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The simulation diagram describing the stochastic-equation-based causal connections and feedback-relations within the system is provided in the Appendix 1.

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Visual perception in art education. Gender and intercultural study

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Abstract

This communication reflects research in education from the perspective of gender and multiculturalism implemented in the autonomous city of Melilla, on the visual perception applied to artistic and visual, so important in the new presentations of ICT language. To do this, we determine the ability of students / inferred as compared to the results of a test of attention and visual perception and scientifically contrasted if students perceive the similarities and differences partially ordered stimulants models finally checking whether there are significant differences or not, in relation to the variable and the variable "cultural origin" "sex". Methodologically applied our experimental design is based on a multi-method approach, understood as a form of research in which two or more methodological procedures for the investigation on the same object of study through the different moments of the course of the investigation are used. The conclusions lead us to affirm that globally there are no significant differences regarding the variable "sex", although significant differences do get in terms of visual perception measured by our instrument among students of cultural origin Berber and European cultural background.

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1. Introduction

With the implementation of this research in the autonomous city of Melilla, we try to determine the possible differences in the degree of visual perception in the field of art education from a cultural perspective (European / Berbers) and a gender perspective .The research was operationalized in two approaches, focusing on theoretical and practical study (a test) and educational classroom observation. In the perceptual process, the sense of sight is the most important, because most of the information we receive is visual people, hence its great value for learning and knowledge building. Arts Education is fundamental to the education of all people, allowing them to expand and diversify their creative, their sensitivity deploy and expand their communicative expressive possibilities, so that national culture can only be understood as a multicultural reality. The system is able to relate perception, abstracting, generalizing. One of the relationships between art and perception are the feelings and emotions that "we perceive" in the works of art. Therefore, we find it convenient to question a series of questions, such as:

Are there cultural differences in the methods and results in visual perception in students? Are we realizing teachers if there are differences? Are there gender differences? Are there significant social differences in relation to the visual arts? Does culture influences the Visual Arts and perception?

2. State of the question

We must work arts education and especially through school, with the values of multiculturalism and inclusion, as very difficult to find groups where no students from different cultures today as in any society and not in school. Also it is standardized finding common cultural or social characteristics, ethnic. To understand better we should make a distinction between the multicultural aspect and the cultural aspect, the first is the set of factors that coexist practically no relation to each other and make the everyday landscape of any border city or ethnic or cultural differences.

3. Research objectives

Determine the skills required by students under study to quickly perceive similarities and differences of stimulating patterns partially ordered and contrast and possible differences based on gender or cultural background of the students.

4. Methodological design

This study may be incardinated within the multi-method approach (EMM) which can be treated as a research strategy in which two or more procedures for inquiry on the same phenomenon or object of study are used throughout the different stages of the process research. Together with a qualitative approach, we have implemented a methodological design explicitly of a comparative-causal nature. In such designs the researcher-to pretend they determine whether or not statistical differences between two or more levels of a variable crossed with one or more dependent variables. The fundamental feature that characterizes this type of design is that the independent variable can not be manipulated, can only be selected. In our case, the type of ethnicity is the variable with two levels: European vs Berber and will act as an independent variable. Besides, complementarily we also included the gender variable for the purpose of verifying the existence or nonexistence of statistically significant differences. Graphically this design, may be expressed as follows:

Table 1. Research Design

Groups	N	Origin	Criteria variable
Group class	50	European	OPDA
Group class	50	Bereber	OPDA

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