

PERCEPTIONS OF PROSPECTIVE TEACHERS ON POSTERS WITH SOCIAL THEMES

Selma Karaahmet

Ondokuz Mayıs University, Turkey

Faruk Malbelegi

Marmara University, Turkey

***Abstract.** We can't know that can we change the world through the poster which is a product of graphic design but it is possible to make goodness for humankind by designing router and awareness posters since they can redirect and emphasize the ideas with mass media. The aim of this study, which is prepared with this opinion, is determine to prospective teachers' values of perceptions from different classes and different departments. Teachers are so important to have ability to reach and teach all individuals in community. For this reason, in this study 80 prospective teachers will attend during 2014-2015 school year in Education Faculties of Ondokuz Mayıs University and Marmara University. Four different social themed posters selected which contains different values like respect, peace, sensitivity and tolerance, to state how their opinion about social issues. These posters will show to participants and ask about their opinion. The results will evaluate with content analysis.*

***Keywords:** social themed posters, prospective teachers, value perception.*

Introduction

As an expression form, visual communication design has become a primary element of mass communication within the period which falls on at the end of the 19th century and the beginning of the 20th century that could be characterized as mass communication age. A product of visual communication design includes a creative process that involves visualizing writings and images on two or three dimensional surfaces and communicating through various media tools in order to transmit the data communication to a predetermined target audience in accordance with planned marketing goals and strategies about service, idea or organization. As a means of communication, poster design is one of the graphic design products which is incontrovertibly influential. Poster, (=affiche, which comes from French) is a printed paper, a show card which is generally illustrated and posted on the walls in public to advertise or to make a propaganda or announcement. Posters are graphic design products which are designing with aesthetic concerns and prepared to inform, to raise consciousness, to make announcements or to increase selling and mostly considered as a mass communication tool.

Posters can be separated into three groups according to their contents.

Publicity Posters; are prepared to advertise a product or a service and used largely in sectors such as fashion, industry, tourism, food and corporate advertisement sectors.

Cultural Posters; publicize and announce events such as festivals, symposiums, theatre, movie, exhibition, entertainment, sports etc.

Posters with social themes; are prepared to give information about world peace, social environment, natural events, human relations and to warn people on these subjects. Apart from these, posters that describe a thought or a political organization, belong to this group.

Surely, there are some rules while designing a poster with social theme as in the case of all other poster designs. In order to give the desired message, right indicators have to be chosen and submit with suitable color, typography and pattern. Since this kind of posters don't have a commercial concern so slogans of posters have to be striking as well as design to influence people. Typographic presentation of the chosen words is also significant. A functional social themed poster needs to create an inclination on people.

Posters with social theme are in much more different positions than the other poster examples. They become an issue for the society they are presented to. Therefore, poster designers have a big responsibility as designer's mission becomes something that is beyond promoting. Designer has an important role in mass communication through the method he/she uses and visual language he/she chooses. Visual literacy is the ability to read visual messages. Thus, visual communication designers have to use a universal visual language and aware of cultural differences. Educational environment is quite important for visual communication designer who knows awareness of environmental conditions and advantages of cultural diversity. Visual communication designer with intellectual sensitivity and multiple skills, might be a transmission source that creates a social awareness. If designer realizes this power in his/her hands, he/she is able to use all of it feeling that he/she can open the door to whole world.

Of course, to seek a one-way improvement by producing only powerful and influential designs would be meaningless. As well as a good communication designer or design product, audience who will face with this design is also important. At this point, not only design students but also all students gain importance. People, one way or another, come face to face with various visual materials in everyday life and it is quite important to give meanings to these codes. Individuals must get educated on visual literacy from the childhood and only then posters with social themes are saved to address to only one sided or conscious audience.

It is a well-known fact that seeing takes precedence of speaking, infant firstly learns to identify with its eyes (Berger, 2003). It's much more effective to address to people's visual senses in order to teach social benefit. Through the art education beginning from the childhood, one can gain the ability of visual

literacy, and therefore, whether dealing with art or not, every individual in society is able to understand visuals properly. Only then posters with social themes achieve the aim of adding value and creating social awareness on various subjects.

As a social living creature, individual has some responsibilities on his/her part for the sake of living together in a society and to carry out its responsibilities he/she is required to learn the values that indicate what is important, what should be preferred, shortly how to live (Akbaş, 2008). In this respects, values are of vital importance in behalf of social unity. Value is an alliance of senses and acceptances originated from individual, society, belief and ideology (YelveAladağ, 2009). According to Kerschensteiner (1954) all groups, which are made of human beings should develop values (Akbaş, 2008). Values occupy an important place while explaining the behaviours. If a behaviour is preferred to another behaviour, major factor is the values which the individual has.

Concept of education of values, generally means to add positive values through suitable strategy, method and technic (YelveAladağ, 2009). While learning the values, families, media and cultural establishments as well as schools have great importance. For this reason, it is necessary to know how the values are learned within society (Akbaş, 2011). When education of values given by teacher in the schools supported with visual literacy abilities, values which are trying to be added through mass communication means outside the school will be more target-driven. Thus, given the responsibility of teacher who is at the center of problem, it will be useful to analyze the teacher education. Briefly, when a well-educated prospective teacher prefers to teach values by using visuals, he/she might get more positive results. Individuals who get education by more conscious teachers, are able to understand posters with social themes and get the message more directly.

This study, which was prepared in the view of this information and opinions, aims to evaluate prospective teachers' perceptions of values and to emphasize the importance of visual literacy ability in value education toward the results. When individuals who have a sophisticated visual literacy ability come across poster designs with social themes that prepared to awaken a sensitivity in society, process will be successful both for designer and audience. Obviously it is not difficult for designers to inform society about what is happening in its "human" circle, to raise awareness, to tell that everything is in their hands, to take their sides in this fight, to encourage them, to be in solidarity. Today, to create social campaigns, to use creativity and sharp-wittedness in favor of human become necessary. Yet, in order to achieve the goal, audience should be well-educated and well-equipped. Prospective teachers, who will be pretty substantial for education process, should be able to present their own perception of value and this work has an important role in terms of this process.

Method

One of the qualitative research patterns, phenomenological pattern has been used in this work which intends to present prospective teachers' perception of value through posters with social themes. A phenomenological work explains and depicts the observable phenomenon, facts or events (YıldırımveŞimşek, 2011).

Study Group

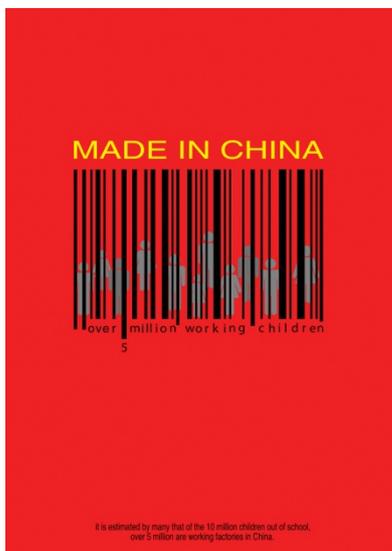
Study group of this research consisted of 40 prospective teachers from Samsun OndokuzMayıs University Art Teaching Department, 39 prospective teachers from Marmara Üniversitesi Primary School Teaching Department. They were chosen from different departments and separate grades in order to determine whether they have various perception of value against posters with social themes. 4 posters with social themes on different themes were presented to prospective teachers and asked them to assess what they saw. All assessments collected as written documents.

Data Analysis

Obtained data was evaluated by means of descriptive analysis and content analysis. Researchers analyzed the written statements of prospective teachers about posters with social themes and digitized by coding related to values.

Findings

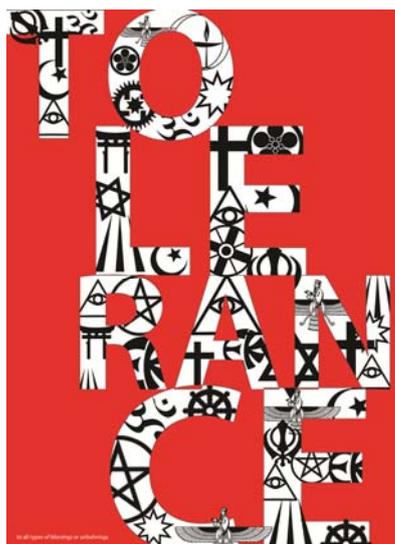
Below is the pictures of the posters which are showed to prospective teachers. In this research, prospective teachers were asked to explain their views about presented posters and their statements were digitized we reached to frequencies in Table 1, 2, 3, 4.



a) The First Poster



b) The Second Poster



c) The Third Poster



d) The Forth Poster

Figure 1. Pictures of the posters

Table 1. The Frequencies of the Prospective Teachers' Answers Relating to the First Poster

	Prospective Teachers of Visual Arts			Prospective Teachers of Primary School		
	Woman	Man	Total	Woman	Man	Total
Environmental Awareness	14	11	25	7	3	10
Sensitivity	15	8	23	6	7	13
Responsibility	12	9	21	8	5	13
Technical Analyses	4	1	5	11	4	15
Love	3	1	4	0	1	1
Being Scientific	1	0	1	1	1	2
No Comment	0	1	1	2	1	3

When Table 1 is examined, it can be seen that prospective teachers made emphasize on the values like 'environmental/natural consciousness', 'sensitivity' and 'responsibility' and that art prospective teachers stressed more values than primary school prospective teachers. This finding might reveal that art prospective teachers are more successful about attributing a meaning to posters. Also, it is seen that primary school prospective teachers did more technical analysis when compared to art prospective teachers.

And this finding might reveal that primary school candidates tried to assign a meaning to posters and for this reason they emphasized less values. Another finding in Table 1 is that women made more technical analysis than men.

When Table 2 is examined, it is seen that prospective teachers made emphasizes on values like 'being fair', 'sensitivity' and 'freedom'. There were a lot of candidates who criticized the subject harshly and made technical analysis. Besides all comments about this poster, women and primary school prospective teachers made more technical analysis.

Table 2. The Frequencies of the Prospective Teachers' Answers Relating to the Second Poster

	Prospective Teachers of Visual Arts			Prospective Teachers of Primary School		
	Woman	Man	Total	Woman	Man	Total
Sensitivity	7	5	12	0	4	4
Against strongly	6	5	11	6	1	7
Technical Analyses	5	4	9	12	4	16
Being fair	3	4	7	9	7	16
Freedom	4	2	6	8	2	10
Responsibility	1	2	3	1	0	1
Solidarity	2	0	2	0	0	0
Supporters the same idea	0	2	2	5	0	5
Respect	1	0	1	0	0	0
Aesthetics	0	0	0	0	1	1

According to Table 2, while 'Freedom' value was emphasized by women prospective teachers, 'being fair' and 'sensitivity' values were emphasized by men as well as women.

It is an interesting finding that women prospective teachers made less emphasizes on values such as 'solidarity', 'respect' and 'unity of family' about second poster. Primary school teaching department's women prospective teachers considered 'women's being in the shadow of men' as a normal situation which might be another interesting finding. They explained this situation saying that: 'Women need to be protected due to their nature and women want this guardian.'

Table 3. The Frequencies of the Prospective Teachers' Answers Relating to the Third Poster

	Prospective Teachers of Visual Arts			Prospective Teachers of Primary School		
	Woman	Man	Total	Woman	Man	Total
Respect	12	10	22	12	6	18
Tolerance	8	6	14	10	4	14
Sensitivity	6	4	10	2	0	2
Freedom	6	4	10	4	2	6
Technical Analyses	6	1	7	12	3	15
Peace	4	2	6	1	1	2
Love	1	3	4	2	0	2
Be fair	2	0	2	6	3	9
Solidarity	0	1	1	0	0	0
Honesty	0	1	1	0	0	0

According to Table 3, it is seen that values like 'respect', 'toleration', 'sensitivity', 'tolerance' and 'being fair' were emphasized. Women prospective teachers and primary school prospective teachers made more technical analysis about this poster, too. 'Solidarity', 'love' and 'peace' were the values less referred to. But generally, prospective teachers expressed same ideas about this poster and addressed to values of 'respect' and 'tolerance'.

Table 4. The Frequencies of the Prospective Teachers' Answers Relating to the Forth Poster

	Prospective Teachers of Visual Arts			Prospective Teachers of Primary School		
	Woman	Man	Total	Woman	Man	Total
Sensitivity	13	5	18	14	5	19
Against strongly	10	4	14	9	3	12
Responsibility	7	5	12	9	2	11
Technical Analyses	6	4	10	10	5	15
Be fair	5	1	6	0	1	1
React normally	3	2	5	2	2	4
Solidarity	3	0	3	0	0	0
Importance of being healty	0	2	2	3	1	4
No Comment	1	1	2	0	0	0

When Table 4 is examined, it is seen that values such as 'sensitivity', 'responsibility' and 'civil liberty' were emphasized. We again come across frequencies on technical analysis, like in other posters. It is remarkable that although majority of prospective teachers criticized the situation harshly, there are also ones who found it normal and claimed that the reason was the policy of People's Republic of China.

Result and Discussion

Graphic design term which emerged from simple purposes like preparing announcement bills, firstly in Germany, became widespread after industrialization, then developed with artistic motivations and gained a dynamism. Today graphic design products could be use as means of solving social problems in this age when technology especially mass communication are used so strong and commonly. Despite the fact that it is an important subject, people do not think about it thoroughly, or not try to generate a solution but education is probably the first method to be adopted. Classes that create a trend toward designs with social content should be given in departments of fine arts. Teachers should raise the awareness of students so that for the sake of young artists and the society we live in, social consciousness can be created. Educators have an important role on this subject. Art teachers should impose on each student to discuss the social problems as well as the other subjects. In this case,

especially in design schools, teacher should give the idea that posters with social themes as well as commercial designs are in the charge of designers and that it is a big responsibility.

Since raising social awareness in society and educating individuals about values begin in childhood, to educate designer is as important as to educate individuals who are able to understand the visuals he/she creates. When considered from this point, primary school teachers have a critical role in the way of educating children who are able to comprehend the meaning of a visual design.

References

- Akbaş, O. (2008). Değerler Eğitimi Akımlarına Genel Bir Bakış. *Değerler Eğitimi Dergisi*. 6 (16). 9-27.
- Berger, J. (2003). *Görme Biçimleri*. Metis Yayınları, İstanbul.
- Bernard, M. (2002). *Sanat Tasarım ve Görsel Kültür*. Ütopya Yayınları, Ankara.
- Çekiç, S. (2008). İletişim Tasarımcılar Neden Sosyal Tasarımlar Üretmek Zorunda. *No Tasarım Dergisi*. 1.166-188.
- Catharine, F. (2005). *How to Grow as a Graphic Designer*. Allworth Press, New York.
- Kerschensteiner, G. (1954). *Karakter Kavramı ve Karakter Terbiyesi*. Kanad, H. F. (Çeviri). Örnek Matbaası, Ankara.
- River, C. (2007). *Poster Art, Innovation in Poster Design*. Roto VisionSA, Switzerland
- Uçar, T. (2004). *Görsel İletişim ve Grafik Tasarım*. İnkılap Yayınları. İstanbul
- Yel, S., Aladağ, S. (2009). Sosyal Bilgilerde Değerlerin Öğretimi, Ed: Safran, M., *Sosyal Bilgiler Öğretimi*. Pegema Yayıncılık, Ankara.
- Yıldırım, A., Şimşek, H. (2011) *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Seçkin Yayıncılık, Ankara.
- Akbaş, O. (2008). Değerler Eğitimi Akımlarına Genel Bir Bakış. *Değerler Eğitimi Dergisi*. 6 (16). 9-27.
- Berger, J. (2003). *Görme Biçimleri*. Metis Yayınları, İstanbul.
- Bernard, M. (2002). *Sanat Tasarım ve Görsel Kültür*. Ütopya Yayınları, Ankara.
- Çekiç, S. (2008). İletişim Tasarımcılar Neden Sosyal Tasarımlar Üretmek Zorunda. *No Tasarım Dergisi*. 1.166-188.
- Catharine, F. (2005). *How to Grow as a Graphic Designer*. Allworth Press, New York.
- Kerschensteiner, G. (1954). *Karakter Kavramı ve Karakter Terbiyesi*. Kanad, H. F. (Çeviri). Örnek Matbaası, Ankara.
- River, C. (2007). *Poster Art, Innovation in Poster Design*. Roto Vision SA, Switzerland
- Uçar, T. (2004). *Görsel İletişim ve Grafik Tasarım*. İnkılap Yayınları. İstanbul
- Yel, S., Aladağ, S. (2009). Sosyal Bilgilerde Değerlerin Öğretimi, Ed: Safran, M., *Sosyal Bilgiler Öğretimi*. Pegema Yayıncılık, Ankara.
- Yıldırım, A., Şimşek, H. (2011) *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Seçkin Yayıncılık, Ankara.