

Effectiveness of Using Learning Strategies to Develop The Performance of Fine Arts Students of Wasit University In Teaching Planning

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Research in Brief

The current study aims at defining active learning strategies suitable for the nature and goals of Art Education subject and its fields, as well as, training the Fine Arts Faculty student's - Wasit University - to prepare developed teaching plans based on active learning strategies which conform to the ?? of art fields of the teaching plans the students earing out.

Hence, the researcher prepared a judgement criterion to judge the extent of progress in the performance of Art Education students - Fine Arts Faculty - Wasit University. (the research sample of 40 students - 20 males and 20 females) while producing teaching plans, via arbitrators specialised in curricula and teaching methods - Fine Education.

The researcher explained the basics of active learning in 3 lecturers about (methods and techniques of Art teaching) for the third grade of Art Education Dep. "One hour for each lecture".

Then, the lecturer directed his students to develop teaching plans according to the active learning basics.

After the statistical ??, the study results indicated difference of statistical significance for research sample "males and females" between the pre and post performance for the benefit of the post performance.

The main recommendations, called for:

1. Conducting further the ?? and practical studies and researches based on the basics of active learning in Art teaching.
2. Varying the teaching techniques and approaches in teaching non-traditional arts which aims at developing planning, working, research and development.

3. Designing and planning educational programs and teaching situations in art education whose goals are based on active education basics.

Introduction:

In spite of the fact that students bear the final responsibility for learning the good teaching encourage students to exert more efforts to provide more opportunities for practice and training on one side provide corrective feed back on their performance, and give them the freedom to learn.

This is a main characteristics of active learning which link the student with the school subject he is studying.

Inside class the teacher teaches students how to work, and accomplish his task or homework which conforms to the syllabus, or involve the student in the discussions with others, so that the teacher share the responsibility of learning with his students.

There is an essential relation between the school subject goals, and the teaching strategies pursued by the teacher in teaching the content of the school subject.

(Kawthar Kojack, 3: 2001, 2)

Teaching strategy is on essential factor in achieving the goals of the subject, so the suitable teaching strategies must be used in planning for Art Education various fields to achieve its goals.

Active learning strategy is one of the teaching techniques of the contemporary educational movement, whose positive effects are proved by researches and studies, as a lot of thinkers and education experts emphasised the importance of “Active Learning” as an approach to develop teaching techniques.

Active learning imposes on students to use high thinking levels (analysis, composing, correct what he learns, gaining a group of skills, tendencies, the ability to solve daily life problems) which rely on the student positive attitude, thus the learning technique turns into a wavy horizontal technique co-shared by the student and teacher, rather than the old perpendicular technique.

Thus, the active learning surrounding encourage student to build their own mental models through the information they get.

The learner is the focus of this surrounding and the teacher's role is to facilitate learning process and encourage students to hold a dialogue with each other and with their teacher.

The Research Problem:

The researcher's observation of the performance of Art Education students grade 3, showed him that they are uses to the traditional methods in planning and teaching and using a lot of teaching methods which are not activated during teaching art.

Consequently, the research problem can be drafted in the following questions:

1. What is the effects of employing the active learning strategies on the development of Fine Arts Faculty - Wasit University - Art Education Dept. performance in planning the teaching of Art Education?
2. Are there differences between Fine Arts Faculty students - Wasit University - Art Education Dept. (males and females) in teaching plans development levels based on the Active Learning basics?

Research Hypotheses:

1. There are no differences of statistical significance at level (0.05) between the pre and post performance Art Education Dept. students - Faculty of Fine Arts - Wasit University - during employing the Active Learning strategies in planning for Art Education teaching.
2. There are no differences of statistical significance at level (0.05) between the pre and post performance of the (research sample) males and females, during employing the Active Learning strategies in planning for Art Education teacher.

Research Goals:

1. Defining Active Learning strategies which is suitable for the nature and goals of Art Education subject and fields.
2. Training Fine Arts Faculty students - Wasit University - to set developed teaching plans based on Active Learning strategies suitable for the nature of Art fields of the teaching plans carried out by students.

Importance of the Research:

1. Current research to inform students and art education teachers of the Active Learning concept and how to employ its various strategies in teaching.
2. It contributes to develop Art Education teaching methods and techniques in light of the contemporary Arab Trends.
3. It contributes to formulating positive trends for students in Art Education subject via involving them in all Active Learning activities.

Research Limits:

- Time: The academic year (2018 - 2019).
- Place: Fine Arts Faculty - Wasit University - Art Education Dept.
- Subject: Efficiency of using Active Learning strategies to develop the performance of Art Education Dept. students - Faculty of Fine Arts - Wasit University, in planning for teaching.

Research Sample:

- A random sample from Art Education Dept. students - Grade 3 - Faculty of Fine Arts - Wasit University, 40 students (20 males and 20 females) according to the one group system.

Teaching Tool:

- Judging criterion for teaching plans based on the Active Learning strategies basics for Art Education Dept. students - Grade 3 - Faculty of Fine Arts - Wasit University. (research sample) which includes (8 items) to find out the extent of students reliance on Active Learning strategies in planning for Art Education teaching.

Research Methodology:

- The research uses the descriptive method to study and analyse the Active Learning basics and tools, and semi-experimental method on conducting the research experiment on students “Research Sample”.

Research Steps:**1- Theoretical framework, it involves two main points.****First point:**

- Active Learning, it includes: (goals - importance - concept).
- Difference between Active Learning and Traditional Learning.
- Active Learning basics.
- Teacher role in applying Active Learning.
- The aspects that can be achieved through teaching Art Education according to the philosophy and goals of Active Learning.

Second point:

- Procedures followed by Art Education teacher in (planning - implementing - Assessment) for teaching in light of Active Learning.

2- Practical Framework, it includes a number of steps:

- Selecting the research sample (40 students: 20 males and 20 females) from Art Education Dept. students - Fine Arts Faculty - Waist University.
- Directing students “the research sample” to set up models for teaching plans in Art Education according to the traditional way they follow (post performance).
- Explaining the basics of Active Learning through the lectures of teaching techniques and methods curriculum (3 lectures - 3 hours for each).
- Directing students to select models for teaching plans in light of Active Learning strategies basics (post performance).
- Designing a judging criterion for the teaching plans based on the Active Learning strategies in the pre and post performances.
- Presenting the teaching plans to specialised arbitrators panel, together with the afore-mentioned judging criterion.
- Drawing results, and discussing them in light of the research goals and hypothesis.
- Presenting the research recommendations and suggestions.

Research Terminology:**1- Active Learning:**

The way of teaching and learning, in which the students are involved effectively, it gives them the opportunity for positive listening, constructive dialogue, rich discussions, conscious thinking, sound analysis, profound meditation for all one's readings and writings or introduced from a school subject in the presence of a teacher who encourage them to bear the responsibility of self-learning and motivated them to achieve their ambitious goals, and focuses on building the student's perfect and creative personality. Gwadat Saoda and Others, 33, 2006).

2- Active Learning Strategies:

All techniques imposing on the student to practise some tasks in the educational situation, rather than just listening to a lecture.

Elements of Active Learning includes learner's practice of speaking, listening, reading, writing, asking questions, movement, interacting with the educational

situations elements, giving appropriate responses in the educational situation. (Mohamed Hamada Hendy, 192, 2002).

Theoretical Framework:

Active Learning Concept:

Active Learning is a type of learning based on the learners' involvement in the educational situation effectively, through reading, researching, and their participation in classroom and extra curricular activities, and the role of the teacher is defined as a guide in the learning process.

(Lorenzen, 2000) gives a comprehensive definitions of Active Learning, saying that it is a way of learning students, in such way, which allows them to effectively participate in activities inside classroom, he transfers them from the passive recipients role to an active role during the various activities, they are involved in with their colleagues during the educational process, and the teacher gives more lecturers.

The Active Learning events include a group of patterns, and the various research and teaching methods, and asking multi-levels questions.

The main goal of such activities is to encourage students on self-education under the supervision of their teacher.

(Gawdat Saada and Others, 29, 2006)

Active Learning Goals:

Active Learning includes general goals such as:

1. Encourage students to acquire the critic thinking skills.
2. Varying the educational activities suitable for achieving the aspired goals.
3. Increasing learners self-confidence towards various areas of knowledge.
4. Encourage learners to acquire co-operation interaction and communication skills with the others.
5. Encourage learners to acquire high thinking skills (analysis - structuring - assessments).
6. Encourage learners to acquire real educational and life experiences.
7. The researcher's review of the Active Learning goals showed that it conform to Art Education goals, which generally seeks to develop the learners fully in all cognitive aspects, skills and emotions.
8. As the philosophy of the Art Education is to build a creative thinker personality, Hence the application of Active Learning in the various Art Education fields will promote the standard of students attainment of the

various Art concepts, and may contribute to developing their Art skills, promote their artistic taste through the various situations it create, and in which they can express their views regarding the art works.

Importance of Active Learning:

Active Education have a great importance as follow (Active Learning in the Educational Theory, 2006):

1. Increasing interaction in classroom.
2. Developing positive attitudes regarding the educational subject.
3. Promoting thinking skills (analysis - structuring - assessment).
4. Increasing students attention and interest.
5. Increasing students attainment.
6. Promoting confidence between the teacher and learners.
7. Acquiring Active Learning skills as a life skilll.

We must refer to a set of communication methods between the teacher and his students, which show the difference between the Active Learning communication between the teacher and students, and the Traditional Learning communication, and this is represented by: (mono attitude method, dual attitude method, and multi-attitude method).

(Zeed El-Hwedi, 2005, 162)

Bases of Active Learning:

There are a lot of bases for Active Learning: (Gawdat Saada and Others, 2006, 47-48).

1. Encouraging interaction between the teacher and the student.
2. Promoting co-operation between learners.
3. Encouraging effective learning.
4. Providing speedy ?? feedback.
5. Encourage talented students, and observe the individual differences between learners via the various learning methods.
6. considering the teacher as a facilitator to learning process and a participant with the learner.

According to the aforementioned, it became clear that the teacher's adoption of the Active Learning concept requires the teacher develops his teaching performance and change his traditional role to become suitable for the philosophy and principles of this learning.

Consequently, the teachers should care for and activate the Active Learning through the teaching and learning situations on one hand, and to support and encourage students to involve in its situations on the other.

Many educators indicated to a set of roles the teacher should carry out to achieve that. as follow: (Active Learning in the Educational Theory, 2006)

1. Understand and study the bases of Active Education, and understand learning theories that show the learners characteristics, and to be able to apply the teaching techniques and methods which comply with the Active Learning concept and philosophy.
2. Select teaching strategies appropriate for Active Learning in conformity with the different educational situations.
3. Securing an appropriate educational surrounding, providing it with incentive expertise for Active Learning, and the various learning sources which help students to practise Active Learning situations such as: (recording tapes - video tapes - computers).
4. Provide the teaching situations with activities which allow learners various selecting opportunities which conform to their different abilities.
5. Design educational activities based on the students adoption of positive attitudes and which is also based on understanding their views, desires, interests and which observe their past experiences.

Art Education based on Active Learning philosophy and goals, and aspects that may be accomplished.

(Herbert & Leberg & Others, 1995, 173) indicated a number of bases which help the teacher constitutes an effective educational surrounding represented in how he controls his students in the educational situations, in such away that allows them to interact with each other and controls the classroom interactions by focusing on the way students acquire information more than focusing on receiving and memorising these information.

Teaching Art Education in light of Active Learning allows students to meditate and think of the experience, offered to them, it also allow them to discover and solve the art problem, it also train them on hold discussions and exchange views about the different art works or conduct experiments associated with their art practices, it also allows them to express such experiences in different forms (writer - verbal - artistic) as they acquired numerous cognitive and skill experiences, which helps achieve the

goal of Art Education, namely, creating an integrated personality in all aspects, more over Active Education contribute to associate Art Education.

Subject with other school subjects which enhance the standard of Art Education teaching, and support students attitude towards this subject.

Point 2:

Procedures followed by Art Education teacher in planning, implementing, assessing teaching in light of Active Learning concept.

I must refer to the most important procedures the teacher may follow when (planning - implementing - assessing) during Active Learning situations, mainly (Dens Herr, 2000, 194):

1. Defining lesson's topic.
2. Procedural drafting of the lesson's goals.
3. Selecting the learning content which achieve aspired goals according to the nature of the subject and the student's age.
4. Defining activities the students will practise during the lesson.
5. Defining teaching strategies followed by the teacher in every activity and which focus on the teacher as the base of learning process, according to the nature of every activity.
6. Defining procedures or practices the students will carry out, and set a procedural planning for them in light of the goals to be achieved.
7. Defining educational media and required learning sources for each activity.
8. Defining materials and tolls used in the performance of art activities.
9. Planning the implementation strategy of the activity via:
 - Defining the kind of practices followed by the student in each activity.
 - Defining the forms of students interaction during the activity.
10. Assessing the educational activities in light of defined goals.

Practical Framework:

First: Research Sample:

Schedule (1) statistical description of the research sample, and the sample equivalence in developing teaching plans. (N = 40)

Serial	Variable	Measuring unit	Arithmetic mean	Median	Standard deviation	Least val	Highest valu	Range	Kurtosis	Skewness

					tion	ue	e			
1	Teachin g Plans Develop ment	8.58	8.00	1.11	8.00	12. 00	4.00	1.8 1	1.76	

Schedule (1) indicates (the arithmetic mean, median, standard deviation, least value highest value, range, Kurtosis, and skewness) for the development of teaching plans. the schedule shows that the skewness co-efficient is (1.81), and Kurtosis co-efficient is (1.76), and both skewness and Kurtosis lie between ($3\pm$) which refer to the sample equivalence in developing teaching plans.

Secondly: Statistical methods used: the researcher used (the mean, standard deviation, median, least and highest vales, range, skewness, Kurtosis, Levin coherence test, and T test) for the differences significance and improvement rate.

Thirdly: Research sample (pre and post performance results).

Schedule (2) Differences significance between males and females in teaching plans development post measurement.

Serial	Variable	Measuring unit	Males		Females		Variation coherence		Differences Significance	
			Mean	Standard deviation	Mean	Standard deviation	Levin test	Sig.	T	Sig.
1	Teaching plans development	Degree	8.65	1.35	8.50	1.00	1.55	0.22	0.40	0.69

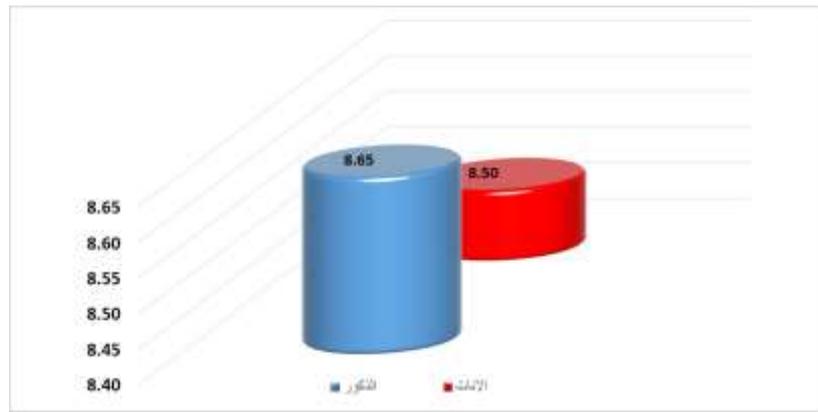


Figure (1) Post measurement mean for the two research groups (males - females) in teaching plans development.

Schedule (2) and Figure (1), show the mean deviation standard for the males and females groups, as well as, Levin test results for the two groups coherence and T test for the two group differences significance, and the significance level (Sig.) to develop teaching plans.

The schedule indicates that the value of Levin test to develop teaching plans is (1.55) with a significance level (0.22) which is higher than (0.05) which refers to coherence of the two research groups (males - females) in teaching plans development.

References indicate that in case that Levin test value has a significance, the two groups are incoherent, the references also indicate that “SPSS” program of carrying out statistical treatment in socio-sciences gives the significance level to the test, value directly, under the name (Sig.), thus the less significance level extends to the higher significance level.

(Jolie Balant, 2006, 231)

The schedule also indicates that “T” value was (0.40) with significance level “Sig.” (0.69) which are higher than (0.05) and which refer to the absence of differences between the two research groups (males - females) in the post measurement of the teaching plans development.

Schedule (3) Differences significance between the means of the pre and post measurements and improvement rate of teaching plans development for the males group.

Serial	Variable	Measuring unit	Pre-measurement		Post-measurement		Differences		Levin test	Sig.	Improvement rate
			Me	Stan	Me	Stan	Me	Stan			

			an	dard	an	dard	an	dard			
			an	dard	an	dard	an	dard			
			an	dard	an	dard	an	dard			
1	Teachi ng plans develo pment	Degre e	8.6 5	1.35	36. 50	2.76	27. 85-	2.41	51. 63-	0. 00	321.917



Figure (2) Pre and post measurements means for the males group in teaching plans development.

Teaching Plans Development:

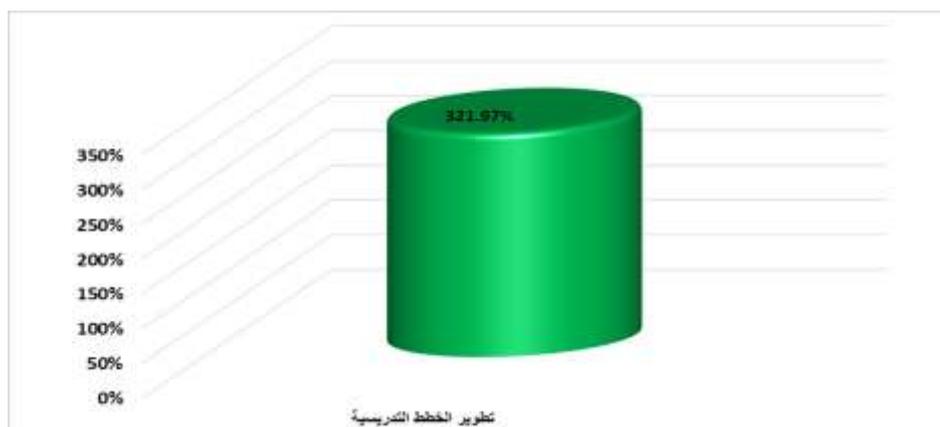


Figure (3) Males group improvement rate in teaching plans development.

Schedule (3) and Figure (2) show the mean, standard deviation for pre and post measurements and the differences for males group in teaching plans development.

The schedule and figure clarify that “T” value was (51.63) with a significance level “Sig.” (0.00) which is less than (0.05) and which indicates the presence of statistical

differences significance at the level (0.05) between the pre and post measurements in teaching plans development in favour of the post measurement.

The schedule and figure (3) also indicate that improvement rate of post measurement against the pre-measurement for males group in teaching plans development was (321.91%).

Schedule (4) differences significance between the pre and post measurements means, and teaching plans development improvement rate for the females group.

Serial	Variable	Measuring unit	Pre-measurement		Post-measurement		Differences		Levin test	Sig.	Improvement rate
			Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation			
1	Teaching plans development	Degree	8.50	1.00	38.15	1.39	29.65	1.81	70.85	0.00	348.82 %

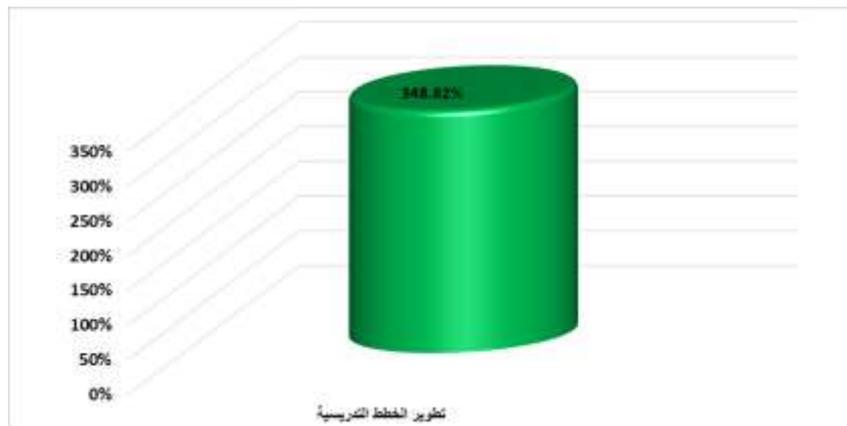


Figure (4) Pre and Post measurements means for females group in teaching plans development.

Teaching Plans Development:

Schedule (4) and Figure (4) indicate the mean deviation standard for pre and post measurements and differences for females group in teaching plans development.

The schedule and figure show that Levin test value was (10.85) with a significance value “Sig.” (0.00) for teaching plans development which is less than (0.05) and which refers to a statistical differences significance at the level (0.05) between pre and post measurements for teaching plans development in favour of the post measurement.



The schedule and figure (5) show that post measurement for females group in teaching plans development was (398.82%).

Schedule (5) Differences significance between males and females groups in post measurement for teaching plans development. (N₁ = N₂ = 20)

Serial	Variable	Measuring unit	Males		Females		Differences significance	
			Mean	Standard deviation	Mean	Standard deviation	Levin test	Sig.
1	Teaching plans development	Degree	36.50	2.76	38.15	1.39	2.39-	0.02

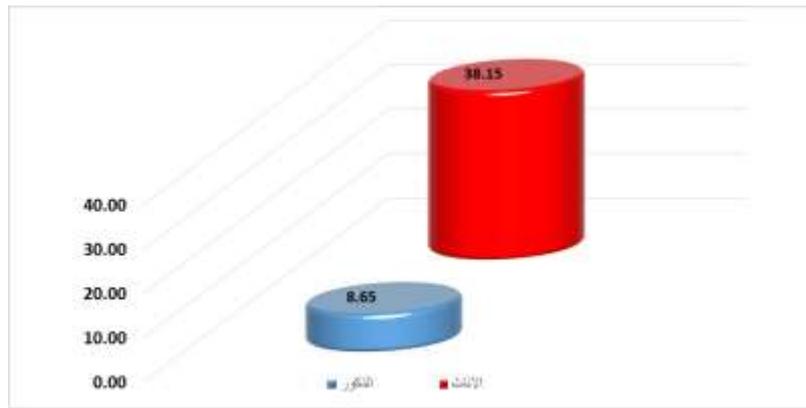


Figure (6) Post measurement means for the two research groups (males - females) in teaching plans development.

Schedule (5) and Figure (6) show the mean and standard deviation for males and females groups, as well as, Levin test results for differences significance between the two groups and significance level “Sig.” for teaching plans development.

The schedule also shows that Levin test value was (2.39) with a significance level “Sig.” (0.02) which is higher than (0.05) and which indicates that there are no differences between the two research groups (males and females) in post measurements of teaching plans development.

Research Recommendations and Suggestions:

- The researcher recommends making more studies and theoretical and applied researches based on Active Education basics, in the field of art teaching.
- Varying teaching methods and approaches in non-traditional art teaching which aims at developing planning, work, researching, and development.
- Designing and planning education programs and teaching situations in Art Education whose goals are based on Active Learning.

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Appendix No (1)

Teaching plans standard selected by students (research sample) males and females based on Active Learning strategies basis, used for male students separate from females.

Numbers of teaching plans based on Active Learning strategies:

1. The plan involves all teaching elements (goals, media, educational activities, assessment techniques).
2. Active learning strategies defined at the start of the plan.
3. Active Learning strategies application shown during the lesson phrasing goals.
4. Selected Active Learning strategies emphasised while selecting a variety of educational facilities.
5. Show his understanding of selected Active Learning strategies while planning educational activities (introduction, explanation, closing assessment).
6. Regulated teaching strategies (discovery, problem solving....) are made clear while selecting and clarifying work papers and tools affirming the Active Learning basics through out the teaching plan elements.
7. Student and teacher roles are made clear during the assessment techniques followed in the plan according to Active learning basics.
8. Plan's elements association is made clear in proportion to the Active learning basics.