

THE ROLE OF ART EDUCATION IN ENHANCING CREATIVITY IN THE DIGITAL AGE

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Abstract

This paper studies the role of arts education in enhancing creativity in the digital age, art activities on creativity with visual art, and, specifically, how this has been addressed within the psychology of art its importance to societal development, the importance of arts as essential components of a comprehensive education leading to the full development of the individual that will ensure full artistic creativity in digital to development and participation in social and artistic life. The teaching of art education through the use of digital technology and the creation of art forms leads to enhancement of aesthetic sense ability for basic level in schools. Computer technology positively changed the way art is taught and learned and it guided instructional reform in art education world. Moreover, despite the many possibilities of the new technology, few art programs embrace the new approach. It is noticed that art teachers are often reluctant to implement computer technology in art education, either because they don't have the resources or skills to use technology or because they prefer the traditional one. Furthermore, the paper emphasis the urgency of the emerging of technology modern digital teaching resources on art education to enhance creativity in the artistic productions, teaching/ learning and how it contributes to the development of art students in general. The Paper recommended to recognizing that art education brings the creative sense through engendering a range of cross-cutting skills.

Introduction

Arts in education is an expanding field of educational research and practice informed by investigations into learning through arts experiences. The arts include Performing arts education (dance, drama, music), literature and poetry, storytelling, Visual arts education in film, craft, design, digital arts, media and photography. Art education is not being so much about teaching art, but also focused on:

How to improve learning through the arts, how to transfer learning in and through the arts to other disciplines, discovering and creating understanding of human behavior, thinking, potential, and learning especially through the close observation of works of art and various forms of involvement in arts experiences such as Painting, Sculpture, Photography, Dance. And various form of dramas, movies in action catoons etc. (Visual Art Encyclopedia, 2019). The document added that Fine Arts typically denotes such expressions as drawing, painting, printmaking and sculpture. It deals with aesthetics and the intellectual stimulation of the viewer while Applied Arts creates utilitarian works, these include architecture, digital art, photography, industrial design, fashion design, interior design as well as decorative arts. Fine or Applied Arts are both visual in nature. Fine and Applied Arts is important for the growth of the individual and the nation at large. Fine and Applied Arts enhance the process of learning, nourishes the system, which includes our integral sensory, attentional, cognitive, emotional capacities, which are in fact, the driving force behind all other learning (Jensen, 2011). The author emphasized that the arts promote the understanding and creative skills in tems of production of the various forms in arts which also leads technological development, enhance the awareness and respect of other as well as perceptual and cognitive skills.

Art Education enables students to become creative arts practitioners (Ajekeye, 1982, 2-3). Students learn to develop the necessary imaginative, intellectual, theoretical and practical skills to equip

them for continuing personal development and professionalism (Ajibade, Enamhe and Oloidi, 2011,2006). Art informs and provides visual, tactile and more practical learning environments.

Artists have always been inspired to introduce or adopt new media technologies for their expressions. This pushes the boundaries of traditional medium and creates an influential voice which clearly reflects the views of the society about social, religious, political and other aspects of human life. Digital art has gained respect and understanding because it covers the historical movement of art and focuses on technologies especially conceptual strategies in the right direction. These technologies easily adopt and assimilate widespread changes in various art fields such as, video art, photographic skill, installation, graphics, and paintings. It is stated in the National Policy of Education (NPE) Section 1:7 that, “Educational activity will be centred on the learner for maximum self development and fulfillment; and efforts will be made to relate education to overall community needs.” These goals and philosophies are meant to develop young people into effective citizenship but have proven difficult to achieve. In effect, through the practice of media art making, youth become more fluent at communicating their ideas to others.

Concept of art education

Art is a visual language whose statement records man’s response to a multiplicity of environmental stimuli. Such stimuli can be social, political, cultural or even religious in closed or open societies (Enamhe, 2007). Lazzari and Schlesier consider art as, “strictly human phenomenon” (2008).

Art education is an approach to teaching and learning that utilizes creativity, imagination, and artistic exploration to support student outcomes. It includes performing arts like dance, music, theater, and visual arts like drawing, painting, sculpture, and design works. Art education is also defined as the involvement in artistic and creative activities, such as dance, theater, music, painting, or sculpture. Art is an expression of ideas created by human imagination, skill, and invention.

Art education policy is crucial for the development and expansion of a country's creative and cultural capital. Art education functions and aims to build tolerance, democracy, civilization and harmonious living among diverse community. Other than that, it is also intended to widen students’ intellectual imaginative skill and expression through art. To ensure these, it is important to develop aesthetic sensibility and competency, as well as applying technology in creative process and in presentation and performance of artwork. Some use illustrations and experiments for clarity so the students need to know how to draw (Enamhe, 2001). Through art education, learners are trained to develop good manners and behaviours because art introduces norms and values of its community and practitioner to the learners. In that sense, teachers’ behaviour play a big role in teaching process and same goes to the material given to students as recipients of knowledge. (Suhaya, 2016). Yandwi (2016) in India found that many art teachers such as dance teachers in West Sumatera are still unable to grasp the concept of art education similar cases of Nigeria art teachers. These teachers liken their understanding of art education. It is to an extent where a school principal assigned an English subject teacher who can dance, or sing music to teach the art to students. In term of competency, the teacher has skills but theoretically does not understand the nature of true art education. This leads to ineffective learning of art creativity in educational aspect.

Concept Of Creativity

Creativity includes two dimensions. The first dimension is the novelty notion; it is a phenomenon in everyday life and therefore anyone can be creative as an essential aspect of his/her contribute to the business environment and everybody has to be involved in creative

processes. Although there is no an agreement about where creativity is situated in a process, a product, or a person, there is agreement about creative work involving both the concepts new and useful (Petrowski, 2000). Creativity means a belief in new ideas and making them into reality in the forms of new products or services providing by organizations in the marketplace. It is based on novel and useful ideas, regardless of the type of these ideas, the reasons behind their production or the commencing point of the process (Unsworth, 2001). Creativity can be seen as a mental process which produces novel and useful concepts or ideas, or it could be innovative relationships between existing ideas or concepts.

Creativity includes two principles ‘problem finding’, and ‘problem solving’, and creativity needs several skills and talents. Creativity can be divided into three types and they are: creating something new, combining things together, and improving or changing things (Mikdashi, 1999). It is regarded as a principal term in various fields ranging from the fine arts International Journal of Tourism & Hotel Business Management, 2 (1) 247 and architecture, to psychology, sociology, economics, science, engineering and lastly management. The application of creativity in marketing can provide added value to services or products, further than the tangible aspects or clear characteristics of these products or service (Sadi & Al-Dubaisi, 2008).

Creativity in Art

creativity in art involves the process of generating new ideas, concepts, and forms that evoke emotions, provoke thought, and communicate the artist’s unique perspective. Artists tap into their imaginations, emotions, and original ideas to create visually or conceptually engaging works of art. (Andriopoulos, 2000). The earliest definitions of artistic creativity were based on the concept of creative individual, when Guilford (1950) defined creativity as “the abilities that are most characteristic of creative people”. Creativity has been defined in various ways. Creativity is defined in as “the production of novel, appropriate ideas in any realm of human activity, from science, to the arts, to education, to business, to everyday life”, thus the ideas have to be new and appropriate to the opportunity or problem presented Appropriateness emphasises that the construction is considered fit for purpose and valued by a relevant community (Amabile, 2018). It can be defined as “a domain-specific, subjective judgment of the novelty and value.

Art Creativity, therefore can be defined as the capacity of reading through reality beyond its empirical data, and the artist, with the use of metaphor can be considered as a self-exiled, who keeps in touch with an over – reality, thus creating a universal world from little and common events. This capacity of creating is, in a certain way, the merging of the elaborated experience and the use of imaginary processes, and can be considered the only possibility for a society to produce innovation. Innovation in itself cannot emerge from nothing, as the axiom of Lavoisier in physics: “in nature nothing is destroyed and nothing is created from nothing, but everything is being transformed”. In a totally organized and bureaucratized society, as Horkheimer called it, creativity is the element that provokes dis-order and may act as a blocking agent of all the organized social system, enhancing change and proposing innovative and more adequate styles of life it is a cognitive process, which needs the active participation of the individual, in order to transform emotions, reactions, feelings, physical perceptions as well as visual and acoustic empirical data into a form which is intellectually organised. Creativity is commonly regarded as the production of novel and useful ideas or problem solutions (Sternberg & Lubart, 1999; Dewett, 2004; Amabile et al., 2005; Woerkum et al., 2007)

Digital art

Digital art refers to any artistic work or practice that uses digital technology as part of the creative or presentation process. It can also refer to computational art that uses and engages with digital media. Digital Literacy was first introduced by Paul Glistler in the year 1997, this is seen in his book titled “Digital Literacy”, thus described digital literacy as the ability to understand and use multiple formats of information in a wide range of sources when presented through computers or other forms of digital technological tools. The artist is usually concerned with emotions and logical distortion of the reality and all that takes place as a work of art. To create means to be able to “re-invent” reality from an empirical fact. The artist is that kind of human being that starting from a highly empirical and existential moment is able to create, in some sort of strange and mysterious way, a metaphor that connects everyday life events to a universal world of meaning.

Digital art consists of either two dimension visual information displayed on an electronic visual display or information mathematically translated into three dimension information, viewed through perspective projection on computer monitor. The two dimension computer graphics which reflect how you might draw using a pencil and a piece of paper. In this case, however, the image is on the computer screen and the instrument you draw with might be a tablet stylus or a mouse. What is generated on your screen might appear to be drawn with a pencil, pen or paintbrush. The second kind is three dimension computer graphics, where the screen becomes a window into a virtual environment, where you arrange objects to be "photographed" by the computer. Typically a two dimension computer graphics use raster graphics as their primary means of source data representations, whereas three dimension computer graphics use vector graphics in the creation of immersive virtual reality installations. The specific visual characteristics of a digital painting can be traced back to the software. They include transparency, symmetry, distortion, repetition, texture, embossing , mathematically perfect circles, ellipses, squares and other forms, and a flat surface due to the (up to now) technical impossibility to make the brush stroke visible

Art Creativity and Digital society

Technology in the Art classroom has the potential for improving the status of Art programs. Artists have always been inspired to introduce or adopt new media technologies for their expressions for fast and for the purpose of mass prodction. These technologies easily adopt and assimilate widespread changes in various art fields such as, video art, photographic skill, installation, graphics, and paintings. It has developed new thoughts that stimulate new idea within the society. Nigeria may not fit into the modern workplaces and art practices because they were not taught using the state of-the-art instructional facilities (e-technology) to move with the time, some of the graduate artists have to go through another computer-based training after graduation to meet up with the expectations of today’s clientele (Bassey and Nya, 2019). For instance, a graphic artist who depends on the manual production process of graphic work such as banners and other adverts cannot match up with the speed and precision of the computerized machines for the production of flex banners and other digital items. This assertion is in line with, Lehman (2001) who asserts that “evidence of the effectiveness of arts for instance, in embracing student’s creativity and producing more prepared citizens (artists) for the workplace for tomorrow, can be found documented in studies held in many varied settings from school campuses to the corporate world.

According to Arora (2019), “In today’s tech-savvy world, a drawing tablet is a graphic designer’s best friend”. The author analyzed that with thousands of features and functionality, a drawing tablet grants a vast spectrum of flexibility to designer, different artists performs differently with different kinds of drawing tablets, which includes; Graphic Tablets, Pen

displays and Tablet computer. Other emerging devices include Digital and 3D printers, Bluetooth and cloud storage use by graphic designers, digital painters and illustrators and cutters for sculptors.

The role of art creativity in education

Creativity in education has received global attention and recognition (Egan et al. 2017). Institutions such as the Organisation for Economic Cooperation and Development (OECD), the United Nations Educational, Scientific and Cultural Organisation (UNESCO), Program for International Student Assessment (PISA) and the Partnership for 21st Century (P21) are calling for its inclusion in teaching and learning as one of the twenty-first-century competencies (OECD 2019b). Countries such as the United States, Australia, Canada, England, Taiwan, Japan, Singapore, Scotland and Ghana have all added creativity as an essential component of their primary or secondary curricula (ACARA 2012; MOE 2019; Shaheen 2010; Tsai 2015). The inclusion of creativity in secondary curricula is linked to its role in empowering individuals and societies (Ershadi and Winner 2020).

In the early 1980s, when the Nation At Risk, review a report prepared by the National Commission on Excellence in Education, initiate concern for excellence in American education resulting in directives that buried reformers for the rest of the decade, technology made its entry into education. Since then, technological influence in education has affected the way teachers teach and students learn. Technological innovation is a worldwide paradigm shift all aspects of society, including the educational community, transform themselves and the way they operate. As computers became popular in education, they assumed a different role; they were used to acquire information, process, send, deliver, and serve as tool for teaching and learning. In those and other technology hold much promise to improve student's motivation and learning.

Creative programme places artists in the classroom to assist teachers in developing their pedagogical practice. Teachers are encouraged to move beyond their typical roles and routines to make sure that Creativity is widely acknowledged as vital for social and economic innovation and development as well as for individual well-being. Individuals and societies that embrace creativity and experimentation are more likely to realise the benefits of knowledge intensive societies (Michalski, 2011). Creativity is a priority for education and is central to the discourse on 21st century learning. The education system in Nigeria need to emphasise the importance of preparing learners for the unknown: jobs that do not yet exist, technologies that are yet to be invented, and problems that have not yet been anticipated. The Nigeria education system Innovation Strand also should includes a strong emphasis on nurturing creativity in education. The European Reference Framework on Key Competences identifies creativity as a transversal theme that is important for the development of basic skills.

Creativity in the 21st century Nigeria

21st century as defined by (Definitions.net, 2019), can be said to be the era we are in now, a time of freedom and technological advancement and it is a growing and flourishing field, which makes it an incredibly dynamic field get involved in. Art of the 21st century emerges from a vast variety of materials and means. As always, new technologies provide new opportunities and challenges and many artists regularly and freely mix media and forms, making the choices that best serve their concepts and purposes. These include the latest electronic technologies, such as digital imaging and the internet; familiar genres with a long history that continue to be practiced with great vigour, such as painting, materials and processes once associated primarily with handicrafts, re-envisioned to express new concepts.

Globalisation and the 21st Century African Art A key feature of the art scene in the 21st century (and of many sectors of 21st -century life) is the impact of globalization – the accelerating interconnectivity of human activity and information across time and space. Aided

by the internet and mass media, awareness of the vitality of contemporary art in localities around the globe has grown more rapidly (Robertson, 2014). Anyone with access to the internet can follow developments anywhere around the world that is why many modern African artists alienating their art from any element of cultural identification is the core of their practice. Thus, unlike the 20th century which portrayed individualism, the 21st century through the beauty of globalization has nations contributing and sharing their resources for the benefit of all. 21st century as posits by Annku and Adu – Agyem (2012), is a post-colonial/ contemporary period where synthetic and natural materials are used, designs are done on computers, and many other means. When describing the impact colonialism had on African contemporary art, it is described as art created in the time period of post-colonialism, into the 20th and 21st century.

21st century societies are in ever more need for innovative workforce that is more creative and flexible and can adapt to different conditions. Art and arts education helps children, youth and all lifelong learners in acquiring the necessary skills that are required in 21st century conditions based on information economy (IFCA, 2014). Art education has an important place in education. It adopts an approach that handles the individual in all aspects, enables him to perceive life well and increases his aesthetic sensitivity and provides intellectual equipment.

Importance of Digital Literacy

The Importance of Digital Literacy Digital Literacy goes beyond the traditional classrooms to creating new ways teachers can teach and learners can learn within the classroom. Students' are now discovering new ways they can interact, collaborate and engage with their mates using technologies and digital media. They are no longer comfortable being confined to physical texts when it comes to reading. As young people gain access to technological tools, they discover new ways they can interact with the content they like. This is why curriculum designers and policy makers should focus on incorporating digital literacy in the classroom.

Digital literacy helps in deeper learning. When teachers use different strategies and learning resources to foster students understanding, it leads to deeper learning. Hence, when students deeply understand the content of the instruction, they can think critically, communicate and effectively work with others. Bitter and Loney (2015) in their own findings discovered that Presently, technology plays an important role in scaffolding teaching and learning experiences in schools. Enhancing our teaching and learning with technology helps in improving students learning, it also gives teachers the opportunity to choose the right tool to achieve students learning goals. Lesley Hodgson (2001) said: "I will continue to think literally when it comes to applying computers to the various activities I introduce to my students and look for other software to extend their skills in visual interpretation and communication". Digital literacy also helps teachers to be creative and innovative. When they create instructional materials in class, innovate new ways students can learn, device ways of fostering instruction, they are innovative teachers.

Digital Literacy Resources

In the Classroom Digital literacy resources are learning resources that support the processing of information by helping students to develop mental representations through the media elements and other educational resources presented to them, (Eady and Lockey, 2013). These are materials that are added to an instruction, used by the teacher to support learner's achievement of a desired learning goal. They are made up of multimedia elements which include: video, images, texts, audio and photos used in the class to enhance information. Over the years, research carried out shows a positive outcome for learners who learn from resources that combine words, videos and pictures effectively, rather than those that have words alone.

Digital tools such as interactive white boards are used in the classroom to enhance students understanding of an instruction. It helps to integrate various learning styles into the learning experience; hence students can see, hear and interact with the white board through touching. It helps to display various media types using projector on the laptop. This ranges from video, photos, graphs, maps, illustrations; this helps to keep students engaged in class and improves their understanding of the concept. Other digital tools that can be used in the classroom to improve instruction are; laptops, mobile phones, tablets, computers etc. Educational Applications are digital resources used in the classroom to foster students learning and aid instructions. The use of educational materials in the classroom provides our students with multiple ways of engagement, representations and expressions. It is great for teachers to select materials that will help students retain information they are learning, because learning is not meaningful when students forget what they have learned. Voltz et al(2010) citing Rief (1993) accerts that students retain 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they say and 90% of what they say and do. It is a combination of technologies, platforms and applications that impact teaching and learning. The internet improves the quality of teaching and learning, improves teacher's quality of teaching and improves student's learning ability and technological renovation through creativity. The internet is a powerful teaching aid, with the aim of transmitting audio, visual and audio-visual teaching and learning resources to students in class.

Conclusion

For us to get our students prepared for future work and life, there is need for new educational methods and pedagogical approaches which will help promote individual learning, collaboration and develop student's abilities. In Nigeria, there is need to reduce the emphasis placed on core academic knowledge and adopt more of the 21st century skills so that students can learn and apply their knowledge even outside the school. This will help Nigerian students even when they step into the society, they can make meaningful contributions and greater achievements. In a developing country like Nigeria, there is need for improvement in our educational system. Because of its uniqueness, art must be pursued with accurate concept. Today, technologies do the greater part of thinking and exploration for the artists. The spirits of creativity, skills, independence, cognition and psychomotor have been played down because of the "ever-readiness" of technological devices to carry out commands. Therefore, it is of utmost importance if Nigerian institutions should embrace this global change and become part of the digital culture with the rest of the world by introducing digital art in our school curriculum later than never.

Recommendation

1. Art should be encouraged by the government to develop creativity, innovation and skill development.
2. Effective use of skills should be encouraged to improve self-concept for self-sufficiency.
3. Art education in Nigeria, needs to change day by day, shows the renewed efforts to reach a contemporary art education. Art education should be noted for its structure, which takes shape and develops according to the dynamics of the country.
4. All necessary steps should be taken and their importance should be understood in order to focus on art education with a deep-rooted foundation to be in a parallel transformation with the developing-changing world.
5. Government at different levels should take proactive steps in providing e-technology devices to the department of Fine and Applied Arts in the Colleges of Education and also ensure the access and utilization of those facilities through implementation, monitoring and evaluation system.

6. Investigates in arts and culture-related industries to provide important economic benefits to local and regional economies.

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