A Review of Arts Education in the Education Framework

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Introduction

The article review will major on the topic of arts and education futures. Education is an ongoing process; people think that school is getting a certificate and becoming content with it. Every day in life, one learns something different that one didn't have even a clue about. For one to learn, a classroom is not a mandatory requirement. Learning is everywhere: at work, on the streets, at home, at school, while having a conversation, etc. The classroom teachings need a structure that shows how the students will be taught and all related requirements. Many structures or systems are being followed in the education systems in the current world, but some are of no advantage to the students.

About the author

The article's characters are the teacher, who is the author, and his friend Nicki. The author is both a teacher and a researcher doing his dissertation. The research is towards arts education and its related features. During his investigation, he came up with a lot of findings that will be discussed, which address the need for collaboration between the students and teachers and also to solve critical problems in the daily to daily lives in school and outside the school environment. They write this article known as "Collaborative Creativity in Stem" together with some other authors.

Coherence

As the title suggests, the main argument is the need for having collaborative creativity between students-students and students-teachers in some cases. The author argues that the students should come together and give their ideas from experience and also from their institution. How can this help? Automatically combined minds are better than one mind. If the students share ideas, they can create a pool of ideas, and any plan will be simple to get a solution (Burnard, 2014).

STEAM

He talks about the body known as STEAM meaning SCIENCE, TECHNOLOGY, ENGINEERING, ARTS and MATHEMATICS (Chappell et al., 2012). It is a combination of STEM and arts education. When the students come together to solve a specific issue, they collaborate and share their knowledge in

different fields. Imagine a solution being tackled by all corners. It will be easy and fast to come up with a solution and even advance to the answer itself. How do the students collaborate? One of the ways is through narratives. There is always a generation before, and each generation has its strengths and weaknesses. If these students read and analyse past occurrences deeply, research them, and later share them with the other students, their minds will grow and gain more than expected (Guyotte, 2013).

Transdisciplinary Design Studio

There is the formation of interdisciplinary groups (Burnard, 2014). The groups are responsible for the designs. The group works with the Transdisciplinary Design Studio. For them to be able to create good designs and tackle problems, the group needs ideas, not a single thought. That's the reason they are a group, not as individuals. The tutors knew group discussions yield better solutions compared to a person. The group practices the act of sociocultural methods to come up with ideas. The approach helps the students come up with valid life experiences and perceptions towards a particular problem, which can be of good help. As indicated, some of the interdisciplinary groups had eleven undergraduates and graduates to solve specific problems (Hämäläinen, 2011).

Research

As indicated earlier, education is an ongoing process that never stops (Glăveanu, 2011). The study is the building block when it comes to school. Every single day, there is always a new thing being discovered, and one can never be aware if there is no proper research. Even the author is also researching while doing his dissertation. The author does his research through methods that are known to produce almost 100% correct findings. The whole of the article is based on an analysis being conducted.

In these groups, he comes up with better data mining ways of getting information to solve the issues involved. The three primary methods are getting information from focus groups, reflective papers and personal journals. It is a right way of getting information from the community. If one combines, for example, data from many individual journals, the students will expand their minds and also come up with solutions. The three sources carry extensive information since they are from people who lived before and had ideas and life experiences that, if they were to be put in one pool, could do wonders. According to the article, the semi-arranged focus groups were done twice during the course. Members of the NSF team ran them and were never attended by the course tutors. On every occasion, the students were to be divided into three groups that met in given locations with their facilitators. The focus group code of behaviour was made to elicit crucial incident periods of students' life experiences.

Rigour

What the work describes in the article is directly proportional to what the literature proves right. In writing, a student can't achieve by working all by himself; he/she needs people they can share ideas with and also tackle problems affecting each other's life. In this life, no single person knows every discipline. If one is useful in arts, another is good in engineering while others in mathematics, etc., people from all areas of life must all share their resources so that they can be used as one. Motivation is fundamental; it boosts one's emotions positively. When all the students come together, there are life experiences which they share; some are experiences that give motivation to others. The personal journals contain life experiences that show how a person started and how it ended; most of these journals include successful life experiences and hence will boost the student's morale to work and learn more about the area of interest. The article, therefore, obeys the rule of literature since its teaching corresponds with writing.

Credibility in writing is significant (Clandinin, 2013). What the author writes should be accepted as valid and authentic. The article content is frequent, and everybody needs the teaching. No man can live by himself. The act of sharing is there even in human characters and religion. These prove the content is trustworthy. There have been researchers in the past before even the article publication, and none has ever proven the theory of collaboration wrong. In the education system, no single course teaches everything that is on earth; this shows that one person in one field needs another in another area. That's what the writer in the article tries to give to the readers although he is specific towards the arts education.

Some ethics are followed everywhere, and some are common in every situation. When it comes to literature and article writing, the author should mind the people who will, in turn, read the article he/she writes. The report should not be biased on one side but should be neutral so that the decision can be in the hands of the person reading it. The author here is not biased to one area, not a given community, a country, a religion or anything. His message is crystal clear on what he wants to show to the public. The word is in collaboration to enhance the creativity to all students. There is no point where he tries to explain that it is the students of that nation or male or female, the method applies to all. He respects all aspects of the literature which is being valid and ethical.

Contribution to knowledge

The main aim of the article is to pass education to the people who read it (Gude, 2013). There are different kinds of experience. Why? Because whatever one gets to know every single day is knowledge-related, but not all information has a positive impact on the reader. Some insights can mislead; some can guide. The article culture is the one that can guide students to do what is right in class. The article can also add experience to the education ministry and its workers.

Every part of the world has its education system. The education system is based on the country's

beliefs and also a way of revolution. Some of the education systems in some places are useless since they model people who have no skills and who have just paperwork. The article gives evidence that a good education system is significant. For a student to be a success in the study, thorough research is very critical as indicated in the article. Some students at other learning institutions don't take research as necessary as it should be. Some copy and paste other people's work just to get the grades. All these are related to the system. The tutors and the lecturers should look at this content so that they can implement it during their teaching. Some of these tutors just give lectures without considering things like group discussions. If some students are not instructed to form groups, they can't do it on their own, and they need guidance.

The people who are directly affected by the message are the students. Some scholars are jealous of sharing what they have with others so that they can pass the exams alone. The current world nowadays needs people with skills, not fake grades. They should know that education is a process, and they need others to fill the gap. The author has talked about the methods of getting information; if those methods are followed, the problems the world is experiencing right now could have been solved decades ago. The people to solve the world's problems are not old people's parents; no, it starts with the scholars. All these can't be done if collaboration in learning is not met because partnership brings about creativity.

The evidence is essential when proving a point. The authors have well demonstrated in the article their methods are mandatory for one to succeed. There is a lot of referencing in the article, showing that other researchers have also shown that these methods are real. That's real evidence since research done by many people producing the same conclusion has the highest probability of being correct. Another proof is that even in class, group discussions are frequent, and there must be one or more group assignments before a semester ends. The tutors know that people have to combine their minds so that some solutions can be made. Group discussions are a way of collaboration that not only adds knowledge but also strengthens students' relationships, who, after some time, end up sharing life experiences without fear.

The author indicates that through the group encounters, it ended up fundamental for him at an opportune time to utilise the utilisation of empathy and analogy in the correspondence endeavours. By going up against the point of view of the schoolmates, there was the need to quickly separate and recombine ideas in a route like their techniques. Lack of good communication runs widespread between the disciplines, which he had encountered at first. The plan challenges inside the Transdisciplinary Design Studio demonstrated to him that few out of every odd individual would figure out a similar way he does. By going up against the viewpoint of the schoolmates, he could quickly separate and recombine ideas in a path like their strategies.

To be specific, he recalls his colleague and partner in the second outline challenge, disclosing a design idea to him using a visual analogy. She drew a photo of a blueberry pie and attempted her very best to teach him about integrals. He never understood what a fundamental was, yet her endeavours to speak with him and the shared ability built up an establishment of trust and common

regard. In the days following this correspondence, the group he was participating in was working cooperatively on the water configuration test and gaining quick ground. There is substantial evidence that the content is right, and it works both to increase knowledge and boost relationships.

To add to the life experiences of the author, he has been tested, pushed, and developed in a way similar to an elastic band; he can never come back to his common sense. It is intriguing that as a scholar, identical to his designing companions, a dominant part of the studio encounters have likewise been centred on the product. One should learn it as quickly as possible and, after that, wrench out however much as he can for the shortest time possible. So, he needed to play more with the materials. Investigate more and examine. And after that, just play. Having a tip on things like this will help him in his future vocation as an art tutor; the best instructors learn continually. Using the interdisciplinary studio and its impact on his different classes and additional curricular exercises, he has turned out to be more mindful of his imaginative procedures and reasoning examples. He has figured out how he mainly learns, and he trusts that information will decidedly impact his capacities in engineered thinking for whatever is left of life.

Contribution to the development of practice

The article has got a lot of potential towards the development of training in arts and education future. Arts, like literature, need a lot of creativity so that they can look awesome. One person can never do this, but a group of people who have passion can come together and promote art by collaborating to produce excellent art in education. I believe this article has the potential to change a lot of people in the art education industry. If people read the article and do what the author suggests, then the arts and education industry can go far. Arts work is there in every other field in the industry. It is there in engineering, mathematics, technology and every science discipline. It means that all stakeholders should hold hands, collaborate and, at last, automatically go very far regarding progress.

Conclusion

In conclusion, arts education needs collaboration from all sides so that it can develop gradually over time. The article shows that focus groups are a must so that ideas shared can be driven into use. Collaboration involves not only ideas but also personal life experiences, which builds other people's motivation, boosting relationships. It is evident in the article that the method works if implemented. I recommend this method to every scholar or learning institution because it yields fruits.

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