Exploring The Potential of E-Learning for The Teaching of Line Drawing Subject

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Abstract

This research explored the potential of the Electronic Learning (E-Learning) to teach line drawing for Art and Design Institutions in Malaysia. For this online development, lecturers and students must be able to access a learning framework which is effective, easy to use and accessible. Through an action learning program which involved a series of online delivery trials to a small group of students located in various Malaysian Art & Design Institutions is attempted to achieve a better understanding of how the learning environment for skills development normally using face-to-face teaching, can be appropriately deconstructed into electronic delivery. A website was established which provided students with a series of line drawing subject lessons according to students requirement and supported by lesson notes on technique and line drawing theory and a body of associated learning resources. Each line drawing exercise was accompanied by video and audio recording demonstrations from local & international sources. Students were able to access the lessons in interactive format. Hyperlinks to various related resource materials were provided throughout the program to encourage non-linear access to knowledge, to enhance repetition and to encourage e-learning. The learning model adopted simple and established technology, with ease of access being the primary consideration. The study was successful in building an adequate learning environment to enhance skills by using the technology. Overall of the study able to conclude that, using the selected learning models and students needs, the e-learning is an effective medium for delivering line drawing subject to students is successful.

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1. Introduction

Nowadays, new technologies support new ways of learning. In distance education, the bulk of the emphasis has been on who, when and where we can teach, showing the opportunities of learning. Some methods and techniques that work well in a conventional classroom will not transfer directly to an equally effective distance learning experience. However, possibilities arise for new ways of teaching and ways of applying traditional methods. In addition, the explosive growth of technologies, the combined power of the computer, the internet, television networks, global satellite systems, cellular telephones, fiber optics and many more devices has created a new global awareness and culture, and offers an ideal framework for developing new levels of opportunity for learning.

According to Education Minister Datuk Seri Hishammuddin Hussein at the launch of the Information Computer Technology (ICT) for education initiative on 2007, says that the introduction of the e-learning model marks a new chapter in the Malaysian education curriculum. Eventhough, according to the MIMOS history, on the 1st January 1987, the Malaysian Institute of Microelectronic Systems was introduces the Internet by managing the RangKom project (Rangkaian Komputer Malaysia or Malaysia Computer Network) and collaborated with the Ministry of Education for the development of and introduction of Computer Integrated Education in the national curriculum (COMIL) but there is still have limitation on the skill learning using the e-learning system. Multimedia Exco Datuk Ch’ng Tong Eng said Selangor Government has tripled its Information & Communication Technologies (ICT) budget allocation under second phase of its IT Strategic Planning (ITSP) roadmap from RM15 million to RM25 million and Selangor will covers ICT development from 2006 – 2010. This is the big opportunity to implement the budget to this system.

1.1. Literature review

Teaching and learning in Art & Design involves psychomotor skill. According to Bloom Taxonomy in Elisabeth & Darin (2001) book, psychomotor skills use our physical organ to obtain cues needed to guide our sensory motor activity to perform particular actions. It can also be performed under the guidance of trainer. There are a lot of institutions have starting the online learning education, but has so far been confined to theoretical-based subjects such as history, economy, science, physic, law, admin, and etc. This researcher will attempt to look into psychomotor (skill) learning such as Art & Design skill, sporting skill, acting skill, typing skill, singing skill as mention by Thelma & Elizabeth, (1972). According to Associate Prof. Dr. Mustaffa Mohamed Zain, Deputy of Vice-Chancellor (Academic and International), in an e-learning international conference 2007, he said that all the institutions have to think about the developing on teaching module for the vocational education which involve skill development.

According to Ministry of Education, Datuk Sri Hishamuddin Tun Hussein, he said educators must improve teaching and learning delivery approach to enhance our national education towards globalization (BPPDP, KPM, 29 MAC 2006 4). This statement is to persuade all the researchers in Malaysia to take the opportunity for enhance Malaysian educational teaching and learning system. But, there is still a missing gap in knowledge for the vocational and skill-based education program. According to Malaysian Thesis Online (MYTO), there is very limited e-learning research being conducted for vocational and skill-based education program. When the researcher initially interviewed to the fifteen Art & Design student in the Klang Valley, he found then 73.33 percent of the respondent said the most important subject to be learned in Art & Design School is drawing and 93.33 percent of the respondent said drawing is the more difficult subject.

To explore the potential of e-learning in Art & Design education and has focused on the subject of line drawing. Regardless of the grade level or subject, at some point the researcher needs to help students
acquire the necessary physical skills of various kinds. Drawing is skilled-based which needs a lot of practice awareness and understanding. Without this knowledge, students would not be able to draw well. Students can learn this lesson at their convenient time and not constrained by the pressure face-to-face learning approach only. According to MQF (Malaysian qualification Framework) credit system, student that have lot more of non face-to-face learning hours to achieve the effectiveness and quality time for self-development. Student can quickly try to search from other sources to complete their tasks. Share of knowledge by chatting online to other student or the entire artist outside will generate the fun and joy of learning.

2. Methods

This research is an exploration the potential of e-learning in the implementation of the drawing subjects. An execution of the e-learning is targeted as supplementary teaching aid on the subject of drawing in Art & Design Institutions.

2.1. Observation

The researcher had observed the current practice in drawing subject and types of contents that are suitable when applying the drawing course through e-learning. In order to accomplish this, the researcher also observed the preference of the user’s capabilities on computers and how technology savvy they are. For this observation, researcher took pictures and conduct some interviews with the students from three drawing class at different university in the Klang Valley.

2.2. Interviews

An interview with the Art & Design students was conducted based on their experience and knowledge in their respective field. The questions asked during the interview session are based on the three segments which are to identify what is the most important course and what subject is very difficult to learn, to identify the users’ preferences for learning experience from the past class and to identify how students perceive Art & Design subjects by using E-leaning.

2.3. Survey

A survey is required for this research to explore the potential and the preference of the people about learning Art & Design subject through E-learning. A web blog is necessary to execute the survey questionnaire and to show the others people say about E-learning as supplementary for drawing subject.

2.4. Testing

The test needs to be conducted in order to provide exposure to the respondents while answering the questionnaires and to introduce E-learning content. The purpose of conducting the test is to explore the potential E-learning on drawing course. Subsequently, the respondents are required to answer the questionnaires given.
Fig. 1. The data collection procedure

3. Result

Fig. 2. The Pie Chart of drawing result Before & After using E-learning
The results from the drawing test (refer figure 2 & 3) shows a remarkable increase of the quality and skill performance in one week. Therefore, the possibility of learning drawing through e-learning will flourish the future if they are to continue using this approach for a long time. Moreover, more than half of the respondent suggests using e-learning as full replacement teaching system for drawing but, Malaysia internet connection is still at its infancy stage and there are only a small percentage of people who subscribe for broadband. For time being, e-learning is only suitable for supplementary learning system for drawing the course.

4. Discussion

The process of designing the interface is part of the larger process of developing the prototype. Many development methodologies have emerged over the year but they share the same goal. In order to create efficient prototype, the researcher use Systems Development Methods (SDM). In SDM, the researcher uses the waterfall model which provides guidance process such as analyzing, planning, designing, developing, and testing. Once the process gets going, like falling water it flows forward and never reverses (Marc Silver, 2005). The researcher do not use ADDIE (Analysis, Design, Development, Implement and Evaluation) model because in this process the creator do not maintain the system. By using SDM method the researcher will enhance the system from time to time after get the feedback from real respondents.

5. Conclusion

Based on the analysis and the research findings, majority of the respondents are interested and agree to utilize the e-learning system for a drawing course. In addition, most of the respondents today are already the computer literate and are internet subscribers. Educators now need to consider applying e-learning for all other courses that requires skill & practice. Drawing through online will offer art students a new
experience of learning. For this reason, all those concerned need to work together to tackle this outstanding issue and to make teaching drawing through E-learning became a reality. E-learning has emerged as an effective learning tool for required skill & practice courses to reach better understanding and skill performance.

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