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Article

The Effect of The Idea Nomination Strategy on The Achievement of Art Education Students in The Aesthetic Education Subject

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Abstract: Background: Teaching strategies play a crucial role in enhancing student learning outcomes, particularly in the field of art education where creativity and comprehension are essential. The idea nomination strategy has recently gained attention as an instructional method that promotes active participation and knowledge retention. **Objective:** This study aims to examine the impact of applying the idea nomination strategy on the academic achievement of art education students in the subject of aesthetic education. **Methodology:** The researcher adopted a quasi-experimental design with partial control. The study population comprised second-year students (morning study) from the Art Education Department, College of Fine Arts, University of Baghdad, during the academic year 2023–2024 (N = 94). A random sample of 47 students was selected and divided into **two groups:** Section A (experimental group), which was taught using the idea nomination strategy and Section B (control group), which was taught using conventional methods. A 30-item achievement test was constructed, validated, and tested for reliability. Appropriate statistical analyses were applied to compare group performance. **Results:** Findings revealed statistically significant differences at the 0.05 level between the mean scores of the experimental and control groups, in favor of the experimental group. This indicates that the use of the idea nomination strategy contributed to raising the achievement level of students in aesthetic education. **Conclusion:** The study concludes that implementing the idea nomination strategy enhances comprehension, knowledge retention, and achievement in art education. It is recommended that educators adopt this strategy in teaching aesthetic education to improve learning outcomes and foster creative engagement.

Keywords: idea nomination strategy, art education, aesthetic education, teaching methods, experimental study

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1. Introduction

The contemporary era has witnessed a significant rise in the volume of knowledge and scientific advancements, resulting in a vast body of information that learners must confront on a daily basis. With the rapid expansion of concepts and information, particularly within the field of Aesthetic Education, the challenge of developing effective teaching strategies has become increasingly urgent. Aesthetic Education, which addresses the study of aesthetic influence, the complexity of aesthetic development, and the cultivation of aesthetic taste and evaluative skills, requires innovative instructional methods capable of meeting these advanced educational objectives.

The renewal of learning goals and the emphasis on higher-order thinking provide further justification for the integration of modern teaching strategies. Among the most important of these strategies is idea nomination, an active learning technique that fosters student engagement, interaction, and constructive participation in the teaching and

learning process. Unlike traditional methods, which often position the instructor as the central communicator and the student as a passive recipient, the idea nomination strategy empowers learners to generate, exchange, and refine ideas actively. This transformation contributes to enhancing comprehension, retention, and academic performance, particularly in disciplines such as Aesthetic Education.

Based on teaching observations, the researchers identified a recurring reliance on conventional instructional practices within the Department of Art Education, where student roles were largely confined to passive listening. Such practices hinder students' cognitive growth and obstruct their achievement of educational objectives. This study is significant in that it explores the application of the idea nomination strategy as an alternative to traditional methods, demonstrating its potential to engage and inspire students while improving their achievement levels.

The present research was conducted in the Department of Art Education, College of Fine Arts, University of Baghdad, during the second semester of the academic year 2023–2024. The study examined the effect of the idea nomination strategy on students' academic achievement in Aesthetic Education, comparing an experimental group taught with this strategy to a control group taught using traditional methods. The findings indicated that there were no statistically significant differences at the 0.05 level between the mean scores of students in the two groups on the achievement test. Nevertheless, the study highlights the importance of diversifying teaching strategies and supports the potential value of active learning approaches such as idea nomination in enhancing student outcomes in art education.

Problem Statement

Despite the rapid development of modern teaching strategies, many instructors in the field of art education continue to rely heavily on traditional methods, where the teacher dominates the learning process and the student's role is limited to passive listening. Such methods restrict students' ability to develop higher-order thinking skills, creativity, and aesthetic judgment, all of which are essential components of Aesthetic Education. The limited application of active learning techniques—such as the idea nomination strategy—represents a significant gap in instructional practice, leading to reduced student engagement and lower academic achievement. Therefore, it is necessary to investigate whether adopting the idea nomination strategy can positively influence students' performance and address these shortcomings.

Research Objectives

1. Investigate the impact of the idea nomination strategy on the academic achievement of art education students in the subject of Aesthetic Education.
2. Compare the performance of students taught through the idea nomination strategy with those taught using traditional instructional methods.
3. Evaluate the effectiveness of the idea nomination strategy in enhancing student participation, comprehension, and retention of knowledge in Aesthetic Education.

Research Hypotheses

H_0: There are no statistically significant differences at the 0.05 level between the mean scores of students in the experimental group who studied using the idea nomination strategy and those of the control group who studied using traditional methods in the achievement test.

H_1: There are statistically significant differences at the 0.05 level between the mean scores of students in the experimental group who studied using the idea nomination strategy and those of the control group who studied using traditional methods in the achievement test, in favor of the experimental group.

The idea nomination strategy

Brainstorming is a modern method that promotes enjoyable and engaging learning in order to drive pupils to study. The concept nomination technique works by investing

available skills with the least amount of effort, time, and money to attain educational goals. The idea nomination approach is one of the applications of constructivist theory, which includes active learning strategies that require students to develop their own knowledge by connecting and applying past knowledge to new information provided to them. This strategy's principles motivate pupils by presenting a variety of ideas. This is accomplished (by the instructor asking a question that causes a mental storm in the students and presenting their views without interruption. Then comes the second stage, which occurs by nomination those ideas presented according to specific criteria or simulations that were previously set by the teacher so that they arrive at specific new ideas that can be invested and employed, or in the subject being studied or the educational situation presented for discussion, with the aim of developing students' abilities to filter and filter their ideas presented for discussion, as they can evaluate those ideas based As a result, it is probable that the researcher labeled the method as cost-effective because it requires few resources to implement its phases in the classroom[1].

Steps to implement an idea nomination strategy

"Walker" Identify the most important steps necessary to implement this strategy.

The instructor develops a brainstorming topic to present to the students and then leads a brainstorming session to produce responses and extract a group of ideas linked to that subject.

The teacher instructs the pupils to form groups to collaborate, and then hands each group an A4 piece of paper.

1. The teacher instructs the pupils to draw a funnel form with a cup for each group on the accompanying page.
2. The teacher next instructs students to insert the agreed-upon ideas and solutions developed throughout the brainstorming session in the upper half of the funnel, which corresponds to the form sketched on their sheet of paper.
3. The instructor then brainstorms the questions she has prepared for the lesson subject. After the brainstorming process is over and the students have placed their replies and ideas in the top section of the funnel, the instructor instructs them to filter these ideas and move them to the bottom portion of the funnel based on a certain criterion. The teacher then discusses the pupils' original and candidate thoughts [2].

The role of the learner in the educational process in the idea nomination strategy

According to "Konopka", the students play a part in the educational process using this strategy:

1. Working with peers and answering enquiries addressed at them.
2. Actively participate in educational activities.
3. Evaluating and evaluating ideas during the learning process.
4. Conducting research and analysis on learning resources, knowledge, and new advancements.
5. Arranging, summarizing, and producing instructional summaries in an orderly manner.
6. Reading and attempting to accomplish educational goals by depending on oneself and exchanges with others [3].

The role of the teacher in implementation the idea nomination strategy

"Dahlaki" defines the teacher's role in implementing this strategy:

1. Working to organize a learning environment that supports learners' learning.
2. Taking into account individual differences among learners.
3. Working to prepare and design educational lessons and activities.
4. Taking into account learners' interests and tendencies.
5. Stimulating motivation and providing the necessary reinforcements for the learning process.

6. Managing educational lessons in a smart, targeted manner to achieve the desired goals.
7. Providing educational tools and learning resources.
8. Providing opportunities for dialogue and discussion among learners during the learning process.
9. Involving learners in teaching-learning activities.
10. Making learners positive and active participants in the learning process [4]

Features of the idea nomination strategy

"Heisterkamp" explained the most important features of the idea nomination strategy:

1. It promotes idea production, thought development, comprehension, knowledge consolidation, and retention.
2. It promotes activity, engagement, and cooperation among students.
3. It helps learners gain self-confidence, the capacity to articulate them, respect the viewpoints of others, and make decisions.
4. It is affordable since no equipment or supplies are required, which would otherwise burden the teacher [5].

Idea nomination strategy objectives

1. The learner is the focus of the educational process, and the teacher's role is to guide and direct them by encouraging them to collaborate continuously with their colleagues, as well as emphasizing the need for the learner to rely on them, not the teacher, to access accurate information.
2. Developing students' abilities to filter and refine the ideas presented.
3. Learners' ability to evaluate these ideas based on a specific simulation is very simple and inexpensive, requiring only A4 paper [6].

Benefits of using Idea nomination strategy in teaching

"Attia" points out the most important benefits of using idea nomination in teaching:

1. It helps learners generate new ideas, establish connections between ideas, and develop them to achieve comprehension and retention of the information they contain.
2. It addresses learners' hesitation and lack of participation, along with the accompanying fear and anxiety.
3. It builds learner self-confidence and aids decision-making, expressing opinions, and respecting others' opinions.
4. It activates brainstorming and collaborative learning, two important learning methods.
5. It is cost-effective, requiring only a system that facilitates collaborative groups.
6. It encourages learners to cooperate and interact with each other to complete assigned tasks.
7. The teacher must consider the time required to implement this strategy within the class [7].

Aesthetic education

The theory of Aesthetic is both old and contemporary. Since antiquity, specialized philosophers have addressed it, including Greek philosophers. It has resurfaced as an important concept among modern philosophers, particularly German philosophers. It has recently grown tremendously and taken on a new identity. Humans first endeavor to find beauty, and then create creative and literary works, and lastly seek to convey his aesthetic sense in some form. From this moment on, the science of aesthetics has evolved, with new divisions and elements emerging, as has its subject matter. "It has initially been concerned with analyzing the pleasure that comes with the experience of beauty. Second, it has focused on analyzing value and tasteful judgments. Third, it has focused on establishing a theory to explain the criteria that make something attractive based on their presence in visual objects" [8].

"Aesthetic education means nurturing children from an early age to appreciate beauty and live within its embrace, creating its conditions and using it as a means of transmission to all individuals"(Plato believes that society should provide talented artists to shape the aesthetic environment in which the young grow up. This allows them to become accustomed to smelling the pure breeze and fragrance of what surrounds them from an early age. If they forget the source, they can recognize the causes of the beauty they experienced as children [9].

The importance of aesthetic education

The importance of aesthetic education for people through art is shown in "the need to develop imagination, sensitivity, and various creative powers in humans"Aesthetics has remained detached in both our education and culture to the point that it is not included as an official topic in our educational programs, whether literary or philosophical, despite the fact that it began and was nourished in the bosom of philosophy and literature.

"JOHANSEN" summarizes the importance of aesthetic education as follows:

1. It has a humanitarian and social message represented in combating aggressive forces.
2. It instills in the individual a sense of performance and appreciation that fosters a person who loves goodness and performs it because it is beautiful.
3. It is considered a foundation of a well-rounded, balanced personality, as it elevates the human being.
4. It opens the human mind's mental, psychological, and emotional horizons.
5. It stimulates amazement in the child and stimulates his desire to discover the unknown.
6. It is a means of achieving many of the educational goals advocated by modern education.
7. The contemplation and feeling resulting from aesthetic education lead the individual to generate a cognitive movement that elevates the individual to uncover the secrets of creation and acquire knowledge and learning[10].

Objectives of aesthetic education

According to one educational reresearcher, "the vital and primary goal of education is to develop a well-rounded, integrated personality with its various aspects and comprehensive dimensions." The aesthetic component, according to one educator, is as significant in mounding personality as the cerebral, physical, social, or spiritual parts. Aesthetic education has a prominent and vital role in human education [11,12,13].

1. Developing an integrated personality and enhancing its emotions
2. Developing the individual's senses and intelligence
3. Aesthetic and emotional enrichment
4. Developing morals
5. Developing the ability to appreciate aesthetics and discover interests and skills
6. Developing the ability to be creative
7. Developing a sense of belonging and social unity
8. Enjoyment, entertainment, and filling free time
9. The ability to contemplate nature and extract aesthetic values
10. Increasing aesthetic enjoyment and artistic appreciation

Obstacles to Aesthetic Education

"Kosmatka" points to the most important obstacles to aesthetic education as follows:

1. Individuals lack knowledge of aesthetic education's aims and purposes.
2. Educational institutions undervalue their role in promoting aesthetic education.
3. Schools and families are not interested in instilling a sense of aesthetic appreciation.
4. Curricula and syllabuses do not significantly contribute to the advancement of aesthetic education.
5. Schools are not well prepared to foster artistic appreciation in society .

2. Materials and Methods

Given the nature of the study aim, which was to determine the influence of the concept nomination approach on art education students' accomplishment in aesthetic education, the researcher chose the experimental method since it is better suited to attaining the research purpose and hypotheses.

Experimental design

The researcher adopted the experimental design of two groups, one experimental and the other control, as shown in Table 1.

Table 1. Experimental design

Group	Matching Variables	Independent Variable	Dependent Variable	Test
Experimental Group	1. Chronological Age 2. Intelligence 3. Test 4. Gender	Idea Elaboration Strategy	Achievement	Achievement
Control Group	—	Traditional Method	Achievement	Achievement

Choosing research samples is one of the top objectives for researchers. The samples were identified as second-year morning study students in the Art Education Department, College of Fine Arts, University of Baghdad, for the academic year (2023-2024), consisting of (94) male and female students, (38) male students, and (56) female students, divided into four study sections. The second grade was chosen because the aesthetic education subject, which is being studied and researched, is only taught in the second grade. The sample is defined as "the part that represents the original community or model on which the researchers conduct their work." The research sample was randomly divided into two groups. The first represented the experimental group (Section A), which had 24 male and female students after subtracting one postponed student, and the second represented the control group (Section C), which had 23 male and female students. Table 2 displays the size of the research sample.

Table 2. The size of the research sample

Group	Male	Female	Total
Experimental Group	13	11	24
Control Group	12	11	23

The research groups are equivalent

The researchers equated the experimental and control groups as follows:

The students' chronological age

This refers to the students' age, measured in months. The arithmetic mean and standard deviation were calculated for the chronological age of the students in the two research groups. The arithmetic mean for the experimental group was (210.21) months, and the variance was (41.246), while the arithmetic mean for the control group was (200.03) months. The variance reached (38.764). Using the T-test for two independent samples, the results showed that the calculated value was (1.322), which is smaller than the table value of (1.676), with a significance level of (0.05) and a degree of freedom of (45). This indicates the absence of statistically significant differences between the two groups.

Therefore, the two research groups (experimental and control) are considered equivalent in the chronological age variable.

Intelligence

The researchers relied on the Raven Intelligence Test. The intelligence test was administered to students in both research groups, and the test was corrected. The scores of the students in both groups were calculated. The arithmetic mean for the experimental group was (31.56). The variance was (11.67), while the arithmetic mean for the control group was (32.88), and the variance was (20.74). Using a two-sample t-test for independent samples, the results showed that the calculated value was (1.31), which is smaller than the tabular value of (1.676) at a significance level of (0.05) and a degree of freedom of (45). This indicates the absence of statistically significant differences between the two groups. Therefore, the experimental group and the control group are considered equivalent in terms of the intelligence variable.

Pre-achievement test

The researchers developed an (achievement) test as a research tool in the aesthetic education subject. It consists of (30) multiple-choice items. The test items are scored by assigning one point for a correct answer and zero for an incorrect answer. Therefore, the highest score a student can achieve is (30) points and the lowest is (0).

This test was administered to students in both the experimental and control groups, serving as a pre-achievement test for both groups. The scores for this test were calculated, as the arithmetic mean for the experimental group was (5.46) and the standard deviation was (1.91), and the arithmetic mean for the control group was (4.78) and the standard deviation was (2.65). By adopting the following test, T-test for two independent games, the results showed that the calculated value was (0.87), which is smaller than the table value of (2.014) at a significance level of (0.05) and a degree of freedom of (45). This indicates that there are no statistically significant differences between the experimental and control groups. Thus, the two research groups are considered equivalent in the pre-achievement test for the aesthetic education subject.

Research supplies

1. Defining the Curriculum Content: The researchers defined the educational content according to the curriculum for the Fine Arts subject - Second Grade - Department of Art Education - College of Fine Arts.
2. Formulating Behavioral Objectives: In light of the prescribed curriculum content, the researcher formulated (30) behavioral objectives according to Bloom's levels (knowledge, comprehension, application, analysis, synthesis, evaluation).
3. These objectives were presented to a group of specialized arbitrators to determine the validity of these objectives. The researchers followed the arbitrators' guidance in modifying and reformulating some of the objectives. Thus, the behavioral objectives were completed in their final form, totaling (30) behavioral objectives. These objectives were adopted in the preparation of the curriculum.
4. Preparing teaching plans: The researchers prepared 6 teaching plans for both the experimental and control groups. They used the idea nomination strategy in preparing the plans for the experimental group, while they used the usual methods in preparing the plans for the control group.

Research tools

The researchers prepared the study tools (achievement test), which is characterized as follows:

Preparing the Test Map (Table of Specifications)

The specification table has several benefits, including constructing a test that is balanced against the amount of effort expended in teaching each subject, assigning an actual weight to each part of the level based on relative importance, and ensuring the validity of the test content. Therefore, the researchers prepared a specification table for

the subjects from the curriculum for the aesthetic education course, and the weights of the subject content were calculated.

Formulating the test and achievement items:

The researchers prepared an achievement test consisting of 30 objective questions divided into 15 test items of the true/false answer type, as well as 15 test items of the multiple-choice type. The researcher assigned (4) alternatives for each question of this type, from which the student could choose the correct one.

Correction Instructions:

The researchers prepared the correct answer key and adopted it as the standard for correcting answers to the achievement test items (one point for a correct answer and zero for an incorrect answer).

Statistical Analysis of Achievement Test Items:

The researchers administered the test to a sample of 60 male and female students from the second grade of the Art Education Department at the College of Fine Arts at the University of Diyala-Iraq. The researchers then extracted the following psychometric characteristics:

Item Difficulty Coefficient:

The researchers calculated the difficulty coefficient for each item in the test using the equation (difficulty coefficient) for objective questions, ranging between (0.59-0.14). Therefore, the test items are considered acceptable and their difficulty coefficients are appropriate in terms of this statistical indicator.

Discrimination Coefficient for Items:

In the current study, the researchers followed the two-group method to extract the discrimination coefficient by calculating the difference between the numbers of correct answers in the two groups (highest and lowest) divided by the number of each group.

If researchers relied on the Abel criterion to determine the discrimination coefficient, and after calculating the discriminating power of each item of the test, it was found that its value ranged between (0.68 - 0.32), then the test items are considered good and their discrimination coefficient is acceptable.

Psychometric Properties of the Achievement Test

The validity of the achievement test was verified as follows:

1. Apparent Validity of the Instrument:

In order for the researchers to verify its apparent validity, the achievement test was presented in its initial form to a group of judges specialized in the fields of art education, measurement and evaluation, and teaching methods. Based on their opinions, the necessary modifications were made, and the consensus was 80%, which is considered a good percentage.

2. Test Reliability:

Reliability is an essential characteristic of a good achievement test. The researchers verified the test's reliability using:

3. The Quédé-Richardson Equation

To extract reliability in this manner, the Quédé-Richardson Equation was applied to the scores of the sample of (60) male and female students. The test's reliability coefficient was (0.84), which is considered a good and appropriate value, and therefore the test is considered reliable. Thus, the final form of the achievement test consists of 30 test items, divided between 15 answer test items.

Determining the time taken to complete the achievement test

After administering the achievement test to the exploratory sample, the average time taken by the student to answer the achievement test items was calculated. The researcher recorded the time taken for each student to complete the answer, starting with 40 minutes for the first student and 55 minutes for the last student. It became clear that the average

time taken by the student to answer the achievement test questions was 50 minutes. The average time was calculated as follows:
The Total time spent by students / Total number of students

Implementation of research procedures:

The research procedures continued for eight weeks, from Sunday, February 25, 2024, to Sunday, April 21, 2024.

3. Results and Discussion

Research Hypothesis:

1. There are no statistically significant differences at a significance level of (0.05) between the average scores of students in the experimental group, who studied using the idea nomination strategy, and the average scores of students in the control group, who studied using the traditional method, regarding their responses to the items in the post-achievement test.
2. The researchers used a t-test for two independent samples to verify the validity of this hypothesis. The calculated t-value was (7.52), which is greater than the tabulated t-value of (2.014), with a degree of freedom of (45), indicating a statistically significant difference in favor of the experimental group in the post-achievement test, as shown in Table 3.

Table 3. T-test Results between Experimental and Control Groups

Group	No.	Mean	Std. Deviation	Variance	Degrees of Freedom	Calculated T-value	Tabulated T-value (0.05)	Statistical Significance
Experimental	24	21.25	3.80	14.44	45	7.52	2.014	Significant in favor of experimental group
Control	23	12.87	3.84	14.73				

The results shown in the table above lead to the rejection of the null hypothesis and the acceptance of the alternative hypothesis, which indicates the presence of statistically significant differences at the significance level (0.05) between the average scores of the students of the experimental group who studied using the idea nomination strategy and the average scores of the students of the control group who studied according to the traditional method in the post-achievement test in favor of the experimental group. This indicates that modern strategies have an impact on raising the level of achievement among students, especially through the use of the idea nomination strategy in increasing the achievement of art education students in the subject of aesthetic education. This strategy allows for the generation of new ideas through intellectual sessions within the educational situation in which information and experiences are exchanged to reorganize and filter ideas, and to find links and connections between those ideas in a way that achieves comprehension and retention of the information that these ideas contain, thus positively reflecting on raising the level of achievement of the learner [14,15].

Measuring Effect Size

The researchers used Cohen's equation to measure effect size, which is the difference between the mean scores of the pre- and post-tests for the experimental group divided by the weighted standard deviation, to determine the relative effect of the independent variable.

There is a specific criterion for effect size:

1. Small effect: 0.20
2. Medium effect: 0.50
3. Large effect: 0.80

After the researchers extracted the arithmetic mean and standard deviation for the pre- and post-tests, as well as the weighted standard deviation, as shown in Table 4.

Table 4. Weighted standard deviation

Test	Mean	Standard Deviation	Weighted Deviation
Pre-test	5.46	1.91	3.01
Post-test	21.25	3.80	

(Cohen's equation) was applied, and the effect size reached (5.25). Therefore, the effect size of the idea nomination strategy on achievement has a large effect on the students of the experimental group.

4. Conclusion

According to the results of the current research, the use of the nomination strategy in teaching clearly and effectively contributed to raising the level of achievement.

1. The nomination strategy encourages cooperation, activity, and interaction among students, which contributes significantly to making the student an important and fundamental focus of the educational process.
2. Teaching based on the nomination strategy builds learner confidence, helps them make decisions, and respects the opinions of others.
3. The nomination strategy addressed instances of hesitation and learner lack of participation in the educational situation.

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