

Art Education 322:

Visual Culture and  
Educational  
Technologies

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# CONCEPTS in Art Education: Teaching, Learning, and Social Media

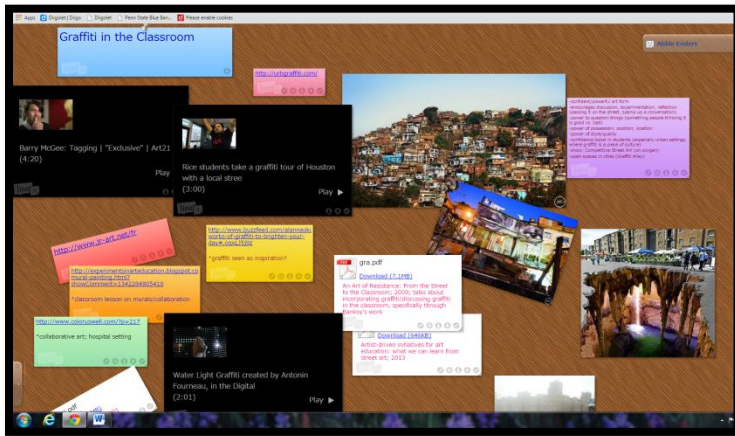
## OBJECTIVES OF THE PROJECT:

- Developed basis points of my future teaching philosophy
- Researched a concept to be taught in the art classroom and organized ideas in Lino program
- Planned multiple presentations to teach peers about concept
- Learned many different technologies to help facilitate and engage in the concept
- Discussed concept in NAEA Interactive Café and Penn State Judy Chicago dialogue portal explaining concept and application to art education discourse to members of these discussion forums

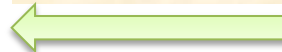
## APPLICATION TO THE ART CLASSROOM:

This project assisted in the process of researching and creating deeper understanding of this concept that could be incorporated into our future art classroom curriculums. The concept that I researched was graffiti and street art and its application to both learning and creating art. Through the various presentations of the semester, this concept was further developed and supported by various technologies explored throughout the course. This project assisted the development of not only the beginnings of my teaching goals, but also the power and influence of various potential concepts covered in the art classroom. In determining the relevance and power associated with concepts such as graffiti, the points behind my future teaching philosophy began to emerge as well.

# CONCEPTS in Art Education: Teaching, Learning, and Social Media continued...

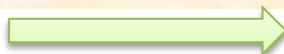


## GENERAL RESEARCH OF CONCEPT




[Lino concept research](#)

## BLOG ENTRIES OF FURTHER RESEARCH AND APPLICATION OF CONCEPT TO LEARNING AND OTHER TECHNOLOGIES




Graffiti, Visual Maps, and my Explorations in the two  
January 23, 2015




Graffiti artist and educator, Golan Levin, created an adjustable pie chart stencil. With a printable template online, this style of mixing charting and data to graffiti embodies my concept of including graffiti in the classroom.

Going into this lecture, I found it difficult to relate graffiti to mapping/data art. I saw graffiti as such a freeing and expressive art, that it seemed difficult to link this medium to a rigid and factual form. However, as you can see in the images surrounding, graffiti does in fact apply itself to data. In fact, every concept can find some benefit from numbers, data, charting, organization. Students benefit from this type of art because it literally highlights the facts. Students will find the benefit and relevance of their learning. In the Voyant piece (to the right), we can pick out main words that are very evident and recognizable in graffiti: society, property, outlet, artists. These single words influence how we think about graffiti, and in some way can give us new ways of looking at the art form.



Math and Graffiti?

CONCEPTS in art education  
Third Presentation Blog Entry  
April 21, 2015



App Presentation, "Meetup"

1. Overview of application/software:

Meetup is world's largest network of local groups, making it easy for anyone to organize a local group or find one that already exists. It helps people find others who share their interest or cause and form lasting, influential, local community groups that regularly meet face-to-face. Each group is run by an organizer who pays organizer membership dues. Members of groups do not have to pay dues through Meetup directly, however the organizer is able to require fees/dues in their discretion.

Meetup's Mission: "To revitalize local community and help people around the world self-organize. Meetup believes that people can change their personal world, or the whole world, by organizing themselves into groups that are powerful enough to make a difference."

Numbers to date:

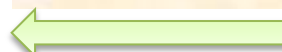
- over 21 million members
- 196,623 meeting groups
- 181 countries

2. Visual culture/art education use of app:

I think that it is important to be constantly networking and learning from others in the art education setting. Organizing groups and talking about common interests and ideas would only help to strengthen a personal stance in various issues or topics. In an organized group, such as through Meetup, groups could have thorough and thoughtful conversations that facilitate and guide learning.

The app may be a more useful tool for the art education TEACHER rather than the students. I would never encourage my

## RESEARCH AND PRESENTATION OF AN APPLICABLE SOCIAL MEDIA TOOL



[Abbie's blog](#)

## OBJECTIVES OF THE PROJECT:

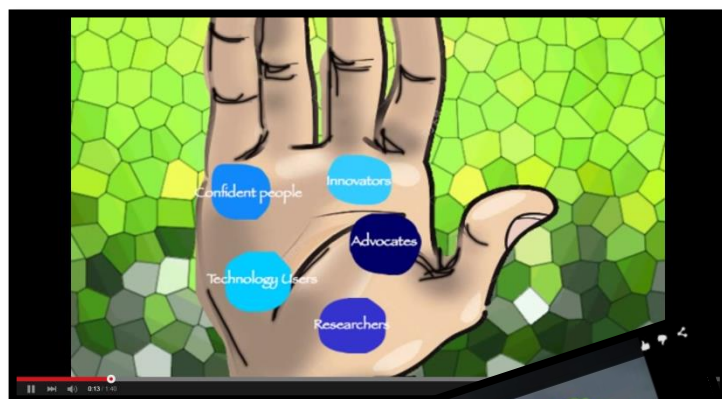
- Developing a forward-looking teaching philosophy in relation to developed concept
- Learned to use Adobe Flash and Photoshop in order to convey these teaching ideas through the creation of an animation
- Visualizing what my future classroom would look like and how it would function in support of these teaching goals
- Identifying guideposts that influence my teaching identity
- Envisioning Adobe Flash and Photoshop as possible teaching and art-making technologies in future classroom activities and experiences

## APPLICATION TO THE ART CLASSROOM:

This project was very applicable to a future art classroom, as it helped to develop goals or points that will uncover my teaching identity. In developing an Adobe Flash animation to represent these goals, I was able to engage in first-hand experience of utilizing this art-making software. Taking notes to challenges and advancements I made during this process, I was able to take on the role of a student as I related my experiences to hypothetical experiences in my future classroom. Engaging in this project helped me to see, as a future teacher, that understanding your goals and values in relation to your students is very important information to know and to continue to develop as you gain more experience.



# E-MERGEnt>Self and LOCATING Self as Teacher continued...



## TEACHING BELIEFS:

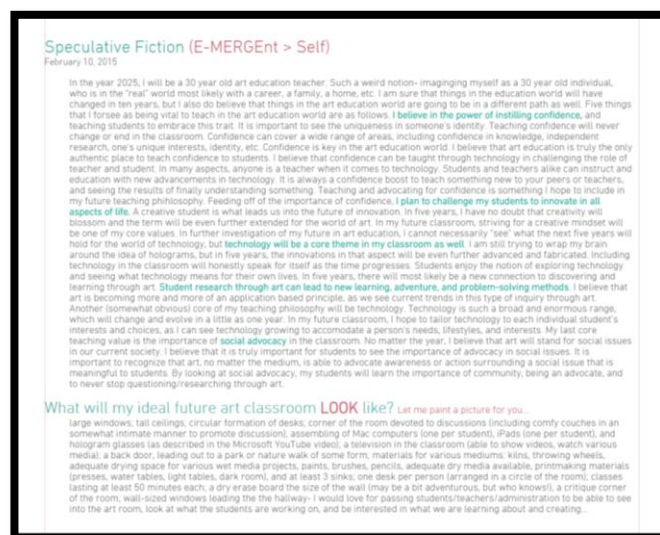
- Confidence
- Advocacy
- Research
- Technology
- Creativity/innovation



## Teaching Philosophy animation

## BLOG ENTRY ON VISUALIZATION OF IDEAL FUTURE CLASSROOM

[Abbie's blog](#)



### OBJECTIVES OF THE PROJECT:

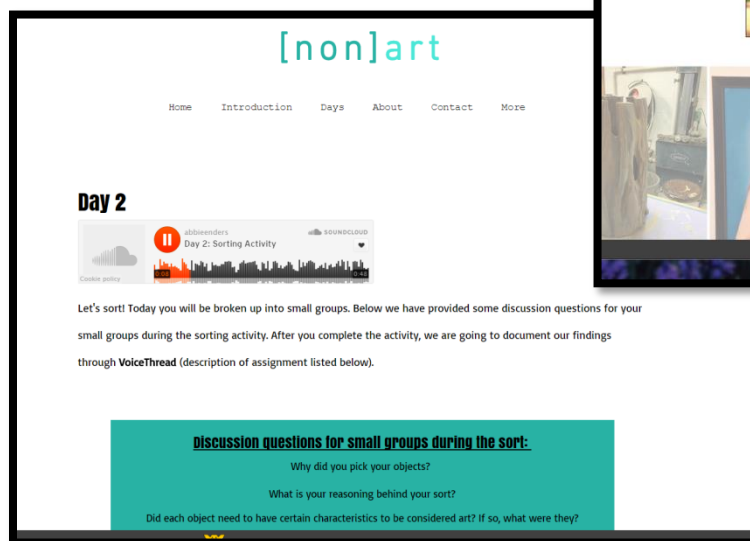
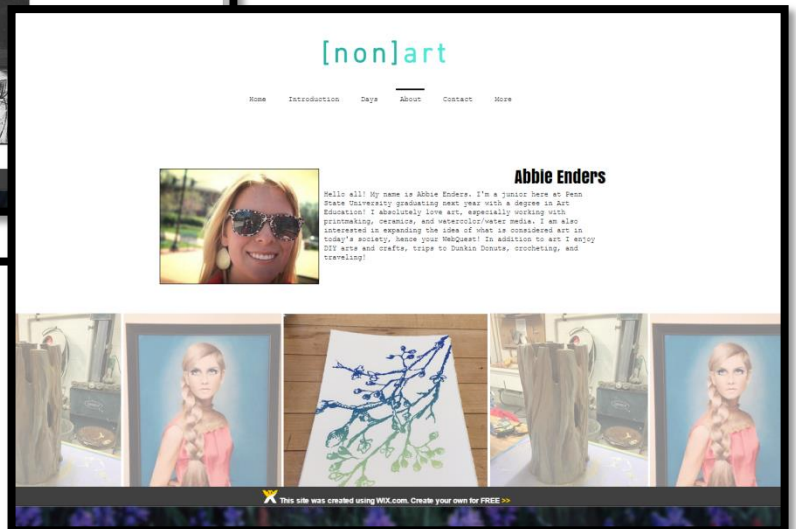
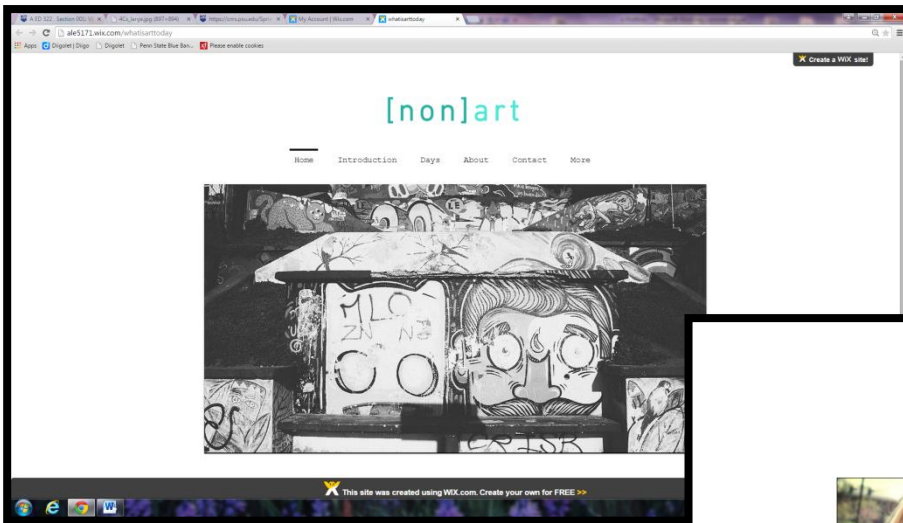
- Designed an online WebQuest for 7<sup>th</sup> grade students at a rural Pennsylvania Middle School that promotes interactivity of art experiences and technologies
- Given real world teaching experience in facilitating web-based learning and experiences
- Assessment of middle school students' work based on the criteria of assessment in my lesson
- Utilized an online website creating program to organize daily lessons, activities, and creative prompts

### APPLICATION TO THE ART CLASSROOM:

In relation to a developing personal concept of graffiti, I collaborated with another student to create a WebQuest that would challenge traditional forms of art, questioning whether “taboo” forms of art could be considered art as well. I created daily activities and lesson plans for students to follow by recording my instructions on an embedded Sound Cloud audio clip. Although students were unable to interact with a real-life teacher, they were given the opportunity to develop individualized learning strategies through the assistance of audio recordings. Throughout the WebQuest, I checked in with students making comments on progress and prompting students to further develop project ideas. At the completion of the WebQuest, I assessed student learning based on a customized rubric for the objectives of this WebQuest: [non]art. This WebQuest taught me the importance of organization, explicitly instructing and explaining content and objectives, and time management in lessons. In designing a [non]art lesson, I found that students do have an interest in content in nontraditional art forms. I also learned the importance of developing genuine and meaningful art experiences, allowing students to make connections and to see the relevance of one's experiences in art.

# WebQuest: [non]art

[\[non\]art WebQuest](#)



STUDENT  
EXAMPLE OF  
FINAL ART  
PROJECT



# WebQuest Assessment

	Participation/ Lino Response	Sorting Activity/ VoiceThread	Final Project/Artist's Statement
High Level Work	Participates and offers thoughtful ideas and considers alternate views through a detailed and well thought out response to the Day 1 prompt on Lino (paragraph length).	Student brings in assigned materials for sorting activity. Student participates in their group's discussion and comments on VoiceThread addressing the discussion questions provided on Day 2. Response is completed with thought, consideration, and reasoning to support their point of view.	Final project is completed and shows a thorough thought process, artist and materials exploration, and connections were clearly made between the sorting activity and class discussions. Artist statement is clear and detailed. A photo of the final project and artist statement are posted to the class Lino.
Average Level Work	Posts a comment to the Lino page (Day 1 activity) that is not of paragraph length/lacking effort or thoughtfulness to address the prompt in a way that is of personal significance.	Materials brought in did not meet expectations for the activity assigned. Left an average comment on VoiceThread that did not address one of the discussion questions provided or lacked an expectation.	The final project is completed, but could use some more work on fine details. There are some connections made between the sorting activity and class discussion. A short artist's statement is provided with little detail and few connections made. A photo of the final project and artist's statement is posted (late).
Low Level Work	Student did not leave a comment on the Lino page in regards to the Day 1 prompt. Student did not show efforts to make connections or participate in assignments.	Student did not bring assigned materials for the Sorting activity. They completed the activity without offering reasoning or ideas to the group discussion. They did not participate in the VoiceThread	The final project is unfinished. There was no attempt to explore artists or new mediums, and connections were not clearly made between the project, sorting activity, or class discussions. They did not complete an artist's

## [non]art WebQuest

Ideas that were great!	Ideas to work on for next time...
- Discussion. Discussion. You did a great job discussing, listening to classmates, and thinking about different points of view.	- Time management. Next time, think about how you can choose materials that might help you achieve your project by the due date.
- Voicethread/written responses. You provided great insight and wonderful descriptions of your thoughts and process.	- Artist statement. Be sure to complete an artist statement with your work. It helps everyone to really appreciate the effort you've put into it.
- Connections. You really thought about the idea of taboo art when creating the idea for your project.	
- Exploration. You really made an effort to explore new artists, materials, and ways of thinking!	

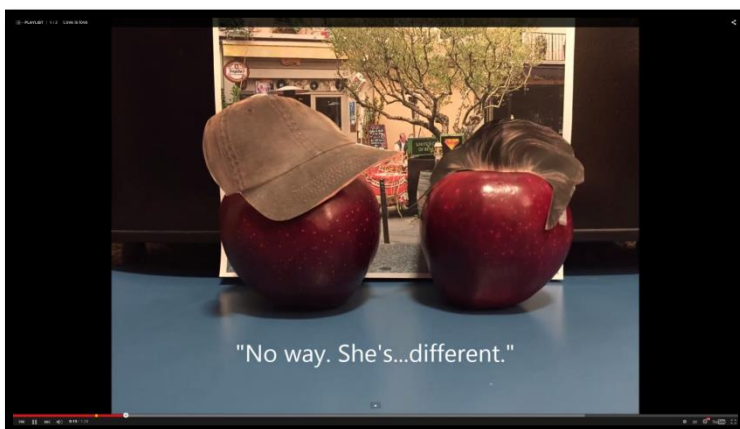
For assessment purposes, feedback was sent to the teacher of the art class to then be distributed to students. I provided comments to students "in progress" work and encouraged students to reach out if they would like feedback on ideas. Artwork was graded on a scale of high, average, and low quality work. Final grades were accompanied with comments on "great" ideas and "needs work" ideas.

### OBJECTIVES OF THE PROJECT:

- Creating a Stop Motion Animation short film that addresses current issues of race in today's society to be viewed and critiqued by 4<sup>th</sup> grade students at a local elementary school
- Working with programs such as YouTube to edit for copyright requirements
- Collaborating with students in North Carolina to remix videos for video exhibition
- Understanding the influences of historical exquisite corpse artwork and Surrealist Art in creation of a collaborative art exhibition
- Critiquing cultural values, language, stereotypes, and ideologies through a visual mash-up

### APPLICATION TO THE ART CLASSROOM:

It is important to consider powerful topics such as race in the art classroom allowing students to create more meaningful connections through their art. This project also proved that somewhat controversial topics can be incorporated and modified to meet a diverse age-range of learners in meaningful ways. Race is an incredibly important topic in society today, and I do plan to create art experiences in my future classroom that include content similar to what was covered in this project. Allowing students to create their own videos, especially seen in stop motion animation films, in response to a prompt can allow for very powerful results.



[Love is Love](#)

# Curated “EXQUISITE ENGENDERING” Exhibition

## OBJECTIVES OF THE PROJECT:

- Selecting remixed versions of our Exquisite Engendering videos that best represented our own personal exhibition theme
- Writing a curatorial statement that describes the processes and meaning behind the works included
- Developing a gallery critique process using Find Cards to help facilitate and guide visitors through the exhibition
- Utilized and learned a new technology, Voice Thread, to share exhibition to others and engaging in dialogue about each piece
- Promoting and advertising for the event by designing flyers distributed in various parts of Penn State’s campus
- Interacting with and explaining exhibition to visitors of the exhibition
- Reaching a larger, world-wide, audience through the online feature

## APPLICATION TO THE ART CLASSROOM:

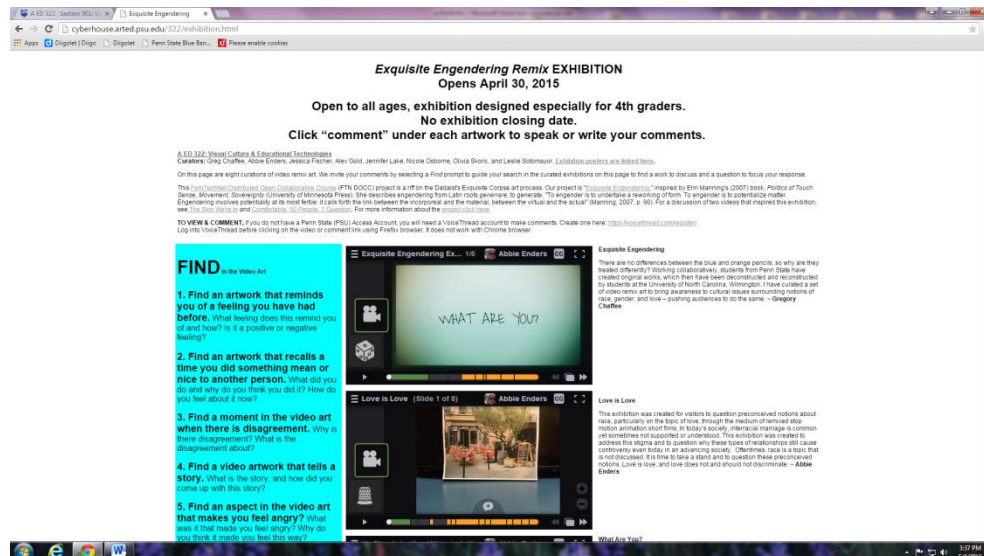
In the process of curating an art exhibition, one builds confidence and pride through their contributions towards an end result. By engaging in this final project of the semester, I was able to see the importance of collaborative efforts to convey meaning. This project was helpful in verbally speaking and explaining the creative processes behind the art, even though it was an online exhibition. Using Voice Thread to curate an exhibition was a new process for me; however, it was a truly useful tool to acquire for future reference. Voice Thread allows for a large contribution of collaboration and dialogue about a piece of art (visual, video, or audio). In applying a project such as this to my future classroom, I see much potential as it encourages students to speak out and to make meaning in their own lives. Developing Find Cards for the exhibition also encourages visitors to go beyond just looking at the work, but to make meaning and to have a “purpose” for working through the exhibition. Utilizing an online featured exhibition also shows students that they have the ability to reach a very large audience if they wanted to go that route. Art is unique, in that it is able to go far beyond the realms of the classroom when given the right technologies. I hope to inspire my students to want to reach larger audiences through their interests and explorations.

# Curated "EXQUISITE ENGENDERING" Exhibition

## MY FIND CARDS TO HELP GUIDE THE EXHIBITION:

**3. Find a moment in the video art when there is disagreement.** Why is there disagreement? What is the disagreement about?

**4. Find a video artwork that tells a story.** What is the story, and how did you come up with this story?



## VISITING THE CLASS EXHIBITION ONLINE!

## MY CURATED EXHIBITION ON VOICETHREAD

