The development of learning objects in Art History in Ceará as a proposal for teaching Visual Arts

ARTICLE

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Abstract
This research focuses on the production and learning using digital teaching materials on the History of Art in Ceará, created in hypertext format. The study explores the use of what has been termed Learning Objects on the History of Art in Ceará (OAHAC) with high school students at a vocational school in Fortaleza/CE. The theoretical framework draws on discussions of Art History concepts by Argan; Fagiolo (1994), Barbosa (1984;1998), and Didi-Huberman (2015). For the development of Learning Objects in Visual Arts (OAAV), we refer to Lima's (2019) study. Methodologically, it is an Arts research. Findings and conclusions indicate significant possibilities in learning with OAAVs, highlighting student engagement with hypertextual teaching materials and the interfaces of these materials with other sources.
Keywords: Teaching Art History. Local art. Learning Objects in Visual Arts.

A elaboração de objetos de aprendizagem em história da arte no Ceará como proposta de ensino em artes visuais

Resumo
Esta investigação trata sobre a produção e aprendizagem com materiais didáticos digitais sobre a História da Arte no Ceará, produzidos através do formato hipertexto. A pesquisa refere-se ao uso do que foi chamado de "Objetos de Aprendizagem sobre a História da Arte no Ceará (OAHAC)", com alunos do Ensino Médio de uma escola profissionalizante em Fortaleza/CE. Como referências teóricas das discussões sobre História da Arte, dialogamos com os conceitos de Argan; Fagiolo (1994), Barbosa (1984; 1998) e Didi-Huberman (2015). Para a elaboração de Objetos de Aprendizagem em Artes Visuais (OAAV), dialogamos com o estudo de Lima (2019). Do ponto de vista metodológico, trata-se de uma pesquisa em Arte. Como achados e conclusões da pesquisa, podemos indicar: existem possibilidades significativas na aprendizagem com OAAVs, e, dentre eles, se destacam a aproximação do aluno com um material didático em forma de hipertexto e as interfaces do material com outras fontes.

Palavras-chave: Ensino de História da Arte. Arte local. Objetos de Aprendizagem em Artes Visuais.

1 Introduction

In the contemporary educational context, the use of Learning Objects (LOs) has become a common resource for sharing information that contributes to the teaching/learning process. LOs can be created using different media and formats, shared together or in modules. Depending on the approach used, they become an efficient collaborator for teachers in the classroom and can lead students to develop critical thinking.

In the case of Visual Arts teaching, according to Lima's (2019) proposals, these are the Visual Arts Learning Objects (OAAV) specific to this field.

As a starting point for the practice of this research, OAAVs were developed for the teaching of Art History in Ceará (OAHAC), based on the criteria presented by Lima (2019) and with a starting question: What are the possibilities for teaching and learning in Visual Arts, with digital educational materials, about the History of Art in Ceará?

2 Art History Learning Objects in Ceará

To answer the central question, we analyzed the state of the art of research published on the subject. A survey was carried out using the following keywords: History of Art in Ceará; Learning Objects in Visual Arts; Art Teaching and Technology. The search was carried out in academic databases, available online, where platforms such as Google Scholar, the CAPES database of theses and dissertations, the repositories of postgraduate courses at the Federal University of Ceará (UFC), State University of Ceará (UECE) and the proceedings of meetings of the National Association of Researchers in Plastic Arts (ANPAP) were accessed.

Currently, LOs are a model of material that uses digital resources to promote knowledge. They are the components of a form of teaching supported by ICTs, which arose

from the need for new means of enabling the teaching-learning process via the Internet. Characteristics such as flexibility, the possibility of reuse and updating facilitate their use and dissemination. LOs can be developed using different media and formats, shared together or in modules. Depending on the approach used, they become an efficient collaborator for the teacher in the classroom and can lead students to develop critical thinking.

According to Wiley (2000, p. 23), a LO can be classified as:

> [...] any digital resource that can be reused to support learning. This definition incorporates the words: "reused", "digital", "resource", "learning", as specified by the Learning Technology Standard Committee (LTSC). In addition, by using the expression "support learning", the author seeks to capture not only what he describes as important attributes of a LO, but also seeks to emphasize that there must be an intentionality to the learning process.

In order to develop the OAHACs, we considered the theoretical/methodological perspective presented by Lima (2013) as a Visual Arts Learning Object (OAAV): "[...] we consider a Visual Arts Learning Object (OAAV) to be a resource that is planned, designed and used with the aim of helping in the teaching/learning process of the visual arts and that enables it to be reused" (Lima 2013, p. 27-28). According to this author's hypotheses, it is understood that these materials can and should be developed by teachers, since they have autonomy and ownership over the knowledge and content to be covered in the classroom. Thus, in order to guide and disseminate this concept, Lima (2019) highlights the need for specific methodologies for the production of OAAVs, bearing in mind that, in many cases, they can be produced by professionals outside the area of knowledge, strengthening the idea that professionals in the field of arts should develop their material, and clarifies that the availability for the teaching/learning process of Visual Arts should be free, regardless of the modality, face-to-face or distance learning. This author presents proposals for the development of these teaching materials, establishing four characteristics that a OAAV should contain: 1) contextuality; 2) cognitive flexibility; 3) imaginative potential; 4) aesthetics.

Learning Objects (LOs) can be produced using different media. In the case of this research, the OAHACs were built using the PowerPoint program to be used as files with a PDF extension. We tried to work with a file format with hypertext characteristics, so that it would be possible to adapt a timeline, with links that would lead to other virtual spaces, in which the materials referring to each period of the History of Art in Ceará can be found. The search for sources and their scarcity in the work of preparing the OAHACs demonstrated the need to expand studies on the History of Art in Ceará.

In an attempt to broaden the material and satisfactorily cover the research, we used publications from specialized sites and libraries; periodicals, through articles; dissertation and thesis banks from contexts related to the field of Art, such as: Social History, Archaeology, Anthropology and Architecture. Topics were designed and drawn up that initially sought to provide a general context for each theme, such as the origin and examples of universal Art History, to then arrive at the local panorama through texts, images and icons that directed to other sites or web environments, when the object was connected to the internet, to allow users to obtain as much information on the subject in question as possible. At the end of the content of each object, there is a proposed activity to make it possible to assess learning.

For the proposal, we took, as an initial didactic perspective, the treatment of Art History from the concepts of Argan; Fagiolo (1994), who place it in an order of periodization and location, establishing a chronological understanding, represented through a timeline that presupposes the existence of historical facts and artistic production with their own specificities and characteristics, even if crossed by other national and international productions. In this way, the timeline of Art History in Ceará is presented didactically, in a chronological and geographical order. It is worth noting that this organization in the OAHACs also allows for a non-linear path, giving the student an autonomous perspective on the periods and works, from prehistory to the present day. This vision of promoting a non-linear path was inspired by Didi-Huberman's (2015) conceptions of Art and Art History.

When devising the OAHACs, based on the Triangular Approach by Barbosa (1998), an elaboration path was developed that would present, in this situation, image and

historical context to open up knowledge in visual arts, using a proposal that sees these objects as a perspective of temporal and stylistic organization of historical facts and local artistic events. The LOs developed for this research were produced based on bibliographic research according to the relevant themes, divided into the following order: Prehistoric Art in Ceará, Colonial Art in Ceará, Academic Art in Ceará, Modern Art in Ceará and Contemporary Art in Ceará, as shown in Figure 1.

Figure 1 - Hypertext, timeline allowing access to Learning Objects on the History of Art in Ceará
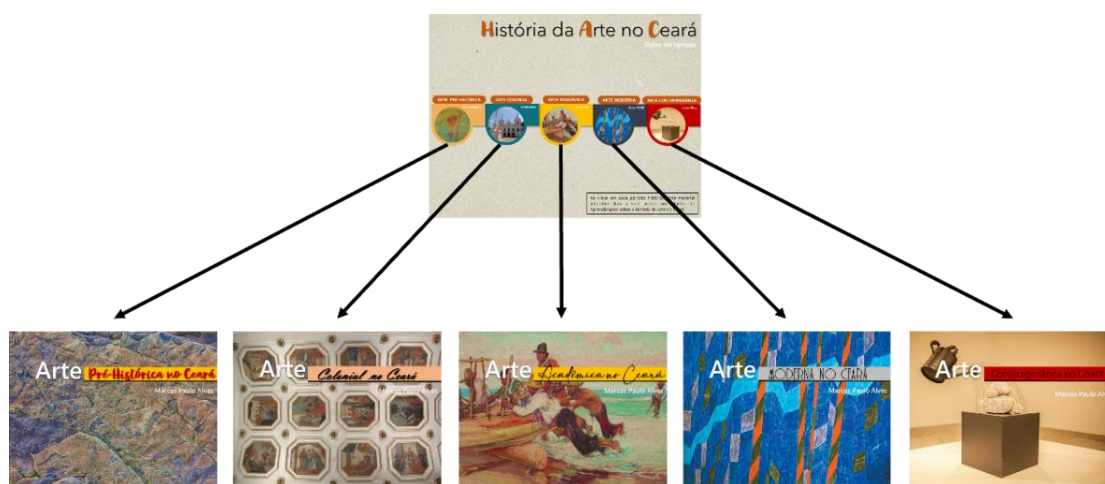
Source: screen record from the author's personal archives.

To establish the division of periods in the History of Art in Ceará, we analyzed the concepts of the aforementioned authors, such as Argan; Fagiolo (1994), in addition to historical bibliographical research, which traced the events and production of elements characterized as artistic, from what was classified as Prehistory in Ceará to contemporary times, a perspective that defined the components of classification and elaboration of a timeline on the History of Art in Ceará and, consequently, the division of Learning Objects in the History of Art in Ceará.

## 3 Methodology and data analysis

Once the material had been prepared, it was applied by one of the authors, who teaches Visual Arts at the Juarez Távora State School of Professional Education. For the application, we chose a 1st year class of the Technical Course in Buildings. The LOs were shared via the Google Classroom platform, here referred to as the learning environment, by means of a PDF file.

Six meetings were held, based on lesson plans that guided the organization of the actions. Bearing in mind that access to and use of LOs requires the use of technology, the computer lab space was used for all the meetings, which offered the infrastructure of one computer per student, as well as the use of each student's personal cell phone and mobile internet. In addition to verifying responses through the proposed activities, during the meetings the students' participation was observed and analyzed qualitatively. The methodology used was based on action research, so in order to carry out a qualitative analysis, forms were used to gather information that would provide viable results from the participants in the face of the initial research question.

For the first meeting, the participants were given information about the research and a survey on the subject of Art History. In the second meeting, we began contact with the subject of Prehistoric Art in Ceará, using OAHAC 1, in which, in addition to discussions and carrying out the activity, the students were led to explore the material which contains links, allowing the user to be taken to other web environments with complementary information on the subject (Figure 2).

Figure 2 - (1) Page 7 of OAHAC 1, with linkable icons; (2) Web page, news item; (3) Google maps page with the location of the region mentioned in the news item
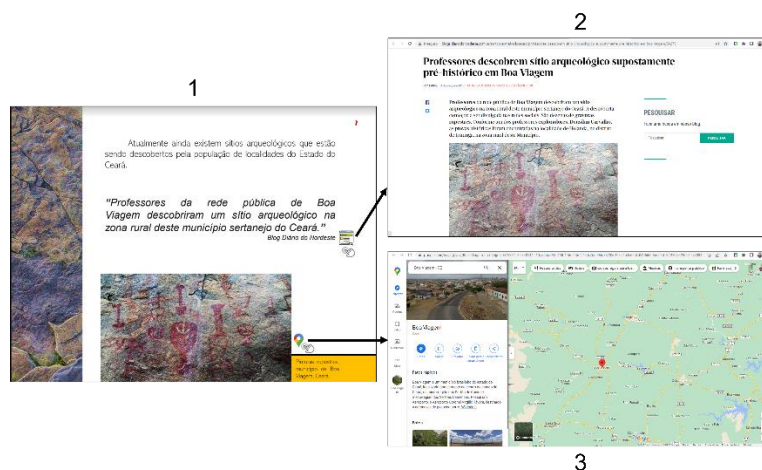
Source: screen record from the author's personal archives.

In the third meeting, OAHAC 2 dealt with Colonial Art in Ceará. In the fourth meeting, OAHAC 3 dealt with Academic Art in Ceará and the specific contexts of this style in the state. The content pertinent to Modern Art in Ceará, in the fifth meeting, highlighted, through OAHAC 4, the artists and works of this period. In the last meeting, the theme of Contemporary Art in Ceará, through OAHAC 5, dealt with the characteristics of the artistic movement through some artists and their works. At this point, the last form was shared in the search for information on the use of the OAHACs and the understanding of the subjects.

Some criteria were considered and analyzed qualitatively during the use of the resources for the research:

i) students' level of interactivity when using the digital educational materials on the History of Art in Ceará as a hypertext;

ii) the use of a digital educational platform in the learning process with the educational materials developed;

iii) possibilities for learning the contents of Art History in Ceará through the use of educational materials, Learning Objects, with high school students.

In relation to analysis category i, the level of interactivity of the students when using the digital educational materials on the History of Art in Ceará as a hypertext, we can point

out that the insertion of icons with links in the structure of the Objects allowed access to other spaces and information about the content covered, as well as accessibility between the OAHACs. Thus, when analyzing the application of these interactivity resources during the meetings, it was found, as a conclusive aspect for the objectives of this research, that their use by the students was adequate, taking into account the number of participants and the contact time with the materials that were seen here from their handling, officially, during five meetings of 50 minutes each. When applying these mechanisms, the intention was to promote maximum interactivity for the users of the material, as well as the possibilities for teaching/learning through its use. Other resources that make it possible to accurately and quantitatively measure the use of interactive media have not been considered here, but they open the door to future research.

Regarding category ii, the use of a digital educational platform in the learning process with prepared educational materials, it was considered that its use served as a device to provide access to the OAHACs officially from an educational mechanism that also included other possibilities for the teaching/learning process, such as videos, texts, websites, activity proposals, as well as participant management, since these were students from a high school. In this way, the use of the Google Classroom platform was fundamental for organizing the materials and actions during the meetings, as well as becoming another alternative for student access. Another issue to point out was the use of cell phones by most of the students, which, according to them, was due to the speed and ease of using the device to access the Learning Objects. In this case, the use of a computer and a laboratory or computer room as an alternative means could be considered, since it requires the use of the internet, so access to this resource would be one of the limitations of the material. By using different ways of sharing and accessing the Learning Objects, we sought to offer different alternatives that would stimulate and promote a higher level of learning on the part of the students.

Finally, for category iii, possibilities for learning the contents of Art History in Ceará through the use of educational materials, Learning Objects, with high school students, as conclusive aspects, we can point out that, from their preparation to their use, the materials

sought to provide full access to their information in an effort to expand the possibilities of teaching/learning. According to the initial bibliographical research into the state of research on the subject, it was found that there are still few studies on the subject. The specifics of this research, in line with the analysis of the data presented according to the students' responses to the activities in each Learning Object, indicate that there was an adequate learning process, since most of the responses presented a link with the subject based on the considerations of the audience worked with and the subjects covered.

4 Conclusions

In response to the research question, according to the discussions of the data, we can say that yes, there are possibilities for meaningful learning through OAHACs, and among them, we can highlight the student's approach to didactic material in the form of hypertext and the material's interfaces with other sources available online, such as museums and local art history and culture sites. Through the search for references that would make the OAHACs possible, it was possible to see how much attention this topic still needs, given that the school curriculum's own guiding documents suggest knowledge about local art and production. In this sense, it is a didactic contribution to the teaching of Visual Arts and local Art History, demonstrating the potential to expand to new sources, allowing students to go through and improve their learning by building autonomy in their choices of cultural products. It is hoped that this work with the OAHACs can be used by other educators and inspire new research.

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