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THE EFFECTIVENESS OF AN EDUCATIONAL DESIGN ACCORDING TO THE (VARK) MODEL OF LEARNING STYLES IN THE ACHIEVEMENT OF STUDENTS OF THE INSTITUTE OF FINE ARTS IN ANATOMY

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ABSTRACT

Aims: The current research aims to identify: The effectiveness of an educational design according to the (VARK) model of learning styles in the achievement of students of the Institute of Fine Arts in anatomy. **Sample:** The researcher randomly selected the students of the sculpture branch to represent the control group in which the students study anatomy in the usual way (lecture and discussion). The students of the drawing branch chose to represent the experimental group whose students are exposed to the independent variable (instructional design according to the (VARK) model of learning styles) when teaching Anatomy. **Results:** The results of the research resulted in the superiority of the students of the experimental group who studied according to the educational design based on the (VARK) model of learning patterns over the students of the control group who studied according to the usual method in the collection of anatomy material, as well as the effectiveness of teaching by educational design according to the (VARK) model of patterns Learning to improve subject achievement. **Conclusions:** The educational design according to the (VARK) model of learning styles has proven its effectiveness in raising students' achievement (cognitive and skill) in anatomy.

INTRODUCTION

The education process is an organized, sequential and purposeful process that helps the learner to develop comprehensive and integrated and gain science, knowledge and educator experiences, so it must be carefully planned, as recent trends emphasize the role of the learner and make him the focus of the

educational process, to interact with his natural and social environment to bring in everything new and creative to be Effective and innovative. And since the world is looking for a fundamental shift in the educational model to move from a teacher-directed model that relies on the book as the only source of knowledge, to a learner-oriented model that relies on multiple sources. (1) It is necessary to understand how the learners learn, as it is an important part of the process of selecting educational strategies. (2) He indicated that the person in charge of the teaching process is responsible for diagnosing the students' preferred methods, and for helping and encouraging them to learn, and to work with their preferred learning style, and sometimes By encouraging them to diversify and expand learning styles, it is imperative that the teacher be aware of the diverse individual patterns in the learning process, and complement appropriate strategies in his instructional design. (3) Thus, it became necessary to prepare an educational design that takes into account their different learning styles, as the instructional design describes the procedures related to the selection of the educational material (tools, materials, programs, and curricula) to be designed, in order to design an educational curriculum that helps learning in a better and faster way, and helps the teacher to Following the best educational methods in the least possible time and effort. Thus, educational design is a technique for developing educational environments that improve educational activities and make them effective. (4), and the (VARK) model is one of the important models that diagnose the preferred methods of students, and (Fleming & Bonwell) was the first to systematically present preferences conditional in the form of a questionnaire (VARK Help sheet) for learners, teachers, employers, trainers, employees ... and others. The questionnaire is to find out the different types of communication, and it consists of (16) questions, and many researchers have focused on visual, auditory and kinetic characteristics (V, A and K), but Fleming divided the visual style in any two parts: visual (creative) and text (symbolic), which was deduced. Four possibilities for preferences of the preferred method of learning acquisition, and a fifth category was added to meet the needs of 55% -60% of the participants who have multiple preferences (multimedia). (5) And that the anatomy subject studied in art schools is of importance through the dissemination of scientific knowledge on how to construct the human body in a scientific way, taking into account the expressions that occur to the human body for the purpose of benefiting from them when the artist performs artistic works that include human bodies, The goal of artistic anatomy is to understand the construction of the superficial human body and study the movements, inhabitants, expressions and emotions that occur to it for the purpose of implementing it in the artwork, whether it is a sculpture or a drawing, and that the information necessary to understand the material is acquired in the first degree through drawings, as viewing is the most effective and appropriate learning method For the artist, as for the attached text, it is of the second degree of importance and can be considered an integral part. (6) The study of the muscular system is important because it emphasizes the external appearance of the human body, its surface characteristics, and its influencing appearance on the apparent shape of the body. (7) Thus, the educational design, designed according to the students 'favorite styles of their learning, can achieve a new leap in the teaching and learning process and develop it to achieve many benefits, including increasing the achievement of third-grade

students in drawing and sculpture in the Plastic Arts Department/ Institute of Fine Arts in anatomy.

Research problem

Based on the foregoing, and by informing the researcher about the reality of teaching the subject through continuous communication with some subject teachers, the department director and some students, the researcher felt that there was a weakness in the students' achievement in the anatomy subject, and the absence of any development mentioned in the use of technological innovations that may contribute in the process of clarification for students to gain the required expertise for anatomy course, and the lack of material capabilities, equipment, and necessary equipment, and that the anatomy course includes two aspects (a knowledge aspect and a skill aspect), and the skill side is not shed light on, as well as not using modern methods and strategies in teaching this subject, as well as Each student has a special style of learning. Some of them like to learn in a visual way, another audio or read / written, and a kinetic one. This is why a learning environment must be designed that includes all styles of learning in order for each learner to arouse according to his own style of learning and he is accustomed to it and here the learner is the focus of the educational process and this is what The researcher wanted to experiment with an educational design that introduces different educational styles to learners and to observe the extent of its contribution to raising the level of students' achievement, so that was an incentive for her to reprogram the educational material on The foundations and principles of instructional design, and because it has proven its effectiveness in teaching, in order to develop and improve the anatomy material and its teaching methods in line with the students' ability to acquire information that takes into account their learning styles, and in light of the above, the current research problem can be identified by answering the following question:

What is "the effectiveness of an educational design based on the (VARK) model of learning styles in the achievement of students of the Institute of Fine Arts in anatomy?"

The importance and need for research

The importance of the current research lies in engineering an educational design according to the students' learning styles (visual pattern, auditory pattern, reading / writing pattern, and movement pattern), which is considered essential in the educational process, because of its reflection on much of the educational and social field related to educational designs and curricula. And social relations, because it helps to build an effective learning environment as well as helps learners gain knowledge in their preferred methods, which may help to retain information, arrange and organize it, and use what they learn to face new problems.

Based on the above, the importance of the current research is summarized as follows:

1. The scarcity of studies in which instructional design is dealt with according to the (FARC) model of learning methods in the field of technical anatomy.
2. The importance of learning styles as an entry point to take into account individual differences between learners in obtaining and organizing information.
3. The importance of achievement as an important part of the educational process provides those in charge of it with feedback on the success of teaching methods and educational activities, and the amount of progress that the learner makes in light of the pre-defined educational goals.
4. The importance of instructional design as an attempt to move from regular teaching to teaching that is in line with modern trends in education, especially taking into account the characteristics of students and their learning styles.

Research goal

The current research aims to identify: The effectiveness of educational design according to the (VARK) model of learning methods in the achievement of students of the Institute of Fine Arts in anatomy.

To achieve this goal, the researcher developed the following hypotheses:

1. There are no statistically significant differences at the level of significance (0.05) between the average scores of the experimental group students (they study anatomy subject according to the educational design based on the (VARK) model of learning styles). The average scores of the control group students (studying the same subject according to the usual method) in the post-achievement test.
2. There are no statistically significant differences at the level of significance (0.05) between the mean scores of the experimental group students (they study anatomy subject according to the educational design based on the (VARK) model of learning styles). The average scores of the control group students (studying the same subject according to the usual method) in the dimensional skill achievement test.
3. There are no statistically significant differences in the size of the educational design effectiveness based on the (VARK) model for learning styles of the experimental group students in the achievement test for the anatomy subject between the scores of the two tests (before the reference).
4. There are no statistically significant differences in the size of the educational design effectiveness based on the (VARK) model for learning patterns among the experimental group students in the skill achievement test for anatomy subject between the scores of the two tests. (Pre-reference)

Research procedures

Experimental design: In this research, the researcher adopted the design of the two equivalent groups (control and experimental with post-test), and two groups were chosen, one of them (an experimental study on the subject of anatomy for educational design according to (VARK)). The form) and the second (control that studied the same material in the usual way) as shown in Table (1).

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