

The Assemblage art for the development of artistic and aesthetic experiences for female students with visual disabilities

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Abstract:

Visually impaired individuals represent a significant segment of the global population and require attention through educational programs such as art education. This study aimed to explore the role of assemblage art in developing artistic and aesthetic experiences among visually impaired female students through an art education unit using non-traditional materials. A survey was conducted to collect the opinions of expert judges on the items of the proposed teaching unit, which consisted of eight sessions. The study adopted a quasi-experimental approach using pre- and post-assessment of the same group, which included six intentionally selected second-grade intermediate students at Al-Noor Institute in Riyadh. The tools included scales for artistic and aesthetic experiences developed by the researchers, along with an observation card to evaluate student artworks before and after the implementation of the unit, assessing the impact of assemblage art on their development. The Wilcoxon test and Black's equation were used for statistical analysis. Results showed a statistically significant difference in favor of the post-test scores on both scales. The study recommends making use of art education to enhance creative abilities and foster inventive thinking among visually impaired female students.

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