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Content analysis of real estate valuation courses taught in the relevant departments of vocational schools in Turkey

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Keywords

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Abstract

The value of real estate is used directly or indirectly in many applications. These practices are primarily taxation, expropriation, management of immovables, establishment of rights and similar practices. These practices are carried out by institutions based on the methods defined in the relevant legislation. Real estate valuation is a field that constantly renews itself depending on technical and legal developments. Therefore, more competent valuation experts are needed in the sector. At this point, the importance of the real estate valuation course taught in vocational colleges of universities in order to improve the quality and scope of real estate appraisal education is increasing. Meeting the needs in the sector and training new real estate appraisers depend on the quality of the training provided. In this study; The content analysis of the real estate valuation courses taught in the relevant programs of vocational schools is made, the importance of being up-to-date on the topics covered is revealed, and the place and importance of the education in the field of real estate valuation is emphasized.

1. Introduction

The Turkish Language Association (TDK) defines the concept of real estate as “house, field, etc. immovable property, real estate” (TDK, 2022). According to another definition, real estate; it is the name given as a whole with the land and the buildings on it (FIG, 1995). It is the general name of immovable property, property, land, field, house, garden. Real estate in the International Valuation Standards (IVS) Book published by the International Valuation Standards Committee (IVSC); Land and everything that is a natural part of the land such as trees, mines, as well as anything made by humans such as buildings and improvement works are defined as the land itself, which is a physical entity, or as artificial structures built on this land. It also defines real estate as anything tangible that can be seen or touched, with all its additions above or below the ground (IVSC, 2005). Real estate valuation in general; It can be defined as the estimation of the probable value of a real estate, real estate project or the rights and benefits attached to the real estate on the valuation day, based on independent, impartial and objective criteria (Açlar and Çağdaş, 2008). Real estate valuation is a multidimensional process that requires examining many factors together. This situation requires the expert to analyze and interpret a complex structure from a technical and legal perspective. The

business known as real estate valuation and real estate valuation in the 1980s, today comes to the fore more with the name of real estate valuation. While most of the companies that make real estate valuation work under the name of real estate valuation and consultancy, some of them work under the name of real estate valuation and consultancy. It is necessary to strengthen the technical and legal infrastructure for real estate valuation expertise. For this, universities have important duties (Erdem, 2018).

In this study, a general evaluation of the courses on real estate valuation taught in different departments of universities in vocational schools was made and the course contents were analyzed. As a result of the analysis, solution suggestions were presented to increase the quality of education.

The study was conducted in an analysis style within the scope of the curriculum, application methods and criteria of real estate valuation courses taught in different departments of vocational schools. With this study, it is aimed to contribute to the business life after graduation and transitions between universities by renewing the application infrastructure and course curricula in vocational schools of universities providing real estate valuation education in accordance with the real estate valuation sector. It is also important in terms

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of training valuation personnel suitable for the needs of the sector.

2. Method

First of all, from the guide booklet published by the Higher Education Institution (YÖK) every year, it was researched which university and vocational school had departments such as Map and Cadastre, Land Registry and Cadastre, Real Estate and Real Estate Management. Then, by entering the web pages of the relevant vocational schools, it was checked whether there were courses related to real estate valuation from the course information package pools of the programs. The following tables contain the names of the courses and related vocational schools (Tables 1, 2, 3).

Table 1. Map and Cadastre Program

University Name	Vocational School Name	Course Name*
Adıyaman	Kahta	Real Estate Valuation
Kocatepe	Uzaktan Eğit.	"
Afyon Kocatepe	Emirdağ	"
Amasya	Teknik Bilimler	"
Hacettepe	Başkent OSB Teknik Biliml.	"
Akdeniz	Teknik Bilimler	"
Çoruh	Artvin	"
Balıkesir	Bigadiç	"
Mehmet Akif Ersoy	Göhlisar	"
Uludağ	Gemlik Asım K.	"
Bursa Uludağ	İznic	"
Elâzığ Fırat	Sivrice	"
Binalı Yıldırım	MYO	"
Giresun	Teknik Bilimler	"
Isparta Uygulamalı Bilimler	Teknik Bilimler	"
Isparta Uygulamalı Bilimler	Uluborlu	"
İstanbul Okan	Selahattin Karasoy	"
İzmir Dokuz Eylül	MYO	"
Sütçü İmam	İzmir	"
Kayseri	Göksun	"
Ahi Evran	Tomarza	"
Selçuk	Mustafa Akıncioğlu	"
Selçuk	Kaman	"
Selçuk	Kadınhanı Faik İçil	"
Selçuk	Taşkent	"
Selçuk	Hadim	"
Teknik	Güneysınır	"
Turgut Özal	Teknik Bilimler	"
Celal Bayar	Darende Bekir İlicak	"
Celal Bayar	Sarıgöl	"
Artuklu	Köprübaşı	"
Mersin	Savur	"
Sitki Koçman	Teknik Bilimler	"
Samsun	Yatağan	"
Siirt	Kavak	"
Korkut Ata	Eruh	"
Avrasya	Osmaniye	"
Sinop	MYO	"
Bülent Ecevit	Boyabat	"
Karamanoğlu	Zonguldak	"
Mehmet Bey	Teknik Bilimler	"
Hakkâri	Çömerik	"

Table 2. Land Registry and Cadastre Program

University Name	School Name	Course Name*
Ankara Hacı Bayram Veli	Polatlı	Real Estate Financing and Valuation
Niğde Ömer Halis Demir	Bor	Real Estate Valuation I
Aydın Adnan Menderes	Atça	Real Estate Valuation
Manisa Celal Bayar	Sarıgöl	Real Estate Valuation
Mehmet Akif Ersoy	Göhlisar	Real Estate Valuation
Pamukkale	Çayeli	Real Estate Valuation
Gaziosmanpaşa	Zile	Real Estate Valuation
Bartın	Ulus	Real Estate Valuation
Niğde Ömer Halis Demir	Bor	Real Estate Valuation II
Çorum Hitit	Osmancık Ömer Derindere	Real Estate Valuation
Bitlis Eren	Teknik Bilimler	Real Estate Valuation
Yozgat Bozok	Şefaati	Real Estate Valuation
Uşak	Sivaslı	Real Estate Valuation
Elâzığ Fırat	Karakoçan	Real Estate Valuation
Dumlupınar	Hisarcık	Real Estate Valuation
Artvin Çoruh	Ardanuç	Real Estate Valuation

Table 3. Real Estate and Real Estate Management Program

University Name	School Name	Course Name*
İstanbul	Sosyal Bilimler	Real Estate Valuation Methods
Cerrahpaşa	Bilimler	Real Estate Valuation Methods
Kocaeli	Ali Rıza Veziroğlu	Real Estate Valuation Techniques
Adana	Adana	Real Estate Valuation Techniques
Çukurova	Adana	Real Estate Valuation Techniques
Aydın Adnan Menderes	Yenipazar	Real Estate Valuation Principles
Sakarya	Geyve	Real Estate Valuation Principles
Uygulamalı Bilimler	Geyve	Real Estate Valuation Principles
Samsun 19 Mayıs	Havza	Real Estate Valuation Techniques
Denizli	Çivril Atasay	Real Estate Valuation Techniques
Pamukkale	Kamer	Real Estate Valuation Techniques

In the Tables 4, 5 6, the ECTS credits and course type information of the Map and Cadastre, Land Registry and Cadastre, Real Estate and Property Management programs in the vocational schools of the universities are given. The necessary information was obtained from the current course information package pool of the universities and by e-mails sent to vocational schools or by contacting vocational schools directly.

Table 4. Map and Cadastre Program ECTS Credits and Course Type Information

University Name	School Name	C	E	T	U	Z	S
		R	C	H			
		E	T	E			
		D	S	O			
		I		R			
		T		Y			
Adıyaman	Kahta	2	3	2	1	-	+
Kocatepe	Uzaktan Eğit.	2	4	2	0	-	+
Afyon Kocatepe	Emirdağ	2	4	2	0	-	+
Amasya	Tekn. Biliml.	2	4	2	0	-	+
Hacettepe	Başkent OSB	2	3	2	0	-	+
Akdeniz	Tek. Bilimler	2	3	2	0	-	+
Çoruh	Artvin	2	2	2	0	+	-
Balikesir	Bigadiç	2	3	2	0	-	+
Mehmet Akif	Göhlisar	2	4	2	0	+	-
Uludağ	Gem. Asım K.	3	3	3	0	+	-
Bursa Uludağ	İznik	2	3	2	2	+	-
Elâzığ Fırat	Sivrice	2	3	2	2	+	-
Binali Yıldırım	MYO	3	3	3	0	-	+
Giresun	Teknik Bilimler	2	4	2	0	-	+
Isparta	Teknik Bilimler	4	3	4	0	-	+
Isparta	Uluborlu	2	3	2	1	-	+
Okan	MYO	2	3	2	1	-	+
Dokuz Eylül	İzmir	3	6	3	0	+	-
Sütçü İmam	Göksun	3	4	3	0	-	+
Kayseri	Tomarza	3	3	3	0	-	+
Ahi Evran	Kaman	2	2	2	0	-	+
Selçuk	Kadınhanı Faik	3	3	3	0	-	+
Selçuk	Taşkent	4	4	4	0	-	+
Selçuk	Hadim	4	4	4	0	-	+
Selçuk	Güneysınır	4	4	4	0	-	+
Teknik	Teknik Bilimler	4	4	4	0	-	+
Turgut Özal	Darende Bekir	4	4	4	0	-	-
Celal Bayar	Sarıgöl	2	3	2	0	-	+
Celal Bayar	Köprübaşı	2	2	2	0	-	+
Artuklu	Savur	2	2	2	0	-	+
Mersin	Teknik Bilimler	3	3	3	0	+	-
Sitki Koçman	Yatağan	2	2	2	0	-	+
Samsun	Kavak	2	3	2	0	-	+
Siirt	Eruh	3	4	3	0	+	-
Korkut Ata	Osmaniye	2	4	2	0	+	-
Avrasya	MYO	3	3	2	1	-	+
Sinop	Boyabat	3	3	3	0	-	+
Bülent Ecevit	Zonguldak	2	4	2	0	-	+
Karamanoğlu	Teknik Bilimler	3	3	3	0	-	+
Mehmet Bey		3	3	3	0	-	+
Hakkâri	Çömerik	3	3	2	0	-	+

3. Results

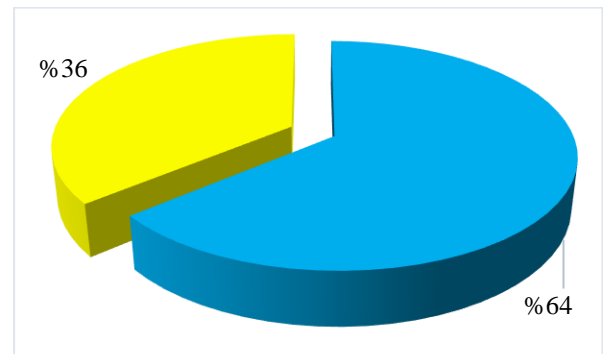
Real estate valuation courses show a similarity of 64%. In this context, it can be said that the 36% difference in the course contents is due to the wide scope of the real estate valuation and the course being given within the framework of different purposes (Figure 1). In addition, it can be said that the application methods in universities are different and the course is tried to be shaped according to today's conditions. While creating the graph, the subjects in the content part of the course were obtained as a percentage based on vocational schools.

Table 5. Land Registry and Cadastre Program ECTS Credits and Course Type Information

University Name	School Name	C	E	T	U	Z	S
Ankara Hacı Bayram Veli	Polatlı	2	2	2	0	-	+
Adnan Menderes	Atça	3	3	2	1	-	+
Ömer Halis Demir	Bor	2	2	2	0	+	-
Ömer Halis Demir	Bor	2	2	2	0	+	-
Celal Bayar	Sarıgöl	3	4	3	0	+	-
Mehmet Akif Ersoy	Göhlisar	2	3	2	0	+	-
Pamukkale	Çayeli	2	4	2	0	-	+
Gaziosmanpaşa	Zile	3	3	3	0	-	+
Bartın	Ulus	2	2	2	0	-	+
Çorum Hitit	Osmancık Ömer	2	3	2	0	-	+
Bitlis Eren	Derindere Teknik Bilimler	3	3	3	0	-	+
Yozgat Bozok	Şefaati	3	3	3	0	-	+
Uşak	Sivash	2	3	2	0	+	-
Elâzığ Fırat	Karakoçan	2	3	2	0	+	-
Artvin Çoruh	Ardanuç	3	3	3	0	+	-
Kütahya Dumlupınar	Hisarcık	3	4	3	0	-	+

Table 6. Real Estate and Real Estate Management Program ECTS Credits and Course Type Information

University Name	School Name	C	E	T	U	Z	S
İstanbul	Sosyal	3	3	3	0	+	-
Cerrahpaşa	Bilimler						
Adana	Adana	3	5	3	1	+	-
Çukurova							
Kocaeli	Ali Rıza Veziroğlu	3	3	2	1	+	-
Aydın Adnan Menderes	Yenipazar	3	3	2	1	+	-
Sakarya	Geyve	3	3	2	0	+	-
Uygulamalı Bilimler							
Denizli	Çivril Atasay	4	4	4	0	+	-
Pamukkale	Kamer						
Samsun 19 Mayıs	Havza	4	7	3	1	+	-

**Figure 1.** Content of the Course Similarity Difference Graph

While creating the similarity graph for the purpose of teaching the course, the percentage ratio was calculated by numbering according to the universities. When the aim of the lesson was examined, it was observed that there was a similarity of about 66% and a difference of 34%. Educational planning of universities is the leading factor in the formation of this difference. As a result of the

examinations, it can be said that the aim of the course and its content differ due to the same reasons (Figure 2).

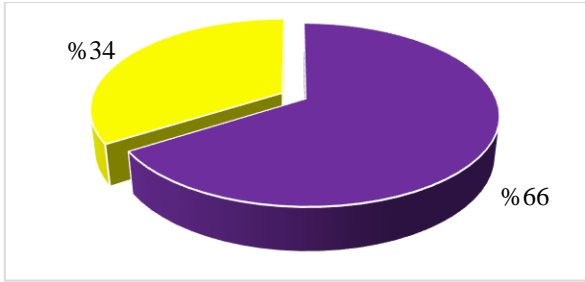


Figure 2. Course Objective Similarity Difference Graph

In Figure 3, the graph created as a result of the percentage ratio of the references used by vocational schools in real estate valuation training is given. When the graph is examined, the most preferred reference in vocational schools is "Açlar A., Çağdaş V, Immovable (Real Estate) Valuation for Engineers, Architects and Experts, TMMOB, HKMO Publications". 34% of Vocational Schools use this reference. It can be said that this reference has an important place in real estate valuation education. Apart from this reference, 13% of the lecturers of the related lecturer or the Valuation of Real Estate, Prof. Dr. Erol Kokturk, Dr. Erdal Köktürk uses its reference, and 40% uses other references (Figure 3).

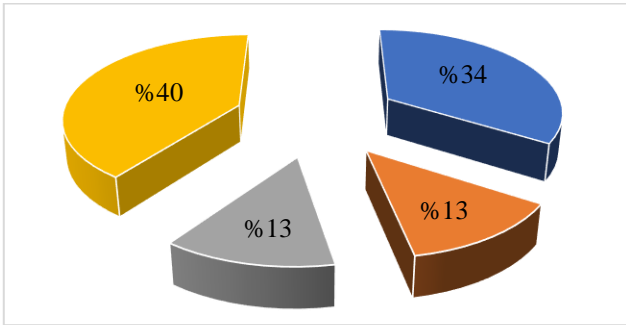


Figure 3. Graph of Utilized Resources

4. Conclusion

Real estate valuation process, rural area regulation, GIS, advanced mathematics, real estate law, etc. It is a multi-disciplinary study. For this reason, the training provided should be comprehensive. For example, real estate valuation courses should be given especially in the last semester and the infrastructure should be strengthened in this way. In addition, real estate valuation issues are in compliance with the CMB Licensing Exam. In addition to theoretical education, practical education should be given and various projects, seminars, report samples and assignments should be

organized in the field of application. Students should be encouraged and informed during training and internships in vocational schools. Real estate valuation is not a field that can only be explained with the theoretical education given at the university, so a better understanding of the course can be achieved with the field work to be done in the applied education given at the schools. The real estate appraisal course is mostly an elective course in vocational schools. In this context, considering the importance of the course, it should be given as a compulsory course. In addition, in terms of the resources used, the course should be updated in terms of resources. By adding new current resources to the curriculum, the situation in the sector can be understood. Considering the current sector situation, the areas where students can get more information and do research should be increased.

In the field of real estate valuation, there are sample applications from the world and Turkey, how the real estate valuation is made, the relevant process, legal regulations, etc. A website that can be accessed open to everyone, including how the work is done, its definition, purpose and scope, can be used in and outside the classroom. In addition, a platform to be created between universities and a common resource pool can be created and real estate valuation can be discussed here with all its aspects.

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