

*Evaluation of the Professional Curriculum of Fine Arts Institutes from
the Point of View of Faculty and Students*

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Abstract:

The aim of this research is to evaluate the professional curriculum of the Institutes of Fine Arts using the opinions of teachers and students. The research presents three levels, the first is theoretical, second is procedural, and third is analytical. The descriptive survey method is used with two random samples from the Institutes of Fine Arts in Baghdad. The first sample included (120) male and female students from the fifth grade, while the second sample included (30) female teachers from all departments of the two institutes. A questionnaire was used as a means of data collection with thirty paragraphs. Students assured that they benefited from educational skill aspects, such as designing instructional plans, dealing with students, and how to benefit from interaction with the school administration and teachers. But they need training in evaluating and caring for the gifted. The faculty indicated the need for the professional curriculum to develop and enrich in dealing with pupils with special needs and develop talents, and the need to work exhibitions and to decorate gardens, as well as cooperation with departments and teachers in a way that makes the art education more acceptable. The research presented important recommendations and suggestions.

Key Words: Evaluation, Professional Curriculum, Fine Art

Part 1 - Theoretical Side

This part includes the theoretical aspects used by the researcher to prepare this research, where it began to define the problem of research and the justifications for doing it, and then the importance of such research in the process of developing education in Iraq. This was followed by the identification of the general objective and the special objectives that emerged from it, after which the basic terms used in the research were defined, as well as the discussion of some of the theoretical aspects used in the research procedures, particularly with regard to the preparation and evaluation of the curriculum. International, Arab and Iraqi experiences were also presented, which dealt with the evaluation of the curriculum for preparing the teacher of

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technical education. Finally, this part is sealed with the aspects extracted from it.

Research problem:

The more efficient, effective and quality teachers are to perform, the closer we get to the quality of what we produce from generations and thus, to a large extent, the future. Several field studies have indicated that there is a lack of outcomes of educational institutes and the preparation of teachers in particular, due to a weakness in professional preparation programs, with weak evaluation and follow-up systems (Rasheed, 2018). The curriculum is one of the key elements in determining the effectiveness of the structural preparation of students because it represents the sum of experiences that students should be taught at any level of education in their cognitive, value and skill dimensions. The curriculum, as Alzand (2004) indicates, is a behavioral framework that directs the student towards the required future behavior. Through her teaching of professional subjects and direct supervision of the implementation process at a fine arts institute in Baghdad, the researcher felt that it was difficult to translate the psychological educational science syllabus for art students into behavioral experiences that would help them acquire the requirements of the teaching process and in accordance with the role of the future art education teacher. After surveying the literature that dealt with the evaluation of the curriculum and conducting various dialogues with students, especially students in the finished classes. As well as female teachers who teach professional subjects, the researcher decided to conduct this research which aims to reveal the strengths and weaknesses of the professional curriculum in the institutes of fine arts with the help of the opinions of students and all teachers of professional subjects in the institute.

Importance of the Research:

The importance of this research can be determined by the following theoretical and applied points:

1) Recent scientific developments that are starting to have a direct impact on the curriculum of education have made all the countries around the world work to develop the curriculum based on the developments that have taken place globally in technology and information systems and have already begun to change the objectives and purposes of education by revealing new trends in the field of nature of the individual and the process of growth in addition to

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the development of the process of education and the means of providing and spreading the knowledge itself.

2) The curriculum development process is complex and linked to specific practical conditions, making it possible for planners to use the process of selection, preference and comparison of the type of objectives adopted and the associated experiences of different dimensions and details..

3) Despite the different opinions that deal with the idea if teaching is an art or an acquired science, we find that it falls between them, so that art takes one side and acquired science takes another, these scientific and artistic aspects overlap together. Art education is closely related to other sciences, such as psychology, teaching methods, curricula, education technology, and the origins of education and the history of education.

4) The teaching of the arts is no longer based solely on nature, talent and practice, but has added to it the learning of the origins of the profession and the rules of art, and has become his knowledge, origins and competences, which has a concrete practical aspect as educational skills appear in the form of sufficient in the performance of the teacher and his artistic work.

5) The preparation of an art education teacher requires a student to go through five years of study, to be able to study fine and applied arts, and to prepare higher-level teachers who are interested in cultural and art education, and therefore the process of reviewing the competence of the curriculum and the degree of effectiveness is necessary.

Here is the art of engineering the educational process in order to answer important questions:

- What kind of experiences do we choose from?
- Why have we chosen these experiences?
- How do we organize them in the context of a comprehensive inclusive system of the education process?
- How do we distribute these experiences in time?
- How are we going to teach the learner?
- In which educational environment can we achieve the highest level of production?
- How do we ensure that we have succeeded in educating the learners about what we wanted and what they wanted to learn?

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Research Objectives:

The current research aims to "evaluate the professional curricula applied in the institutes of preparing the art education teacher in Iraq for the purpose of revealing the strengths and weaknesses in these curricula from the point of view from teachers of professional subjects and students." The following sub-objectives are divided by this main objective:

- 1) Design an evaluation model based on modernity, harmonization and process standards.
- 2) Apply the model as a questionnaire to teachers and students.
- 3) Quantitative and qualitative measurement of the strengths and weaknesses of the "design, implementation and evaluation." Curriculum.
- 4) Provide recommendations and proposals for the development of the curriculum for the preparation of the art education teacher according to the results of the implementation of the evaluation

Definition of Terminology:

Curriculum:

The curriculum represents each integrated experience aimed at developing the human personality as a whole in order to adapt the individual to the educational and social environment (Al-Musawi, 2004:24). It is also known as the series of educational and instructional experiences planned by the Ministry of Education to provide behavioral patterns for students of fine arts institutes in Iraq, as well as the practice of educational activities, which should contribute to the preparation of teachers with specialized and professional competence in the field of art education, where this curriculum includes the following. (Objectives, content, teaching methods, activities, teaching techniques, teaching time, and methods of evaluating students). The curriculum has characteristics that should be designed according to : (clarity, inclusiveness, practicality, logic, and interdependence)." (Alzand, 2004: 33).

Professional Curricula:

The set of educational and psychological materials received by the students of the Institute of Arts from the first grade to the fifth grade and at all stages of their studies. These include two types of theoretical subjects, such as educational psychology, curriculum and teaching methods, art education teaching methods, measurement and evaluation, educational research principles, and practical subjects such as observation and implementation. (Ministry of Education)

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Evaluation:

The definition of the Good Dictionary is the process of emphasizing or assessing the value or quantity of certain objects using an external standard or a test (Good, 1973:7). While the evaluation represents a third research methodology that does not fall within the quantitative or qualitative classification of research methods because it is characterized by descriptive research that focuses on phenomena that occur at present and is conducted for the purpose of serving the decision-maker (Creswell,2005:288). The procedural definition of this research is the process of making value judgments on the basis of information and data collected through a special tool and using the opinions of teachers and students of professional subjects at the Institute for the preparation of art teachers in Baghdad.

Curriculum Evaluation:

Curriculum evaluation represents a set of procedures and methods for assessing the validity of the curriculum according to its characteristics (clarity, coherence, process, integration, realism) or to its seven elements (objectives, content, teaching methods, accompanying activities, teaching techniques, teaching time and finally student evaluation methods) (Alzand & Obeidat, 2010:70). Procedural definition: a collection of research procedures and methods that the researcher will undertake in order to reveal the strengths and weaknesses of the professional curriculum in the institutes of fine arts.

The Institute of Fine Arts:

One of the educational institutions of the Ministry of Education, the aim of which is to create specialized artistic elements for the teaching of art education in primary schools, as well as work in the artistic fields of other cultural institutions. and grants students who complete their studies in the institutes of fine arts (Artist diploma) in the specialized section of their departments, qualify the holder to complete his studies in the relevant Iraqi universities, or appoint an art education teacher in elementary schools. The institute comprises five specialized artistic departments: the Department of Fine Arts includes (drawing, sculpture, design, pottery, Graphic), the Department of Performing Arts, the Department of Musical Arts, the Department of Arabic Calligraphy and Decoration, and the Department of Audiovisual Arts (Al-Jubouri, 2004).

The researcher's definition of the Institute of Fine Arts as an educational institution belonging to the Ministry of Education consists of six departments: Fine Arts including (drawing, sculpture, pottery, graphic), Performing Arts, Musical Arts, Arabic Calligraphy and Decoration,

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Audiovisual Arts, and Design, to prepare an art education teacher at the primary school, the graduate is awarded a diploma after completing five years of study and can complete his studies in one of the basic faculties of education or the Faculty of Fine Arts.

Characteristics of a Good Curriculum:

The active curriculum is based on the main characteristics of the most important curriculum:

- 1) **Comprehensiveness.** The curriculum is intended to include all the experiences that the learner needs in order to bear the burden and responsibility of learning a particular discipline.
- 2) **Integration.** The curriculum should include workshops in the preparation where knowledge of skills is integrated, with a moral value dimension.
- 3) **Realism.** Experience is linked to the reality of society and its situations, to what it needs and to what it suffers. The more society needs to be prepared, the easier it can be find a functional place in society.
- 4) **Future.** Curriculum should be characterized by evolving visions of the future, not starting from where others have started, but starting from where they have finished and stabilizing reality and preparing their basic programs for what is going to happen not what it is.
- 5) **Applicability.** One of the most important characteristics of the curriculum is the applicability of the implementation, i.e. that the educational programs should not be limited to theoretical or practical dimensions, but that there should be a balance between the practical and theoretical dimensions of what is thought and what is applied and between the mental and skills dimensions.
- 6) **Scientific.** Scientific means the use of scientific methods in the provision of information and the selection of experience, and the habituation of students to rational logic in the resolution of problems and the discovery of facts or the search for knowledge. (Abdul Hadi, 2012: 139–148).

The Art Teacher's Competencies:

The art education teacher is an essential source from which the student draws information, skills, artistic trends and cultural experiences, so that the curriculum should be designed to prepare an art teacher with professional educational materials that will help the future teacher to be innovative in teaching methods, to design and develop their educational materials, as well

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as to propose new ideas and plans (Al-Kinany, 1989). The art education teacher needs to understand the different types of professional and social roles of social interaction and participation in different activities within the school (Korać & Gajić, 2017), a teacher who is constantly aware of all developments in the field of practical and professional specialization in order to keep pace with this development, and to organize training programs that are prepared. In her study, Moses outlined the characteristics that a successful art education teacher must have:

- 1) Be acquainted with the different artistic cultures and artistic heritage, speak the language of fine art, and have a critical and artistic taste.
- 2) Seeing all that is new in the field of fine art through their visits to exhibitions and museums.
- 3) To be an artist practicing art and experimenting with new experiences that will provide opportunities for change and renewal.
- 4) To have a taste for beauty wherever it exists, and to have an open artistic sense so as to be able to evaluate the works of the students according to artistic standards.
- 5) Have a variety of experiences in dealing with environmental materials and skills in the formation of artistic elements and the way in which they are used. (2011:47)

Previous Studies:

Previous studies were classified into three according to their return, firstly foreign studies, then Arabic and finally Iraqi, as follows:

Foreign Studies:

The UNESCO study in Bristol in 1951 is an important achievement, prepared at the request of UNESCO, of a special curriculum for the preparation of a technical education teacher, both in the United States of America and in Canada. The preparation program included materials with four specialized artistic themes to prepare them as artists, psychological education to prepare them for the learning process, social materials to learn about the community and its needs, and cultural/skill materials to expand their knowledge and compatibility with the learning environment they teach. The Henry study (1991) indicated that the evaluation of the kindergarten curriculum is based first on the evaluation of technical education lessons because it is the basis of the mechanisms of attention on the aesthetics of calligraphy and reading, through which the child learns sensory taste. While De Almeida (1994) added a gender variable in the study of the nature of acceptance of art education between male and female institutions offering art education programs in

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Caracas, Venezuela, there was a category in the provision of educational and psychological materials that contributed to the training of teachers in the psychological and aesthetic investment of art lessons in art education classes, and females were more inclined to applied art than males. Thiensuwan (1984) identified the training program of the Art Education Teacher in Thailand for the practical needs of students, identifying its strengths and weaknesses and used the questionnaire on samples of students, faculty and supervisors. The results indicated that the program generally meets the practical needs of students effectively, that the course was appropriate in the main areas of the arts, that the program was highly successful, and that there was a need to develop some aspects of the program, including teaching and evaluation methods.

Arab Studies:

The Arab studies which dealt with the evaluation of the curriculum of art education focused on the following:

- 1) Studies of the necessary qualifications for the preparation of an art education teacher.
- 2) Studies to compare the content of specialized and artistic programs.
- 3) Evaluate the planning and implementation of the curriculum and its elements from a certain point of view.
- 4) Evaluating the programs of preparation of the art teacher during the analysis of the content of the characteristics of the curriculum and its comprehensiveness, logical, clarity, process, suitability, etc. and reviewing some of these studies, arranged in time from the oldest to the most recent as follows:

Al-Zoubi Study (2002), which dealt with the evaluation of the art education curriculum of basic schools in Jordan according to its objectives, analyzed the content of the art curriculum in the fifth and sixth grades of the basic stage and demonstrated a lack of consistency between the representation of the specific objectives, and the fact that many behavioral objectives have no scientific content to achieve them.

The aim of Kadhim and Jabur study (2005) was to evaluate the art education program at the Faculty of Education-Sultan Qaboos University in accordance with certain international standards from the point of view of graduates. The descriptive approach was used for a sample of 105 graduates and the questionnaire was adopted in accordance with international standards. The results have shown that the art education program is not up to expectations in all its aspects. The researchers recommended adding new courses to the plan,

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such as Arabic calligraphy and computer design, and focusing on the practical aspect of teaching artistic taste and art education to special categories and children's art.

The aim of the Moses study (2011) was to identify the most important challenges facing art education teachers in Gaza and how to address them, in order to provide proposed solutions to these problems, the researcher followed a descriptive analytical approach using a questionnaire covering seven areas: problems related to the teacher, problems related to school management, problems related to educational supervision, problems related to parents and the community, problems related to the curriculum, and problems related to the material potential. It included 70 paragraphs distributed in the seven dimensions by (10) paragraphs per field. The sample consisted of 47 teachers and teachers. It included 70 paragraphs divided by (10) paragraphs per field in the seven dimensions. The sample was made up of 47 teachers. The most important results of the study were:

The lack of materials and equipment necessary to implement the field of ceramics, sculpture and printing, the lack of courses and the lack of a curriculum for art education.

Iraqi Studies:

Several studies have been conducted in Iraq to evaluate the curriculum of art education at a university and sub-university level, including Al-Jubouri Study (2004): aimed at evaluating the curricula in the fine arts departments of the Institutes of Fine Arts in Iraq from the point of view of (83) teachers and schools, using a questionnaire consisting of (92) paragraphs distributed over six areas: (educational goals, curriculum content, teaching methods, teaching methods and techniques, educational activities and activities, and student evaluation methods).

The results showed that the six areas are complementary and interacting with each other and are important elements in the design and construction of curricula. The results also indicate a weakness in teacher use of the planning process coupled with time execution and student evaluation. Al-Abboudi (2006) evaluated the educational and psychological curricula of the Institutes of Fine Arts in Iraq from the point of view of the teachers. The survey was used as a tool to achieve the objectives of the research and was based on a sample of (10) teachers, and the questionnaire is based on (73) paragraphs and its paragraphs are divided into five areas as follows: Objectives-content-learning methods-activities-and accompanying events-area of evaluation. In

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order to achieve the results, the researcher used Pearson's correlation coefficient, weight mean and percentage as statistical means:

- 1) Difficulty in achieving the objectives of educational and psychological curricula due to the small number of weekly hours allocated to them.
- 2) The poor contribution of the educational and psychological curricula objectives in the preparation of the teacher of the future.
- 3) Difficulty in achieving the objectives of the requirements of scientific development.

The aim of Ameen study (2018) was to evaluate the curriculum book and general teaching methods from the point of view of the teachers of fine art institutes (morning study). Specific questionnaire of (57) paragraphs divided into six areas (introduction, art form of the book and its output method, objectives of the book, book content, book activities, methods and educational methods, and book questions) (the end of each chapter). The researcher recommended that the number of classes prescribed for the article be increased to three servings per week instead of two. As well as the need to keep up with the curriculum and general teaching methods of modern scientific developments.

Aspects of the Theoretical Framework and Previous Studies:

What can be concluded from the important points that serve this research is as follows:

- 1) The world today has become a small village, and globalization has cast its dissonance on all aspects of life, so that we must balance our dealings with education between what is modern universal and what is Arab and authentic, especially in the teaching of technology in the teaching of the arts.
- 2) The world today is a world of media and television and film channels that are looking for art, so that art has a high value that should be translated into our educational institutions.
- 3) Studies have shown that interest in technical education has helped students to learn other methodological subjects, especially in kindergartens and primary schools, some of which suggested increasing their teaching time.
- 4) The majority of foreign studies measured the qualitative impact of the approach to art education, while most of Arab studies tried to identify the proficiency of the educational curriculum in teachers and teacher training institutes.

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- 5) Most of Arabic and Iraqi studies that evaluated the method used the descriptive/survey method and used the questionnaire as a data collection tool. This is what the current study is going to do.
 - 6) Most of the studies reviewed have used the opinions of teachers and students as a reliable criterion for measuring the efficiency and effectiveness of educational materials that have been taught or studied in faculties of education or training institutes.
 - 7) The curriculum is a set of basic and important experiences on which the learning process is based, so that scientific methods and evaluation models should be reviewed on an ongoing basis in order to detect the strengths and weaknesses in it.

Part Two – Applied Aspects of Research

The practical aspect of the research includes a description of the review of the research's procedural work and includes the following:

First: Research Methodology

As the aim of the research was to identify the effectiveness of the professional curriculum used at the Fine Arts Institutes from the point of view of the faculty that teaches this curriculum and the students, the researcher followed a descriptive approach that included surveys and analytical components in the construction of research procedures because they were used in the evaluation process, This includes surveys and analytical components in the construction of research procedures, as a survey of the views of students-teachers at the Institute of Fine Arts and a faculty based on the teaching of these subjects has been used in the evaluation of educational and psychological materials called professional curriculum. This type of research is considered for regulatory classification of horizontal descriptive-analytical research (Creswell,2005: 122-128).

Second: Participants

The research was based on two types of participants, first faculty members who participated in study and teaching at the Institute of Fine Arts, second students/teachers from the fifth grades of the Institutes of Fine Arts for Boys and Girls at al-Karkh side in Baghdad for the morning study who studied in the academic year 2018/2019.

A- Faculty Members:

The target faculty members' population in this study included all faculty members for educational and psychological materials in both the Institute of Fine Arts for Boys and Girls (Morning Study) at Al- Karkh Education

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Directorate /1 in Baghdad. The total number of faculty members was 26 distributed numerically as described in Table (1).

Table 1. faculty members

	Institutes	No. of teachers
1	Institute of Fine Arts for Boys	12
2	Institute of Fine Arts for Girls	14
Total		26

B- The Student

Student population: consists of (331) students (219) students at the Institute of Fine Arts for Boys and (112) students at the Institute of Fine Arts for Girls, Distributed in six departments: Fine Arts including (drawing, sculpture, pottery, graphics), Performing Arts, Musical Arts, Arabic Calligraphy and Decoration, Audiovisual Arts, and Design Table (2) shows the number and distribution of students in both institutions, divided by the total number.

Table 2. Students Participate

No. students	institutes	
219	Institute of Fine Arts for boys	1
112	Institute of Fine Arts for girls	2
331		Total

Third: Research Sample

The research sample consisted of two groups, members of the faculty and students. Here is a description of the review of each group as follows:

Faculty Members:

There were 15 faculty members out of a total of 32 teaching staff in both institutes. The proportion of female teachers is 47% of population in educational and psychological sciences, which is very acceptable, as stated in the Research Curriculum Books (Salvian, 2007: 88), so all of them agreed that the involvement of more than 20% of the research community is acceptable in descriptive research of a survey nature. The sample of faculty members as presented in Table 3 was divided into five disciplines, the

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specialization of educational psychology came primarily and more than 50 percent of total sample and the other disciplines were divided into only 1 to 2, while the specialties of psychology did not show any characteristics or attention to the talented. All faculty members have a PhD but one in the A.C. The duration of the service was 19 years and the median was approximately 18 years, which means that the entire study sample spent a long time teaching the professional curriculum that was evaluated.

Table 3. Specialization, certificate and mean years of service of the faculty member.

	Certificate	Specialization	Average years of service	No. of faculty members
1	PhD	Educational psychology	19	8
		Curricula and Teaching methods	8	1
		Educational Design	23	1
		Measurement and Evaluation	22	2
		Educational Management	15	1
		Educational Guidance	4	1
2	Masters	-	-	
3	Bachelors	Educational Psychology	10	1
	Range		19	
	Mediator		18	

The sample of the student

Table 4 shows a general description of the randomized student population in which the search questionnaire was distributed to all students in both institutes, but the 120 students, including 30 females, were 25% of the total sample of 120 and the remaining 70% male.

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Table 4. Sample of students according to their gender, age and percentage.

Male students			Female Students		
Age	No. of students	%	Age	No. of students	%
19	6	15	19	4	13
20	21	23	20	12	42
21	25	28	21	9	28
22	15	17	22	2	7
23	14	16	23	2	7
24	7	8	24	1	3
25	2	2		Total=30	
	Total=90				

Fourth : Data collection tools

The aim of the research is to evaluate the professional materials in the curriculum of the preparation of art education teachers, therefore the research needed two tools to collect data one for teachers and the other for students. When designing the two questionnaires, the following procedures have been adopted:

- 1) In the preparation of the questionnaire, study the literature of the research methods.
- 2) Identifying the procedural objectives of the study.
- 3) The elements of the questionnaire were identified by adopting the open questions for small samples of students and teachers in both institutes and by analyzing the content of their answers.
- 4) Choose a five-options classification to calculate the weight of the answers from the highest approval to the lowest if calculated (fully agree to have 5, agree to have 4, agree to some extent 3, disagree 2, not fully accept 1) with a minimum approval score of 2.5.
- 5) According to the axes and the literature survey, the two works were drafted with a total of 40 paragraphs for teachers and 36 paragraphs for students as pilot copies.
- 6) The two axes were based on the seven elements of the curriculum as an evaluation model (objectives, content, teaching methods, accompanying activities, curriculum techniques, curriculum time, and evaluation). These are the characteristics of the quality of the curriculum (inclusiveness, clarity, objectivity, realism, expediency, utilitarianism).

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- 7) The validity of the questionnaires: to ensure that the questionnaires measure what should be measured, the researcher used two procedures for the first time and called the face validity of the questionnaire, where the objectives of the research were presented to a group of experts and to the rank of professor and those with experience in the teaching of education Table(5).
- 8) In order to achieve a second type of validity, which is to measure the degree of clarity and harmonization of the paragraphs of the two instruments, the researcher applied the two instruments to a small sample of 15 students and three female teachers who were subsequently excluded from the basic study sample. In other words, the two samples were tested on two small samples of students from both institutes and three teachers were tested to obtain a final opinion on the issue of clarity and harmonization of the two paragraphs twice following the application of the two procedures.
- 9) After collecting the jury notes and the students' opinions and experimenting with the initial application, the two questionnaires were applied over two periods, including ten days, for the purpose of ensuring the stability of the sample of the teacher, and the modifications were made indicative for the two and ended with (30) paragraphs.

Table 5. The names of the juries of experts classified according to the certificate, degree, specialization and job

Name	Certificate	Specialization	Scientific Degree	Job
Walid Khudhur Abbas	PhD	Designing and Evaluating educational curricula	Professor	Iraqia university/ education for girls
Saeed Al-Asadi	PhD	Methods of Teaching The Arabic language	professor	Counselor at university of Basra
AbdulKareem Albadran	PhD	Curricula and Methods of Teaching	Professor	College of education/ university of Basra

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Kadhim Murshid dhrib	PhD	Methods of teaching Fine Arts	professor	Dean of institute of Fine Arts/Babylon
Mahdi Hijris Alani	PhD	Curricula and Methods of General Teaching	Professor	Counselor in the ministry of higher education
Qasim Hussein	PhD	Educational Psychology	Professor	Counselor in university of Salah Aldin/ Erbil.

Fifth: Data Collection

The researcher has distributed the questionnaire to all 12 faculty members who teach educational and psychological subjects at the Boys' Institute, of which only 7 have been returned. While 20 questionnaires were distributed to the faculty members of the Girls Institute, only 8 of which were returned for analysis and full data. 110 questionnaires for boys and 60 questionnaires for girls were distributed randomly between the six departments.

Sixth- Methods of Statistics

The descriptive statistic was used only by the following means:

- 1) Frequencies of repetition for the calculation of the number and form of answers of all participants to each paragraph of the questionnaires used in the research.
- 2) Percentage to measure the size of the specified portion of each type of total, which is a significant indicator for the comparison of responds.
- 3) Weighted Mean and the following equation has been used for the purpose of calculating the strength of the paragraph:

$$WM = \frac{n_1 \times 5 + n_2 \times 4 + n_3 \times 3 + n_4 \times 2 + n_5 \times 1}{\sum n}$$

Al-Bayati & Athanasios (1977)

Part 3-Presentation and analysis of results and findings

The third part includes an overview of the results of applying the two questionnaires, then analyzing and interpreting them, and finally conclusions,

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recommendations and proposals for developing the professional curriculum, as follows:

First: The results of the faculty upwards

1) Results with a weighted mean of more than (4.5)

The results shown in Table (6) show that the number of paragraphs higher than (4.5) was only 4 paragraphs and (8 per cent) all indicate what the educational and psychological curriculum should focus on in the future. What is noticeable in this table is that the four paragraphs deal with new enrichment topics that teachers consider necessary to be included in the professional curriculum, in particular the care of people with special needs and talents.

Table 6. Paragraphs more than 4.5 have been achieved

No. of paragraph	Paragraph	Weighted Mean	Percentage
13	Special education and dealing with gifted and disabled students do not exist in our educational curriculum.	4.73	8%
18	We need subjects that make our students aware of the problems they may face in their careers in schools, such as the size of crowded classes and the lack of awareness of the importance of the technical education lesson in management or parents.	4.67	
15	The need to focus in our educational curricula on teaching skills.	4.6	
11	We need to learn more about the gifted and how to deal with them	4.53	

2) Results that achieved the second highest weighted mean 4.5 to 4

Table 7 shown that the number of paragraphs with a weighted mean of (4.5 - 4) was 11 and almost 37%. The students' ambitions varied between adding topics, particularly in measurement and evaluation, and the ways that the students communicate and understand their age, and removing those theoretical topics and replacing them with skill topics that match what the student learns in his field of art and his studies of educational and

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psychological subjects. Many female teachers emphasized a lot of practical aspects, especially in teaching methods, preparing and planning plans.

Table 7. Paragraphs that achieved a weighted mean of 4.5 - 4

No. of paragraph	Paragraph	Weighted Mean	Percentage
16	I felt that we needed more to teach our students how to pay the attention of the disciples and to enhance their desire to learn the arts	4.5	37%
28	Our students need to learn more about the methods of self-assessment, the methods of development of work and the experience of mastery in education.	4.4	
29	The educational and psychological materials that we teach need to delete many old subjects and add up to modern aspects and theories.	4.4	
30	The art education teacher has to combine the learning experience that prepares him as a teacher with the artistic knowledge that prepares him as a professional.	4.4	
14	Our students need to learn more about the growth characteristics of primary school pupils	4.33	
19	It is important that our curricula keep pace with the progress of communication technologies and their effect on students' values.	4.33	
26	I wish the observation to start in the third grade.	4.33	
27	I wished that we had raised the percentage of practical skills and given examples in the classroom practices that we are providing.	4.33	
1	Educational and psychological material contributed to the preparation of the teacher of art education efficiently.	4.27	
12	Our pedagogical curriculum needs to increase the number of classes for some subjects, especially teaching methods, evaluation and measurement.	4.06	
10	The planning and preparation of the strategy was one of the most relevant subjects in the implementation.	4.0	

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3) Paragraphs that obtained a weighted mean between 4 – 3.5

The findings shown in Table (8) indicate the paragraphs that earned a weighted mean of between 4 and 3.5 times, with a weighted mean of 9 paragraphs and a percentage (60 %). The opinions of the faculty members were diverse, some agreed that the content of the subjects should be updated and that attention should be given to the manner in which they are taught, and some stressed that they should be kept away from ideas in return for translating lessons in the arts.

Some emphasized the need to raise the quotas for educational techniques and to educate students more specifically in the produce of educational tools and extra -curricular activities events, such as festivals, workshops and gardening. The most critical goal of the faculty members is to close the gap between teaching specialized lessons and teaching materials. It also offers the student/teacher a better chance of self-learning.

Table 8. Paragraphs that achieved a weighted mean of 4 – 3.5

No. of paragraph	Paragraph	Weighted Mean	Percentage
2	There are subjects in the educational preparation curriculum that have nothing to do with the art education teacher.	3.93	60%
22	I think that the most lessons that our students have learned from are educational psychology, methods of teaching art, observation, measurement and evaluation.	3.93	
23	I felt that there was a gap between what we teach in the educational curriculum and what the institute's student learns in the specialized subjects.	3.87	
24	I think that our problem at the institute is not limited to the nature of the subjects we teach, but rather to the method of teaching them.	3.8	
7	What our students have learned from the use of instructional techniques has been very helpful throughout the implementation process.	3.73	
20	Educational materials were able to link our students and what is going on in real life.	3.73	
8	The implementation revealed that the educational curriculum needs to be radically developed.	3.67	

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6	The implementation developed the theories taught at the Institute.	3.53	
9	Most schools do not have a room for art education. Therefore, it is necessary to train our students diligently in designing and preparing instructional aids.	3.53	

4) Paragraphs that achieved a weighted mean of 3.5 - 3

Table (9) clarified the number of paragraphs, whose weight mean between 3.5 and 3, was only five, at a rate of approximately (33.3) These paragraphs focused on the critical aspect of the educational curriculum, especially in matters related to stuffing some materials into theoretical topics that he does not need in his work, while we did not teach students the methods of dealing with school administrations, as well as some highly praised the curriculum of educational materials and refused the need for any change or development.

Table 9. Paragraphs that achieved a weighted mean of 3.5 -3

No. of paragraph	Paragraph	Weighted Mean	Percentage
25	Our lessons at the institute are theoretical and idealistic, unrelated to what is happening with the reality of our schools.	3.4	33.3 %
3	Many educational materials are purely theoretical and have nothing to do with what is happening with the school reality.	3.13	
5	I felt that the art education teacher inside the school had more influence on our students than the educational and psychological lessons.	3.07	
21	We did not teach our students the manner of dealing with the school administration and teachers.	2.93	
17	The good instructional materials we provide do not need to be updated or developed.	2.53	

5) Paragraphs below the acceptable weighted mean:

The number of paragraphs that achieved a result of less than 2.5 reached only one paragraph, which is “The theoretical lessons that were taught were not useful in students learning methods of class control and dealing with pupils”.

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This means the teachers emphasis on the usefulness and importance of what they teach.

Second: Display the results of the Students upwards

The results of the resolution implementation are ranked upwards, with the results of the weighted mean for each paragraph as follows:

1) Paragraphs that have achieved a "weighted mean of 4.5 ups"

Table (10) revealed that the number of paragraphs that achieved results of more than 4.5 was limited to four paragraphs, which focused on the appreciation of students for the period of implementation and the degree to which they benefited from it, as they stressed the need to increase the quality of their work as teachers, i.e. to pay more attention to the practical aspect of the curriculum. Despite some differences between males and females in their degree of need for teaching skills, the general number of students was appreciative of the curriculum and its benefits.

Table 10. The results of the student's questionnaire are categorized by weighted mean, gender and percentage.

	Paragraph	Weighted Mean		Percentage
		Boys	Girls	
8	The implementation increased my self-confidence because of what I learned from experiences in educational lessons.	4.67	4.66	13.3%
16	The need to increase our teaching of skills.	4.6	4.21	
18	I was able to connect art lessons in real life to students.	4.52	4.45	
29	The implementation period is a very useful experience.	4.52	4.62	

2) Paragraphs less than 4.5- to 4 have been achieved

The results presented in Table (11) showed that the number of paragraphs that received the approval score above 4 was 14 and more than 46% of the number of paragraphs with almost complete agreement on the degree of acceptance between males and females in the subjects covered by each paragraph. The subject of these paragraphs focused on the extent to which students benefit in different fields from educational and psychological materials, including the student approach and how to invest arts in experimentation with new methods of learning. The method of investing the environment in the work of means of clarification is also used.

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Educational lessons were of great importance in teaching students how to deal with teachers and school administrations. Finally, the student trained the instructor in the primary school to recognize, motivate and encourage talent

Table 11. Paragraphs that achieved a weighted mean of 4.5 - 4

No. of paragraph	Paragraph	Weighted Mean		Percentage
		Boys	Girls	
2	I learned from psychological lessons the method of taking into account individual differences.	4.46	4.21	46.7 %
30	The school successfully applied what I learned from the experience in the institute's lessons	4.44	3.93	
10	The good preparation of the plan and the accuracy of its implementation helped me completely in my work in the implementation.	4.33	4.28	
7	What I learned from using educational techniques was very useful during the implementation.	4.29	3.72	
1	Educational and psychological lessons have contributed to teaching me how to deal with students.	4.28	4.10	
13	We need to learn more about the characteristics of primary school growth.	4.23	4.28	
23	After what we learned in educational and psychological lessons, I had no difficulty teaching.	4.23	4.24	
3	The educational preparation prepared me to learn to deal with the school administration in which I applied well.	4.17	4.81	
9	I applied learning theories that I learned at the institute to control learning in the classroom.	4.14	4.07	
14	The lessons I have most benefited from are educational psychology and teaching methods of artistic education, viewing, measurement and evaluation.	4.13	3.79	
12	I benefited greatly from what I learned in	4.11	4.24	

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	diversifying the methods and methods of teaching art education.			
20	I used widely in many educational aids and teaching methods that I learned from the institute's curriculum.	4.11	4.28	
26	Most schools do not have a room for art education, so I relied on myself to bring in aids	4.04	3.86	
15	We need to learn more about talented people and how to deal with them.	4.0	4.35	

3) Paragraphs that achieved a weighted mean 4-3.5

In the five paragraphs in Table (12) students stressed the need to increase practical training times and transfer observation to a longer period than is currently the case. They also offer them a longer chance to apply and experiment with what they learn from psychological and educational lessons.

Table 12. Paragraphs that achieved a weighted mean of 4-3.5

No. of paragraph	Paragraph	Weighted Mean		Percentage
		Boys	Girls	
27	I wished we had studied educational topics in an applied way to help us apply more.	3.92	4.24	16.7 %
17	I was able to teach them a lot, although my pupils' level wasn't good.	3.86	4.21	
6	The practical lessons i have learned at the Institute should be from the theories in practice.	3.81	3.66	
11	I wished that the third and fourth grades would begin observation lessons.	3.8	3.21	
22	I felt that I needed to learn more how to attract pupils' attention and increase their willingness to learn the arts.	3.56	3.45	

4) Paragraphs that achieved a weighted mean of 3.5-to-3

Table (13) shows the paragraphs that achieved acceptable approval ranging from 3.5 to 3 weighted mean, with only 3 paragraphs and 10% focused on the difference between theoretical lessons and reality, especially in dealing with students who are quarreling or who do not want to learn the arts, which has embarrassed some students in overcoming these obstacles. But those things made up only 10 percent of the answers.

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Table 13. Paragraphs that achieved a weighted mean of 3.5-3

No. of paragraph	Paragraph	Weighted		Percentage
		Boys	Girls	
25	The theoretical and idealistic lessons at the Institute are not connected to the realities of our schools	3.16	3.66	%10
19	Large class size hindered my experiment of my lesson plan well	3.09	2.76	
24	The reality we faced in schools had nothing to do with what we studied at the Institute.	3.04	3.14	

5) Paragraphs that achieved a weighted mean of 3-2.5

Table (14) displays three paragraphs and 10% with topics focused on the practical difficulties experienced in primary school education by certain students, especially the subject of class control and student examinations and the relationship with the teacher of the arts.

Table 14. Paragraphs that achieved a weighted mean of 3.2.5

No. of paragraph	Paragraph	Weighted Mean		Percentage
		Boys	Girls	
21	My first problem was the way the course was adjusted and handled by the students.	2.68	2.83	%10
5	The teacher of art education at the school helped me more than I learned at the institute from educational and psychological lessons.	2.67	3.07	
28	The student exam was very difficult for me.	2.51	2.48	

Third- Interpretation and discussion of the results

1) Faculty members' findings

The results showed that there is a strong agreement among teachers on the need to improve and grow educational and psychological science materials in the institutes of fine arts, particularly with regard to the care of special needs pupils and talented individuals. This result was in accordance with the international studies as Eisner, (1994) in America and the De Almeida (1994) research in Thailand on the need to teach the student/teacher how to deal with the talented and the special needs. This finding was not indicated in Arab and Iraqi studies. The arts followed by sports is one of the most enjoyable and common materials among children and pupils, it blends professional success with a taste of beauty and attention to the importance of things with an improvement in muscle development and excellence of its work, and thus most respondents of the faculty agreed on the need to increase

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the functional dimension of skills than is provided in the educational curriculum at present. This view was accepted with all previous international studies listed above and Arab studies such as the Study of Moses (2011) in Gaza and the Study of Al-Zuabi (2002) in Jordan and Iraqi Studies as (Al-Kinany 1989; Al-Abboudi, 2006).

Most faculty members emphasized the need to integrate and harmonize what is taught in the field of the arts and educational and psychological materials, they also stressed satisfaction and acceptance of the educational and psychological curriculum, but found that growth and enrichment is a must; thus, opening the doors to the development process is a positive aspect. This outcome was opposed to the results of Kadhim and Jabur (2005), whose teaching criticized the educational curriculum presented in the art institutes.

Similarly, Rasheed study (2018) at the Faculties of Education in Bagdad found a full deficiency of the subjects of education and psychology relative to the subjects of specialization as indicated by the faculty members. Because of the curriculum offered in professional subjects in art institutes, with a weakness in colleges of education.

2) Students' Results

The findings of the students revealed that most of them are persuaded of the insights they have learned from the professional curriculum and this has been illustrated in practice in their ability to prepare and apply their lessons successfully during implementation in schools. Many have pointed out that he was able to relate art to the lives of pupils, making their work fun. These findings are in accordance with research that has shown that teaching the arts is more enjoyable for the student teacher in the pre- and post-primary periods (Al-Abboudi 2006). Although some Arab studies, such as the Research of Kadhim and Jabur (2005) at Qaboos University and the Study of Moses (2011) in Gaza, found that applied students highly criticized their encounters through educational and psychological materials. There are also Iraqi studies in which students have shown their deficiency in the Al-Musawi (2004) also pointed out the need for students to learn more about the way to communicate with the administration as well as diversify the student schedule, as well as to include pupils in school events (Abdul Baki, 2017).

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Fourth- Conclusion

In the based on the finding referred to above, the following can be inferred:

- 1) Overall, the findings of the two research samples revealed that there is a clear effectiveness of educational and psychological materials at the Institute of Fine Arts in preparing the teacher of art education indicated by faculty and students.
- 2) Students confirmed that they had benefited greatly from what they had learned at the Institute in important educational skills aspects such as designing teaching plans, dealing with pupils, adhering to the school education system, and the way to benefit from interaction with the school administration and teachers.
- 3) The students preferred to increase the applied part of the program and proposed beginning to observe from the third grade.
- 4) The students' responses have reported two crucial issues. The first is the need to diversify the evaluation of students and to link the decision on the performance of their education in a standardized manner The second is the methodology and tools used to test students' assessments, since students have faced problems in the process of designing and applying the tests; this indicates the need to update the measurement and evaluation material and to grant it with longer time and richer material, especially relating the artistic subject with evaluation.
- 5) Students mentioned the need to be trained more about how to develop creativity and provide for children with special needs.
- 6) Teachers pointed out the need to train students to contribute to school activities, exhibition work and gardening, as well as methods of cooperation with departments and teachers, in order to make the teacher of art education more receptive to students and their families.
- 7) The results showed that there is a positive impact of professional subjects in training the student teacher on many important skills.
- 8) Students and faculty agreed on the need to increase the applied and skilled aspect more than theories and ideas that do not have a practical reality.
- 9) The teaching staff generally valued the research and indicated the need for continuous review of the topics they present in the professional curriculum; and that is because some of these topics are outdated and no longer applicable to teacher preparation.
- 10) This study has shown that taking care of the talented and promoting the challenges of those with special needs is the duty of art education teachers

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rather than anyone, that art is an ability and a pleasurable approach that gives students different personal dimensions, in particular the production of imagination and talent, but that the existing curriculum does not give them the subject that art is an ability and a pleasurable approach that gives students different personal dimensions, in particular the production of imagination and talent, but that the existing curriculum does not give these subjects important weight as content and teaching, and it is time to add that.

Recommendations

Based on the above conclusions, the researcher recommends the following:

- 1) Educating a student-teacher in principle about how to communicate with administration or school teachers does not pay off and it is also important to use new approaches such as role-playing, simulation and system review to teach these subjects.
- 2) This research revealed the need to take care of the student's self-learning and to improve the methods of teaching that boost his self-confidence, as the students suggested that they wanted to engage more with the real-life school environment.
- 3) Faculty members and students found out that one of the relevant topics to learn more generally is the manner in which the curriculum is managed and how to attract the learners, as well as understanding how to improve their desire to enhance their professional skills, and thus the research recommends the greater incorporation of professional curriculum in psychological and pedagogical subjects applied.
- 4) The students clarified that they had trouble examining and evaluating pupils and found that they needed instruction in the creation of skills problems, which indicates the need to relate the measurement subject and the evaluation to the art as a skill and to teach the subject in this way.
- 5) In the subjects of curricula and teaching methods, it is necessary to pay attention to training the student-teacher on how to deal with large and crowded classrooms, and this is very important. As most of our schools today, especially the public ones, are overcrowded.
- 6) It is clear from the answers provided by the faculty members and that there is a need to harmonize specialist artistic subjects with educational and psychological subjects.
- 7) The findings suggest that most of the primary schools covered by the observation or implementation in Iraq do not have a drawing room or a handicraft room appropriate for teaching art in the school, and hence the research recommends that the Curriculum Directorate of the Ministry of

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Education conduct a survey to identify the degree of need in primary schools in quality and quantity.

Suggestions

The researcher suggests the following, based on the findings and conclusions:

- 1) It is important for those who design the curriculum for the Institutes of Fine Arts in Iraq to adopt this research and study its results carefully because of its important ideas that can enrich and develop the educational and psychological curriculum.
- 2) The researcher believes that attention to theoretical aspects, especially modern theories in learning and the ways in dealing with the age of primary school pupils, is important, but provided that the teaching of these theories and ideas is accompanied by realistic examples and implementations and from the core of our Iraqi culture.
- 3) The lack of a room for drawing and handicraft room in primary schools requires the designers of the professional curricula for the Institutes of Fine Arts to place a course on design and produce of teaching aids within the main topics of the institutes' professional curriculum
- 4) Current research has shown that there is a high degree of expectation among school administration and teachers that art education teachers will play an important role in the planning of exhibits, the decoration of gardens and innovative artistic activities that enhance the role of school in society and increase trust among the families of students and their families So it is necessary for the designers of the professional curriculum for institutes of fine arts to take this issue into consideration.
- 5) Research suggests that there are two topics that should be given a high degree of emphasis, namely the methods of teaching the student-teacher to deal with the administration of the school and the teachers, therefore prompting the addition of new subjects to the professional curriculum dealing with teachers at the time of implementation.

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