



**Faculty of Art Education**

## **The Impact of the Theory of Multiple Intelligences as an Approach to the Teaching of Art Education on the Educational Trends by the Student/ Teachers**

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### **Research Summary:**

Human intelligence represents a great deal of interest among researchers in educational, psychological, biologicalscience, and the responsibility of the discovery of intelligent and talented among the members of the society and the development of their skills and abilities falls upon the educational institutions.The theory of multiple intelligences is one of modern theories, which provided a new vision associated with multiple perception of intelligence includes various forms of human activity, thus, its use as an input for teaching serves as a quantum leap in the process of teaching where it helped teachers to expand and diversify their use of strategies for teaching so that theybetter achieve communication with the learners, according to their different intelligences and patterns of learning, and also contributed to the introduction of new

patterns of learning focused on satisfying the needs of learners, and to meet their desires, and the development of their skills. That would be consistent with the objectives of the outcomes of learning and indicators of education in the twenty first century, which emphasizes on that the learners must be a positive part in the learning process, so that they become related and influential, and in this context, the focus is directed on what the learners have of multiple intelligences.

Therefore, the teaching of *art education* in the light of the theory of multiple intelligences comes in line with the perspectives of teaching and learning in the twenty first century.

Based on the foregoing, the current study examines in bringing into view the possibility of making use of the educational dimensions of the theory of multiple intelligences, which converge with contemporary educational trends within the context of the skills of the twenty first century, as an approach to the teaching of arts education, through training (student teachers) to teach according to this theory, and bringing into view the impact on their educational attitudes.

# **A CONCEPTION PROPOSAL FOR THE ART EDUCATION TEACHER IN THE LIGHT OF THE CONTEMPORARY EDUCATIONAL TRENDS**

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## **Research Summary**

In light of the numerous changes witnessed by the twenty first century, and with the changing times and the world entering an era of globalization, communications and technology, with the emergence of what is known as e-schools, virtual classrooms, smart maps, theater curriculum, e-games and e-learning and still other .... through what is made possible by information and communication technology of the enormous potential, in addition to the information revolution, which was a reflection of the technological development so that sources of information were multiplied and varied, and no longer it is difficult to get information, but in choosing the right ones and using them in the educational process service, in addition to the openness witnessed by the world at

all social, economic, political, and educational and other levels ....., all of which has imposed on the teacher, which is the cornerstone of any education system, to be conscious of the roles that should be done to address the many and ongoing challenges, to meet the needs of students and community.

The researcher noted during the field follow-up during the supervision of practical training (for students/ teachers) in the various stages of education at public schools that many teachers of Art Education still exercise their roles in a traditional way as they used to practice in the last century, which is due to the lack of a clear vision of the new roles that require them to undertake and procedures of implementation in the light of contemporary trends of education, and lack of competencies that they should have, to qualify them to carry out these roles.

Based on the foregoing, the current research investigating the possibility of developing a clear vision for a range of roles that the teachers of art education should carry out and procedures of implementation in the light of contemporary trends of education in what may achieve performance

quality, and reflects on their competencies of teaching.

**Thus, the problem of the research is determined by the following questions:**

- What are the roles of teachers of art education in the light of contemporary trends of education?
- What procedures necessary for the art education teachers to undertake their roles in the light of contemporary trends of education?

**Research hypotheses**

- There is a possibility to conceptualize a proposal of the roles of teachers of art education in the light of the various aspects of the contemporary educational trends.
- It is possible to identify a range of procedures necessary for art education teachers to carry out their roles in light of the relationship between the roles they are required to do, and the contemporary educational trends.

By answering research questions and verifying its hypotheses, the researcher reached to develop the proposed conception for roles of teachers of art

education in the light of contemporary trends in education, and procedures of implementation.

## **The Roles of Art Education in Facing the Environmental Violence Manifestations**

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### **RESEARCH SUMMARY**

Almighty God created the universe in a balanced manner. And make the human a main part of this universe, to live in a constant environmental interaction. This interaction may be consensual some times, and other times its results become harmful to the environment and its resources. Even to the extent of environmental violence, which is becoming a common and familiar, locally and globally. And appears into many wrong practices towards the environment, which in turn reflected on the formation of the community members' habits and behaviors, and increases violent behavior severity among them.

The environment protection is a complex issue which cannot be guaranteed by aspects of legislative and technical measures alone, but the matter concerns primarily with the restructuring of cultural contexts and educational targeting individual and society life development, and due to art education endeavor to upgrade aesthetic sense of the community members , to contribute into behavior and ethics discipline, and to deepen their ability to distinguish between ugliness and beauty, more over its luck and plenty in the satisfaction of learning the desired aspects of their nature as activities of educational and recreational grainy, and its direct connection to the environment.

So that, the current study is looking for the roles that art education carried out to address the environmental aspect of violence, and the possibility of employing its fields to modify human behavior and reconfigure the concept of positive trends towards the environment.

**ART EDUCATION ACTIVITIES AS AN  
APPROACH FOR THE DEVELOPMENT OF SOME  
OF THE SOCIAL VALUES BY STREET CHILDREN**

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**RESEARCH SUMMARY**

The research problem has emerged through the researcher undertaking supervision of the project (*children in danger*), one of the Rainbow Foundation for Social Development projects, through organizing a series of technical workshops and educational activities for children, as this project is concerned with the category of street children in order to protect them from dangerous environment that surrounds them and integrate them into society so as to elevate these children and the development of social values, they have to help them out of the circle of marginalization they suffer from by society, by channeling their energies in a positive direction

and develop their abilities and reveal their personality and different talents dimensions.

Therefore, the current study investigates the manifestation of the extent of accessing art education activities in the development of some of the social values by these children.

**Proceeding from the above, the research problem may be identified in the following questions:**

- The possibility of benefiting from the fields of art education in the design of activities for the development of some of the social values among a sample of street children?
- The impact of art education activities on the growth of some social values among the research sample?

**Research hypotheses**

- There is a possibility to employ the areas of art education in the design of activities for the development of some of the social values among a sample of street children.
- There are statistically significant differences in the level of growth of some social values by the research sample prior to applying the art



activities, and after the application, in favor of the post application.

By answering research questions and verifying its hypotheses, the researcher reached the general framework through which the design of art activities, as well as the statistical results showed statistically significant differences in the level of growth of social values in the research sample.

## **Proposed Program for summer training for undergraduate students at the Faculty of Art Education**

### **Research Summary:**

It is to prepare and qualify students for the requirements of the labor market of the most important goals that seek universities to achieve in the current time, and the longer the training of university students within the various institutions that are related to the field of study as an effective means of education and development because of its importance in addressing the gap between the disciplines of study, academic, and labor market needs, in the context of a holistic vision of art education towards the consolidation of the educational role, and scientific, cultural and aesthetic of art through a partnership between the college and community institutions; the current study examines the development of a proposed training program for summer students of the Faculty of art Education phases bachelor Bhatia

(educational and informative), so as contribute effectively in the development and rehabilitation of students of the Faculty of art Education, and openness to the labor market.

Proceeding from the above is determined by the research problem in the following question:

- What is the perception of the proposed summer training program for undergraduate students at the Faculty of Art Education?

• The next question to emerge from the following assumptions:

- It can be proposed training program for summer students develop undergraduate Faculty of Art Education

Bhatia (educational and informative).

- You can determine the set of tools to manage the process of training procedures in light of the proposed program.

Proceeding from the above, and through the answer to a query search, check the hypotheses could be put summer training for students in the program of undergraduate faculty of art education, and through the two main axes, one associated framework schematic for training, and other associated executive framework of the proposed program, and through the identification of a set necessary to manage the process of training procedures.

### **The artistic Workshop as an approach for teaching the course of human rights to the students of art education**

## Summary

In the light of the ever increasing interest in teaching the courses of human rights in all educational stages, the researches consider the necessity of teaching these courses in accordance with the nature of the study in the university colleges of different specialization, to enable the students to grasp the cognitive content included in these courses.

Consequently the present study investigate how to teach the course of human rights that copes with the study nature in the faculty of art education, through the preparation of artistic workshop, as an applied model for teaching the course of human rights to the students of the third grade, faculty of art education, to clarify from the artistic workshop the preparation, executive stages of the artistic workshop and the procedural steps related to each stage executive stages of the artistic workshop and the procedural steps related to each stage through the following axes:

- Cognitive axis: comprising teaching some subjects of the Human rights Course.

- An artistic axis: represented in connecting the taught Course subject with Art.

- An axis of artistic practice: The students carry out Innovative painting Expressing the child rights.

Based on what above- mentioned the present study problem study is defined through the following question:

- What is the possibility of teaching the course of human nature in the faculty of art education rights that cope with through the artistic workshop?
- Is it possible to translate the rights' concepts to art works caring certain expressive vision through the artistic workshop?

The following hypotheses are stemmed from the previous question:

The possibility of teaching the subjects of the human right through the artistic workshop exists copes with the study nature in the faculty of art education.

The human concepts can be translated to artworks caring certain expressive visions through the artistic workshop.

The study through answering the research questions and verifying the validity of its hypotheses, found that utilizing the artistic workshop as approach for teaching the course of human rights, participated in the student's grasping the concepts that were handled in the course subjects. That was shown in their different artworks; they expressed theses concepts through certain expressive visions. The study also participated in forming the positive attitudes of the students through the artistic work shop that linked the course of human rights with art and art education.