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RESEARCH ARTICLE

**DESIGNING, SHARING AND LEARNING: AN EXPERIMENTAL OUTLOOKS THROUGH ICT IN ART
 EDUCATION FOR SUSTAINABLE LEARNING**

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Abstract

Visual arts have been part of the human experience throughout history and are embedded in our daily lives. Visual art offers enjoyment, delight and stimulates imagination. Visual art describes, defines and develops human experience in ways that are personal as well as global, real and magical. The importance of art education is as an essential area of quality education for peace and sustainable development. Using ICT (Information Communication Technology) in art and design is a new area of experience for both learners and teachers. There is believable evidence that participation in the arts can have a powerful impact for student on achievement in other areas of the curriculum. This will enable children to choose the most appropriate tools in the future. ICT blurs the boundary between traditional art forms providing opportunities to express ideas in many different ways. Keeping in mind the benefits of ICT in education an experiment was done by imparting ICT based Art Education to higher secondary school students. The experiment revealed positive result of the ICT in teaching learning of Art Education. This paper highlights the major findings of the experimental and implication the teachers and students of higher secondary education.

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Introduction:-

Art Education (AE) constitutes an important area of curriculum activity for development of the personality of the learners. The aim of AE is perceived as development of aesthetic sensibility among learners so as to enable them to respond to the beauty in line, colour, form, movement and sound. The study of art and understanding of cultural heritage through AE reinforce appreciation and understanding for one another. AE can provide the most satisfying medium of creative expression which has to be given due importance in the best interest of the society (National Curriculum Framework, NCF, 2000). Considering this statement of NCF (2000), it can be emphasized that arts both visual and performing need to become an important component of learning in the school curriculum. Children need to develop skills and abilities in these areas. The policy documents like, the Secondary Education Commission (1952-53), the Kothari Commission (1964-66), Shri K.G. Saiyidain Committee report (1966), the National Policy on Education (1986), the Programme of Action (1992), the NCFs (1975, 1988 & 2000) stated the importance of AE for the development of holistic personality of learners and suggested for the proper and systematic implementation of art education in the school curriculum at all stages.

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Information And Communication Technologies (ICT):-

Information and Communication Technologies (ICT) as a term includes a range of human-devised hardware, software and telecommunications technologies that facilitate communication and sharing of information across boundaries and which may be used to generate arts experiences and objects. In order to best utilise ICT, digital and information literacies are required to access and utilise e-learning and online materials and to appropriately select and operate digital materials and technologies. To this end, governments around the world are developing digital strategies to support education in the 21st century. The focus of these strategies is to enable countries to realise their economic, social and cultural capital; to keep pace with rising expectations and technological advancements; to develop creative, thinking people who can solve problems in new ways and within multi-dimensional learning environments.

ICT In Art Education:-

In art and design education, the use of computers, scanners, digital cameras, printers and the internet is challenging us to rethink the ways in which we develop children's creativity. ICT blurs the boundary between traditional art and design forms providing opportunities to express ideas in many different ways. In teaching art we need to consider how ICT might be used alongside to develop this new medium in a way that develops and extends visual understanding. The advantage of integrating ICT in arts classrooms can be seen through its potential to promote a new way of perceiving and practicing arts (Taylor, 2007). Realizing the importance of ICT in arts classrooms, an experiment was done for imparting ICT based Art Education to higher secondary school student of CBSE board.

Review of Related Literature:-

A total of twenty six studies related to Art Education and Computer Based Education has been reviewed. The studies related to art education by Gibbs (1961), Sullivan (1984), Punja (1981), Wright (1985), Shotwell (1987), Smith (1992) deals with the descriptive analysis about the art education in schools. Parmeswaran (2001) developed a comprehensive art education curriculum for CBSE and RSBSE board. The study of NCERT deals with the process of art education at school and tries to find out the problems related to the art education at schools.

From the review of past researches carried out in the field of art education, it was observed that none so far have paid attention on secondary art education in India. Though Parmeshwaran (2001) studied the secondary art education with a view to modify for updating it. The study attempted to develop a secondary school art education curriculum. However, none so far have tried to develop the computer based package in teaching art education at secondary level.

The experimental studies on computer education conducted by Gupta (1987), Prabhakar (1989), HSu (1994), Das (1998), Khirwadkar (1998), Nimtrakul (1999), Robkob (1999), Suwanma (1999), Vaisopha (1999), Wanna (1999), Zyud (1999), Yadav (2000) and Dalwadi (2001) revealed that most of the studies used computer either in the form of CAI or CAL to teach different school subjects and in all the studies the packages were found to be significant in terms of enhancing students achievement. So the question emerges here that whether the FOSS is effective in imparting art education too like other subjects? Therefore, it is important to study the FOSS based art education.

Some studies conducted on the computers and art education. Studies conducted by Chumely (1987), Robkin (1987), Reeve (1988) and Allister (1990) used the computers in different forms to teach art education based on the comparison of traditional approach and in all the cases computer added art education teaching was found to be superior in comparison to the traditional approach. However, no Indian study was available in the area of art education and the use of computer and/or e-medium. Also the review of the studies implied that there is a need of computer based art education as there is an absolute lack of research in computer based art education in India. There is no proper interaction among teachers and students in the classes of art education and students are not satisfied with the traditional methodologies of teaching art which became the barrier in students learning as they can use FOSS for creating art and the traditional methods cannot be satisfied their creativity and interest in art. So, FOSS based art education can be useful to the students for practicing different arts at their convenient time. Considering the implications of past studies, a need was to conduct the study on imparting art education through ICT for higher secondary school students. Thus, the present study is an attempt in this direction to impart art education through ICT in higher secondary school.

Methodology:-

Research Design

The present study was experiment type in nature. Keeping in mind the basic objectives of teaching of Art Education i.e. introducing the students to new media and techniques and their use and developing creative expression among them, an experiment with higher secondary school students has been tried out. An attempt has been made to achieve basic objectives of the Art Education through the use of ICT into creating visual art i.e. poster making. The emphasis was made to use ICT at maximum level in creating the poster.

Sample:-

One section of standard XII of Navrachana School, Baroda, during the academic year 2016-17 was selected for the experiment. There were 18 students in standard XII and thus 18 students of the selected section were included in the experiment. The students were made aware about the different ICT tools for Art Education and how to use them in creating poster.

Tool:-

All sessions were observed with focusing on the creativity, behavior, creation of art work by using ICT and improvement in their art work. Looking into these, drawing and painting software, digital still cameras, electronic slate, scanners, colour printers, scanner, image manipulation software and internet facilities were provided to converts ideas quickly, manipulate line and colour, modify and incorporate images easily. Reactions of standard XII students were also collected for their reactions about ICT based art education.

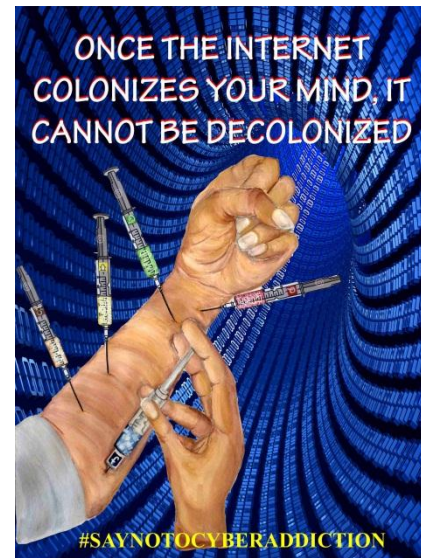
The Experiment:-

Keeping in mind the benefits of ICT, an experiment was done by imparting Art Education to higher secondary school students. The experiment revealed positive result of the ICT in Art Education. This paper highlights need of Art Education at school level, ICT in Art Education, experiment of ICT with higher secondary school students and its outcomes.

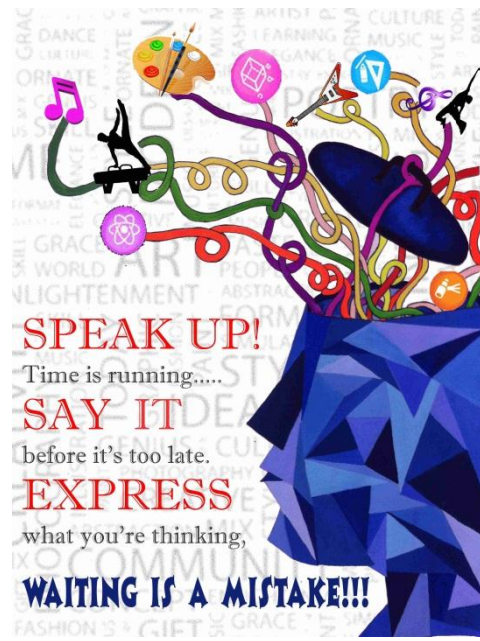
One of the exercises, Poster Making was done with Std.XII student with the help of ICT in visual art. They had to design a poster that would propagate positivity, the message had to be motivational and inspiring for the school wall. The exercise was done with group and can use all the facility of ICT. Specific wall was allotted to each group. Each group had to decide about the targeted audience and to put-up a justified poster. That poster has to spread a positive message with visual and text contents. Each and every topic was different with specific size and aesthetics. This exercise comprised with both manual and technology aided learning.

Student's used internet, search engines, social media sites and other online resources to get ideas, innovative thoughts, design layouts and tools to create effective artwork. A classic example was after brainstorming with children on the variety of methods to use in order to combine the digital media and the doodles.

The following points like Topic, Ideas, Thought Process, Purpose, Target group, Methodology, Use of Software, Slogan, Compilation, Propagation of Work and Feedback from the target group made them easy to create the exercise more interesting and effective.



The kids were very excited during the brainstorming within the group. They did lots of rough sketches, references from internet and photography. They had vaguely explained the concept and they were eagerly waiting to see their artwork on the school wall. They compiled and integrated manual work, photographs, digitised materials, captions, slogans and special effects to create meaningful artwork. After finalizing the artwork on a small A4 size paper, it was converted digitally to create awareness through different social media. The softcopy of the Artwork made into a large blow-up according to the size and dimension. That creates a large change in visual as well as cost effective. When the children saw the poster, they could easily comprehend the concept owing to the simplified presentation of the abstract idea.



Here are some of the works done by children during their regular periods. Student's feedback compiled in a particular format to understand more easily.

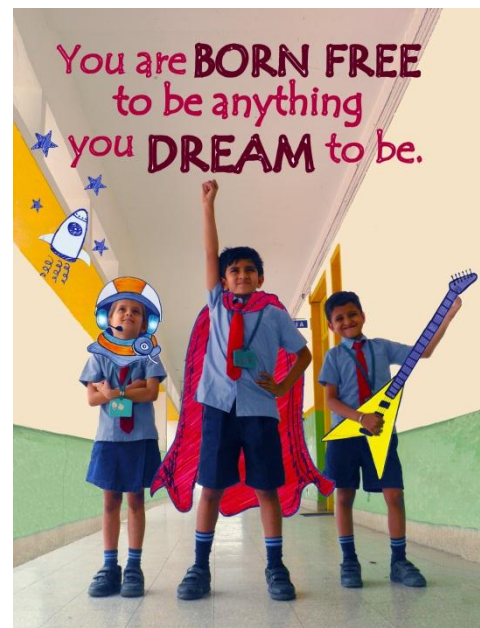
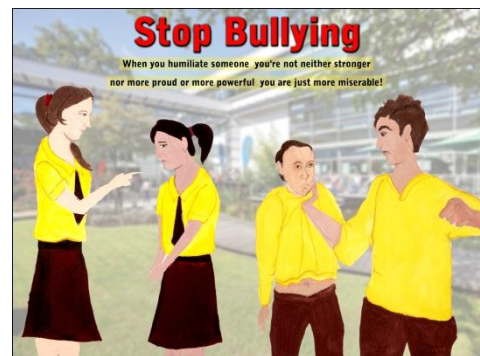
Data Analysis

The outcomes were noted down and analyzed in content form. Discussion was also held with the students to know their views about the use of ICT in Art Education.

Result:-

Based on the experiment, following results were obtained.

- Students took advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.
- Students generalized the effects of visual structures and functions and reflected upon these effects in their own work.
- Students integrated visual, spatial and progressive concepts with content to communicate intended meaning in their artworks.
- Students compared multiple purposes for creating works of art.
- Students combined different techniques and tools in their drawing to add visual interest.
- Students used layers through editing software on different sketches to get a rough effect.
- Students used the images by overlapping and intersecting them to create abstract drawings.
- Students used the clone or colour fill tool to add hues to



their required spaces digitally.

- Students made use of super impose effect and removed the area which creates disturb to the composition.
- Students found to be creative and the tools lead them into experimenting with sharpness, texture, flow, contrast and effects of the text.
- Students used the different backgrounds on their relevant concept.
- Students visualized the Art Work by blowing up through multimedia projector to see the exact size.
- Students propagated their art work by sharing the image on various WhatsApp and facebook groups.
- Students uploaded the final piece on photo sharing site Instagram to get valuable feedback from their followers.

Conclusion:-

Technology is affecting the way we develop curriculum, deliver instruction and assess student learning in arts education. While the content in the arts disciplines is most important, technology in the hands of professional arts educators will provide students more varied and challenging experiences and the ability to work at their own pace. Technology will also provide the resources for students to take charge of their learning. The potential success of using technology for better learning experiences in Art Education rests with the teachers. Arts specialists can choose the way technology integrates with the curriculum, not only need continued training in basic computer skills, they need professional development in specific hardware and software related to improving the learning experience in each of the arts disciplines. Educational systems, professional arts organizations and arts specialists should lobby for technology to be part of the arts classroom. As educators, we should also ensure that teachers have professional development opportunities that address delivering the curriculum standards, instruction and assessment with technology integrated in each part. It will take all members of the arts education community to prepare our students to become performers and consumers of the arts while realizing the lifelong benefits through sustainable learning.

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