A proposed Educational Unit in the Architecture of Islamic Heritage To Develop Visual Culture for Students of Art Education

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Abstract:

This goal comes true through eliminating the art illiteracy in the 21st century and developing the students' skills necessary for finding visual substances which can reinforce their visual culture, such as the Islamic art which rose from the accumulation of heritage associated with variable oriental civilizations. The early Muslims "found themselves the heirs to two highly elaborated traditions of imperial governance, which were expressed in a rich visual culture"(Treadwell, 2017, p .89). Accordingly, the students are enabled to explain, evaluate, use these visual substances as one of the important educational tools and produce them in an academic context. Therefore, the researcher calls for paying more attention to the visual culture and enhancing it as an indispensable privilege in this age of information inundation, so that students can raise the standard of their products.

Research Problem: The present research attempts to answer the following question: What is the effectiveness of a proposed Educational Unit in the Architecture of Islamic Heritage to Develop Visual Culture for Students of Art Education?

Research objectives: Setting a proposed Educational Unit in the Architecture of Islamic Heritage To Develop Visual Culture for Students of Art Education.2/Measuring the effectiveness of this proposed educational unit - . Organizing an artistic Exhibition for architectural models (of the research sample).

Research Hypotheses: There is a difference of statistical significance ≤ 0.05 between the two average degrees of students in the favour of the after-application of the test for visual culture skills.

Research limits: (N) =120 (One hundred and twenty) students of grade two at the Art Education section – Faculty of Education / Suez University.

- The choice of Al-Mu'izz Street as an open museum of heritage, to develop visual culture.
- The choice of visual culture standards(visual thinking – visual learning – visual communication).

Research methods:

The research uses qualitative and quantitative methods. It uses analytical method to tackle the theoretical part of the research. It also uses the experimental method to measuring the standard of visual culture development of the research sample students.

Research tools: Designing a proposed educational unit in the Architecture of Islamic Heritage to develop visual culture (designed by the researcher)./ Designing a criterion for visual culture (designed by the researcher).

Research procedures: The researcher has shown the research tools to some arbitrators (three in number) who judged the criterion, as per Appendix (1) and the unit as per Appendix (2), so as to know the soundness of applying such tools. Consequently, some amendments were made, and the procedures were taken in two steps, as follows:

Criterion setting: The criterion primarily included some instructions, together with its aim and statements necessary for the students./ Some questions have been amended to be more accurate and easier for the students' assimilation. Thus, the criterion in its final form has become apt for application. It still includes 15(fifteen) questions as it was, with 1(one) degree for each question, as in Table (2)./The criterion in its final form has been applied before and after Teaching the proposed unit (Architecture of Islamic Heritage within the subject of Works from Environment), in order to show the impact of developing the visual culture on Grade Two students at the Faculty of Education / Suez University./Setting the unit proposed for the students under the title (in the Architecture of Islamic Heritage to develop visual culture).

Results: The researcher has measured the impact of the proposed unit effectiveness on the research sample students . This shows that the proposed Educational Unit in the Architecture of Islamic Heritage to Develop Visual Culture for Students of Art Education (who are the experimental group in the after-application) has been successful. Therefore, the research hypothesis has been achieved, which states that: "There is a difference of statistical significance ≤ 0.05 between the two average degrees of students, in the favor of the after-application of the test for visual culture skills"

Research recommendations:

1. There is a necessity to carry out more researches that are interested in visual culture.
2. It is important to carry out more researches based on learning the Architecture of Islamic Heritage within the syllabi of art and education faculties/.
3. It is important to develop the educational and artistic syllabi depending on inclusion of teaching the Architecture of Islamic Heritage and visual culture, with their components,

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