

Designing a Proposed Course for Developing Aesthetic Values of Undergraduate Students, in The Light of Total Quality Standards

By

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Abstract

The development of aesthetic values has become a life necessity and an essential means of forming the human personality, in all aspects. Because of the importance of the curriculum and its critical role in developing these aesthetic values at all stages, particularly the university stage, the current research aims at designing a syllabus to develop the aesthetic values among undergraduate students. To achieve this goal, the two researchers applied the descriptive approach and attained a theoretical and intellectual framework; to determine the appropriate aesthetic values for undergraduate students, then design a syllabus; to develop them, considering the overall quality standards for designing of the university courses.

Keywords: Aesthetic values; undergraduate level; total quality standard

Introduction

Aesthetic values represent an essential dimension of education in its comprehensive concept, whereas it focuses on the emotional aspect, as the most important area in human development, which participate in progress of the societies and making required balance between our needs and values; owing for the tremendous scientific progress, which caused - that decline in the development of the aesthetic taste for behaviors and actions (1).

Aesthetic values are closely related to the moral and social upbringing of the student, as they share high human values, in considering good deeds is a desired behavior, while evil deeds is undesired behavior. On other side, developing the aesthetic sense is forming through family care and urging him to take care of his appearance and good arrangement of his tools, toys, and books, and of his paintings, on the walls of his house. All these observations and practices develop, in the student, a sense of beauty and an ability to perform artistically (2).

Salim Mahmoudi (3) believes that aesthetic education can produce social, sensitive to beauty individuals, have a desire for the life, full of activity and vitality, reconciled with themselves and their communities, and have a desire for achievement and creativity. These individuals, relatively, of course, have a feeble tendency towards the practice of violence, and even they develop positive attitudes and tendencies towards tolerance, forgiveness, desired values.. Violence in life must be combated with its opposites, as violence means more hatred, and therefore staying away from violence is generating love and life and adhering to the moral rules of loving people and society.

There have been numerous studies, that emphasized the need to pay attention to developing aesthetic values, including Al-Hakimi's study (4), which emphasized the need to develop aesthetic values among young people, and found that there is a noticeable discrepancy between students' behavior that reflects their aesthetic values, which the study limited its to some areas, including cosmic beauty, expressive artistic beauty, Quranic beauty, and the study of Suhair Abdel Latif Abu Al-Ela (5), which aimed at identifying the priority of values, in the value system, among students of the Faculty of Education at Aswan University and proved that of aesthetic values occupied the sixth rank (The last one) of the value system, among students of the Faculty of Education in Aswan, inspite of its importance and impact on the personality of the university student.

There are two directions for presenting and teaching values in the curriculum, which are:

- 1- Adopting the integration approach, where values are taught through the academic content, that learners study casually. This is the common way to deal with the value issues. The two researchers believe that this direction does not give enough time and attention for teaching and developing values, as it focuses on the cognitive aspect, and its success depends on the personality of the teacher and his convictions of the importance of developing values.
- 2- Designing separated curriculum, which means that there are curriculum for value issues, for which part of the academic schedule is allocated. This picture didn't receive the attention of the curriculum. The research adopts the second trend, which confirms the necessity of preparing a special course for teaching and developing aesthetic values, in the light of the total quality standards. This is consistent with what was recommended by the study of Maher Muhammad and Nadia Al-Dosari, (20) which recommended setting an independent course on the aesthetic education.

Research Problem

According for what had mentioned above, the problem of the current research is determined by the university curriculum's focus on knowledge when designing courses, teaching them, evaluating them, and the absence of a particular university course for the development of aesthetic values, despite its importance in forming the personality of the university student. This was confirmed by:

- 1- Previous studies had recommended on the design of a special course for the development of aesthetic values.
- 2- Surveying the opinions of faculty members about values and the extent of male and female students' interest in aesthetic values.
- 3- The two researchers' experience in university teaching, noting the lack of interest in teaching and learning values, and observing the behavior of female students that indicate their need to develop aesthetic values, which is reflected positively in their behavior towards the environment.

Research Questions

- 1- What are the necessary aesthetic values for undergraduate female students, from the point of view of specialists?

- 2- What are the elements of the proposed course for developing these values, considering the comprehensive quality standards (learning outcomes - content - teaching strategies - educational activities - evaluation methods)?

Research Objectives

- 1- Determining the aesthetic values to be developed for undergraduate students.
- 2- Designing a syllabus to develop the aesthetic values of undergraduate students.

Research Importance

- 1- Designing a course to develop the aesthetic values of university students that can be used in teaching values.
- 2- Determining strategies for teaching aesthetic values and human values in general.

Research Limits

- 1- Limiting the design of a syllabus to develop the identified values in this research.
- 2- Determining the appropriate aesthetic values for undergraduate students.

Research Methodology

The descriptive-analytical approach in tracking previous studies and literatures, determining and judging aesthetic values, and constructing the proposed syllabus.

Keywords

Aesthetic Values:

Abdul Karim (6) defined it as the values, related to aesthetic taste and its expression in human life, the value of artistic beauty, attention to form, beauty, and consistency, tasting the beauty of language, attention to the beauty of the environment, and taking care of the beauty of appearance and cleanliness.

Total Quality Standards:

Total quality standards are defined as a set of characteristics, features, and specifications that are required to be available in the entire system of the institution; to achieve total quality, given that these qualities and characteristics include: the extent to the environment is prepared, the appropriate climate, and the identification of the requirements that the client or the beneficiary of the institution's work needs, in addition to planning for the quality of objectives, and the quality of management, plans, and program content in the institution. Determining the quality of the institutional cadre, and the suitability of the establishment to work requirements. (7)

Comprehensive quality standards in education mean the ability to create curricula and teaching methods in the education system, that ensure excellence, success, and preparation of students at all educational levels, in addition to the work of a system, based on skills and abilities that help them to be distinguishable.

The Theoretical Framework

The first axis- Aesthetic Values

Values have a great importance in the life of the individual and society, and an effective role in the integration of the personality of the individual, where the motives are driving and determining his behavior, and values represent the driving force towards achieving goals; If the desired values are rooted in the psyche of the individual, he always strives to complete work, increase productivity and achieve goals, and become a standard by which his work is measured, and the presence of these values helps society to accomplish business in the best way in the shortest time and least. (8)

Value Components:

Value has three basic components:

1-The emotional component:

This component refers to a general emotional style, that affects the response to accept or reject the object of value, and this feeling may be illogical, as the individual may accept a subject without his awareness of the justifications, that prompted him to respond with acceptance or rejection.

2-The cognitive component:

This component denotes the cognitive aspects, involved in the individual's point of view, related to his position on value. These aspects are usually available, through information and factual facts that the individual knows about the subject of value.

3-The behavioral component:

This refers to an individual's tendency to behave, according to specific patterns in certain situations. Values are acting as drivers of behavior, motivating the individual to act, according to the value he espouses.

The components of values vary in terms of their degree of strength and independence. A person may have abundant information about a subject (the cognitive component), but he doesn't feel a strong desire for it (the emotional component), that leads him to take any action regarding it (the behavioral component) and vice versa. (9)

Aesthetic Values

A branch of the array of values, which doesn't rise in content or form alone, but rather in the form and content at the same time, and they appear at the university level, through patterns of the artistic expression, as mental differentiation is a phenomenon of growth, that determines the differentiation of interest in beauty. (10), and Khadija Al-Shamsi (11) refers to those values, that work on developing a sense of beauty, taste, harmony, and coordination in the individual, and developing his ability to feel and contemplate things, and the ability to criticize and penetrate the depths of the human being to get its creativity, and Al-Shamsi knows it. Khadija (12) as the individual's preference for everything that is beautiful and desirable in the environment, in which he lives, according to his cognitive activity and his social relationship.

Importance of the Aesthetic Values:

Al-Sherbiny (13) indicates the importance of the aesthetic values through several points; The most notable were the following:

- 1- Beauty is a great spiritual value, as life without a sense of beauty leads to a feeling of boredom. Syed Saudi explains that (14) by saying: "If our view of life was limited to its utilitarian aspect only, life would have become materialistic, mechanical, monotonous, and its utilitarian masters would continue to increase, philanthropy, and favoritism. material benefits at the expense of the spiritual, moral ,and aesthetic dimensions of life.
- 2- Aesthetic values contribute to the formation of the conscience and the internal scruples, that control human behavior. Rabab Orabi (15) believes that the more the individual becomes aware of the aesthetic values with their sensory and moral connotations; the more his behavior straightened, and his humanity rose.
- 3- Aesthetic values are the society's means to bring about the interdependence between its various systems, as they direct the general patterns of behavior to preserve the social environment.
- 4- The aesthetic value is a component of the aesthetic experience in the life, of a cultured and civilized individual. In this regard, Sarmak (16) stresses the importance of aesthetic values, through their necessary civilized role in planting peace on this earth and helping man to renounce violence, as their absence may lead to the absence of a cornerstone of civilized construction and to the spread of hostility and barbarism between human beings.

Characteristics of aesthetic values:

The aesthetic values as mentioned by Zoubi and Ashour (17) (include the following characteristics:

- 1- Aesthetic values are characterized as performing their positive function in guiding the patterns of general behavior, owing for the positive standards and rules, that they contain to preserve the social structure and the development of society.
- 2- Its are characterized as having a dual nature among individual / subjective needs, the requirements of the group and the social environment. It is of an individual / collective nature at the same time.
- 3- Aesthetic values are characterized as interdependent or mutually exclusive, the relationship between influence and being affected within the framework of social or cultural construction and the standards, that an individual acquires from the environment. Therefore, they become a part of the subconscious and the basis for his responses. The closest of these standards are of religious, moral, and economic values.
- 4- Aesthetic values are characterized by their rapid spread, as they, like all other forms, constitute a complete structure, in which the features and features of renewal become clear.
- 5- Aesthetic values are characterized as being general and permeating all classes, categories, and environments.
- 6- Aesthetic values are characterized as methods and rules, that define the goals or the means to be adhered to.
- 7- Aesthetic values are characterized by spontaneity.
- 8- Aesthetic values are characterized as having a historical, social, and cultural dimension, as they are present in the development of historical societies, as the effects of any civilization are not devoid of aesthetic values, and this is represented in all historical eras.
- 9- Aesthetic values are characterized by other social values, as they involve commands and prohibitions, and whoever disobeys them exposes himself to the penalties, that prevail in society.

Sources of aesthetic values:

Aesthetic values do not come from a vacuum. They stem from several sources. The most important of which are the following:

- 1- Religion
- 2- Socialization methods
- 3- Human experiences
- 4- The groups to which the individual belongs
- 5- Heritage

Types of aesthetic values:

Abu al- Hayja's classification (18), is considered an important reference, which was possible after his study of aesthetic values and their concepts, their importance, and role in life, as well as after returning to previous studies in this field; from attaining two types of aesthetic values, they are: aesthetic values with an aesthetic-behavioral orientation and aesthetic values with an artistic aesthetic orientation

First: Aesthetic values with an aesthetic-behavioral orientation:

Human beauty is one of the aspects of beauty in its Islamic concept. Samiha Abu Al-Nasr (19) believes that the issue of etiquette is a part of the general issue of human beauty; because judging the etiquette of behavior is made by applying the principles of aesthetic excellence in the field of human relations and personal behavior. Abu Al- Hayja (18) mentioned several examples of behavioral aesthetic values, including:

- 1- Love of God and the Islamic religion.
- 3- Physical hygiene.
- 4- Fighting disease and taking care of health
- 5- Traveling and love of adventure.
- 6- Physical education.
- 7- Passionate love.
- 8- Eating and drinking properly
- 9- Walking in a right way.

Second: Aesthetic values with an artistic aesthetic orientation:

Muhammad and Nadia Al-Dosari (20) mention that art is concerning of beauty in its broad sense and follows it in everything in this existence. It deals with the beauty of nature, including stars, planets, mountains, solids, living things systems, ideas, principles, and organizations.

Al-Khawaldeh and Al-Tarturi (21) add that art of all kinds, such as theater and painting, for example, do not provide people with joy and pleasure only. Rather, it also motivates them to do good and noble deeds, and this agrees with what the philosopher Hegel said (22), where he points out that the function and goal of art are to refine morals and to control unruly and brutal instincts. John Dewey realizes that "Art may be more moral than many manifestations of moral behavior." Sherbini (13) • Beauty has general criteria and foundations, that can be referred to for aesthetic judgment, which Iman Yunus mentions (23) as follows:

- 1- Rhythm: It is the continuous repetition of a certain system, as it represents the kinetic sequence in the outer lines of the shapes, and it can be felt visually and audibly.
- 2- Consistency: It is the proportion of shapes in the proportions of their parts.
- 3- Harmonized System: It aims at putting each part in its place.

- 5- Balance or proportionality: which expresses the distribution of blocks and spaces in the general form, in a balanced distribution of construction and composition.
- 6- Diversity: It is an important factor in the general composition, as it avoids boredom and repetition.

Abu Al- Hayja (18) had mentioned several examples of aesthetic values with an artistic aesthetic orientation, including:

- 1- Coordination and cleaning of the environment.
- 2- Paying attention to outward appearance.
- 3- Attention to archaeological sites.
- 4- A sense of beauty.
- 5- Free creative expression.
- 6- Arts and tasting them.
- 7- Shape and colors
- 8- Consistency and beauty.
- 9- Preserving nature and not offending it

Strategies for Developing Aesthetic Values:

Value Clarification Strategy:

This strategy is concerned of directing students to become aware and understand their own values through self-exploration of their beliefs, attitudes, feelings, and interests. The role of the teacher is determined by asking questions, that contribute to make students aware of their values, as they receives from their responses to the offered questions, without criticism or opposition. Rans and his colleagues, the authors of this strategy, believe that most students' behavioral and value problems arise, due to the lack of clarity of values for students and that when students are given the opportunity to clarify their values, many aspects of negative behavior vanish and disappear.

The value, according to this strategy, should be freely chosen from among a set of alternatives after thinking about the pros and cons, of each alternative; so that the owner feels happy and appreciated.

Values Trial Strategy:

This strategy focuses on developing students' ability to evaluate their values and rely on a set of skills and mental processes that make students review and judge their own values. Therefore, the teacher's role is guiding and directing, but he does not direct his students to specific values, but rather he increases their experience and knowledge of the mental and logical rules, that through they can judge and evaluate their values. (24)

The second axis- Total Quality Standards:

The concept of quality in education refers to "the distinction and diversity of activities, within the educational institution; so that they are able to meet the educational and organizational needs of workers and students, and all the requirements of the educational process; in a way that gives them success and superiority, reduce risk, losses, and failure in various fields, and achieve satisfying careers for all employees and students within the educational institution, providing them with democracy and freedom of expression, in a manner that does not violate the law approved by the institution, and achieving the greatest possible development of human and material resources within the institution through planning, monitoring, and quality improvement processes. As for quality standards in education, it indicates: "The extent to which the educational institution is suitable for all the means and

factors for the success of the educational process and productivity, in a manner that aims at providing educational opportunities for all students, continuous improvement of performance within the institution, the development of teaching methods and leadership, taking into account the application of the rules governing quality and accreditation programs approved by the institutions. International Quality and Accreditation in Education, and the primary motive for applying quality standards in education is to achieve effectiveness and quality control, improve organizational performance, achieve market expansion, develop competitiveness, reduce costs, and develop educational program management, which increases the level of employee job satisfaction, students' scientific achievement, the institution's success in general, and achieving the prosperity of society (25).

Bernium 1989 emphasized that there are three dimensions of quality in higher education, which should not be neglected. They are as followed:

Academic Dimension

It adheres to the institution's professional and academic research standards and levels.

The social dimension

It is the institution's commitment to satisfy the needs of the important sectors, that make up the society, in which it is located and serves.

The individual dimension

It is the institution of higher education, that adheres to the personal growth of students by focusing on their diverse needs (26).

While Mustafa Reham (27) indicates that the overall quality of education is intended to obtain a good educational product in educational and educational institutions represented by its graduates, in addition to its contribution to community service and environmental development, through improving the inputs of each of these institutions. Therefore, the quality of education is a multiple concept that includes all elements of the educational process and its functions to learn highly efficient in achieving the predetermined goals. This can be judged through self-evaluation, within the institution, and externally from specialized experts and the labor market.

The quality of educational curriculum is the attention to its contents, clarity of its purpose, the possibility of achieving it, and ability to meet the wishes of the beneficiaries (students, parents, society), in addition to the equal attention to the quality of teaching methods, means and methods of assessment, whose priority should always be working to achieve continuous improvement in the processes of learning and directed teaching. To achieve continuous improvement in the abilities and skills of students, since the initial years of study, which will avoid us the huge waste of resources later. The quality of the curriculum means: Exquisitely based on quality standards, and this is followed by the accurate implementation of planning, in the light of permanent and continuous follow-up. We stress, in this context, the need to avoid randomness and distance from individual decisions. The quality of the curriculum in this framework means "learning for mastery".

Reasons for Applying Quality Standards in the Course:

- 1- Technological development and the emergence of the knowledge society.
- 2- Taking the needs of the labor market in which the skill develops very quickly into account, and which need specific skills; to be achieved by developing the curricula, through their adoption of quality standards.

- 3- Globalization and the emergence of academic accreditation specifications, that the learner must reach to continue education, at anywhere in the world.
- 4- Cultural friction between different countries that resulted from globalization.
- 5- Continuous development in Psychology and mental health, which leads to permanent and continuous change in education curricula.
- 6- Development in the use of all educational technology methods.

Therefore, when building any course, there are several steps that must be followed and can be accomplished as follows: (28)

- 1- Choosing the syllabus field
- 2- Determining the general objectives of the syllabus
- 3- Determining the procedural objectives of the syllabus
- 4- Choosing and organizing the content of the syllabus
- 5- Choosing teaching methods
- 7- Choosing the teaching aids
- 7- Choosing educational activities
- 8- Calendar methods (29).

The Application Framework

First: Preparing and tuning the search tools:

1- A list of appropriate aesthetic values for undergraduate students.

The objective of preparing the list:

- Identifying a list of the aesthetic values of undergraduate
- Determining a list of the aesthetic values for undergraduate students, that the current research seeks to develop.
- Initial image of the list of aesthetic values: Through a review of the literature and previous studies, the two researchers had got a preliminary list of aesthetic values for undergraduate students.

Adjusting the list

The two researchers presented the initial list to a group of specialized arbitrators, and the researchers asked the arbitrators to express their points of view on several points:

- Appropriate aesthetic values for undergraduate students.
- Importance of aesthetic values for undergraduate students
- Adding what they see fit, as skills that were not included in the list.
- Deletion what they see it had to be deleted.
- Modify what needs to be modified.

After compiling the arbitrators' proposals, the list was modified, and thus became a list in its final form.

Second: Designing the Proposed Course Considering Quality Standards:

- 1- An initial conception of the proposed syllabus elements has been developed.
- 2- The proposed syllabus was presented to a group of specialists; to get their opinions on each element of the syllabus.
- 3- The arbitrators' amendments were implemented, and the final version of the proposed syllabus was reached.

The criteria that have been considered in each component of the curriculum:

Learning outcomes:

- Then formulate the learning outcomes in a procedural manner to facilitate the selection of the appropriate content, teaching strategies, and assessment methods.
- The integration and comprehensiveness between the different areas of learning outcomes have been taken into consideration.

The scientific content of the course:

The following steps were followed in preparing the course content:

- It was ensured that the criteria for selecting the content and its suitability for the specific learning outcomes were met.
- The course content has been prepared considering the necessary knowledge to familiarize the students of the course with the basic knowledge and skills related to aesthetic values.
- The content considers the diversity of teaching aids and teaching strategies appropriate to the content.

Teaching strategies:

- Choosing modern and interactive teaching strategies that fit the curriculum objectives and content, and enable the student to learn the course's learning outcomes.
- The strategies varied between clarification of values, The trial of values and projects, solving problems -and role-playing to suit the learning outcomes and course content and to consider the differences in abilities among learners.
- Rely on learner-centered teaching strategies that rely on positive and essential learner participation to achieve course outcomes.

Educational activities:

Various educational activities related to the course teaching strategies have been proposed and make the learner a participant, creative, and a searcher of information from it : Writing articles - summaries - proposing a project to develop aesthetic values at the student's college - enriching readings - working papers - personal interviews - writing reports

Evaluation methods:

- Diversity of assessment methods in line with the course learning outcomes: attitude tests - observation forms - writing reports - assessment scales for evaluating students' performance in various activities - oral questions – Presentations.
- Continuity of the evaluation process and attention to all stages of the evaluation process, starting with the tribal evaluation to determine what students know about the new topic, then the structural and interim evaluation, and providing immediate feedback that enables the learner to modify his performance and achieve the course learning outcomes and then the final evaluation through the application of the mid-term and final exams of the course with the need to formulate Questions in the form of situations or problems.
- Involve learners in the evaluation process using self-assessment, peer assessment, and group assessment.

Research Results

The search found:

- 1- Appropriate aesthetic values for undergraduate students:

Cleanliness - Order - Simplicity - Consistency in form - Consistency in colors - Unity
- Contemplation of the beauty of nature - Beautification of the environment.

2-Designing a course to develop the aesthetic values of undergraduate students.

Course name

Aesthetic values, which is a compulsory and required course for the university.

The general objective of the course

To develop the aesthetic values of undergraduate students that have been identified.

Course Learning outcomes

Knowledge:

- Explain what is meant by aesthetic values.
- Explain what is meant by each of the aesthetic values.
- Explains the relationship between aesthetic values and other human values.
- Explains the importance of the aesthetic values of the individual, society, and the environment.
- Defines his role in maintaining a clean and beautiful environment as created by God Almighty.

Skills:

- Write a report on the beauty of nature.
- Observe the factors affecting the surrounding environment around it.
- Evaluates the environment in which it is in the light of aesthetic criteria.
- In cooperation with his colleagues, he implements a project to beautify his college or the surrounding environment.

Value:

- He takes the initiative to maintain the cleanliness and order of the place in which he is located.
- Instructs others to pay attention to the cleanliness and beauty of clothing and place.
- Expresses in his own way the manifestations of beauty in nature.

Scientific content of the course:

- Define values and value classes.
- Characteristics of values.
- Defining aesthetic values..
- The importance of aesthetic values.
- The role of the individual and the role of community institutions in developing values.
- Defining the meaning of each of the following aesthetic values, their importance, and methods of achieving them.

Cleanliness - order - simplicity - consistency in form - unity - consistency in colors – diversity contemplation of the beauty of nature - beautification of the environment.

Teaching strategies:

- clarification of values,
- Values Trial

- Projects.
- Problem Solving
- Role-playing
- Educational trips.

Educational activities :

- writing articles
- A proposal for a project to develop the aesthetic values at the Student's College
- Enriched readings
- Working papers
- personal interviews
- writing reports

Evaluation methods:

- Parking test.
- Note forms.
- writing reports.
- Rating scales for evaluating students' performance in various activities.
- Oral questions.
- Presentations.
- Objective and Essay Questions.

Research Recommendations

- 1- Applying the proposed course for developing and evaluating aesthetic values, and then developing it considering the evaluation results.
- 2- Training faculty members in different disciplines on how to develop the values in general and the aesthetic values of their students.
- 3- Attention to the development of aesthetic values among students at all educational levels.
- 4- Allocating a percentage of the grades of any course to evaluate the extent to which learning outcomes related to the domain of values or emotional goals have been achieved.
- 5- This recommendation will make the faculty member and the teacher pay attention to the moral and emotional aspects of the various courses.
- 6- Providing an appropriate learning environment for teaching aesthetic values and allowing expression of opinion and initiatives, exchanging opinions, observing the environment surrounding students ,and working to beautify it.

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