 3- Neutral, 4- Important, 5-Very Important

*Mark only one oval.*

1 2 3 4 5

---

Not      Very Important

## **APPENDIX B- Focus Group Questions**

### **Question 1**

1- What kind of living space would you prefer?

Can you describe its characteristics (Digital-oriented, open plan, etc.)?

### **Question 2**

2-What kind of workspace do you prefer?

What should be their characteristic features? (Digital nomad, co-working space, desk job)

### **Question 3**

3- What are your most significant socializing habits? Do you prefer a physical or virtual environment for socializing? Can you describe it?



## APPENDIX C- Ethical Board Approval

**SAYI** : B.30.2.İEÜ.0.05.05-020-242

24.11.2022

**KONU** : Etik Kurul Kararı hk.

**Sayın Doç. Dr. Aslı Ceylan Öner ve Aslıhan Doyuran,**

**“The Spatial Interpretation of Generation Z’s Social, Living, And Working Practices”** başlıklı projenizin etik uygunluğu konusundaki başvurunuz sonuçlanmıştır.

Etik Kurulumuz 24.11.2022 tarihinde sizin başvurunuzun da içinde bulunduğu bir gündemle toplanmış ve Etik Kurul üyeleri projeleri incelemiştir.

Sonuçta 24.11.2022 tarihinde **“The Spatial Interpretation of Generation Z’s Social, Living, And Working Practices”** konulu projenizin etik açıdan uygun olduğuna oy birliğiyle karar verilmiştir.

Gereği için bilgilerinize sunarım.

Saygılarımla,

**Prof. Dr. Murat Bengisu**

**Etik Kurul Başkanı**