

Instructor Opinions about the Problems That the New Graduated Graphic Designers Experienced in Sector

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Abstract: Graphic artists had an important place in the art world with their own efforts and later with the help of organized schools and institutions. William Morris pioneered the movement began, Arts and Crafts school in England was followed by the Bauhaus in Germany. Famous artists such as Gropuis, Moholy Nagy, Kandisky, Klee have found new ways of expression by utilizing the unlimited possibilities of all kinds of techniques in art education schools and workshops, and have served the graphic art by transferring it to their students. In our country, there are many Faculties and Schools affiliated to the State and Foundation Universities providing education in the field of graphics. In this study, the views of faculty and high school students who took graphic education at higher education level after the graduation were included in the lecturers about the problems they experienced in the sector. It has been examined whether the course gains in the courses of schools can produce sufficient solutions to the problems that students may experience in their sectoral adaptation. The aim of this course is to provide the students with the suggestions and suggestions of the graphic designer candidates on the issues of printing and printing technologies. The study was carried out with the help of designer academic staff from the state and foundation universities which provide education in Ankara. The participants were asked about the problems related to the new graduate graphic designer candidates, whether the courses in the curriculum programs are sufficient, whether there are new course proposals, graphic terminology, prepress printing and post-printing processes and printing technology. The answers were evaluated and the results were evaluated.

Keywords: Graphic designer, Graphic education, Design, Professional qualification

Introduction

In this century when scientific and technological developments affected our lives completely, developments in technology directly affected the field of graphic design as it was an important design branch. One of the techniques of artistic production is graphic; because it can be reproduced more than one by etched or carved plates, it has the chance to reach a wide audience. In graphic art, the artist uses printing techniques in order to reproduce her works, and uses mass media such as television, newspapers and magazines to present to the audience.

Graphics were accepted in our country especially after 1950 and some of the artists were producing prints in addition to the works of pecture, while some of the artists were able to produce directly in the field of graphics. Many graphic designers in Turkey and abroad are teaching in the graphic departments of newly established art education institutions. There are many art education institutions that have graphic departments today. The courses of these departments include classes on graphic production technologies and printing (Artut, 2013).

In art, graphic is the projection of visually perceived beings-objects with images, colors, and shapes. Its most important function of its; to communicate any message to the community, to advertise a product or service (Becer, 1997:33, Artun, 2004:119). Graphic arts affect the development level of a society. The most important pillar of this branch of art, the printing stage is rapidly developed and continues to develop with new

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Technologies. Qualified art programs should be prepared according to the conditions of society, technological and artistic developments, physical characteristics of individuals and scientific methods. In fact, the qualification of the art programs is a subject all students interest in (Boydaş, 2004:11).

Graphic production technologies are an integral part of graphic design. In today's graphic design education, especially in the higher education level, it is important to explain the technological developments related to this field to the needs of the graduates for the name of answering the problems of the sector and sector needs. The achievements towards graphic production technologies cannot be obtained sufficiently while teaching artistic printmaking techniques in the courses such as printmaking and printing which placed in the school programs. It is very important in terms of the quality of graphic design education whether the courses related to printing and printing technologies are at the level that can meet the needs of the sector in the curriculum of the faculties and schools that provide graphic education.

The following questions were sought in this research:

- 1.What is the level of knowledge of the graphic design studies of the students?
- 2.What is the level of knowledge of graphic design students at the pre-press stage of their designs?
- 3.What is the level of knowledge of graphic design students at the printing stage?
- 4.What is the level of knowledge of graphic design students in the post-print stage of their designs?
- 5.To what extent is printing education included in graphic education schools?
- 6.To what extent are graphic production technologies training in faculties and colleges providing graphic education?

Method

In this study; The opinions of the faculty and high school students working in the sector about the problems they face in the sector after graduation are given. In this context, designer faculty members working in the field of graphics from the state and foundation universities in Ankara were employed.

The participants were asked whether the courses included in the curriculum were sufficient, whether there were new course predictions, graphic terminology, pre-printing and post-printing processes, and what kind of problems they might encounter with printing technology. In this respect, the research is a descriptive study in the general screening model. A total of 10 questions, 4 of which were multiple choice and 6 were open-ended, were asked to the instructors who participated in our survey. The research was carried out by analyzing the data obtained from the survey.

Results and Interpretation

Graphic design is a process that aims to convey a message, visualize thought and explain the problem to the masses in the simplest way. For a good design, it is especially important for this area to perceive and interpret the environment well. It is necessary to make observations, research and information in a correct, realistic and complete perception. Growing up as intellectual, researching, reading, traveling and seeing designers is important for sectoral adaptation. It is not possible to say for sure how much this kind of non-educational activities can be done in the design process or in business life in our country. But the benefits are more that can not be discussed. In our study, starting from the problems experienced by the graduating graphic designers, the subjects such as whether the courses in the curriculum are sufficient, whether new course suggestions can be proposed, graphic terminology, pre-press and post-press processes and the problems related to printing technology are examined and in this context, the following findings have been reached:

The demographic information of the faculty members participating in the research with their opinions are as follows:

Participants are 30 persons; 9 of them are female and 21 of them are male. It is seen that 30% of the age groups of participating faculty members are between 22-31 years, 53.3% are between 32-44 years, 10% are between 45-53 years and 6.7% are in 54 years and over. 3.3% of them were from the Academy of Fine Arts in Madrid, 15% from Gazi University, Faculty of Vocational Education, 18.3% from Gazi University, Gazi Education Faculty, 10.0% from Selçuk University Education Faculty, 26.7% from Gazi University Institute of Educational Sciences, 13.3%. Bilkent University Faculty of Fine Arts Design and Architecture, 3.3% of them are Pratt Institute, 6.6% of them are Ondokuz Mayıs University Institute of Educational Sciences and 3.3% of them are

graduated from Ankara University Faculty of Education. It is seen that 40.0% of the faculty members have graduated from Fine Arts Education, 20.0% from Applied Arts Education, 30.0% from Graphic Design and 10.0% from Communication Design. 6.7% for 1 year, 6.7% for 2 years, 16.7% for 3 years, 6.7% for 4 years, 10.0% for 8 years, 23.3% for 9 years, 10.0% for 10 years, % 3.3 of them have been working as graphic educators for 12 years, 3.3% for 14 years, 3.3% for 15 years, 3.3% for 28 years and 6.7% for 30 years.

The opinions of the faculty members who participated in the research on the competence of graphic students in the field of printing technologies are as follows: 6.7% of the participants stated that their students were very competent in the field of printing technologies, while 16.3% stated that their students were inadequate in the field of printing technologies, 77.0% of them thought that their students were partially qualified in the field of printing technologies.

Table 1. Instructors' views on what information generally should graphic designers have in printing field

	f	%
Getting to know the printing house in general terms	18	60.0
Understanding paper	7	23.3
Designing suitable for printing	10	33.3
Paint and color knowledge	8	26.7
Understanding binding	3	10.0
Knowledge of packaging design	3	10.0
Knowledge of printing technologies	14	46.7
Pre-printing, printing and post-printing processes	22	73.3
Production flow and shape in printing	3	10.0
Computer design programs used in printing	5	16.7

In the light of the data in Table 1, it is seen that the instructors working in different schools have different opinions about the qualifications that students should have in the printing field. Although the schools where the academic staff work are educating students in the field of graphics, not all of these schools aim to train graphic designers in the graphic industry and printing houses. The fact that schools provide services in different areas led to differences in their programs. Therefore, there may be differences of opinion among the schools regarding the qualifications that students should have in the printing field.

Table 2. Instructors' opinions on the challenges of newly graduated or trainee designers on pre-print, print and post-print issues during their adaptation to work

	f	%
General printing knowledge	15	50.0
Understanding paper	5	16.7
Designing suitable for printing	9	30.0
Paint and color knowledge	3	10.0
Understanding binding	3	10.0
Knowledge of packaging design	1	3.3
Assembly, color separation, film information	12	40.0
Protective processes after printing	4	13.3
Prepress calculations (crop field, decimation, form)	12	40.0
Able to fast and trouble-free work	5	16.7

When the data given in Table 2 is taken into consideration, it is seen that the faculty members working in different schools have different opinions about the information they should have about pre-press, press and post-press issues during the adaptation of new graduates or trainee designers. The fact that schools provide services to educate students in different fields caused differences in their programs. The opinions of the faculty members who participated in the research about the problems of new graduates or interns in the sector can be solved as follows: while the 56.7% of the respondents stated that they could “mostly removable”, 40.0% “partially” and 3.3% “cannot removable” all of the participants stated that it would not be possible to completely eliminate the deficiencies in the school. Participants; it is seen that the thoughts of the new graduates or interns about the effects of the deficiencies in printing technologies on their employment are as follows: 40.0% of the participants stated “Affects”, 43.3% “Partially Impacts” and 16.7% of participants stated “Non-Affects”.

Table 3. The views of the instructors about the problems that students may encounter when they start to work in a graphic related work

	f	%
Lack of printing knowledge	11	36.7
Designing suitable for printing	6	19.8
Inability to follow technology	10	33.3
Lack of human relations and communication	3	10.0
Inability to thinking creative	3	10.0
Lack of general design knowledge	4	13.3
Inability to use design programs to design at computer environment	15	50.0
Monetary values are more important than professional ethics	3	10.0
Inability to work at the tempo and quality required by the sector	13	43.3
Inability to communicate well with customers	4	13.3

When Table 3 is examined, the opinions of the faculty members involved in the research on the problems that the students may encounter when they start to work in a graphic related are as follows: 36.7% of the participants stated lack of printing knowledge of graphic designers, 19.8% were unable to follow the design, 33.3% could not follow the technology, 10.0% lack of human relations and communication, 10.0% could not think creative, 13.3% lack of design knowledge, 50% not being able to use design programs to design in computer environment, 10.0% taking money in front of professional ethics, 43.3% being unable to work in the tempo and quality required by the sector, 13.3% not having good communication with customers.

Table 4: Instructors' views on the methods followed in the courses related to graphic design education

	f	%
The teaching method which the student is active	13	43.3
Work-based teaching method	3	10.0
Teaching method using real instructional materials related to graphic design	6	20.0
Teaching method that varies according to the subjects	16	53.3
Training at work method	1	3.3
Interactive teaching method	2	6.7
Computer supplied teaching method	2	6.7

When the data in Table 4 is considered, the opinions of the instructors participating in the research on the methods followed in the courses related to graphic design education are as follows: %43.3 of participants stated they took education about graphic designing in the teaching method which the student is active, %10 of them stated they had work-based teaching method, %20 of them stated they have been learned with teaching method using real instructional materials related to graphic design, %53 of them stated they took teaching method that varies according to the subjects, %3.3 of them stated they trained at work, %6.7 of them stated they used computer supplied teaching method. It is seen that the majority of the participants adopted the idea that the teaching method should be determined according to the subject.

Table 5: Instructors' views on the adequacy of the courses taught in relation to graphic design education in the departments

SCHOOL	f	%
Very Sufficient	0	.0
Partly	22	73.3
Very Little	5	16.7
Insufficient	3	10.0
None	0	.0
TOTAL	30	100.0

When Table 5 is examined, the opinions of the instructors participating in the research on the adequacy of the courses taught in the departments of graphic design education are as follows: %73.3 of them stated “partially adequate”, %16.7 of them stated “slightly adequate” and %10.0 said that the courses taught were “inadequate”.

Table 6. Instructors' opinions on the suggestions of new courses related to graphic design education they want to be taught in the departments

CLASSES	f	%
Printing Knowledge	10	33.3
Printing Technologies	13	43.3
Techno-Art	1	3.3
Illustration	6	19.8
Computer Based Graphic Design	8	26.4
Web Design	2	6.7
Interactive CD Design	1	3.3
Video Fiction	1	3.3
Writing Script	2	6.7
Animation	2	6.7
Art Critism	1	3.3
History of Turkish Graphic Desigg	2	6.7
Communication and Public Relations	1	3.3
Typography	5	16.5

As can be seen from Table 6; 43.3% of the participants stated that a course about printing technologies should be included in their program while 33.3% of them stated a printing knowledge class should be included in their program. This evaluation shows that there are not enough courses on printing technologies and printing in the curriculum of institutions that provide graphic design education at the university level. Graphic designers required by the advertising and printing industry should have sufficient equipment in printing and printing technologies. To this end, the idea is to include more diverse and content-oriented courses on production technologies.

The views of the participating faculty members about the points not included in the survey questions are as follows:

3.3% of the participant faculty members stated that employers may vary in many ways while choosing graphic designers to work in their companies. Gender, graduation school, undergraduate education courses and companies studied before may be effective in managers' choices. 16.7% of the participants reported that a lack of resources related to printing directly affects graphic design education. 13.3% of them said that scientific follow-up of national and international designs is very important in terms of education process. They reported that it is important for the graphic design education to follow the world-renowned domestic and foreign graphic designers and their designs by the instructor and the students. 16.7% of the participants used Adobe Photoshop, Macromedia FreeHand, Adobe Illustrator, Adobe InDesign, Quark XPres etc. programs and graphic design, such as which computer programs are used for what purpose they need to know. 10.0% of the participants stated that the minimum configuration of the computer that the designer can use should be known. 23.3% of the participant faculty members stated that graphic designers should give more space to typographic elements in their work and therefore typography education has an important place in graphic design education. The participants reported that typographic elements had a very high impact on graphic designs to be more powerful and remarkable in terms of design. 3.3% of the participants stated that the presence of a permanent technician in the computer labs would enable the student to find more work opportunities. 10.0% of the participant faculty members are responsible for the advertising agency, television, printing house, design office, photo studio, etc. they said that the duration of their internship is important for the education process of the student. Therefore, students reported that they have to do internship at least twice in the graphics sector and in the printing press during different periods of their education. 13.3% of the participants stated that the adequacy of graphic education in universities is very important for graduating designer candidates to find jobs in the sector and adapt to the jobs they find.

Result

Graphic designer is a designer who can search for solutions to the designs needed in the field of graphic design, can make alternative designs to create the solution, bring these designs to the printing stage in the computer environment and develop himself in the desired quality of the sector. Accordingly, the graphic designer; In the process of graphic design, a job should be familiar with pre-printing, printing and post-printing issues. Graphic designers in the printing industry in the field, to recognize the general outline of printing, design to be able to

print, paper information, color information, binding information, packaging design information, printing technology information, pre-press, printing and post-printing process information, printing flow and shape information have knowledge about computer design programs used in printing.

New graduates or interns face many problems during the adaptation of graphic designers to work, and some of these problems cannot be solved during the training phase. In particular, the deficiencies in printing technologies affect graduates' employment in the sector to a great extent. For this reason, candidates have to take courses such as printing knowledge, printing technologies, production technologies in the fields of printing industry and printing technologies in their education stages. For this reason, the schedules of the institutions providing graphic tasting training should be arranged in line with the data to be obtained as a result of sectoral analyzes, taking into consideration the demands and needs of employers.

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