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About A ED 322:

This course provides a foundation for innovative integration of digital technologies in art making, viewing, and teaching. The objectives of this course aim to:

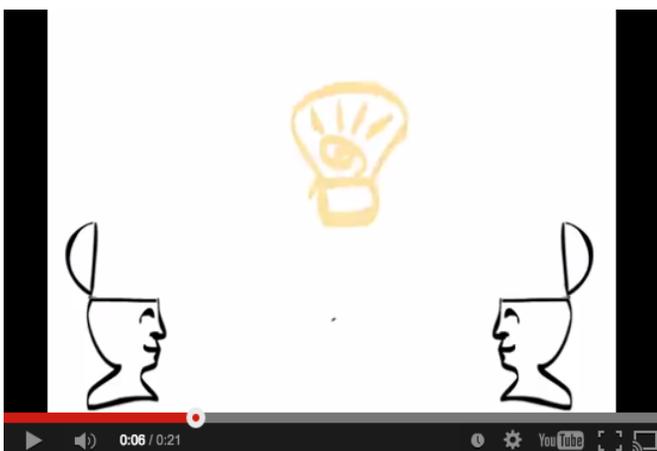
1. Competently teach the self-learning of technologies in the classroom
2. Consider technology in relation to how art is made, disseminated, and valued
3. Understand how new art forms arise from new tools for communication and representation.
4. Utilize new conditions for teaching with educational technologies
5. Discuss the relationship between new technology development and changes in aesthetic values
6. Innovate adaptive technologies for art making for differently abled populations.
7. Include the National Educational Technology Standards for Teachers (NETS) in future teaching sites

Project 2: E-MERGEnt>Self and LOCATING Self as Teacher

- ▶ In this project, I had the opportunity to develop a forward-looking teaching philosophy that reflects my ideas and interests.
- ▶ I utilized Adobe Flash to create an animation that expresses these philosophies.
- ▶ Through the use of these technologies, I was able to define 5 landmarks that influence my "Teacher Identity."

Landmarks for Teaching Philosophy

1. Try something. Anything. Never be afraid of failure or the notion that your ideas aren't the 'right' answer.
2. Learn to work collaboratively with classmates, and myself as well. Collaboration is a critical component to facilitating new ideas
3. Learn to think about things in a way that you wouldn't have before. I want to give my students a new perspective on as many things as I possibly can
4. Believe in your abilities, and find your creative strengths. Bring your personality and the things you love from outside the classroom to offer inspiration
5. I want to teach art as a way to promote self-awareness and self-actualization. I remember reading about Maslow's Hierarchy of needs, and at the top of the pyramid are a set of skill that I wish to evoke from my students. These are morality, creativity, spontaneity, problem-solving, etc.

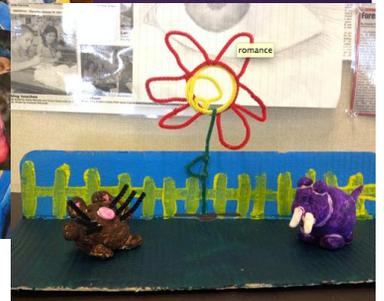


Project 3: Webquest

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A creator's guide to

ART CHARADES



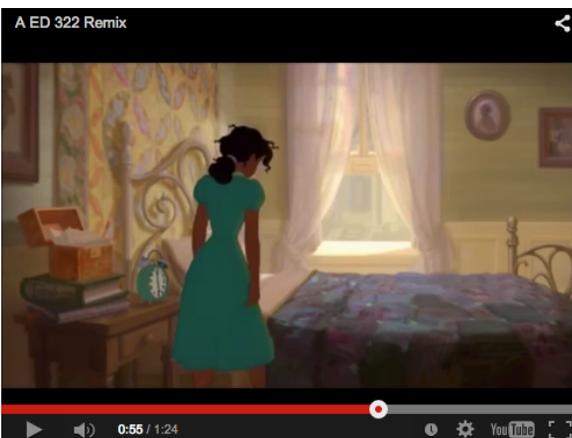
- ▶ In this project, I was given real world teaching examples of Web 2.0 technologies in Art Ed. (WIX website)
- ▶ With these tools, I collaborated with peers to create a participatory content-based art pedagogy and art lesson design.
- ▶ Middle school students in rural Pennsylvania participated in our lesson.
- ▶ We completed assessment of their learning based on the criteria of the art lesson.

In the Classroom:

This project has given me my first opportunity to create a lesson plan, and work through all of the challenges that come with it. It was important for us to consider the time frame of the lesson, as these lessons would be used in a public school setting where middle school students would be interacting with the content. It was also my first time working with NAEA standards, so this was a good learning experience for me to utilize them. It was definitely a challenge for me to accurately convey the entirety of the lesson in a digital format, and I feel that it was difficult not having the chance to explain the lesson objectives in person. I feel that the idea of a webquest is a good way to incorporate technology into a student's education. In this format, anyone from students, to parents, to other instructors can have access to the content at any given time.

Project 4: Exquisite Engendering Video ReMIX, MIXed Reality Art

- ▶ In this project I learned how to utilize SoundCloud for individual and collective analysis and interpretation of selected material, which for this project centered on the issues of race.
- ▶ I was introduced to both remix video art, and “exquisite corpse” surrealist art and the ways they can be combined to “remix” the messages seen in mass media. We were able to use this process to critique culturally accepted ideologies of all forms.
- ▶ Through the creation of my own remix video, I was able to collaborate with peers and learn about copyright considerations when working with existing material that is seen in popular visual culture, like that of clips seen in Disney Movies.
- ▶ Lastly, our class collaborated with another class in North Carolina, where they viewed our remix videos and then created their own “mashups.”



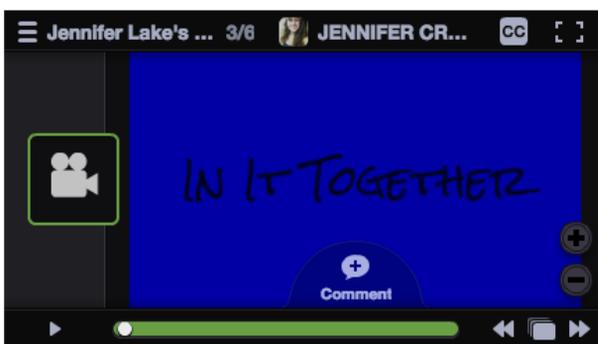
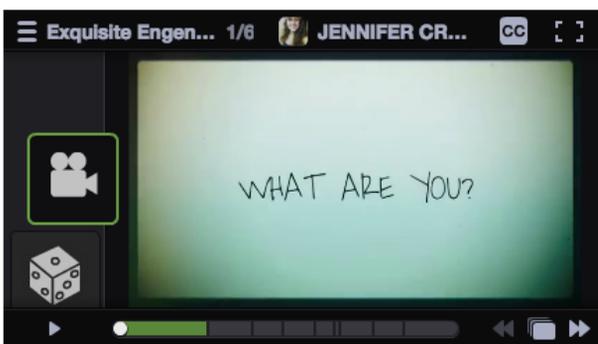
In The Classroom

This project encourages students to become aware of the images and values that are constantly perpetuated by popular visual culture. By teaching student the process of thoughtful manipulation, they can begin to increase their understanding and creation of meaningful artworks.

Project 5: Curate “Exquisite Engendering Exhibition”

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- ▶ For the final project of A ED 322, I curated an exhibition that highlighted the culmination of our work with the Exquisite Engendering Video Remix project.
- ▶ I selected six videos and created a virtual exhibition space using the program VoiceThread. Which enables participants to audio and video record commentary about the art.
- ▶ I wrote a curator statement about this exhibition that raises questions that concern encompassing contemporary issues.
- ▶ Each of my classmates and I developed “Find Cards” to help facilitate the discussion within the virtual exhibition.



FIND in the Video Art

- 1. Find an artwork that reminds you of a feeling you have had before.** What feeling does this remind you of and how? Is it a positive or negative feeling?
- 2. Find an artwork that recalls a time you did something mean or nice to another person.** What did you do and why do you think you did it? How do you feel about it now?
- 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?

In The Classroom

This exercise in curating an exhibition is one that can be used in a multitude of ways within the classroom. Having students play the role of museum spectators allows them to develop and practice visual thinking strategies, or VTS. These strategies can be replicated in nearly all subject areas, and will promote deeper learning. This project could also be introduced to students to have them play the role of museum curator, and give them the chance to develop a theme within a body of work, and show this reflection in a written or verbal curator statement.