

**Online Learning Environment:**

**Graffiti**

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**Strategies for Online Teaching**

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**Description: Graffiti**

This Graffiti unit is designed to introduce the concept of graffiti to 5<sup>th</sup> grade students. The students will get a basic introduction to Graffiti in New York City in the 1980's through an online lecture and a YouTube video. The main concept is to encourage the students to use critical thinking skills to analyze whether they think graffiti is vandalism or art. They will consider the impact graffiti has on New York City and the subway system. The students will then use this information to transition into an art making lesson that identifies specific techniques used by graffiti artists. The students will watch a teacher led instructional video on the different techniques to designing a graffiti style name design. Once the student have an understanding of the requirements they will use a website to create an original name design using graffiti techniques. Once their artwork is done they will share it with the other students and participate in an online critique of each others work. The online component of this unit will be supported with in class instruction and a final hand drawn and colored graffiti design. This OLE is just the first part of the graffiti unit.

**TPACK**

TPACK is where the three primary forms of knowledge: technological, pedagogical and content all become interconnected to produce an effective learning environment for students. There is not set way for TPACK to work in every situation but a sound efficient learning platform must consider incorporating all elements of the TPACK model. In this graffiti OLE I have chosen to use Google Classroom as my platform to launch this graffiti lesson. With in Google classroom I am using Google forms for data collection and assessment as well as Google slides to deliver my instruction. I chose Google because it is the same platform that all the

students in my building use starting in kindergarten. I know that each one of my students will be proficient in using it thus they will be able to focus on the content of the lesson and not on learning how to use the technology.

### Content for TPACK

This unit was chosen for several reasons. First, it is a subject that the 5<sup>th</sup> grade students are both familiar with and interested in. I will use the student's interest to explore the historic, cultural, and artistic components of graffiti art. The students will also learn about the consequences of graffiti and the impact it can have on a community. The students will also learn about graffiti terminology and techniques that they will have to incorporate into a name design project. The unit will focus on Ohio Visual Arts Standards (PE Perceiving/Knowing, PR Producing/Performing, RE Responding/Reflecting)

### Pedagogical for TPACK

For the OLE I intend to use direct instruction, modeling, websites, videos and artwork critiques. These teaching strategies will be incorporated into the OLE. Students will receive the information in different ways to ensure that their specific learning styles are met. The information will be accessible for students to view as many times as they need. The art critiques will be on Padlet which allows students to post their original designs along with the other students. This is one great way to incorporate Technology, pedagogy and content to meet one of the Ohio Visual Arts Standard, RE Responding/Reflecting.

### Technology for TPACK

I am using a few different options for the technology component of this unit. I have recorded a lecture introducing graffiti and how it developed in NYC. Within this recorded lecture are visual images as well as guiding questions that I can have the student go back to and reflect on the information in the presentation. These are higher level questions that require the students to apply abstract concepts to the information in the presentation. I am also going to use Padlet to help students stay connected to each other and have an outlet to explore their abilities to critique others work. Padlet gives me a direct connection to the students designs and allows for them to see feedback from me and their peers. Google Classroom is the platform the students will be using and I am incorporating Google slides and Google forms. All my assessments will be done using Google forms so that I can quickly collect the data and give timely feedback. This will also allow me to track student progress and ensure student understanding. I will include website links and utilize YouTube. By varying the technology I can reach the different learning styles of my students and incorporate the technology element of the TPACK model.

### **Design and Development**

#### **Students will be able to:**

- Describe in a few sentences their opinion about whether graffiti is art or vandalism.
- Communicate through writing their opinion about the effects graffiti has on a community.
- Describe why painting on trains can be dangerous.
- Create an original graffiti style name design that incorporates at least 3 of the following techniques: Coat/fill, Tween, Outline, In-line, Highlight, fade using the graffiti creator website.
- Objectively critique other student's graffiti designs.

**The unit design**

- Pre-Assessment (Google Form)
- Direct instruction (Google Slides)
- Assessment of direct instruction (Google Form)
- Addition information via YouTube video
- Teacher led demonstration on graffiti terms and techniques
- Application of graffiti terms and techniques via Graffiticreator.net
- Student critiques via Padlet
- Post Assessment (Google Form)

The design of this unit was a systematic approach to presenting the information. The students work from the top down one module at a time. Each step of the process in Google classroom builds on the previous one. This way the students can make sure they understand the module before moving on. The assessments are integrated into the flow to ensure student understanding. Since the assessments are built into the OLE I can monitor student progress and check for completion.

This OLE is going to be the first part of a unit on graffiti. The OLE will introduce the main aspects of graffiti to the students prior to completing a 12x18 graffiti style name design based off of the students design done on Graffiticreator.net. The student will have to reproduce the computer design using a grid layout that will be explained in the traditional classroom. By using an OLE for the introduction of this unit students will be exposed to the information prior to starting the classroom artmaking portion. Students will also be able to refer back to the information in the OLE. This OLE and the preceding artmaking lesson will be complemented by an OLE language arts lesson designed by Biz Rinkes. The same rubric used in language arts class will be used to assess the students opinion based answers. This cross curricular connection will help the students make bigger connections and use their higher level thinking skills.

