



ARTE 670: TECHNOLOGY IN ART EDUCATION

SPRING 2016 / 4:30- 7:30 pm / TUESDAYS / ROOM 205

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OFFICE HOURS THURSDAYS / 12:30-2:30 OR BY APPT

COURSE DESCRIPTION: Semester course; 3 lecture hours. 3 credits. The students examine diverse aspects of new technologies in relation to art programs. These aspects include media and computer-assisted learning, and applications of computer graphics and other technology to artistic expression.

READINGS:

Pdfs or links will be provided for all readings via the shared Google Drive.

REQUIRED MATERIALS:

Storage device (USB drive recommended); a computer with Internet access; lab time for software access- all software we will use [for our needs] has an open-source or free sibling.

COURSE CONTENT: The course is an introduction to the content of three whole majors (new media [production] new media [history & theory], and instructional technology). This course considers "new media" as the many modes of media available for the communication of ideas- including modes incorporated by visual culture/mass media/contemporary artists. Topics to be explored include: identity, intersubjectivity and community, social networking, political activism, edutainment, gaming, dialogue, access, sharing, ownership, and influence.

To cover these topics, the course will embrace a performative philosophy of TAKE/BREAK/MAKE, as inspired by filmmaker, activist, and educator OK Keyes.

COURSE OBJECTIVES:

At the end of this course, the student will be able to:

- ✓ accurately articulate arguments and perspectives about the history and theory of new media
- ✓ demonstrate a familiarity a wide variety of electronic tools and their functions
- ✓ aptly present and facilitate class discussion about a thematic topic with contemporary new media
- ✓ use new media tools to address a topic/issue/project with visual art
- ✓ verbally describe and visually display the results of such project
- ✓ write knowledgeably, based on research, about aspects or questions related to new media
- ✓ discuss with knowledge and understanding of technology and artistic copyright laws
- ✓ discuss knowledge and understanding of safety

Online Resources Relevant to the Course

Steve Wilson "Information Arts": <http://userwww.sfsu.edu/~infoarts/links/wilson.artlinks2.html>

PBS Off---Book Videos: <http://www.youtube.com/user/PBSoffbook/featured>

Histories of Media Art, Science and Technology:

http://www.mediaarthistory.org/?page_id=91.

Database of Digital Installation Art: <http://www.virtualart.at>.

Rhizome has played an integral role in the history, definition and growth of art engaged with the Internet and networked technologies: www.rhizome.org

Media Art Net. It encompasses both ZKM and Arts Electronica resources (Germany and Austria):

<http://www.medienkunstnetz.de/mediaartnet>.

Institute of Advanced Media Arts and Sciences, Japan: http://www.iamas.ac.jp/index_E.html

Intercommunication Center, Tokyo (the pioneer in digital art exhibitions):

<http://www.ntticc.or.jp>

Raqs Media Collective and SARAI Initiative (India): <http://www.sarai.net>

New Media Art and the Political/Activist Relevance: <http://www.we---make---money---not--- art.com/>

Creative Tools for Critical Times: http://ct4ct.com/Main_Page

Daniel Langlois Foundation: <http://www.fondation---langlois.org>

Walker Art Center Gallery 9: <http://aen.walkerart.org>

LIST OF NEW MEDIA ARTISTS

Web artists: Superbad Vuk Cosic	Video Artists: Tony Oursler Pipilotti Rist Matthew Barney Eija-Liisa Ahtila Sadie Benning Force Field Bill Viola Nam June Paik	Eduardo Kac Golan Levin Sharon Daniel EbOY Martin Wattenberg S.W.A.M.P. Camille Utterback Institute for Applied Autonomy Cory Arcangel Rafael Lozano-Hemmer Jonathan Harris Natalie Jeremijenko Daniel Rozin David Rokeby Ken Rinaldo	Kelly Dobson f18 Institute for Art, Information & Technology Graffiti Research Lab Mark Hauenstein Kelly Heaton Katherine Moriwaki Natalie Bookchin D. Fox Harrell Scott Snibbe Toshio Iwai Anthony P. Luensman
Game artists: Jason Rohrer Tale of Tales Michael Molinari Anna Anthropy Jonatan Söderström	Multimedia Artists: Paper Rad Paul Chan Critical Art Ensemble Paul Pfeiffer		
Sound Artists: Alyce Santoro Tod Machover Yuri Suzuki Brian Eno			

COURSE STRUCTURE & ASSESSMENT:

This course is a seminar class in which students are expected to participate fully; this includes coming to class prepared for class with the reading and all assignments completed. The course is only as strong as its participants.

Horizon Report Response Paper

(DUE: Jan 26; 5% of final grade) Please read carefully and consider one of the Horizon Reports located in the shared Google Drive Folder. Please address the following in a 2-3 page paper: a) comment on the usefulness of this document for an art educator, b) which ideas were the most thought-provoking for you? Why? c) Refer to specific examples you find interesting, intriguing, or troubling. This paper should be typewritten, double-spaced, and 2-3 pages in length. All references and sources should be cited according to APA 6th edition (see the owl @ purdue <http://owl.english.purdue.edu>)

Reading Discussion Facilitation

(20% of your final grade) Twice during the semester, with a partner, you will lead a one-hour discussion of the readings in class. Creativity in this facilitation is encouraged! Please stick closely to the texts and bring in outside resources as necessary to explore particular ideas or important points. The goal of "facilitation" is to make discussion EASY for the class. You will be assessed on your ability to encourage class participation (i.e. questions are key!), your attention to

Skill Shares

(10% of your final grade) You will sign up for a 30 minute block to share a technology skill you learned from the list in the shared Google Drive folder. Sign up directly via that document. You may think creatively about how you teach this skill. When you sign up for a block, you must know what skill you are planning to share. You need to sign up by February 2.

Because linear story-telling and game design via TWINE (twinery.org) is perhaps the most unfamiliar medium we will be working in, we will also be doing short "skill shares" during the semester, each focusing on the seven most fundamental programming commands of twine.

You will each be leading game skill shares! After signing up for specific dates/skills, you will visit the Twine wiki (twinery.org) and familiarize yourself with your selected command to teach the class. **In addition, you must share with the class a piece by a traditional-media artist that relates – literally, or metaphorically – to your skillshare topics (syntax, tag, link, expression, variable, function, macro)**

Twine Interactive Story

(Due: May 3; 15% of final grade) You will track your progress this semester via an interactive narrative journal using Twine (available open source @ www.twinery.org) Each week you'll be responsible for producing 3 responses: 1) to the readings 2) to the technology and 3) to your growth as an art educator through technology. These responses can be relatively brief and should be written narratively and from the first person. Responses will be turned into your interactive story due at semester's end. Consideration of prose, concision, humor, honesty, and readability are musts.

Until you are ready to start building your twine, I suggest keeping your weekly reflections in a word document to easily cut, paste, and edit later. DO NOT wait until the twine skill shares are complete before starting your reflections.

Collective Storytelling: Image and Sound (Collaboration with RCJC- VCU Service Learning)

(Due March 15; 25% of your final grade) We will collaborate with the residents at the Richmond City Justice Center (RCJC) this semester on a digital storytelling project. For 6 weeks we'll be meeting at the city jail, working in teams, to produce short experimental films. You will work alongside the RCJC residents to produce Scripts, Storyboards, Shot Lists, and the Soundtrack for your films. You, as VCU students, will be primarily responsible for the visual images while the RCJC students will work with University of Richmond professor of Music Andy McGraw to produce the soundtracks for the films and we'll collaboratively edit the films.

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| ✓ Basic Production Attributes to Cover: | ✓ Angles |
| ✓ Rule of Thirds | ✓ Sequencing |
| ✓ Framing Shots | ✓ Continuity |
| ✓ Titles, IDs, Pull Quotes | ✓ Clarity |

Stop-Motion Animated Response to Service Learning Experience

(10% of Final Grade; Due March 29)

As a form of response to your service learning experience, you will produce a short (2-5 minute) stop motion animated movie addressing the question WHAT DO YOU KNOW? (your response should be directly related to your experiences at RCJC, but could/should also take a more philosophical swing at "the institution" (according to Foucault), human nature, challenging assumptions, teaching, communities, etc)

VCU Statement of Service-Learning

Service-learning at Virginia Commonwealth University is a course-based, credit-bearing educational experience in which students participate in an organized service activity that meets community-identified needs. Service activities may be direct (e.g., mentoring youth, volunteering with patients, working in community gardens) or indirect (e.g., creating research reports, designing online or print materials); may be individual or group-based; may occur either on- or off-campus; may be scheduled at varying times of the week/day; may be focused in different parts of the city; and may involve a variety of community organizations. Individual service-learning classes do not offer all of these options. Students are expected to familiarize themselves with the service activity options that are available in this class and to select from the available options the option that best suits their needs and interests. Students in all VCU service-learning classes participate in reflection activities that are designed to increase students' understanding and application of course content and to enhance their sense of civic responsibility.

Website Production

(Assignments throughout the semester. Final project due on April 26th; 15% of your final grade). Students will create a website that expresses and affords exploration of their artistic and teaching practice. The site must be thoughtfully designed and articulate your individual sensibility as an artist and an educator. As part of your web site, you will also create web content for learning, considering a big idea of your choosing.

- ✓ Online portfolio (personal work, teaching philosophy, resume/cv).
- ✓ Developed from an essential question, create meaningful content using a big idea for an online art unit.
 - Create at least 5 lessons/activities for your unit.
 - Include at least 3 contemporary artists as part of your unit in some way that relate to your essential questions and big idea.

Class Preparedness and Participation

(10% of your final grade). "A" students go beyond and above course expectations. They are overly prepared for each week's class and actively participate in class (and perhaps out of class) discussions. They are sensitive to class dynamics and moderate their behavior to maximize educational value for the class as a whole. They have no more than one absence. "B" students exceed expectations and demonstrate cooperation and initiative. They are well-prepared with all the readings and miss less than 2 classes during the semester. They contribute thoughtfully to class discussion when asked. "C" students meet expectations. They convey a lack of attention to the readings and do not make substantive contributions to the class discussion. Lack of demonstrated grappling with course materials may result from absences or lack of active class participation. "D" and "F" students fail to meet course expectations in varying degrees.

Final Self-Reflection Paper

(Due May 7; 5% of your final grade) In 3-4 pages, reflect on your growth and development as an art educator through your exploration of technology in this course. Draw on specific readings, course activities, assignments, peer ideas, etc. that shaped your experience in the course and your thoughts about the future with regards to art, education and technology. This paper should be typewritten, double-spaced, and 3-4 pages in length.

All sources should be cited according to APA 6th edition.

ATTENDANCE POLICY:

Attendance at all seminar sessions is expected. More than one absence will result in a lowering of your final grade, unless there is legitimate documentation and the student makes up all work and responsibilities. Two late arrivals or early leaves equal one absence.

A Due Date means an assignment is due on that date. Any late assignment will be docked a full letter grade.

Electronic mail or "email" is considered an official method for communication at VCU because it delivers information in a convenient, timely, cost effective and environmentally aware manner. Students are expected to check their official VCU email on a frequent and consistent basis in order to remain informed of university-related communications. The university recommends checking email daily. Students are responsible for the consequences of not reading, in a timely fashion, university-related communications sent to their official VCU student email account. This policy ensures that all students have access to this important form of communication. It ensures students can be reached through a standardized channel by faculty and other staff of the university as needed. Mail sent to the VCU email address may include notification of university-related actions, including disciplinary action. Please read the policy in its entirety: <http://www.ts.vcu.edu/kb/3407.html>

Campus emergency information

What to know and do to be prepared for emergencies at VCU:

- Sign up to receive [VCU text messaging alerts](#). Keep your information up-to-date. Within the classroom, the professor will keep his or her phone on to receive any emergency transmissions.
- Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.
- Listen for and follow instructions from VCU or other designated authorities. Within the classroom, follow your professor's instructions.
- Know where to go for [additional emergency information](#).
- Know the emergency phone number for the VCU Police (828-1234).
- Report suspicious activities and objects.
- Keep your permanent address and emergency contact information current in eServices.

Class registration required for attendance

Students may attend only those classes for which they have registered. Faculty may not add students to class rosters or Blackboard. Therefore, if students are attending a class for which they have not registered, they must stop attending.

Honor System: upholding academic integrity

The VCU Honor System policy describes the responsibilities of students, faculty and administration in upholding academic integrity, while at the same time respecting the rights of individuals to the due process offered by administrative hearings and appeals. According to this policy, "Members of the academic community are required to conduct themselves in accordance with the highest standards of academic honesty and integrity." In addition, "All members of the VCU community are presumed to have an understanding of the VCU Honor System and are required to:

- Agree to be bound by the Honor System policy and its procedures;
- Report suspicion or knowledge of possible violations of the Honor System;
- Support an environment that reflects a commitment to academic integrity;
- Answer truthfully when called upon to do so regarding Honor System cases;
- Maintain confidentiality regarding specific information in Honor System cases."

More information can be found at in the [VCU policy library](#) under the Education and Student Life tab.

Important dates

You can view important dates for the semester in the [academic calendar](#).

Mandatory responsibility of faculty members to report incidents of sexual misconduct

It is important for students to know that all faculty members are mandated reporters of any incidents of sexual misconduct/violence (e.g., sexual assault, sexual exploitation and partner or relationship violence). This means that faculty cannot keep information about sexual misconduct/violence confidential if you share that information with them and they must report this information immediately to the university's Title IX Coordinator. In addition, department chairs, deans, and other unit administrators are required to report incidents of sex or gender-based discrimination to the university's Title IX Coordinator.

Confidential reporting sources include staff in Sexual Assault and Domestic Violence at the Wellness Resource Center, University Counseling Services and University Student Health Services. The Policy on Sexual Misconduct/Violence and Sex/Gender Discrimination - Interim, can be found in the [VCU Policy Library](#).

Military short-term training or deployment

If military students receive orders for short-term training or for deployment/mobilization, they should inform and present their

orders to Military Student Services and to their professor(s). For further information on policies and procedures contact Military Student Services at 828-5993 or access the corresponding policies.

Student conduct in the classroom

According to the [Faculty Guide to Student Conduct in Instructional Settings](#), "The university is a community of learners. Students, as well as faculty, have a responsibility for creating and maintaining an environment that supports effective instruction. In order for faculty members (including graduate teaching assistants) to provide and students to receive effective instruction in classrooms, laboratories, studios, online courses, and other learning areas, the university expects students to conduct themselves in an orderly and cooperative manner." Among other things, cell phones should be turned off while in the classroom. The Student Code of Conduct also prohibits the possession of or carrying of any weapon. For more information see <http://register.dls.virginia.gov/details.aspx?id=3436>.

Student email policy

Email is considered an official method for communication at VCU because it delivers information in a convenient, timely, cost-effective, and environmentally aware manner. Students are expected to check their official VCU email on a frequent and consistent basis in order to remain informed of university-related communications. The university recommends checking email daily. Students are responsible for the consequences of not reading, in a timely fashion, university-related communications sent to their official VCU student email account. This policy ensures that all students have access to this important form of communication. It ensures students can be reached through a standardized channel by faculty and other staff of the university as needed. Mail sent to the VCU email address may include notification of university-related actions, including disciplinary action. Please read the policy in its entirety at the [VCU Policy Library](#) under the Education and Student Life tab.

Student financial responsibility

Students assume the responsibility of full payment of tuition and fees generated from their registration and all charges for housing and dining services, and other applicable miscellaneous charges. Students are ultimately responsible for any unpaid balance on their account as a result of the University Financial Aid Office or their third party sponsor canceling or reducing their award(s).

Students representing the university – excused absences

Students who represent the university (athletes and others) do not choose their schedules. Student athletes are required to attend games and/or meets. All student athletes should provide their schedules to their instructors at the beginning of the semester. The Intercollegiate Athletic Council strongly encourages faculty to treat missed classes or exams (because of a scheduling conflict) as excused absences and urges faculty to work with the students to make up the work or exam.

Students with disabilities

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, require that VCU provide "academic adjustments" or "reasonable accommodations" to any student who has a physical or mental impairment that substantially limits a major life activity. To receive accommodations, students must register with the Disability Support Services Office on the Monroe Park Campus (828-2253) or the Division for Academic Success on the MCV campus (828-9782). Please also visit the [Disability Support Services website](#) and/or the [Division for Academic Success website](#) for additional information.

Once students have completed the DSS registration process, they should schedule a meeting with their instructor (s) and provide their instructor (s) with an official DSS accommodation letter. Accommodation letters will outline the required classroom accommodations. Additionally, if coursework requires the student to work in a lab environment, the student should advise the instructor or a department chairperson of any concerns that the student may have regarding safety issues related to a disability. Students should follow this procedure for all courses in the academic semester.

VCU Mobile

The VCU Mobile application is a valuable tool to get the latest VCU information on the go. The application contains helpful information including the VCU directory, events, course schedules, campus maps, athletics and general VCU news, emergency information, library resources, Blackboard and more. To download the application on your smart phone or for more information, please visit <http://m.vcu.edu>.

Withdrawal from classes

Before withdrawing from classes, students should consult their instructor as well as other appropriate university offices. Withdrawing from classes may negatively impact a student's financial aid award and his or her semester charges. To discuss financial aid and the student bill, visit the [Student Services Center](#) at 1015 Floyd Avenue (Harris Hall) and/or contact your financial aid counselor regarding the impact on your financial aid.