

variables related to the methods of implementing computer augmented education programs as an introduction to textile teaching for art education student of faculty of specific education

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An Introduction:

The new exceptional situation imposed a set of changes and transformations in education to adapt to the current situation. The whole world is in an emergency as a result of the (Covid 19) virus known as Corona, which caused global anxiety and a state of panic and fear for its rapid and terrifying spread to most of the regions of the world. The researchers made a move towards the digitization of education and came the calls (distance learning) that accompanied the spread of the virus to counter its negative effects on education.

Research problem:

The research problem is summarized in the following main question

What is the effect of some variables related to the methods of applying computer augmented education programs as an introduction to textile teaching? this leads to:

1. Highlighting and emphasizing the importance of employing the technical elements of hand-woven textiles.
2. Highlighting and emphasizing the importance of the aesthetics of textile structures, as well as their functional role.
3. Highlighting and confirming the importance of using the computer's interactive roles in designing programs to enrich the teaching of the arts in light of the variables affecting the application methods in the program.
4. Adding aesthetic value that enriches the textile work through the textile structures and the factors affecting them.
5. Benefiting from the student's experiences in some other technical fields and linking them to the textile through methods of using computer-enhanced education programs of different reinforcement patterns.

Research aims:

1. Finding modern approaches to using computer augmented education programs as an introduction to textile teaching, and technical practices and methods of textile work.
2. Using the computer's interactive roles in employing the technical elements in textile aesthetics.
3. The link between the textile course and some other technical fields through the use of interactive computer roles in computer-assisted education programs in textile teaching in light of variables affecting the program's application methods.
4. Linking the textile course in art education with one of the recent global trends in computer-aided education programs in textile art.

5. Linking the teaching of the textile course with the interactive roles of the computer (with different reinforcement patterns) and its relationship with the factors that enrich the aesthetics of textile structures through designing a program for textile teaching, taking into account the role of the faculty member in computer-enhanced education.

Research importance:

The use of computer-assisted education programs in employing the technical elements in the textile contributes to highlighting the aesthetic value in addition to its functional role in the textile.

2. It is possible, through the use of computer-assisted education programs, to link some of the student's experiences in various technical fields with their expertise in weaving in the light of variables affecting the program's application methods.

3. The design of a textile teaching program based on computer-enhanced education programs links between the technical elements and the factors that affect the aesthetics of weaving, leading to the enrichment of weaving technical work among students of the Department of Art Education at the Faculty of Art Education.

These loans can be measured by studying the results of applying the study tools to students of the research sample and the extent to which they achieve the goals and concepts of the program and translating these results statistically.

Tools used in the search application:

In the current research, the researcher uses the following tools:

1) An evaluation tool for applying computer aided learning program using different meanings of concepts:

This tool consists of (15) paragraphs, which reflect (5) items, including the enjoyment of the textile field, (5) paragraphs on the nature of the texture material, and (5) other paragraphs dealing with the importance of textile material or its value, as follows:

- The Enjoyment aspect is reflected in paragraphs 2, 4, 7, 11 and 12 (the aesthetics of textures).

The use of computer-assisted education programs in employing the technical elements in the textile, contributes to highlighting the aesthetic value in addition to its functional role in the textile.

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- The importance of the technical value of the textile material (Value / Importance) and is reflected in paragraphs 6, 8, 9, 13, and 15 (plastic artistic elements).

• The nature of the texture (Nature) and reflected in paragraphs 1, 3, 5, 10, 14 (factors that enrich the aesthetics of tissue structures).

And in the method of application of the program in the article.

2) A tool for evaluating the use of computer-aided learning program using the Likart method.

3) High IQ test.

4) A questionnaire to determine the textile technical work that the student wants to apply research tools to

Research Methodology:

The research follows the descriptive analytical method and the experimental approach.

Search steps:

First: the theoretical framework:

1. An analytical descriptive study of computer-aided learning in terms of origin and development.
2. An analytical study of the technical artistic elements.
3. An analytical study of the factors affecting the aesthetics of textile structures.
4. An analytical study of histological structures compatible with the method of using computer augmented education programs.
5. An analytical study of the factors affecting enriching the aesthetics of textile structures in artistic works, from which the need arises to use computer-assisted education programs in teaching the curriculum.
6. An analytical study of contemporary artistic models that dealt with plastic artistic elements that the researcher considers influencing textile aesthetics and the use of computer-enhanced education programs.

Second: The practical framework:

1. Design a proposed program that is applied through an exploratory experiment carried out by the researcher, and it contains an experimental study of the technical elements that affect the aesthetics of textile structures, while experimenting with the use of some evaluation methods using computer-enhanced education programs in achieving some or all of the factors affecting the aesthetics of textile structures.
2. Evaluating the proposed program in light of the objectives.
3. Verification of the research hypotheses through statistical results of the experience of the proposed program.
4. The program design is adjusted according to the evaluation of the exploratory experience and its deficiencies or shortcomings.
5. The researcher conducts a pre-program self-experiment to experiment with the association of plastic artistic elements with factors affecting the aesthetics of textile structures in the proposed program.

The results of the questionnaire that the researcher prepared and applied to the students of the Technical Education Department at the Faculty of Specific Education in Mansoura and its two branches in Mit Ghamr and Menia Al-Nasr indicated that there is an urgent need to introduce

modern global trends in the fabric, and to identify and practice them as an important addition that contributes to preparing the student technically and enriching his experiences in this field despite that the topic of studying programming and researching its methods of application in education is one of the topics that has a lot of research and study about it, but it is still an important and vital topic as it is one of the most important goals that should be achieved in the educational field in general and technical field in particular.

Results:

The researcher extracts the following results in the light of the assumptions discussed, as follows:

1. The evaluation of artistic works using computer-assisted education programs in the textile contributed to highlighting the total value of the fabric in addition to achieving its functional role in the textile, and there was statistical indication to achieve this.
2. The blending of the hand-woven fabric and some other technical fields has led to a linkage between the student's various experiences and there has been statistical evidence for this.
3. The design of a computer-augmented education program for textile teaching links the evaluation methods in design with the factors that enrich the aesthetics of textural structures and their relationship to plastic artistic elements that enriched the aesthetics of textile technical work among students of the Faculty of Specific Education, and there was statistical evidence for that.
4. The factors that enrich the aesthetics of histological structures are divided into applied factors related to the material, the diversity of its methods, the diversity of textile structures and other artistic formations, represented in the elements of line and texture and the motions they achieve from movement and repetition rhythms.
5. That both the applied and the technical factors that enrich the textile structures influence each other mutually.

Recommendations:

The researcher recommends the following:

1. Benefiting from and inspired by original and contemporary textile artworks, using advanced modern-day methods, using computer-enhanced education programs to create new artistic formulations in artistic fields.
2. Not to establish breaks between the different technical fields when using a contemporary technology or technology, such as the interactive roles of the computer in computer-assisted education, where mixing between them can lead to creative artistic creations as a result of the outcome of the different experiences of the artist.
3. Paying attention to the modern technical trends in the art of weaving and investing it technically in the field of art education for the purpose of continuous development of its teaching methods using the techniques and methods of computer-enhanced education programs.
4. Attention to educational programs in the technical fields as they lead to the organization and codification of the teaching process in an organized and pre-planned context with the addition of an element of flexibility during implementation to replace what may not be appropriate for the educational circumstance

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