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Field Trips: A Basic Gizmo for Learning and Experiencing of Cultural Arts

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Abstract

A competent teacher has to change both the method and environment to promote active participation, interest and meaningful teaching. Field trips allow students to have direct experience and contact with learning in another atmosphere outside the school. This study looked at the efficacy of fieldtrip on learners' achievement in creative arts cultural concepts. Quasi-experimental of pre-test and post-test group design was adopted for the study. 60 under graduate students were purposively selected based on personal consent. A test instrument Creative Arts Museum Achievement Test (CAMAT) was employed to gather the data which was analysed using mean, standard deviation and t-test. The result of the hypothesis indicated significant difference in the achievements of the students. It was therefore recommended that instructors should expose learners to field trip at least once in a session to promote and encourage active, self-motivation, discovery learning in creative arts.

Keywords: *Creative arts, Field Trip, Instructional Delivery, Learning Environment, Museum*

1. Introduction

The students must participate actively in the learning procedure for deep learning outcome. Likewise, the learning environment should provide mastery-oriented feedback for teaching and learning process that motivates students to learn and in turn evaluate. Unfortunately, the conventional pedagogical limits students' opportunities in activities that promotes learning. Although, the use of technology in instructional delivery has contributed greatly to knowledge in different creative ways. Likewise the integration of appropriate community resources has a long way providing solution to instructional problems. A skilful instructor has to metamorphosis his or her environment into an avenue that promotes interesting learning for the learners (Andre, Durksen & Volman, 2017). Teachers should generate ideas to develop creativity in learners by organizing, coordinating and initiating of a unique creative programme of instruction (Patankar & Jadhav, 2013).

One of the vital conditions in ensuring an innovative instructional process which promotes and enhances the learners' interest towards learning is through the field trip. History has it that, field trip as a pedagogical teaching tool commenced in 1827 at Abney Park, United Kingdom (Limbu, 2012). The study of Abolade (2009) declared that field trip brings positive and meaningful learning to both teachers and learners. It also promotes the awareness of learning of arts and culture in diverse form. In the same vein, Omosewo (2009) elucidated that field trip is an educative journey for both the teachers and the students in diverse ways. Moreover, field trip can be equated with the other technological devices of e-learning that enhances learning. Thus it can be group along with the technology of distance learning. Although, the Nigerian Educational Research and Development Council (2007) recommended real life experiences for effective instructional delivery where the learners will perceives things by themselves with their senses thus makes learning more meaningful. In essence, field trip has the potential to fulfil and achieved the above mentioned recommendation.

Teachers' role remains imperative in the nation building, in developing of our cultural heritage, human, capital and socio-economic (Newman, 2014). To develop this, a specific prerequisite of instructional processes that will guide the learners in the environs are advocated. Similarly, the instructional processes must be interesting and learners centred. Never the less, instructors need to change the method of teaching to enable the stated learning goal to be achieved. In this regard, emphasis should be placed on organizing of meaningful learning that translate teachers to be a

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coordinator and as well as an overall supervisor of learners activities towards a specify learning goal. Therefore, Limbu (2012) recommended that instructors should help the learners to acquire knowledge by utilising all their sense; seeing, hearing, touching and feeling, tasting and smelling. Although, field trip as teaching and learning mode of study promotes students active participation through the use of sense for learning but the instructor must be conscious of the learners environment so that learning goal can be achieved.

Obviously, field trips have a long historical used in the context of instructional presentation. The field trip brings learning collaborations between the teacher and the students outside the classroom. Similarly, field trip supports learning interactions which is visible in a direct learning contact with atmosphere and consequence influence the teaching and learning positively. Field trip has the ability to change the students' conceptual sensitivity toward a reality view (Thapa, 2010 ; Lima, Vasconcelos, Félix, Barros & Mendonça, 2010; Berntsen, Staugaard & Sorensen, 2012 ; Bevan, Vitale & Wengreen 2012). Scholars have itemised the usefulness of field trip. For example, Kennedy (2014) expressed that field trip is commonly associates with the mind of excitement days of learning, socializing and collaboration with others. Also, Stoddard (2009) submitted that field trips as an interesting journey that simulates learners experiences, engages the students in knowledge acquisition and have positive interactions with their colleague and staff members of the visiting site. More so, Kingston, Eastwood, Jones, Johnson, Marshall and Hannah (2012) succumbed that field trip presents learner to the unique opportunity to get firsthand knowledge through interacting with the visiting site, experts and artefacts.

The value of field trip has prompted researchers to recommend it for learning of a specific programme of instruction. For example, the study of Odewumi (2017) and Scales (2012) recommended field trip for teaching of handy oriented disciplines on the school curriculum. The author further, mentioned visual and creative arts subjects as inclusive, where as the instructional objects of antiquities and cultural objects that cannot be made available in the immediate environment of the learners can be search for through the field trip. Also, Amosa, Ogunlade and Atobatele (2015) agreed that field trip allows the students to have direct contact with natural features, object or phenomena critically and there by learners' interest in the sense of observation is increased.

Since field trip method entails collecting of firsthand information during the process of investigation, this will gives both instructor and learners ability to make a meaningful and fruitful learning on the field and as well as when they get back to school. Mendonça (2010) stressed that employing field trip in teaching and learning ensures significance and efficiency in instructional delivery which brings back quality feedback. Field trip is an alternative learning method. It is also active learning devices that widen the students' experience with their individual senses (Scales, 2012; Krakowka, 2012). The Instructional Strategies Online (2013) described field trip as an organised mobile learning pedagogical that features outside the classroom, it provides the permanency of learning content in learners. In essence, Liu, Chen and Hwang (2018) declared that the efficacy of learning tools outside classroom settings has been stressed as a meaningful programme that bind both the teachers and the students together for purposeful learning goal.

Earlier studies have also demonstrated the efficacy of field trip. For example the study of Yusuf (2006) confirmed that students exposed to instructional procedure through field trip performed better than their counterparts exposed to teaching through the conventional method. Also, Amosa (2013) established that students taught with field excursion performed positively than the students taught using the conventional method. Shakil, Faizi and Hafeez (2011) declared that educational field trip assists greatly both the teachers and the learners in practical approach and developing interest in learning of the content of the curriculum. Also, Güler and Afacan (2013) established that organizing field trips inspires sustainable environmental consciousness among the pre-service teachers thus boost their academics exposure. Also, Batic (2011) surrendered that field trip has the ability to provide experience and exploring majorly, the sense of sight in designing classes. Also, Wells, (1999) opined that field trip is the key to learning because it is meaningful, interesting and motivating learners to understand the creative world and also to learn at their own pace under the tutelage of experienced teacher.

Using field trip, for teaching facilitates effective learning of art. It is of importance benefit to both learners and instructors because it promotes the observation of real learning experiences an educative atmosphere where the ancient cultural heritage of the learners are exhibited. Generally, studies have expressed field trips as functional in the teaching of arts. For example the study of Schulman (2010) commended the field trip method as observation and interpretation of the artworks and experiences in the spheres of life. Similarly, Kalniņa (2014) considered field trip as method of teaching arts which emphasises

three vital link of fun, fast and satisfaction with the learners.

In essence, field trip is an educational journey planned by the teacher to the advantage of the students, for academic pursuits in both premise and realistic disciplines. Similarly, Instructional Strategies Online (2013) described field trip as an organised mobile educational instruction that features prominently outside the classroom, it also provides the permanency in learners with opportunity to get firsthand facts and information from the time the students leave and return back to school.

Recently, the educational content delivery in school and colleges are not static, researchers are utilising different innovation didactic for delivery of educational contents to learners. Many studies have proved the efficacy of the five sense organ of sight, touching, hearing, tasting and smelling as very useful in information given in life time, because it enhances better retention. Therefore, the field trip is optional for all disciplines on the school curriculum and at all levels of education. Field trip creates avenue for learners to individually manoeuvres their sense organ to improve the quality of instruction given by the teacher. In essence, the study looks into the efficacy of field-based trip on the undergraduate fine and applied arts learners' academic achievement in creative arts concept in Nigeria. The purpose of this study is to investigate the effect of field trip on learners understanding of creative arts concepts. The study specifically examined the achievement of Undergraduate students exposed to field trip and Female and male undergraduate students exposed to field trip.

2. Research Method

The quasi-experimental devise of both the pre and post-test group design was adopted for the study. All the part two students of Lautech undergraduate part two fine and applied students constituted the population of this study and was between the age ranges of 18 to 20 years. The learners were selected based on personal interest because the trip was executed during the holiday. The participants or sample were Sixty (60) undergraduate students

The Ladoke Akintola University of Education, Ogbomoso. Nigeria. (lautech) was selected for the study based on the following criteria: fine and applied arts courses has been offered both in undergraduate and post graduates in the University; the University has the one of the largest population of qualified creative and visual arts lecturers in south western Nigeria. The University has been producing graduates students for the past ten years. The undergraduate arts were randomly grouped into control and experimental groups consisting of fifteen female and fifteen male total of thirty in each group.

The instruments were the Museum Course Ware (MCW), test instrument, the Creative Arts Museum Achievement Test (CAMAT), marking guide Creative Arts Museum Marking Guide (CAMMG), a projector and a laptop. The courseware (MCW) was written based on Curriculum of study in the department. More so, it was given to the Curator six weeks before the commencement of the trip. The Creative Arts Museum Achievement Test (CAMAT).

The test item which was consisted of 50 objective questions was after the treatment rearranged and used as post-test. The test was extracted from the validated past examination question of fine and applied arts for University admission in Nigeria. Each items of the CAMAT had five options (A - E) as possible solutions to the raised question. The students were asked to pick the correct answers by shading the right letter from (A - E). The test (CAMAT) was first administered as pre - test for the two groups. The scores from the test were analysis with t-test to check the difference of the two groups. The calculated t-value ($t=0.74$, $df=58$, $p>0.05$) was not significant at 0.05 alpha level. This reveals that there was no significant difference in the achievement scores of both groups at pre-test. Therefore, the two groups are equivalent at the starting of the study.

Both the Curator and Creative arts teacher served as the guide and instructor in the museum. The slide was prepared according to the topics. An experience graphic artist in the department of educational technology university of Ilorin was employed to prepare the slide along with the scanned materials of the different cultures. The slide was validated by lecturers in the department of educational technology, curriculum and instruction of the University of Ilorin, Nigeria. The constructive comments on the instrument was used to effect positive changes for perfection of the slide.

The curator handles the teaching of the topics under the following headings: Meaning, Locations, Date and Characteristics of Nok, Ife, Benin, Ugbo - ukwu and Esie, in the premises of the National Museum. The students were seated in a mini hall, the curator stood before the students, showing the students the cultures one by one via the projector and pulse interval to expatiate on each of concept teaching according to the lay down steps of Meaning, Locations, Date and Characteristics. In essence, the students were able to see this culture via the curator projecting devices and with their naked eyes. After which she

allows the students to pass round those figures, purposely to feel the textures of the objects. After which the culture is passed back to the curator to continue the teaching.

In the course of study, the curator was able to show, explain and ask questions on the topic she teaches and the treatment lasted for six weeks. After the treatment the learners were tested using a Creative Arts Museum Achievement Test (CAMPT). An experience fine and applied arts lecturers with the teaching qualification in education also taught the conventional group with the same duration during the evening period in a secondary school very close to the university. The lecturer that handled the conventional group, was asked to prepare the lesson note and the learning resources according to the topics given. The researcher took the lesson plan to another art lecturer for checking and to pass constructive criticisms before teaching of the prescribe topics, finally, the lesson plan for approval and the teaching lasted for six weeks.

The experimental groups were brought together in a secondary school premises and they were tested together under the supervision of the researcher, curator and personnel involve in the study. The students were arranged where their names were written on the chair in the examination hall. And the instructions guiding the conduct of the Creative Arts Museum Achievement Test (CAMAT) were given; the students attempted the test on paper and pencil based. After which the script were collected and the personnel available at the spot marked the test immediately in accordance with the marking guide. The raw scores of both the experimental and conventional group from the instruments were given to the researcher and were further analyzed using mean, standard deviation and t-test statistics in IBM Statistic Package for Social Science version 21 to test the hypotheses at 0.05 alpha level of significance.

3. Result and Discussion

The result of the both hypothesises clearly shows a significant difference in their performance when exposed to field trip. The finding align with the findings of Yusuf (2006) and Amosa (2013) who stated that learners taught with field trip performed better than their counterparts taught using conventional method of teaching. Also, the study the findings of Limbu (2012) whose finding established that field trip promotes and incorporates classroom activities outside the normal regular classroom instruction. Similarly, the finding also along the same view of the findings of Claiborne, Morell, Bandy, Bruff (2011) whose findings revealed the significant interaction that fosters senses of curiosity and imagination in individual learners outside the four walls of the classroom.

However, the findings contradict the findings of Jethro, Adewumi and Ajisola (2012) whose findings explained that field trip promotes teaching in less standard format way in comparing with normal classroom instruction. Also the study of Orien (1993) who stated that field trips may hinders normal prepared planned school activities and lesson.

On the result of the second hypothesis, that indicated significant difference in the performance of male and female students exposed to field Trip, this might be as a result of behaviour, values and attitudes of both the students and teachers. Moreover, the findings supports the findings of Lisowski and Disinger (1992) based on their studies that male learners responded and contributes meaningful and positively than female during field trip. But the finding contradicts the findings of Amosa (2013) whose findings confirmed that the gender is not a factor in process of teaching and learning with field trip. Also the finding negates that of Dittrick, (2003) who stated that Field trips positively affect both male and female learners in terms of knowledge and their attitudes. The findings also disagreed with the study of Lisowski, and Disinger (1992) which stated that learning environment favoured both male and female in term of teacher-student relationship. Also, the findings of Gilbert, Stempien, McConne nell, Budd, van der Hoeven Kraft, Bykerk-Kauffman, Jones, Knight, Matheney, Perkins and Wirth (2012) and Bursztyn, Walker, Shelton, and Pederson (2017) whose findings argued that gender had no significant effect on the scores from both test scores. In essence, field trip is a cooperative method of teaching that is highly interactive; widen students' experiences in learning atmosphere.

4. Conclusion

It was cleared that the development in field trip is increasing continuously in various education sectors because of its assistance to students multiple learning domains. It brings positive change into the integral parts of classroom teaching and learning. The field trip systems of education have been developed purposely for various learning aspects focuses outside classroom and it has been an effective pedagogical for achieved teaching and learning of creative arts concept in Nigeria setting.

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