Practice of Art Education on Blended Type E-Learning for Remote Lecture

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ABSTRACT

Shiga University is consisting of two departments, faculty of economics and faculty of education. Two faculties are about 60km away. Therefore some of classes are performed by the remote lecture using the telecon system. However, there was a problem that it cannot take communication well. I introduce a class of "the world of the art" that improved the problem by inflection of blended type e-Learning. Blended type e-Learning is blended a live class and the on-demand class. By this class, we used the mobile phone of the student for the understanding of class contents.

KEY WORDS

E-Learning, Higher Education, Art Education, Mobile Phone

1. Introduction

It is difficult to create the e-Learning contents in the art education. The reason why

(1) It is difficult not to express the part etc. of an actual shade and the shadow of the painting and the sculpture easily on the screen of the computer, and to tell slight touch.
(2) It is difficult to put the one where the copyright exists on the network though the one that the copyright has already cut is treated easily.
(3) In e-Learning that centers on the knowledge transmission, the learner's reaction is various compared with an individual work, and it is difficult to tell an intention each other, and to feel the reaction.

However, there is an advantage that the appearance of the work and the building that cannot be made the usual by the art education using the network such as e-Learning can be seen even in shape of image, too and it is possible not to use it at all.

Miyata (2005) is introducing the case where the Web function of the cellular phone is used as development of the class of the knowledge creation type. Student's opinion can be taken in the class when the academic education is practiced, and there is a possibility that the above-mentioned problem can be solved according to this method. In addition, it thought whether the art was able to educate by attempting the enhancement of contents in e-Learning.
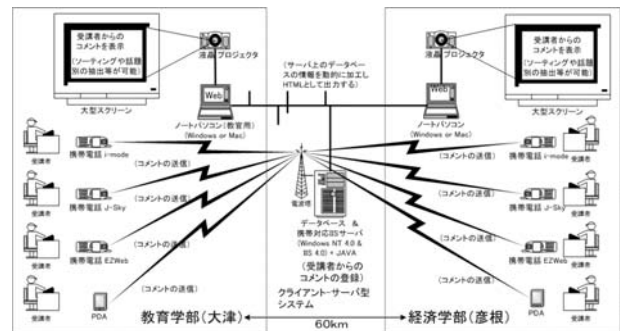

Figure1. Image of ubiquitous Learning with mobile phone

2. Purpose

When the art is educated in the university general education, it is proven that study to which not the practice of the knowledge transmission type but the learner can create knowledge can be done, and the influencing study advances from the own learning and others in an ubiquitous environment by the questionnaire from the student and the teacher's questionnaire by practicing e-Learning of the Blended type that uses comment card system (CCS) for a live class, contents, and the mobile phone.

3. Research Object

· **CLASS**
"World of art"
This course is common to two faculties.

· **STUDENTS**
52 of those who attend a lecture "World of art"

· **TERMS**
2006.10 〜2007.3 (one semester)

· **The system of the support.**
Class charge teacher   1
Support teacher 1
Assistants for the class 3
Assistants for creating e-Learning contents 3

4. Practise

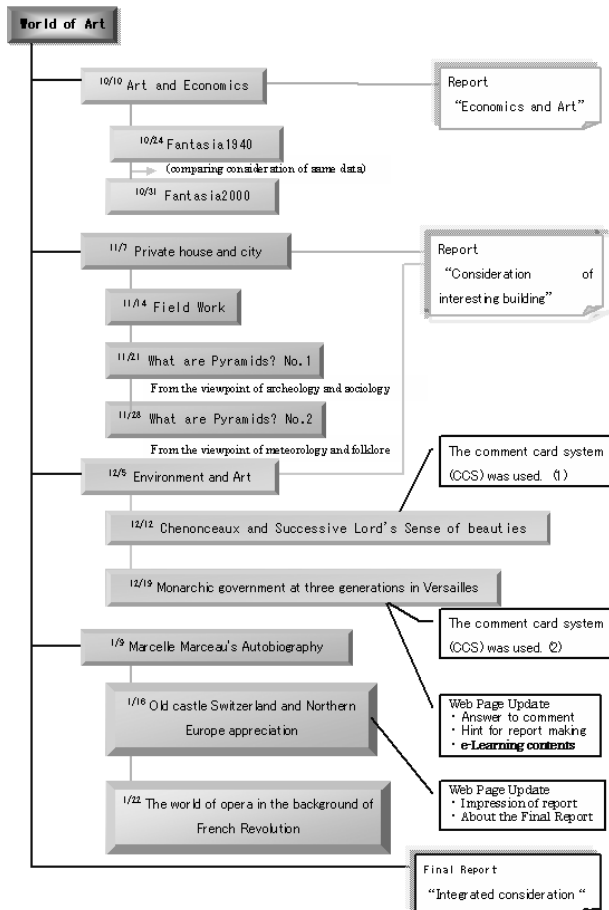This class was designed in the following figure.

Figure2. Flowchart of the class "World of Art"

The goal of the class "World of Art" is "An individual awareness of the issues is dug down by appreciating the image data of the cultural heritage and the life environment of ancient times, the Middle Ages, and modern ages from the humanities and a social science viewpoint, and doing the consideration of each topics repeatedly, and the sense of beauty is deepened. They want to pay attention to the creative role that the image data plays by reading the theme where the entire lecture was concealed at the end."

The assistance member made arrangements elaborately with the charge teacher for the achievement of the above-mentioned purpose, and the class that used contents and the comment card was proposed, and supported.

The class charge teacher had not worked on such a class well by the operation of the equipment, and needed supporting. This lecture is done as a remote class, and moreover, a live class also is difficult seeing the student's reaction, and has the part urged by the necessity to take e-Learning.

The original bill was gotten from the class charge teacher about the production of contents, and assistance member and teaching assistant's students undertook production based on it. The narration by the voice was applied by only using not only the image data but also the Breeze server of the Adobe Co..

Figure3. Produced contents

Figure4. Students of writing comment with mobile phone

5. Conclusion

The result is considered from catching to the student questionnaire and the charge teacher.

(1) Student's report

After the final class had ended, it sent out questionnaires in the student. The collection rate was 26.9% every 14 people in the questionnaire collection among the people of finishing of 52 people.

The student used contents at home or the university, and this time, attention and public wireless LAN service etc. were not used though it aimed to study in an ubiquitous environment.
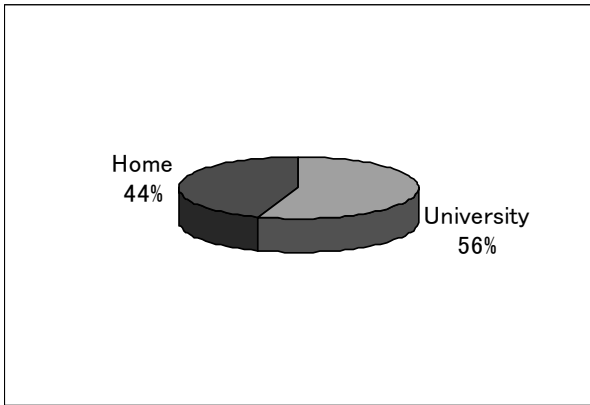
Figure5. Where did you watch the e-Learning contents?

There was no case to refer to contents besides the class and the specified time though it aimed at the system that was able to use it similarly at any time. It seems that these should consider the production of contents.
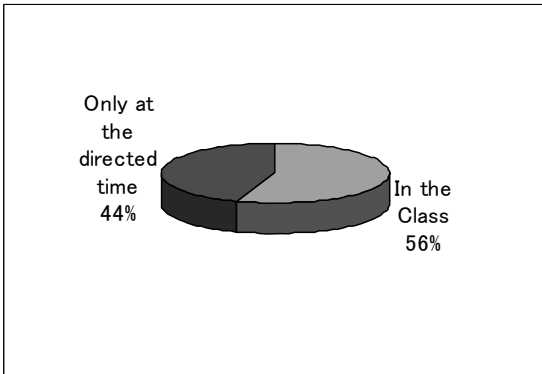

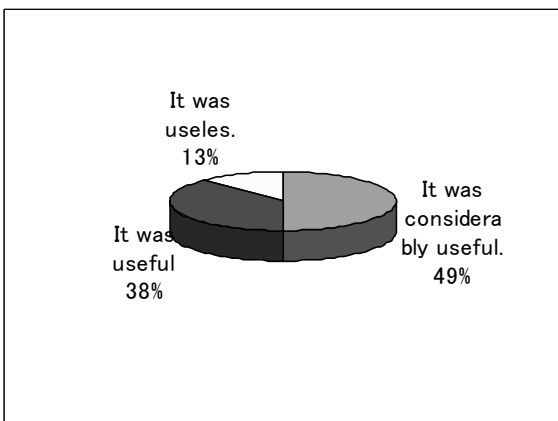Figure6. When did you watch the e-Learning contents?

Figure7. Was the content useful for the class?

It is shown to actually feel that there is an influence for the student's study the use of e-Learning though there was no major breakthrough in the system requirements of contents.
The comment card system transmits from the cellular phone by the majority, and is thought for study by an ubiquitous environment to have been done.
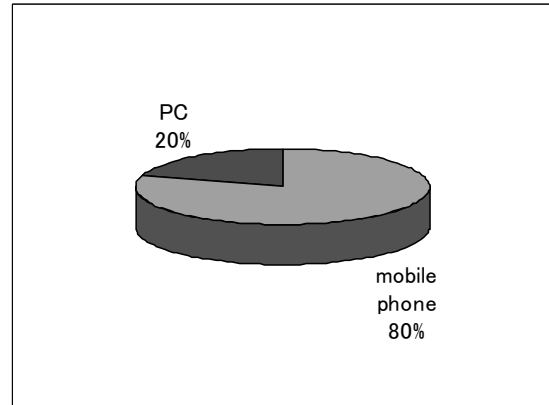

Figure8. Which did you use for writing the comment card system?

Moreover, it is shown to be able to transmit and to become it because it always has it to be near in case of the cellular phone when time to send the comment is various, and learning is generated in student.
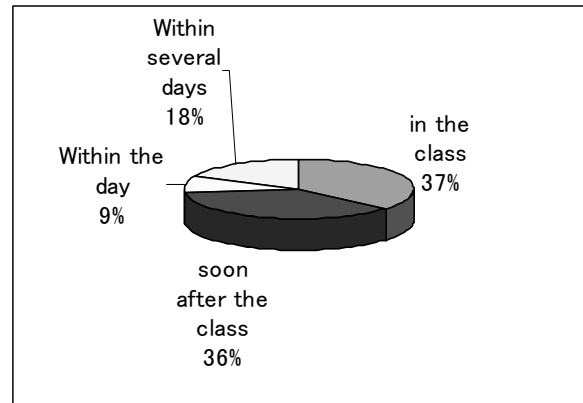

Figure9. When did you chiefly input it to the comment card?

In addition, when the advantage of comment card system (CCS) was heard, the student of being able to send readily, and tying to the knowledge creation based on this also is showing up, and it can be said it was effective as the means of the class activation.
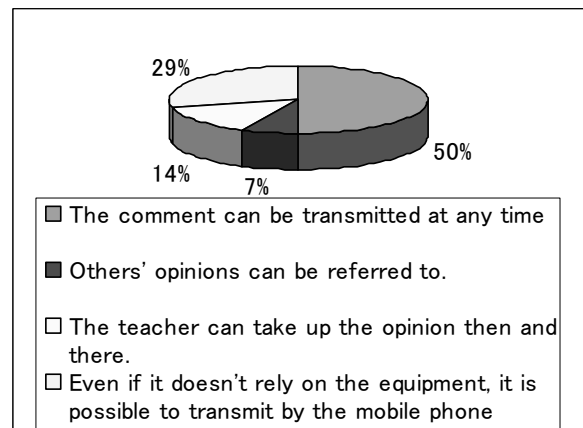

Figure10. What is the advantage for submit to CCS?

It was shown like this to influence the promotion of student's learning by this system.

(2) Teacher's Voice

As for the lecture done in the beginning, the charge teacher is ..".. example of a peculiar useful building in the world as the hint of fieldwork report "Consideration of an interesting building" lasting for a long term. ——It presents it with the zoom up of the data that can be retrieved with the personal computer from the house of Alberoberro to the pyramid can done by the pinpoint. It introduced topics useful to dig the concept "It is interesting" down to face the data search according to an individual awareness of the issues. Contents were produced in ..".. purpose.

It was able ..charge teacher , ".. to have a certain feeling by this.. luck in transmitting the location of the sable port that became the outline and the hint of a large problem report and the purpose of the problem. Evaluate. purpose for which it was originally intended..achievement..think.

In addition, it is described that there were the following advantages by having used the comment card. "Because it is possible to understand at the stage before the target achievement level writes the report by having a look at the student's of attending a lecture impression, question, and hope distribution, the preparation and the presentation of the supplementation matter are fulfilled to the next lecture, and it is ..".. useful for the disadvantage replenishment of a remote lecture. "

6. Future Subject

It has been understood that there is a possibility of the class from which student's learning is promoted from this practice from taking e-Learning of the Blended type in the art education in the general education of the university.

However, it has been understood that in the reason of not good at operation of the equipment, there is a teacher who doesn't try to approach this possibility.

To promote such a system, it is thought that the accumulation of the practice data is a pressing need, and actually feeling, "It is possible to use it" is necessary

In addition, so-called man power is necessary to keep practicing it like this. In the state that the interpersonal communication is not in the groundwork, promotion of the business is difficult. In this practice, the result of , of class charge teacher, school affairs assistance member, and teaching assistant's students arises cooperation. It is necessary to think about shape corresponding to each practice though the establishment of such design of instruction is hoped.
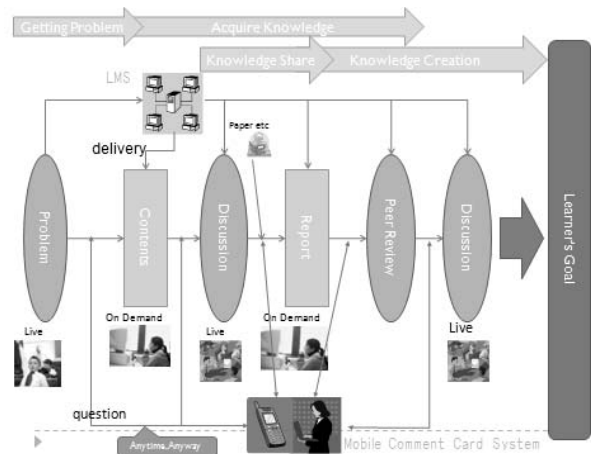

Figure11. Our future model of blended type e-Learning (KOZUKI, 2008)

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