
Arts and Textiles Entrepreneurial Instructional Materials: A Discourse

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ABSTRACT

Thousands of teachers teach without students' understanding. Instructional materials are anything used by the teachers during the teaching process to effect better understanding. This paper examines the effects of instructional materials on the teaching of textiles and arts in the classroom. It also points out what the learning and teaching concepts entail, the types of instructional materials and how they can be relevant to the teaching of arts/textiles. One of the recommendations was that the instructional materials should be encouraged by the government to enable students to have a good understanding of what they are taught. This is in consideration of the fact that the effects of instructional materials in teaching art cannot be overemphasized and that effective learning will be achieved if instructional materials are employed.

KEYWORDS: Instructional Materials, Textiles, Art, Teaching, Learning and Effects

Introduction

Over the years, the process of studying has been done by those who value education. The success or failure of any educational institute is highly dependent on the students' academic performance and the ability of such an institute to effectively impact the needed knowledge. The wide gap between students and quality academic performance has in recent years been breeched with the introduction of instructional media. Instructional materials serve as a channel between the teacher and the students in delivering instructions. They may also serve as the motivation for the teaching-learning process. It is used to get the attention of the students and eliminate boredom. Instructional materials are highly important for teaching, especially for inexperienced teachers. Teachers rely on instructional materials in every aspect of teaching. They need material for background information on the subject they are teaching. Instructional materials are essential tools in learning every subject in the school curriculum. They allow students to interact with words, symbols, and ideas in ways that develop their abilities in reading, listening, solving, viewing, thinking, speaking, writing, and using media and technology. Instructional materials are those materials used by a teacher to simplify their teaching. They include both visual and audio-visual aids and could either be concrete or non-concrete, which means that they could be touchable or just visualized. These instructional materials bring life to learning by stimulating students to learn. The use of instructional materials in the classroom had the potential to help the

teacher explain new concepts clearly, resulting in better student understanding of concepts being taught.

According to Williams (2018), art as an activity-oriented subject area greatly requires the use of instructional aids, as students may not understand certain concepts unless instructional materials are introduced in learning. Fine art as a course is both practical and theoretical, and as a subject taught in all education levels, starting from the post-basic to the basic, down to the secondary schools, art is taught as an essential course, and for proper understanding both in the teaching and learning of fine arts and other subjects, the utilization of instructional aids must be fully employed in order to achieve educational objectives, which main aim is the transfer of knowledge. Instructional materials have been observed as a powerful strategy to bring about effective teaching and learning. The importance of quality and adequate instructional materials in teaching and learning can occur through their effective utilization during classroom teaching. Instructional materials here include all the tools that teachers can use to make learning more interesting and memorable.

Concept of Teaching and Learning

Williams (2018) opines that learning is defined as the transfer of knowledge. Learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences. Learning is "a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning." However, he further agreed that educational researchers agree that learning is much deeper than memorization and information recall. Deep and long-lasting learning involves understanding, relating ideas, and making connections between prior and new knowledge, which is the function instructional materials make available to learners.

The Concept of Teaching

AkpanAkpan (2020) views that teaching is a set of events that occur outside the learners which are designed to support the internal process of learning. Teaching (instruction) is outside the learner. Learning is internal to learners. You cannot motivate others if you're not self-motivated. Motives are not seen, but behaviors are seen. Is learning a motive or behavior? Learning is both a motive and behavior, but only behavior is seen. Learning is internal, performance is external.

Role of the Teacher

Generally, the role of teacher can be categorized into:

- Traditional Role- Teacher Centered
- Modern Role- Facilitator (Student Centered)

Peter (2014) is of the view that there has been a change from the traditional role to the modern role in the present context. The learning increases when the teacher builds on the previous experience of the students. However, each individual's learning differs, and each individual learns at his or her own pace. Identifying the slow learners and individual attention of the teacher may be required. Effective learning is, to a great extent, based on experience. Direct experiences are student centered and participation in problem solving. While in indirect experience, the contents are carefully designed and organized by the teacher.

Brief History of Instructional Materials in Education

In the 1900's, teachers were the primary means by which instruction was presented to learners. But, in 1905, the first school museum was built in St. Louis. School museums housed supplemental instructional materials that could aid teachers when teaching different topics. Increased interest in visual media and instructional films led to the visual instruction movement. In 1910, instructional films were introduced in the classroom. During the 1920s and 1930s, technological advances increased interest in instructional media, and, as a result, the audiovisual instruction movement began. In 1923, the Association of Educational Communications and Technology was founded. Media comparison research studies compared how much students learned after being presented with instruction via a specific instructional medium, such as film and radio, with how much students learned through teacher-led instruction on the same topic. In the 1950s, computers were utilized by researchers at IBM. The researchers developed the computer-assisted instruction (CAI) author language and developed the first CAI program to be used in public schools. In elementary schools, computers were mostly used for drills and practice, or they were utilized to teach computer-related skills such as typing. But the wide-spread interest in computers as a medium of instruction did not occur until the 1980s. Since then, the instructional technology field has expanded and changed. The field is constantly evolving with the introduction of new technologies. Some technological advances have revolutionized how instructional technology is being utilized. These modern instructional developments are: utilization of the Internet, distance education opportunities, learner-centered learning environments, web 2.0 tools, and virtual environments such as Second Life, Wikipedia, and blogs.

Types of Instructional Materials Relevant to Teaching Art

A. The Students Perspective Analysis: Williams (2018) opines that the students are the most useful resources in the classroom. However, by using the students themselves, teachers can carry out several activities in the classroom. In art class students themselves can be used as example in studying the human figure or studying posture and motion. This can easily help students understand and easily recall in subsequent times.

B. The Realia Perspective Analysis: According to Udoh (2015), Realia are real objects used for teaching and learning. So, it can be inferred that Realia is unmodified real things inside or outside the classroom which is used by the teacher for teaching learning process. Realia can be used as starting point to introduce the lesson or understanding concept of the material. In the case or teaching perspective, colours, composition, objects inside or outside the classroom may be user by the teacher to aid effective understanding.

C. The Pictures Perspective Analysis: Akpan (2012) asserts that pictures or graphic materials refer to non-photographic and two dimensional materials which is utilized by the teacher to convey messages to the students. This kind of material includes drawings, charts, graphs, posters, cartoon, and so on. Pictures are utilized for several purposes. Pictures can be used for multiple ways comprising:

1. Drilling
2. Communication
3. Understanding
4. Predicting
5. Discussion

Williams (2018) views that pictures are a very effective source of instruction in the art classroom as it aids better understanding and helps students recall quickly. In teaching Art history, the use of pictures to help students have a pictorial example of what is being taught goes a long way in starting up students' accumulative skills and interests in learning and the topic taught. For instance, in teaching colours to learners, the teacher may employ the use of a colour chart for visual instruction. Learners in this case would understand and maybe able to identify various types of colours with the help of the instructional materials.

D. The Course Book Perspective Analysis: Udoh (2015) is of the opinion that course book is a form of print media. It contains material or verbal information through print. It can also be used as basic instructional guide by the teacher.

E. The Class Board Perspective Analysis: Ekwere (2014) opines that boards can either be chalkboard/blackboard, whiteboard and interactive whiteboard (IWB). Like pictures, boards also are used for several purposes. Harmer (2007) describes that teachers can use boards as

1. Notepad
2. Explanation aid
3. Picture frame
4. Public workbook
5. Notice board

F. The Overhead Projector(OHP) Analysis: According to AkpanAkpan (2020) Overhead projector is an electronic device that enables the students to see in front of the class the material which is written or drawn in a transparent. The transparent will be projected to the screen by using projectors.

Effects of Instructional Materials in Teaching Art

Peter (2014) asserts that as adore stated, fine arts is an activity oriented subject. It is more practical than it is theoretical and for better understanding of fine art, instructional materials must be employed in teaching arts. The effects of instructional materials on the teaching of art include

Learners' interest: the interest of learners in any subject is a high determinant of how effective the lesson taught will be. Instructional Materials have the ability to keep learners interested in learning art especially in the theories where art history is taught. Learners' interest clicks when they can picture exactly what is being taught in the class. In this case the use of overhead projectors, text books and pictures is highly needed. Students see what is taught and these images maybe imprinted in their subconscious.

Time management: Every education institute is guided by stated curriculum broken down into syllabus, and for each subject, time is allocated for tutoring and class activities on a daily, in this regard the proper utilization of instructional media helps the teacher to minimize the amount of time spent explaining a particular concept.

Active participation of students: Teaching and learning in the classroom becomes interesting and easier for both the teacher and learners when instructional material is used in teaching. When students actively participate in the class, it keeps their interest in learning fine arts especially if the teacher employs the use of guided discovery teaching method which involves guiding the students to solve class problems by giving them clues and guidelines on how to go about solving the problem.

Helps in stirring the imaginative, thinking process and the reasoning power of the students. These engage students and facilitate active learning strategies which promote deeper learning. For example, teaching with cases, cooperative learning, problem solving, and for giving more interactive lecture demonstrations.

Help students in acquisition of knowledge and ensures longer retention of the gained knowledge.

Helps the teacher know and understand the proper teaching method to utilize.

Conclusions

Instructional materials are a very essential tool for learning and, if incorporated fully into the teaching process, will go a long way towards helping students understand the lesson and also helping the teacher to effectively impact the necessary knowledge. The proper understanding and use of instructional media can also affect students' academic performance owing to the fact that it enhances retention of information passed down from tutor to learner.

Recommendations

1. The effects of instructional materials in teaching art cannot be overemphasized. Effective learning will be achieved if instructional materials are employed. Hence, the instructional materials should be encouraged by the government to enable students to have a good understanding of what they are taught.
2. With the instructional materials, teachers will devote attention and time to explaining the facts to the knowledge of all. That is, both the students and teachers themselves.

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