1. Title: “On line Art theory”  
   Faculty of Art. Art Extended Programme

2. Content: Colour Theory on line
   The essentials of Colour theory will be explained giving the student the opportunity to be actively involved in on-line participation in e-learning. Methods of gathering information, understanding, practice, and instant answers, marks and corrections will all be possible through the Blackboard system.

   Endless challenges and learning outcomes could be met through the tool of web based learning
   - World global trends and styles are brought to us instantly via the web and this is our life blood in the arts. Historical, international and cultural differences may be traced and examined as a preliminary to further study in the field.
   - Young people and specially right brain orientated people often find learning set work and theory from books unattractive and even tedious at times and difficult to absorb. Through e-learning, using programmes that involve an element of games, puzzles, competitions and challenges, it’s possible for the learning to take place without the stress!
   - Enjoying technology is easy for the young as they are growing up with it.
   - The challenge now is to supply enough computer literate lectures with teaching experience, computers and programmes to cover all bases.

   In the study of the arts, on-line facilitation and on-line assessment are two ripe areas for implementation of requirements and research. Pooling student’s research on a blog, with credits given for each relevant idea and piece of information, would encourage the blog group dynamic especially when pitting one group against others.

   Teaching methods are changing daily. A balance needs to be found involving:
   - Inherent knowledge
   - Shared information from family life or lack of it, neighborhoods, schools, institutions, local history, galleries, museums or cities.
   - Students and lecturers using libraries and researching together.
   - Students and lecturers can use the web in their own time and at their own pace for study.
   - Group or one-on-one discussions
   - All this data being put on line for all groups to access including the lecturer.
   - Once the information has been gathered, the lecturer may need to encourage further discussion on the topic if the research has not covered all aspects of the subject.
   - Finally the students can combine all this gathered knowledge into an assignment which the lecturer can mark on line, assess and give feedback.
Design.

6.1) **The Vision**

The ultimate vision is to have a balance between on-line learning, lecturer to student valuation and participation combined with practical subjects such as drawing and painting, visits to galleries and sites and studio interaction.

6.2) **Active Learning**

Programmes can be set up to include group participation and discussion, either in the classroom or on line, and to further ask for that extra that some students have the ability to give so that students actively learn from each other.

6.3) **Working Smart**

The learning that the lecturer has to do before even designing a student programme is smart in itself! The Blackboard e-learning programme allows for quicker learning, quicker marking and quicker turn around of results. Benefits of this time saving means that struggling students can be identified early and given some quality help time and lecturers will not be so short of their own study and research time.

6.4) **Blended learning**

There will need to be a well balanced blend between e-learning and the one to one encounter found in the traditional classroom. Let us not forget there is simply no substitute for personal contact, student to student and student to lecturer. I know that you can catch an occurring problem in a student by vibes and body language and the problem might not be to do with the work but it could affect the student’s achievement. There will always be a “lecturer-in–the-flesh” need in teaching otherwise we may as well all do correspondent courses, staying at home, and never honing our social or interactive people skills. After all we do life.

7. **Implementation**

7.1) **Pilot activity**

The implementation of the pilot activity opens doors to e-learning for everyone but especially for lecturers who haven’t had the good fortune of learning computers in the grades at some schools as they do now.

7.2) **Relevance**

The relevance of e-learning is that it’s got to be part of the teaching in modern institutions, to keep up with the world of technology, we cannot and must not shy away from this.

I am so thankful to have done the Pioneers course as I can take it from here onwards in my life and my classroom. If I did Pioneers again I would be able to cope better but I feel what I have taken away at this stage is amazing. I also now know where to get help to further implement new lessons!

7.3 **Feedback**

For me, feedback at this stage is limited I have to own up. I haven’t had the chance to “test” my lessons enough yet. That’s not to say in the next semester all my students are not getting a turn to comment, tune and work with me in developing my e-learning course for “Colour” and later for “Perspective and others. Active learning? yes.

I would also like to mention that I have conquered my fear of pressing buttons (keys) and the fear that if I went wrong I wouldn’t be able to go back.
Reflection

8.1) **Assumptions**
The assumption that there is a place for e-learning in our education systems is a good one. Equipping existing lecturers with e-learning skills, blends together trusted teaching methods, practices and teaching experience. Opening new doors lets in new light, change is good as long as it encompasses what is already proven.

8.2) **Future adjustments**
- I will proudly put my e-learning experience into practice. I can see all sorts of applications developing in my mind for new curriculum in the future to make learning interactive, vibrant and effective.
- Computer availability for the Art Extended Programme students has been largely neglected up till now. I think there needs to be a greater motivation for access to our own lab for these students with absolutely basic “good practice and understanding” teaching of the computer as a tool first and then move into using this wonderful tool to further their studies and general knowledge.
- I have had to learn the self taught hard way, and it’s stressful, frustrating and wasteful of time. Previously I tried getting computer “help” at DUT but it did not materialize. I know my students must get this help in the future.
- There will always be some students who come to us computer literate and I will use these students to mentor the students who have never touched a computer before. There are so many possibilities.

8.2) **Impact**
This course has made an impact on me as a person, lecturer and computer user. I have struggled all along the way. I have found this frightening and I have had to cope with this experience. Some of the fright was realizing I was the only one at this level.
I have had students in my own classroom who have been in this situation and I can relate to their fear now.
I would suggest the implementation of two tear learning programmes, one for the beginner learners and one for the computer literate learners. The beginners would be identified first and then given the option of extra tuition at the beginning or end of each session.

9. **Bibliology**
10. **Wow factor.** The WOW factor for me has been the enjoyment in lecturing I have felt from our lecturer Mari. Help has been given generously by all in the department. Sometimes I was seriously confused and frustrated but even with all my lack of computer knowledge I never felt daunted, I always looked forward to Fridays and giving up was not ever considered. I will miss you all.