

Art Education
322
Visual Culture
&
Educational
Technologies

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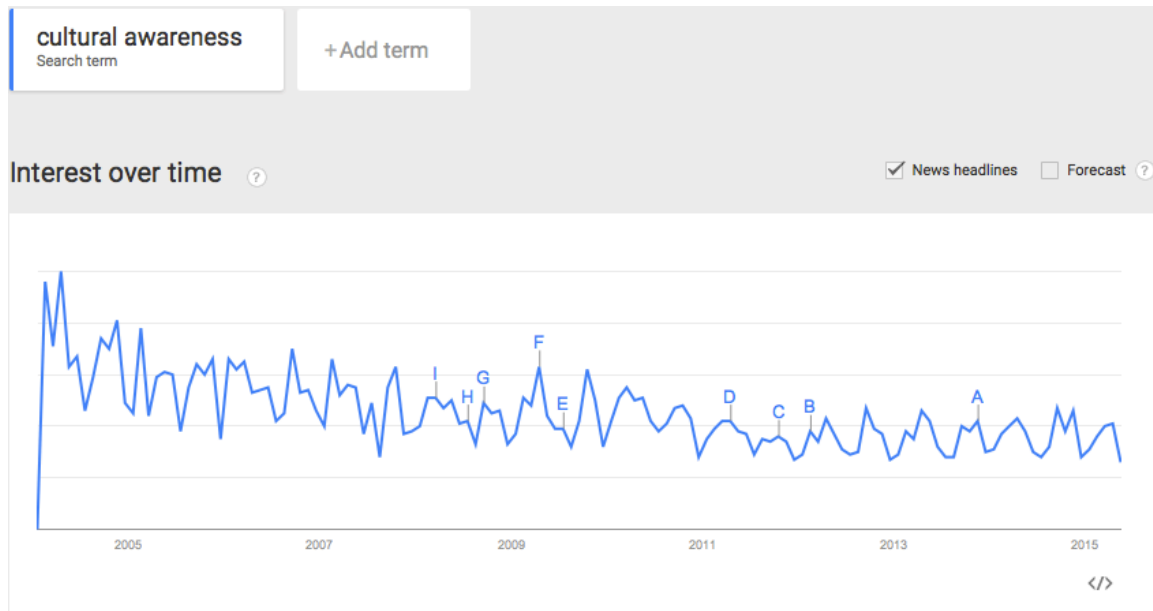
Concepts in Art Education

Cultural Awareness



I chose to explore Cultural Awareness as a concept unique to Art Education because I believe that the arts are essential when it comes to understanding the zeitgeist of any society; and to understand the world in which I occupy, it is necessary I am aware of the makeup of my culture – so that I might have a foundation to understand others.

Google Trends



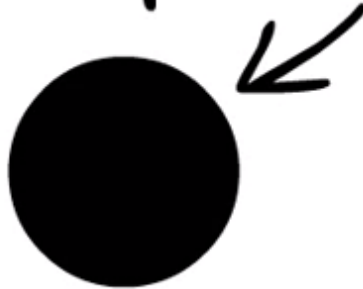
Using Google Trends as a tool to investigate Cultural Awareness is a simple way to find how many people, using Google, are interested in this topic. It's on point with the idea of Cultural Awareness insofar as all I have to do is plug in a term and then a graph displays the number of searches for that term over the course of the last several years. This tool, as with many other of Google's capabilities that I had no idea about prior to this class, are easy ways to facilitate investigative research, especially in art classrooms.

E-MERGEnt>Self

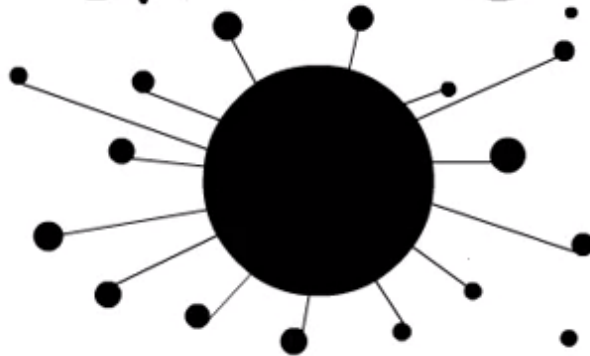
Visualizing myself as an educator ten years from now, I see my classroom as a space for limitless exploration and discovery; I am standing in the center of a room as sunlight fills the space from two entirely glass-paneled walls. Pipes and beams run through the open ceiling while lights dangle from wires sporadically placed throughout the room. I grab one of the lights, suspended from a pulley system, and position it in front of me in an effort to make an example of the ideas that filled thinkers and inventors heads prior to the inception of electricity and light. I tell my students that any one of them has the capability to be the next creator of a new technology; they look on partly engaged, but mostly distracted by the projects they are working on at hand. I let go of the light and push it back towards the ceiling as the tension from the pulley readjusts it to a hang, seven feet from the ground. My feet move across the finished cement floor. I walk around stopping at each collaborative work station, fashioned from repurposed work and arranged in a circular shape about the room. The students don't engage with me at first as they are all wearing HoloLens glasses, enabling them to work on the holographic model that floats amid their desk. They look as though they are making gestures throughout the air, laughing and flailing their arms dramatically, curiously asking questions to one another. I put on my HoloLens glasses and see that the table of students I am talking with are all looking at a shoe design they are working on. I offer my ideas as they compliment my thoughts with their own original ideas, we share a laugh and I move to the next desk of students. This is only a small example of the work that is done in my classroom, however one of the most technologically intensive practices my students engage in. My classroom structure offers evidence into my pedagogical approaches and beliefs, where technology compliments traditional art practices, facilitating learning and exploration. Balance is readily apparent in my learning space, as industrial architectural components blend seamlessly with organic elements - such as the learning space that is offered outside of the glass windows and doors. The grass from outside makes its way into the classroom where a rectangular garden sits along a wall, filled with flowering plants, fruits, and vegetables. Perhaps the most important ingredient of this space is the circular theme that is integrated throughout. Not only are the desks placed in a circular position throughout the room, with stools on every side, but there are smaller repurposed tree stumps fastened to the ground inside the collaborative desk circle. This is where the magic happens; in this circle, intense discussion takes place daily - students have the option to call a counsel at anytime they need inspiration or ideas. Class starts in a counsel where the days intentions are addressed, and ends - where each student offers a debrief on new and helpful knowledge they have found in their learning processes.

Locating Self as Teacher

How can
my experiences



Impact the ideas
of others?



5 Important Things I Hope to Teach My Students

1. Individuality - I hope to instill in my future students how important they are as individuals. I find that people often compare and compete with things that are out of their control, when the only comparison that should be made is between yesterday and today. I want others to recognize that as individuals, they are unique - and there is no purpose in compromising their true self in an effort to be more like something they are not. Each person has their own talents and abilities - vital to making the world great.

2. Confidence - I want my students to be confident in who they are as individuals. I hope for my students to believe in themselves in all that they do and know that no dream is too big.

3. Compassion - I hope to teach my students the importance of love and respect. I want them to recognize the magnitude of doing things for others because through these actions and emotions, they will come to understand that in order to better themselves, they must do better for others.

4. Self-Awareness - I believe this to be one of the most integral things in being the best person we can be. I want my students to explore who they are. I want my students to understand how they exist in relationship to others. I want my students have immense love and respect for who they are.

5. Perseverance - I want to instill in my students that times get difficult - never give up.

I believe that as an educator, it is my mission to be the best version of myself so that I can get the best out of my students. With access to an abundance of resources and constantly developing technologies, myself, just as my students will always be emerging versions of ourselves, ever-changing with the times, evolving and adapting and becoming... the best we can be.

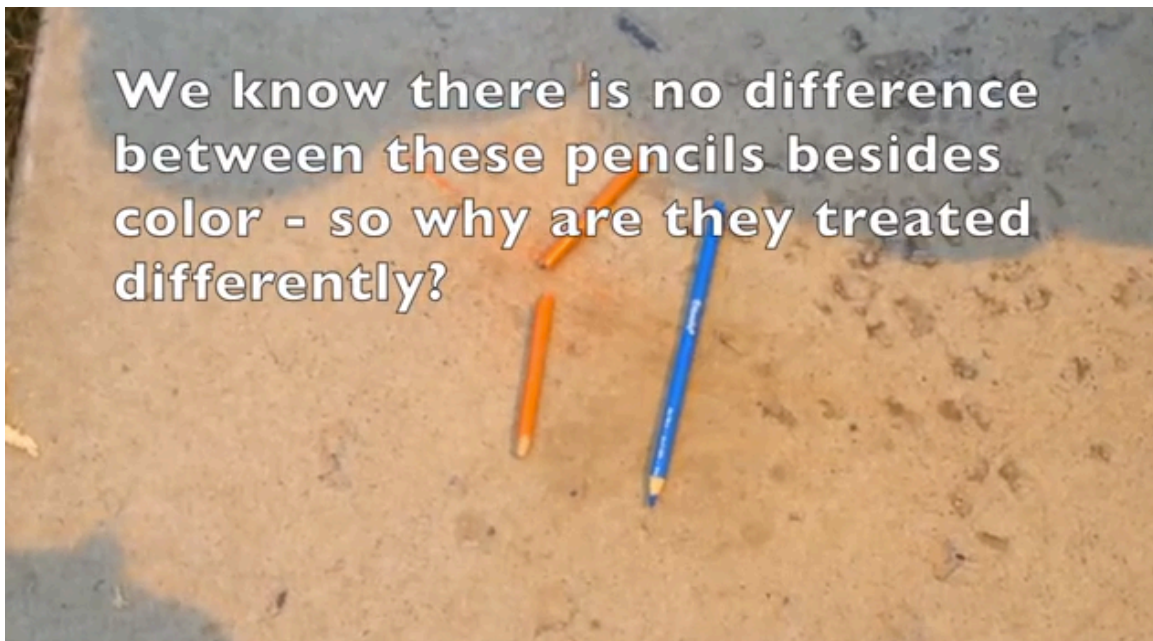
WebQuest

From Self-Awareness to Collaboration



The WebQuest I created this semester was an amazing opportunity to put forth ideas that I believe to be meaningful in the art classroom. Using my concept of Cultural Awareness, I teamed up with a partner focused on Collaboration. Together we developed a website that utilized ideas related to our concepts. Starting with a guided visualization, the students began by cultivating memories of self-awareness, and then moved into groups to share and collaborate on these ideas. Then, the students, collaboratively, began creating a project that honored a moment unique to each individual's lives. Not only did this project focus on the importance of individuality, but it shed light on the need to work with others in order to better understand the self.

Exquisite Engendering ReMIX



The Exquisite Engendering ReMIX Video project pushed students to develop short videos that interpret notions of race and gender in our world today. My video, inspired by Jane Elliott's "Blue Eyes Brown Eyes" social experiment, compared a blue and orange pencil; the blue pencil is subject to our cultures understandings of white privilege, while the orange pencil is subject to the oft treatment of minorities. This video, created for a 4th grade audience, personifies these colored pencils in order to make example of the irrational injustices some face solely because of their skin, sex, or orientation.

Curate Exhibition

When dealing with concepts that have been perpetuated throughout history and left to endure in the shadows of social consciousness, it can be difficult to find words that honestly shed light on unfortunate truths. Art acts as a theme to bring awareness to these ideas through metaphor, impacting audiences mentally, emotionally, and spiritually. This metaphorical expression allows for the unification of ideas across cultures in a way that language cannot. Art exposes societal issues by unabashedly exploring them and displaying these problems through words, movement, and visual forms – affecting masses by pushing them to rethink notions and finding personal truths. This exhibition does just that – through video, students have investigated these cultural ideas, articulating themes through the use of various mediums seen in visual culture and daily life. Working collaboratively, students from Penn State have created original works, which then have been deconstructed and reconstructed in the hands of students at UNC to convey ideas unique to all of the people who have encountered these works throughout this process. The works comprised in this development bring awareness to cultural issues surrounding notions of race, gender, and love – seeking to push audiences to do the same.

Taking ideas as complex as racism and putting them in terms for a 4th grade audience was an eye-opening undertaking, especially after spending an entire semester discussing these ideas at a collegiate level. Nonetheless, if you truly understand something, then you are able to describe it in its simplest terms, thus I created a video that I hoped to enhance audiences awareness to these injustices. Having discussion with a professor at PSU and a 4th grade student, back-to-back, was a refreshing way to develop my verbal abilities when discussing such topics, along with opening my eyes to the amazing abilities of young kids - in grasping such complexities.