Title of Session: ArtsSites - Technology in the Art Classroom
Moderator: Kevan Nitzberg and Craig Roland
Title of File: 20030904peace
Date: September 4, 2003

Tapped In transcript for 2003.09.04 19:00:33
Room: After School Online

RodolfoR: my name is Rudy everybody
RodolfoR: shorter
BJ: thanks, Rudy
RodolfoR: Who is the mediator here?
BJ: Rudy, Kevan and Craig are two of the mediators. We are expecting one more person
KevanN: time is short - who is yet to arrive BJ?
BJ: Karen
KevanN: ok
CraigR: and Sherry and Rodolfo, what do you teach and where?
BJ: Kevan, if you want to start, that would be fine
KevanN: ok - shall we start discussing the power of technology in the art class?
RodolfoR: I run an after-school program in CA, in two schools in the city of Pico Rivera
KevanN: I have a video computer class this term...
KevanN: 1st time for me
KevanN: ....and a big eye opener
KevanN: students come from a wide range of disciplines and knowledge bases...
CraigR: can we do some intros first?
KevanN: good idea!
BJ: I'm an art teacher in Pennsylvania
CraigR: I teach art education at the University of Florida
ShereeR: Art Educator at a special ed school K-12
SusanR: K to 8 Occasional Teacher in Ottawa, Ontario Canada.
KevanN: high school art instructor ; ArtsConnected trainer and AEM President Elect
RodolfoR: I think I did mine already
SherryB: I teach HS art (Fiber Forms & Photography) in Indiana
KevanN: so...not to be redundant - I have found a huge gulf in my student population in class from those with a decent art background and little computer know how to those with just the opposite - very interesting ramifications in the lab which is also not always completely operational....
SherryB: Mac or PC?
KevanN: antiquated MACs
KevanN: ....on a network
ShereeR: You are trying to do video with antiquated Macs?
SherryB: IIe, iMac, how antiquated are we talking here?
KevanN: no - we have 3 dedicated MACs with towers that have video software
CraigR wonders if everyone here has access to networked computers in their classroom or in a school lab?
KevanN: Not that old, but older than I would like

RodolfoR: I have 2 computer labs at the sites and are networked to each other with in the site Craig...

SherryB: yes, but mostly PC and if we act really nice, the graphics lab Macs

ShereeR: We have a lab, but I just use the computers in my classroom (3)

RodolfoR: but school district firewalls do not allow comps to communicate across LAN

SusanR: Networked labs and computers in the classrooms

CraigR: Kevan, how do you run your classes? in a lab?

SherryB: I'm sorry, networked labs(4) + graphics lab

KevanN: Problems in the lab have already ranged from security protocols that do not allow students to save work, multiple users in different hours that often gum up the computers, not being able to save to disk on the desktop.....

KevanN: yes, it is in the lab

KevanN: I have a great friend who is our tech guy but he is stretched very thin

ShereeR: Kevan, I [taught] digital art in a lab once and I thought I was going to go crazy there were so many problems with the network.

KevanN: well, it certainly is challenging and we haven't even gotten to the video part yet...

SherryB: how well I know that, my husband is Tech Director at another school district

RodolfoR: Yes Kevan!

KevanN: we are still working with Appleworks (Claris) paint and draw and getting ready to move into Adobe Photoshop

RodolfoR: Adults, Kevan?

KevanN: high school students - 10th grade - 12th grade

SherryB: is anyone else helping with the class?

CraigR: is this a project driven curriculum?

KevanN: I have a student teacher....who is a bit bewildered by all of the having to think on one's feet! There are some projects but I am reorienting much of the curriculum to make it more fluid and connected

SherryB: so you're writing it as you go

KevanN: I am writing to some extent to fill in the gaps - I have students who are unsure of basic art terminology and need to address those issues

KevanN: ...so....

KevanN: as a result, they are creating art charts to learn basic concepts such as value, complementary colors, etc.

SherryB: ok, in our neck of the woods that means teaching a class and Ind. Study students all in the same hour, it can get really nuts!

KarenL joined the room.

CraigR: Hi Karen

SherryB: have you considered mentoring with the art savvy kids?

SusanR: Why not have the students help create the curriculum

KevanN: Yes, but it is the students who are the high flyers in technology who seem to be missing the boat in reference to the art concepts

SherryB: Clarifying... techs with art kids

KevanN: too much of a gulf between student experience - I need to mediate the material accordingly so that those who are advanced can move beyond some of the boundaries and stay involved

SherryB: OK, I see your point

CraigR: if I can jump in here and add a little context for our meeting?

BJ: Please do, Craig

KevanN: So....a student who knows Flash might be able to construct some of the material we are dealing with in Paint in a more sophisticated manner and then explain to the others what he or she has done

KevanN: go Craig!

CraigR: this is the second meeting of a group that began with the Summer Festival back in July, was it?

BJ nods

KevanN: yep

CraigR: the focus of our discussions have been on how to integrate technology into art programs

CraigR: at least we began there

RodolfoR: cool

KevanN: ....and the converse of that seems to also be quite valid and appropriate...

SherryB: I'm listening

CraigR: since then we've broaden the dialogue to include collaboration and curriculum integration issues

CraigR: I've clipped a small quote from our last meeting that I believe sums up where we left off

CraigR: collaboration+integration+multimedia=effective learning?

KarenL: that sounds good to me!

KevanN: that rings a bell!

CraigR: would you say that puts it in the right context Kevan?

KevanN: absolutely - very succinct of you, old boy!

RodolfoR: integration as in applying skills in a context the student will respond to?

RodolfoR: tech and proj based learning?

CraigR: Integration refers to the use of art and multimedia to integrate the curriculum

CraigR: to cross over disciplinary boundaries

CraigR: yes

KevanN: ...which is a tough issue in how much of education is currently dealt with at the high school level

CraigR: I believe we did focus on project-based learning

SusanR: integration into various subject areas...art, language arts, math

CraigR: yes

KarenL: science, social studies. . .

RodolfoR: So everyone here wants to integrate curriculum, and not focus on the importance of other aspects of learning

SusanR: and physical education

SusanR: and health

CraigR: Which I believe BJ would certainly agree that Tapped In promotes this sort of collaboration across subjects

KevanN: not necessarily Rudy - but integration and technology are an intriguing match

CraigR: such as?

RodolfoR: there seems to be a social and cultural aspect to learning...

CraigR: oh. I'd certainly agree

RodolfoR: and students tend to respond well to constructing their learning...

SusanR agrees

RodolfoR: which certainly happens across curriculum, i.e. WORD posters of a family tree,

KevanN: ...there is a clear advantage to having the resources that technology make readily available that allows for more student directed learning that also allows for an integrated learning paradigm that allows them to create and explore in an integrated fashion more readily than ever before

KevanN: (what a mouthful!)

CraigR: I do believe we all were working within that framework in our last meeting

RodolfoR: power point presentations about the physics of skate boarding, or the evolution of Nintendo

CraigR: but, it's good to make that clear here

RodolfoR: cool

SherryB: or iMovies about cultural influences on particular period of art or an artist

RodolfoR: there it is Sher...

RodolfoR: So this discussion is about pushing standards correct?

CraigR: I do see technology (multimedia) as providing a vehicle for students to show what they know, think, feel, about the things and events in their lives

KevanN: With all of the snafus that I have had to deal with the last 3 days, I have been very impressed with the multitude of responses I have received to the work in front of them

SherryB: are we talking about your class, Kevan?

CraigR: whether it's what they're learning in school or experiencing "out in the real world."

SusanR: or webquest on the elements of design

KarenL: I agree with you Craig. The possibilities are unlimited.

RodolfoR: yes Craig, but it's the process where the real learning happens

KarenL: or a webquest on a particular artist or artistic style.

CraigR: yes

KarenL: so true

SherryB: so I guess what I want to know is what projects you all are using out there in Artland

CraigR: speaking of webquests, here's one two of my students did recently:

CraigR: http://www.artjunction.org/projects/levine_on_trial/index.html

RodolfoR: just making sure I'm in the right place :)

CraigR: Kevan, what sort of projects are you doing with students?

CraigR: sorry. . .I seemed to have diverted the group?

SherryB: I wouldn't say that, Craig

RodolfoR: So have I, sorry all

KevanN: ....I started with the color charts.....color wheel, color bars , warm / cool/ complementary, and value....

KarenL: Very interesting webquest.

KevanN: and will be moving on to having them create color based compositions using a single template that they will create to change the color fields.....

CraigR: thank you, don't know what I did to make that happen

CraigR: we were talking about possible projects?

KevanN: then moving onto manipulating images in Photoshop and importing them into a Hyperstudio program to being with editing functions....

KevanN: and them going on to iMovie and Final Cut Pro

KarenL: ooh, I love Hyperstudio! Unlimited possibilities!

SherryB: you are ambitious with all those skill levels in that class

ShereeR: Kevan is this for one semester or all year?

RodolfoR: that's a lot to cover

KevanN: it also requires very little operating space....yes, I am - challenge is good!

SusanR: is that a full year's programme

RodolfoR: I know JC's break these things down into separate classes

KevanN: well, I have 9 weeks with block scheduling

ShereeR: That is an awful lot to cover even in a year

KevanN: = 85 minute classes

SusanR: How often do you see each class

KarenL: are you team teaching with someone?

KevanN: ....plus a field trip to the Walker Art Center's screening room to view videos

KevanN: my alter ego...lol!

SherryB: so you're near the Twin cities?

KarenL giggles.

KevanN: five times a week, Susan

KevanN: yes - about 1/2 hour's drive

KevanN: we are a suburban area on the outskirts

KevanN: I teach at Anoka H.S>

SusanR: that's a class each day

KarenL: I've heard of that school. Did someone receive an award or some honor or recognition recently?

KevanN: what kind of award, Karen?

BJ: We only have about 7 minutes left...anything you especially wanted to discuss further, Kevan? Craig?

CraigR: before we close I wanted to toss out a project idea for people to consider doing with their classes

KevanN: all ears....

CraigR: it can involved tech tech or low tech.

CraigR: http://www.artjunction.org/projects/communitystories/index.html

KarenL: Oh, I don't know. I'm a librarian. . .librarian award maybe?

CraigR: it's called community stories

KevanN: ....hmm - perhaps .

CraigR: students form groups and research their community

BJ: would you like this to be the topic for next month's discussion, Craig?

KevanN: good idea!

CraigR: then use their research in the production of some sort of work

CraigR: well, perhaps

CraigR: if you think it could fill an hour?

KarenL: That sounds interesting to me. Some students created a nice project titled

Harlem is. . .

KevanN: It could certainly start the hour - you know how we like to digress...lol!

KarenL: perhaps someone can give me some tips on doing something similar in my city, Detroit.

SherryB: could we each take the topic and find a different way to explore it with technology

CraigR: I just wanted to emphasize that the project is open to all sorts of media

CraigR: sounds like a plan

SherryB: and report the results

JeffC: I'd recommend to start by looking at the project that Kevan linked to... perhaps collaborating with him (and students/educators) in his area.

KevanN: I think it has a wide range of possibilities

SusanR: Is this project limited to U.S. students?

KevanN: of course not -

CraigR: no

SherryB: why would that matter, Susan?

KevanN: how non-diverse would that be?!?!

SherryB: LOL

CraigR: well. . .we're out of time I think

SusanR: It's global then...great

CraigR: yes

KevanN: all students, all levels, all geographies...

KarenL: sounds good to me!

ShereeR: Thank you Craig and Kevan. I look forward to the next discussion!

KevanN: I think I have a new project for my computer kids...lol!

CraigR: thanks for coming everyone

KarenL: so do I.

SherryB: I'm going to run with the topic and report back next month with our results!

JeffC: If you want to go global with it... you might want to take a look at www.takingitglobal.org ... student run site for students.

BJ: This turned out to be a nice brainstorming session...with some exciting possibilities for future discussions

KevanN: my brain is still storming...lol!

BJ: Thanks, Everyone, for joining the discussion tonight.

SherryB: I'm already plotting...

KevanN: Yes, thank you ALL!

KarenL: I love it when brains are storming. . .

SherryB: thank you all

CraigR: BYE Kevan and BJ

KevanN: those lightning flashes get my attention...

SusanR: Thanks gang! Great project to ponder.

KevanN: bye Craig!

BJ waves goodnight

KarenL: thanks, Kevan and Craig. Goodnight everyone!