THE IMPORTANCE OF PORTFOLIO DESIGN COURSES IN DESIGN EDUCATION AND DISTANCE EDUCATION SOLUTIONS

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Abstract— A new dynamic is emerging in design education, which remain popular and noteworthy today is portfolio design. As a portfolio, design students realize the importance of presenting the creative ideas, projects and works they develop in the process of expressing themselves and their talents for their future careers. Presenting their works and designs in print or digital form, photographing the works and expressing them correctly are one of the most important stages of the design education process. The portfolio is a selection that represents the student, which is important for any academic career, design field in which the student aims to communicate with field professionals after graduation. In this regard, portfolio design, in which the selection, photography, presentation and information of the works that should be included in the course in the design education process are prepared in an original way, will remain important as long as design education exists. When it comes to distance education, portfolio design course, which includes three dimensions, should offer solutions within its own structure. While these solutions enable the student to fully express themselves and their projects, they should also enable the instructor to understand the project easily and provide criticism.

Index Terms— ***Design education, distance education, portfolio design.***

INTRODUCTION

Portfolio Design is an indispensable and vital design product for every design student preparing to graduate. However, understanding the portfolio design, structure and system and then designing a portfolio for the student is a long and difficult process. Portfolio design, which includes all three dimensions, can turn into a communication process that may challenge the teacher and the student in cases where design education must be done remotely. The field of fine arts, which is based on the face-to-face education system, can of course be adapted to distance education. Before moving on to education system solutions, it would be appropriate to examine the concepts of portfolio and portfolio design.

RESEARCH METHOD

Content analysis method was used in the research. In content analysis, the importance and place of portfolio design courses in design education were examined. The adaptation of this course, which focuses on three-dimensional works, in the distance education system and solution

suggestions for distance education were analyzed through applied examples. The resulting application examples, techniques and presentations used in the process were examined with examples. . This research is mainly based on the portfolio design courses that I have directed AHBV University, Faculty of Fine Arts, Visual Communication Design department during distance education era of Covid. Evaluations were made on the sample created through student projects carried out in the distance education system during the Covid period and finalized within the Portfolio Design courses taken by senior students of AHBV University, Faculty of Fine Arts, Visual Communication Design department. The datas, samples and students works were selected and taken from this course's collected archieves.

Portfolio, which can be defined as a selection of products, is a design system consisting of many parts that express the designer's interests, skills, equipment, mastery and abilities. The first primitive examples of the portfolio can be given in the font design presentation books of the 17th century. When we look at the Etymology of the word portfolio generally we see the combination of the two different words. "From Italian *portafoglio*; cognate with French *portefeuille* ("folder,wallet"),from Latin *portāre* ("to carry") and *folium* ("sheet"). The meaning "collection of responsibilities" came by extension in the 1930s." (Wiktionary, 2023). According to Welsh and Welsh (2013: s.379) portfolio is a designer's whole work selection that shows his/her abilities.

"The portfolio tells the target audience (employer, potential customer or employer, jury member) who examines it what the designer has done and what he can do. While portfolios are more comprehensive and crowded at the beginning level, in the later years of the design career, they turn into portfolio books where this selection becomes more simplified. In short, there is no designer on this planet without a portfolio" (Demir, 2022, p. 12).

Portfolio design is an important design product that almost every design student produces to express their talents and skills. According to Ambrose and Harris (2012: 146) portfolio is a method of communication that shows the designer's capacity of creativity and abilities. "Portfolio design represents and shows the creativity and productivity of the designer" (Demir, 2016: 19).

This design product, which is used in everything from sectoral job applications to academic juries, is a kind of tool that explains the person's abilities instead of the person. Sometimes, even in environments where the person is not present, portfolio represents the person and speaks on their behalf. Each portfolio is different and unique to the individual. At this point, the instructor should be able to leave the decisions to the students and offer free areas. Heller (2003: xi) states that the instructor should encourage the students and allow them to be decision makers at some point.

Not every design student can produce a portfolio using the same design system. The products and sections to be included in the portfolio vary from person to person. While a designer can complete his portfolio with four main sections, another person can create his/her portfolio by determining 8 different categories. Each portfolio is shaped according to the number and variety of products produced by each designer. Even two students who have taken the same courses and are seniors together can produce portfolios with different contents depending on the qualities of the projects they produce. The important thing at this point is to select qualified works and include them in the portfolio.

Portfolio design, which varies from person to person, should include topics in many different visual communication design fields when examined specifically for the designer. Many different sub-headings such as Corporate Identity design, packaging design, poster design, illustration, calligraphy, social media design, title sequence design, commercial film can be included in the portfolio design. Design students can present their productions according to these headings. For portfolio design, which can preferably be created with a system that progresses from simple to complex, the works must be classified and also eliminated.

PORTFOLIO DESIGN AND DESIGN EDUCATION

When examined within design education, portfolio design course; it is a course that is important both on a sectoral and academic basis. Unlike other field courses, this is a course in which the student not only understands the portfolio design production system, but also produces a portfolio for themselves.

In this regard, the course is personalized for each student. In general, every student tries to create a design system, but each design solution is different. The portfolio design course includes different topics such as analysis, analysis, design and production. In the process; topics such as SWOT analysis, planning the portfolio content as a result of the analysis, photography of three-dimensional works, design of inner pages, design of presentation boxes and complementary design products are discussed. Analyzing the design systematics of such different and complementary parts, is beneficial for the student in terms of design education. This course, which also includes creating the content, helps the student to develop organization and planning skills before reaching the design stage.

"The points encountered during the preparation of the content of the portfolio, which seem complicated for the design student to analyze; Which work should be included and which should be abandoned and why, determining the strong and weak parts, the order in which all design products will be included, the decision of whether or not to include sketch stages that show the student's conceptual content development process, new works to be added in the short and long future, etc. Many factors can be considered as a part of creating content in portfolio design" (Demir, 2014, p. 82).

Portfolio design, one of the most important senior courses in design education where senior students reflect their knowledge, has a structure that improves students' analysis and design skills. Not only Eisenman (2006, s. 11) states that in addition to providing job opportunities for young designers, a well-designed portfolio also reflects a person's uniqueness in creativity, interest talent, skill, interest and creativity but also according to Linton (1996, s. 22) portfolio is an important tool that can be used in a wide range of areas, from graduation to scholarship applications. Considering that the portfolio has such an important role for the student, the place and importance of portfolio design courses in design education is also understood. Poggenpohl (1997, s. 186) states that design programmes has a connecting role to profession.

DISTANCE EDUCATION SOLUTIONS IN DESIGN EDUCATION

Design and art education has a structure based on a one-to-one education system. In design education, students need criticism and analysis regarding the concept and application of their design. In this regard, a project given to the class is examined with criticism and analysis specifically for each student. Elements such as size or movement are examined depending on whether the projects are digital or printed. But according to Shaughnessy (2009: 243) nowadays physical portfolio is a necessity.

In models that include three dimensions, the instructor needs model presentations to perceive the size in order to examine the printed catalog and interrelated pages.

While distance education can be used easily in many science fields, it can have difficulties when it comes to design and art fields. Distance education cannot be equated with face-to-face education in terms of understanding the perception of three dimensions, the properties of color and texture, and the realistic size of typography in space. However, this problem can be solved with some methods.

When examined specifically for the Portfolio Lesson, the most effective methods for examining the printed booklet and the box it will go into include photographs taken from different angles and promotional videos shot from a bird's eye view.

Unlike a mock up, photography gives a greater sense of depth thanks to the angle it offers. In this regard, presentations made with photographs can give more ideas about design in online courses (Figure 1). In every shot where the angle is changed, the design product will be able to give an idea about the design made, even though it is in a distance education course (Figure 2).

Figure 1. Photography of the Portfolio Design Project of BihterYildiz, Student of AHBV Univ. F.A.F. Department of Visual Communication Design.

Figure 2. Photography of the Portfolio Design Project of GizemDemirezen, Student of AHBV Univ. F.A.F. Department of Visual Communication Design.

When it comes to using video in distance education, we can see that video provides more data than photography. The video especially can convey the inner pages of printed portfolios and the relationships between design elements to the other party much more easily. Especially video shooting with the help of a camera positioned overhead at a right angle, which I call the bird's eye view technique, produces effective results (Figure 3).

Figure 3. Video of the Portfolio Design Project of Buse Cansengil, Student of AHBV Univ. F.A.F. Department of Visual Communication Design.

In addition, the appearance of the student's hand in the videos facilitates the perception of the size in the mind. Even if the size is known in cm, watching the design product with a video will provide the feeling of examining the portfolio design like one-on-one (Figure 4).

Figure 4. Video of the Portfolio Design Project of Pinar Koksal, Student of AHBV Univ. F.A.F. Department of Visual Communication Design.

CONCLUSION

Distance education is not a preferred education system in the fields of design and art education. In distance education, detailed design elements such as size, depth, hierarchy and font size may be difficult to perceive. Proportions and sizes are very important in design. "Design is also a system of proportions, which means the relationship of sizes"(Rand, 2008: 5). Healthy perception is a vital element for design, because next comes the meaning. Uçar (2019: 133) states that communication problems occur when what is perceived contradicts the message given.

But due to Covid and similar situations, distance education is inevitable in such difficult conditions and is an indispensable solution for the continuity of education. In this direction, design education is also evolving and trying to keep up with these possible education systems. Techniques such as photographing and video recording the design products found as a result of this help the student while making his presentation.

The use of these techniques and technologies enables the instructor to make more accurate criticisms, and at the same time, it can reflect the perception of the design, the concerns raised during the design process, and the realistic results of the design analysis. It is very important for the designer to convey information in a healthy way with the right visuality. Becer (2002: 37) states that graphic designers use all kinds of visual communication tools when conveying information.

Design education adapted to distance education provides students with the opportunity to express themselves more easily and build self-confidence. In this regard, it is envisaged that these techniques will be much more developed and used in the future, and it is thought that design

education will provide the healthy perception, expression and communication needed within the distance education system.

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