

OER, OPEN ACCESS-DIGITAL LITERACY IN ART EDUCATION TECHNOLOGY BASED

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Abstract

Lack of literacy has existed as a health problem in education for many years, particularly in Indonesia. Literacy on art and discuss art education still has less of number. Learning resources become one of the main factors in learning of arts. This studi usually only emphasizes on practice-based learning without considering the cognitive aspects of knowledge that are also very important building a character of student. Open Educational Resources (OER) is a learning resource that helps reduce literacy issues, the sustainability of resources and freely access-online learning resources, used by teachers and students, and the most important of context above were empowerment processes. As a source of digital learning, OER, not just concerned to applications, websites, but the quality of the learning process that determines success in learning. University of Lampung has just begin to develop e-learning for entire aspect of academic events. In the context of OER, they has Learning Management System (LMS) builded by own, named 'virtual class'. As a learning system of course it favor to the learning outcomes, but in the role of learning-teaching lacking affect to the student in searching some new informations. OER teach student for solving the course problem as well as teacher indeed. Since it shown up, there so many online-institute made to provide content, new jobs eg. Saylor.org, edX, P2PU, Khan Academy, Open Yale Course etc. This article aims to share experience from a spesific course of dance education technology-based in Unila; a new studi in art-study program in the assumption of new experiences.

Keywords: OER, LMS, virtual class, empowerment processes

Introduction

In its simplest form, the concept of Open Educational Resources (OER) describes any educational resources (including curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, and any other materials that have been designed for use in teaching and learning) that are openly available for use by educators and students, without an accompanying need to pay royalties or licence fees (Butcher, 2015:5). Open Educational Resources are defined as educational materials that may be freely accessed, reused, modified and

shared. This includes materials in all formats because, while nearly all OER are generated through digital technology, they are often used in print formats (Daniel, J. S., & Uvalić-Trumbić, S, 2012).

The term “educational” also needs to be clarified. Does it mean that only materials produced for use in formal educational settings should be included? If so, it would exclude resources produced outside schools or universities but used in formal courses, such as newspaper articles, and materials produced in such institutions but used for informal or non-formal learning outside (Peña-López, I., 2007:36). Re-use and adaptation of OER by educators bring new potential to support individualized teaching and learning, personalized networked services, and collaborative innovation across institutions and academic disciplines (creativecommons.org).

Another term that needs to be known in this study is LMS .“The term LMS is currently used to describe a number of different computer applications.” (Watson W & Watso W. L., 2007). LMS has its history in another term, integrated learning system (ILS) which offers functionality beyond instructional content such as management and tracking, personalized instruction and integration across the system (Bailey, 1993; Becker, 1993; Brush, Armstrong, Barbrow, & Ulintz, 1999; Szabo & Flesher, 2002; Watson W & Watso W. L., 2007).).OER becomes part of LMS, in other words OER is the material used, while LMS is a system or software that regulates OER and all learning. A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training programs (Wikipedia).

Massive Open Online Courses (MOOCs), open digital textbooks and video lectures are most popular open educational resources (Krelja Kurelovic, E, 2016). The information below shows the use of online learning throughout the world.

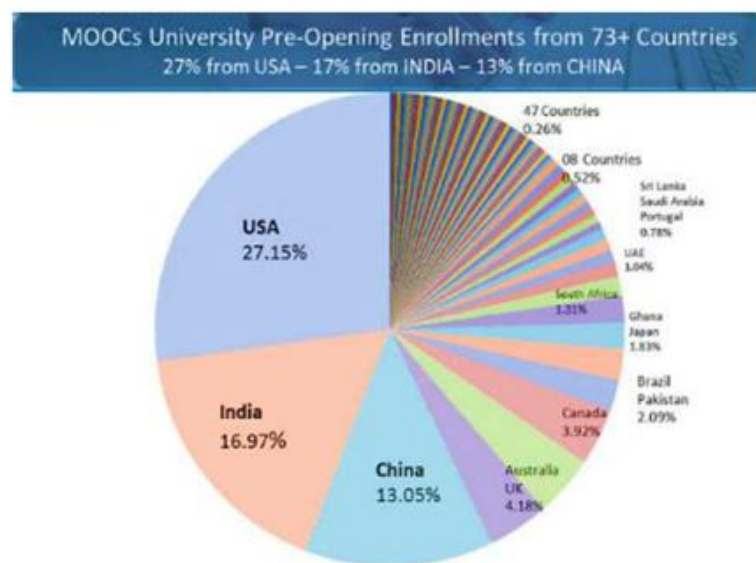


Figure 1. Distribution of MOOCs worldwide
Source: http://www.moocs.co/Higher_Education_MOOCs.html



Figure 2. OER Advocacy (Butcher, 2015)

OER advocacy is divided into six steps.

1. Identify a goal: What is it you want to achieve in terms of adoption of OER and open education at your institution?
2. Analyse a need: What needs to be done to change perceptions and provide capacity so that adoption is possible?
3. Plan a set of activities: Devise a set of interventions or actions that respond to the needs identified. These could be policy review and consultation, advocacy or awareness presentations, specific training on Creative Commons licensing, showcasing work released by colleagues with open licences and so on.
4. Carry out activities: Act on the plan.
5. Monitor progress: After some time, check to ascertain the success, or not, of your advocacy initiatives.
6. Refine the goal: If necessary, rework the goal and initiate another cycle of advocacy.

The use of OER must prioritize the very basic aspects of learning. Without a good planning and analysis, OER will only be a meaningless learning tool.

Art Educations

In art learning uses teaching methods that emphasize aspects of dance, music and everything connected with kinesthetic. This art learning has used demonstration methods for a long time. Today the media is really used to help art learning, such as displaying videos, giving an

illustration of floor patterns for dance, photographing the position of the fingers when holding a musical instrument. This kind of thing becomes a natural thing when lecturers do not have enough time or facilities that support lectures. This emphasizes the learning of modern art that art also requires multimedia as a means. MySpace, YouTube, or Facebook. One might go so far as to speculate that, in today's society, public engagement with websites like Flickr.com is probably more widespread than traditional types of arts experiences, like creating sculptures or darkroom photography. Assuming that this is true, arts education, and more specifically, media arts, has many insights to offer about engaging with this new medium in a critical, communicative, and expressive manner (Peppler, 2010).

Most of today's students in art education are familiar with the computer; however, as Maddux (2003) observes, "We know that teachers believe they do not have sufficient technology into their teaching" (p. 45; Black, J., & Browning, K, 2011). Teaching art today requires a variety of strategies and media, so the instruction can occur appropriately and have many colors. Making an important matter in learning art, there are many things that need to be considered, content, pedagogy, success criteria and assessment methods. Make observations while learning art takes place using formative and summative tests. Analyzing before making a report becomes the next step in the learning circle in the art classrooms.

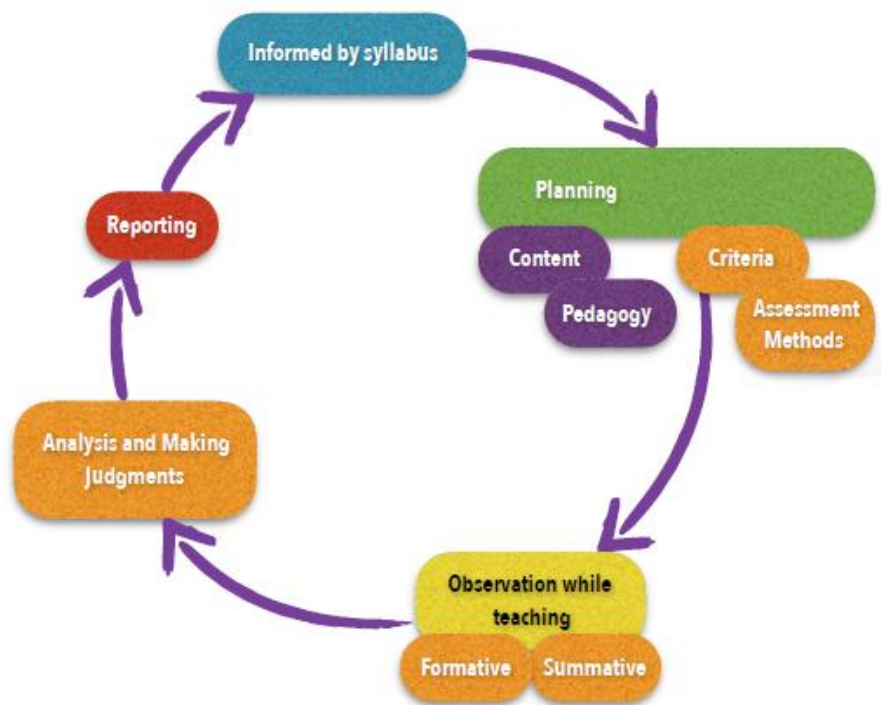


Figure 3. Assessment as an integral part of the teaching and learning cycle (Pascoe, 2016)

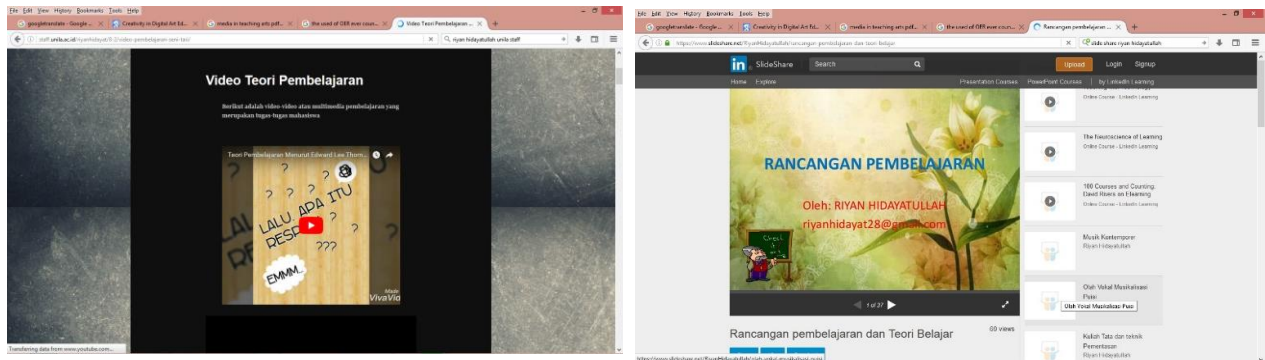
Method

This study uses field notes, documents and applications that are used as OER material for classroom learning. OER material is the tasks that have been given in the ICT technology-based art learning media. These tasks are uploaded using *youtube*, *slideshare*, *blogs*, and *electronic books*. Lecture material is data that will be studied in this paper to explain the advantages of multimedia-based OER that can be accessed by everyone. Students record and document art material in an electronic file and upload using private channels.

Discussion

Youtube, *slideshare*, *blogs* and *electronic books* are the main tools in today's art lectures. All activities in the class are associated with using the internet and must produce art material inside. The assignment has been carried out for three years using youtube. Some material will be accessed by them for later learning needs. In other words, digital libraries created by students are uploaded and will be used for themselves and others.

Slideshare is used by lecturers to create material in the form of complete and good presentation material. This material was intentionally made open access to facilitate students to download material and read it at home. This began to be initiated based on difficulties when teaching in art classes. Some students did not record what was given by the lecturer, they did not have enough time to move the notes. The blog used by the author is an official blog created by Unila for lecturers. This blog is used to upload material, sometimes, material that has been uploaded to places like youtube and slideshare is linked to copying URLs.



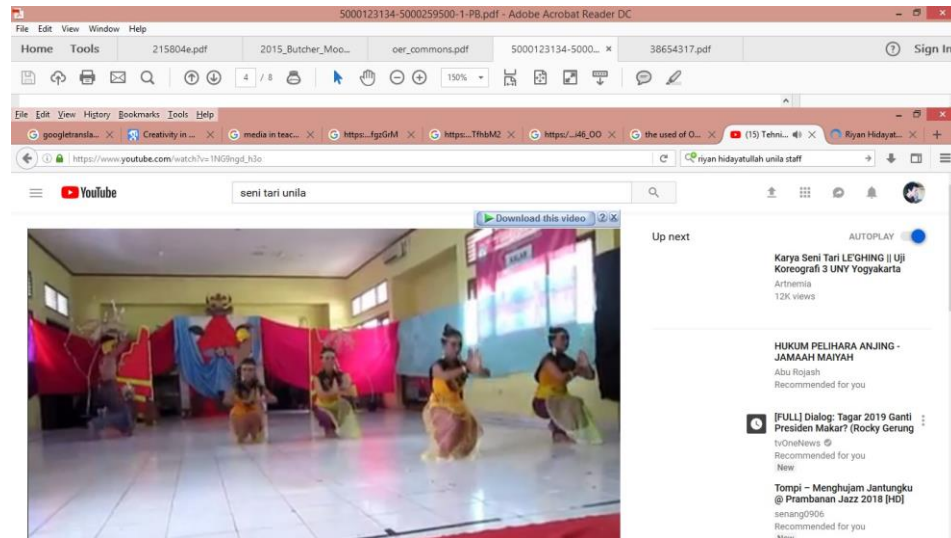


Figure 4. The used of youtube, slideshare and blog lecturers as OER for art lectures

Video/film has become a part of our everyday life (Bell & Bull, 2010). We are bombarded with a multitude of moving images. Not only are they seen in traditional mediums, at movie theatres and on television, but also they are seamlessly woven together ubiquitously in computerized texts. Moving images are incorporated into web designs, blogs, and wikis; they are viewed on such sites as Google Video, Vimeo, and TeacherTube, and increasingly are integrated into online newspapers and magazines, blended textbooks, and digital e-books (Black, 2014). At least this further emphasizes that the use of multimedia or OER is something that cannot be separated from an art learning.

OER does not lied in the system but on ease of access, students are able to have various options to determine which media will be used to access teaching materials or lectures. Thus, the use of smartphones in digital-based literature is also the way that writers do as lecturers to access digital-based material on the internet.

Conclusion

After carrying out a long analysis of the actions in the art class at the Unila dance department, obtained the following points.

1. OER which is internet-based requires a fast and stable connection, without sufficient connection, access to material is a difficult thing to do
2. This type of research needs to be reproduced and developed, regarding the strengths and weaknesses of this online media method. Actually, it is not only always connected, but the teaching material can be downloaded first to open later

3. The general public and learning communities need to support the use of OER media in learning based on industrial revolution 4.0. There is no need for more limitations in accessing art news and information.
4. Furthermore, Unila needs to develop an integrated system for students and lecturers to access lecture material.

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