The Opinion of Art Education Students Related to online Collaborative Art Education Activities in Primary Education

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Abstract

The use of the contemporary technology in education has been assumed as a panacea in order to eliminate the limitations and problems of traditional education. According to the positions taken by the teachers and students, the internet-based technology has offered an independent environment away from time and place pressure. The individuals have reached new opportunities experiencing flexible, rich and interactive structure faraway from stereotyped. The aim of this research is to obtain the students’ views appearing on the use of computer based teaching practices in art education. The data were gathered by a questionnaire. And the sample of the research composed of 30 students who were student higher school and have taken part in the web based teaching practices in the course of Design With The Computer, at the Anadolu University. In the research content, the views of the students were taken on the following topics:

- The motivation level of the practice,
- Whether the practice was satisfying,
- The web technologies used in the practice (web pages, e-mail, etc.),
- The benefits of the practice.

KEY WORDS: Art Education, Design, Web Based Teaching, Collaborative E Learning, Instructional Technology.

Introduction

The density, that is lived in the scientific and technologic developments every passes day, are effecting the people lifes in all directions. This, both receive the all needs and bring new necessities, it is possible that observe this in science of education field. The sources in the information society education system gather in tree groups as technologic, society and strategic. Technology, which is hold a great place in all fields of human lifes, is used for education and detected new tendencies.

The Web Based Teaching, that is extremely dynamic as to traditional system, took part in education programmes both as a subject and as a method. The students, that in a time suitable for them, can watch their lessons in a frequency, which being wanted and to
be independent to a place. Web Based Teaching working, contains materials that enriched with the voice, video, two dimension, tree dimension animations, provide more permanent and more pleasant study environment to the students.

At the same time, a Web Based Teaching environment, which nested with cyber world that created by internet and being designed in a suitable form for this, help to the students to communicate with the other persons, to learn themselves, to arrange themselves and manage their times. In the cyber environment, the students, who enter the many pages which have different contains, enroll many clubs, join e-mail groups and can enter the info deliverer units in different regions of the world when they want, have many abilities including instrument using. In addition to that, as a result of coincidence of the students with new infos, coincidental learning can be fulfilled. (Davenport ve Erarslan, 2001).

In Web Based Teaching, senkron asenkron communication can be set between student and educators through with the internet service like interactive web pages, e-mail, file transfer, argument, news, groups, chat rooms. As (Wyld, 1997) stated also; internet and web technologies are both provide communication between mass of people and provide entrance possibility to many informations. On the other hand Internet and web Technologies receive many different learning styles, support the Active Student Centered learning environment and presented real life experiences. Who transferred from the Harasim it is more important to consistent of the information than its transfer

As to students’ speeds who dried from time and place limitations, it was observed that lessons, which are containing interactive practice, support the active learning and make easy to understand the subject (Onay ve Yalabık, 1998). In the WBT, which is generally used a student centered practice, the educator is more interested in taking on a duty as a orientated and a guide than his info transferring and teaching role.

But in WBT, to composed a effective and productive environment, some important points are sequenced below (Teknotürk, 2001):

a) Qualities of learning materials
b) Usage of the materials
c) Supporting of the students by educators
d) Administration of the system
e) Access easiness
f) Projection and feedback mechanism.

In the intelligent education system, the presentation and arrange of the information as important as its instinctive effect. According to (Goldsmith, 1991) and his friends learning is fulfilled in a new organization with new information addings and re-consistence of the informations. In the WBT environment, organization of the information can be made with meaningful relation and so it is detected a material which is suitable to meaningful structure.

In an effective web design, it must be watched out that have many links to wander easily, have same font size and same writing type in all pages and not to being made unnecessary embellishments. At the same time; when a active graphic design is made and a page set up is composed, it is beneficial to take account of users feasible
screen size, solubility type and access speed. The rules that will be used in the internet environment; essential statements like evaluation, measure etc. must be in a reachable place when it is wanted to be reached (ODTÜ, 2001).

Scientific and technologic developments change the societies’ shape. In the 21. century, tendency to the web based information societies can be commented a result of this. In this frame; sufficiencies and qualities that being searched in the individuals, who are the main element of the changing society, also change. Nowadays, it is aimed a individuals who can reach to the information, collect, present and comment the information. This process naturally effect the understanding of education and increase the importance of the learning with the technology. As a result, all these studies pointed out that, the views of students related to web based teaching practices and intelligent education systems.

Methodology

In this study, The sights of the students about WBT application, are received that using scanning model.

2.1. Limitations
Limitations of Research are determined as following
1-Research findings are limited with the datas from the 30 students who choose the “Design With The Computer” lesson and studied in the FEN-A, FEN-B groups in 2005-2006 semester in Lütfi Akdemir Primary School
2- “Design With The Computer” lesson is limited with,
   a) Colour Theory b) Calligraphy units, 45 min treatment each week, totally 36 hours
3-The texts, which are determined by researcher related with searching, learning, practice abilities, are limited with the examples and the sources and web pages.

2.2. Materials
In this study, Likert type scale developed was used. The datas, obtained with the way of the inquiry which is prepared with experts’ sights, consisted of 38 questions and tree chapters.

2.3. Analysing and Commenting of Datas
In the first two chapters of the inquiry, that given to the students to join the CBT application, it was wanted their sights about matters which are prepared as Likert type and then this items were analysed and commented considered their frequencies and percentages. In the third chapter; 11 items were given to the students and wanted to choose the five useful ones between the 11 items and than the results were sequenced and commented considered their frequencies and percentages.

Findings
1. The findings, which is related with the students’ sights about how they were motivated with the CBT application, %80.6 of the students said that they wanted to join the application like this. Furthermore %75.4 of them said that they enjoyed the
practice process and %82.6 of them thought that it hadn’t any tedium that encountered in the traditional classroom environment. These opinions can be commented that the application was adopted by students.

%89.3 of the students expressed that they utilized from the many internet technologies. %85.4 of the students expressed that their ideas were changed positively about the unseeing internet in art education.

%74.1 of the students said that it didn’t take longtime that they thought and said that they used their times more productive. Because, when an opportunity was given to the students related with their speeds and not have time and place limitation, it can be provided an increase in their performance.

In this kind of applications that the management is important, %70.0 of them found the application good enough. %82.8 of the students expressed that the argument questions, which are given by director, found good enough and %80.3 of them said that they could asked the questions which could not asked in the traditional environment. But %15.2 of the students in this process said that they could found the answers of their questions in their minds partially.

According to this result; it can be reached that this kind of applications couldn’t answered the momentary questions and problems. Expression of the %77.0 of the students about replies, that they received in their weak and strong points, can be attached to this.

But the %82.5 of the students think strictly that this application is much more effective than the traditional one. %16.2 of them think that it is party so.

%74.0 of the students think that the given time for the completing of the task is enough. But %25.7 of them think that the application time is enough. According to these; it can be reached this result that the students want to increase the practice time.

2. The findings that related with the sights of students about the web technologies which in the application (web pages, Collaborative E-Learning, chat programme etc.)

When we looked %83.4 of the students think that when a web page is prepared, the actual softwares are used. %55.2 of the students expressed that access speed to the internet doesn’t make a problem. According to these it can be appeared that the importance of the materials that can be convenient to the technical substructure.

%82.3 of the students observed that the link set-ups provided a using easiness and %90.5 of them observed that there was a good organization in the presentation of the subjects.

%70.2 of the students determined that it was used clear, plain statements %79.2 of them determined that designs of the texts are designed as increase of perception.

%69.2 of the students found that the pictures, that used in the pages, are in a good level and as a subject supporter and %88.2 of them determined that the animations is effective to comprehend the related subjects %88.4 of the students think that there is a harmony in the page design.

According to these points, we can reach this comment; visual design is important to be successful in this application.
%84.4 of the students expressed that the files, which are sent with e-mail, are useful and %86.3 of the students think that the e-mail technology is effective enough for the solution of their problems. But, only the half of them think that the online argument through with the chat programmes, are effective enough.

It was given 11 items to the students with the aim of the determination of the application and then wanted the choose 5 important beneficial items according to their opinions.

3. When we look at the findings it is seem that 11 item also take place the choices which made by students. The seem that “not to have time and place limitation” took the first sequence in the choices of the application. This results show us that the time and place freedom the one of the most important benefit of this application. This item which sequenced first order, shows us again that the place an time freedom is one of the most important benefit of this application. “Provide a possibility to use many internet technologies” and “give a possibility to argue the questions that I want” items share in third sequence. It is seen that “To provide possibility to express myself” item is in the fourth sequence. In the fifth sequence it seen that “to provide enough time for learning” item took place.

“To have not unwanted situations that can comprise from the teacher-student, student-teacher relations in tradition class environment” item took the sixth place. “To provide make research allround” item took the seventh place and “To provide to learn much more information than traditional one” and “To have activities about application” items are sharing in eighth sequence. “To provide a co-operation with my friends” item is took the nineth place.

Conclusion

It is seen that the computer based teaching adopted by students. In the application, which presents interactive environment; the students are in a active learning process. It is seen that the art education, without no time and place limitation, is the one of the most important benefit, it is seen that this factor provide performance increase.

It is watched out that not to have tedium because of the passive lesson listening and not to live any negativeness between teacher and students furthermore; it was appeared that the questions, which can’t be asked in the class environment, can be asked in the cyber enveriment. But sometimes it is also possible to negotiate between student and director, it is seem that the application which, was carried out, can be unsufficient.

In the web pages, which were undertaken the task of interface, it was watched out that the realization of the visual and educative designs. Because the prepared materials were appeared as a component, that effect the students’ performances. Management of the application, that will be with the student centered, effects the productivity, but although the students are active as a individual, it is seen that their studies, which is in a co-operation, are a few.

Suggestions

Besides of the in class practice applications, it must be given importance and time to the computer based practice.
• In the computer based practice it must be watched out that the provision of the sencron and asencron communication in art education.
• When the computer based practice is designed, it must be watched out that taking account of the technical substructure which the students and teachers use.
• When the computer based application is designed, it mustn’t be given up that general design principles and general characters of the target mass.
• In the web pages teaching applications, it must be taken place that the tasks which reflects the real life experience
• In the computer based teaching; it must be watched out, that the tasks which consist of co-operateing working groups.

It was examined contribution of the computers to the art education, that become indispensable for the humans. Computer can interact with the individuals rapidly, it can conceal or operate the variety of information and use with other media tools for showing lots of visual and auditory affairs. With all this features, computers also unmask their educational potential. Thus in variety art education actives, using of computers are getting increasing. Especially, usage methods of computer technology in art education.

References