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## TEACHING ART TO NON-ART STUDENTS AND HOW IT IS AFFECTED BY E-TEACHING

تدريس الفنون لغير الدارسين بالكليات الفنية ومدى تأثيره بالتدريس عن بعد

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### المخلص

نظم التعليم الحديثة بالعديد من الجامعات بجمهورية مصر العربية، قامت بإدخال مقرر الفنون كأحد المقررات الاختيارية بنظام التعليم بالساعات المعتمدة. لذا فقد أصبح من الشائع تدريس مقرر الفنون لطلبة غير ملتحقين بالكليات الفنية وبجميع التخصصات الدراسية. هذا المقرر يتطلب أن يحتوي على منهج بسيط وسلس ليتناسب مع العديد من الطلبة وأيضاً بمحتوى فني مفيد ثقافياً ونفسياً للطلبة الجامعي. يتناول هذا البحث طبيعة ومحتوى مثل هذه المقررات الفنية كأحد المناهج المستحدثة طبقاً لتطور نظم التعليم والذي يعتمد بشكل كبير على تدريس مبادئ الفنون بشكل عام وبطريقة مبسطة، ونظراً لظروف الجائحة واتجاه التعليم لنظام التعليم عن بعد ليتم بالتبعية تدريس مقررات الفنون عن بعد والذي تعرض للعديد من التغيرات في منهجية وطريقة التدريس والتناول حتى يوائم هذا النظام الجديد. يهدف البحث لتناول كيفية إيجاد طرق منظمة وفعالة لتدريس مقررات الفنون لغير الدارسين بالكليات الفنية بشكل عام كما يستعرض البحث طبيعة التدريس عن بعد لمثل هذه المقررات ومدى فعاليته وتأثيره على طريقة التدريس وتوصيل المعلومات للطلبة. كما يتناول مقارنات بين مخرجات التدريس بالحضور وبين التدريس عن بعد، وأيهما أفضل للطلبة ولطبيعة المقرر، وذلك من خلال دراسة تحليلية لطبيعة مقرر (مقدمة في الفنون التطبيقية) الذي يتم طرحه للطلبة بكافة التخصصات بجامعة مصر الدولية كأحد المقررات الاختيارية بالجامعة. لتكون أهم نتائج البحث هي الإجابة على هل التدريس عن بعد أثر بالسلب أم بالإيجاب على منهجية تدريس مقرر مقدمة الفنون التطبيقية بجامعة مصر الدولية؟ لينتهي البحث بإيجاد توصيات لطرق التدريس عن بعد في مقررات الفنون.

### الكلمات المفتاحية

تدريس الفنون- التعليم عن بعد- مقرر الفنون.

### ABSTRACT

Modern educational systems in several universities in Egypt, have introduced the Arts course as one of the elective courses in the credit-hour system. And so, it's common to teach the course to unrolled students of Arts in its different paths and specialties. This course requires to have a simple curriculum be convenient for many students as well as contain culturally and psychologically beneficial artistic content for the student. This research handles the nature and content of such artistic courses as one of the developed curricula with the advancement of educational systems, that depend heavily on teaching the principles in a simple and general way, and due to the circumstances of the pandemic and the way education has been long distanced to be followed by teaching Art courses remotely, which has been put through several changes in methods of teaching and adapting to this new system.

The research aims to address how to find arranged and effective ways to teach Arts to un-enrolled college students and presents the nature of long-distance learning on these courses and their influence and impact on ways of teaching and directing information to students.

Furthermore, this research deals with comparisons between the outturns of teaching in-person and long-distance, and which of them is most beneficial for the students and the complexion of this course. That is done through an analytical study of the course (Introduction to Applied Arts) which is presented to students at Misr International University as an elective course. The most essential results of this research are to answer, has long-distance learning positively or negatively impacted methods of teaching? The research concludes with suggestions for long-distance teaching methods of Arts courses.

### KEYWORDS:

Teaching Arts – Long distance learning – Art course.

## 1- INTRODUCTION

After entering the credit hour system in private and later in public universities of Egypt, teaching Arts and Design to students in various faculties has become one of the novelties in university education systems. It is common to teach Arts as one of the university requirements courses among a group of elective courses such as Music, Rhetoric in Arabic, Psychology, German, Chinese or Spanish, etc. The group of the required courses may vary from one university to another according to education systems and the vision of each university. Arts and Design courses are offered as one of the elective courses in the same previous education systems in each college, with different course titles and the way it is presented in each university. Therefore, the method of teaching and handling it differs from one university to another. The lecturer generally might find plenty of obstacles while teaching Art courses as an elective course as they teach a course in a short period of time, which often may be one semester for students as most of them depend on their Art studies from the school stages only. The lecturer sets a teaching methodology that is consistent with the short period and the students' inexperience, bearing in mind that this course is an elective course and is chosen by students who have artistic talent and were not in a position to enroll in one of the specialized technical colleges.

## 2- THE IMPACT OF ART EDUCATION FOR UNDERGRADUATE STUDENTS

The use of Arts in all its forms goes back to ancient times when the ancients used to paint on the walls of caves and colored with natural dyes. Man, instinctively loved Arts and expressed what was inside them. Art is considered one of the forms of freedom, because it is a way of self-expression and reflecting one's soul, as well as portraying an opinion without using speech. At best, only drawing can express the student and their personality. Art is used to bring comfort and happiness, as it enhances beliefs and moral attitudes. Art may affect the behavior of people and may cultivate many values and trends that an artist expresses. Art works to enrich thinking and reason. An artist revolves around their imagination until they are inspired. Art presents the customs and cultures of peoples, as well as it is a documentation of some ancient historical events. (جودي, ٢٠٠٥).

Arts are closely related to heritage as paintings, drawings, sculptures, tools, and everything that indicates human creativity throughout the ages which are pieces of culture and heritage of every society and every country. Teaching Arts works to develop the student's artistic sense and taste and helps them to understand the aesthetic values they see in front of them. The course works on developing the student's imagination and motivating their creativity, furthermore, it gives the student an opportunity to distinguish and evaluate artworks, which leads to the general academic level's improvements. (Yenawine, 2013)

## 3- THE STEAM SYSTEM IN EDUCATION AND THE ROLE OF ART EDUCATION IN IT

Steam means: Science, Technology, Engineering, Art, and Mathematics. It is the newly adopted system in education which is since education is an open constructive process, seeing that social interactions are one of the basics of cognitive development. This system follows the comprehension and understanding of all kinds of sciences in an interactive manner by combining the thinking and reasoning of a scientist with the creativity and innovations of an artist. It isn't necessary to learn through digital technology only, but they can also learn using simple technical tools and materials. This system was followed as one of the modern systems in education, which proved the importance of Art throughout the eras. It is

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an effective means of expression in terms of distinguishing and understanding. Art paintings throughout the ages have displayed historical events. Art is a kind of knowledge, and technical courses are one of the basics of the curriculums, allowing the student to learn how to visually read more into everything they see in nature.

The STEAM system works on the fact that it isn't necessary for a student who wasn't specialized in studying Arts to pass during their schooling of stages that make them draw realistic elements and shapes, some may see this realistic painting process as a traditional process of Arts that does not give the opportunity for innovation, since the process of transferring reality is a fixed process if the artist does not put their all in painting. When Art deals with an artist who has a thought and a direction, this art becomes renewed and changes from one artist to another. Many methods of teaching arts were limited to stages of teaching realistic drawing without giving new ideas about the artist's feelings and ideas, as well as without considering that anything the student draws or shapes with any available material using their mind and senses might possibly be a strong artwork, we dis-acknowledge.

Finally, Fine Art is not a craft where a student learns to convey realistic forms, but rather a development of artistic skills which take place through observation, development of sense and artistic taste. When art and design courses are offered to students from different specialties, the student has many creative secrets, so such art courses develop talent, open horizons, and develop creativity and skills that the student must acquire. (Khine,2019)

#### 4- ART TEACHING SYSTEMS FOE NON-ART STUDENTS

Arts professors who teach in college may encounter some problems because of their expectations regarding the technical level of students in elective Art courses compared to an Arts major student who specializes in studying Arts for five years. The development of content of such a course and the methodology of its teaching must be carefully studied with the whole purpose of its teaching to be considered, as the student is not a graduate of one of the technical colleges, they may be a graduate of a college of Media, Pharmacy, Law, etc.

The course content and its applications must take into consideration knowing the student and their abilities to work on developing their technical skills in various faculties and overall, in their daily life. The course may be intensive and deals with the important points related to Arts and gives the student an artistic culture that is useful to them in their public life and make them taste art in general. It is possible in some universities to take such courses theoretically, such as studying the aesthetics of Art, Art history, Artistic taste, Art theories and so on.

The study can be practical, and the student will draw, paint and design things related to their studies. All this is determined by the course specifications approved by each university.

#### 5- ART&DESIGN COURSE FOE STUDENTS OF FACULTY OF MEDICINE, CAIRO UNVERISITY

The Faculty of Medicine at Cairo University launched the Art & Design course in 2017 as one of the elective courses within the Integrated Program of Kasr Al-Ainy (IPKA) credit hour system. The course is taught for three hours every two weeks according to the schedules available to students. And it continues throughout the academic year and not only for one semester as it is customary to teach such courses. The course includes the core studies of Art and Design. It deals with the basics of Color Theories, Design Principles and Freehand Drawings. It was applied to several student projects in pencil



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and color. Through the researcher's experience in teaching this course, she noticed that the medical students enrolled in this course are considered the most talented of all.

Often, they are the gifted students who joined the Faculty of Medicine because they obtained a large sum. The result of teaching and absorption of students was satisfactory to a large extent, in proportion to the time available for the course, as well as the students' preoccupation with exams and continuous study. Figure (1).



Figure 1, Art & Design course for students of Kasr Al-Ainy Faculty of Medicine, Cairo University

## 6- TEACHING ARTS REMOTELY

E-learning is based on education without using educational media the student sees and touches directly in front of them. We use the means of modern technology in many programs dedicated to this. The concept of distance-learning requires a distance between the student and the lecturer, so that the only mediator between them is a technological media through which the entire educational process takes place.

With the emergence of COVID-19 pandemic, many cultural, social, and educational changes have occurred in several countries. Universities have been forced to turn to distance-learning, where the lecturer communicates with students through modern technology means, and the entire study system has been transformed into an electronic study through which explanation and evaluation are carried out, and education appeared in a different way from what Art student used to.

We never imagined that Arts would be taught remotely through modern technology and various computer programs. When the nature of schooling changed, all the lecturers had to make some changes and modifications to the courses, their content, and the way they were explained and communicated to the student to keep pace with the available methods of teaching. Even if Art courses were not taught remotely before the pandemic, many universities have succeeded in employing the distance-learning process, which is already considered to be widely present in many foreign universities and some Arab countries to avoid the assignment of many specialized lecturers in the countries of the world. With the emergence of the pandemic, remote teaching has proven its success in many courses and universities in different specialties, which depends on sound, image, and the presentation of all media auxiliary to the educational process through multiple means of technology.

Thus, leading to strengthening students' independence during education. Although it has not been proven the extent of such success in teaching Arts remotely in technical colleges, the professors have tried to put all their efforts in distance-learning, preparing scientific materials, and providing adequate explanation for students. However, it is certain that the attendance of students in technical colleges greatly helped them to interact with all departments and repair their artwork directly with the professors. (Cooperman, 2017).

## 7- CASE STUDY FOR (INTRODUCTION TO APPLIED ARTS COURSE)

The Introduction to Applied Arts course was launched since 2012 at Misr International University as a University requirements course and as one of the elective courses, which many students accepted because many students in various faculties have artistic talent and passion for art in general, but they preferred to enter other faculties according to their own circumstances.

This course has been taught for over ten years and is offered in the three semesters of the university (Spring, Fall, and Summer). The course is offered to all faculties at the university, which is scheduled for students from the faculties of Mass Communications, Commerce, Architecture, Communications, Pharmacy and Dentistry, and through the university's Academic Advising Unit, where students register for the course according to their desires and study schedules. Usually, two or three groups are opened, and sometimes four, according to the number of students registered in the course, with an average of 30 to 36 students in each section.

The course is taught in one semester, which combines 15 weeks of teaching, including two weeks of mid-semester exams and some vacations according to holidays and official holidays in each semester. The course is usually taught in 12 weeks, three hours per week, and by three credit hours.

### 7.1 OBJECTIVE OF TEACHING THE COURSE

The course aims to develop the student's knowledge and awareness of the world of Art by reviewing many international works of Arts affecting the history of Art through discussion and analysis. The course works on developing mental and visual skills and prepares the student for practical life with a vision and artistic sense of everything that surrounds them in their ordinary life. The course aims to

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introduce the student to the world of colors and its different theories and effects, as well as works to strengthen the power of observation, criticism, and artistic taste Moreover, it introduced them to the basics of design and different technical schools.

## 7.2 COURSE CONTENT

Teaching the course depends on lectures and explanations - exercises and projects implemented in the lecture and at final submission discussions inside the lecture. The student's attendance of lectures, listening to the explanation, and reviewing samples of the students' work carried out in previous years.

The course is an introduction to Arts in general, as it deals with various aspects of art in terms of the nature of color, color theory, color circle, and different color schemes with a review of the principles and elements of design and how to use colors in design. Then the course deals with the study of the foundations and principles of freehand drawing and the implementation of quick sketches with some formations, as well as reviews of technical aspects of form, composition, proportions, dimensions, Shade, shadow, light and different shading methods. Then the course ends with a study for Art schools, teaching paintings with acrylic colors and applying it to four main projects:

- First starting with a simple flower and landscape drawing project to make an easy and encouraging painting for students to give them confidence in their drawings. Simple, expressive drawings with cheerful colors.
- The second project is about drawing with geometric tools for mandala art, so the student can make paintings with ornaments, geometric shapes, plants, or dots.
- The third project deals with drawing any Egyptian - Islamic subject - Arabic calligraphy - formations from the Arab heritage.
- The fourth project deals with the art of mixed media and how to use multiple materials and materials with the same artwork. The course ends with the student choosing a topic from the previous four projects and implementing it in the final project over a large area.
- The Fifth project is to copy a painting of a famous painter, which is very important to know how this painting was painted it is Colors, Proportions, and know how to paint with this painter technique.

The selection of the student comes based on their inclinations and talent which they tried and loved in the previous four projects.

The final project is the project on which everything learned in the course will be applied in terms of colors, design, and drawing with proportions and dimensions.

- |  |             |
|--|-------------|
| • Painting for flowers or landscape.     | Figure (2). |
| • Mandala Art.                           | Figure (3). |
| • Calligraphy or Egyptian Folkloric Art. | Figure (4). |
| • Mixed Media Art.                       | Figure (5). |
| • Painting of a famous painter.          | Figure (6). |

The student to chooses one of these themes and apply it to the final project in the course.



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Figure 2, Examples of Students Projects for Painting (flowers or landscape)



Figure 3, Examples of Students Projects for Mandala Art

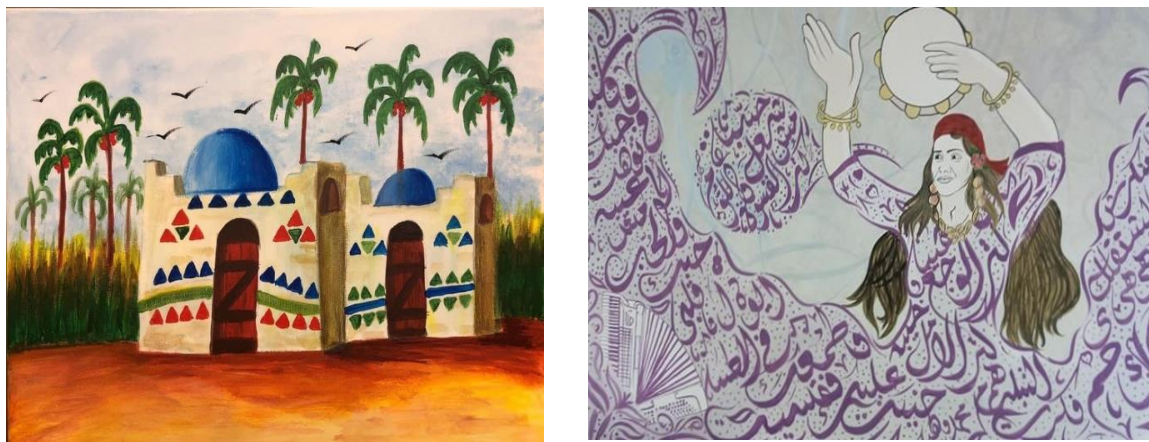


Figure 4, Examples of Students Projects for Calligraphy or Egyptian Folkloric Art



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Figure 5, Examples of Students Projects for Mixed Media Art.



Figure 6, Examples of Students Projects for Painting of a famous painter.

### 7.3 EVALUATION CRITERIA FOR STUDENT' PROJECTS

The criteria for evaluating students who aren't majored in Arts are somewhat different from those majored in Arts, where the short duration of the course and follow-up of the student must be considered, as well as the student's preoccupation with studying the basic courses in their specialization, as the student believes that such elective courses are easy courses and different from their studies. But the evaluation criteria for artworks come in clear scientific bases, the most important of which is the accuracy and system of work and its implementation correctly according to the requirements of each work, as well as delivering it on the specified time for delivery.

This is done through an in-lecture assessment of the projects implemented at the university as well as homework, so that the course ends with the final project, which is evaluated based on accuracy, order, and artistic talent, as well as considering the aesthetic dimensions and design foundations.

### 7.4 DISTANCE TEACHING FOR THE COURSE OF INTRODUCTION TO APPLIED ARTS COURSE

Distance teaching for an Introduction to Applied Arts course was carried out when universities and schools were closed due to the conditions of the COVID-19 pandemic and the study was completely transferred via Zoom, remote teaching was done on the same course dates and the same number of hours. Where the lecture begins with a discussion and review of the project that was explained in the previous lecture and a discussion with each student about the pros and cons of their submitted project.

The lecture is explained by preparing a Power Point Presentation and then showing some illustrative videos on how to implement the project.



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The distance teaching of the course relied on the theoretical explanation and the presentation of some explanatory videos for each topic, with commentary on them by the lecturer and their assistants. Sometimes the lecturer implements some projects with students during distance teaching, and the entire curriculum has been taught in this way without being affected by the distance education system, except for some applications for some projects. It was noticed that the content of the works executed in Freehand Drawings was negatively affected by students as during attendance, errors are corrected for students directly and instructions are given to avoid errors in an easier and faster way.

Arts courses that include teaching the rules and principles of drawing and coloring when exposed to the practical aspect and execution of projects, must be attended by the student. Where the clear vision of composition, proportions, dimensions, and touches in front of the student and in front of the lecturer, and directing the student with modifying their original drawing, especially at the beginning of the error, is easier and clearer for the student. Figure (7-8).

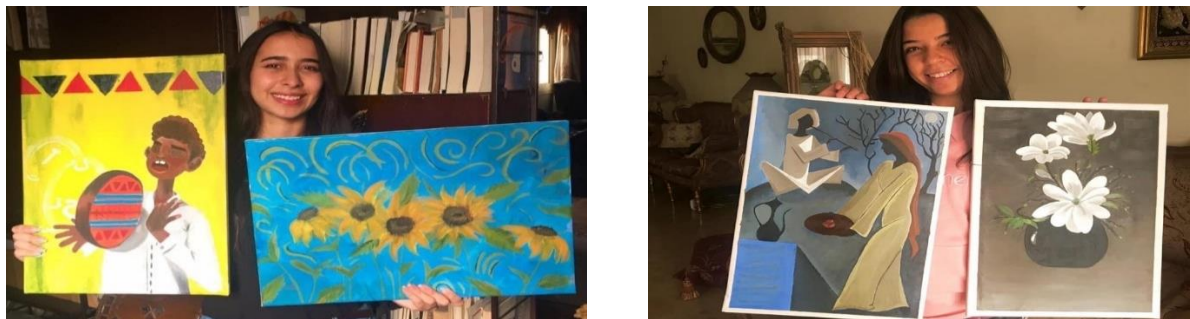


Figure 7, Examples of students Projects by Distance teaching

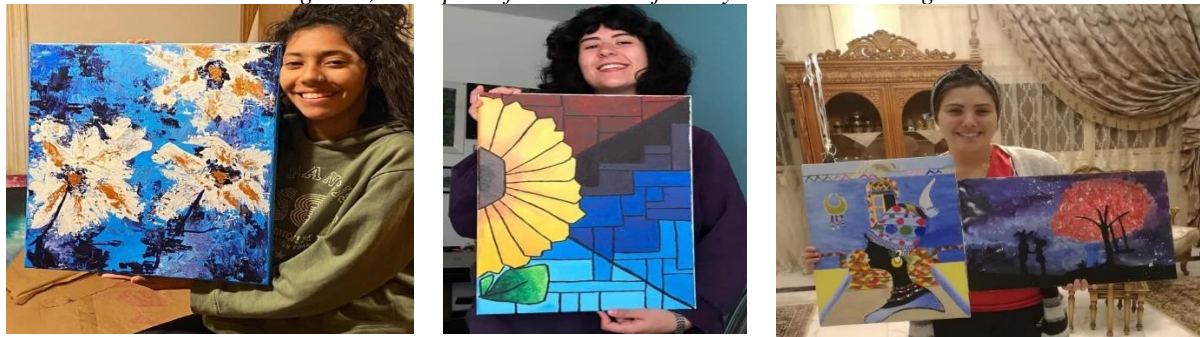


Figure 8, Examples of students Projects by Distance teaching

## 7.5 THE RESULT AND COMPARISON BETWEEN DISTANCE TEACHING AND ATTENDANCE

Through a comparison between teaching in the presence of students at the university and distance teaching, the study came as follows:

- The first part in teaching (colour theory - colour circle - colour groups.... etc.)

The result of the students' work is somewhat like the level of work when students were at the university.

- The second part (freehand drawing - shadow and light - proportions, dimensions, and texture).

It is considered the most affected by the final product of the students' work, as the number of submitted projects has been reduced due to the difficulty of following the repair process in the drawing. During attendance, simple formations are placed in front of the student and explanation of the proportions, dimensions and methods of shading was done in front of the student, and then the students will sit in front of the composition and redraw it according to the angle of vision of the composition that they see from their place. The researcher found it difficult to repair the artwork and noticed the students' lack of understanding through remote explanation, as the student was not present and reviewed during the implementation of the projects.

- The third part (the foundations and elements of design).

It came with satisfactory results and like the attendees, since this part depends on the theoretical explanation to a large extent.

- The fourth part (the application of what has been studied to the drawing of four works of art with different topics).

It came with similar results to the audience, as it is the favourite part of the students, except for some works for some students who needed direct help and guidance during the implementation of the paintings. As for the final project, its results were like the results of students' attendance at the university, and it may be due to the student's sense of the importance of the final project and their self-reliance and independence in choosing and implementing the topic.

## 8- PROPOSAL FOR A DISTANCE LEARNING METHODOLOGY FOR ART&DESIGN ELECTIVE COURSES

- The theories and color science part are prepared through separate lectures on Power Point program with a review of images and illustrations.
- Lectures and videos are prepared on the topic of the lecture.
- The use of recorded videos, whether for the work of the lecturer or others, is one of the most successful ideas because it is easy to display several times and be repeated for students.
- Executing remote lectures by drawing, coloring, and introducing the use of tools in front of the student through the means of modern technology.
- The students' experiences are relied upon for many works of art, as well as research work through sketches and teaching the student how to search for information without being given information. Figure (9-10).



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Figure 9, Examples of final projects (Introduction to Applied Arts course).



Figure 10, Examples of final projects (Introduction to Applied Arts course).



## 9- RESULTS

- The content of the course (Introduction to Applied Arts) at Misr International University is appropriate for studying to all specialties at the university with many –
- satisfactory results for students' work.
- Various Arts can be taught to students who are not enrolled in Art colleges and education can be intensified in short periods with strong artistic results from student work.
- Teaching Arts and Design course in many universities as one of the elective courses works to increase the taste and artistic sense of students and affects them positively in studying the rest of the various courses.
- Teaching Arts and Design courses from a distance may succeed in some course contents and may not succeed in some other content.
- The student's presence in front of the lecturer and giving them instructions face to face, as well as the lecturer's vision of the development of technical work in its various stages during the student's attendance is better than teaching the course remotely.
- Teaching Artistic culture to students who are not enrolled in art colleges develop the visual and mental abilities of the ordinary student and positively affect their basic studies.

## 10- RECOMMENDATIONS

- The Art and Design course should be included and activated in universities in all specialties as one of the elective courses and give the opportunity to discover many talented students in all academic specialties, the course helps talented students to discover their artistic abilities.
- The Art and Design courses should be taken care of, and equipped halls should be allocated in each university to suit the requirements of such courses.
- It is necessary to work on raising artistic culture and linking the arts by teaching different specialties in some way, as the study of arts and design works to raise the sense and artistic appreciation.

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