Challenges of Implementing E-Learning in Art History faced by Instructors and Learners in Faculty of Art and Design, UiTM Perak

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1. PEDAGOGY VERSES ANDRAGOGY

There were arguments on the terminology of pedagogy and andragogy in education world where some says that pedagogy is the method of one teaching. In 1833, a German Teacher came with the term andragogy referring to adult teaching but were never look upon seriously till 1926 when Linderman made an extensive writing on it.

Pedagogy derived from Latin word, children and teaching, means teaching the children. Usually associated with knowledge transfer or subject oriented where the teacher control what the children need to learn and how to learn. Learners rely on their instructor and learn topics in the order in which they are presented. Knowles *et al* (1998) found that there were four common assumptions on pedagogy. First pedagogical assumption was learner's dependent personality which implied that the learner did not know what to learn and how to learn thus the instructor had to plan on what to teach and how to teach learners. The second assumption was learning needed to be subject cantered where curriculum was planned around subjects such as arithmetic and geography. The third assumption is there was an extrinsic motivator like prizes for getting good marks or punishment for getting bad marks that drive the learning. And the last assumption is learners prior experience is irrelevant once in classroom.

In the 1920s, western academic world found that pedagogy doesn't suit all age of learners particularly the adult thus the research on adult teaching commenced. The term andragogy came in 1926 when Linderman made an extensive writing on it. Andragogy in other word means teaching the man and the method usually involve active action from the learners themselves as they are more mature compared to the children. Common method of teaching is like problem-based learning where the learners will have to come out with their own solution for the problem instead of being spoon fed by instructor. Linderman (1926) stated that "The approach to adult learning will be via the root of problem solving, not subjects. I am conceiving adult education in terms of a new process by which the adult learns to become aware of and to evaluate his experience. To do this, he cannot begin by studying "subjects" in the hope that this information will be useful. On the contrary, he begins by giving attention to situations in which he finds himself, to problems which include obstacles to his self-fulfilment. Facts and information from the differentiated spheres of knowledge are used, not for the purpose of accumulation, but because of need in solving problems. In this process, the instructor finds a new function. Instructor is no longer the oracle who speaks from the platform of authority, but rather the guide, the pointer-out who also participates in learning in proportion to the vitality and relevance of his facts and experiences". The nature of adults being experienced with real life situation differs from children. Knowledges they had prior to their experience making pedagogy irrelevant for them thus a new method is needed.

2. ANDRAGOGY LEARNER OF HIGHER EDUCATION

Higher Education mainly teaches adult learner where they had life experience and faces problem before. Cochran & Brown (2016) came with six assumptions on the characteristics of higher education learners; 1) The learners need to know why they need to learn something, by clarifying the purpose of the course at the beginning of the class will help motivate learners to learn. 2) The learner's self-concept, leaners have the responsibility to decide on their own and this made them having the internal locus of control to be more effective in any learning environment. 3) The learner's prior experiences, by teaching them to connect their prior experience to what they are learning will make them gain better understanding on the learning material. 4) The learner's readiness to learn, instructor conduct a discussion session on the topic related to the current syllabus in a very relax and calm condition without any pressure to the learner to see the level of understanding between learners. From there instructor will be able to give a quick evaluation on learner's level of readiness. 5) The learner's orientation to learning, learners come from different background and with different set of individual skills. Variety of assignment submission method gives the freedom to learner to utilize their individual skills and this help to motivate them in learning the particular course. In addition, 6) the learner's motivation. Instructor can help to motivate learners by providing a learning platform or technique that will engage them even more and make them feel appreciated, valued and respected thus making them thrilled in learning the current course.

Learners in higher education come with different set of attitude and character thus making teaching's concepts and techniques changed accordingly. Moreover, this does not just apply to higher education learners but to all category of learners. Fornaciari & Lund Dean (2014) argued that pedagogy need to give focus on andragogy and recognize increase of facilitative instead of denotative roles for the instructor. Focusing on the current state of learners or commonly known as millennial learners, different techniques needed to be construct in order to meet the necessity of teaching.

3. CONVENTIONAL-LEARNING TO ELECTRONIC-LEARNING

Pedagogy and andragogy are the definition of teaching and these teaching uses conventional method such as instructor or teacher teaches a whole crowd of learners in a classroom. Conventional teaching mainly occurred in a classroom using blackboard or whiteboard and the setting of the classroom is every learner sit facing one side. Conventional learning also involved physical learning materials such as books and whiteboard/blackboard. Such hassles faced by instructor and learner in carrying those weights everywhere they go, and this limit the freedom of learning where such physical material was required in order to learn. Revolution in learning had changed when internet was introduced in 1990s (Haythornthwaite et al. 2002). Internet used to be accessed through a personal computer but with the introduction of smart phones, internet can be browsed through anywhere and anytime by user.

Internet of Things have been a common terminology among instructor when it comes to information seeking. The online library as it is being referred to, have made searching for knowledge become borderless and limitless. With the millennial generations that are so used to digital gadgets and social media applications, internet have been the centre of reference for almost everything (Ashton, 2009). This trend had almost cause formal education at school to become irrelevant. The quick learning character of millennial generation made instructor faces challenges in teaching where they are confronting with learners that are well pack with knowledge, they had learnt at home such as YouTube (Glassman et al 2014). Instructor came to class with students who are active and eager in gaining new knowledge that is not on the internet and this made instructors no longer ahead of the knowledge of field. This is not an issue to be stop but to be embraced (Welsh et al, 2003). E-Learning which was introduced

have been applied in teaching for more than a decade, and in some developed country as early as the introduction of the internet itself (Galagan, 2000). It is about teaching using electronic devices and online application. E-Learning has become the main agenda in most Malaysian Higher Education Institute in facing this issue (Hussain, 2004). The implementation of online applications and the usage of internet in teaching are being encouraged well with budgets allocated into purchasing software and licenses for this purpose.

Though millennial students are well conversant with digital gadgets, most uses it for social media purposes only. The true content of online applications is not all well explored (Mamula *et al.* 2015). Conventional teaching requires learner to listen and understand what the instructor is teaching in front, and this method doesn't engage with all the three types of learners; audio, visual and kinesthetics at the same time. Whereas E-Learning is a method where the application of digital devices in learning engage with all three types of learners (McCarthy et al, 2000). Instructor has to embrace this situation by adapting to the current technology uses by learners. The uses of online application such Kahoot or Quizzizz had help instructor in making the learning process interesting. Learners are required to install the application on their device such as handphone or laptop. Questions or syllabus are prepared and stored in these applications and can be viewed by learners through their device. This give the learners leisure in learning according to their own phase.

The application of e-learning in teaching merely intended to cater to all types of learners especially those who are passive type. E-learning teaching are compatible with industrial revolution 4.0's demand in creating a workforce that is well fluence in internet-based software and technology.

3.1   Teaching Art History Course in UiTM Perak

Art History content are being taught under various codes under Faculty of Art and Design, Universiti Teknologi MARA. These courses provide basic knowledge for art appreciation from understanding visual language to identifying various stylistic developments in artworks. Artworks from local and international artists and designers are discussed and analysed theoretically. While, Art appreciation is done through analyzation of subject matter, aesthetics and form, symbolism and historical context.

The content of these courses is somehow being perceived as heavy with all the details and information of an artwork needed to be memorized and understood, learner tend to get distracted easily. The years covered in this course were as early as 12,000 years back and to current year. Every art movement derived from an incident or major event such as the depreciation of Christianity during the dark ages to modern lifestyle of pop art, from the classical styles of Leonardo DiCaprio to colour splashing of Jackson Pollock. The amount of knowledge covered in single course is burdening the instructors and learners. Lack of English proficiency added up to the problem where learners facing difficulties in understanding and memorizing the whole content of the course.

Conventional teaching in UiTM required classes to be conducted in physical classrooms. Millennial learners are known to able to stay focus in classroom for only ten to fifteen minutes the most (Menon *et al.* 2018), and typical lecture can last up to two hours of duration. Which means seven of eight of the time in classroom, learners mind was elsewhere without focusing on the lecture given in front. This were found to be one of the reasons why learners could not excel in this course.

The evaluation method for this course uses test, assignments and final examination which made learners only study in order to pass their grade instead of incorporating the knowledge into their mind and embed it into their future artwork or design. This was identified on the next semester as learners couldn't cooperate the course they are learning with previous semester as they studied and memorized only to answer their exam.

A good teaching came from well-experienced instructor or the one who took the initiative to learn the content before entering the class. Learners were found to enjoy more on story telling during learning process as the listened and watched. Nonetheless, to acquire such amount of content in order to teach would require instructor to study relentlessly and this might affect his or her other job such as doing research for the institute.

Art History is a crucial course for programs under Faculty of Art & Design as it teaches the history of arts throughout the whole world and well related to all the programs. It is important for learners to understand and memorize the content as it can help learners in planning for their future design. A new technique in teaching has been develop to solve the issue that uses e-learning concept. Triple Memory Enrichment (TriME) is a new technique applying online application such as Kahoot and Quizizz in teaching.

4. APPLYING E-LEARNING IN TEACHING ART HISTORY THROUGH TRIPLE MEMORY ENRICHMENT (TriME)

Triple Memory Enrichment (TriME) is an enhanced teaching technique whereby online application such as Kahoot and Quizizz are used in lectures to compliment the traditional technics. This teaching technique involves high learner's engagement. It is hope that this technique will be able to assist learners in remembering hundreds of art-work in Art and Design Appreciation classes.

Kahoot and Quizizz are online quiz applications accessible through learner's electronic device such as mobile phone. TriME utilizes all features found on the applications to accommodate different types of learners, namely auditory learner, visual learner and kinaesthetic learner. Vibrant colours, user-friendly layout and catchy audio help the retention process of learners. Quizizz is given at the beginning of class testing learner's knowledge. Since Quizizz is a passive type of online quiz, learners will only know that they had answer the quiz correctly or incorrectly without any guidance as the quiz is run individually on their devices. Conventional teaching of giving lectures is conducted soon after. In this session learners will be engaged with the same knowledge for the second time but under the guidance of the lecturer. Before learners are dismissed, they have to answer another online application test using Kahoot to test whether they truly understand the lesson learned for the third time. Compared to Quizizz, Kahoot is an active type of online quiz where learners have to refer to lecturer's device screen such as projector to answer question and the questions are controlled by lecturer. For each question answered, lecturer will have an opportunity to explain each of the questions and answers.

This concept of teaching is still being tested and result are on progress. Pre-millenary observation have seen problems from networking facility aspect as UiTM Perak is situated in area with bad networking coverage and learner's mobile phone were not all can accommodate the mobile application's minimum requirement.

CONCLUSION

Adapting teaching to learner's behaviour has always been an objective in making the learning process a success. Different methods and understanding have been applied and studied from pedagogy to andragogy. The term millennial learners should not be applied to every learner as they come from various family background and condition of upbringing. Some were familiar with digital gadgets and some were not. Understanding the learners background from self-concept, prior experience, readiness to learn, learning orientation and motivation, will help instructors to plan an appropriate method in teaching. Nevertheless, instructor have

to be creative in embedding modern technique such as e-learning in their teaching in making teaching better and fun for learners.

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