

New approaches in art education: Moodle learning and content management system based art education

Cansu Çelebi Erol *, Fine Arts Department, Dokuz Eylul University, Turkey.

Suggested Citation:

Erol, Ç., C. (2015). New approaches in art education: Moodle learning and content management system based art education. *Global Journal of Arts Education*, 5(2), 67-71.

doi: <http://dx.doi.org/10.18844/gjae.v5i2.248>

Received 22 June, 2015; revised 30 July, 2015; accepted 15 October, 2015.

Selection and peer review under responsibility of Prof. Dr. Ayse Cakir İlhan, Ataturk University, Turkey

©2015 SciencePark Research, Organization & Counseling. All rights reserved.

Abstract

Become also used in the training of multimedia software, is the most important innovation in the field of education provided by emerging technologies. Graphics, text, many factors such as digital images and sound are located in multiple environments. All of them gained importance in our daily lives and lead new structures in education is inevitable. To make meaningful abstract information is necessary to take advantage of the interactive multimedia applications. It is stated that a lot of research, teaching methods that increase the motivation of students and courses appeal to different senses can have a positive impact on student learning in arts education. One of the main areas of learning for training art students of the Art Criticism efficient way to gain knowledge to create effective learning situation is needed in the process of training materials. In this study, Moodle based educational material draft is aimed to create, which can be used in the field of art education courses given theoretical learning in higher education programs include effective teaching-learning experiences, and planned to offer. Mentioned art education courses is limited to a subject that's "Principles and Elements of Art" at Fine Arts Departments Art Criticism course. In the study, an e-learning management system Moodlesupported training that can be used as the material of the design process, the design principles that have been referred to the eligibility for arts education learning and teaching experiences.

Keywords: art education, moodle, web based learning

*ADDRESS FOR CORRESPONDENCE: **Cansu Çelebi Erol**, Fine Arts Department, Dokuz Eylul University, Turkey.

E-mail address: cansucerol@gmail.com

1. Introduction

21st Century needs of the people and priorities with respect to these requirements, technology and information are shaped blowing the field. This is related to the sensed process and consumption of information. In the current era of information is increasing rapidly. Compared to the previous century, the tools to access and share the information arises revolutionary changes. These tools are no doubt a great place among the internet. Developments in the Internet environment affects educational experiences.

In today's world it began to change the definition of art and the artist. In the arts education planned for such a world, global and cultural phenomenon that will teach the theoretical learning areas should go beyond the defense should take place, how the training should be discussed which content and must be designed on with what learning experiences. Mentioned training experiences can be gained within the possibilities offered by educational technology. When making use of the opportunities provided by educational technology, materials are needed that can provide easy access to accurate information.

The most important innovation in the field of education provided by the emerging technology is the use of multimedia software in education. Graphics, text, digital images, audio, and many elements are located in multimedia environments. All of them gained importance in our daily lives and to lead the new structures in education is inevitable. Also in making intangible information is understandable, it is necessary to take advantage of web-based interactive environment. Web based training material provides many conveniences and benefits. These include:

- Preparation and updating is easy.
- Students can access information when and where they want.
- Provides interactive or non-interactive communication facilities.
- Material provides educational phenomena such as book-video.
- It provides access via the Internet to all these tools.

Art Criticism knowledge is one of the key learning areas for art education. This knowledge efficiently in the granting of a student, there is a need to create training materials for effective learning situations. Computer-assisted interactive educational model is one of the effective methods of theoretical information. These methods are discussed mainly at primary level. Has taken the small number of study at the undergraduate level for Art Criticism information and education, has been observed there was not enough research. Research on the subject of Web-based interactive training material of the type of research conducted on an area about Art Criticism could not be found a similar material containing the learning field. In this regard, web-based interactive educational material aims to combine that the technology with art education programs theoretical learning areas.

This interactive training material has been prepared for university-level students in art education and this material is based on the current and universal interests and needs of developing modern world. Students in an effective and practical way to benefit from the existing art education programs, as well as related artistic knowledge, skills and capacities, is closely associated with course content offered by educators, teaching facilities and methods. Said material, Art Criticism in the course of integrating the auditory, visual and literary content under a single material, it is thought that accompanied by multiple warnings, the student-teacher and student-student interaction increases productivity by providing.

Planned teaching method also includes the blended learning approach. It is possible that blended learning; benefiting from all kinds of technology, combining traditional teaching with new technologies, the integration of classroom learning and internet technology, web support could be provided with the desired learning objectives (Yapici & Akbayin, 2012).

Web-based planning of educational technology for use in research is planned to be an open source course management system.

Art Criticism course content, located inside the open-source software will gain visibility with the Moodle Learning and Content Management System software.

2. Learning and Content Management Systems

Web-based Learning Management System (Learning Management System, LMS) is an important place of education, known as Virtual Learning Environments or Learning Platform. LMS could be explained that learning process of planning, implementation, software or web-based technology that provides an assessment. Concretely an LMS system offers the following opportunities instructors: allows the teacher to prepare and manage educational content in electronic media. It enables teachers to evaluate student's performance and to observe the students participate in lessons using the material (Aydin & Birogul, 2008).

Moodle is a Learning Management System, which is a web-based courses and web sites that can be used to create a PHP-based open source software. Martin Dougiamas, social communication and interaction, highlighting the social constructivism (social constructionist) theories of teaching and learning, began a doctoral thesis and supporting open source software has emerged Moodle (Modular Object Oriented Dynamic Learning Environment) LMS (Inner, 2014). The main reason for the Moodle open source systems used in the study, by everyone (teacher-student) (Aydin, 2011) is easy to use.

Moodle software is used in an active form in 222 countries. As of 2015, the number of registered users has been identified as 71 283 630. Moodle direction, around the world providing language support over 120 are used in common (Moodle Statistics, 2015). Moodle could be used easily by the masses Works, managed by the portal logic, the course of its establishment in pieces, supported by the Windows-Mac-Unix and Linux operating systems, complete with a free, updated with ease, without requiring computer high-level technical-hardware knowledge.

In this context, a course management system, should not be understood as a teaching tool which will replace the teacher, to question the necessity (Brandl, 2005). On the contrary, it will enhance the teaching and the learning environment has features to improve the time to interact with students.

As a general Moodle software offers the following functions:

- To offer course materials through the internet: The course introduction page, presentation materials, lecture notes and course content to include the Internet would support that students at any one time and thus access to course work and the freedom of the will. The most vital functions of the Moodle software, is the opportunity to share all related to the course material through the internet in a systematic way.
- Communication through E-mail, forums and chat environments: A course management, to inform students about a lot of frequent (details about the course and exam content, course and related exam time updates) and require the update. Through the General and specific interaction systems (email, forums and chat environments) provides to the teacher forwards the content to be the most appropriate way.
- The Project Management: In cases where it is possible to submit electronically homework, grading homework, giving reasoned feedback, homework evaluation of the module by entering the time required education classroom at points like sharing, step back transmission efficiency, has a cross-border comparison in terms of prevalence and consistency of the rule.
- Virtual classroom: The names, pictures and e-mail information of the students taking the course located at the participants page, teacher and students know each other, providing as necessary to reach each other simultaneously.

- Management Assessment: Students could assess the learning process and the effectiveness, they can see their position in the class, at any moment to be accessible to develop a self-regulatory environment is an essential and convenient facilities for them (Kapanoglu, 2009).

As seen Moodle software supports multiple teaching and learning activities. In this context, Moodle, with active learning opportunities it offers are used in many areas of education.

3. Moodle Based Art Education Proposal

There is a lot of research to reach the targeted positive effects on student achievements to training methods that increase the motivation of students and courses can address to different senses, which use of art education (Tepecik & Zor, 2011; Yang & Liu, 2007; Kahvecioglu, 2007; Pala, 2010; Brandl, 2005).

It is planned to establish an appropriate material which is located in the Art Elements and Principles of Art Criticism course (Elements of Plastic Arts: color, value, line, texture, shape, form, space. Principles of Plastic Arts: Balance, emphasis, harmony, change, Grading, movement and rhythm, Ratio and Proportion) includes the subject, to individual learning principles for the art education student in high school, undergraduate and graduate level at the end of the survey. The material will ensure that the Art Criticism course of theoretical learning experiences to easy, concrete, rich, meaningful, motivating, stimulating, efficient and the quality conversion efficiency.

It is planned to be transferred the material to a web site called "www.sanatelestirisi.net" . In this way, each individual has created an internet connection and user registration, will be able to access material with many devices. In most cases it can be difficult to derive a user name and password for each student. In this case, using the registry key that gave the instructor's course, students would save themselves. The credentials are only one person on each e-mail address would be installed. The user's e-mail address would be sent when installing credentials for connection to the system, the user would reach to this link "www.sanatelestirisi.net" from the site's users have access to the outdoors.

Two unit module course would open for art criticism. One of the; "Elements of Plastic Arts" and the other "Principles of Plastic Arts" unit would be. Text pages, web pages, forum pages, video-visual pages and pages of assessment would contain within each unit module. In addition, students would be able to load everyone into the file they want to share in the forum page. Forum pages asking questions outside of class time is important because it allows the students to continue the learning activities. During the course of the semester students will be taken into consideration his contribution to the forum, students would be awarded with active participation. This award would be in the form of contributions to the lecture notes.

Students and teachers can interact with each other concurrently and asynchronous, can exchange information by Web content, can perform the operation of the course would be prepared.

That is planned to completed the Moodle software and implemented to Fine Arts Education Department at 2016-2017. A scale would be developed to measure the effectiveness of the material. Then the pre-test and post-test control group would be implemented.

Also be aware that part of the university of arts education material. A short notification e-mails regarding the material content will be accessible to faculty members from the university and the material would be introduced.

4. Conclusion and Suggestions

In this study, "Art Criticism" of the principles and elements of art in the learning field unit according to multiple learning environments, has described a draft program will be organized through the Moodle LMS. Interaction with the students will be presented with the Moodle environment; course come prepared, learning at their own speed, to make again as you want, to self-test, to ask questions that have not had a chance to ask in class, be able to communicate outside the classroom with their classmates and teachers, to make as many times as you want, where they want the course material and will be offered opportunities, such as access time. The results of this study by art in general and in particular the information on the success of art criticism positively change the intended Web-based interactive training materials are expected to be used widely. Of similar materials in art education; basic design, graphics, painting, sculpture, printmaking and photography for the teaching of disciplines such as the idea that design is expected to generate. In addition to conducting scientific studies on the subject of this research and it is hoped to contribute to the literature.

References

- Aydın, D. (2011). Malzeme Bilgisi Dersinin Moodle Açık Kaynak Kodlu Öğrenim Yönetim Sisteminde İşlenişinin Öğrenci Üzerindeki Etkilerinin Değerlendirilmesi, Bahçeşehir Üniversitesi Fen Bilimleri Enstitüsü, *Yayımlanmamış Yüksek Lisans Tezi*, İstanbul, Türkiye
- Aydın, C. Ç., & Birol, S. (2008). E- Öğrenmede Açık Kaynak Kodlu Öğretim Yönetim Sistemleri ve Moodle *Bilgisayar Teknolojileri Dergisi*, 1(2), 8.
- Brandl, K. (2005). Are you ready to "Moodle". *Language Learning & Technology*, 9(2), 16-23.
- Kahvecioğlu, N. S. (2007). İlköğretim II. Sınıf Gorsel Sanatlar Dersinde Bilgisayar Destekli Öğretim Ve Geleneksel Öğretim Yöntemlerinin Öğrenme Üzerindeki Etkisinin Karşılaştırılması. Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, *Yayımlanmamış Yüksek Lisans Tezi*, Ankara, Türkiye.
- Kapanoğlu M. (2009). Eskişehir Osmangazi Üniversitesi (ESOGU) Ders Yönetim Sistemi Sınıf-içi Eğitimde Moodle Kullanıcı Notları, Received July 02, 2015 from: <http://dys.ogu.edu.tr/irondys/file.php/1/DysKitabi.pdf>
- Inner, B. (2014). Harmanlanmış Öğrenme Ortamı Olarak Etkili Moodle Etkinlikleri Kullanım Örneği. *Eğitim ve Öğretim Araştırmaları Dergisi Subat 2014*, 3(1).
- Moodle Statistics. (2015). Retrieved May 20, 2015, from <https://moodle.org/stats/>
- Pala. E. (2010). Photoshop Programının Grafik Anasanat Atolye Öğrencilerine Bilgisayar Destekli Öğretimde Cd İle Öğretmesinin Değerlendirilmesi. Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, *Yayımlanmamış Yüksek Lisans Tezi*.
- Tepecik, A., & Zor, A. (2014). Yapılandırmacı Yaklaşımına Göre Web Tabanlı Bilgisayar Destekli Sanat Eğitiminin Akademik Başarıya Etkisi. *İdil*, 3(14), 51-70.
- Yang, Z., & Liu, Q. (2007). Research and Development of Web-Based Virtual Online Classroom. *Computers & Education*, 48, 171-184
- Yapıcı, I.U., & Akbayın, H. (2012). Harmanlanmış Öğrenme Ortamında Moodle Kullanımı, *Eğitim ve Öğretim Araştırmaları Dergisi*, Mayıs, Haziran, Temmuz 2012, 1(2).