

Digital Art Pedagogies

Pratt Institute | Spring 2015

Concepts + Strategies

1. Blended Learning

- a. face-to-face learning + digital content

2. Flipped Classroom

- a. Instruction out of school; Homework in school

3. Digital Studio / MakerSpace

- a. Hanging out, messing around, geeking out
(HOMANGO)

Blended Learning



Flipped Classroom



HOMANGO



4. Open Learning

- Online learning communities
- Making content publ
- MIT opencourseware
- Innovation Challenge

The screenshot displays the MIT OpenCourseWare website interface. At the top, the logo reads "MIT OPEN COURSEWARE MASSACHUSETTS INSTITUTE OF TECHNOLOGY". Navigation links include "Courses", "About", "Donate", and "Featured Sites". A search bar and "Advanced Search" are also present. The main content area features a video player with the title "Redesigned for Active Learning" and a subtitle "» 18.05 Intro to Probability & Statistics". The video shows a classroom setting with students and a professor. Below the video, there is a "Support OCW" section with a testimonial from Alessandro Italy and a "DONATE NOW" button. At the bottom, a "FEATURED COURSES" section displays four course thumbnails: "NEW", "EDITORS PICK", "POPULAR", and "EDITORS PICK".

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Redesigned for Active Learning

» 18.05 Intro to Probability & Statistics

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OCW gives me the opportunity to learn and discover present-day technology in a very fascinating and exciting way.

Alessandro Italy

DONATE NOW

FEATURED COURSES

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NEW EDITORS PICK POPULAR EDITORS PICK

OCW makes the materials used in the teaching of MIT's subjects available on the Web.

5. Connected Learning

Learning Principles:

- Interest-powered
- Peer-supported
- Academically oriented

Design Principles

- Production-centered
- Openly networked
- Shared purpose

[Institute of Play Video](#)
[Quest to Learn Video](#)

CONNECTED Learning

EQUITABLE, SOCIAL, AND PARTICIPATORY

Connected learning is a model of learning that holds out the possibility of reimagining the experience of education in the information age. It draws on the power of today's technology to fuse young people's interests, friendships, and academic achievement through experiences laced with hands-on production, shared purpose, and open networks.

PRODUCTION CENTERED

Connected learning prizes the learning that comes from **actively producing, creating, experimenting, and designing**, because it promotes skills and dispositions for lifelong learning, and for making meaningful contributions to today's rapidly changing work and social conditions.

INTERESTS

Interests foster the drive to gain knowledge and expertise. Research has repeatedly shown that when the topic is personally interesting and relevant, learners achieve much higher-order learning outcomes. Connected learning views interests and passions that are developed in a social context as essential elements.

SHARED PURPOSE

Today's social media and web-based communities provide unprecedented opportunities for caring adults, teachers, parents, learners, and their peers to share interests and contribute to a common purpose. The potential of **cross-generational learning and connection** unfolds when centered on common goals.

PEER CULTURE

Connected learning thrives in a socially meaningful and knowledge-rich ecology of ongoing participation, self-expression, and recognition. In their everyday exchanges with peers and friends, young people fluidly contribute, share and give feedback. Powered by possibilities made available by today's social media, this peer culture can produce learning that's engaging and powerful.

OPENLY NETWORKED

Connected learning environments **link learning in school, home, and community**, because learners achieve best when their learning is reinforced and supported in multiple settings. Online platforms can make learning resources abundant, accessible, and visible across all learner settings.

ACADEMIC

Connected learning recognizes the importance of academic success for intellectual growth and as an avenue towards economic and political opportunity. When academic studies and institutions draw from and connect to young people's peer culture, communities, and interest-driven pursuits, learners flourish and realize their true potential.



ACTIVE RELEVANT REAL-WORLD EFFECTIVE HANDS-ON
NETWORKED INNOVATIVE PERSONAL TRANSFORMATIVE

What do these strategies have in common? How do they differ?

Challenges to Digital Arts Pedagogy

1. Not enough time
2. Obsolescence and incompatibility
3. Competing forces of change and resistance
4. Online social networking and participatory culture
5. Technology pedagogy is not just about technology

Aims of art education in the 21st century

1. understanding new media, networking and creative capabilities of the Internet;
2. educating learners as global citizens;
3. cultivating compassionate teachers;
4. conceptualizing this work as eclectic and incomplete.

New Media?

A "media ecology where more traditional media, such as books, television, and radio, are converging with digital media, specifically interactive media and media for social communication"

What are new media literacies?

Cultivating Media Literacy

1. Understanding how media operates within social systems and popular culture
2. Critiquing and *seeing* media in new ways
3. Creating your own media

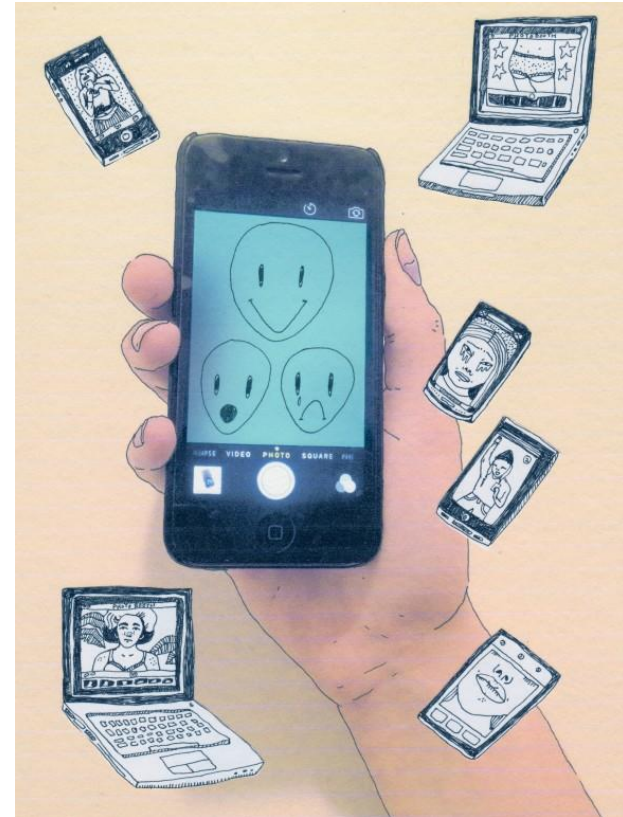
Media literacy requires the understanding that the development of art historians and artists (including the deconstruction of non-textual material) is directly related to formalism, semiotics, content, and aesthetics.

Contemporary Art+Tech Practices

Postmodern principles (from Olivia Gude):

1. Layering
2. Juxtapositioning
3. Hybridization

What else would you add?



Arts Technology Implementation

- Do not focus on teaching the software.
(lesson is project-driven.)
- Teach students to be flexible about interfaces.
- Emphasize pre-production.
- Integrate traditional materials with the post-production process.

Arts Technology Implementation

- Use the Internet for visual research.
- Create a culture of responsible use.
- Incorporate dialog about technology into your art discussions.
- Introduce new media contemporary art.

Digital Self Portrait

Drawing



Digital Image

Scenario: Blended Learning / Flipped Classroom

- **Setting:** Middle School in Bed-Stuy, Brooklyn
- **Challenge:** You're principal is asking all teachers to integrated flipped/blended learning ideas into their lesson plans and overall curriculum. How could you introduce this into the art classroom?

Scenario: Digital Studio / Makerspace

- **Setting:** High School in the South Bronx
- **Challenge:** Your school was just awarded a grant to transform the library into a “media commons” that will include sound/film production equipment, computers, tablets etc. How do you integrate this into your classroom and develop a studio-model to take advantage?

Scenario: Connected Learning

- **Setting:** Elementary School - Astoria, Queens
- **Challenge:** You work at a new charter school exploring themes of technology and global citizenship. The principal wants to see an overall strategy for how music and visual arts will use connected learning strategies in the classroom.