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Training & teaching style in accessing a desired classroom discipline at visual art courses

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Abstract

The aim of this study is determining the right approach of discipline in accessing a desired discipline in the classroom by randomly chosen five visual art course teachers. The study is a descriptive work performed in scanning method. Through this study, it is aimed to detect disciplinary approaches used in class by visual arts teachers. The sample is limited with 128 students 6th year in the spring season of the year 2007-2008 at 5 X primary schools and five visual arts teachers within Denizli City Center, only two of which have visual art classrooms. In the light of such evaluations, certain findings have been reached as to teaching methods used by visual arts teachers in the forty-minute course period in which a number of theoretical and practical subjects and duration sampling table obtained through observation and record analyses have been depicted. As a result of the data reached, it has been clarified that a mixture of teaching approaches would seem to be the best way to follow, as each student gains in different ways. For this reason, all different teaching methods provide variable training opportunities for each. In addition, students may easily get bored of direct method and get less level of knowledge than desired one. At this point, as a visual art educator I can state that knowledge should be presented in interactive and communicative approach, by which they will feel to be part of the education process. Most of the learners in this study have already indicated the best advancement possible through the communicative approach during this period. As a result, two people are not likely to comprehend the same material in the same level, so educators must be flexible and know how to melt various training manners and all types of learners in one pot.

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1. Introduction

Content of a visual art course is made up of art disciplines, art forms, artistic materials, teaching & practicing, artistic concept, instigation sources, steps to the process, and the conclusive abstract of artistic concept (Özsoy 2001a: 45), while the term “judgment” refers to the determination of weak points, by the trainer, along with development and evaluation power of a class based on each student. In that way, we could put the training content of an hour of a fine art cause into order as following:

- What is the base of the course? (Primary school a substitute branch or secondary education)
- What is the duration of the course?
- What type of art disciplines is actively used? (Art history, Art criticism, aesthetic values, or practical studies)
- What kind of art materials is used? (Paper, canvas, paint, clay, etc.)
- What kind of art process is studied? (Outline drawing, contour, carving, linoleum print, clay work ,and etc.)
- What kind of artistic concepts are aimed to study? (Artistic elements, principles of creation, realities of art history.)
- What kind of art Works for motivation?
- What are the motivation sources? (Printings, original art Works, books of art, visual items, students work and etc.)
- What are the steps to realize this Project?
- How could we progress the course?
- Things to combine art history, art criticism and aesthetic with one another.

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-What could we do to make the course more attractive and individual even if you come across a mistake in the course?
(Stokrocki & Kırışođlu, 1997:3.57)

Teaching Methods: Teaching is the transmission duration of knowledge. There are largely four methods in one course hour during which any knowledge is supposed to be transmitted.

Transmission of Pure Knowledge: It is largely defined as a well-planned presentation of any knowledge to the whole class in the very beginning of the course hour. It mainly includes three steps: a) presentation b) indicating & exemplifying c) Questioning.

Administrational Teaching: It refers to the design of course materials as well as the class itself and the required discipline for the course.

Communicative Approach in the Process: It is made up of the process and artistic studies of the art trainer in the class with the students in either groups or individually.

Non-functional Teaching Method: It is the way of the trainer in the class consisting of free and direct communication unrelated to the course itself.

Steps in Analyzing a Teaching Process mainly consist of the following steps:

- 1) Recording treatments and communication of an apprentice teacher during the course of 40 minutes.
- 2) Transcribing the speaking of the trainer by a type-writer or a computer every in 5 minutes.
- 3) Taking notes of the speaking and the teaching method during the class, and coding them line by line.

The key codes used in analyzing of the teaching content are made up variable types mentioned below, which is for the classification of the registered teaching period during the course.

Teaching Approach	Color	Code
Transmission of Basic Knowledge	Green	Δ
Administrative	Yellow	○
Communicative during the process	Blue	□
Non-Functional	Red	⊙

- 4) Recoding the sub-titles suited to the teaching approach.
- 5) Estimating the time for each at teachings approach.

Tables for sampling the time

It is the process of determination and drawing a table of variable teaching approaches by the trainer after the analyse of the registered 40 minutes.

- 6) Showing the result on a time scale after the record. The written text must be about five pages long. If the lesson necessitates long dialogues, only very important parts must be recorded in the teaching process. In that way, it could be beneficial in making up a control mechanism in controlling each learner's interpretation.
- 7) Judging the teaching by preparing a short trial from the most used teaching approach to the least used.
- 8) Finally, explaining how to develop teaching.

A Visual Art Teacher's Main Teaching Method During The Course:

The way of the visual art trainer during the course is mainly determining the style to transmit the approach and the knowledge which he mainly refers to his motivation style, participation in the course by the student and teaching styles which are mainly used in approaches.

According to John Michael (Michael,1983: 100-106), "Art Contains three main human processes", which are directly related to the visual organization of experiment and make visual art teacher's attention irresistible. In many artistic definitions, one of those three leading processes are studied because training in artistic experiment necessarily bears those three human elements. The process of art production allows one to shape a style peculiar to him as well as trusting his own perception and developing a communication and ordering capacity. Those are considered irreversible roles of the teacher and students should essentially be well-informed of those critical elements. Besides, the main teaching method is actually artistic trials of the teachers who base certain educational approaches in order to reach the pre-determined targets.

As the result of studies conducted by scientists in various times (Alakuş, 2004:35); (Özsoy 2001b:51-58); (Kindler, 1992: 348), (Stokrocki1990: 35), (Stokrocki1996: 35-45), there have been several orientations and strategies in artistic production whose main aim is largely to allow the art trainer to reach available teaching methods rather than performing a classification or categorization. A qualified fine art teacher certainly does much more than only telling his students simply to

paint a picture, or to sculpt a statue or to perform a block-printing. While artistic experience of a trainer makes the class more available to learn, it also provides him to apply a more active method which will allow much better works.

An art teacher is actually a catalyzer and mood stimulator who will provide a desired combination of the pre-determined programmed with the skill, perception and knowledge of the student. However, this preparation couldn't be reached in two excessive ends, one of which is dictatorship and the other of which is too much freedom in the class. This is unfortunately a determiner sign of the teacher.

The most frequently used teaching methods are listed as follows;

Teaching Method in Authoritarian / Dictatorial Style: A teacher in favour of such a style essentially studies and dictates what he/she has already planned, and gives it to the students step by step, and dictates them in each step.

Such types of teachers are well conservationist but they don't allow the students to release the creative thoughts. Responsibility is the essential must in their mind and they only base certain basic concepts in art and the historical development.

In an authoritarian/dictatorial style, anything such as ideas, artistic works, organization, development, rates and etc. is strictly controlled as well as being in an order and cliché.

Negative criticism are largely performed as a challenge so that they could make development students in this method are usually exposed to be obedient to the rules dictated rather than making creative steps. Stanley Madeja has also pointed that the students called low-level are the ones who were trained this method.

Appointed Subject / Student in Centered Training & Education: A student centered training & education process largely focus on the student itself, and train him as an individual who is creative, perceptual sensitive, aesthetic minded, talented in hand jobs. In such a method, the teacher and the student could collectively think over materials like the course book, the subject and the matter, etc which are actually of secondary importance. In the studio section, a great number of course projects are jointly performed such as designing a poster or flowering. The teacher here designs the whole work which will meet the needs of the whole class as well as the art program. In such programs, the student is either free or organizes himself compatible with his own character.

Before the course, a prosper teacher would necessarily arrange all his preparations regarding the subject. For instance, when the course subject is "bullfighting", he could motivate his students by playing a Spanish song just as they get into the classroom.

Creative teachers, furthermore, could sometimes choose some leading mind challenging ways while studying the course subject. For example, he could put forward to transmit the subject in the bull's eye, and the same approach could be tried on art history practice.

Timing would also be another critical process in artistic experiments, during which the teacher is to care about some new motivations, awards by creating a challenging momentum of learning in the workshop atmosphere.

Media & Secondary Teaching Method: The teacher, in this method mainly takes the material to the front line by regarding the subject as the secondary item to follow. The main focus of the teacher is rather converted to a certain material of art or the expert in such a material than any other things. For this, he clearly attaches great importance to the material, hand skill, the use of the material in a creative way, aesthetic value of the material, the description of the character through the material and mood.

Interrogative Style in Education is a process based on a open-ended questions and multiple choice answers of them to make students remember them very easily. Namely, it is mainly a process of a question- answer way, and it is also called "Socratic interrogation" which is largely preferred in art history teachers along with art crisis and aesthetic studies.

Assisting Teaching Method is mainly a process for the teacher of individual help and the required assistance to his/her students as well as any other auxiliary elements in order that that they could obtain more individualistic attention.

In this method, the ideal base is letting the student to be free in choosing the artistic subject, the idea, the book & program as well as the material. Besides, they are available to draw his / her own working program and artistic works to express himself and the teacher is with him in the whole process as a guide of him.

The real success in this method largely depends on the balance between the trainer's artistic experiment and the student's requirements. Such a method would remarkably be rather suitable to little groups and it is considered highly surprising by the teachers who use traditional methods.

Free Style in Teaching: is mainly a process in "Let it be" style, which is largely considered the weakest method in art teaching process. The teacher using that way vehemently prefers less assistance and minimum communication with his students on behalf of a self study process, which is actually an unstructured method as everything is completed performed by the student himself while the teacher just suggests and informs his student upon request. Besides, the material required by the student would be met by the teacher himself. The student, moreover, is completely free as just the opposite of "a dictation method" in which certain points such as informative communication, timing, leadership and etc. are completely passed over by the two parties.

To summarize, most of teachers tend to be for one of those methods mentioned so far, while only a small part of them is likely to apply all of them.

2.Aim: The purpose of this is to clarify the disciplines conducted in the classroom by five visual art teachers randomly chosen.

3.Method: The study is a descriptive work through scanning method by which the disciplines in the classroom conducted by visual art teachers are detected.

4.Sample Case: The sample case of this study includes five visual art teachers in five X primary schools within Denizli City Center as well as 128 6th year students in spring season of 2007-2008 education year.

5.Finding & Comments: Compared with the each other, the school C and D are private ones, both of which could offer visual art workshops. Moreover, the number of students at school C is 12 while it is 17 at the school D. The other rest three schools are not available to offer workshops for visual art courses in addition to 30 students in classrooms at school A, 35 students in classrooms at school B and 34 students at the school E. When we compare the teachers' approach and methods as well as the role they drew during the course, it was clearly found out that the teachers tended to be more autocratic and administrative in crowded classrooms.

SCHOOLS										
Course Duration	A		B		C		D		E	
	Minute	%	Minute	%	Minute	%	Minute	%	Minute	%
Transmission of Basic Knowledge	5	12,50	10	25,00	9	22,50	5	12,50	8	20,00
Administrative	15	37,50	8	20,00	5	12,50	5	12,50	13	32,50
Communicative during the process	16	40,00	2	5,00	24	60,00	27	67,50	7	17,50
Non-Functional	4	10,00	20	50,00	2	5,00	3	7,50	12	30,00

According to the table, teachers working at school A clearly regarded the course period of forty minutes as completely insufficient. Moreover, four minutes of the process was considered non-functional and sixteen minute of the rest duration is mostly reserved for administrative approach, during which the teacher mainly dealt with classroom atmosphere, use of materials, and warnings. However, the teacher was supposed to make a virtual planning for a more effective and attentive process.

As for the visual art teachers at B and E schools, they no functionally spent most of the course period due to a number of irrelevant problems like "late attendance of their students into class, or / too much talk in the course, or leaving the course early" as the administrative method they applied included a number of warnings like the decent orientation, use of materials, gaining a virtual in class atmosphere, and the authority required. Moreover, they preferred a "Free Style in Teaching" at the table while informing their students over the subject of the course and showing several samples of the technique concerned. Accordingly, an atmosphere of too much noise prevailed during the course. In the light of obtained details through this study, teachers at the schools B and E were clearly seen to have failed to make an efficient timing during the course in addition to indifferent attitude to their students which certainly triggered an inefficient and fruitless attention the course.

It was also obtained that the visual art teachers at the schools C and D managed to activate all of the four teaching styles in courses in additional to an assisting teaching process through applying communicative approach. The teachers, through knowledge transmission were noticed to try to do best to enlighten dark points their students faced to, the while they hardly ever applied the "Nonfunctional Method". In the moments they were not touring through the workshop, they were seen to have applied "Administrative Method" to establish on authority in the workshop. It was also noticed that they meticulously cared about their work and the course reserved for their students.

The Evaluation: In this study, it was clearly observed that as the number of students in classrooms rise up, teachers attaches more and more importance in art courses to administrative method to get the order in the classroom. Moreover, it was considered realistic that teachers complained about the too little course periods because it was clearly detected, through observations, that they failed to use the effectively in spite of time- based complaints, which could be related to a large number so many of reasons such as personal indifference of the teacher, not knowing time management techniques or not applying them in a virtual way.

It was also seen that, viewpoints of in the study, administration departments and other branch teachers at schools are still not at satisfying level. For example, except for private schools, most of state's schools do not have visual art workshops or they are intentionally ignored. in that way, the visual art teachers were either exposed to the situation or had to spend a great effort to change the condition.

On the other hand, timing in education process is of a crucial importance and it is naturally a must to rise up the time of the visual art course. However it was considered a nonsense excuse for an unqualified education service to hide behind such a suggestion.. one of the ways to prevent it is learning efficient timing techniques as well as putting them criteria as in private schools by backing them up with internal courses to refresh their occupational knowledge.

As a result of the data reached, it has been clarified a mixture of teaching approaches would seem to be the best way to follow, as each student gains in different ways. For this reason, all different teaching methods provide variable training opportunities for them. In addition, students may easily get bored of direct method and get less level of knowledge than pre-desired point. At this point, as a visual art educator, I can state that knowledge should be presented in interactive and communicative approach, by which they will feel to be part of the education process. Most of the learners in this study have already made the best advancement possibly through the communicative approach during this period. As a result, two people are not likely to comprehend the same material in the same level, so educators must be flexible and know how to melt various training manners and all types of learners in one pot.

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