

The challenges of teaching a design course In the time of COVID 19

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Abstract: there are many lung diseases similar to COVID19, modern technology enabled us to know everything that is happening in different parts of the world, many sectors have been affected by this blockade, the world has suffered a lot from the effects of the spread of this disease, and many people around the world have lost their sources of income , The companies concerned with social media competed in supporting education programs and establishing platforms that serve the educational process at various levels, in the sectors of arts education, we have encountered a lot of challenges in teaching some special courses, using the exchange of roles between us and the students to walk side by side in a parallel relationship to achieve innovation and creativity through reactions.

Introduction:

I have never heard of a disease spreading so quickly, which has incurred huge costs (both material and moral). I began searching in the recent past for events similar to this spread. I found that there are many lung diseases similar to COVID19. In 2002, SARS, bird flu between 1997 and 2003, swine flu in 2009, Middle East respiratory syndrome (MERS) in 2012, Ebola virus 2013 and 2018, all preceded by the Spanish flu that followed World War II in 1918, but the spread and fame gained by COVID19 exceeded all that was previously talked about, and this is due to several factors, the most important of which is modern technology, which enabled us to know everything that is happening in different parts of the world at the moment of the event.

The whole world hastened to conduct research and studies on the poor health conditions and the extent of the spread of this disease and the desperate attempts to stop this spread either by closing or complete isolation imposed by some countries on themselves and temporarily halting trade exchange movements, leading to isolation from the countries that were classified as infected, which led to Closure of international borders between some countries (complete isolation) , Strict quarantine instructions apply, even between regions in the same country, and strict social distancing even between members of the same family.

1. The importance (the problem):

The necessity of continuing the educational process even in case of crises, and assuming more responsibility towards the future of education

2. Research objectives:

Distance education in the modern time is very important, and creating selected means for teaching art must be the main plane in this time.

3. Research terms

Epidemiologically- Strategies- Challenges- Policies

4. Research methodology:

An analysis of an experience for one of the art courses.

5. Search procedures:

Introduction:

Consequences:

Affordances:

Exploiting social media

Limitations:

Information support for students

Presentations:

Challenges:

Teaching the design course to the preparatory group

The difficulty of communicating with students at this stage of the study.

Continuing to maintain lecture times and ensure that students attend on time

The project planning

Making vertical projections

The most difficult stages of challenges Student comments.

Coloring

Conclusion

Results

Recommendations

Consequences:

Many sectors have been affected by this blockade. There was no contact between the countries of the world except in the medical field in an attempt to control the extent of the spread of this frightening disease. The means of communication between the world's peoples was the Internet, which enabled the world to exchange information and experiences and even agree on medical devices to eliminate this disaster, These events affected the world in different sectors in general and the educational process in particular.

Affordances:

The world has suffered a lot from the effects of the spread of this disease, many people around the world have lost their sources of income, governments, associations, institutions and civil organizations have tried to compensate for these losses in the sectors most affected by this unknown pandemic, Despite the severity of this catastrophe, by God's mercy upon us, there were many positive aspects, including more interest in science and the educational process worldwide in various types of sciences and arts , and the science of computer programs was characterized by speed in creating and updating programs to facilitate the educational process.

Exploiting social media:

The companies concerned with social media competed in supporting education programs and establishing platforms that serve the educational process at various levels (pre-university education, university education) , Communication has taken place between international bodies and institutions to support and disseminate these educational platforms in general, but the crisis faced by the educational sectors for the arts is the inevitability of direct communication between learners and teachers, and the impact of the pandemic has spread to various artistic and cultural sectors based on mutual communication,

Most Libraries have been completely closed at the global level, but some international libraries have switched to offering books for electronic viewing via the Internet (which saved the educational process from collapsing) for free, to ensure the existence of Culture and humanity and maintain public safety at the same time.

Events, exhibitions, and cultural conferences that were scheduled to be held have been canceled, all museums and archaeological sites in the world have been closed one by one, but from the extreme level of crises, innovative solutions arise, many cultural and artistic organizations went to present their events online, We heard about a virtual festival of arts launched by the BBC under the title **Culture in Quarantine** and the Sydney Festival, which turned into the largest international festival on the Internet.

Limitations:

At the university level, especially in the sectors of arts education, we have encountered difficulties in teaching some special courses. The official educational platforms approved by universities can account for the actual presence of students during lectures and send and receive their projects, in addition to the possibility of documenting all of this without Live presentation possibilities and was limited to verbal dialogues, written discussions, or images because it was the initial stage, which was followed by many updates until it reached the current form.

Information support for students:

The educational platforms enabled us to pose problems and discussions to find solutions by exploring and expanding awareness, using the exchange of roles between us and the students to walk side by side in a parallel relationship to achieve innovation and creativity through reactions and take advantage of the ease and speed in exchanging information between us and the students To increase learning opportunities, which enabled us to easily communicate at any time, from anywhere and in any way.

Presentations:

It Achieved mutual responses between teachers and faculty members to the courses, have also gained our experiences and confidence in achieving distance learning opportunities, facilitating the transformation of the educational process, and exploiting the compulsory conditions to support students by posing problems and thinking of solutions for further exploration and expansion of awareness and Facilitating the transformation of the educational process by circumventing exceptional circumstances and circumventing restrictions and global economic crises.

Curiosity for science was the practical and applied model for digital transformation and the implementation of challenges through policies and strategies amid more expectations after the outbreak of the disease and its transformation into an epidemic and its effects on arts education

In the next few lines, we will review a sample application, model, of what was previously talked about in one of the teaching courses of the Faculty of Fine Arts, Alexandria University, Arab Republic of Egypt

Introduction:

After the pandemic that the world has gone through and the decisions issued regarding the continuation of the educational process but remotely, the decision of Alexandria University - Faculty of Fine Arts, Department of Decoration, was to continue the educational process through the Google classroom platform.



The first challenges: Teaching the design course to the preparatory group

- Modifying the course description without prejudice to its educational outcomes, assembling students on the specified platform, and maintaining continuity of follow-up between faculty members and students during lecture times.

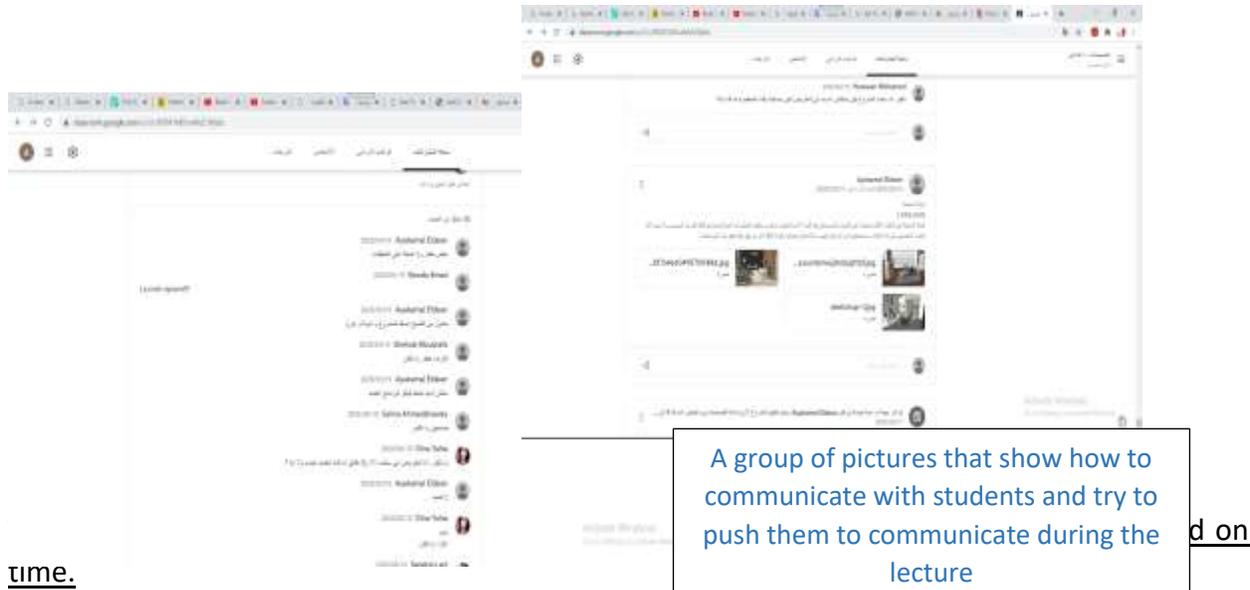
The next challenge: The difficulty of communicating with students at this stage of the study.

- We started by assembling the students on the specified platform and uploading the course description to ensure the continued presence and interaction of students on the platform.
- This was followed by the first phase of the practical project for the course.
- We divided the project into several stages to facilitate the delivery of information and explanation to students.

The Project (living room):

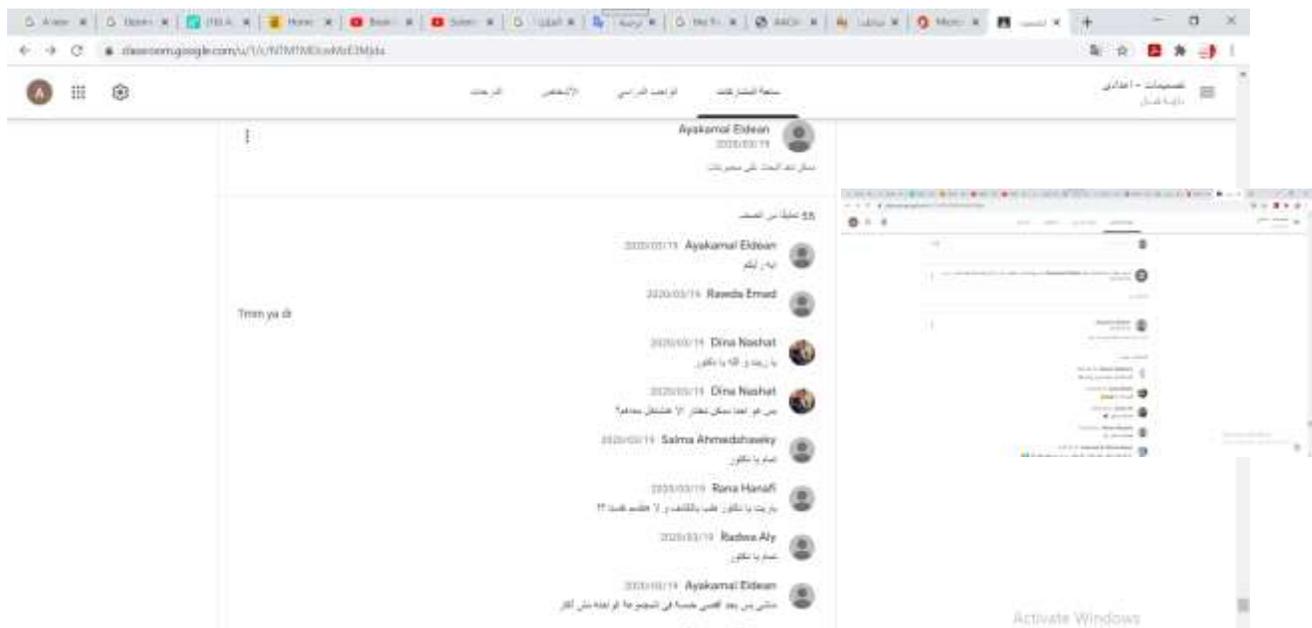
In the beginning, it was necessary to explain the functions of all the contents of the living room and to ensure that the idea of the project reached the students.

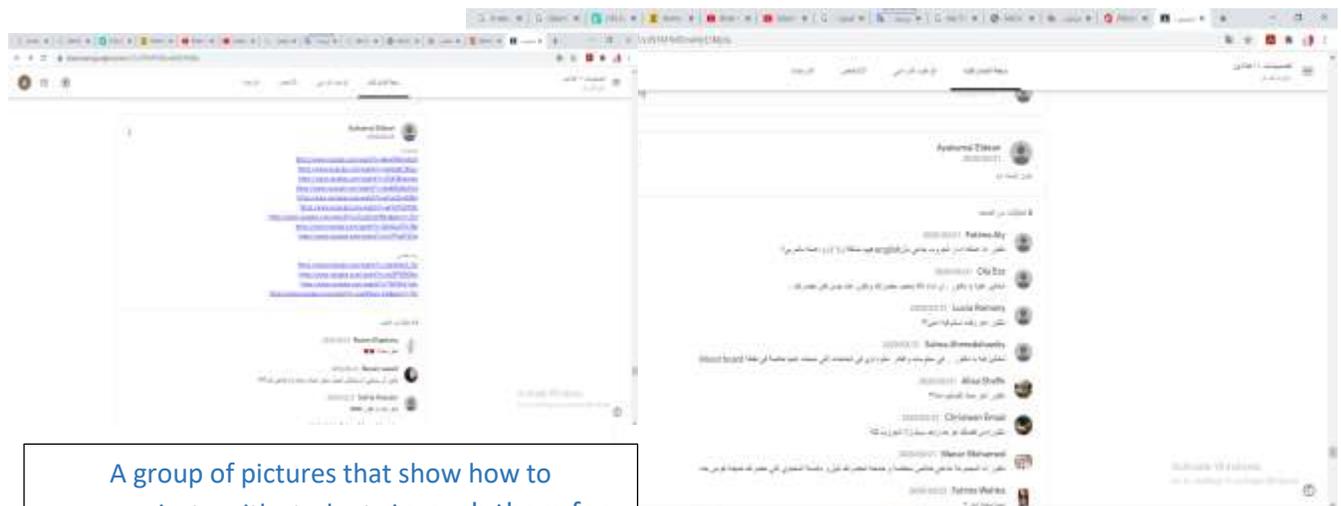




time.

- This challenge was overcome by asking questions while the students were present and the students responded to them from the beginning of the lecture to the end.
- Publishing study assignments for implementation during the lecture.
- Asking questions and sharing websites to urge students to research and collect the scientific material needed to prepare the project.
- Sharing pictures, explanatory videos, and links, to push them for doing more research to get more scientific material for each student.
- Continuing determination study assignments for students to maintain permanent follow-up of students on the lecture.



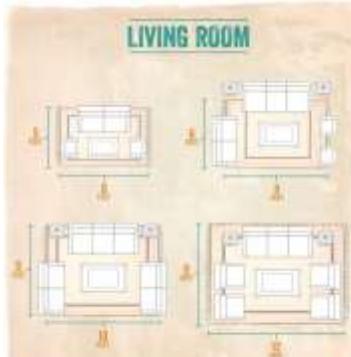


A group of pictures that show how to communicate with students to push them for doing more research to get more scientific material for each student.

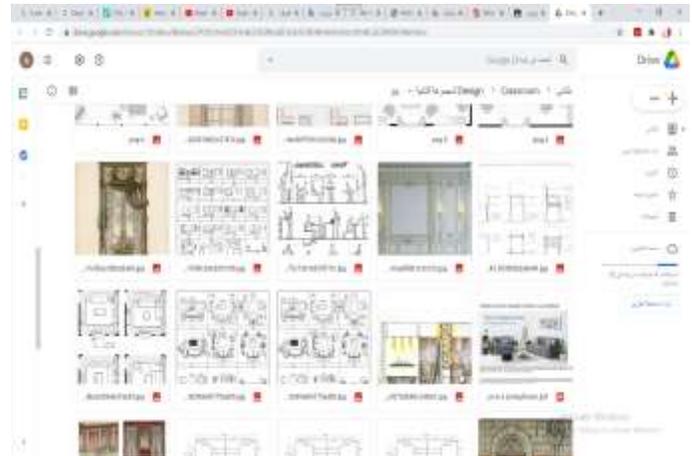
The next challenge: the project planning:

- To overcome this challenge, we made sketches and illustrative sketches to clarify the method of organizing the horizontal projection and the method of making the projections necessary for the pieces of furniture.
- Questions started from the students, and they were answered with explanations, drawings, and uploading links and illustrations.
- The students were divided into groups in order to choose the necessary data for the scientific material and to develop teamwork among the students especially that they are in the first stages of study in the college (the most difficult stage of study for students and faculty members).
- Books and explanatory documents were uploaded to students, and links to download books from the World Wide Web were available in PDF files during the globally closing period to encourage the continuation of the study process.
- Continuing to follow up with students during lecture dates mainly and throughout the whole day is optional.



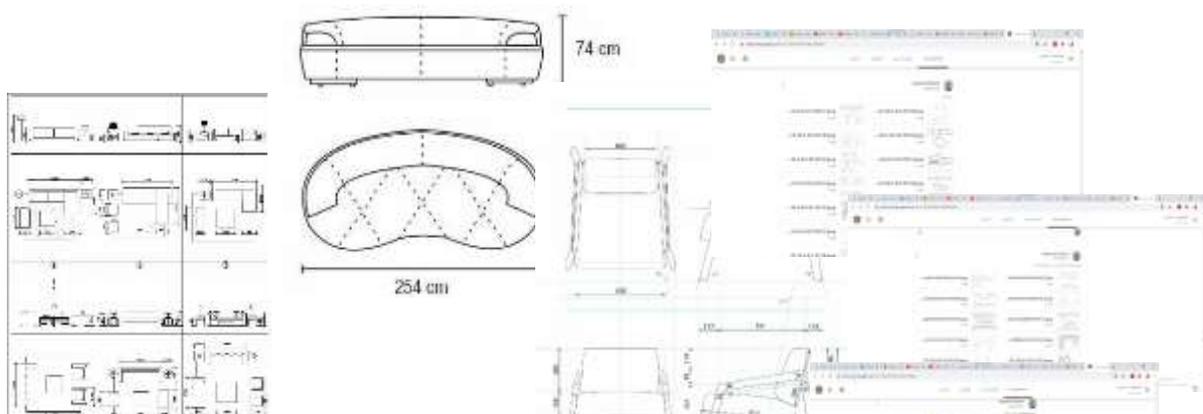


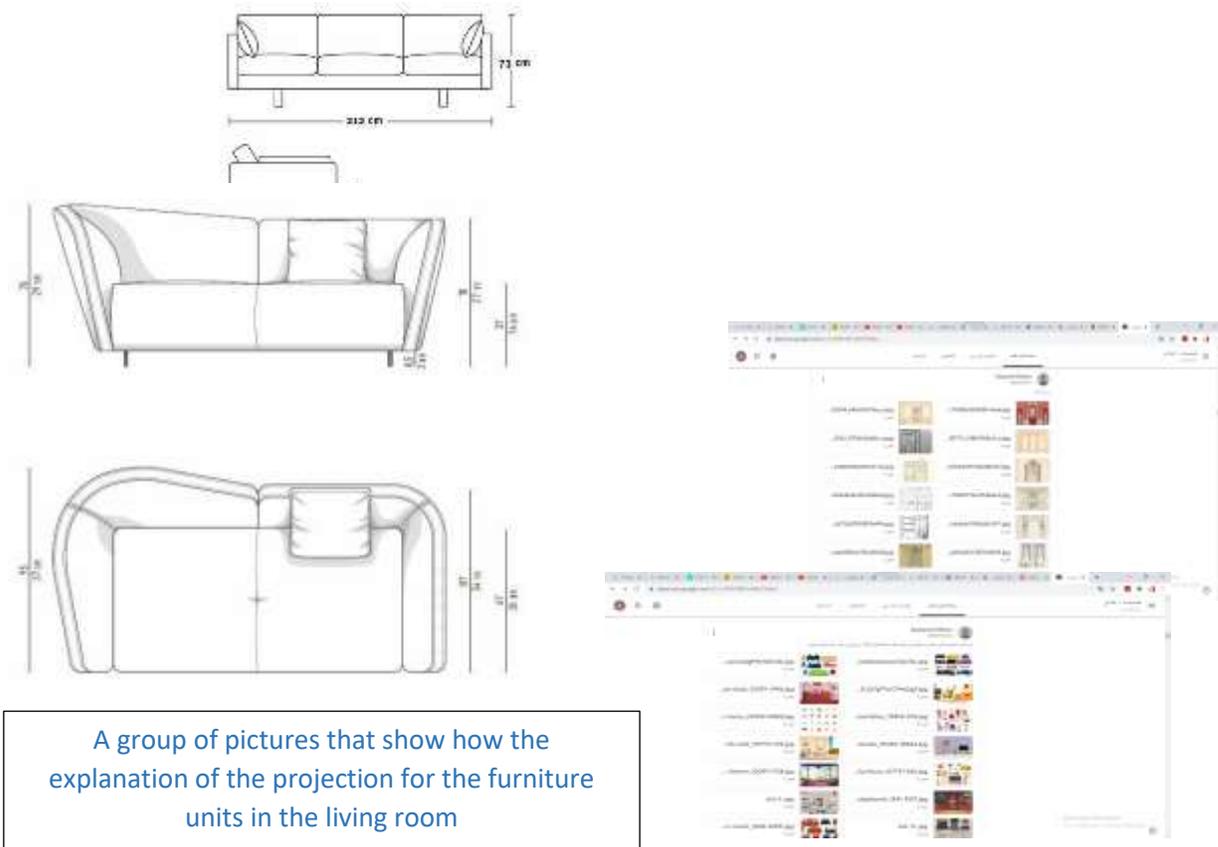
A group of pictures that show how the students were answered by explanations, drawings, and uploading links and illustrations.



Next challenge: making vertical projections

- The stage started by drawing the vertical and longitudinal projections.
- Lectures were made to explain the projection of the furniture units in the living room, each piece separately, and illustrative sketches were made for the method of projection, but at this time the students became neglected, slack, and frustrated (as happened in many institutions) we passed this stage With more motivation for the students and continuing to urge them to continue and follow up, in addition, comments were requested from the students on all the previous stages and their imagination for the next stage to relieve the psychological pressure on the students, especially those who suffer due to the closure.
- A new study assignment was made for dropping pieces of furniture and receiving students' personal comments on them and commenting on them.





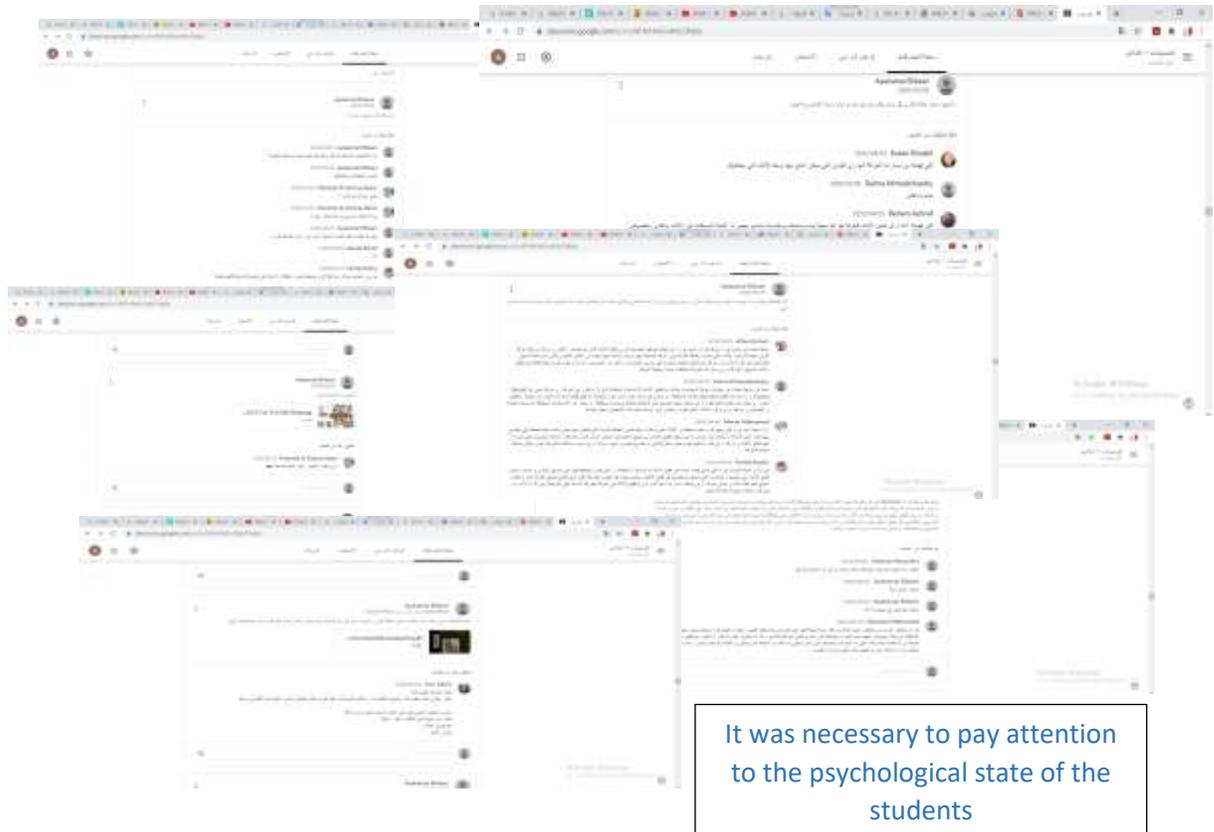
A group of pictures that show how the explanation of the projection for the furniture units in the living room

The most difficult stages of challenges: Student comments:

- Some of their comments showed the extent to which some students understood, the extent to which some were neglected, and the extent to which others were frustrated due to the prevailing conditions in that period.
- Many students suffer from poor economic conditions, which led to many negative effects on the extent of their absorption and communication, also, because of the financial conditions, many students were unable to purchase the materials needed to do study projects due to the high prices, or the complete closure, which happened in some villages and centers in the Republic.

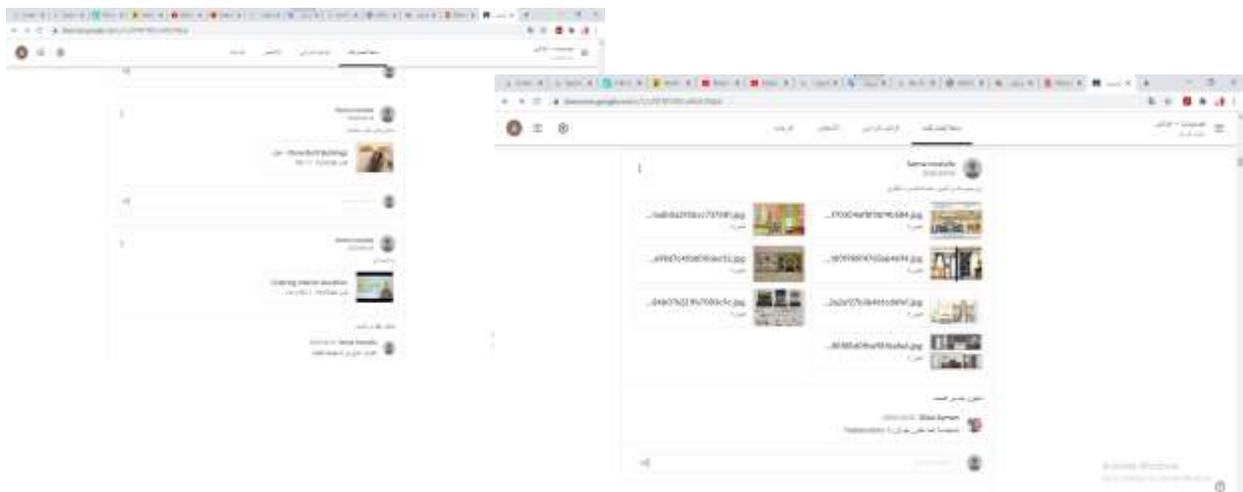
So it was necessary to pay attention to the psychological state of the students and their containment, so we tried to simplify the materials used in the projects to the simplest degree, and we returned to more motivating the students and exchanging ideas collectively.

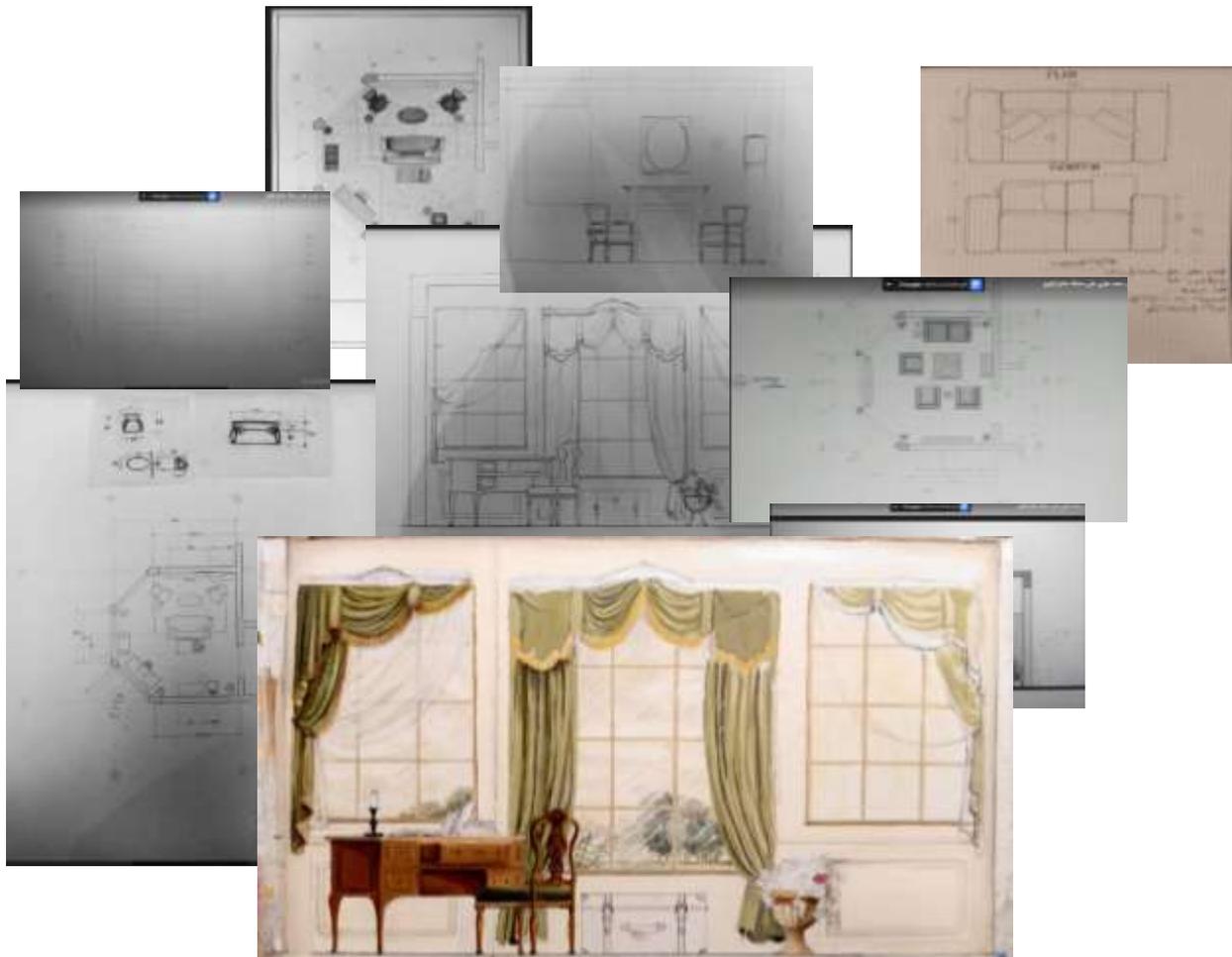
• On the other hand, the comments included unsatisfactory reactions from some students. This extended to the offense in some of the comments, but we have treated these comments wisely to ensure we continue to have a good relationship with the students.



Coloring Challenge:

- We uploaded several illustrative videos for the coloring of the vertical projections, and many experiments and illustrations have been reviewed for further understanding.
- The last stage was receiving the projects on the platform to ensure that the course's stage had been completed.





Many experiments and illustrations have been reviewed for further understanding

Conclusion:

Education methods have been updated to turn into distance education characterized by complete flexibility and the possibility of continuous transformation and change after these catastrophic events that affected the world and the educational process to face various types of potential disasters to ensure the continuity of the educational process.

Results:

The most important results of this experiment

Disadvantages:

- The chosen platform did not contain the capabilities required by this type of course. (It did not contain the possibility of live broadcasting of practical lectures), this problem was dealt with at the end of the previous semester by choosing another platform, Microsoft Teams, which is supported by many features and which enables us to follow up Students follow up live during the time of the lecture, in addition to the possibility of a live explanation of practical lectures, ease of access to students or faculty members at any time, the possibility of direct contact with them to solve any problem, and many other features that facilitated the distance learning process.

- Not all experiments were fruitful due to the different understanding of students.

- The difficulty of controlling the students' presence on the platform during the lectures time, but with the use of the appropriate platform, this matter was controlled.

Advantages:

- (For students) the speed and ease of access to specialized scientific materials directly during the time of lectures and the possibility of exchanging them quickly and practically.

- (For faculty members) ease of communication and explanation under any emergency conditions and the possibility of exchanging information with students quickly.

- Motivating students to work together and exchange information (as one of the objectives of teaching the course).

Recommendations:

1. We must put everything we have been through before toward our eyes to communicate in emergency cases.

2. Spreading awareness among students of the necessity of continuing the educational process even in case of crises, and assuming more responsibility towards the future of education by any means of communication under any circumstance.

3. Doing distance education parallel to attendance education and giving students the opportunity to choose between regular education and distance education to facilitate the educational process without prejudice to the academic requirements and educational objectives of the various courses.

4. Making rules for scientific materials for academic courses that contain all the special study references necessary to complete the educational process, starting from the preparatory stage to the bachelor's stage, and making them available on educational platforms for students in the form of a specialized digital library for the college approved by the educational institution.

5. Preparing a film library that contains videos explaining the lectures in a live manner for the various courses in times of crisis.

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