Commentating ideas of students of faculty of fine arts devoted to european union Erasmus student exchange programme

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Abstract

The aim of this research; Commentating Ideas of Students of Faculty of Fine Arts devoted to Europan Union Lifetime Learning-Erasmus Student Exchange Programme. In this research we try to find out the undergraduate students, who studies abroad in particular time within Lifetime Learning-Erasmus Student Exchange Programme, cause of attending this programme, way of getting the information which they need along programme, problems they meet during the programme and what experiences they gain.

In research general scanning model is used. Furthermore this research benefits from quantative research methods. In this research are used. Datas of research are got by analizing answers of Students of Faculty of Fine Arts, which they have filled “student Learning Movement form” prepared by Centre of European Union Education and Youth Programme. Research is limited with undergraduate students of university of Dumlupınar of Faculty of Fine Arts.

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Keywords: Art education; life time learning; erasmus programme; student exchange; faculty of fine arts .

1. Introduction

The European Union, on the 1951 Paris treaty and The European Coal and Steel Community's France, Germany, Italy, Belgium, The Netherlands and Luxembourg established with the participation of 1957 and The Roman treaty ongoing European Economic Community and The European Atomic Energy Community with the establishment of the developing andin signed February 1992 with Mastricht Treaty which in entered into force in 1993, the “European Union” of the name of the today 25 full members of the land for covering the member and candidate countries for the aim of the economic and political integrity as the union is understood.
The European Union Training Programs, The European Union member states and candidate countries contribute to budgets, and talent practiced on the training, develop and the targeted standard level communication training for the with help of programs.

"Erasmus Programme" takes his name from the philosopher, and theolog and the humanist Rotterdam Erasmus. Erasmus long term aim is Europe's development. In this context, Erasmus supports "Universities in neighboring areas in the other with the institutions to operate and so that the participating countries in the international cooperation opportunities for suggesting that the penalty and enrich" (doğan, 2008).

Erasmus lifelong Learning Program, The European Union Commissions encouragement for member and candidate countries to join the EU or candidates who are not member of The European Free Trade Union (EFTA) countries (Norway, Iceland and Liechtenstein) education and the related issues corporate cooperation to encourage, by among the countries to recognize mutual, the current training better and use of aimed at developing EU Training and Youth Programs Socrates (General Education), Socrates (General Education) within the Program in the Erasmus, Socrates program the higher education level who staged a co program. Funded by the European Union in this program higher education intercollegiate communications to develop and European dimension of prescience penalty. In this context Erasmus programme, aims to establish European universities among the countries co to encourage students and training of trainers mutual aims to foster and The European Union work in the countries of the and grades was known for a joint platform.

Erasmus program only student exchange program, is not training mobility and education component change with the qualifications all the days of your life contribution to gain a capable training program geared.

Erasmus training through the new participants will know their countries and Europe Avrupalılık experience will get acquired experience with aid to the world for the wider perspective bakabilme faculty will get

Erasmus program included in the universities and students and the faculty and its personnel multi training a chance to take will. To be included to this program it is necessary that the university should have Erasmus University charter-euc document. That universities which have that document can participate with their students, faculty members and staff to erasmus lifelong learning programme.

The high education at the level of life imprisonment will continue for co based on learning of individuals the suspected involvement to vocational education and training in after working the quality of will redound in the belief that are realized.

In this context each term certain number of students of universities were agreed in countries traveling to universities, depending on the content of the courses and begins to develop himself.

To Join The Program, universities have to gain Erasmus University charter-euc document and approval from EU commission. Universities Applied about 35 percent are accepted. This is a program which will be a driving force for educating the students at the level of Europe.

This program that participated in the participation of universities for continuation, sensitivity and will take great care. Program to participating students and teaching staff and the satisfaction of the program will provide continuity elements for the programme.

Due to the aim and functioning of the European Union Lifelong learning-Erasmus Student Exchange Program the views of Fine Arts students needed to be evaluated.

Also in this research there are such questions for the lifelong learning-erasmus Student Exchange Program students and the undergraduate students who were a certain period abroad; why they have attended this program, how they get the information about the programme -at the program and during the programme-, the problems of the program faced by and what the experience acquired and what experience to determine that the aim.

2. Method

Qualitative and quantitative methods are used in the research. In this context data qualitative methods as part of the program document examination and student views application; the quantitative as the Faculty of Fine Art Students The European Union Training and Youth Programs of the Centre in the "Student Education Mobility Operating Report Form" they gave responses frequency per cent and values are used.
2.1 Limitations

Research is limited with Dumlupinar University Faculty of Fine Arts Students and the countries gone.

3. The findings and review

The Research findings are commented both quantitative and qualitative. According to This, Dumlupinar University of Fine Arts have treaty with University of Pecs- Hungary, University of Kaposvar- Hungary, Hogeschool Gent- Belgium, University of Aegean- Greece and The Vilnius Pedagogical University- Lithuania. The convenant of the treaty with all these universities is one semester, only The Vilnius Pedagogical Universities time of covenant is two semesters. The number of students are determined by students international relations office.

According to This research quantitative findings are as follows.

The first thing which is needed to be measured is the ratio of students according to the years to determine the countries which are gont. According to This table 1 and 2 formed.

Table 1 The Statistic Related To Student Exchange Of Fine Arts Faculty Of Our University Which Is Benefit From Erasmus Programme

<table>
<thead>
<tr>
<th>Years</th>
<th>Outgoing Students</th>
<th>Incoming Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>2006-2007</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>2007-2008</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>2008-2009</td>
<td>8</td>
<td>2</td>
</tr>
</tbody>
</table>

As seen in the 1st table, the number of students between the years 2005-2006 is 4, between 2006 2005 is 10, between 2007-2008 is 8 and between 2008-2008 is understood that till now ist is 8. This rate determined for coming students is between 2005-2006 is 0, between 2006-2007 is 2, between 2007-2008 is 5 and between 2008-2009 is 2. According to the achievements of the findings it can be said that the number of students gone to other countries are more than the number of the student came to our country. If this finding taken qualitative as given the 2005-2006 outside of all the years the faculty expired his quota has been demanded. Even a very quota on the application, made the international students relations between the office and in written form language oral examination subject to grade point average into consideration the in mind the specificity was elected. That shows that the experiences experienced from their friends, and the well impressions will motivate and encourage the students will visit the program next years.

Table 2 The Percentage of Countries Visited By Dumlupınar University Faculty Of Fine Arts’ Students Content Of Erasmus Programme

<table>
<thead>
<tr>
<th>Visited Country</th>
<th>Number of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hungary</td>
<td>20</td>
<td>67</td>
</tr>
<tr>
<td>Belgium</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>Greece</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

As illustrated at table 2, the students, % 67 choose Hungary, % 27 Belgium % 6 preffered Greece. The Achievements of the discovery of students most preffered university is Hungary university is that the univeristy in Pecs is fraternal cities with city of Dumlupinar University in the in the town of Kutahya.

Also having too much information is a key factor preffering hungary. Belgium's being second range is being experienced about the graphic design. Taking in to the consideration of the given that the participating 28 The European Union member states and candidate countries In This tax rate is still at the participating 28 The European Union member states and candidate countries, agreed the country and university of the number of not enough that
the expression acceptable. In This situation is the Kutahya Dumlupinar University enough to recognition was derived from arguably.

The Research in this dimension of the students in the program of the opinion and comments were taken and analysis indicated.

Response to The Research the other is wanted by the envisioned a question of education is enough for the not. has been This question of the students of per cent views rates and comments are as follows

Table 3 The Percentage of Students’ Opinions Related to Education Period Predicted In Erasmus Programme

<table>
<thead>
<tr>
<th>ANSWERS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>24</td>
<td>80</td>
</tr>
<tr>
<td>NO</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

As illustrated at table 3 the students, Erasmus Program training the estimated time the agreement on the university and the set and 6 months and 1 years with scores ranging between education period of the students on % of the 80 this time found sufficient, % of the 20 did not enough, notified The Achievements of the discovery showed that majority of the students found the estimated time of education enough.

Spending time distance from their countries and within another university as well as completing the coherence; contributes to career plans, cultural issues and chance to develop themselves, academic environment and with all these Erasmus program shows parallelism to set under the grounds with national agency.

Table 4 The Percentage of Students’ Opinions Related to Erasmus Programme is Contributed to Their Carrier or Not

<table>
<thead>
<tr>
<th>ANSWERS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>27</td>
<td>90</td>
</tr>
<tr>
<td>NO</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Analyzing table 4, as was understood, %90 of the students lived in another country believed that will contribute to their career experience and %10 of them not. The Achievements of the finding, according to the Erasmus Program training for the students provide contribution to career development and education contribution. This finding Comenius (School Training) as part of the students and personal development professional to demonstrate capability to the development, mutual culture change each other in the framework of its interpretation because they know how to find the opportunity to train the foreign language. (European Commission, 2000).

Table 5 The Percentage of Students’ Opinions Related to Erasmus Programme’s Academic Amount

<table>
<thead>
<tr>
<th>ANSWERS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>NO</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in the 5th table, %100 of the students found the programmes academic amount positive. The Achievements of the discovery all of the students found the Erasmus Student Exchange Program positive for academic career. In This finding, the program is its own purpose achieved a as an indication to acceptable.

Table 6 The Percentage of Students’ Opinions Related to Erasmus Programme’s Contribution for Their Personal Development
As seen at the 6th table, the students %100 who attended the study found the Erasmus Programme contributing positively for personal development. It would appear that Erasmus Program, only a faculty program in education, is not personal and the development of the contribution.

Table 7: The Percentage of Students’ Opinions Related to Visited University’s Education Materials Access Possibilities

<table>
<thead>
<tr>
<th>ANSWERS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>NO</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

As seen at the 7th table, %100 of the students informed education with the aim of the school provided by the education materials access possibilities were satisfied. The university of Erasmus University must meet the conditions and the EU commission to be an approval the necessary Erasmus University charter-euc certificate in this program will be included universities the quality of education to keep high for a strong driving factor are arguably A Quality education means a lack of overcome difficulties. This finding, according to the universities to paid if there was no, the necessary for the students to access material on their enough acceptable.

Table 8: The Percentage of Students’ Opinions Related to Visited University’s Computer Access Possibilities

<table>
<thead>
<tr>
<th>ANSWERS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>27</td>
<td>90</td>
</tr>
<tr>
<td>NO</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 8. Analyzed %90 of the students’ 90 were satisfied with the computer provided by the possibilities access to remained satisfied. Present technology elements of the spine, the knowledge the fast tool for access to the computer of the students personal development for a very a substantial training vehicle. The University’s EU commission and the Erasmus University charter-euc document of the students played an important role in reducing the deficiencies. Because it is known that the vehicle adequacy, the work of the student to extend himself.

Table 9: The Percentage of Students’ Opinions Related to Visited University’s Local Students Provided Integration

<table>
<thead>
<tr>
<th>ANSWERS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>24</td>
<td>80</td>
</tr>
<tr>
<td>NO</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

As seen in 9th table in terms of a long as it is deemed the students as %80’s education with the aim of the city where they have gone local students provided integration were satisfied with the, the left. It has been determined that the achievements of the finding, according to the Erasmus Program one of the aims of the education of the countries paid if there was no local students provided by the integration.
Tablo 10 The Percentage of Students’ Opinions Related to the accuracy of erasmus students view of erasmus donation sufficiency while they are in a country for educational training.

<table>
<thead>
<tr>
<th>ANSWERS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>NO</td>
<td>27</td>
<td>90</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

As observed in 10th table, %90 of the students found the education with the aim of the country's education process that during the meeting costs Erasmus paid found insufficient. This discovery of the research also supports the qualitative data. What can be done for the programs success? Most of the students gave the "more property publicity opportunity" response.

The Achievements of the discovery to the Erasmus as part of its Program by The European Union will become guest in the country in the water standards given the set and make them paid Erasmus donation and the expenses couldn’t afforded. But the domestic outside the resulting from financial problems with the students the efficiency of the influence.

Table 11 The Percentage Of Students’ Opinions Related to sufficient in the language of the process of education ahead in the country they gone.

<table>
<thead>
<tr>
<th>ANSWERS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NO</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 11. In terms of e receipts, as %100 of the students’ found themselves insufficient in the language of the process of education ahead in the country they gone. This discovery is supported with the research qualitative findings. The students asked "what do you recommend for developing erasmus program?" question have answered "becoming more sensitive and previously taught about language skills”.

According to finding students, found themselves insufficient in language on which the country they have gone. This finding to the contact form a set for language the worldwide used a common language although guest students were The European Union countries common language than the language spoken it thoughts organization. But The European Union (lingua Language Training and Education To Encourage) and the language education encourage. Even with Lingua car language and materials as part of the development, language learning profits of an appropriate level of the market presence. The European Union Commission by colleagues between the international transit projects, with this market to be enough for the assessed in areas and these new products in the area of the (supported Europeancommission.)

Table 12 The Percentage Of Students’ Opinions Related to necessity of previously detaily informed about Erasmus Programme

<table>
<thead>
<tr>
<th>ANSWERS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>NO</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

As illustrated at the table 12, % 100of the students on program believe that it is necessary to be previously informed. Acoording to the findings it can be inferred that some of the students havent been informed before going the country. But this program being successful the most important one of the factors, including the program of the students being informed about the issue in advance.
In the last section of the Data Of The Research the students opinion to develop the activities have been taken.

Table 13 The Percentage Of Students’ Opinions Related to Exchange Program Should Be Applied More Systematic

<table>
<thead>
<tr>
<th>ANSWERS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>21</td>
<td>70</td>
</tr>
<tr>
<td>NO</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

As understood in table 13, the %70 of the students think that exchange program should be more systematic. The achievements of the discovery to the Erasmus Student Exchange Program with its own purpose in smaller in a systematic be conducted. According to the outcome of the program it can be said that it is derived from being a new program and every day there are some changes are added.

Table 14 The Percentage Of Students Opinions Related to information Exchange with experienced students on the subject of Visited University, Faculty, Programme and Course Index

<table>
<thead>
<tr>
<th>ANSWERS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>21</td>
<td>70</td>
</tr>
<tr>
<td>NO</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

As understood in table 14 %70 of the students think that informed from experienced students would be beneficial. The achievements of the findings showed that the experiences will be benefit for new candidates to feel more conscious, more self reliant, more practical.

4. Conclusion

After the results, % 80 the of the students found educations the estimated training time fair enough.

% 80 of the students Study of the education is envisioned in the duration of amounted to. The twelve Understood the time a distance from countries and another within the university as well as completing the coherence; career plans to find to contribute to, cultural issues develop themselves, academic environment and a new around the and the European experience as winning notified.

% 90 of the students lived his career experience will contribute believes that research also attending the 0 of the students academic left a positive evaluation. These are as well as the study of the students who attended the 0’ü öğrenimlerinin personal development contribution to the positive evaluation

This Also joined the study % 100 of the students education with the aim of the school went provided by the education materials access possibilities of the students and % 90 of the access to computer possibilities remained satisfied with. And research for % 80 of the students who attended the education with the aim of the city where they have gone local students provided satisfied with integration.

Research data to the program is the positive aspects of the negative aspects of the of the has been deemed appropriate. The data by the research % 90 of the students who participated in the education to see with the aim of the country's education process that during the meeting costs Erasmus donation find insufficient. Also in this study % 100 of the students who participated in the education to see with the goal of the country gone on the language of the process of education ahead of him find insufficient. Besides students are on the point of making more treatments for being more successful.

As a result of the covenant some suggestions have been developed. These proposals is as follows: Lifelong learning - Erasmus Student Exchange Programme accords for more university and should be ensured for students; Lifelong learning -erasmus Student Exchange Program more about the informed and participation in the program should be encouraged. Erasmus Programme is for students who participated in the rates of grant should be increased; programme to participating students to contact us to properly.

5. References

European Commission (2000). Programmes & Actions, (Lingua), s.5-16.