A ED 322 Visual Culture & Educational Technologies

ePortfolio Reflection

Jessica Farra

Project 1: Life Tapestries

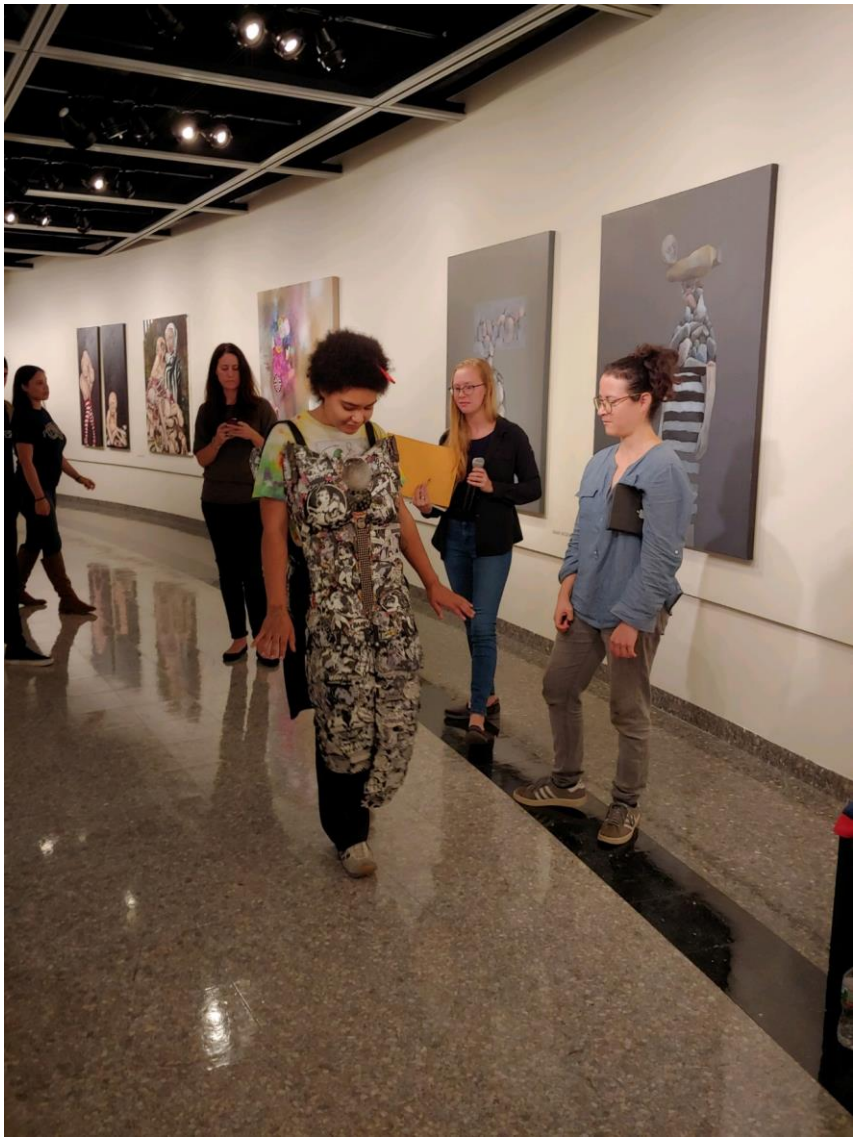
Project 2: Locating Self as Teacher

Project 3: Creature Creations

Project 4: Data Visualization: “I Feel Secure”

Project 5: Curation of Exhibition

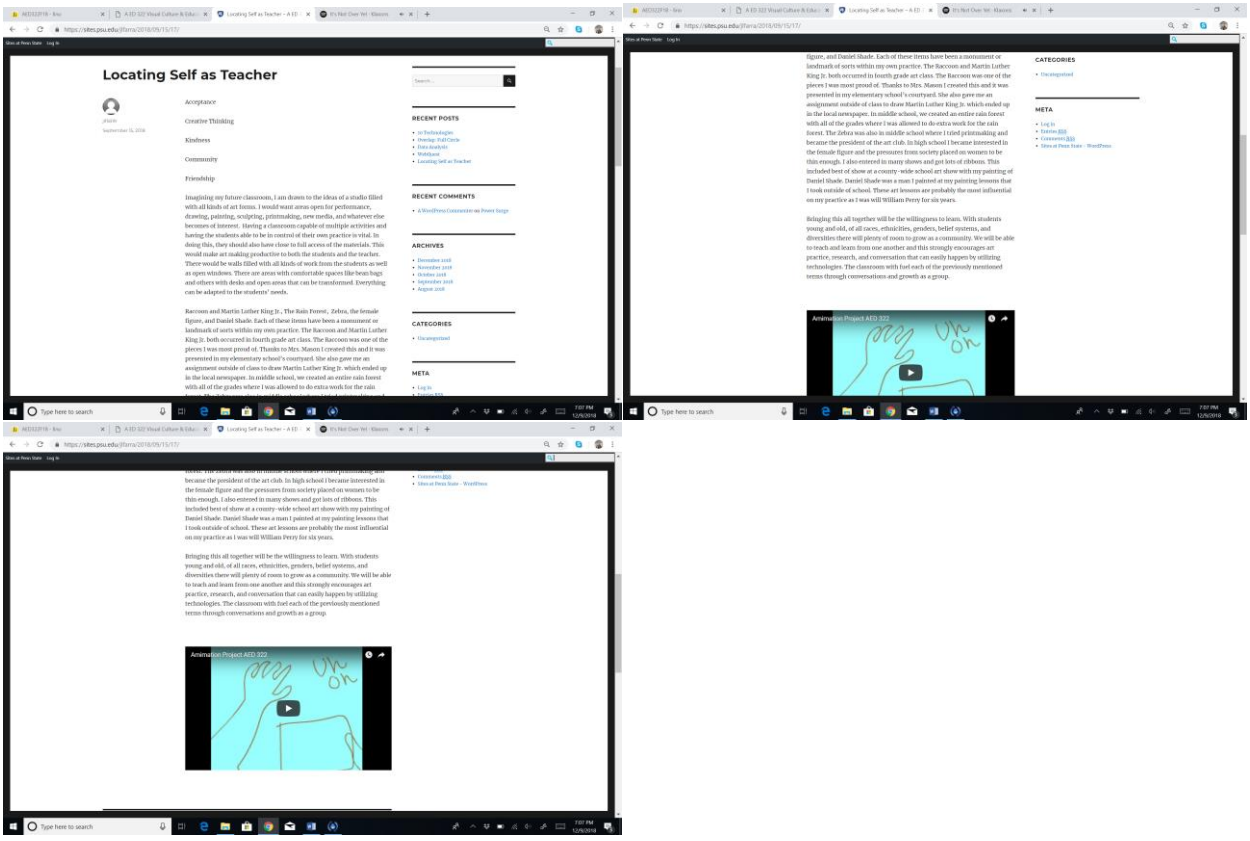
Project 1: Life Tapestries



Within this project, we explored how interaction occurred with artworks. How do people interact with a curated show? How can this be changed or increased? What as future educators ourselves can we do to increase interest? These are questions we were challenged with for our first project, looking at Judy Chicago's work along with the artists of the HUB-Robeson Gallery Overlap: Life Tapestries. We were introduced to 360 video immersive experiences with which we would film our encounters with the Overlap: Life Tapestries gallery space. So what makes people more engaged in anything? Participation? Maybe. A classmate and I created an encounter called Live Tapestries in which the gallery attendees would sculpt their partners in their readings of the artwork in front of them. We learned about 360 video, gallery encounters, engaging people in artwork in less traditional ways, inclusion within the encounter, etc. This would be incredibly applicable to classrooms because many times students can't actually interact, but can virtually interact.

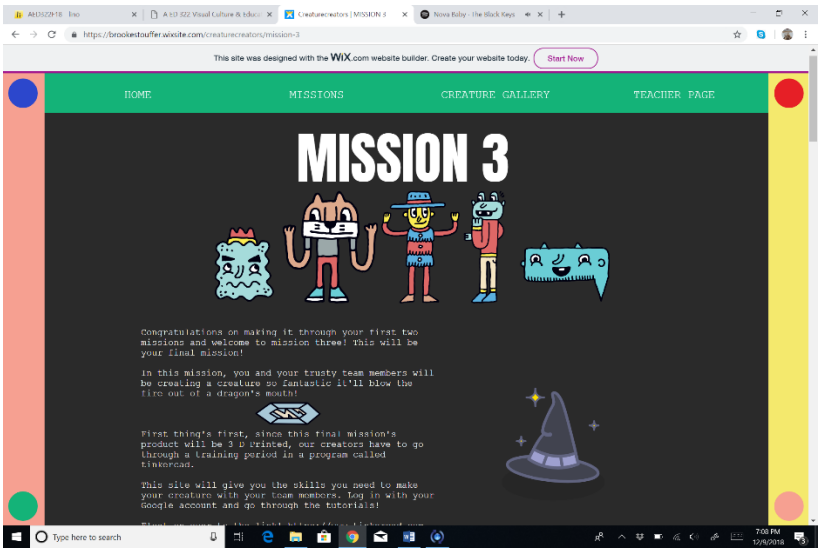
Project 2: Locating Self as Teacher

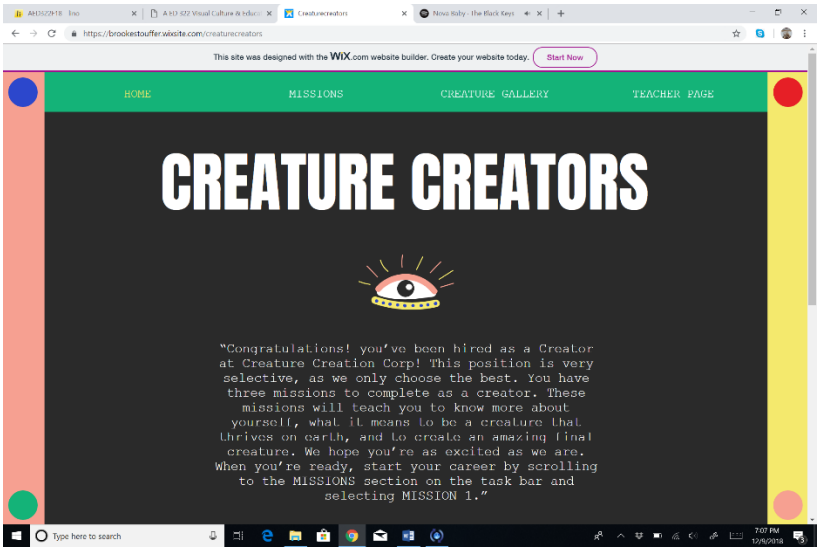
This project was difficult because it would be what the rest of the semester would be based off of. How do teachers construct classrooms? What do they choose to value? A community seems to be important within the art world and the classroom and each individual has learned different things within their lives. There have been a series of experiences that have led me to wanting to become an art educator. The animation describes several items that are important within the art classroom. These are by no means the only items that are important, but points which are valuable that may not be found in other classrooms. The animation in itself was difficult to learn and utilize well. I find these technical skills valuable to learn and to teach in the classroom especially as times move further and further towards technology. Thinking about how one arrives at the place and the landmarks can be vital as well. I knew I was always interested in the arts, but I hadn't fully thought about how I had arrived at teaching art. Here is the link for the animation: https://youtu.be/Lc3nSZTa-tI. To see the blog go to https://sites.psu.edu/jlfarra/.



Project 3: Creature Creations

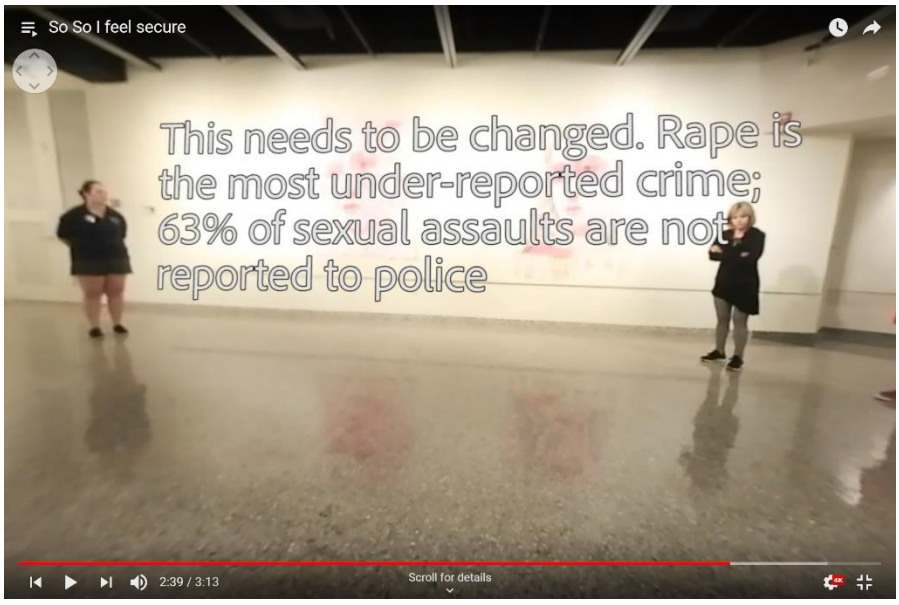
Within this project, we were separated into different groups to create a lesson involving 3D printing, a technology none of us had used previously. We were challenged to create a lesson for a middle school class in rural Pennsylvania. How do we make students interested in our lesson? What would be age-appropriate? We created a website which the middle school students were able to access a creature gallery and challenged to assess what the differences between a human, animal and creature. They were brought to Tinkercad to learn the process. They went through tutorials and added characteristics to their creatures in groups to create their own creatures. We as teachers learned how to use Google Classroom, create an online interactive website, and teach a new material and process online. Overall, this is applicable to classrooms in the way that as teachers we are constantly needing to learn new technologies and be able to teach them in any form. This project can be seen at https://brookestouffer.wixsite.com/creaturecreators.

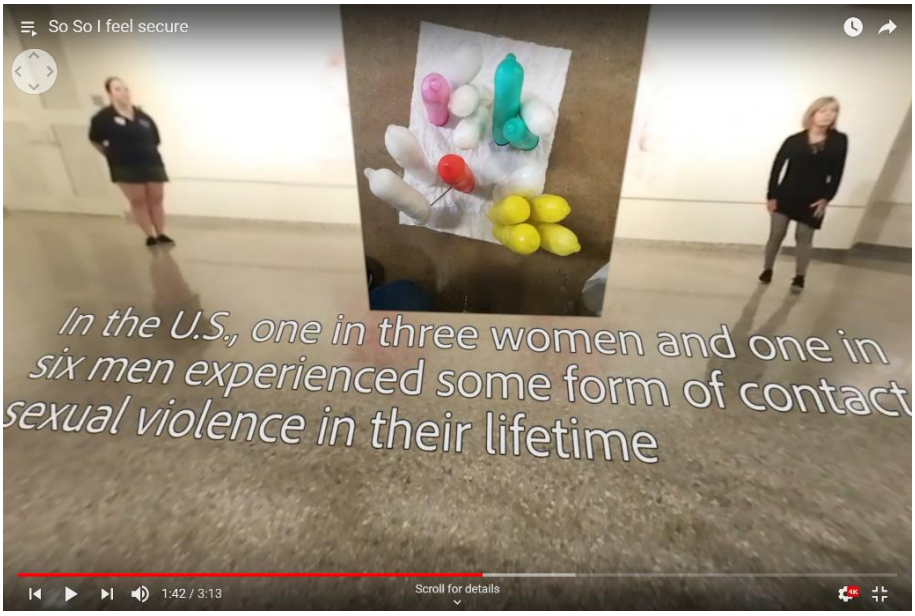


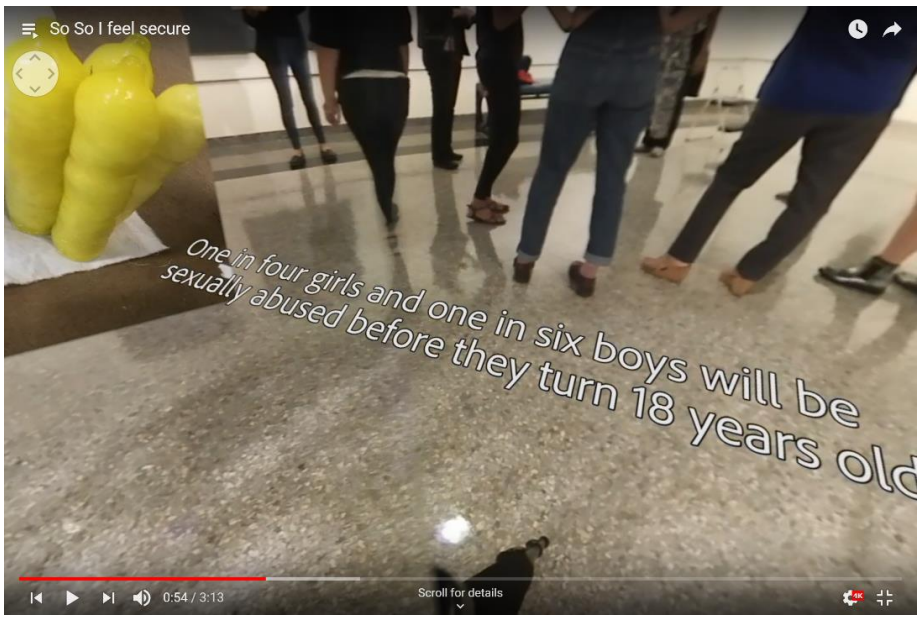


Project 4: Data Visualization

Starting this project off in an exhibition space, observing an artist's data visualization on the opening night we learned right away how data visualization can be applicable and an art practice in itself. We looked at multiple artists that included data visualization in their practices. We chose a topic relating to the Overlap: Life Tapestries Gallery Space. One that was discussed pretty thoroughly was sexual assault. I decided to create a project around this and statistics based off of the topic. Although many other processes were used online, I decided to take a more tactile approach to this project, taking condoms and stuffing different colors corresponding to different statistics of sexual assault, rape and sexual harassment. We each created a 360 video based off of our chosen data visualization. We also participated in the NAEA "Need to Know" webcast with Professor Karen Keifer-Boyd. One portion of this project that was especially difficult was adding two-dimensional elements and making them cohesive within the 360-degree videos. Using data visualization like was presented in the Woskob Family Gallery and in the NAEA "Need to know" webcast seem vital to teaching. We all look at statistics, but when presented in an artistic setting adds a different meaning to it. Having students work in this format allows them to be activists and make them aware of their environments. The link for the data visualization and 360 video is: https://youtu.be/rnPZe5H8TjU. The link for the "Need to Know" webcast is: https://zoom.us/recording/play/k_v6RMAqfaRe1zILHELqrwfzTor-Eqk5Hpfo6dZ0Sbv5YKIkudXZc1Ks5bTo5kBv?startTime=1537916418000.

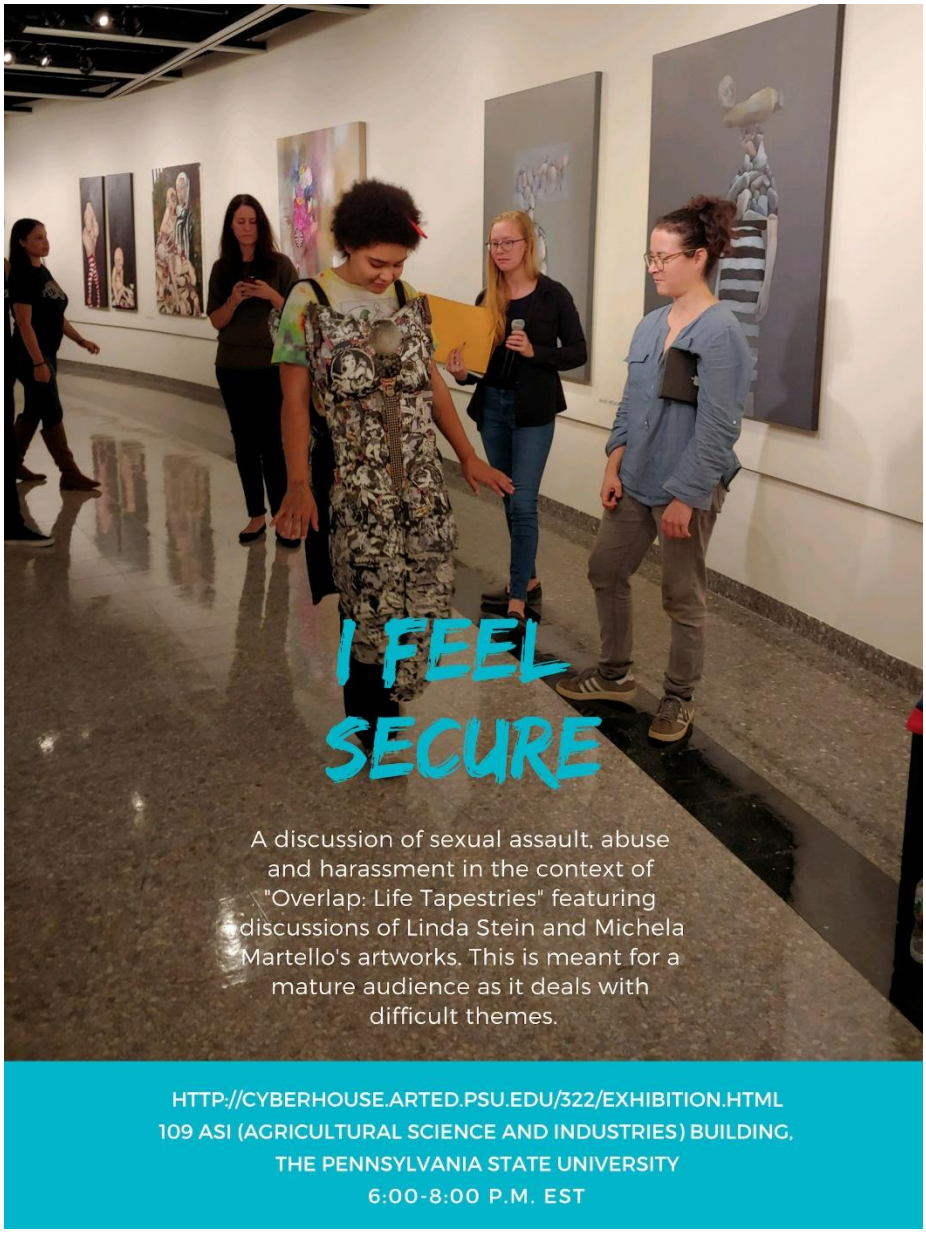


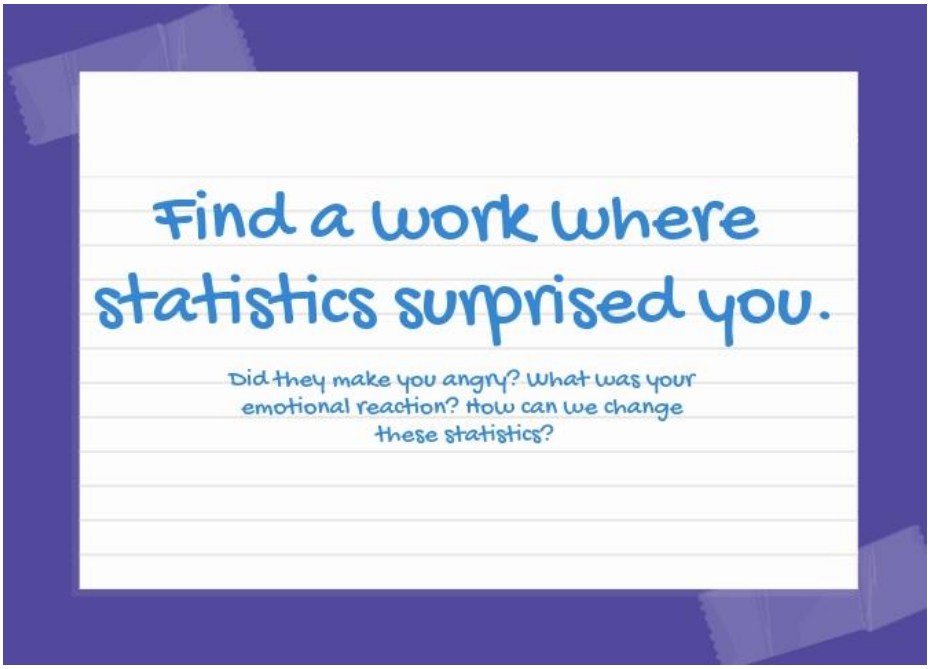

So So I feel secure
In the U.S., one in three women and one in six men experienced some form of contact sexual violence in their lifetime
1:42 / 3:13
Scroll for details


So So I feel secure
One in four girls and one in six boys will be sexually abused before they turn 18 years old
0:54 / 3:13
Scroll for details

Project 5: Curation of Exhibition

Within this project, we curated a space inside of a computer lab. We created posters to promote our work, had a mass email distributed with the information, and created “find cards” to encourage viewers to observe our creations. Curating work is important especially in art classrooms. Intentionality behind work and how it will be shown is important. It was important to include a warning on my poster due to the content that was discussed within the video. We used VoiceThread to respond to each of the works. This could be applicable to classrooms to keep discussions recorded or to virtually be able to be a part of an ongoing discussion. Incorporating curation and discussion elements into everyday class is important to learning about art. To see the full exhibition go to: http://cyberhouse.arted.psu.edu/322/exhibition.html.




Find a work where statistics surprised you.
Did they make you angry? What was your emotional reaction? How can we change these statistics?