Effectiveness of copying as a teaching method for adult novice learners of drawing: a study of students' perceptions


Abstract

In this research I have studied the effectiveness of copying when used as a tool to enhance visual learning and to teach various art concepts. In the context of art history, I have looked at how copying was used in the training of artists, and how it eventually helped the artists display originality in their own work. Finally, I have looked at the diverging views held by art educators regarding the issue of copying, and its relation to creativity, originality, self-expression and learning. A teaching project for adults to learn representational drawing based on the concept of copying was developed and implemented. Students learned about elements of drawings, first by copying and investigating from two-dimensional sources, and then, applying those learned concepts in observational drawings. During interviews conducted with students following the classes, students mentioned benefits such as increased confidence, a sense of satisfaction and achievement, better eye/hand coordination, enhanced learning of new skills and techniques, and enhanced perceptual training (learning to 'see' better)
Learning Teaching is a book that can help you learn to teach in more effective ways. It is also a book about a kind of teaching where you are also learning. However, it is not a book about the right way to teach. Of course, many students do learn in classes with other students and a teacher - whether that’s a class they chose to come to (for example, at a language school) or maybe a class they were required to attend (such as in a high school). And much language learning will involve elements of all three ways: self-study, ‘picking it up’ and classroom work. But, if it’s possible to learn successfully without a teacher, then what difference does having a teacher make to the learning process? Why do some people pay to have a teacher? The best teaching methods are those designed considering the interests of students and the subjects taught. Methods in teaching can be teacher-centered, learner-centered, content-focused, and interactive or participative. Each teaching technique has its pros and pitfalls. To make the whole process effective, teachers usually combine two or more of these teaching methods. It is considered as the most ideal method for a teacher to address large classrooms. Lecture refers to an oral presentation of lessons to a group of students. 2. Class discussion. This is one of the best interactive methods in teaching in which both teachers and students in the classroom exchange ideas on the topic of discussion. Additionally, performance on quantitative learning assessments and student perceptions of learning gains were analyzed to determine whether reported perceptions of learning gains accurately reflect academic performance. The results reported here suggest that case studies, regardless of the source, are significantly more effective than other methods of content delivery at increasing performance on examination questions related to chemical bonds, osmosis and diffusion, mitosis and meiosis, and DNA structure and replication. for studying the effectiveness of case study teaching because they were the key concepts addressed by this particular course that were most likely to be taught in a number of other courses, including biology courses for both majors.