

TitlE of SEssion: ArtsSitEs - Visual Composition/Visual LitEracy

ModErator: BJ BErquist

GuEst SpEakErS: KEvan NitzbErG and Jason OhlEr

TitlE of FilE: 20041104artssitEsvislit

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[Editor's NotE: Jason OhlEr modElEd thE capitalization of all lEtTEr E's to EmphasizE E-Learning. The first few lines of this transcript have bEEEn EditEd to rEflect Jason's mEssagE. This Edit makEs for challEnging rEading ;-).]

Room: AftEr School OnlinE Room

BJ: WelcomE to today's ArtsSitEs discussion, EvEryonE!

DEborahAH: Thank you

BJ: wE havE a spEcial trEat in storE for you...

ZhuL: thanks!

JasonohGst5: KEvan - good to sEE you

KEvanN: You 2 Jason - it's bEEEn awhile

BJ: KEvan NitzbErG and Jason OhlEr arE going to bE prEsEnting Visual LitEracy
TracyLM joinEd thE room.

BJ: wE usually start all thE discussions in TappEd In with introductions

DEborahAH: hEllo TracEy, glad you arE hErE

KEvanN: Of coursE visual litEracy doEsn't guarantEE good typing skills...lol!

BJ: tElting us who you arE and what you tEach

KEvanN: wElcomE Tracy

TracyLM: I am a prEsErvice tEachEr at thE UnivErsity of Houston

TracyLM: Thanks

TracyLM: ElEmEntary Education

BJ: I'm an art tEachEr in a juvEnilE corrEctional facility in PEnnsylvania

JasonohGst5: You arE?

JasonohGst5: I didn't know that... fascinating

DEborahAH: I am TracEy's classmatE

NEriL: I'm an art Education studEnt at northErn Arizona univErsity

ZhuL: I'm a nEW doctoral studEnt in instructional systEms at FSU

KEvanN: I am a high school art tEachEr in MN and thE currEnt prEsidEnt of our statE
art Educators organization, in addition to bEing an ArtsConnEctEd trainEr (I run our
monthly workshops on TappEdin)

JEanCh: I am a grad studEnt, intErnEt tEchnologiEs and an art Education tEachEr, (not
tEaching:()

SusanR: I am a K to 8 Occasional TEachEr (substitutE) from Ottawa, Ontario Canada

KEvanN: It will comE JEan

KEvanN: Eh Canada!

JasonohGst5: I have one of those titles these days that won't fit on a business card:
President's Professor of Educational Technology and Distance Learning at the University
of Alaska

AmyTr joinEd thE room.

KevanN: wasn't that Alaska Southeast at one point?

BJ: Hi, Amy. Just in time for introductions!

KevanN: welcome Amy

AmyTr: Hi

JasonohGst5: My office is in Alaska SE (Juneau area) but I know work directly for the statewide president of the university

AmyTr: I am a Pre-K teacher from Louisiana.

BJ hands the virtual floor over to Kevan and Jason

KevanN: moving up in the world Jason!

KevanN: lol...

KevanN: Well, I would like to start by saying that my interest in all of this....

JasonohGst5: Sometimes I think the fancy new position is how they got me out of the way so they could regress into less innovative times... NCATE arrived at our university and I wanted out

KevanN: was a direct result of Jason's article on 'Art Becomes the 4th 'R' back in 2001

KevanN: politics aside...(grins)

ZhuL: what is NCATE by the way [Ed. Note: National Council for Accreditation of Teacher Education <http://www.ncate.org/>]

KevanN: Is everyone familiar with the article?

ZhuL: I just read it yesterday

DeborahAH: No, I am sorry

TracyLM: No

NeriL: NO, I'm not

AmyTr: No

JeanCh: no

ZhuL: reading, writing, arithmetic and art

KevanN: well, it is posted in my office on Tapped In

TracyLM: I will check it out later

AmyTr: Thanks for the information

KevanN: Jason, you want to give them a quick overview?

JasonohGst5: and if you are in a video mood, you can hear me rant and rave about art the 4th R in a few short video clips at my website www.jasonohler.com ... select "Keynote video clips"

KevanN: good clips - I shared them with my video / computer class

NeriL: I'd like to check it out

KevanN: You can click on the highlighted script in the text here

KevanN: but do that later....we have much to discuss

JasonohGst5: In a sentence (or two) if we are going to tell our students to create a web page rather than write a term paper (and I am not saying all term papers should be replaced by web pages), what are the literacies that impinge on such an assignment..

JasonohGst5: there are many

JasonohGst5: but if I had to lump them into one

JasonohGst5: I would call it "art"

JasonohGst5: in fact, I would say that most new technologies that impact literacy - that is, our ability to communicate as creators and consumers of information - will require an artistic and design understanding

JasonohGst5: to me it is no longer a case of whether or not art is the next widespread literacy that crosses the curriculum

JasonohGst5: it is a question of what we want to do about it.

JasonohGst5: done

KevanN:those literacies including visual still images, video, animations, sound, text,....thanks!

JasonohGst5: and whatever else is coming our way

KevanN: So, part of what we bring to the visual literacy table as a part of that.....

JasonohGst5: VR, holography, haptics

JasonohGst5: etc

KevanN: includes the understanding of the elements of art and the principles of design....

KevanN: something that without which....

KevanN: computer 'hacking' students.....

KevanN: never end up with the aesthetic piece that makes the work effective

KevanN: In my tech classes...

NeriL: I agree

KevanN: I have 2 populations of students....

KevanN: the art studio ones...

KevanN: and the computer gamers.....

JasonohGst5: what is scary to the average teacher is "how do I assess this?" What is the "grammar" of art? How do I use old paradigms (for example writing rubrics) and yet add what I need to, which is by necessity going to be new

KevanN: each bring different skills to the class....

ChristiGst25 left the room.

NeriL: creating the text is one thing but making it aesthetically pleasing is another

KevanN: that's true.....so an understanding of what is intrinsically important to visual composition is critical

ZhuL: AGREE!

TracyLM: I agree

JasonohGst5: carry on... am attending to something ... will only take a moment

DeborahAH: how do you assess or grade aesthetics?

KevanN: the elements / principles of art provide a portion of that definition

KevanN: Are these terms familiar to all?

JeanCh: the elements of design, how a page is constructed, who is the audience, the goal and purpose

NeriL: yes

DeborahAH: yes

AmyTr: Yes

ZhuL: yes

TracyLM: yes

JeanCh: yes

KevanN: right - and they can be broken onto a variety of terms that reference different things in the design process

KevanN: I have a reference for you to look at later on that will help in visualizing these concepts....

TracyLM: great...that will be helpful

KevanN: That reference can be found by going to ArtsConnected - perhaps we can go there now quickly while Jason is occupied.....

ZhuL: okay

KevanN: Click here and come back <http://www.artsconnected.org>

JasonohGst5: back

KevanN: Click on the Art Gallery icon

KevanN: and then click on the Artists Toolkit

JasonohGst5: am at the website and immediately want to play...great site!

KevanN: There you will find a series of animated features that illustrate the elements and principles quite efficiently

KevanN: Great Jason - play away!

BJ . o O (Kevan leads a monthly session on the ArtsConnectEd site here in Tapped In)

KevanN: But let's return to the discussion quickly

JasonohGst5: To me, a number of the issues that face art now are political and economic...

JasonohGst5: that is

DeborahAH: UH teaches art to its early education students

JasonohGst5: How do we make art a real literacy within a school context?

TracyLM: How cool...what a neat site

DeborahAH: we have to learn the elements, and styles

NeriL: how do we begin to confront these political and economic battles?

KevanN: Yes it is - as BJ noted, I run a monthly workshop here on its various features

JasonohGst5: Once it is a literacy, it will never go away. We don't debate whether to have the 3Rs in our schools...as core literacies, they are a given... art needs to have the same status

KevanN: And with the available technology, it has become more of a mandate than an extra

JeanCh: we need to integrate the arts into core curriculum...

AmyTr: I agree

NeriL: the importance of interdisciplinary aspects of art ed must be stressed

BJ: I think ArtsConnected is a great way to start introducing art as literacy. Kevan is using the interface to present his ideas at a conference on Saturday

JasonohGst5: We need to replicate the "reading across the curriculum" "writing across the curriculum" and "math across the curriculum" movements with "art across the curriculum"

JasonohGst5: that is

DeborahAH: I see it as a very natural integration into the curriculum

JasonohGst5: it needs to be seen as a literacy that is used everywhere, not just art class

NeriL: YES

BJ . o O (and BJB, a good friend of mine, leads a monthly Arts and Literacy discussion here in Tapped In)

TracyLM: I had never thought about it, but feel your suggestions have great merit

KevanN: But keep in mind that it should not be an excuse for doing away with the art class

KevanN: a very good friend, BJ...lol!

BJ chuckles

DeborahAH: that is true

JeanCh: what are your ideas? have you had success with this in Minnesota?/

BJ: there are archived transcripts of artsconnected and arts and lit at

www.tappedin.org/transcripts

JasonohGst5: as crass as it sounds, we need to make very clear the connection between being literate in art, and employment

KevanN: I have found that there is a tremendous thirst for students to be able to integrate the technology with the visual arts but there is a decided lack of instructors making the jump

JeanCh: that would be me/

TracyLM: I would agree

KevanN: We have a number of technology based art classes being run for educators - many have been offered in the Twin Cities at the Perpich Center for Arts Education

KevanN: I spent the last 2 summers taking classes in Adobe Photoshop, Director 8.5 (animation, and Final Cut Pro (video editing)

JeanCh: is this digital art, graphic arts technology?/

KevanN: It's a whole new world!

JasonohGst5: Garage Band! Garage Band! Garage Band!

KevanN: yes

AmyTr: Sounds interesting!

JasonohGst5: I LOVE Garage Band!

KevanN: haha! Yes, Garage Band as well!

KevanN: got to have music

DeborahAH: I love adobe photoshop, I wish I had it

JasonohGst5: When I speak I play music by "Dr. O and the Garage Tones" as people file in to sit down. It is me on guitar, Garage Band doing everything else...

KevanN: I have the old 6.0 version on this laptop. We have 7.1 at school

JeanCh: I'm currently working in photoshop cs

SusanR: Garage Band requires a Mac and System X

KevanN: I just got a copy of that but haven't had time to install it - I think I will need a new computer before I can load it as my old G3 (no offense, dear), is beginning to complain a lot lately

KevanN: I am running OSX

TracyLM: I could use a new computer myself

JasonohGst5: And I did my last two books myself in Indesign... I save as PDF and off to the printer they go... saved much money, and simplified the process... also retained all artistic control

DeborahAH: now you are over my head

TracyLM: mine too

NeriL: same here

JasonohGst5: Sorry-

JasonohGst5: Let me simplify-

JeanCh: so we are discussing graphic arts technology and not necessarily fine arts/

KevanN: I just got some inDesign books but they are in that unread pile at the moment

KevanN: the topic is a merge of the 2 I think

JasonohGst5: Books are created in page design layout programs... Adobe has a great one called InDesign ... takes the place of PageMaker in the scheme of things... very easy to use... and it allows me to "e-type set" my own material and send it to the printer

DeborahAH: sort of interior design on the computer

KevanN: the collection that was referenced in the description of this discussion....

JasonohGst5: Good point (about fine art)

KevanN: uses Art Collector to examine and analyze visual composition....

KevanN: here is the address:

JasonohGst5: In much the same way that we don't expect students to be poets, but to (hopefully) appreciate poets, we should definitely have fine art in education

KevanN: <http://www.artsconnected.org/pub/KevanNitzberg22324.cfm>

KevanN: The title of the collection is....

TracyLM: It seems that most students aren't introduced to the fine arts until college

JasonohGst5: We want our students to write clearly, but not necessarily "creatively" ... though I think having opportunities to do so are highly desirable

JeanCh: I have a fine arts background (printmaking and photography) but worked in graphic arts for over 20 years (gulp)

KevanN: Expansion of Visual Literacy Skills Through Visual Composition Analysis

NeriL: instead of college, fine arts needs to begin in elementary grades if not early childhood edu

KevanN: I have been in education for 32 years if that helps

KevanN: teaching that is

DeborahAH: I believe that is true

JeanCh: higher education?

TracyLM: Wouldn't that be a great advantage in today's technological world

DeborahAH: appreciation comes first, then instruction

KevanN: I think that the creative piece is crucial and not all that unattainable (no - K-12)

KevanN: We have to encourage students to think and be able to observe and respond without their worrying about a prescribed 'right' or 'wrong' response

JasonohGst5: I think "average" students should be able to express themselves through art and design to at least communicate clearly in a number of media; if there are creative outlets as well (and I admit to using very stereotypic language here, for which I apologize), all the better

NeriL: I think appreciation comes with instruction

DeborahAH: not with prek to 4th graders

KevanN: Part of Visual Thinking Strategies (VTS) deals with that approach

KevanN: I think that much of my creativity began in 4th grade

JeanCh: elaborate on VTS

ZhuL: yup...elaborate more on VTS

DeborahAH: yes, please

KevanN: Visual Thinking Skills involves having the instructor act as a guide in the classroom.....

JasonohGst5: VTS VTS VTS

KevanN: Guiding the discussion about a piece of art.....

KevanN: having students respond to what they see.....

KevanN: without worrying about artistic correctness.....

NeriL: visual thinking skills can be developed through questioning strategies right?

DeborahAH: that is concurrent appreciation and instruction

TracyLM: respond verbally, or through some outlet?

KevanN: and then through the teacher's repeating the responses.....

KevanN: going more deeply into why they are interpreting what they see the way they see....

KevanN: This puts the emphasis on the response....

KevanN: as opposed to the visual message that the artist might have had in mind

KevanN: In that way....

KevanN: students become empowered to explore the descriptive / sensory elements without really knowing that they are doing is actually quite sophisticated and 'academic

KevanN: Afterwards, and later on in their aesthetic / artistic development....

KevanN: The 'rules' and principles can be more traditionally introduced

KevanN: That refers to the Discipline Based Art Ed. approach

JasonohGst5: Just because metaphors help me, this seems sort of like (though I realize very different) to having students write by focusing on message, and not worrying about grammar until later

ZhuL: why it is called Discipline Based?

JasonohGst5: curious whether I am seeing this clearly

KevanN: Descriptive / Analytical / Technical / Judgment components that are involved in what is know as aesthetic scanning

KevanN: oooops - technical / analytical can be combined....

KevanN: the 4th approach is Interpretive

KevanN: for instance....

KevanN: I can refer to the things that I see as the descriptive part (also known as sensory)....

DeborahAH: that is the highest level in blooms taxonomy

NeriL: thats what came to my mind (Bloom)

KevanN: then I can discuss how the elements and principles are being used in addition to discussing how the work was made.....

KevanN: then I can make assumptions regarding the meaning behind the work based on mood, etc.....

AmyTr: I have to go now. Thanks for the information.

AmyTr left the room (signed off).

KevanN: and finally, through comparing the work to others, make a judgement about its quality, importance, significance, etc.

KevanN: you are welcome

KevanN: too late - ah well

NeriL: these are all things that have been discussed by my art ed professor. it's nice to hear it form others.

KevanN: DBAE really is the advanced application and VTS is much more primary

JasonohGst5: have you written this up, Kevan?

KevanN: In a number of places...lol!

DeborahAH: DBAE is taught at UH also

JasonohGst5: Published? Attainable?

JasonohGst5: Before everyone goes, I just wanted to let you know what my latest adventure is

JasonohGst5: ...I call it the DOW of storytelling

KevanN: DBAE has some shortcomings as it tends to be a bit rigid to apply evenly in all cases...

KevanN: listens to Jason

JasonohGst5: DOW= digital oral written literacy

JasonohGst5: combining them into a coherent whole...email me if you want to know more

KevanN: (all things are attainable)

DeborahAH: are those mutually exclusive?

KevanN: consider me interested (grins)

JeanCh: we have time...continue

BJ . o O (we still have 10 minutes left, Jason..lots of time)

KevanN: all things blend at some point

JeanCh: DOW that is

KevanN: go Jason!

JasonohGst5: It began

JasonohGst5: as a project that I call

JasonohGst5: Putting the Story into Digital Storytelling

ZhuL: how to achieve that?

JasonohGst5: I found that half my students, when given new technology to create a digital story, did a great job, and the other half, well, didn't (is a kind way to put it)

BJ wonders if Jason participated in the NGA digital storytelling workshop this past summer

JasonohGst5: that is, they were focused on the digital and not the story... this addresses the story

DeborahAH: there is more than meets the eye

JasonohGst5: NGA...not sure, but I presented at the Sedona Digital Storytelling Festival

JasonohGst5: interestingly, the purists did not like what I was doing

JeanCh: I bet

JasonohGst5: I used visual mapping for stories, to help plot the emotional flow of a story

TracyLM: sort of like a web?

DeborahAH: that sounds cool

JasonohGst5: it is just one approach, and a good place to start

JasonohGst5: it plots tension, resolution, and character transformation (which is based a lot on Bloom)

JasonohGst5: I have a draft of a book on this if anyone wants a pdf copy

KevanN: Here is a digital story I published on art-themagazine.com: Without a Particular Point of Departure <http://www.art-themagazine.com/pages/insite19.htm>

KevanN: I am interested in a copy, Jason

KevanN: KevanN: sort of revolves around the chaos theory....lolq1

KevanN: lol!

KevanN: finger fatigue

JasonohGst5: anyway, the approach combines a number of things, not the least of which is that no one sits at a computer until they have mapped and orally told a story... then they can have at the technology.... the difference it makes is monumental

NeriL: that sounds really cool

ZhuL: that's cool!

KevanN: ah...sounds like working on a video poem

DeborahAH: my kids would like it

JeanCh: why don't they draw a picture or paint, why technology?

JasonohGst5: the assumption of my students is that they want to use digital technology... in my mind, they could use finger paints, but they have come to me for help with the digital end of things...

KevanN: both are fine, but the technology has a lot to do with their everyday life and necessary skills for working / growing in the 21st century

NeriL: I agree

KevanN: one more tool in the paintbox, as it were...lol!

DeborahAH: and technology is an extension of everything they learn

JasonohGst5: Ideally, every student ends up seeing himself/herself as a hero in their own learning story

KevanN: digital paint notwithstanding...grins

JasonohGst5: They can be victims of someone else's story, or heroes of their own

JeanCh: ok, yes, I agree, the technology is the medium that most kids want to use

KevanN: we need more heroes - too many victims already

KevanN: particularly for kids

JasonohGst5: so, a lot of what I am doing, is exploring the concept of "story" which is something that most kids and adults have an intrinsic understanding of...

JasonohGst5: much of their mediated culture is story-based

KevanN: Well, I can feel the carriage turning back into a pumpkin - I have to bid you all a goodnight. this has been lots of fun!

JasonohGst5: me too.... off to make chile verde

DeborahAH: it was exciting

NeriL: thanks

ZhuL: thanks

TracyLM: thanks a bunch for all of the info

DeborahAH: now I am hungry

BJ: Thanks, Kevan and Jason! This was fabulous

JasonohGst5: thanks everyone! bye from the north country

JeanCh: thank you, it was great!

BJ: good luck with your presentation, Kevan

KevanN: And I have to get ready to host the AEM Conference tomorrow....you are welcome BJ!

DeborahAH: bye from the south, thank you

KevanN: thanks BJ

KevanN: Bye from the midwest