Course: Advanced instructional strategies for the digital classroom
Assignment 1: Collaborative project
Name: Klaas Joris Schut

Project/Activity title	BuurtArt (Art in the neighborhood)
Assignment created by	Klaas Joris Schut
Targeted Grade Level	Students are in the first or second year of secondary education in the Netherlands (ages 13-14). For practical reasons, it is preferred they are living in a city. However, it is possible they live on the countryside (but this will require some additional effort from the teacher). The project will be part of art classes. This is not a mandatory class in the Netherlands. Schools may decide for themselves if they offer this class. However, if it is offered, it is very likely it is compulsory in the first years of secondary education.
Overview of the project	In the project students will develop they own virtual art project placed in a real location. It will merge the digital world with the real one through the use of augmented reality (AR)[1]. They will showcase on location their art (through AR) including supplementary information about the creation of the project. The project takes four weeks to complete and can be run at every moment of the year (although late spring or the beginning of summer is preferred as students need to go outside the classroom a couple of times). During the project students will use an app[2] on a tablet. Using this device, students will locate a suitable place for, do research on the location of, create and upload their artwork[3].
Student Learning Outcome	In this project the following student learning outcomes will be realized: - The student can contribute to the local environment from his/her

---

[1] In augmented reality virtual objects can be placed in the real world to augment it. This is done by combining GPS data or pattern recognition software with virtual objects. These objects are only visible by users who combine hardware with a camera (eg, cell phone, tablet or Google glass) with special software. Objects are uploaded to a server and are accessible to everyone who uses the software. For more information see:

[2] Currently this app is under development. For a web-based prototype see: www.jorisschut.nl/buurtart/0 (student version) or www.jorisschut/buurtart/docent1 (teacher version). Both the student and teacher versions are in Dutch (country of origin of the author).

[3] The term artwork refers in this document to the virtual artwork that is created in the project and placed virtually (trough AR) in the real world.

	own identity - The student shows engagement with his/her local environment These goals are in line with the goals of civic education in the Netherlands Besides these the following long term national learning goals will be realized (according to the Dutch curriculum for lower secondary education)[4]: - Core competence 36: developing opinions - Core competence 38: basic geographical knowledge - Core competence 39: doing research - Core competence 40: using historical sources - Core competence 42: insight in the local environment - Core competence 43: knowledge about cultural differences in the Netherlands - Core competence 48: creating artwork - Core competence 49: presenting artwork
Project/ Activity Description (No more than two pages of text long)	In the project, students will create a digital artwork which will be placed in a real location using augmented reality. They will do so using a app (prototype under development) which will guide them through four steps: identifying a location for the artwork, background research and moodboard creation, creating the artwork and placing the virtual object in an actual location.
Reason for creating, improving, or changing the activity	The project is created as secondary schools are obliged by law to work on civic competences. However, schools may decide for themselves how they bring this into practice with very limited governmental control. Usually this is done trough part of history classes. However, as there is very little control on the realization of this part of the curriculum, schools have a tendency to skip out on this. By providing a project that brings this part of the required curriculum alive and combining it with an unusual class (art) (while maintaining that part of the curriculum), it is hoped more schools will realize this part of the curriculum better.

---

[4] These goals are to be addressed in the first three years of secondary education. Schools may decide for themselves how they will address these.