

## DESIGN AND THE MODERN DESIGNER'S POSITION IN INDUSTRY

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Design is a creative process mentally practiced and rendered visible and evident to everyone involved.

In terms of education, it would be incorrect to say that design is only a mental process as we will then ignore half of the equation.

Design training should bring the mental creativity together with the concepts and techniques of visualisation to form a rich alternative-seeking process.

Once the information gathering phase is completed, the design process will begin with systematic steps such as analyzing, developing and forming activities. During the analysis phase, all of the existing alternatives are taken under consideration.

Meanwhile, it is also possible to experience a unique expression of mental process during the development and forming phase.

As a matter of facts, the concept of design should mean more than generating a concept and making it perceivable with our five senses.

Industrial design is also a creative activity that aims to determine the formal qualities of objects produced by the industry.

The formal qualities are not only the external features but also the structural and functional relationship which converts a system to a coherent unity in the eyes of the user.

Industrial design largely extends to embrace all aspects of the human environment already conditioned by the industrial production.

Furthermore, industrial design do occupy a fairly wide band on the human experience spectrum.

As engineers and industrial designers are obviously from different educational and professional background and paths, creative collaboration among different professional groups has never been easy. In design, it might be even more difficult.

Design education is a fundamental part of the educational curriculum.

Design must be treated as a separate subject where everyone is involved.

Good design is not only essential to the economic well-being of countries, it deeply contributes without question to the quality of life of everyone.

Designers are highly creative intellectuals.

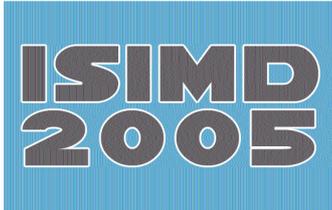
They do have all the qualities and capabilities to link the demand and expectations of seemingly unrelated fields.

Therefore, it is of a great importance for schools to attract capable and qualified students into this profession.

All design considerations and general backgrounds must be totally related to the actual means of production available for the specific application.

The industrial manufacturers who have the capacity and the technical ability, versus to the existing theoretical ability, to produce a specific product must be able to perform the production of designed objects to be offered and sold to a real society.

For real success this relationship requires a complete harmony.



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Design is a very complex and involving process that embraces all aspects of human needs and activities. Done properly, it is a real force for growth and prosperity.

Good design encompassing good value analysis will lead to better utilization of resources with higher productivity and greater profits and pleasure for all.

The knowledge range of designers must be wide. Both physical sciences and arts must be active and coordinated in their mind.

Designers must be essentially logical and emotional as well.

As arts and sciences are being popularly accepted as having positive and negative polarity one of the qualities needed for, is a combination of opposite sides of the educational spectrum.

If one has an artistic talent for design, the same will tend to exercise it in the design of artifacts where the artistic content is high and the need for technological knowledge is very limited.

All this, provided there are adequate design related craftsmen to correctly interpret the same work in the production materials.

At the other end of the scale, there are components of a simpler kind such nuts and bolts, which might be designed by technicians having only a rudimentary knowledge of material and mechanics.

But today, most high value added products are the result of the complex inter workings of many disciplines and technologies and call for encyclopedic knowledge and deep experience on the part of the designer.

If we want to attract the best young people to study and train in design, they will expect their career to be rewarding in every sense.

It is therefore very important that the economic effects of good design are openly stressed.

What I have in mind is a design education program that is part of each faculty at all universities.

If a designer does not have a well-rounded education, he or she will be restricted to a narrow professional.

If the importance of design is to be fully recognized, then the quality of those who aspire to top positions in design management must match the demands that inevitably will be placed upon them not only as specialists, but also as generalists.

This is unfortunately the position in many sectors of industry today and one of the major factors in the lack of economic success in this country.

The education of a designer should be sufficiently well-rounded as to encompass an understanding and engender a respect for the arts, craft, and disciplines upon which he or she may be dependent in professional life.

In limiting design and the designer to an independent status and a separate discipline, we are in danger of alienating those who have for so long practiced design as, for example, physicists, who have designed prime movers, or mathematicians who have designed optical systems..

I see merit in a more eclectic approach, depending upon the ultimate area in which the designer intends to practice, particularly as this affects the depth of technology and scientific knowledge required. All fields are necessary.

Design is an end in itself.

For success, one should have as much specialized technological knowledge as will enable him or her to work with engineers and professionals in other technology related fields.

An appraisal of art, technology and the challenge of relevance confronting societies today serves to confirm the need for joining artistic and scientific perceptions.