The Effectiveness of Distance Learning Programs in Teaching Theoretical and Practical Arts Curriculums

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Abstract:

The use of online education methods and e-learning systems began in the end of the twentieth century by American and European university institutions, and with the advent of the twenty-first century, with its tremendous progress in the field of communications and information technology, interest in employing these innovations in the field of education and teaching has become important, where the Arab Organization for Education, Science and Culture developed a plan in 2006 to activate online education programs in Arab universities, and the report issued in 2009 by the UNESCO Institute for Statistics presented the policies of integrating information and communication technology in education in line with achieving the goals of comprehensive knowledge development for the third millennium (MDGS), and Education for All goals EFA, considering that the use of information and communication technology would increase access to education and could also raise the quality of education using advanced teaching methods that improve learning outcomes.

Despite this wide interest and the associated academic studies and research that dealt with policies, strategies and experiences of e-learning and online education in local and global educational institutions, however, until the end of the second decade of the twenty-first century, e-education was not the best choice or circulating within Egyptian university institutions, however, as a result of the invading Corona virus pandemic emerging in the world at the beginning of 2020 AD, all societal institutions were exposed to many challenges and crises, especially within schools and universities, which made the option of digital online education is the alternative single education and traditional option best suited to face the repercussions of the crisis both at the level of university or pre-university education. Since then, calls have been made by the ministries of education in the Arab world to activate the use of e-learning and online education programs. UNESCO also provided immediate support in an attempt to reduce the disruption of the educational process to the maximum extent possible and seek to facilitate the continuity of education. The organization also referred to a group of supporting programs to achieve this goal such as the Black Board application, the Google class room application, and the Edmodo platform, as well as direct video communication programs such as (Zoom cloud meetings, and Microsoft teams). Not only was the employment of these programs taught in distance teaching, but it extended to include holding courses and training workshops, cultural seminars and scientific conferences as well.

Accordingly, the researchers used some of the aforementioned e-learning programs, namely the Black Board program and Google class room, in teaching the content of the curricula of the history of modern and contemporary art, for students of the eighth semester at the Faculty of Art Education, Helwan University, Division of Education for the academic year 2019/2020, and the course of ceramics techniques for students of the fourth semester of the Faculty of Education, Department of Art Education, King Faisal University in the Kingdom of Saudi Arabia for the same academic year.

In light of the local trends of the importance of the digital transformation of education and the adoption of a future vision to benefit from the challenges of the current crisis in the continuity of activating and managing electronic education systems and merging them with traditional education, where the Egyptian Ministry of Higher Education and Scientific Research decides on the project of digital transformation of Egyptian universities and the pursuit of continuous communication between the ministries of higher education communications and information technology in order to support the mechanisms of online education as the best way to develop the infrastructure for the education environment ... and that the development of Arab digital content remains subject to the development of the position of societies and believing in that the content is not just static text information rather than it is applied educational software and cultural and artistic creations that take on technical shapes, images, videos and audios.

This calls for a study and evaluation of the online education experience that the faculty members in the Egyptian universities fought to determine their pros and cons, and then suggest solutions that guarantee their development and continuity. Therefore, this research tends to study the effectiveness of online education programs in teaching arts courses, whether theoretical or practical in colleges of art education, which contributes to identifying the strengths and weaknesses of the mechanisms that were followed and then setting up improvement procedures, can be used in the development plans of theoretical or practical courses in the faculties of arts in general and art education in particular, whether for the bachelor's degree or the post graduate studies to ensure the achievement of quality in university education.

Then this research tends to answer the following question:
1.What is the effectiveness of teaching a program in the history of modern and contemporary art with the strategy of distance learning by applying Google class room?
2.How effective is teaching the ceramic techniques program with the distance learning strategy by applying the Black board platform?

Research hypotheses:
1.Online education programs contribute to teaching theoretical and practical arts courses effectively through the availability of a set of technical and cognitive requirements necessary to benefit from the methods of e-learning.
2.The possibility of identifying people's points and weaknesses "pros and cons" to experience the use of distance learning in theoretical and practical arts courses at the Faculty of Art Education.

Research objectives:
1.Detecting the effectiveness of using online education programs in teaching theoretical and practical arts courses;

2.Determining the strengths and weaknesses (the pros and cons) of the experience of using online education programs in teaching theoretical and practical arts courses in the colleges of art education.

Research importance:

1.Finding new approaches to art education and teaching through e-learning via distance applications; Supporting the goals of the executive project and the directions of the Egyptian Ministry of Higher Education and Scientific Research with the digital transformation of universities

2.Directing the attention of the curriculum coordinators to develop development plans that achieve the merging of traditional and electronic teaching methods and the continuity of spreading the culture of online education between students and faculty members.

Research limits:

The research is limited to studying the effectiveness of the e-learning program using the Google class room and Black Board, in teaching the course of the history of modern and contemporary art for students of the eighth semester at the Faculty of Art Education, Helwan University, Technical Education Division for the academic year 2019/2020, And ceramics techniques for the fourth semester students, Faculty of Education, Department of Art Education, King Faisal University in the Kingdom of Saudi Arabia for the same academic year.

Since the BlackBoard program is an integrated e-learning system that contains multiple possibilities, and is officially applied in universities in Saudi Arabia before the invasion of Corona virus, also King Faisal University is one of the best universities in the application of the system of e-learning in Saudi Arabia, which may contribute to the development of the emerging e-learning experience in Egyptian universities by benefiting from the exchange of digital teaching experiences and skills.

Research tools:

- Google Class room and Black board platforms.

-The method of measuring the effectiveness of this research is based on the design of a questionnaire, to measure the trends of students about the experience of distance learning in the teaching of courses in the history of modern and contemporary art, and the decision of ceramic techniques, and then present it to a committee of arbitrators to explore their opinions on the validity of the terms of the questionnaire which are:

First: Planning and preparing for the e-learning program.

Second: Teaching and learning methods in the e-learning program.

Third: Methods of communication with the teacher of the course in the e-learning program.

Fourth: Methods of evaluating assignments and student duties.

Fifth: The effectiveness of the use of the e-learning program of the course.

- Google Form for the questionnaire application.

Research results:

The results of the five terms of the theoretical course using Google Class Room are part of the very high effectiveness and effectiveness, as was the general trend of all items (I agree), and the order of the items according to the percentages of the arithmetic averages is as follows:

- Planning and preparation: Percentages of the average arithmetic of its phrases ranged from 90%-87%.
- Methods of evaluating: the percentage ranged from 89% to 82%.
- Methods of Communication: The percentages of the average ferry amounted to 83.5% - 82.5%.
- Teaching and learning methods: averages for other items are reduced to 77% - 81.5%,
- The program's effectiveness: for evaluating students for the e-learning experience, it ranked last with 73% - 77.5%

As for the analysis of the results of the questionnaire using the blackboard program, it is clear that the results of all the items of the questionnaire fall within the meaning of very high effectiveness except the last item on the effectiveness of using the program and evaluating the experience of its use, but it achieved a high level of effectiveness. While the percentages of the arithmetic averages of the other four items (planning and preparation- teaching and learning methods- methods of communication - methods of evaluation) all converged, they exceeded 90%, and the general trend of all items (I agree).

It can also be said that the blackboard program system was effective in teaching the practical course (ceramic techniques) with the observation that it achieved a higher effectiveness than the Google Class Room platform due to the availability of the following e-learning basics in this system:
-Infrastructure.
-Policies and procedures.
-Educational content.
-Educational applications.

Research recommendations:

1.providing training on the use of electronic education programs, whether for students or faculty members and for various applications, whether it is holding lectures remotely or recording them using multiple software or preparing assignments and electronic tests and all that is related to the content of distance learning can be achieved through the holding of courses, public seminars and workshops.

2.Preparing more research and studies on the use of e-learning applications and software in the teaching of arts courses.

3.Working on the addition of content for e-learning in general and e-learning in the teaching of arts and art education, especially within the educational courses to spread the culture of e-learning and self-learning as the focus of international attention today.

4.Seeking to integrate traditional education with e-learning or so-called blended learning to combine the advantages of the two systems where students' skills and abilities should be developed in relation to the use of technological and informatics applications that should characterize the 21st century student.

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