Characteristics Required for A Teacher in Higher Education from the Viewpoint of Visual Arts

Ching-jung Hsieh
Lecturer, Department of Marketing and Distribution Management
Wu-Feng University
Doctoral Student, NCYU

Abstract

In order to face the rapid transformation and complexity of information technology and to survive in the global world, teachers play an important role in this situation. Teachers are already challenged with assuming full responsibility of classroom management and teaching methodology at the commencement of their careers. The academic disciplines of political science and education can draw from the fields of public administration, public policy, international relations, global economic policy, computer technology, campaign management, higher education administration, and progressive education. In the process of finding their place in college environment, teachers build and develop their professional identity. The visual arts are art forms that create works which are primarily visual in nature, such as ceramics, drawing, painting, sculpture, architecture, printmaking, modern visual arts (photography, video, and filmmaking), design and crafts. The main purpose of this paper is to discuss and analyze, from the viewpoint of visual arts, the characteristics required for a teacher in higher education. This research mainly explores the characteristics required for a teacher in higher education, especially for professional knowledge and technology development, the awareness of organizational climate and global perspective.

Keyword: professional knowledge and technology development; the awareness of organizational climate; global perspective

Introduction

Over the past few years, the educational environment was rapidly changing because of the reduction of new-born baby; the structure of family resulted from new immigrants; the economic recession resulted from global financial storm and the vacillating educational policy. These reason will influence the operational way of most schools; especially, private schools. The characteristics of teachers in higher education will catch up with the change. This paper will apply a new viewpoint of visual arts to discuss the characteristics required for a teacher in higher education. The visual arts are art forms that create works which are primarily visual in nature; in addition, the definition should not be taken too strictly as many artistic disciplines (performing arts, conceptual art, textile arts) involve aspects of the visual arts as well as arts of other types. Also included within the visual arts are the applied arts such as industrial design, graphic design, fashion design, interior design and decorative art. In addition, visual art can apply creativity that refers to the phenomenon whereby a person creates something new (a product, a solution, a work of art etc.) that has some kind of value. Blase(1991) pointed that individual and sub-groups will use formal and informal power and political behavior to achieve the goal in the organization. Moreover, the members of organization need consider the interests, needs, value and ideology which are inextricably connected to reach the target of organization. In order to achieve objectives, the members of organization can use strategies and skills of visual arts to create,
maintain or fight with their profits and the conditions of work. (Kelchtermans, 1996; Kelchtermans & Ballet, 2002) Hsin-Jen Chen (2007) points that the members of the school organization come from different backgrounds, and they use different values, judgments, beliefs and ideologies to deal with educational affairs. In addition, the members usually use the ways that are consultation, negotiation and coalitions to obtain the power and to protect the benefits. Higher education refers to a level of education that is provided by universities, vocational universities, community colleges, liberal arts colleges, institutes of technology and other collegiate level institutions, such as vocational schools, trade schools and career colleges, that award academic degrees or professional certifications. The principal will set up some strict rules and standard to trim and streamline the scale of school including faculty and equipment to continue exist. The challenge of the teacher turns to be heavier and heavier than before. The teachers of college need make progress for themselves to survive in this competitive educational environment under the rapidly change. Accordingly, the responsibility for the teacher is not only teaching knowledge but also enlarging their critical ability and skill to meet the demands of college. This research mainly explores the characteristics required for the teacher in higher education from the viewpoint of visual art, especially for the characteristic of professional knowledge and technology development, the awareness of organizational climate and global perspective.

Characteristics Required for a Teacher in Higher Education from the Viewpoint of Visual Arts

Traditionally, the responsibility for the teacher is to propagate doctrine, to teach the student and to solve the students’ problem. Time changes, the society become complex and multiple. Teacher training program has to consider different aspects to train the future teacher facing this changeable society. In order to adapt in the need of educational environment, the characteristics required for the teacher in higher education the viewpoint of visual arts are professional knowledge and technology development, the awareness of organizational climate and global perspective.

I. Professional knowledge and technology development

The University provides a competitive and learning environment for students, to better prepare them to compete with the elites around the world. Moreover, these schools will require the faculty such as the teachers for make progress in their skills of teaching and the ability of research. Therefore, the teachers need to advance their professional knowledge and technology development in the field of their major that make use of new technical facilities. Under the pressure of making progress, this research will discuss the characteristic, professional knowledge and technology development, required for the teacher in higher education from the viewpoint of visual arts.

Professional development (Speck, 2005) refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. There are a variety of approaches to professional development, including consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance. In addition, there are many opportunities for teachers to continue to develop skills and knowledge required for rapidly changing educational environments. The visual arts are distinguished from the performing arts, language arts,
culinary arts and other such classes of artwork, but those boundaries are not rigid. Many artistic endeavors combine aspects of visual arts with one or more non-visual art forms, such as music or spoken word.

Through engagement with a variety of professional knowledge and technology development opportunities, teachers have the opportunity to enhance their practice, support student learning and ensure high educational standards.

Golding (2006) believes that professional development comprises active and reflective engagement in a range of professional experiences that are considered supplementary to the day-to-day responsibilities of a teacher. The intent of professional development is to enhance the skills, knowledge and understandings of teachers in order to influence student learning outcomes. Some approaches to professional development include:

1. Consultation - to assist an individual or group of individuals to clarify and address immediate concerns by following a systematic problem-solving process.
2. Coaching - to enhance a person’s competencies in a specific skill area by providing a process of observation, reflection, and action.
3. Communities of Practice - to improve professional practice by engaging in shared inquiry and learning with people who have a common goal
4. Lesson Study - to solve practical dilemmas related to intervention or instruction through participation with other professionals in systematically examining practice
5. Mentoring - to promote an individual’s awareness and refinement of his or her own professional development by providing and recommending structured opportunities for reflection and observation
6. Reflective Supervision - to support, develop, and ultimately evaluate the performance of employees through a process of inquiry that encourages their understanding and articulation of the rationale for their own practices
7. Technical Assistance - to assist individuals and their organization to improve by offering resources and information, supporting networking and change efforts (NPDCI, 2008).

As for my own experience, I am a lecturer in an university. The director makes some momentous decision in order to reach the goal to become a creative and global university. The most important decision is he make a wish that every student when he graduate from the business college of this school can learn the professional skill of digital marketing. Consequently, as to improving and retraining the professional development, the teachers in the business college need to learn the ability and skill of digital marketing before they teach the students. Professional knowledge and technology development is a crucial characteristic to maintain the position of teacher of the changeable educational environment in a rapid development. Accordingly, professional knowledge and technology development is an important characteristic required for a teacher in higher education from the viewpoint of visual art.

II. The awareness of organizational climate

Due to the difference of the faculty’s backgrounds; hereafter, it is difficult to agglomerate the centripetal force and to accept the well-disciplined administration in order to run the college effectively. The school not only requires resourceful knowledge, but also relies heavily on creativity. Therefore, it is very important for the director and principal to awake and create the organizational climate of an university. As to managing a school, the principal should use strategies of innovative management to create the organizational culture of school. The principal has to form the entire facility and students; especially, the teacher, as a creative and organized cultural entity, in order
to advance school’s performance and results, and dynamically adapt any change in the future. This paper will discuss the other characteristic, the awareness of organizational climate, required for the teacher in higher education from the viewpoint of visual art.

Schein (1992) defined culture formally: Culture is a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid and; therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. Ali, D (1986) refers to organizational climate, or organizational culture, sometimes also called organizational ideology refers to a pervasive way of life and a set of norms. Haplin (1966) mentions that in organizations there are deep-set beliefs about the way should be organized, the way authority should be exercised, how people should be rewarded, and how they should be controlled. The culture of an organization can sometimes be visible in its building and its offices. It can be manifest in the kinds of people it employs, the kind of career aspire.

From a traditional education point of view, education is neutral. It was separated from politic, culture, religion, etc. The responsibility of the teacher is to teach the students and to solve the students’ problems. The faculty of an institute of technology pays less attention to the affairs of the school. The situation is totally different than before, the reduction of newborn baby resulted in more difficult to recruit students. Therefore, the principal need declare the dilemma that the school suffered. Moreover, it is most important to awake and create the organizational culture of school for the principal. Maxine Greene (1978) emphasizes the idea of “wild-awareness”. Paulo Freire (2002) stresses the appeals of their “own conscience.” The organizational culture of school initiate the teacher training program is not only teaches the skills and techniques of teaching but also emphasizes the importance of developing the centripetal force. Significantly, the future teachers can reflex their teaching and figure out the administration problems; and more than this, they have to be willing to innovate and be active to agglomerate and run the organizational culture of school.

(Lin-Shin Tsai, 2000) For instance, the belief of the organizational culture is “safety” in Wu-Feng University. The faculty need obey this belief and create safety literacy curriculums which set up any new equipment to reach the goal.. To this extent, those teacher who posses the characteristic of awareness of organizational climate may pursue advanced knowledge and try to create and innovate. Henceforward, they may reflex their life and reconstruct or reform the school to be an anti-hegemony and emancipated world. Hence, the awareness of organizational climate is a critical characteristic required for a teacher in higher education from the viewpoint of visual arts.

III. Global perspective

Since the invention of the airplane diminishes the geographical distance between people, the information technologies break up the boundary between different nations and change the way of communication, economic activities between countries reinforce the opportunity to travel abroad; the idea of globalization seems to be the main stream in the 21st century. This paper will discuss another characteristic, global perspective, required for the teacher in higher education from the viewpoint of visual arts.

Global education has been the main trend in the 21st century. The objective of global education is to deepen the students’ understanding in the complexity and value of multicultural society; and moreover, it intends to construct students’ global perspective so that the student may adapt in the globalized
environment and contribute to construct a more equal and sustainable world. (Kao, 2002) In order to raise the students’ competitive capacity to compete with other countries and adapt to the globalization trend, the ministry of education emphasizes the importance of internationalization in a university in the upcoming University Evaluation. Many Universities set a goal to expand the students’ global vision so they can fit the requirements of MOE about Internationalization and globalization.

Hsun-Fan Kao quoted Hanvey’s idea about global vision which contains five different aspects: consciousness, state of the planet awareness, cross perspective-cultural awareness, knowledge of global dynamics, and awareness of human choices. (Kao, 2002) From this point of view, global vision includes both internal and external facets in viewing the world, not only from personal point of view but also from the world’s, even from the universe’s point of view.

Besides, Ms. Ying-Tai Long argues that global vision should include humanitarian concerns for the world. She points out that when tsunami in the south sea happened, all people in the world devoted themselves to secure the people and help them; ironically, young people in Taiwan were celebrating the new coming year at the same time. The ignorance of concerning those who encountered big disaster in other countries somehow reveals the coldness of the young men in Taiwan. Probably the distance detracts the concern and care from those young men. In some aspects, it reveals the lack of global vision in young people in Taiwan. The teacher should pay more attention in this situation, they must teach the student to create their career plan or to judge by global perspective. From this perspective, global vision should include human concern to people in the world, and extensively, to the whole universe. As a future teacher should perceive and sense what is happening in the world and share the feeling. The scope of study and appreciation of visual arts spans the globe, and reaches through time back to people drawing on stone walls. All societies have embellished their tools and toys with more visual interest than is functionally necessary. More importantly, the educators should develop their global vision to respect the difference between different culture and individual opinion, to concern the issues about politic, economic, ecology, and the society, and to recognize the value of ourselves, the difference between our culture and others, and to deprive from bias and discrimination. Teachers have to participate in international activities to broaden our own world view and construct our global vision. Then, we can get rid of the geographical limitation of Taiwan to connect with the world and get involved in the global village to construct a better world. Thus, global perspective is a significant characteristic required for a teacher in higher education from the viewpoint of visual arts.

Conclusion

Under the viewpoint of visual arts, the power and conflict can transfer peacefully, the teachers play an important role in an institute of technology. When they find the educational environment has changed, the teachers have to face it and to develop themselves to adapt it. For instance, the crisis of financial resulted in the reduction rate of recruit students; especially in private school. The teacher want to keep their job, they can match up the requirements of the school such as reducing an annual bonus. In the other case, teacher training program is no longer limited in normal education system. It symbolizes an open, multiple, and progressive idea in education. In order to adapt in the multi-cultural and transitionary educational environment, highly development in information technology, and the form of global village, how to renew professional knowledge and technology development, to form or
create the organizational climate of the school and to build
global perspective from viewpoint of visual arts in higher
education is a big task for the teachers. In the other word, the
characteristics required for the teacher in higher education from
viewpoint of visual arts are professional knowledge and
technology development, the awareness of organizational climate,
and global perspective. Hence, how to encourage the teacher to
bring up their professional knowledge and technology
development, to understand the awareness of organizational
climate, and to set up global perspective is a big task for the
teacher training program. Aside from deepening the teachers’
understanding in the complexity and value of multicultural
educational environment, it intends to cultivate the teachers’
professional knowledge and technology development to continue
the position of teaching, to awake the awareness of
organizational climate to run the school administration
effectively, and to construct students’ global perspective so that
the teachers may adapt in the globalized educational
environment and contribute to construct a more equal and
sustainable world.

Reference
Ali, D(1986). Environmental characteristics and organizational
Corwin Press National Professional Development Center on
Inclusion. (2008). What do we mean by professional
development in the early childhood field? Chapel Hill: The
University of North Carolina, FPG Child Development Institute,
Author
development for clinical psychologists: A practical handbook.
The British Psychological Society. Oxford: Blackwell Publishing
New York: Techer College Press.
Haplin, A. W. (1966). The organizational climate of school,
Hsin-Jen Chen(2007). A new field of school administration; that
is, the micro-politic. Journal of Educational Administration and
Evaluation.
Joyce, Natzke(1996). Capitalizing on the Differences in
Organizational Culture in Lutheran High Schools. Unpublished
doctoral dissertation, Marquette University, Milwaukee.
Kao, Hsun-Fan(2002). A Study of Global Education in Teacher
Training Grogram: A Development of Global Perspective for the
Teacher. Normal Education Association. R.O.C. Taipei: Shui-Fu
Corporation.
its moral and political roots. Cambridge Journal of Education
Kelchtermans, G, & Bullet, K. (2002). The Micropolitics of
teacher induction: A narrative-biographical study on teacher
socialization. Teaching and Teacher Education.
Li-Shin Tsai(2000), The relationships among organizational
learning, organizational climate, and self-efficacy. Unpublished
master’s dissertation, Tai-Yen University.
National Professional Development Center on Inclusion.(2008).
What do we mean by professional development in the early
childhood field? Chapel Hill: The University of North Carolina,
FPG Child Development Institute, Author
Changes, in Ralph.
Speck, M. & Knipe, C. (2005). Why can't we get it right?
Designing high-quality professional development for
Http://en.wikipedia.org/wiki/English