

The Impact of the Strategy of Educational Stations in the Achievement of Students of the Institute of Fine Arts with Aesthetic Education

Assistant Prof. Dr. Mohammed Sobeih Mahmoud

Noor Ali Nouri

Abstract

This study aimed to know the effect of the educational station's strategy on the achievement of the students of the Institute of Fine Arts with the subject of aesthetic education. To achieve the goal of the research, the researcher used the experimental method on a sample of second-grade students from the Institute of Fine Arts, and the research sample consisted of (34) students as a research group. The researcher used a cognitive achievement test (pre and post). And to reach the results of the research, the researcher used a set of (statistical methods, including: the t-test) for two independent samples, and this test was used for equivalence in the research variables which are (chronological age - previous experience) between members of the experimental and control groups. This equation was used to find the distinction of achievement test items. Effectiveness of alternatives: It was used to calculate the effectiveness of incorrect alternatives (wrong) for achievement test items. Alpha Cronbach equation was used to calculate the coefficient of stability of the achievement test. Cohen's equation used this equation. To calculate the size of the effect.

The study showed

- 1- The ability of the educational stations strategy to develop the educational process in general and aesthetic education subject in particular, due to the clarity of educational and behavioral objectives in the learning process according to the educational tent of the material in the current research, which makes it a meaningful and targeted process
- 2- The educational stations strategy contributed to raising the degree of students' attention and interaction with the lesson, as well as the desire to actively participate in the subject

And based on the results of the study, the researcher recommended several recommendations, including:

- 1- Instructing and urging teachers to use educational stations in teaching art education lessons.
- 2- Preparing and providing training courses for teachers on how to use the educational stations strategy.

To complete the current research, the researcher suggested several proposals, including:

- 1- Using the strategy of educational stations in developing the skills of students of the Art Education Department in the subject of artistic appreciation.

Keywords: impact, educational strategy, achievement, aesthetic education

1. Introduction

Modern education seeks to develop the skills of learners to think, investigate, research and creativity, which increased the need to employ various modern educational methods in order to bring about a consensus between the needs of learners and the professional competencies of the teacher in order to keep up with the rapid cultural changes.

Technical education materials, like other subjects of study, are subject to continuous development and renewal in an effort to keep pace with rapid cognitive developments, so employing modern teaching methods will increase the level of performance of students and increase their interaction with the lesson.

Aesthetic education is one of the educational subjects that contributes with the rest of the other subjects in achieving integration in the personality of the learner.

The current topic of research deals with the impact of the strategy of educational stations in the achievement of students of the Institute of Fine Arts in the subject of aesthetic education, hence the researchers considered the establishment of the problem of their research by answering the following question: Is there an impact on the strategy of educational stations in the achievement of students of the Institute of Fine Arts in the subject of aesthetic education?

The importance of research:

The importance of the current research lies in the following:

- 1- The importance of this strategy lies in making the learner the focus of the educational process, and emphasizes the processes of learning and education, in addition to its

interest in individual differences among students, which may contribute to achieving more effective learning.

- 2- This research may contribute to increasing students' achievement in aesthetic education.
3. . Current research may contribute to providing the learner with the opportunity to expand his knowledge of knowledge and knowledge through his awareness of the educational material.
4. The current research may be an enriching way of teaching in the preparation of technical education teachers.
5. The current research deals with experimenting with a teaching strategy that has never been tried in teaching aesthetic education, within the limits of the science of researchers.

Research Objective:

- **The current research aims to identify:**

- 1- The impact of teaching aesthetic education using the strategy of educational stations for students of the Institute of Fine Arts on the achievement of education in this subject.
- 2- Measuring the size of the impact.

To achieve this goal, the researchers formulated the following zero hypothesis:

Zero hypothesis:

(There are no statistically significant differences at the level of indication (0.05) between the average grades of female students in the experimental group about their answers to the paragraphs of the cognitive achievement test before - remotely)

Search limits:

Spatial boundaries: Institute of Fine Arts for Girls/Karkh/Baghdad.

Human Boundaries: Second Stage Students / Morning Study

Time Limits: School Year 2020/2021

Objective limits: Adopting the strategy of educational stations in teaching aesthetic education.

Definition of terms:

First: Strategy of educational stations:

Denise Jones (2007) knew her:

A teaching method in which students move in small groups through a series of stations allowing learners to perform all different activities by rotating different stations, and stations can support the teaching of abstract concepts, as well as concepts that need a great deal of repetition, and stations can cover one or several concepts. (Jones ,2007 ,16)

Procedural definition:

A strategy based on a range of activities in which second-graders at the Institute of Fine Arts learn while roaming four stations (exploratory- sham- games and no-electronic) based on working papers and under the supervision of the teacher in order to increase their achievement of aesthetic education.

Second: Collection

Shehata and Najjar (2003) knew him as:

All the knowledge, skills, thinking methods and problem-solving abilities acquired by students as a result of studying what is prescribed in the textbook can be measured by a prepared test." (Shehata and Najjar, 2003:89).

Procedural definition:

It is the result of the educational activity through which the student acquires knowledge and experiences, understands them, analyzes them, and then applies them in similar life situations, and is measured by the number of correct answers that the student answers about the attainment test paragraphs prepared by the researchers to measure this.

Third: Aesthetic education

The Shawl 1984 knew her as:

Education that makes one of its objectives to raise sense and conscience to taste art and beauty (Shawl, 1984:13)

Procedural definition:

Is the process of building, developing and trimming the foundations and standards on which (student-teacher) is based in?

Department of Technical Education to improve its sensory experience to enjoy the beautiful which enables him to make a judgment

An objective personality based on a logical explanation and the possibility that he can convey this experience

2. Literature Review

Educational Station Strategy

Denise Jones is the designer of educational station strategy in collaboration with his colleague Sarah Harashe, where student overcrowding and lack of resources and learning resources motivated the design of the strategy in 2007, which can be described as transporting small groups of students through a series of centers or stations that are usually a group of tables equipped with a variety of activities; these stations can last one or several semesters (Jones, 2007).

The intellectual basis of the strategy of educational stations:

The strategy of educational stations emerged from the structural theory based on the philosophy that if a plant makes its own food, isn't it better for a human being (educated) to build his own knowledge?

Where the structural curriculum encourages students to face the problems of the real world that occur in

Their daily lives, provided with opportunities to develop new knowledge according to their previous knowledge lies the new goal of teaching in encouraging and developing learners who are familiar with how and where to employ knowledge, who know the methods of private learning, and who are able to benefit from their previous knowledge and develop knowledge and experiences from halal use these methods effectively.

Both Samurai and Al-Khafaji (2014) point out that the strategy of educational stations stems from three intellectual trends:

- 1- Structural trend: this strategy makes the student a learning hub.
- 2- Discovery trend: During this strategy, students are able to experiment based on science processes.
- 3- Investigative trend: During educational stations, students practice several skills such as planning, implementation and evaluation in order to reach the new scientific concept.

Development of educational station strategy

Educational station strategy designer Deans Jones mentions four types of educational stations that a teacher can design based on lesson goals, available time, student numbers and available resources, but these types have evolved to 12 types, according to the researchers, **so the types of stations will be reviewed according to the time development of this strategy, starting with the types cited by Jones, 2007:**

1. Practical stations: stations that provide the student with the opportunity to engage in experimental and practical activities.
2. Visual stations: Stations that provide the student with visually targeted materials such as images and drawings.
3. 3. Audio stations: stations that enable students to listen to recordings and hold discussions.
4. Electronic stations: stations based on the presentation of various media and presentations on the computer.
5. Al-Ambuscade and Baluchi (2009) add to the above types of scientific stations:
6. Reading stations: stations where students have the opportunity to see various books, magazines and references.
7. Advisory stations: stations where experts in a particular field are hosted as a doctor or engineer to be asked questions by students.

8. Wax Museum stations: A teacher or a student stands in a distinctive dress to represent the scientific personality associated with the subject of the lesson, such as being a physicist.
9. Yes or no stations: students ask the expert a set of questions at the station, which he answers yes or no only.
10. 8. Hearing/visual stations: stations that provide activities targeting hearing and visual sensors through the provision of videos and films.
11. 9. Learning centers: they are intended to develop scientific stations so that they can integrate different fields, for example, one on the subject in terms of mathematics, one from a religious point of view and another from a scientific point of view.
12. 1 Multiple intelligence centers: during which scientific stations are diversified according to multiple intelligences, so that a station is allocated for linguistic intelligence and another for skilled intelligence and thus according to the nature of the lesson and in accordance with the types of intelligence of students.

Schwaheen (2014) adds six other designs to scientific stations in addition to the above, such as:

1- Permanent stations, changing stations, playing stations, sports stations, social studies stations and peoples, technical stations.

Advantages of the strategy of scientific stations

Al-Ankabi (2014) mentions a number of advantages for employing the strategy of scientific stations in the class, as well as the following:

1. Overcoming the problem of lack of tools and resources, as the use of this strategy requires that the tools be provided to only one group rather than to all groups.
- 2- Students engage in science processes by involving them in the implementation of laboratory experiments rather than just watching the teacher carry out them.
- 3- Breaking the deadlock and classroom boredom and giving students the opportunity to move within the class.
- 4- Diversify the practical and theoretical experiences that students go through within the class and thus meet their learning needs.

Aesthetic education:

It is known that education in general, works to develop individuals on the acquisition of individuals to aesthetic experiences, and in order to achieve this growth, it is important to pay attention to the field of aesthetic education, because through this field creative opportunities are available, creative skills are acquired, knowledge increases and awareness and vision expand, and the ability of individuals to distinguish between things and phenomena and make aesthetic judgments, and through the field of aesthetic education individuals acquire characteristics that develop beauty This results in the reflection of these characteristics on the environment in which he lives.

Aesthetic education is an essential and necessary factor for the refinement of talents, aesthetic taste, refinement of conscience and the development of awareness of the manifestations of beauty in behavior, nature and works of art. (Abdul Hamid:2001: 15).

The importance of aesthetic education:

Life without a sense of beauty leads to boredom, because beauty is a spiritual value, if the view of life is limited to the utilitarian side becomes a material life that is monotonous, aesthetic education is one of the important lines of defense in the face of challenges and complications in the current era, the student needs emotional satisfaction and creates a tenderness of feeling and sense of others, and pays for social solidarity through collective participation in the work of exhibitions and artistic production connects the intellectual and social creators as well as supports the family and society and raises the material and aesthetic level. Aesthetic education contributes to the formation of conscience and internal conflict that controls human behavior, says Hubert Reed: "Education develops moral virtue." The sense of beauty develops in the learner the motivation for sensory behaviour, which helps him to control himself in his dealings with human, natural and environmental phenomena. Aesthetic values are a means for society to bring about the interdependence of its various systems, which guide patterns of general behavior to preserve the social environment, which leads to an improvement in the standard of living of the aesthetic human being, reflected in housing, clothing and all matters of life (Sharbini, 2005:31).

Previous studies:

The researchers carried out a reconnaissance study in order to obtain previous studies close to the current research and did not find a study that dealt with the subject of the study directly, but they found studies that dealt with a correlation between the strategy of educational stations with other subjects:

1. Al-Shammari Study (2011)

The impact of the strategy of educational stations and the ring house in the collection of physics and the development of science processes among students of teacher preparation institutes.

The aim of the research is to reveal the impact of the strategy of educational stations and the circular house in the collection of physics and the development of science processes among students of teacher preparation institutes.

The experiment was carried out on third graders at the Institute of Teacher Preparation in Diyala province for the academic year 2011-2012

The research sample consisted of 72 students, divided into three groups equally by two experimental groups and the third officer.

The researcher used four stations: (exploratory, reading, survey, electronic)

The research tool was an indistingiient test in physics and a test of science processes.

The statistical methods used were: single contrast analysis, t-test, difficulty and ease factor, the equation of discrimination and the effectiveness of alternatives.

The results of the research showed statistically significant differences at the level (0.05) in collection for the second experimental group, which studied the strategy of the circular house in scientific stations and in the development of science processes for the benefit of the first experimental group studied according to educational stations.

- Hassan's Study (2013)

The effectiveness of the strategy of educational stations in solving sports issues and the tendency towards material in fifth grade primary pupils.

The study aimed to know the effectiveness of the strategy of educational stations in solving sports issues and the tendency towards material in the pupils of the raw primary grade.

The researcher followed the experimental method.

The research sample consisted of 56 schoolgirls from The Martyr Iman Basic Education School in the fifth grade.

The research was a math test and adopted a measure of the tendency towards the subject.

The researcher used the following statistical methods: t-test), the equation of difficulty and ease, the equation of vertebrae recognition and the equation of the effectiveness of the elk, and the test of Alpha Kronbach and Holsti.

The results showed the superiority of the experimental group studied according to the educational stations in the attainment test and in the measure of the tendency towards the material.

Studies on aesthetic education:

1- Reda Study (2012):

(Philosophy of aesthetic education in the light of contemporary German aesthetic)

The aim of the research is to build general frameworks for developing a philosophy of aesthetic education,

Research Community: German Aesthetic Philosophy

As for the sample of the research, four philosophies were selected: (contemporary German aesthetic "new cation" - phenomenon - Frankfurt School - Receiving Theory) because of its foundations and intellectual merits

The objectives of the research were:

A. Defining the philosophy of aesthetic education in thought, subject matter and function.

B. The mechanisms of contemporary German aesthetic thought are known.

A. Investigating the principles and laws that establish the philosophy of aesthetic education according to philosophy (subject of research) with its intellectual systems and patterns that can be adopted as the basis for aesthetic education.

Dr. Proposing a curriculum for the desired aesthetic education.

The researcher adopted the analytical approach to verify the application of the indicators of the third chapter, and based on the tool he created to analyze the research sample after achieving the honesty of the tool by presenting it to a group of experts specialized in the field of fine arts and artistic education.

The most important statistical means were Pearson's coefficient, the 100th weight and the weighted medium.

Results:

Achieved the first and second objectives of the research, and then through the objectives achieved by the researcher and the indicators reached in the third chapter and the results that came out of the fourth chapter the researcher presented his conclusions representing a vision of what is supposed to be the philosophy of aesthetic education in light of the German aesthetic of the four philosophies {subject of research} and the most outstanding points between their intellectual institutions that form points of convergence, similarity or conformity, which contributes effectively to the discovery of meaning and content hidden behind the symbols of an art After modernity and its signs and in conclusion, the researcher suggested a set of recommendations and proposals to complete what the current research has concluded.

2. Hassan's Study (2018)

The role of aesthetic education in the development of creative thinking skills among students of the Faculty of Science Development at Nilein University Model (Sudan)

The study addressed the role of aesthetic education in the development of creative thinking skills among students of the Faculty of Science Development at Nilein University.

The researcher used the descriptive and semi-experimental approaches.

The sample of the study consisted of 50 students at the Faculty of Community Development of Nilein University, divided equally into two experimental and controlled groups.

The study tool was to test my achievement and observation and apply a teaching program to collect information.

The researcher used the following statistical tools: (t-test), computational medium and monovariity testing

The results of the study showed:

1- There are statistically significant differences at the level (0.05) between the average grades of female student's sample study in tribal application and their average grades in the remote application of the achievement test in the theoretical aspect of the teaching program in favor of remote application.

2- There are statistically significant differences at the level (0.05) between the average grades of female student's sample studying in tribal application and their average grades in the remote application of creative thinking learning skills teaching program in favor of remote application.

The effectiveness of the teaching program in teaching enough creative thinking among female students.

3. Research Methodology:

Since the current research aims to find out the impact of the strategy of educational stations in the achievement of students of the Institute of Fine Arts in the material of aesthetic education, the choice of the experimental curriculum is appropriate to achieve that goal.

Experimental design:

The experimental design is described as a blueprint and programmer of work for how to implement the experiment, and the experiment is intended to plan the circumstances and factors surrounding the phenomenon that we are studying with a particular strategy. (Abdul Rahman and Adnan, 2007: p. 487).

To answer the hypothesis for research and to verify the validity of this hypothesis, the researchers followed the experimental design of the one group with tribal and cognitive achievement remoteness.

Research community:

The community of this research identified second-stage students at the Institute of Fine Arts for Girls Morning/Karkh for the academic year 2020/2021, in a deliberate way to apply the current research experience.

The number of second-stage students (151) students distributed among (6) sections are (plastic, calligraphy and decoration, design, audio and video, theater, music).

Sample search:

The researchers chose the Department of Fine Arts at the Institute of Fine Arts for Girls / Karkh randomly to be a research sample, and the number of female students in this section (38) students.

The researchers analyzed the specifications of the original community in this hall and found the presence of (4) students from the deposits who may have previous information

about the article, and after excluding the said students of (4) students with the intention of providing the internal safety of this design, which led to the size of the experimental group in the current research (34) students.

Research tool:

Since the current research aims to find out the impact of the strategy of educational stations in the achievement of female students in the subject of aesthetic education, the researchers prepared a test to measure the achievement of female students cognitively in the subject of aesthetic education (as a research tool).

This test consists of (30) paragraphs of the type (choice of multiple), as this test was built in the light of the vocabulary of the educational material and its objectives, and since the test is of the quality of the objective paragraphs, one score has been calculated for the correct answer and (zero) for the wrong answer for each paragraph and thus the highest score obtained by the student (30) and the lowest score (zero).

Statistical means:

The statistical methods used in this research, whether in its procedures or in analysing its results, are:

1- T-test to see the difference between tribal test and remote test:

$$t = \frac{\bar{d}}{\frac{sd}{\sqrt{n}}}$$

2- Difficulty equation

Use to calculate difficulty factor for cognitive achievement test paragraphs

$$100 \times D = NF/NT$$

3. Discrimination factor

Use to calculate the strength of cognitive achievement test paragraphs

$$100 \times DE = N^1 - N^2 / 1/2N$$

4- The effectiveness of alternatives:

This equation was used to calculate the effectiveness of the wrong alternatives to cognitive test paragraphs.

$$\text{Alternative efficacy factor} = \frac{\sum (X - \bar{X})^2}{N}$$

5- Alpha Kronic equation:

It was used to calculate the stability factor of the cognitive attainment test.

$$\alpha = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{\sum X^2 - \frac{(\sum X)^2}{N-1}}$$

6- Cohen's equation:

It was used to find out the size of the trail:

7- Kewder Richardson Equation / 20

Use to calculate cognitive achievement test stability

$$NR.NF/S^2 \sum K. R = NQ/NQ-1 \{1 -$$

4. Results and Discussion

Zero hypothesis:

((There are no statistically significant differences at the indicative level (0.05) between the average grades of female students in the experimental group about their answers to the cognitive achievement test paragraphs before and after))

To verify the validity of these zero hypotheses, the sample members were subjected to cognitive attainment tests before and after, as their grades were marked for tribal and remote tests (supplement).

For the purpose of identifying the difference between the two tests, the researchers used the T-test of two interconnected samples with two tests (tribal and remote) and the results were as described in Table 1.

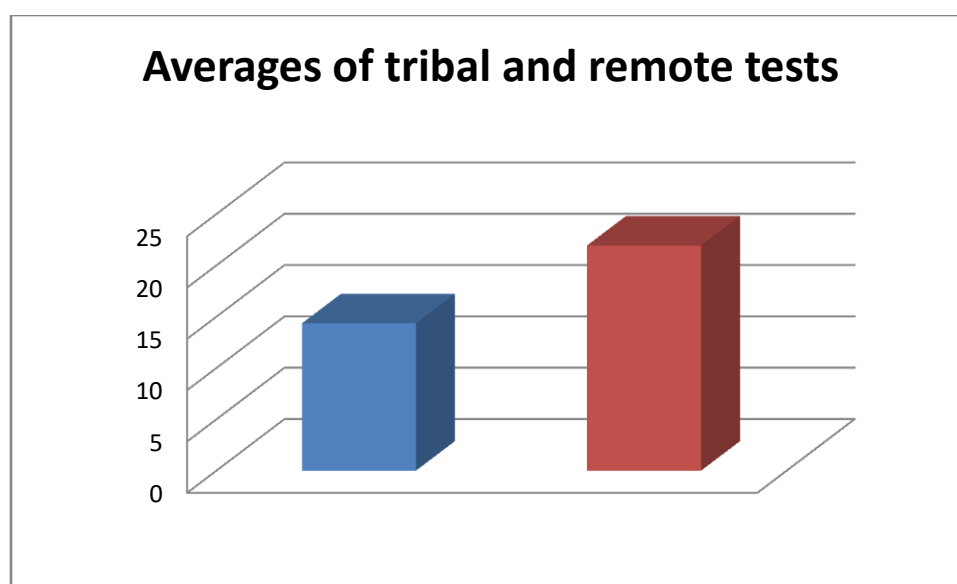
Table (1) shows the results of the t-test of two interconnected samples in the test

Total	sample	arithmetic medium	Standard deviation	Post selection	Degree of freedom	(T-test)	Indication level 0.05
-------	--------	----------------------	-----------------------	-------------------	-------------------------	----------	-----------------------------

			n		m	Calculated	Scheduling	
Previous	34	14,353	4,089	16,720	33	11,697	2,042	Statistical function
Dimensional		21,941	4,410	19,448				

According to the table above, the arithmetic average of the grades of female students in the experimental group in the tribal test was (14,353), the arithmetic average for them in the remote test was (21,941), and the calculated T value (11,697) was greater than the scheduling value of (2,04). 2) At the level of indication (0.05) and the degree of freedom (33), thus rejecting the zero hypothesis, and accepts the alternative hypothesis that there are statistically significant differences at the level of indication (0.05) between the average grades of female students of the experimental group in the tribal and remote cognitive attainment test and in favor of the remote test. Form 1 shows the averages of the two tests.

Figure (1) Averages of the tribal and remote cognitive attainment test of the experimental group



Previous
Dimensional

Measuring impact size: Calculating the practical significance of the strategy of educational stations (impact size):

The practical significance (impact size) was calculated to see the impact of the independent variable (educational station strategy) in the dependent variable (student achievement in aesthetic education) to verify the validity of the impact size, the

researchers used the Cohen equation as this equation measures the difference between the average scores of both the tribal and remote test of the experimental group divided by the weighted standard deviation, and helps us to know the magnitude of the impact on determining the relative impact of the independent variable, and to determine the level of impact cohen equation has been applied and there is a criterion for the size of the effect where :

- The effect is simple: 0.20.
- Average effect: 0.50.
- Significant impact: 0.80.

After the researchers extracted the arithmetic average, the standard deviation of the tribal and remote tests and the weighted standard deviation as described in table 2.

Figure (1) Averages of the tribal and remote cognitive attainment test of the experimental group

Measuring impact size: Calculating the practical significance of the strategy of educational stations (impact size):

The practical significance (impact size) was calculated to see the impact of the independent variable (educational station strategy) in the dependent variable (student achievement in aesthetic education) to verify the validity of the impact size, the researchers used the Cohen equation as this equation measures the difference between the average scores of both the tribal and remote test of the experimental group divided by the weighted standard deviation, and helps us to know the magnitude of the impact on determining the relative impact of the independent variable, and to determine the level of impact cohen equation has been applied and there is a criterion for the size of the effect where :

- The effect is simple: 0.20.
- Average effect: 0.50.
- Significant impact: 0.80.

After the researchers extracted the arithmetic average, the standard deviation of the tribal and remote tests and the weighted standard deviation as described in table 2.

Table (2)

Arithmetic average and standard deviation of tribal and remote tests

The testing	The arithmetic mean	Standard deviation	Weighted deviation
Previous	14,353	4,089	3,783
Dimensional	21,941	4,410	

Cohen's equation was applied with a magnitude of 2,006, so the impact of the learning station strategy in developing cognitive achievement has a significant impact on the students of the experimental group.

5. Conclusions

Through the experience of the researchers while teaching aesthetic education, they concluded that the strategy of educational stations contributed effectively to the following:

- 1- The ability of female students to interact with modern learning strategies, which require cooperation among the students themselves.
2. The strategy of educational stations has contributed to raising the degree of attention and interaction of female students with the lesson as well as the desire to actively participate in the subject.
- 3- The researchers noted through their teaching the subject of aesthetic education in accordance with the strategy of educational stations prepared in the current research enthusiasm, satisfaction and activity in the students through following the steps of this method and this is attributable to the findings reached by the researchers and this result is consistent with a number of previous studies and recent trends in education.
- 4- Education using modern educational strategies is more interesting, which increases knowledge and skills, and makes learning a lasting impact.

Recommendations:

- 1- Guiding and urging teachers to use educational stations to teach technical education lessons.
- 2- Preparing and providing training courses for teachers on how to use the strategy of educational stations.

The use of modern methods as assistance and important means of developing technical capabilities and acquiring skills and knowledge in the teaching process.

Propositions:

To complete and develop the current research, the researchers propose to conduct the following studies:

- 1- Employing the strategy of educational stations in developing the skills of students in the department of technical education in the material of artistic tasting.
- 2- Conducting a similar study for the current study in other subjects, particularly cognitive lessons.

References:

- 1- Ambo Saidi, Abdullah, Balushi, Suleiman, methods of teaching science practical concepts and applications. (DT), Amman, Dar al-Marsa, 2009.
- 2- Hassan, Awadiya Abdullah Ibrahim, the role of aesthetic education in the development of creative thinking skills among students of the Faculty of Science Development at Nilein University model, unpublished Doctoral thesis, Faculty of Education, Sudan University of Science and Technology, 2018.
- 3- Hassan, Warda Yahya, effectiveness of the strategy of scientific stations in solving sports issues and the tendency towards the subject in the students of the raw primary class, (unpublished master's letter) Faculty of Basic Education, University of Mustansiriyah, 2013.
- 4- Samurai, Khafaji, Hashim, General Teaching methods and Thinking Development, I1, Amal Publishing and Distribution House, Irbid, 2014.
- 5- Shall, Mohammed al-Nabawi, Terms in Art and Artistic Education, King Saud University, 1984.
6. Shehata, Hassan Sayed et al., Curriculum Building and Planning, I1, Curriculum House, Amman, 2003.
- 7- Sharbini, Saleh, Aesthetic Education in education curricula to address contemporary issues and problems, Damietta, Book Publishing Center, 2005.
- 8- Al-Shammari, Thani Hussein, following the strategies of scientific stations and the circular house plan in the collection of physics and the development of learning processes among students of teacher preparation institutes, (unpublished Doctoral thesis), Faculty of Education Ibn al-Haytham, University of Baghdad, 2011.
- 9- Shawain, Khair Suleiman and Shahrazad Saleh Badandi, Problem Solving using Creative Thinking Models and Applications, Al-Mesrah Publishing and Distribution House, Amman, Jordan, 2010.
- 10- Reda, Ali Abdul Karim, Philosophy of Aesthetic Education in light of contemporary German aesthetics (unpublished Doctoral thesis), Kaya Fine Arts, University of Baghdad.
- 11- Abdul Hamid, Shaker, Aesthetic Preference, World of Knowledge Series267, Letter Presses, Kuwait, 2001.
- 12- Abdul Rahman, Anwar Hussein, Adnan, Hakki Shihab, Patterns of Methodology and Applications in Applied Humanities, I1, Al-Wefaq Presses - Baghdad, 2007.
13. Borela, V. (2020). ALS Curriculum Implementation for Juvenile Delinquents in Urban and Rural Areas in the Philippines: A Comparative Analysis. *Middle Eastern Journal of Research in Education and Social Sciences*, 1(1), 1-14.
<https://doi.org/10.47631/mejress.v1i1.3>

14. Suardi, S., Akib, E. ., & Ma'ruf, A. . (2020). The Influence of International Pre-Service Teaching Program Towards Students' Speaking Ability at University of Muhammadiyah Makassar. *Middle Eastern Journal of Research in Education and Social Sciences*, 1(1), 35-44. <https://doi.org/10.47631/mejress.v1i1.7>

Foreign sources:

- 13- Jones, D. ., The station approach: How to teach with limited resources. *Science Scope*, 30 (6), 16-21, 2007.