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A STUDY OF AWARENESS AMONG TEACHER TRAINEES ABOUT STIK USEFUL FOR BASIC DRAWING DURING CLASSROOM TEACHING

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ABSTRACT:

Visual aids are a crucial component of effective classroom instruction, helping students understand complex concepts and making learning environments more engaging. Among the simplest, yet most versatile, visual tools available to educators are stick figures. The term "STIK" in the context of the study refers to the use of stick figures (simple drawings with lines for limbs and a circle for a head) as a basic drawing method in classroom teaching. This study investigates the attitudes and opinions of teacher trainees regarding the use of stick figures as a basic drawing method in their future classroom teaching.

KEY WORDS: Line drawing, stick figures, STIK.

INTRODUCTION:

A descriptive survey employing a self-constructed questionnaire was administered to a sample of 110 teacher trainees pursuing B Ed (General education), B Ed (special Education) , B Ed Special Education and D Ed teacher trainees. The data collected was analysed using percentage and mean scores. Line, shape, form, space, texture, value, and colour. These elements, when combined, create a visual experience that can represent objects, emotions, and ideas. Understanding these elements is crucial for artists and designers to effectively communicate their vision.

Here's a breakdown of the key elements:

Lines are the fundamental component, utilized to define shapes, outlines, and contours. They may be straight, curved, thick, thin, suggested, or fragmented, and each variety can express diverse feelings and atmospheres.

Form: Form denotes three-dimensional figures, providing objects with volume and depth. Artists employ methods such as shading and perspective to produce the illusion of shape on a flat surface.

Space: Space pertains to the region surrounding, including, and inside shapes and forms. It can be advantageous (filled by the subject) or disadvantageous (vacant space). Grasping space aids in establishing a feeling of depth and viewpoint.

Texture: Texture denotes the surface characteristics of an object, indicating how it could be perceived through touch. In illustrations, texture may be indicated by line character, hatching, or cross-hatching.

Value: Value denotes the shade or brightness of a color or tone. Artists utilize value to produce highlights, shadows, and contrasts, enhancing depth and dimension in their artworks.

Hue: Although line art is typically in a single color, adding color can enhance its expressive qualities. Color has the ability to stimulate feelings, establish balance, and elevate the overall aesthetic impact of an illustration.

Through mastering these components, artists can produce engaging and expressive line art that clearly conveys their thoughts and artistic perspective.



The study found that a significant majority of teacher trainees held a favourable and positive attitude towards using stick figures in the classroom. Trainees highlighted several benefits, including their simplicity, time efficiency, and universal recognizability, which transcends language barriers.

Significance of the Study:

- This study will be helpful for new entrants to B.Ed. teacher training, D.Ed. M.Ed., E.C.C. Ed. like programme,
- It will help in service school teachers, art teachers.
- It will help to accelerate the use of stick figures in every day use during teaching learning process and thereby improve teaching learning process.

Review of Related Literature: Very few studies were reviewed in order to study and understand the literature related to the title under study. Whatever review done was very useful for the researcher to go ahead with the research work.

Statement of the Problem: The study is entitled as 'A study of awareness among teacher trainees about STIK useful for basic drawing during classroom teaching

Objectives of the Research: 1. To develop tool to check the awareness about STIK. 2. To Study the awareness.

Scope/Delimitations of the Study: 1. The study was delimited to sample of 110. 2. The study was restricted to teacher trainees. 3. The study was restricted to B.Ed. teacher trainees of the colleges affiliated to Mumbai University irrespective – general, special and physical education.

Defining the terms:

B.Ed.: A Bachelor of Education (B.Ed.) is an undergraduate professional degree (a teacher training pre-service program – General B Ed/ Physical Education/Special Education) specifically designed for future educators) that equips students to work as teachers in schools; however, in certain countries, further requirements must be fulfilled for the student to be completely certified to teach.

Teacher Trainees: Prospective teachers enrolled and those wish to undergo Pre-service teacher training course.

STIK is a famous, anonymous street artist known globally for his simple, iconic stick figures (often just lines, a circle, a square, and dots) used to convey human emotion and connection, while "stick figures" generally refer to basic drawings of people using lines and circles, used everywhere from early childhood art to complex data visualization. The artist STIK uses these simple forms for deep, universal communication, contrasting with generic stick figures used for simple representation.

Delimitation of the Study: The present study has been delimited only to stick figures. Data was gathered through snow ball sampling.

Sample Size: 110 teacher trainees from colleges of education – irrespective of General, Physical, Special Education. were the samples for the study.

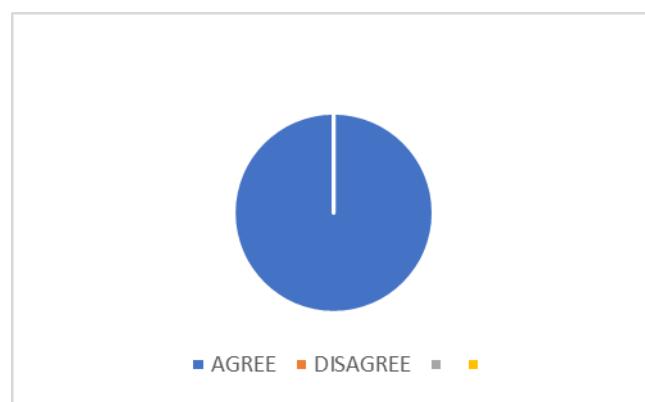
Analysis of Data: The data collected was analysed using simple percentage and pie charts for presentation of the findings.

Findings of the Study:

1. 96% responded that Conveys ideas using minimalist drawing i.e. Minimalist Approach. That means nearly 96% of the participants are of view that by using minimalist drawing key idea, concept is conveyed.



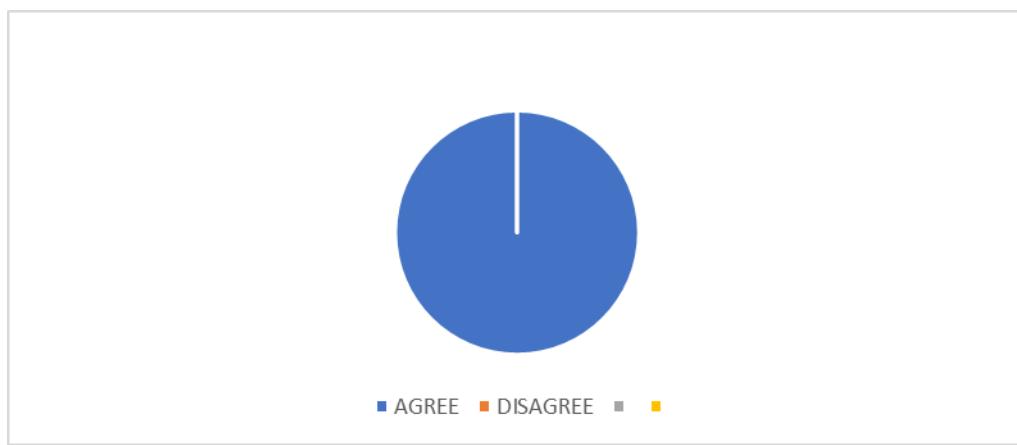
2. All the respondents are aware that stick figures are visual representations created using simple lines, shapes, and forms.



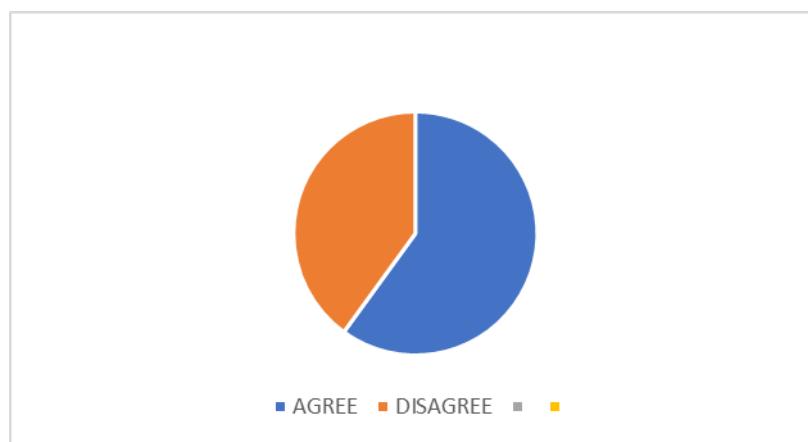
3. 96% respondents now that stick figures serve best source to present emotions and actions through postures and positioning.



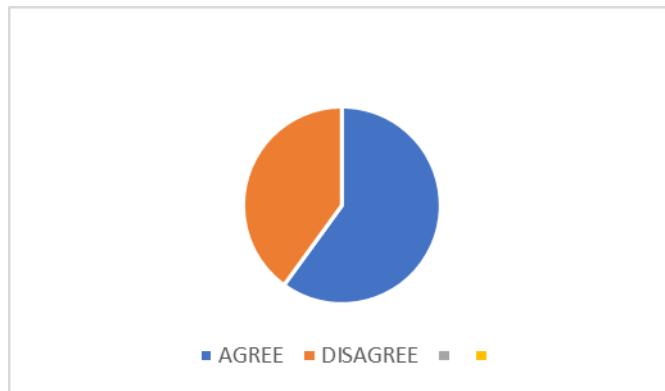
4. 100% responded that it enhances visual communication through easily understandable visuals.



5. 72% of respondents feel stick figures do not have any effect on improvement of fine motor skills and eye hand coordination. Instead, it's the opposite, for drawing we need motor skills and eye hand coordination. So only 28% responded correctly to the statement.



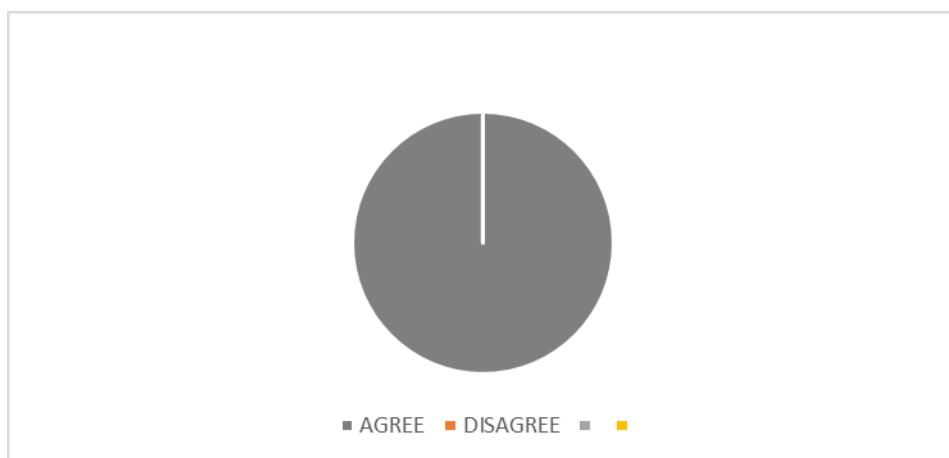
6. 60% respondents aptly responded that there is No gradation in shade or hue of colours to represent two-dimensional or three-dimensional objects.



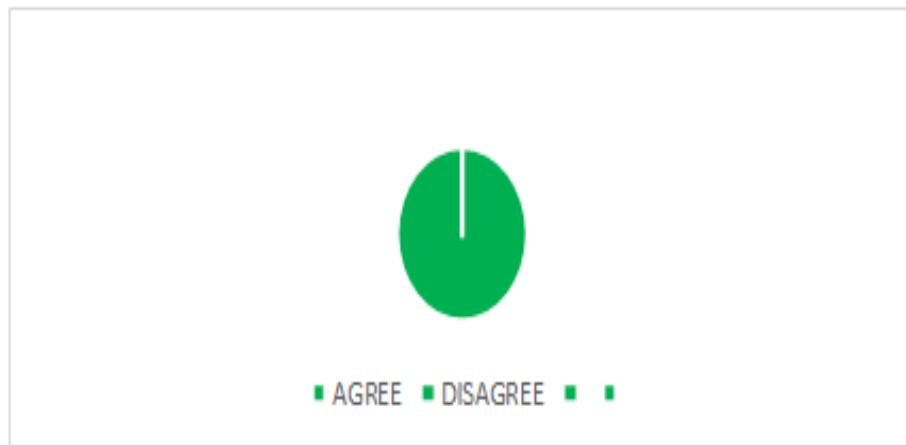
2. 96% agreed the feasibility, the comfort and ease to draw line drawings and stick figures and agreed how accessible it is to draw stick figures to both teachers /tutors and students.



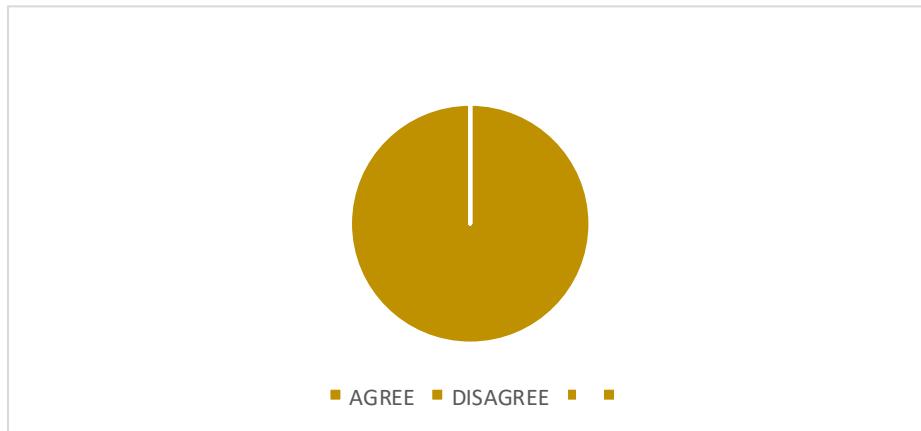
8. 100% respondents were in agreement to the statement Idea, concept or prototype is represented in a simple manner via stick figures.



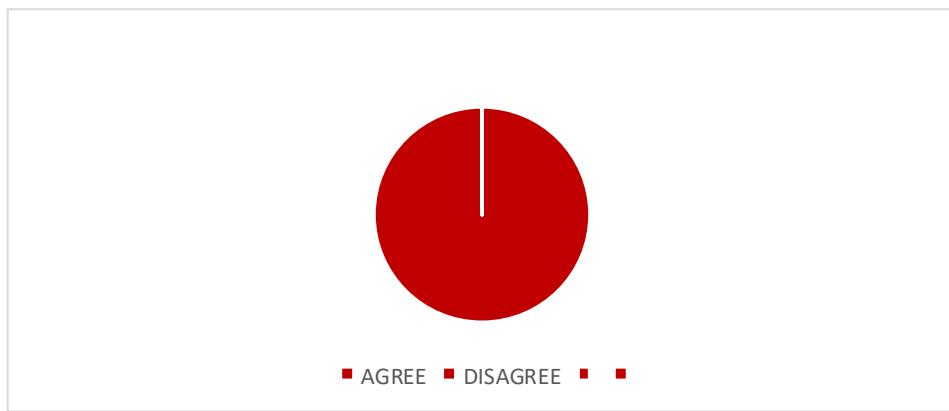
9. 100% respondents agree it is easy to interpret, understand stick figures at a glance, quickly and effectively.



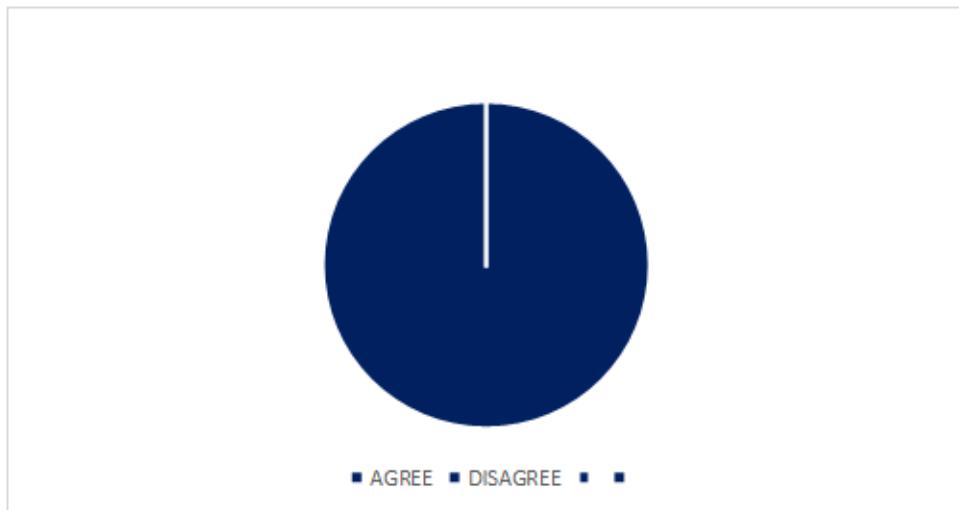
10. 100% respondents responded saying stick figures is sort of universal language that transcends barrier - culture, age, language, sex, others.



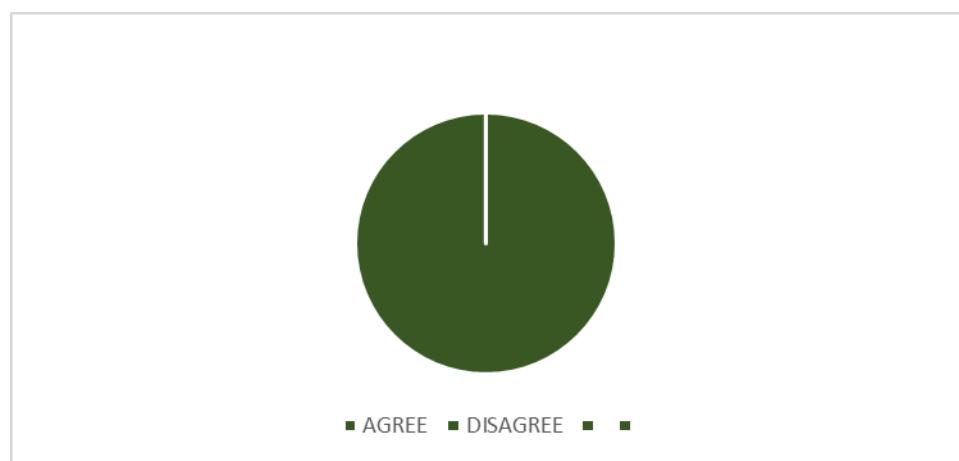
11. 100% respondents responded stick figures enhances observational abilities and fosters spatial awareness as well.



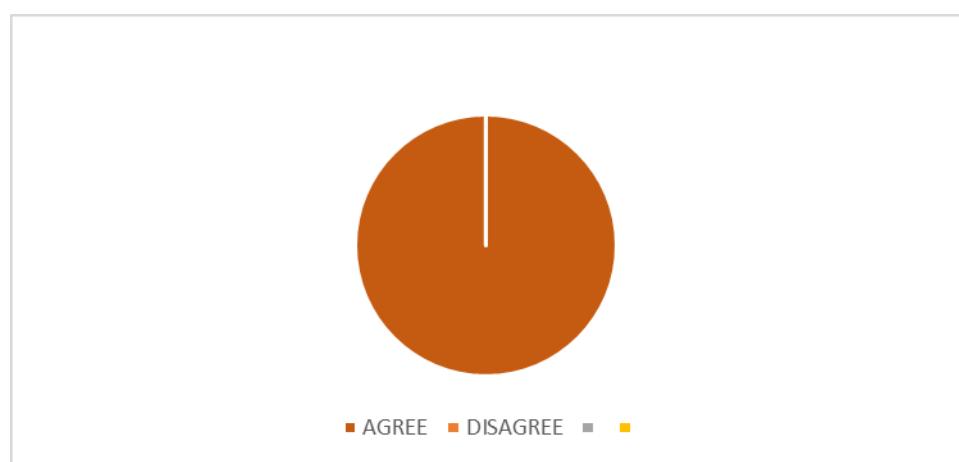
12. 100% respondents responded it explores expressive potential and encourages creativity and imagination.



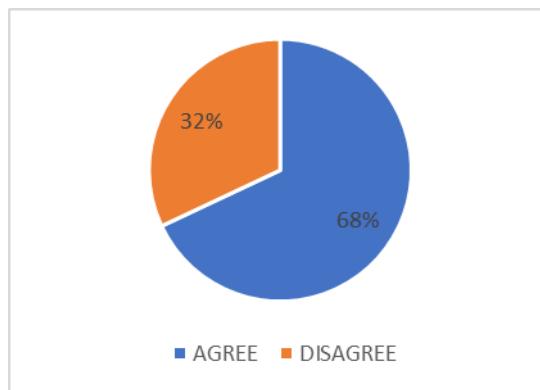
13. 100% respondents Simplify complex concepts, engage learners visually, and enhance comprehension



14. 100% respondents expressed that stick figures are valuable tool for expression.



15. Only 68% were aware that stick figures Involves use of only vertical lines, horizontal lines, diagonal lines and there is no scope for zigzag lines or curved lines and dots.



CONCLUSION:

From the findings, it can be concluded that stick figures can enhance student engagement and motivation by creating a lively and vivid learning environment. It can Simplify the explanation of difficult ideas and abstract concepts, thereby improving student comprehension and memory retention. It can foster a more interactive and creative classroom atmosphere, allowing for spontaneous illustrations during lessons.

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