

The Effectiveness of Cognitive Apprenticeship-Based Teaching in Developing Artistic Abilities and Successful Intelligence Skills Among Visual Arts Students

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Abstract

This study aimed to assess the effectiveness of cognitive apprenticeship-based teaching in enhancing the artistic abilities and successful intelligence skills of female visual arts students. A quasi-experimental method was used, incorporating both control and experimental groups with pre- and post-tests. The sample consisted of 70 randomly selected female students, equally divided between the two groups. Two instruments were designed: the Artistic Abilities Scale, which covers six domains (artistic creativity, technique and artistic skill, quality of artistic expression, composition and design, effort and work ethics, and organization and coordination of artwork), and the Successful Intelligence Skills Test, which evaluates students' analytical, practical, and creative skills. Findings revealed statistically significant improvements in both artistic abilities and successful intelligence scores for students in the experimental group compared to the control group. Moreover, the results indicated a strong positive effect of apprenticeship-based teaching on skill development. The study's conclusion suggests wider use of cognitive apprenticeship- based approaches in arts education.

Keywords: Apprenticeship, artistic creativity, intelligence, training