Evaluation of a Lesson Model in Distance Education of Art Education Basic Design Course

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In this study, a lesson model created and applied by the researcher for the distance teaching of the Art Education Basic Design course, which is one of the practice-based courses among higher education courses, is presented. It is aimed to evaluate the results of this proposed lesson model. The case study design was used in the study, which used the qualitative research method. The study group of the research consists of five experts and 16 students who took the Basic Design I-II courses by the lesson model developed within the scope of distance education in the 2020-2021 academic year. The opinions of five field experts who had previously conducted the Basic Design course were taken regarding the lesson model proposed in the research. In addition, the opinions of students who took the Basic Design course through distance education in the proposed model were taken. According to the findings obtained in the research, it is seen that participation of students in the course was high and there was often competition among students. The fact that the lesson model consists of two parts; the evaluation and the subject of the week, meets the course outcomes and the expectations of the students from the course. In the lesson model, regular follow-up of student works was found useful in terms of monitoring the development of the applied work done by the students and making self- and peer-assessments in the study. On the other hand, there are also negative aspects of the proposed course model such as lack of individual application and course connection problems. The study is important because the student participation in the Basic Design course taught online, the students being active in the lessons and ensuring the course gains provide a positive view towards the distance teaching of an applied course.

Introduction

The exponential increase in knowledge and in the number of students in our age has brought some problems with it. Improving education processes is the best way for overcoming

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these problems and so many strategies, methods and techniques have been used for the education system in the historical process. Developments in science and technology and the needs of people have always put forward the importance of new learning environments (Yıldız, 2016). Today, the continuous pursuit of information, speed, flexibility and quality in education has brought about the fact that the courses are given remotely and the variety of courses should be increased. Lack of time, distance or reluctance to be in the classroom cause distance education to take place more and more in education (Santana de Oliveira et al., 2018). Education is an on-going process. Distance education is one of the methods to be resorted to in cases where there is compulsory education or the necessary education services cannot be provided on-site. In this education method, self-study is the main feature and students can learn according to their own learning speeds (Holmberg, 1995). Distance education, which is seen as an alternative education model that can be applied to ensure the continuation of education, needs to be restructured in order to achieve success. For this purpose, the educator who will provide distance education should examine the student environments and their contents and plan, design and manage the lessons appropriately. In the literature, it has become a necessity to reveal the students' perspectives on the distance education system, the difficulties they encounter, their wishes and awareness levels, which are the basis of the distance education system (Yıldırım, 2010).

The Basic Design course, which is one of the basic courses of art education in higher education, is a course in which basic skills for art are focused on practice. Seylan (2004) states that the Basic Design course provides the student with gains and disciplinary identity for practical and theoretical questions. Basic Design education is a visual thinking system that gives function to creativity. It is creating connections between thoughts and intuitions by using different materials with reference to some theories based on perception (Gökaydın, 2002). The Basic Design course enables the students to observe, perceive, research, exhibit creativity, visualize, feel, be informed, think, criticize, produce ideas and evaluate (Çellek, 2003).

The Basic Design course in higher education is a compulsory course in some departments of Fine Arts Faculties, Art and Design Faculties, Art Education Departments of Education Faculties, Architecture Faculties and some departments of Engineering Faculties that need designing. The aim is to provide students with a basic education in art or design. Although the general structure is similar, the contents of the Basic Design course vary according to the feature of the department it is applied to (Kahraman, 2017). In basic design courses, it is aimed to reflect the design created in the minds of the students with appropriate techniques and materials. In this process, teaching basic design elements and principles plays a very important role in terms of students' careers (Öztuna, 2007). The departments where the Basic Design course is most needed are the undergraduate programs of Fine Arts Faculties and Art Education Departments of Education Faculties. The content of these programs includes teaching art principles and elements for designing two-dimensional or three-dimensional compositions (Gemalmayan, 2014).

The following are stated about the Basic Design course in the Art Education undergraduate program of Education Faculties of the Council of Higher Education: Line, texture, colour, form-style, space and art principles; emphasis, movement, balance, unity, ratio and proportion, rhythm, contrast, diversity, which are the art elements necessary for art, are used. In the Basic Design I course, it is aimed to obtain original works by using art principles and elements in two and three dimensional art works. In the Basic Design II course, it is aimed to use different techniques to visualize art elements and design principles. The Basic Design course taught in the semester I and II is specified as two theoretical lessons and four applications (YÖK, 2018).

According to the framework determined by Council of Higher Education, Basic Design I and Basic Design II courses last 14 weeks each semester.

In 2019, when the weak voices of benefiting from distance education were heard in Turkey, the pandemic process, which affected the whole world, affected all areas of social life and introduced new methods in the struggle for life, put the distance education model into immediate use and it was applied in all layers of education. Due to the Coronavirus epidemic that started in China and spread to the world, face-to-face education was suspended for a short time on March 12, 2020 in Turkey, and distance education was started in higher education as of March 2020 (Mollaoğlu, 2021). After the case was seen in Turkey in March 2020, education was interrupted for a short time in all educational institutions in order to control the epidemic, and then distance education was started (Kayalıoğlu, 2021). This transition period caught educators, students and parents unprepared. Students and educators found themselves in the virtual environment for education. In this transition, educators, students and parents faced uncertainties. The problems of indifference to the lesson, course evaluation problems, especially the technological possibilities, emerged. In the study conducted by Barış (2015); Taşkesen and Bakırhan 2021); Karadağ and Yücel (2020), attention is drawn to these problems.

The issue of distance education has been partially solved by utilizing the opportunities offered by technology. However, the issue of quality and efficiency in distance education continues to be discussed. At the beginning of this discussion, there are practical lessons. Efficiency in art courses, which are largely based on practice, has also been a problem in the higher education Basic Design course. In addition to the difficulties experienced in the realization of distance education, practice-based courses constitute another difficulty area. In the researches carried out, it is stated that the courses that require applied or technical weight are not suitable for distance education (Alakoç, 2002; Kayalıoğlu, 2021; Mollaoğlu, 2021). In this study, it is aimed to evaluate the opinions of experts and students about the lesson model created and applied by the researcher for the Basic Design course, which is one of the practice-based courses among higher education courses. In this direction, the main research question of the study is "What are the opinions of the experts and students regarding the proposed lesson model for the distance education of the Basic Design course?" Sub-research questions of the study are given below.

(1) What are the positive and negative aspects of the proposed lesson model for the distance education of the Basic Design course?
(2) What are the opinions of the experts and students about the participation of the students in the lesson model proposed for the distance education of the Basic Design course?
(3) What is the level of realization of course gains and meeting expectations in the lesson model proposed for the distance education of the Basic Design course?
(4) What are the opinions of experts and students about the presentation of their work in front of the screen in the lesson model recommended for the distance education of the Basic Design course?
(5) What are the suggestions of experts and students regarding the proposed lesson model for the distance education of the Basic Design course?

Method

In this section, the model of the research, the study group, data collection, data analysis, validity and reliability, and a model proposal for teaching the Basic Design course with distance education are presented.

Research Design

Qualitative research method was used in the study. This method was preferred because it allows the students' experiences with the lesson model to be examined in depth and it aims to reflect the views of the experts who have experience in the basic design course about the lesson model. According to Merriam (2013), the qualitative research method aims to understand how people make sense of their experiences. In this research, students experienced Basic Design lessons according to the lesson model created for distance education during the pandemic period. Punch (2005), on the other hand, states that open-ended qualitative data are suitable for capturing people's life experiences directly. The case study design was used in terms of its suitability for the research within the qualitative research methods. The case study is a method that reveals why the event occurred as a result of systematic collection of data by examining events or situations in real environments in depth and what should be focused on in future studies (Davey, 1991).

Study Group

The working group consists of sixteen students and five experts. In the study, convenient sampling method was adopted. The fact that the researcher was conducting the Basic Design course led the researcher to the convenient sampling model. It is stated by Yıldırım and Şimşek (2000) that this method brings speed and practicality to the research. In this direction, the study group of the research includes 16 students studying at a university in Konya, who took the distance Basic Design course according to the proposed lesson model during the 2021 pandemic period. Three of the students are graduates of fine arts high school, three of them are graduates of girls' vocational high schools, one of them is a science high school graduate, and nine students are graduates of regular high schools. While six students were studying with their families in Konya, ten students came from outside of Konya. The students, consisting of two male and fourteen females, are between the ages of eighteen and thirty, and four of the students were studying at their second university.

The experts consist of a total of five instructors who graduated from visual arts education, conducted the Basic Design course in higher education, and gave lectures during the pandemic process. The age range of the instructors is between forty-two and sixty. Two of them are in education activities for four years, one for fifteen years and two for more than twenty years.

Data Collection

In this research, which was conducted in the form of face-to-face interviews with experts and students, expert and student interview forms were used as data collection instruments. The expert interview form consists of five open-ended questions. The experts answered the questions by examining the lesson model on the detailed plan. In the expert interview form, the strengths and weaknesses of the proposed course model for distance education of the Basic Design course consist of questions such as participation in the course, realization of course gains, evaluation and suggestions. The student interview form, on the other hand, consists of questions in the form of likes and dislikes, participation in the course, meeting the expectations of the course, evaluation and suggestions regarding the model applied in the Basic Design course in distance education. Interview forms were prepared by making use of art education literature, and before being applied, necessary corrections were made after the subject was presented to three experts who had graduated from visual arts education and taught Basic Design. Interview, which is the basic data tool, is a good way of revealing people's perception,

meaning, definition and truth about reality and is one of the most powerful methods of understanding others (Punch, 2005).

Analysis of Data

The data obtained by using the student and expert interview form was first transferred to the computer environment, and then content analysis was carried out in order to make an in-depth analysis during the analysis of the qualitative data. The basic process in content analysis is to bring together similar data within the framework of certain concepts and themes and to organize and interpret them in a way that the reader can understand (Yıldırım and Şimşek, 2000). During the analysis process, predetermined codes were used in the first question of the student and expert interview forms. In other questions, similar views were brought together and resolved. Punch (2005) sees coding as a process for discovering regularities in data. While analysing the opinions of the teachers within the scope of the research, the experts were coded as E1…E5 and the students were coded as S1…S16. The generated codes were analysed by bringing them together under common themes.

Validity and Reliability

In order to ensure validity and reliability in the research, giving the data in detail, explaining how the results were reached, giving place to direct quotations from the opinions and explaining the results based on the opinions are stated as important criterias (Yıldırım and Şimşek, 2000). For this purpose, the deficiencies were corrected in line with the expert opinions before the interview questions were applied for validity and reliability. The collected data were organized in the form of main and sub-themes according to the codes by the researcher. At every stage of the research, the researcher avoided prejudices and tried to be open and transparent. The data obtained from the interview questions were examined and analysed from different perspectives. Direct quotations were made in the opinions obtained from the experts and students. The data obtained in the research have been stored so that they can be examined when necessary.

A Model Suggestion for Teaching the Basic Design Course through Distance Education

In this part, the model suggested for Teaching the Basic Design Course were explained. First, because of being in the epidemic period, the Basic Design lessons were taught online either synchronously or asynchronously. 14-week course schedule was shared with students and students were required to prepare themselves about the studies periodically. The lesson was taught in two parts. Depending on the situation of the course, since each department could take a break within itself, thus a six-hour Basic Design lesson could be taught in two or four parts. The first part of the lesson was the part where the application of the previous week's lesson is evaluated together with the students. The second part was about the content of the current week.

Since interaction is important in distance education, it has been a topic of debate a lot. There is a need for student-educator interaction, student-content interaction and learner-learner interaction in distance education. Student-educator interaction encourages the student and clarifies the student's misunderstandings about the content (Hillman, et al., 1994). In this lesson model, student-educator interaction, student-content interaction and learner-learner interaction are formed in a way that they take place. In the second part of the lesson, the subject placed according to the term plan was covered. After the theoretical background of the subject is presented (history of art, aesthetic criteria), it was given how the application would be made by

making an explanation, a case study display and a video display. The construction stages of the application were reinforced with mutual questions and answers about the subject they would study. Finally, the subject was associated with the works of the painters and a real-life relationship was provided. In this way, after the students became aware of the practice they would do every week, they completed their practice until the next lesson and sent its photo to the educator.

The educator placed the photos of the implementations made every week in the relevant week file and saved them for the first part of the lesson. In the first part of the lesson each week, the educator reflected the applications made on the screen in turn, and asked the students who did the work to give information about the work by allowing him/her to speak. Considering the application criterias of the Basic Design course created by the educator related to the study (suitability for the subject, originality, creativity, use of art principles and elements, technical skills, cleanliness and order, and the readiness of the product to be exhibited) and additional criterias for the lesson taught, deficiencies and mature aspects of students' work were discussed. Students also took the floor and asked questions by making comments on the work. In this way, peer and self-assessments were also provided as well as educator evaluations. Each student presented his/her work, told about his/her deficiencies and mistakes, the parts he/she had difficulties with, and talked about how it could be done better. Continuous reference to the previous lesson also gained importance in terms of the repetition of the lesson. Students who had deficiencies or mistakes in their work corrected the deficiencies of their work and sent it to the educator to be reflected on the screen again the following week.

There were also educator and student responsibilities in the proposed lesson model for distance education. Before the lesson started, the educator placed the work that came in electronic form in the previous week's subject into the homework file and reviewed the deficiencies. Within the files created for each week, the student level and the progress of each student could be followed. Midterm and final grades could also be given through these files. In addition, the educator researched and prepared visual documents for a better understanding of the lesson to be presented in the second half of the lesson, and kept the communication channels open with the students after the lesson. After completing the previous week's practice, students had to take a photo of it and send it to the educator in due time and be present in the lesson in time for defence. In addition, it was the student's responsibility to be aware of the practice he would do during the week, and to communicate with his peers and the educator about the parts that were not understood about the practice outside the classroom.
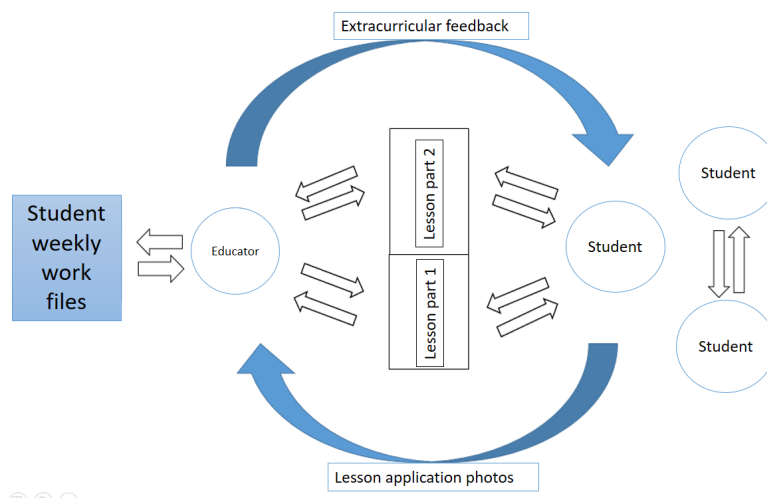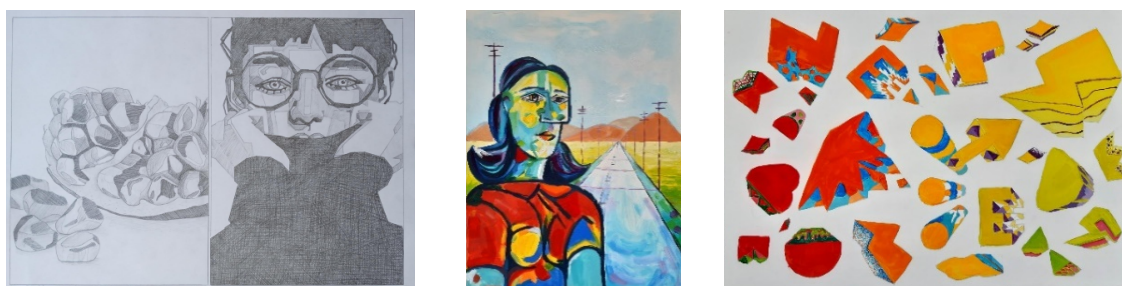
Figure 1. Lesson Model Scheme for Teaching Basic Design Course through Distance Education

Picture 1. Examples of Works Revealed in the Distance Teaching Model of the Basic Design Course

Findings

The findings were organized according to the five sub-research questions of the study, and the findings were obtained from the opinions of experts and students.

Findings Regarding the 1st Sub-Research Question

Findings regarding the sub-research question, "What are the positive and negative aspects of the proposed lesson model for the distance education of the Basic Design course?" are presented below.

Table 1 Experts' Opinions on the Superior and Limited Aspects of the Suggested Lesson Model for the Distance Education of the Basic Design Course

	Codes	f
Superior/Strength Aspects	Students preparing for the lesson and competing with each other	4
	Participation of all students in the lesson	3
	Regular follow-up of student works	3
	Using more technology in education	2
Limited/Missing Aspects	Lack of individual application opportunity	2
	Lack of emotional attachment	2
	Internet and lesson connection problems	2

As it can be seen in the table above, according to the opinions of four experts, it is stated that, students have to be prepared for the lessons and are in competition with each other in the lesson model. Some of the direct quotes on this topic are as follows.

"The presence of assessment in the first part of the lesson will push each student to prepare to present his/her painting. This is an important aspect. In addition, I think that the presence of peer assessment will encourage the students to be more prepared" (E4).

"In this lesson model, all students being included in the lesson, students being given the opportunity to express their work, and a having structure that will encourage students to be involved in the lesson are superior aspects" (E2).

"According to the lesson model, it shows that students have to prepare for the lesson, which will bring competition with each other. If this competition is managed well, the quality of the lesson will increase" (E5.)

According to the opinions of three experts in Table 1, the participation of all students in the lesson model is one of the positive aspects. Some of the direct quotes on this topic are as follows.

"Knowing the objectives of the lesson in advance will increase the student's preparation and participation in the lesson" (E1).

"Student's obligatory inclusion in the lesson is in question because students' showing the necessary diligence for the work that is projected on the screen every week and which will be subject to the evaluation of the teacher and students will ensure participation" (E5).

According to the opinions of three experts in Table 1, the regular follow-up of student works in the lesson model is one of the positive aspects. Some of the direct quotes on this topic are as follows.

"Its strength is the regular follow-up of students' works and the preparation of a personal development file. This file will give an idea about the students' development in practice" (E4).

"... in the lesson model, thanks to the educator filing the works from students, since the level of success is known for each student, the probability of having the student's work done by someone else will decrease" (E3).

According to the opinions of two experts in Table 1, the use of more technology in the lesson model is one of the positive aspects. Direct quotes on this topic are as follows.

"Distance education is an alternative for visual arts educators. The educator and student working by making use of technology is one of the strengths" (E2).

"In the lesson model we examined for basic design, visuals and case studies will be necessary to express the topic well. This will require the use of technology more. It will also make the teacher and student work harder" (E3).

According to experts, all students' involvement in the lesson, students' self-expression, each student's defence of their painting, opportunity for self- and peer-assessment, the lesson pushing the student to prepare, and the competitive learning of students were seen as strengths. In addition, aspects such as knowing the course objectives in advance, increasing the student's preparation and participation in the lesson, regular monitoring of student work and thus

monitoring the development in practice, and the educator and student benefiting from technology more were also seen as strengths.

According to the expert opinions in Table 1, it has been stated that there are negative (limited/incomplete) aspects in the lesson model, such as lack of individual practice opportunities, lack of emotional attachment, internet and lesson connection problems. Some of the direct quotes on this topic are as follows.

"As a missing aspect, the fact that the educator cannot interfere with the physical work of the students can be seen as the deprivation of the opportunity to make an example by taking the pencil from the hand of the student in formal education. The master-apprentice relationship presented in the workshop remains incomplete" (E4).

"As a weak side, there may be problems such as not being able to establish emotional attachment with students and a decrease in the sense of belonging to the school. However, as an alternative, this lesson model will be good for our applied lessons" (E2).

"Possible challenges could be the internet. Apart from this, the examined lesson plan will encourage students to show effort, enable students to express themselves, and enable students to compete with their friends. This will bring success" (E5).

According to experts, aspects such as not being able to interfere with the physical work of the students, not being able to establish an emotional attachment with the students, a decrease in the sense of school belonging, internet and connection problems were seen as negative and weak aspects in the proposed lesson model.

Table 2 Students' Opinions Regarding the Likes and Dislikes of the Lesson Model in Teaching the Basic Design Lesson with Distance Education

	Codes	f
	Time saving	9
	The lesson has two parts as evaluation and the subject of the week.	8
Liked aspect	Students experience solidarity and competition together	4
	Use of technology in education	2
	There was nothing we didn't like	9
Disliked aspects	Internet and lesson connection	3
	Lack of sense of school belonging	2
	Lack of physical environment	2
	Lack of communication	2

As it can be seen in the table above, according to the opinions of nine students, it is stated that the distance Basic Design course saves time. Some of the direct quotes on this topic are as follows.

"We had the opportunity to watch the lectures again. It was saving time for me. Since we were at home, I was better able to devote myself to my paintings" (S4).

"I liked distance education in the Basic Design course. There was an abundance of time. The evaluation of everyone's work online was causing me to learn extra information. I got used to use technology better" (S7).

"I was more comfortable working at home. I did not have this opportunity at school or in the dormitory where I stayed" (S13).

"Watching the course recording when we missed a lesson, and we were at home, and our family did not have to pay for travel, food, and accommodation expenses" (S12).

"Because I am a housewife and I have a new baby, I took care of my baby and did not fall behind in my lessons thanks to distance education" (S8).

According to the students, it was observed that the lesson was liked because of using technology more, the repetition of the lesson, teaching the lesson with more visuals, and saving time in terms of travel, food and accommodation.

As it can be seen in Table 2, according to the opinions of eight students, it was stated that dividing the course into two parts as evaluation and the subject of the week were the liked aspects. Some of the direct quotes on this topic are as follows.

"Half of the lesson was the subject, the other half was the assessment. I could convey my ideas about the painting I made to the teacher as I wanted. Because I was prepared, I answered the questions asked by the teacher and my friends" (S16).

"It was nice that the lessons were in two parts. ...our teacher evaluated our homework. We used to paint more at home, there is no time for our field lessons because of the intensity of the elective courses" (S4).

"It was the most beneficial aspect of the lesson. Just as a student's homework and his teacher's failure to take care of him led the student not to take lessons, the evaluation of the work would have a very negative effect. Practical lessons with distance education would be more inefficient, while difficult. That's why division of the lesson as the evaluation of the works and subjects was productive for me" (S8).

"It was nice that the lesson had two parts. Apart from the lesson, we helped each other by communicating with each other. Some of my friends made two works instead of one because their paintings would be reflected on the screen and criticised" (S9).

According to the students' opinions, it was seen that the lesson was liked that it was in two parts due to the fact that the lessons are efficient, the students express their ideas about the painting, the students make more than one work, and the students present their paintings with enthusiasm. It was also seen that the evaluation part of the lesson, which is presented in two parts, is more appreciated.

In Table 2, it is stated that according to the opinions of four students, students experience solidarity and competition together. Some of the direct quotes on this topic are as follows.

"Because I loved the class, I attended constantly and did my best. If we did not do this, we would be indistinct in front of our other friends. Although we supported each other, there was a little competition between our friends, especially after the midterm exam" (S16).

"We were attending the lesson with preparations. Therefore, I was looking forward to the lesson. I was also preparing for the questions to be asked. I never liked the question of why you did this composition like this" (S2).

"Sometimes we discussed with our friends about where to start, what to do. Our communication with our friends was at a good level, but there was also jealousy" (S9).

In the lesson model, besides solidarity, a rivalry also emerged among the students. Among the findings are the good participation in the lesson, the students doing their best in the lesson, the preparation of the students for the lesson, the preparation for the questions to be asked in the lesson, and the support of the students to each other.

As it can be seen in Table 2, according to the opinions of two students, it was stated that technology was used more in the lessons and this was the liked aspect. Direct quotes on this topic are as follows.

"Our teacher and we started to use technology more for the lessons and the lessons became richer. We were doing a lot of research. Since we couldn't leave the house, we were doing this online" (S15).

"Technology was used in a superior way as a course material" (S9).

According to the students' opinions in Table 2, nine students stated that there was no aspect that they did not like, three students stated that they had problems connecting to the internet and the lesson, two students stated that the sense of school belonging was lacking, two students stated that the physical environment was inadequate, and two students stated that there was a lack of communication. Some of the direct quotes on this topic are as follows.

"There was no aspect that we did not like" (S10).

"I liked everything" (S16).

"There was nothing I didn't like. Our teacher was showing examples related to the study, we saw more examples. We were criticizing the examples. After we learned what to do, we completed our painting at home. When there was something we didn't understand, we would ask our friends or our teacher by sending its photo" (S2).

"I think all my friends liked it. Each student is allowed to speak during the lesson. Because everyone talks about their work first. They correct the wrong evaluations and defend themselves" (S12).

"There was no aspect that I did not like. I had a comfortable working environment at home. There was no waste of time like going to school or waiting for the bus. I am an introvert person, thanks to this course, I defended my paintings against my friends. I wish we could also make this criticism face to face" (S3).

"We liked it. We were helping some of our friends who could not do their jobs. We were telling them what they could do remotely on social media. Sometimes we got excited while talking about our work. For example, a friend of ours asked a question in the stain lesson, I couldn't tell why I did some stains" (S5).

"Because I listened to the criticism of all the paintings, I could see my mistakes. Our teacher found new resources. We used to help each other over WhatsApp outside of the class" (S8).

"It was very enjoyable and I got high grades from the lessons. We had little space to work at home, apart from that, everything was fine" (S14).

"Although sometimes we had communication problems, it was due to the internet. If the internet and connection problem we sometimes experienced were solved, it could be said that everything was fine" (S6).

"As a negative side, we were studying but sometimes it didn't occur to us that we were students of a school. Sometimes it felt like I was attending high school" (S13).

"There was no sense of belonging to the school. There was no demonstration, so we were having a hard time" (S9).

Students used expressions for the lesson such as studying more, not dividing studies into home and school, showing more examples, knowing what to do in the lesson in advance, communication outside the lesson, peer solidarity, each student defending the work done in the lesson, saving time, being flexible and making the lesson enjoyable. In addition, there are expressions such as internet, physical environment, belonging, communication difficulties, albeit a little.

Findings Regarding the 2nd Sub-Research Question

Findings regarding the sub-research question "What are the opinions of the experts and students about the participation of the students in the lesson model proposed for the distance education of the Basic Design course?" are presented below.

Five experts stated that the participation of the students in the lesson would be good in the proposed lesson model for the distance teaching of the Basic Design course, but they also expressed some reservations. Some of the direct quotes on this topic are as follows.

"According to this prepared lesson plan, all students have to actively participate in the lesson. Because each student in turn explains the work he/she has done as a presentation and gives answers to the criticisms made. This process lays the groundwork for students to express themselves as well as participating in the lesson" (E5).

"It is important that the evaluation is done on the screen, that the course grades are according to the determined criteria and that the students know what to do in advance. I think that student participation will increase" (E4).

"One of the most important elements that ensure lesson participation is that students know what to do. In the lesson model, the Basic Design criteria related to the topic are expressed. I think the participation will be high when the plan is implemented" (E1).

According to the experts, in the proposed lesson model, it is stated that students' participation in the course will be high due to the fact that each student presents their work, responds to criticisms, provides students with the opportunity to express themselves, includes all students in the course, the course has evaluation criteria and the students know in advance what they will do in and out of the course.

According to the students' opinions, 12 students stated that participation in the lesson was good in the lesson model recommended for the distance education of the Basic Design course, and four students stated that the participation in the lesson was not good. Some of the direct quotes from students' views on this topic are as follows.

"It was fine. I wish there was distance education again" (S6).

"Yes, the participation was good, we were taught the lesson with examples. Every week, we combined the parts we did not understand with homework" (S4).

"Our friends were making an effort to attend the lesson. We talked to some of our friends before the lesson started and discussed about the design we made. We talked about how we could explain our work" (S16).

"The participation was good, it was very nice. Now we have face-to-face lessons. If it is done remotely, we will be successful in the workshop lessons in this way" (S8).

"I think my participation in the class was good. Sometimes I got help from my friends. Sometimes I helped them. I have never been absent from classes. I answered the questions of our teacher and friends. When I couldn't finish the topic, I explained why I couldn't finish it. The lesson was successful because we knew what to do" (S9).

"There is active participation, no matter how useless some of our friends may talk" (S1).

"The participation was good except that the drawings looked different in the photo than they actually were" (S11).

"I think participation of some of the students was bad. They had difficulties in describing their paintings, but they got used to it over time. For example, a friend of mine was very diligent. He was giving good answers to the questions, and I was taking him as an example" (S15).

"Participation in distance education was limited and there was no quiet atmosphere in the family. We were being reserved" (S12).

According to the students, participation in the lesson was at a good level due to reasons such as teaching the lesson with examples, discussing the designs between the students before the lesson, open communication with the instructor outside the lesson, helping each other, and knowing what to do about the lesson. In addition, it was stated by the students that the participation was not at a good level due to the fact that the photo image sent for evaluation was different from the real one, the environment in which the student attended the lesson was not calm and the students talked unnecessary in the online lesson.

Findings Regarding the 3rd Sub-Research Question
Findings regarding the sub-research question "What is the level of realization of course gains and meeting expectations in the lesson model proposed for distance education of the Basic Design course?" are presented below.

According to expert opinions, it is stated that the course gains are expected to be realized in the proposed lesson model. Some of the direct quotes from expert opinions on this topic are as follows.

"I believe that the course outcomes will be achieved thanks to this lesson model, and the cooperation, communication and presentation skills of the students will improve, and they will take responsibility in their own works" (E3).

"According to the model examined, students will constantly have to try and do something thanks to product criticism, and this will ensure the development of creative skills in the student. This is also important for course acquisition" (E2).

"I believe that the targets set by Council of Higher Education for the Basic Design course can be achieved with this model. Everything seems systematic, the only obstacle is the lack of one-to-one application" (E5).

"According to the lesson model prepared by the researcher, the presentation of the students' work is not sufficient for the students to work on their own. The lack of one-to-one application will hinder the gains" (E2).

According to the experts, in the proposed course model, the students stated that the gains were realized in the presented lesson model because they had the opportunity to present their work, to try to work on their own, to take responsibility and to do better. An expert, on the other hand, stated that the lack of one-to-one practice prevents the gains from being given fully.

According to the student opinions, 13 students state that student expectations are met in the lesson model. Some of the direct quotes from students' views on this topic are as follows.

"I think I did my best. My friends were also active, everyone was trying to stand out. I think some of them went to extremes. It met our expectations" (S4).

"Yes. The course was tried to be given in the best way possible in distance education. Classes were full. ...more research was provided for the topic discussed" (S9).

"The model met my expectations. We were always trying hard. Also, listening to criticism about the works of all my friends improved me. I was trying not to make the same mistakes" (S16).

"Our two friends were talking hard at first, then they got used to it, anyway, everybody had to attend the lesson. Otherwise, who would present his/her painting or answer questions. Our teacher started to recognize us from voices" (S14).

"Although the basic design is better than the online education, I felt the lack of a workshop. ...I think that individual criticism improves me" (S7).

"I would prefer campus life as an expectation. Also, sometimes I couldn't connect to lessons. Apart from that, it was welcomed" (S3).

The students stated that their expectations for the course were met due to more research being done for the course, the constant effort, the fact that all students listen to criticism about their work, and comfortable conversations in the lesson. In addition to meeting the course expectations, there were also students who stated that they had a feeling of absence of the workshop, campus, and attachment to the course, albeit a little.

Findings Regarding the 4th Sub-Research Question

Suggestions regarding the sub-research question "What are the opinions of experts and students about the presentation of their work in front of the screen in the lesson model recommended for the distance education of the Basic Design course?" are presented below.

Experts found it useful to evaluate on the screen in the lesson model. Some of the direct quotes on this topic are as follows.

"Giving the evaluation criteria beforehand in the lesson model provides objectivity in the evaluation. I think it will be very useful for students to defend their paintings for the lesson" (E2).

"Reflecting the works of all students on the screen and discussing the missing, wrong and positive aspects with the students will cause a sweet rivalry among the students" (E1).

"It is important to have gradable, precise and clear criteria. It can also be on the screen. It could be face-to-face as well" (E3).

"I find it useful for the course, because the model allows assessment as, teacher assessment, self-assessment, and peer assessment. It will also contribute to the student's interest in the lesson" (E5).

In the proposed lesson model, the experts found it useful to make the evaluation on the screen for reasons such as giving the evaluation criteria beforehand, defending the students' pictures, having self-assessment and peer evaluation in addition to the educator's evaluation, and a having competitive environment for the students.

According to the data, 14 students liked the evaluation of the works on the screen. Some of the direct quotes on this topic are as follows.

"We saw the shortcomings of our friends' work as well as our own works. The teacher's comment also increased our learning" (S5).

"The assessment was good. There was a detailed conversation about the drawings" (S1).

"The best part was being able to listen to reviews of all my friends' works. And this was done with the evaluation half of the lesson" (S14).

"We evaluate our friend according to what is asked from us on an issue. I liked it, everything was good. Because we were defending our work. I felt like a criticizing artist" (S13).

"The evaluation on the computer screen was good. But even though I had questions to be asked, I couldn't ask them because I was a first grade student and I was afraid" (S7).

"Details sometimes went unnoticed. Apart from that, everything was good" (S6).

"While making evaluations on the screen, our friends sometimes take advantage of the opportunity to ask brutal questions, and it is necessary to be prepared for them. After the criticism, we completed the missing parts in our paintings and sent them to our teacher again" (S2).

Evaluation of the studies on the screen was appreciated by the students, as it allows for peer assessment, corrects the deficiencies of the studies, and is a clear and understandable evaluation. There were also negative situations such as not noticing the details on the screen, shyness in asking questions, and the students looking for opportunities to press their friends.

Findings Regarding the 5th Sub- Research Question

Suggestions regarding the sub-research question "What are the suggestions regarding the proposed lesson model for the distance education of the Basic Design course?" are presented below.

Expert opinions on the topic are given below in the form of direct quotations.

"Considering from my previous experience, communication is gaining importance. In order to catch an emotional attachment with students, students should be addressed by their names, and addressing students like friends and you in general makes communication ordinary" (E5).

"Taking into account the problem of finding materials in distance education, the diversity of materials in the lessons, ensuring the flexibility of students to work on different topics, and a separate file for students who have internet problems can be made so that they can access the visuals in this file when they cannot attend the classes" (E2).

"The rich resource and sample study pool that the students can easily access regarding the course is important for student success" (E3).

Experts make suggestions such as addressing the students by their names for better communication, supplying the variety of materials for the problem of finding materials, creating a separate file for the students who cannot connect to the lesson to access the visuals regarding the course, a separate e-mail address for the file sent by the students, creating a rich resource and sample study pool that the student can easily access.

The suggestions of the students regarding the proposed lesson model are given below in the form of direct quotations.

"No suggestion. Everything was good" (S6).

"I don't have any suggestions because it's beautiful" (S12).

"The connection problem of the distance education system should be solved" (S11).

"The stages of the work need to be photographed one by one. The topic of tracking homework can be improved" (S9).

"It was nice to have all the works evaluated, but it would be better if step-by-step pictures of the work are requested" (S8).

"Some of our friends do not turn on their cameras. I suggest turning them on. It should be obvious whether they are in the class or not, not just the one speaking" (S13).

Considering the student suggestions regarding the lesson model proposed for the distance education of the Basic Design course, eight students did not make any suggestions by stating that everything was fine. Four students mentioned the lesson connection problem, three students stated that the stages of the studies should be taken into consideration in the evaluation, and one student stated that everyone should keep their camera open.

Discussion

In this study, it is aimed to evaluate the opinions of experts and students about a lesson model created and applied by the researcher for the teaching of Basic Design course with distance education.

Considering the strengths of the proposed lesson model for the distance education of the Basic Design course, the experts stated that the students would have to attend and be prepared for the course and there would be a competition among the students. This view is also supported by student opinions. According to the students' opinions, it is stated that the students experience solidarity and rivalry together. Since students have to present the paintings they made in the lesson, they have to both attend the lesson and be prepared for the lessons. This is a strong and liked aspect of the course. In this way, students work in a more disciplined way during lessons and learn to be disciplined. This aspect of students is also one of the results obtained in the study conducted by Uysal (2015). While presenting his/her work, the student is also subject to self-assessment and peer evaluation. This ensures that the student is prepared and enters the lesson. Experts stated that students' participation in the course would be high. This view is also expressed by the students.

According to the experts and most of the students' opinions, positive opinions were expressed about this lesson model. This situation is not supported by previous studies on distance education. Kayalıoğlu (2021) states that distance education is not suitable for practice lessons. Similarly, Kahraman (2020) and Mollaoğlu (2021) stated that it is difficult to conduct practice-based courses with a distance education model. In the study conducted by Taşkesen and Bakırhan (2021), it is stated that partial yield was obtained from the practice-based course. The lesson model proposed in this study by us transforms this negative thoughts towards practical lessons into a positive one to a large extent. In this case, it is seen that the lesson model applied in face-to-face education does not provide the expected benefit from the application in distance education. Therefore, it is important to use and develop the model for distance applied courses proposed in this study.

According to expert opinions, it is stated that the distance education of the Basic Design course is presented in two parts as evaluation and the subject of the week is a popular aspect. In addition, according to expert opinions, it is stated that course gains will be realized in the lesson model proposed for the distance education of the Basic Design course. Similarly, the students liked that the course was presented in two parts as evaluation and topic of the week. The students stated that the expectations of the course were met, as the examples provided enabled a better understanding of the topic and gave the opportunity to listen to the criticisms of all students' work. However, some students stated that their expectations were met, but they also stated that they had problems with the lack of workshop and campus life and their attachment to the course. Similar results are seen with the study conducted by Hiçyılmaz (2021), regarding physical environment and class connection (internet) problems.

According to the opinions of the experts, it is concluded that it is useful to evaluate the paintings on the screen in the lesson model. Experts state that giving the evaluation criteria in advance in the lesson model provides objectivity, students defending their paintings, provides opportunities for educator evaluation, self-assessment and peer evaluation, and is competitive among students. This case is also supported by student opinions. In the Basic Design lesson model, the screen evaluation is appreciated because it allows peer evaluation and the evaluation is clear and understandable. In addition, this situation led to an increase in students' participation in the lesson. In the studies conducted by Karadağ and Yücel (2020), it is seen that students' attendance is not good in distance education. However, participation in the classes brings

success. It is also stated in the study conducted by Taşkesen and Bakırhan (2021) that success increases as class participation increases.

According to the student's opinions, it is stated that the distance Basic Design course saves time, and that technology is used more in the course, which is also a popular aspect. Regarding this situation; in the study conducted by Santana de Oliveira et al., (2018), results such as lower cost of distance education, no need for a physical space, and the possibility of accessing large resources with distance education were reached. Similar results are also found in the study conducted by Kayalıoğlu (2021).

According to the expert opinions, regular follow-up of student works is stated as one of the positive aspects in the lesson model. It is important in terms of monitoring the student's development in practice. Drawing attention to this situation, the students suggested that the stages of the studies should be taken into consideration in the evaluation, and that the pictures of the stages should be requested for this reason. In this way, they expressed their concerns about having the work of their friends, whom they consider as competitors, to be done by someone else. The use of technologies in distance education has also brought ethical issues to the agenda. While it is possible to see the results immediately in face-to-face education, the action becomes less personalized in distance education and can be suitable for cheating (Anıtha and Harsha, 2013). However, since the work done in the proposed lesson model is listed according to the date in the course educator's file and the development level of each student is monitored, the probability of having the student's work done by someone else decreases.

According to the expert opinions, it is stated that there are negative (limited/incomplete) aspects in the proposed lesson model such as lack of individual practice opportunity, lack of emotional attachment, internet and course connection problems. The opinions of the experts and the opinions of the students on this topic support each other. Although the students generally liked the proposed lesson model, they stated that they had a little problem connecting to the internet and the class, that they lacked the sense of belonging to the school, and that they felt the lack of a workshop. Negativities such as lack of belonging or emotional connection and course connection show similarity to the study conducted by Hiçyılmaz (2021). In addition, different from the experts, lack of physical environment and lack of communication were mentioned among the students' opinions, albeit to a small extent. Similar results are found in the study conducted by Kayalıoğlu (2021).

Conclusion and Recommendations

In the lesson model proposed for the distance education of the Basic Design course, all students were included in the course. Students were given the opportunity to defend their work in the lesson. Students made self- and peer-assessment in the lesson. Knowing in advance what to do in the lesson directed the student to make preparations. In addition to supporting each other, the students also created a rivalry among them.

Students did their best in the proposed lesson model for the distance education of the Basic Design course. In the proposed course model, the work done by the students was followed regularly and the student's progress in practice could be followed.

During the lessons, educators and students benefited more from technology. Being able to watch the recording of the course, saving the way, food, shelter and time, and keeping in touch with the peers or educators outside of the classroom are the strengths and appreciated aspects. The weaknesses and dislikes in the proposed lesson model are the inability to interfere with the

physical work of the students, the lack of emotional bonds with the students and the formation of a sense of school belonging, the problem of internet and connection, inadequacy of the physical environment and communication difficulties.

In the lesson model proposed for the distance education of the Basic Design course, the students presented their work and gave answers to the criticisms. The fact that the evaluation criteria of the course were clear and understandable enabled the students to realize their mistakes and truths in their practice work at home. The fact that the students had prior knowledge of what to do in the lesson enabled them to participate in the lesson by making preparations. Continuing educator-student communication outside of the classroom has brought students' participation in the course to a good level. In the proposed course model, reasons such as the photographs sent by the students for evaluation show the work different from the real ones and the physical environment where the students participate from a distance is not suitable reduced the participation in the course, albeit a little.

In the lesson model suggested for the distance education of the Basic Design course, aspects such as the opportunity for all students to listen to the criticisms on the paintings, discussion, sharing ideas, self-study, research, cooperation, taking responsibility, the struggle to do better, and presenting examples for a better understanding of the topic are concluded to provide the course achievement and expectations. The lack of one-to-one applications, the lack of campus life and the problems of connecting to the course reduced the achievements and expectations, albeit to a small extent.

In the lesson model proposed for the distance education of the Basic Design course, it is seen that it is useful to evaluate the works on the screen for reasons such as giving the evaluation criteria beforehand, providing objectivity, allowing the students to defend their paintings, allowing the educator, self and peer evaluation, allowing correction of the deficiencies of the works, and making the evaluation clear and understandable. To a very small extent, the evaluation of the works on the screen was not appreciated due to the aspects such as sometimes the details in the pictures cannot be seen and shyness in asking questions.

Considering the suggestions made for the lesson model proposed for the distance education of the basic design course, there are suggestions such as addressing students by their names for better communication, using a variety of materials in the lessons as a solution to the material problem, and creating a separate file for the students who cannot connect to the lesson to access the lesson visuals. In addition, the suggestions made for the lesson model are to create a rich resource and sample study pool for students, to solve the class connection problem, to look at the stages of the studies in the evaluation, to have everyone's camera open during classes.

Although the proposed lesson model for the teaching of Art Education Basic Design course through distance education has some shortcomings, it is recommended to be applied in the distance education Basic Design course and visual arts courses, since it is liked and beneficial by experts and students.

Since the proposed lesson model for the teaching of Basic Design course through distance education is compatible with distance and face-to-face education, it can be used in hybrid education. Some of the Basic Design course can be taught face-to-face and some can be taught online.

This study is limited to the opinions of experts and students on the proposed lesson model in the teaching of Art Education Basic Design course through distance education. The proposed lesson model can be studied in different faculties where Basic Design courses are taught and with larger study groups.

Ethics Committee Permission

This research was carried out with the decision of Necmettin Erbakan University Social and Human Sciences Scientific Research Ethics Committee, dated 11/03/2022 and numbered 2022/112.

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