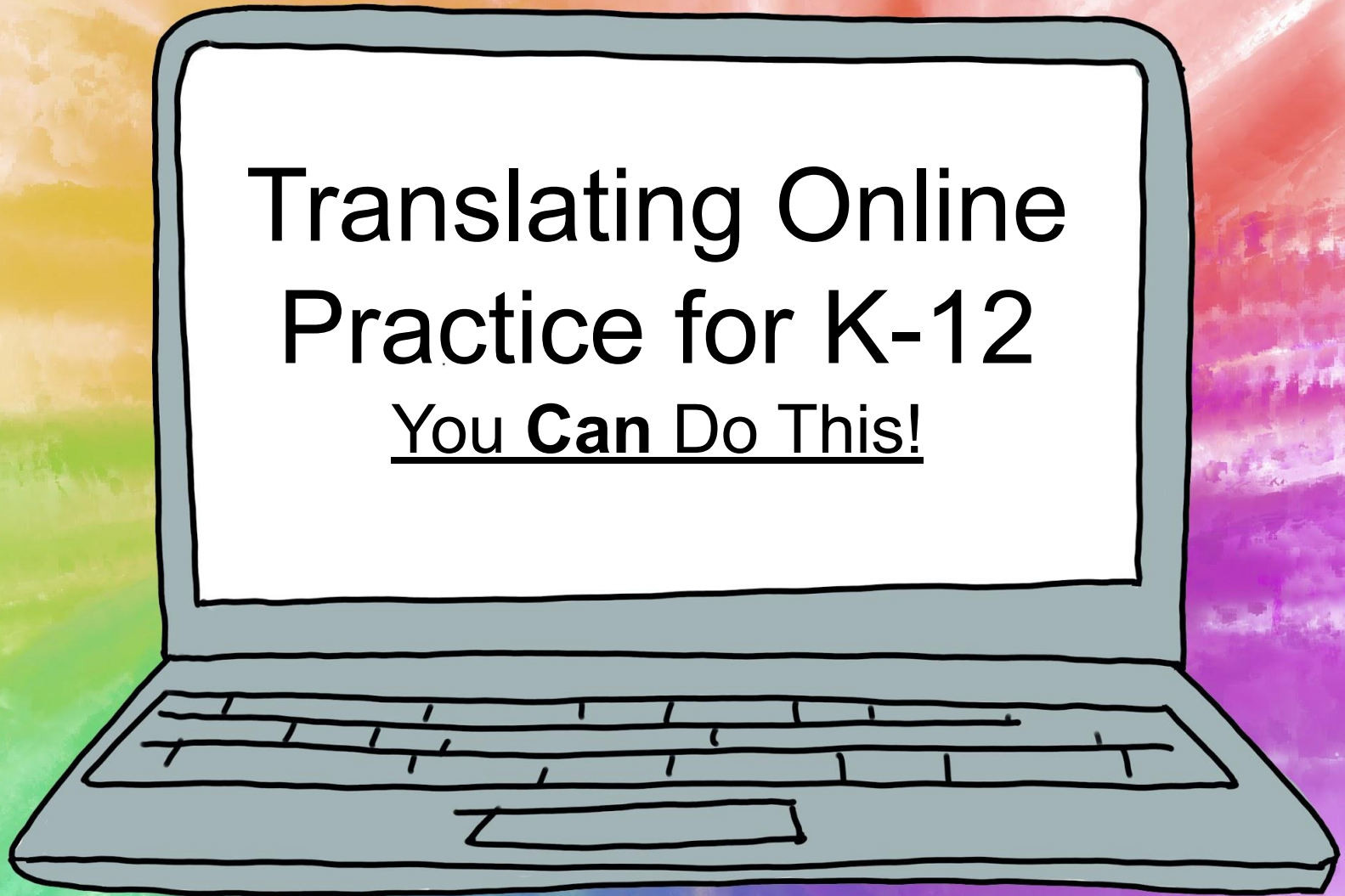# Translating Online Practice for K-12

You **Can** Do This!

Sarah Ackermann, PhD

sarahcress@gmail.com

- Experience with K-adult learners
- International experience
- Have taught no-tech, some tech, and high-tech (1:1)
- Teaching online since 2015
- Facilitated/built online courses and programs for UMSL, Eastern Illinois, and AOEU
- Supporting ONLINE ART TEACHERS (K-12)

Kerry Parrish
kerryparrishart@gmail.com

- Currently teaching High School Visual Art
- Traditional Studio Arts Classes
- Digital Arts Classes in a Laptop Lab using Adobe Programs
- Instructional Technology Coach in a 1:1 Chromebook District

Today's Goals

- Share best practices for moving to an online mindset
- Share examples from the field
- Share a TON of resources
- Provide a checklist of recommendations
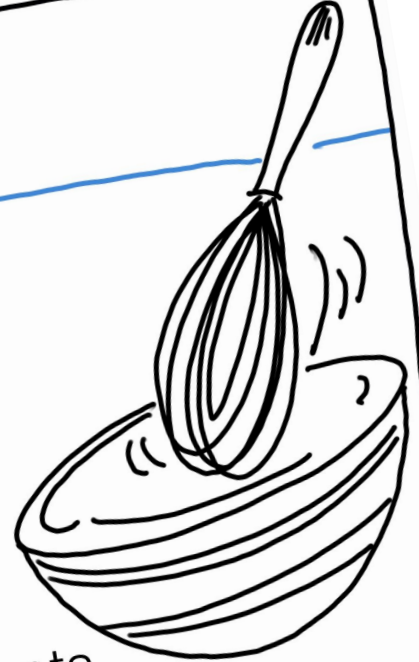- To offer on-going support

Best Practices for Shifting Online

Recipe for Success!

Ingredients:

• Intuitive Design

• Engaging Content

• Meaningful Assignments

Best Practices for Shifting Online
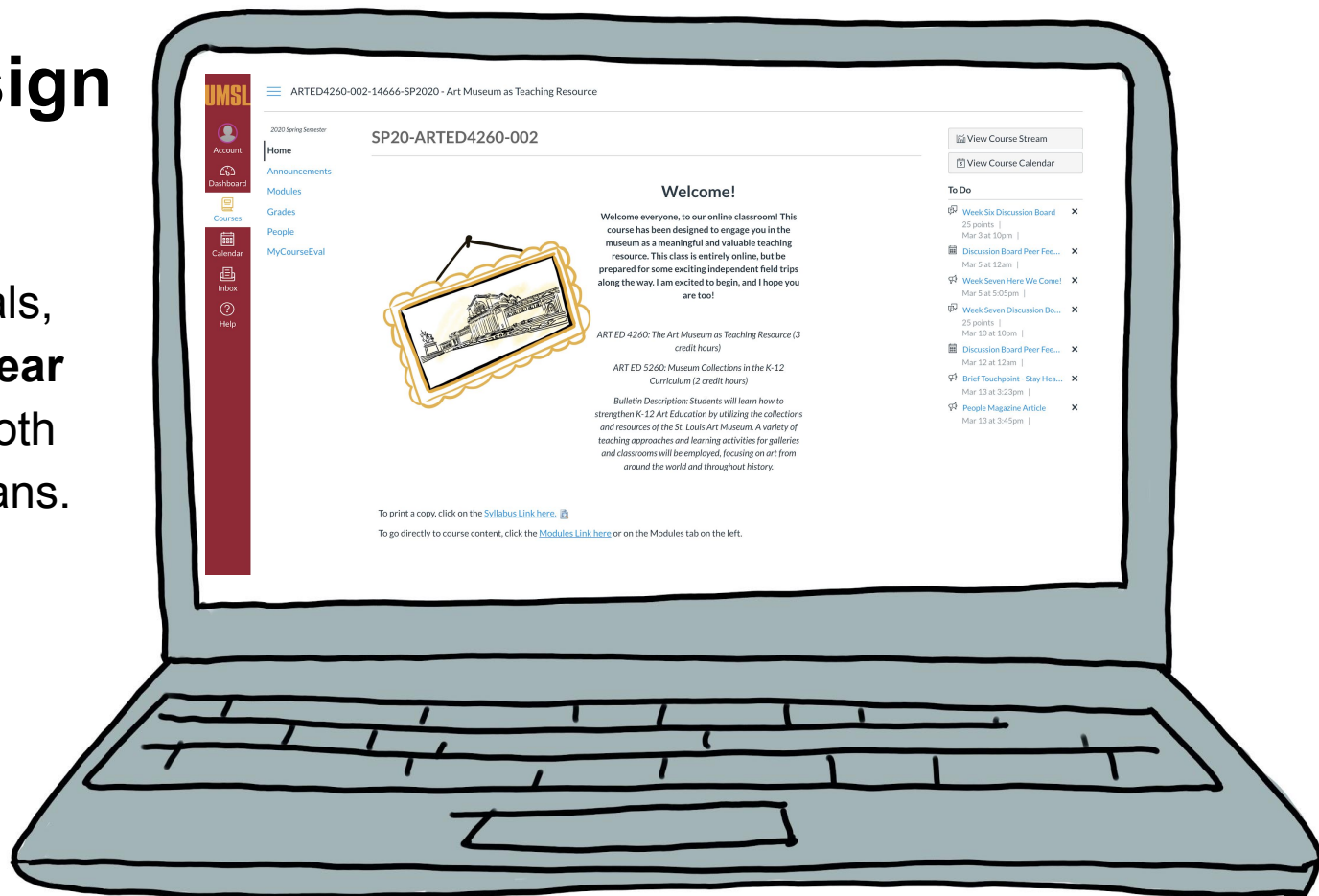
Intuitive Design

Why is it important?

- Learners like to feel control over their learning
- Learners have multiple responsibilities
- Learners come with different levels of experience with online coursework
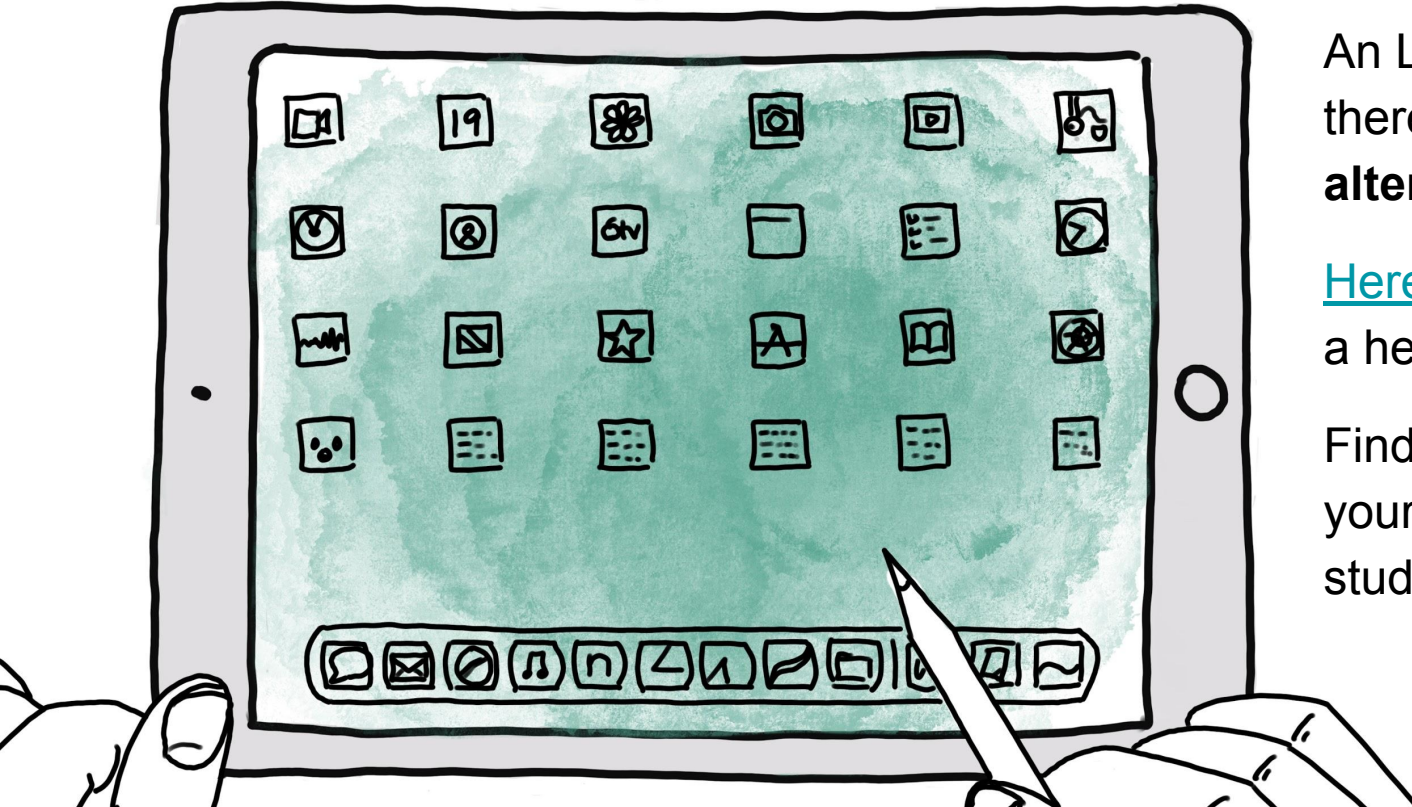- Learners like consistency

Intuitive Design

Your platform should align with school goals, but also be **super clear** and **organized** for both students and guardians.
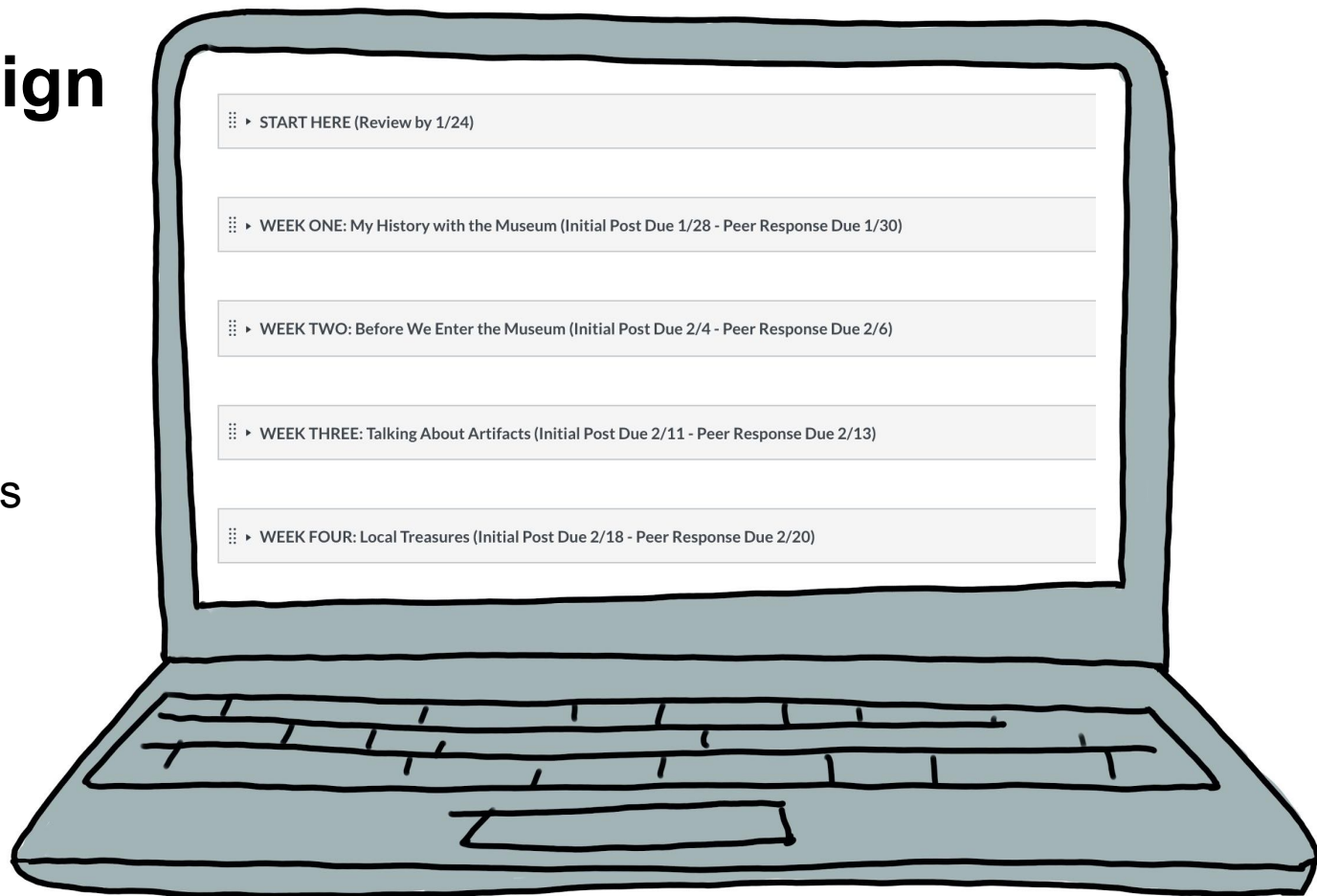
Intuitive Design

An LMS is great, but there are plenty of other **alternatives**.

[Here](#) (Dehner, 2020) is a helpful resource.

Find the best for you, your school, and your students.

Intuitive Design

Regardless of the platform, organizing weekly or even daily content into **clearly labeled folders** helps viewers.

START HERE (Review by 1/24)

WEEK ONE: My History with the Museum (Initial Post Due 1/28 - Peer Response Due 1/30)

WEEK TWO: Before We Enter the Museum (Initial Post Due 2/4 - Peer Response Due 2/6)

WEEK THREE: Talking About Artifacts (Initial Post Due 2/11 - Peer Response Due 2/13)
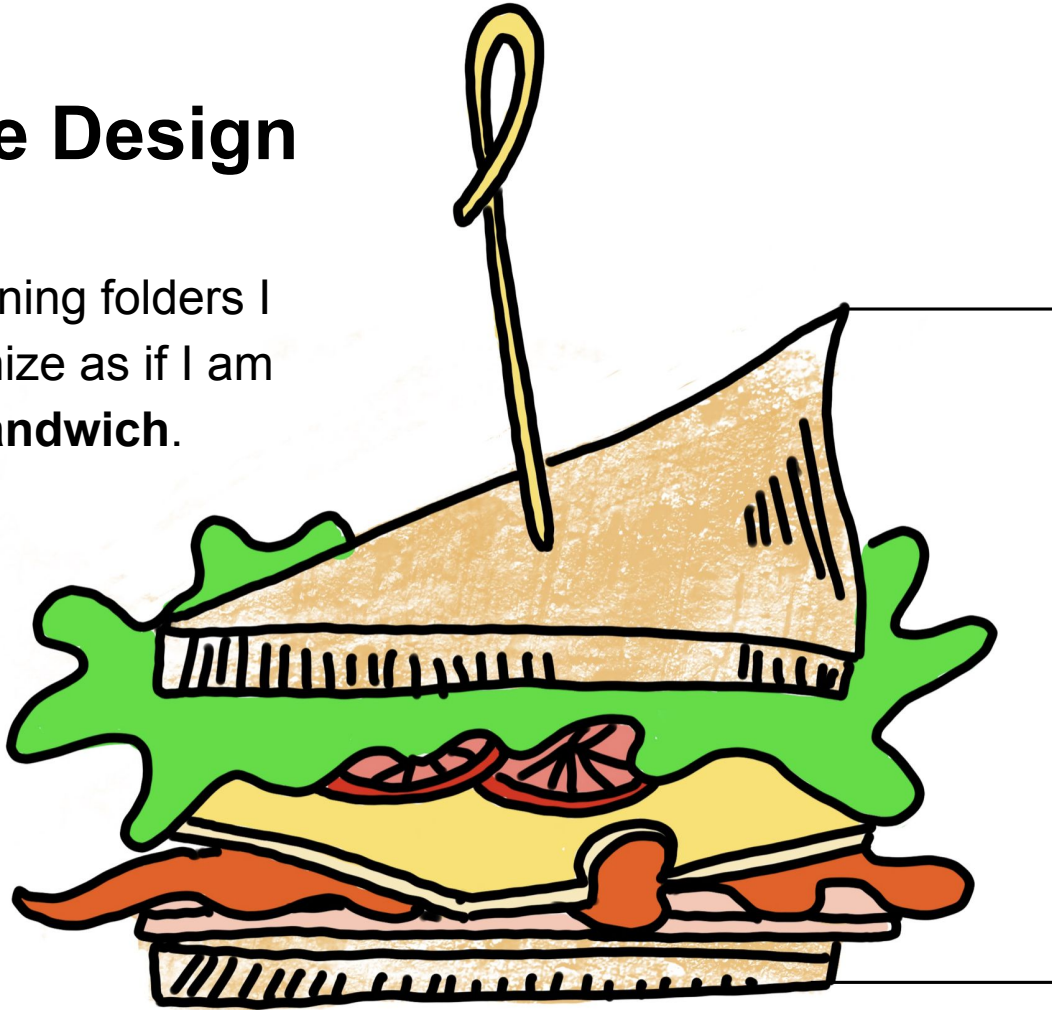
WEEK FOUR: Local Treasures (Initial Post Due 2/18 - Peer Response Due 2/20)

Intuitive Design

Within each folder you can **embed** websites, handouts, videos, examples, and additional resources.

▼ WEEK SEVEN: Museums Go Virtual (Initial Post Due 3/10 - Peer Response Due 3/12)

Week Seven Overview

Step One: Watch The Digital Age with Amanda Thompson Rundahl (2020)

Step Two: Watch Museums Online with Heidi Lung (2020)

Step Three: Read Is the Future of Museums Online and What Might a Virtual Museum Look Like? (Straughan, 2019)

Step Four: View the linked resources

Step Five: Explore at least two of the linked tools

Step Six: Prepare a lesson plan

Bonus Material: View the Sample Virtual Museum Lesson Plan (Creative Educator, n.d.).

Week Seven Discussion Board
Mar 10 | 25 pts

End of Week Seven Checklist

Intuitive Design

When designing folders I like to organize as if I am making a **sandwich**.
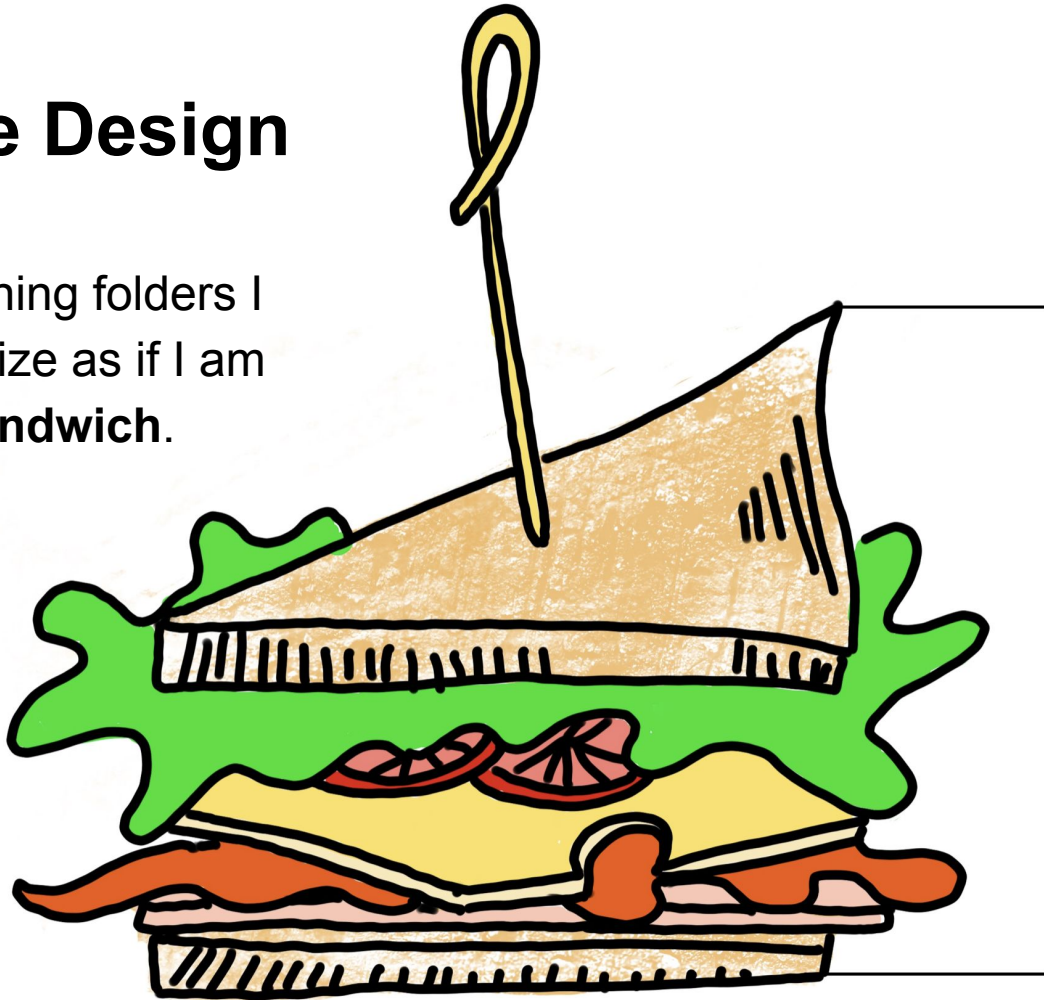
Module Overview

Numbered Tasks

End-of-Week Checklist

Intuitive Design

When designing folders I like to organize as if I am making a **sandwich**.

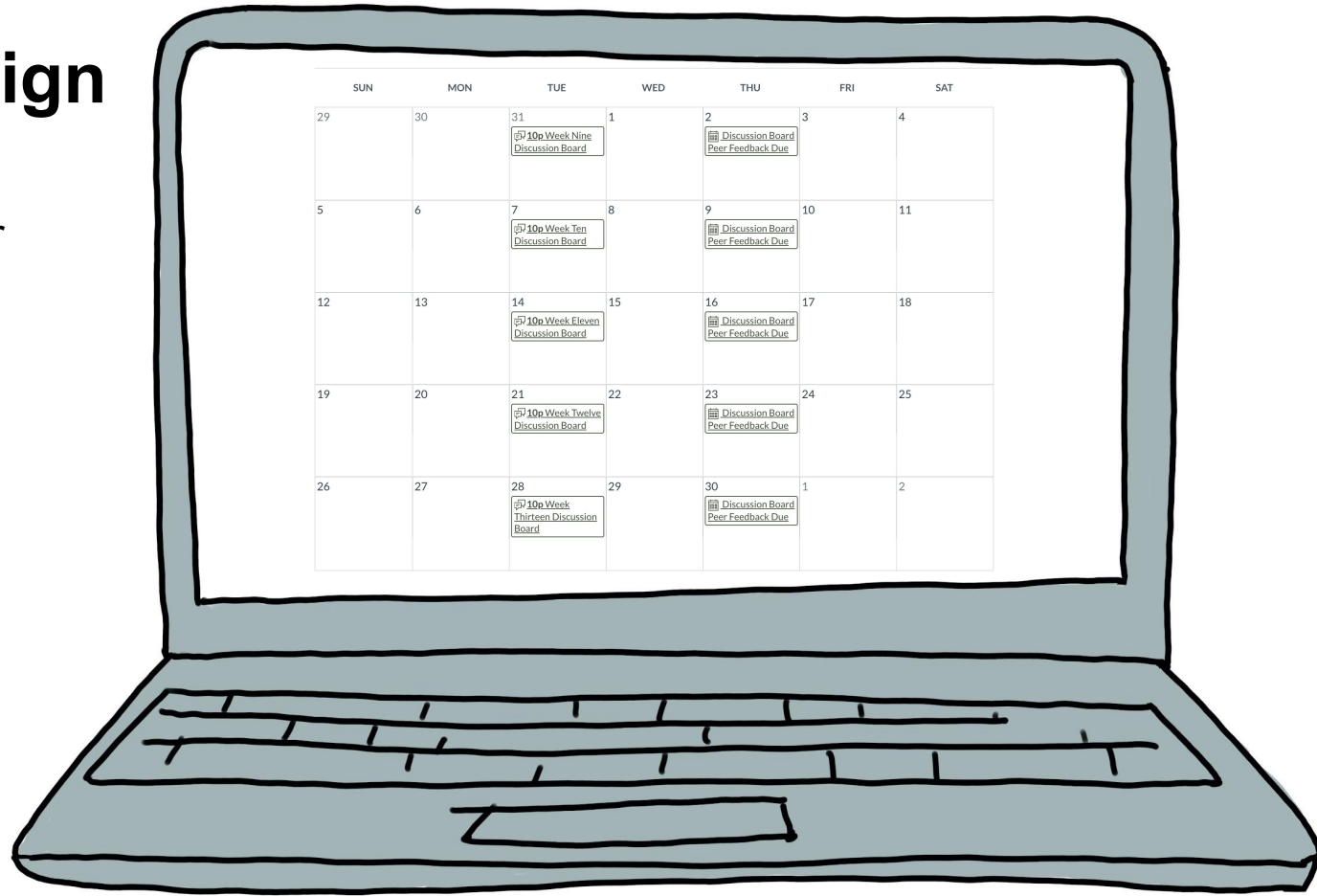**Module Overview**
- Summary
- Module goals

Numbered Tasks
- Content (videos, handouts, exemplars, library articles, outside links, etc.)
- Assignment instructions
- Discussion board

End-of-Week Checklist
- Review of tasks (Did you complete everything?)

Intuitive Design

The **calendar** is your friend.

Intuitive Design

You might even encourage students/guardians to print a copy to put on their **fridge**.

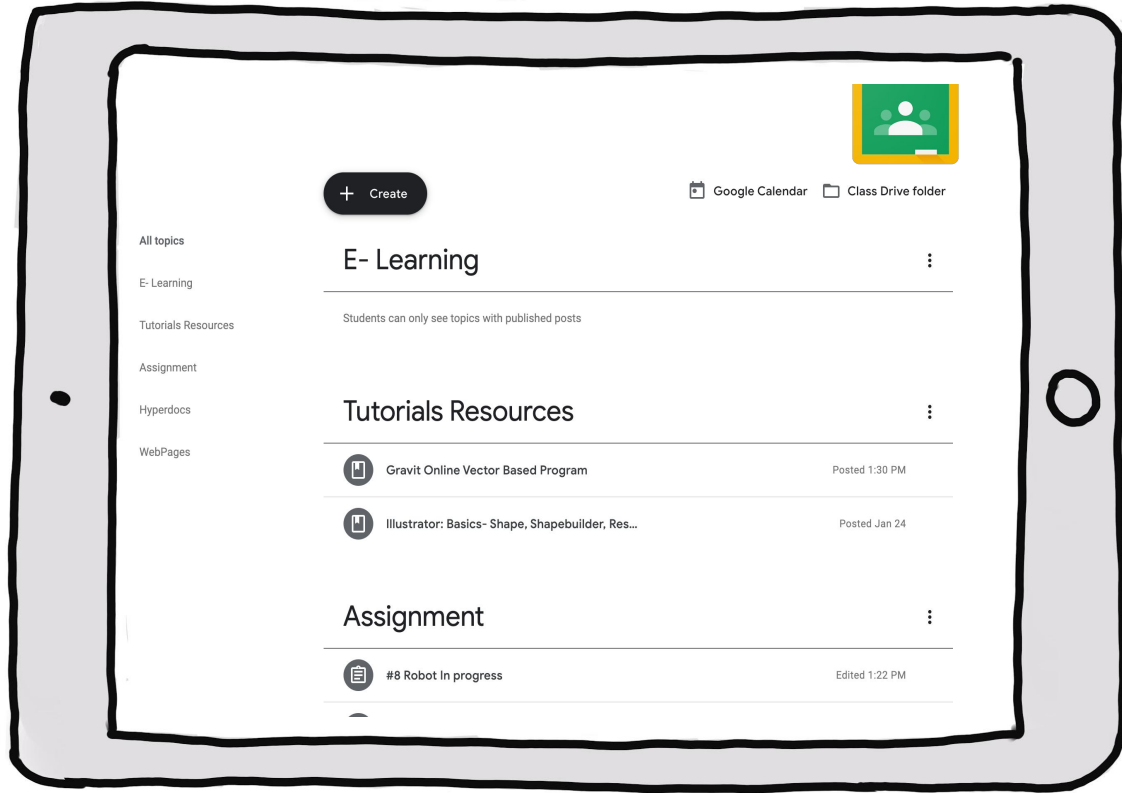# Intuitive Design

Be **succinct** and **clear** in ALL directions.

When possible, ask students to post their work publicly for the class. Consider online netiquette expectations (UMSL, n.d).

Step Eight: Write a formal analysis

Remember the Formal Analysis Handout (AOEU, 2019) you referenced early on in the course? Let's revisit those steps and apply those interpretive skills to a series of visionary/outsider artworks. Choose 3 works to analyze. Consider those artists that stood out to you while working through the previous steps this week. Artworks can all be by the same artist, or by different artists. Present your formal analysis writing as one easy-to-share PDF.

Resource: Formal Analysis Handout

Intuitive Design

Clear directions can help parents and siblings assist if needed:

- Stream regular announcements
- Tell students how you will use Google Classroom or LMS
- Upload directions LINK HERE
- Use clear topics
- Number assignments
- Provide checklists/wrap ups

Intuitive Design

- Be **consistent** when are material and setting deadlines
- **BE FLEXIBLE**!
- **Check in** with students - they will miss you
- Add the **amount of time** each activity should take
- If you are bringing in new tech, **screencast** and show examples
- **EXPLAIN** why you are using specific tools

- Google Form Link HERE
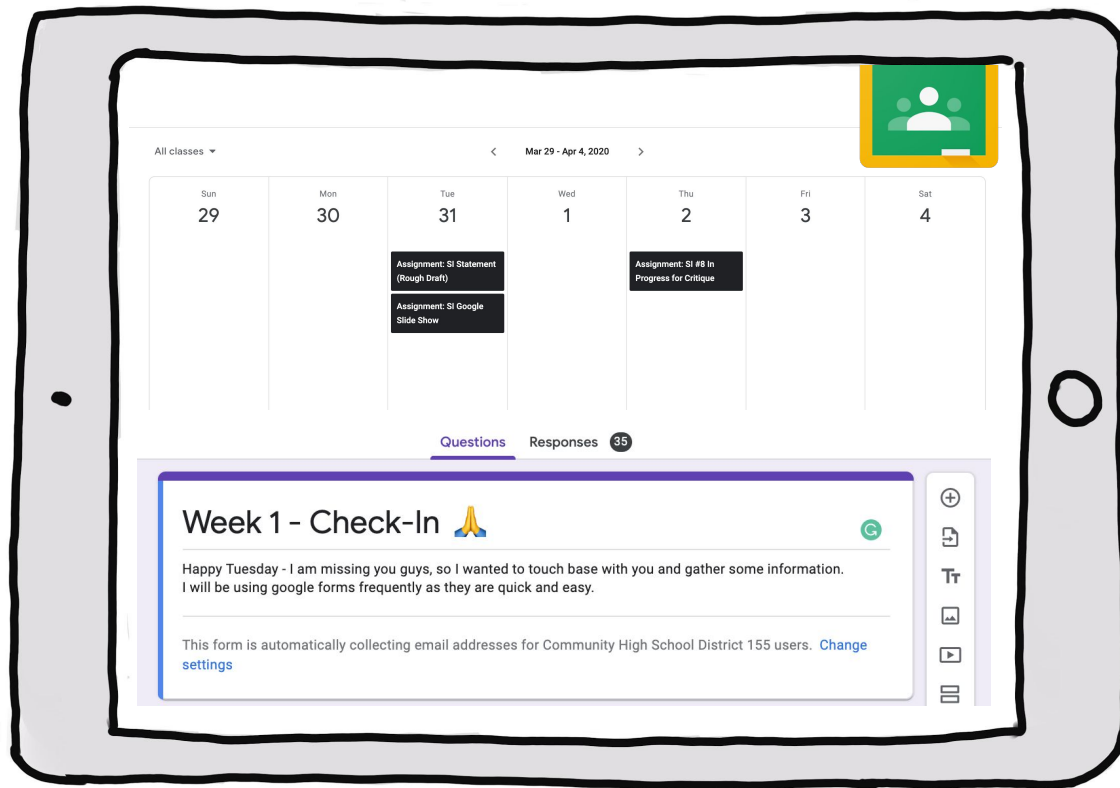
Intuitive Design

Consider:

- Best layout to communicate with students
- How you will hyperlink content (LINK HERE vs. full link)
- Double check all links
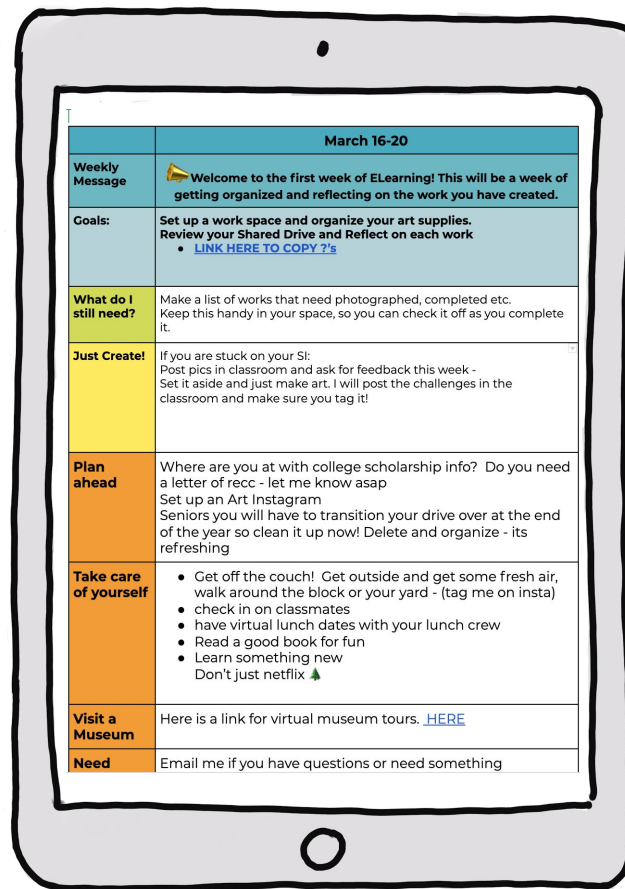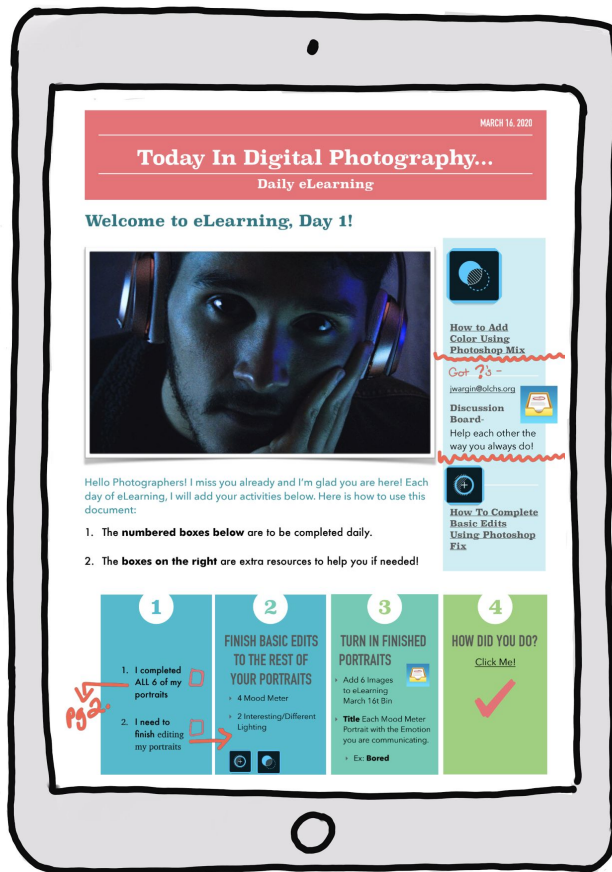
Courtesy of JenWargin @snapshotedu

Intuitive Design

Learn it - How are you organizing lessons?

- Google Slides with instructions/links
- Information Chunked Menu Style
- Clear Goals and Instruction on where to submit

Free-Range   Organic   All Natural

Re-Arrange the world around you and give it new life!

Second Chance Deli

Nils Udo

Andy Goldsworthy

Appetizer
This challenge is designed to stimulate creativity through the use of non-traditional materials and demonstrate your understanding of balance and rhythm.
Investigate artists using natural materials and the world of outdoor art. Research and describe: ephemeral works. Gather a collection of natural materials and develop a couple ideas (sketches) on how you might arrange them. Submit sketches in Google Classroom.

Main Course
Using your plan and assembled materials, go out and create your own environmental art. Arrange your materials to reflect:

Balance: https://www.widewalls.ch/balance-in-art-symmetrical-asymmetrical-radial-blance-design/

Rhythm: https://www.widewalls.ch/rhythm-in-art/

Document your artwork and submit images with a statement outlining how you used balance and rhythm.

Dessert
Design a series of three large-scale pieces – where each design uses similar materials in different ways.

Visit this site:
https://everwideningcircles.com/2016/07/08/environmental-artist-andy-goldsworthy/

Watch the videos embedded in the article and answer the following:

- Video 1: What were the major challenges with this artwork?
- Video 2: Describe the process leading to the final piece.
- Video 3: What are the struggles with using natural materials?
- Video 4: How does he describe his process?

Submit reflections in Google Classroom.

Courtesy of Heidi O'Donnell

Intuitive Design

LEARN IT!

PRACTICE IT!

PROVE IT!

TEMPLATE:

	March 16-20	
Weekly Message	Welcome to the first week of ELearning! This will be a week of getting organized and reflecting on the work you have created.	**Tech/ Time**
Goal:	Set up a work space and organize your art supplies. Review your Shared Drive and Reflect on each work	
Learn it!		
Practice it!		
Prove it!		

Intuitive Design

Prove it - How are you collecting work?

Individually

- Google Slide Deck with prompts embedded
- Google Slide Deck where students add photos of daily work/reflection
- Hyper Doc with images/evidence to table
- Deyana's Resource LINK HERE

Courtesy of Deyana Matt, visualdeyana@gmail.com

Intuitive Design

Collaborative Collection:

- Shared Google Side Deck for an assignment
- El/Middle - Students submit work to teach, teacher creates slideshow with all work for students to comment on
- Padlet - Posting images and students can comment and add video, and images
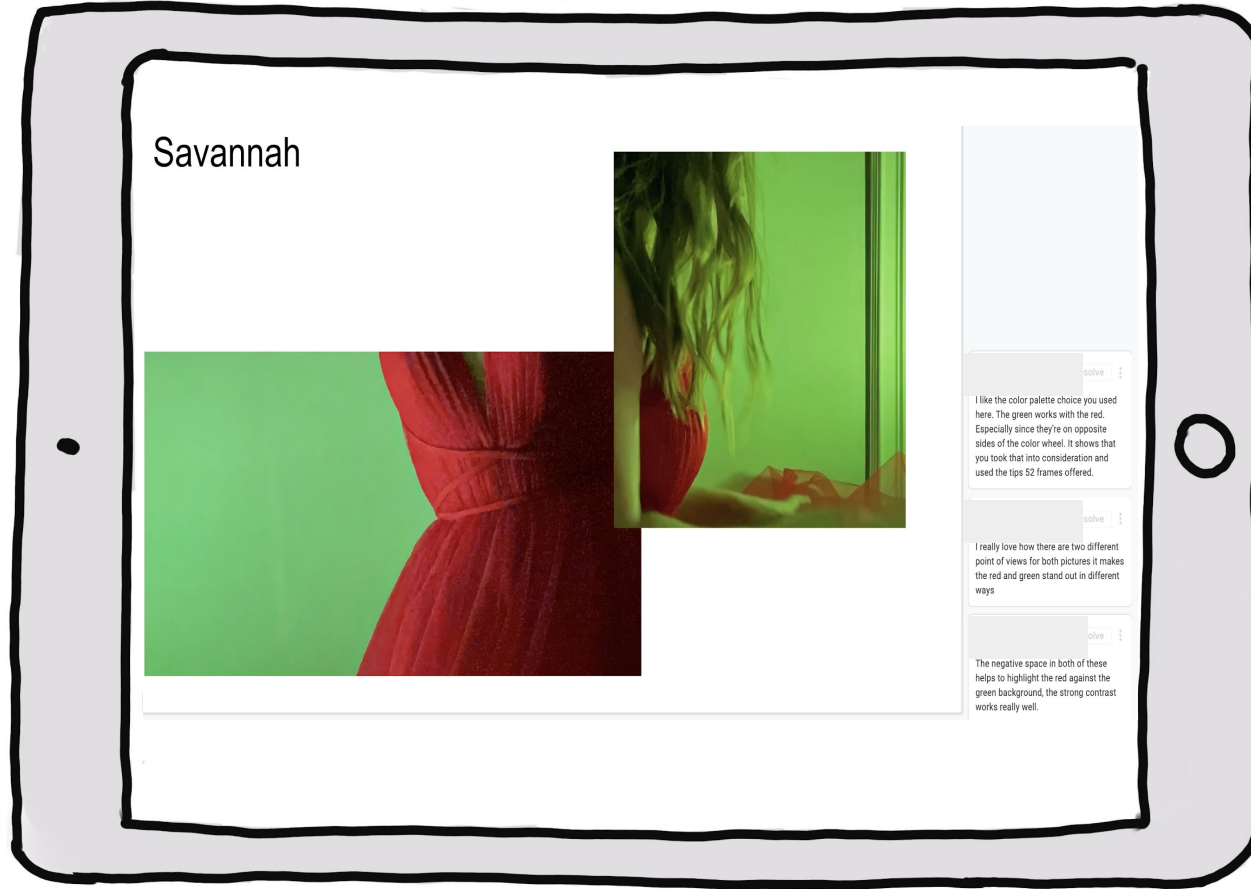
Best Practices for Shifting Online

Engaging Content

Why is it important?

- Learners want multiple viewpoints
- Learners want highly applicable content
- Learners take in more when they are enjoying the learning process

Engaging Content

Students want to hear from **YOU** as much as possible:

- [How to Record Your Face AND Screen Using Quicktime](#) (Kurt, 2020)
- [Screencastify](#)
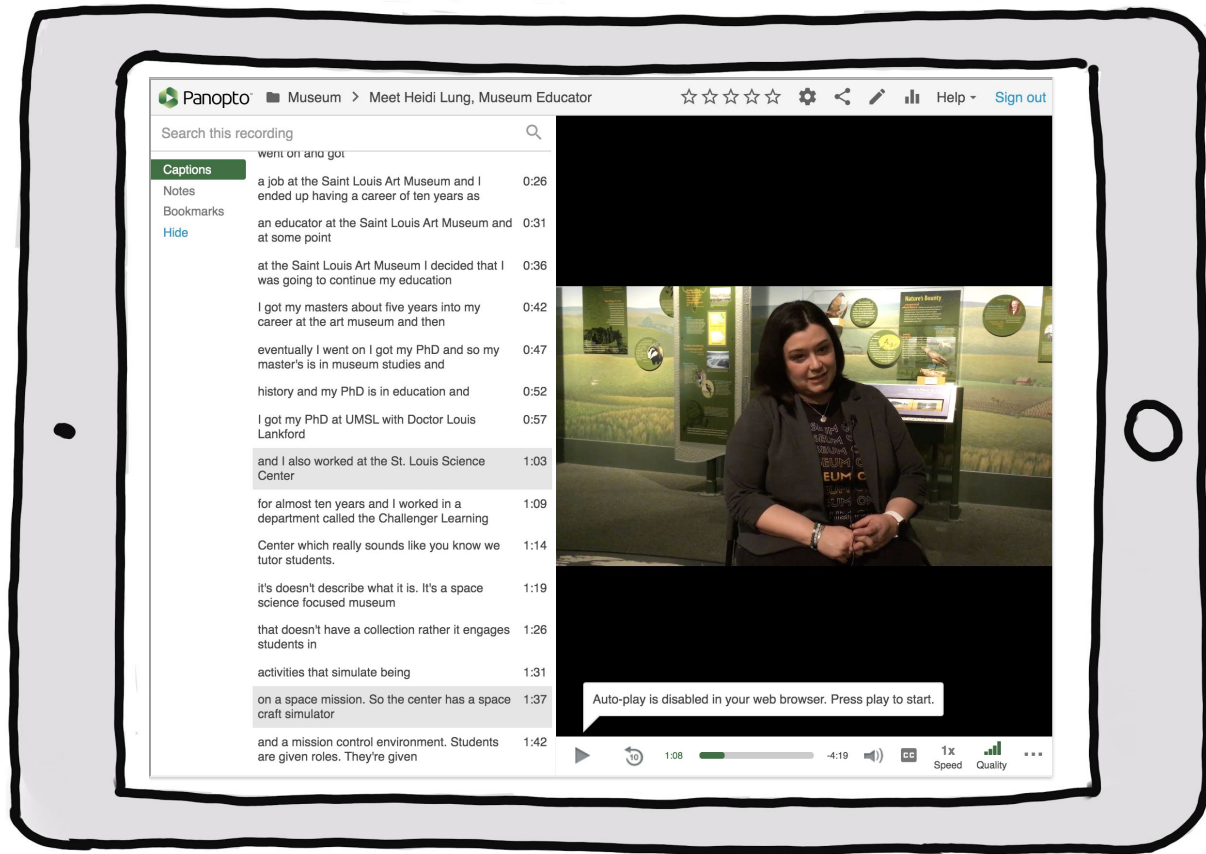- [Screencast-O-Matic](#)
- [Loom](#)

Engaging Content

You can make quality videos with very little equipment.

Engaging Content

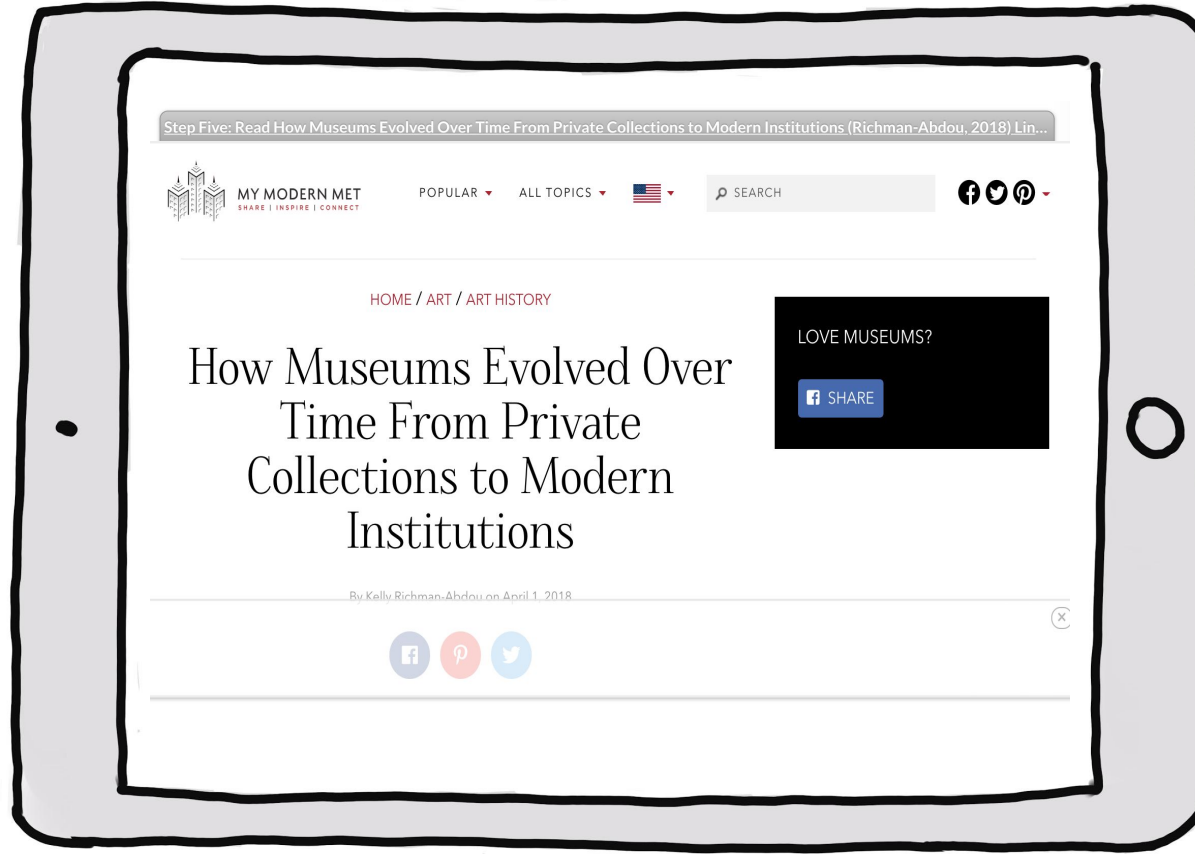When meaningful, link to other insights.

This can be through videos...

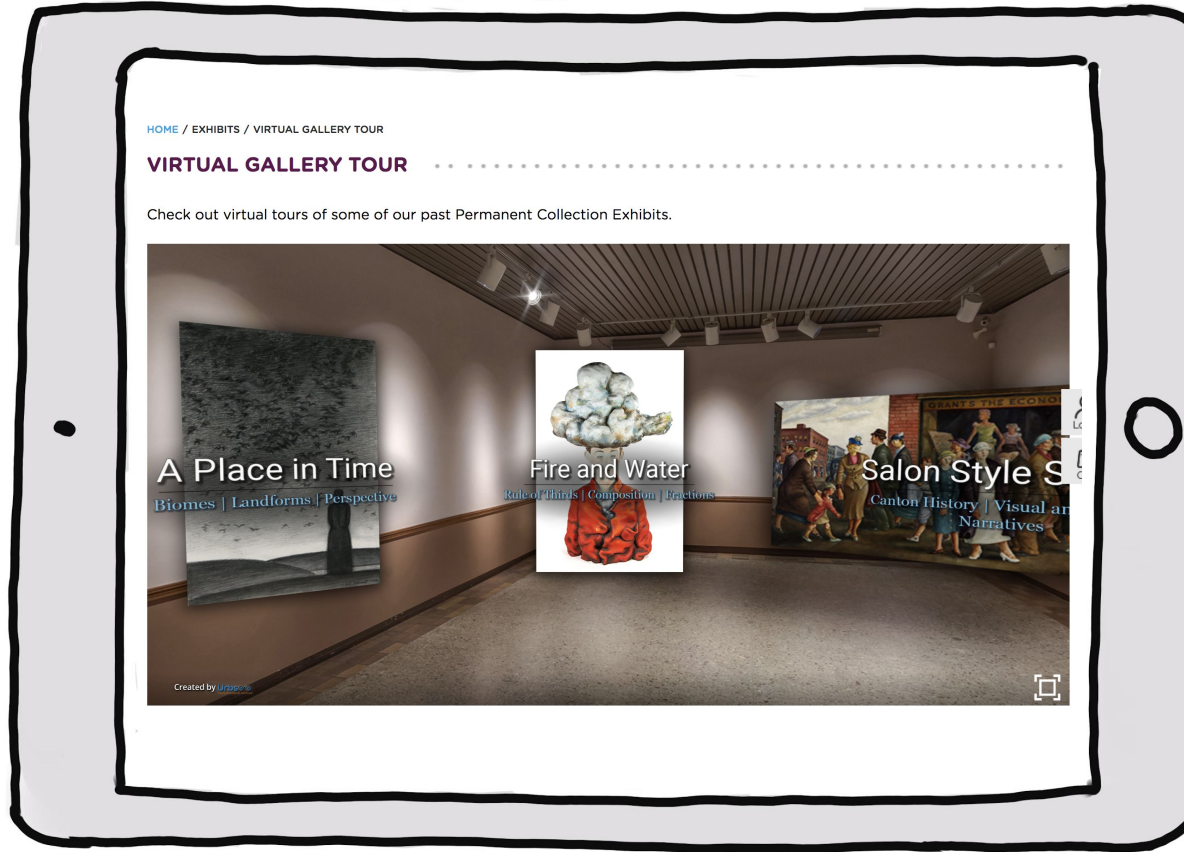# Engaging Content

Articles…

Try to embed content
as much as possible -
keep learners in one
place.

Engaging Content

Other digital tools…

This can include virtual tours, read alouds, webquests, etc.

HOME / EXHIBITS / VIRTUAL GALLERY TOUR

VIRTUAL GALLERY TOUR ·

Check out virtual tours of some of our past Permanent Collection Exhibits.

A Place in Time
Biomes | Landforms | Perspective

Fire and Water
Rule of Thirds | Composition | Fractions

Salon Style S
Canton History | Visual ar
Narratives

Created by

Engaging Content

Here are some favorites!

- [Art Gallery of New South Wales](#) (Application)
- [British Museum Guide](#) (Application)
- [Canton Museum of Art](#) (Virtual tours)
- [Eden Galleries](#) (Virtual tours)
- [Elim Museum](#) (3D exhibit)
- [Google Arts & Culture](#) (Museum content and archives)
- [Tate Kids](#) (A whole host of tools and resources)
- [The National Gallery](#) (Virtual tours)
- [The State Hermitage Museum](#) (Virtual tours)
- [MoMa](#) (Application)
- [Montreal Museum of Fine Arts](#) (Online Lessons)
- [Museo Soumaya](#) (Application)
- [National Museum of Wildlife Art](#) (Virtual tours)
- [Smithsonian Learning Lab](#) (A whole host of resources)
- [The Museum of the World](#) (Interactive timeline)
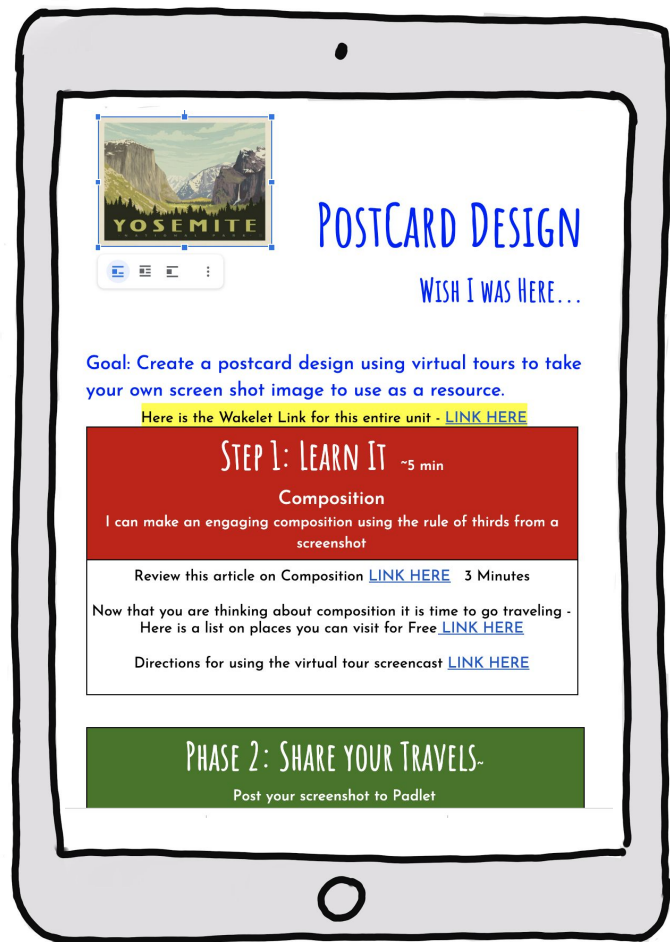- [Vancouver Art Gallery](#) (Application)
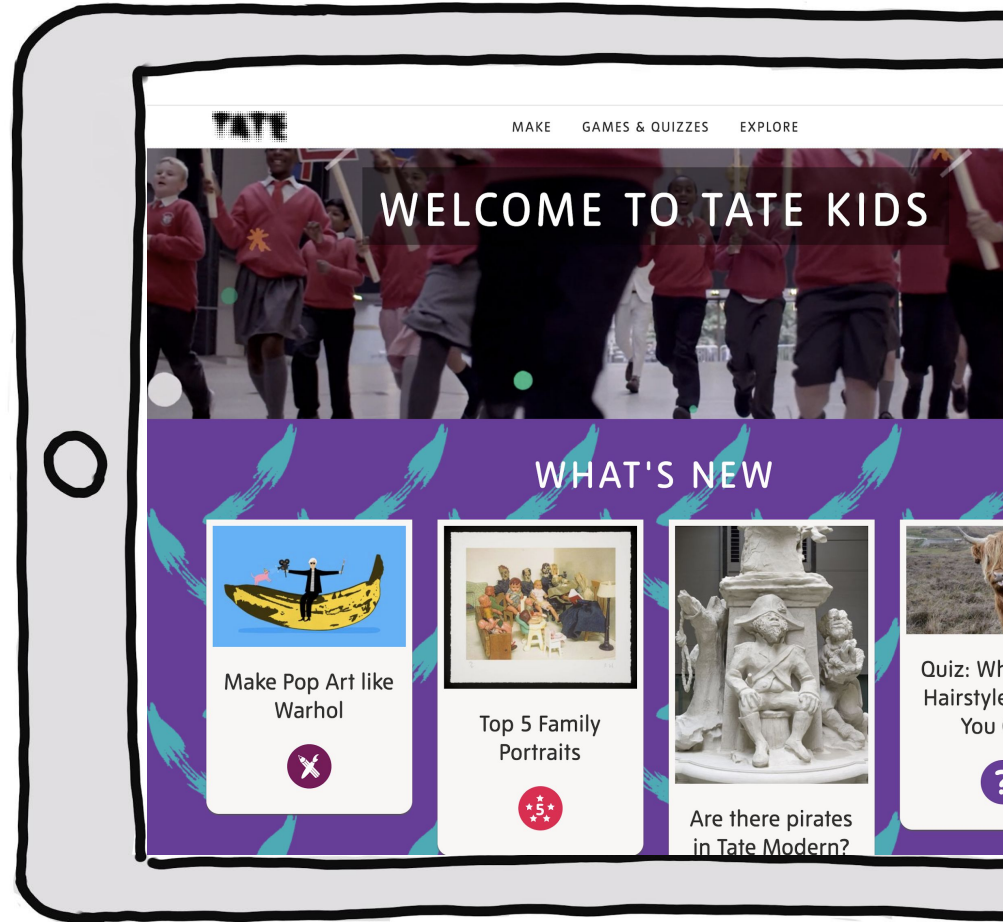
Engaging Content

Here is a lesson sample:

- Link to [Lesson Hyperdoc](#) and [Wakelet](#)
- Hyperdoc template courtesy of [Hyperdoc Gals](#) (2018)

How can you **connect** your content to the current situation?

Best Practices for Shifting Online

Meaningful Assignments

Why are they important?

- Learners have high expectations
- Learners are practical and results-oriented
- Learners appreciate strong examples
- Learners enjoy collaboration when it is meaningful

Meaningful Assignments

When possible, try to stick to your original **scope and sequence** plan, with modifications of course.

UMSL

Curriculum Map

Course Objective	Module-Level Objective	Assessment Measure
To gain a broader and deeper understanding of how museums, and museum resources, can enrich the K-12 art curriculum	W1: Meet leaders from the field who will provide a broad and deep understanding of museum education	Discussion Board Rubric
	W2: Look at museum structure and design as a way to prompt meaningful learning in the K-12 art classroom	Discussion Board Rubric
	W3: Learn about helpful museum resources in existence as you also prepare for meaningful incorporation in your own classroom curriculum	Discussion Board Rubric
	W4: Learn about art institutions in the St. Louis vicinity who house artwork and also support viewers in meaningful ways	Discussion Board Rubric
	W5: Learn strategies for ensuring a meaningful museum visit which will enrich your current or future K-12 curriculum	Discussion Board Rubric
	W6: Gain expert guidance on how museums engage visitors of all ages and in a variety of ways	Discussion Board Rubric
	W7: Look at what institutions are doing to embrace the digital age, as you envision meaningful incorporation of digital museum tools in your own K-12 curriculum	Discussion Board Rubric
	W8: Look at institutions that are artist-specific as you also consider ways of utilizing their resources in the K-12 classroom	Discussion Board Rubric
	W9: Look at institutions which focus on visionary and outsider art and see how their collections and resources can enhance K-12 curriculum	Discussion Board Rubric
	W10: Dive into literary samples which focus on the art museum, while also serving as meaningful inspiration for K-12 curricula	Discussion Board Rubric
	W11: Dive into institutions beyond the art museum, which can serve as meaningful inspiration for K-12 curricula	Discussion Board Rubric
	W12: Look at resources created by museums and beyond which gamify art history, and consider meaningful implementation in K-12 curricula	Discussion Board Rubric
	W13: Look beyond museum walls, at alternative sites for art display, as you consider meaningful implementation in K-12 curricula	Discussion Board Rubric

UMSL

	W14: Use your collective knowledge from the course to continue the vision of your own museum design for the benefit of current and future students	Discussion Board Rubric
	W15: Look at how the museum community is working to broaden their reach of influence, for K-12 education and beyond	Discussion Board Rubric
To examine current and emerging issues in museum education	W1: Look at the history and evolution of the museum field, and glance at some of the emerging conversations to be discussed further on in the course	Discussion Board Rubric
	W2: Dive into how museum structure and design addresses current and emerging issues in museum education	Discussion Board Rubric
	W3: Dive into what museum educators are doing to help support viewers in interpreting artwork	Discussion Board Rubric
	W4: Continue to dive into what museum educators are doing to help support viewers in interpreting artwork	Discussion Board Rubric
	W5: Strategize ways to address controversial artwork with museum visitors.	Discussion Board Rubric
	W6: Consider real-world and contemporary concerns with visiting the art museum	Discussion Board Rubric
	W7: Consider real-world and contemporary concerns that come with relying upon digital tools in the classroom	Discussion Board Rubric
	W8: Consider real-world and contemporary concerns of artist-specific institutions	Discussion Board Rubric
	W9: Consider real-world and contemporary concerns of visionary and outsider art institutions, and specifically one museum	Discussion Board Rubric
	W10: Consider the importance of books in the art classroom as a means to enhance literacy, as well as advocate for museum institutions	Discussion Board Rubric
	W11: Consider the many ways we can collaborate with other fields to enhance the museum experience for viewers at large	Discussion Board Rubric
	W12: Look at current conversations involving the rise of the digital age and gamification	Discussion Board Rubric
	W13: Look at current conversations involving the role and purpose of art spaces beyond the museum	Discussion Board Rubric
	W14: Keep current and emerging issues in mind as you curate an art collection of your own	Discussion Board Rubric

Meaningful Assignments

Consider what students have **access** to at home. If needed, keep it simple with paper and pencil. Maybe they have an iPad and can work digitally.

- Tips for Photographing Artwork (AOEU, 2018)

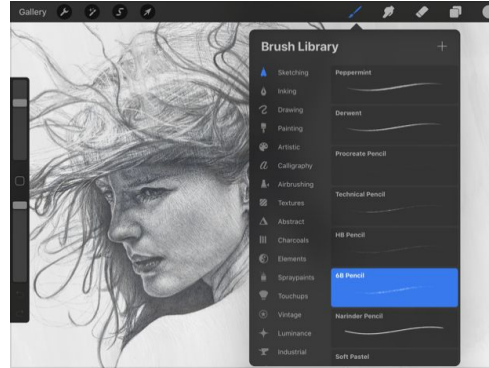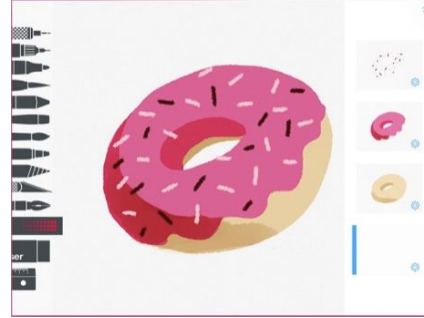# Meaningful Assignments

Here are resources for sketchbook work:

- [100 Sketchbook Prompts Your Students Will Love](#) (Bogatz, 2015)
- [101 Drawing Ideas for Your Sketchbook](#) (Fussell, 2012)
- [Sketchbook Assignments](#) (Incredible Art Room, n.d.)

Meaningful Assignments

Here are apps for drawing (many work well on a phone too):

- Autodesk Sketchbook (Free)
- MediBang Paint for iPad (Free)
- Paper (Free)
- Tayasui Sketches (Free)

- Adobe Photoshop Sketch ($1.99)
- Adobe Illustrator Draw ($1.99)
- Procreate ($9.99)

Meaningful Assignments

Here are apps for photo work (many work well on a phone too):

- [Photoshop Express](#) (Free)
- [Pixlr](#) (Free)
- [Prisma Photo Editor](#) (Free)
- [Snapseed](#) (Free)
- [Union](#) (Free)

Meaningful Assignments

Here are **additional resources** that could inspire some great reflection, research, and or participation, and in turn, lead to interesting studio work:

Art Resources:
- Art Institute of Chicago (n.d.)
- Art Story (n.d.)
- Google Arts and Culture (n.d.)
- TedEd Visual Arts (n.d.)
- The Art Assignment (n.d.)
- University Art Classes (Cain, 2018)

Artists Online:
- Art 21 (n.d.)
- Art School (PBS, n.d.)
- Lunch Doodles with Mo Willems! (n.d.)

Meaningful Assignments

More resources!

Virtual Museum:
- [Make a Virtual Museum with Google Slides (Lee, 2016)](#)
- [10 Amazing Virtual Museum Tours](#) (Bambury, 2017)
- [12 World-Class Museums You Can Visit Online](#) (Obias, 2016)

Meaningful Assignments

More resources!

Cross-Curricular:
- Animal Livestreams (Tucker, 2020)
- Aquarium Livecam (Explore, 2020)
- Free Virtual Field Trips (Freedom Home Schooling, 2020)
- Kennedy Center (Carter, 2020)
- National Parks Online (Pyper, n.d.)
- Storyline (2020)
- More Literacy Resources (Growing Book By Book, 2020)

Meaningful Assignments

We can't get enough resources!

Music Videos/Cartoons:
- Art with Mati & Dada (n.d.)
- Bugs Bunny Art Museum (Ballard, 2016)
- Dust My Shoulders Off (Jane Zhang, 2016)
- 70 Million by Hold Your Horses! (L'Ogre, 2010)

For YOUR art teacherin' enjoyment (not suitable for all students):
Bean's Works of Art (Mr. Bean, 2018)

Meaningful Assignments
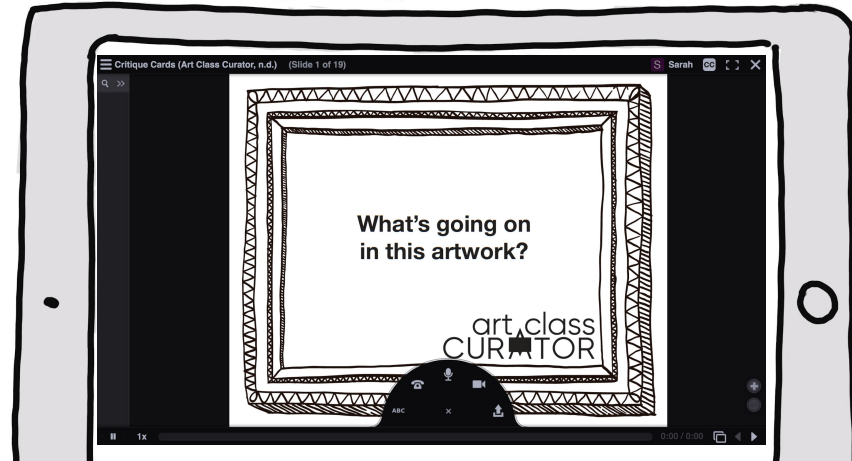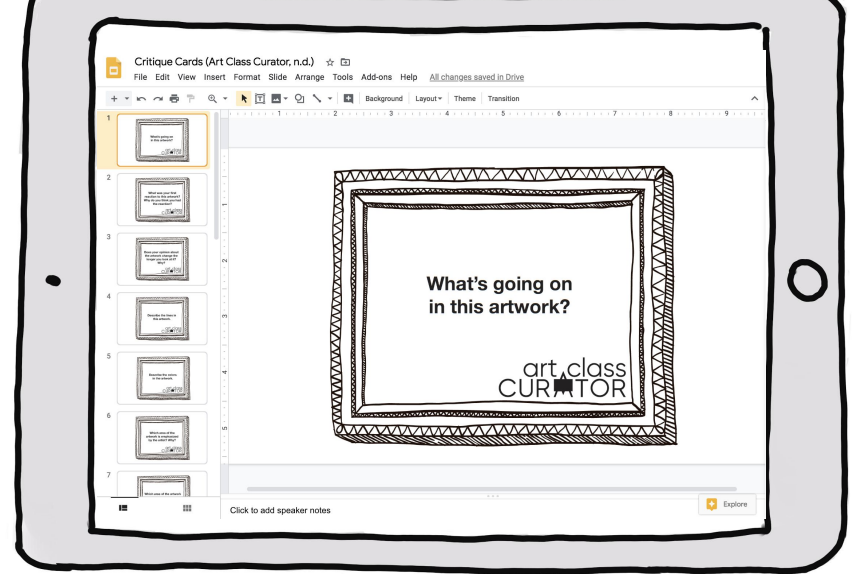
Have you seen this **article**?
(Taggart, 2017)

Ask students to put up a **mini art show** in their home and then hold a critique with family members!

Meaningful Assignments

Students can post photographs of their display and then document their family's reactions:

- [Printable question cards](#) (Art Class Curator, n.d.)
- [Slide deck](#)
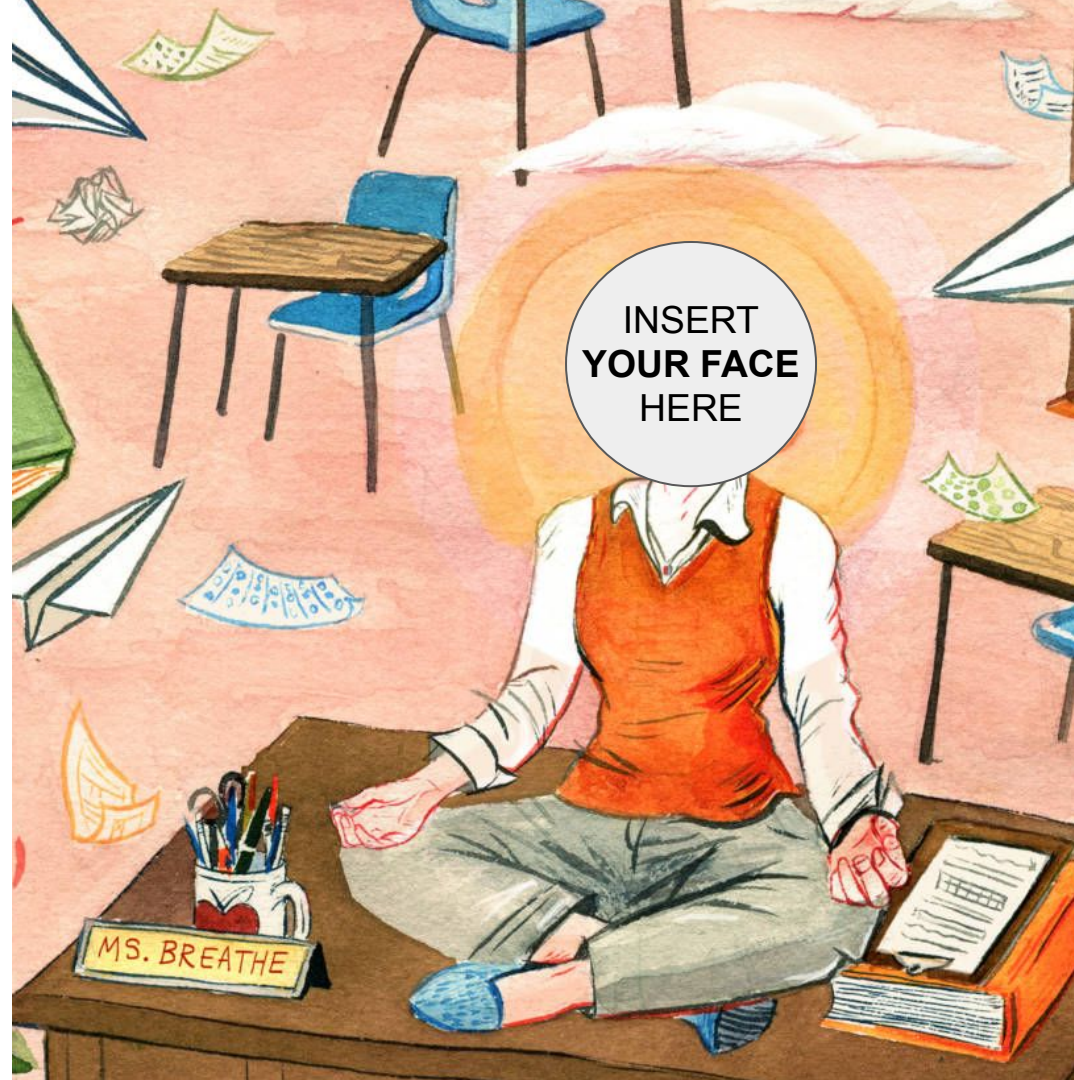- [Voicethread deck](#)

Also for Consideration

Coping Strategies for **YOU**:

- Set a timer
- Get creative
- Limit social media time

Also for Consideration

Consider starting each of your art modules with an optional **mindful practice** (Kamenetz, 2016). This can help create a sense of space in between subject areas for the busy online student.
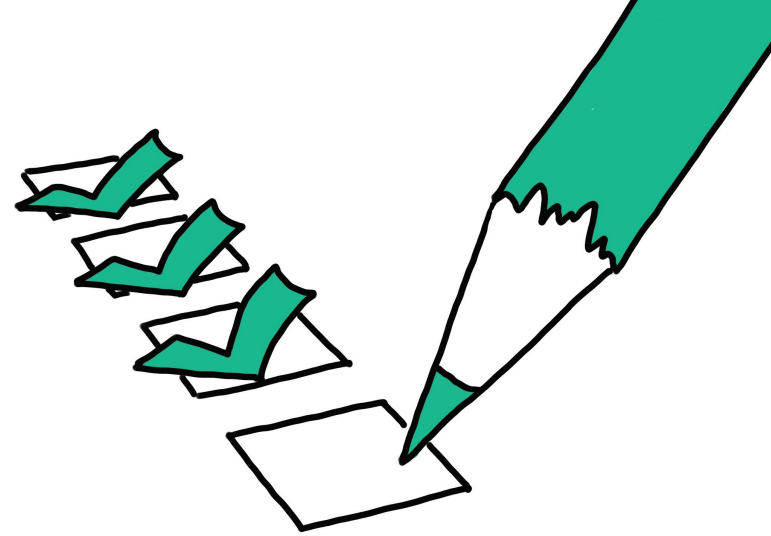
Also for Consideration

Resources to consider:

- [Stop, Breathe & Think](#) (n.d.)
- [I Am Peace](#) (Storytime Now!, 2018)
- [Mindfulness Class for Kids!](#) (Mindful Schools, 2020)
- [Zen Art](#) (Romano, 2020)
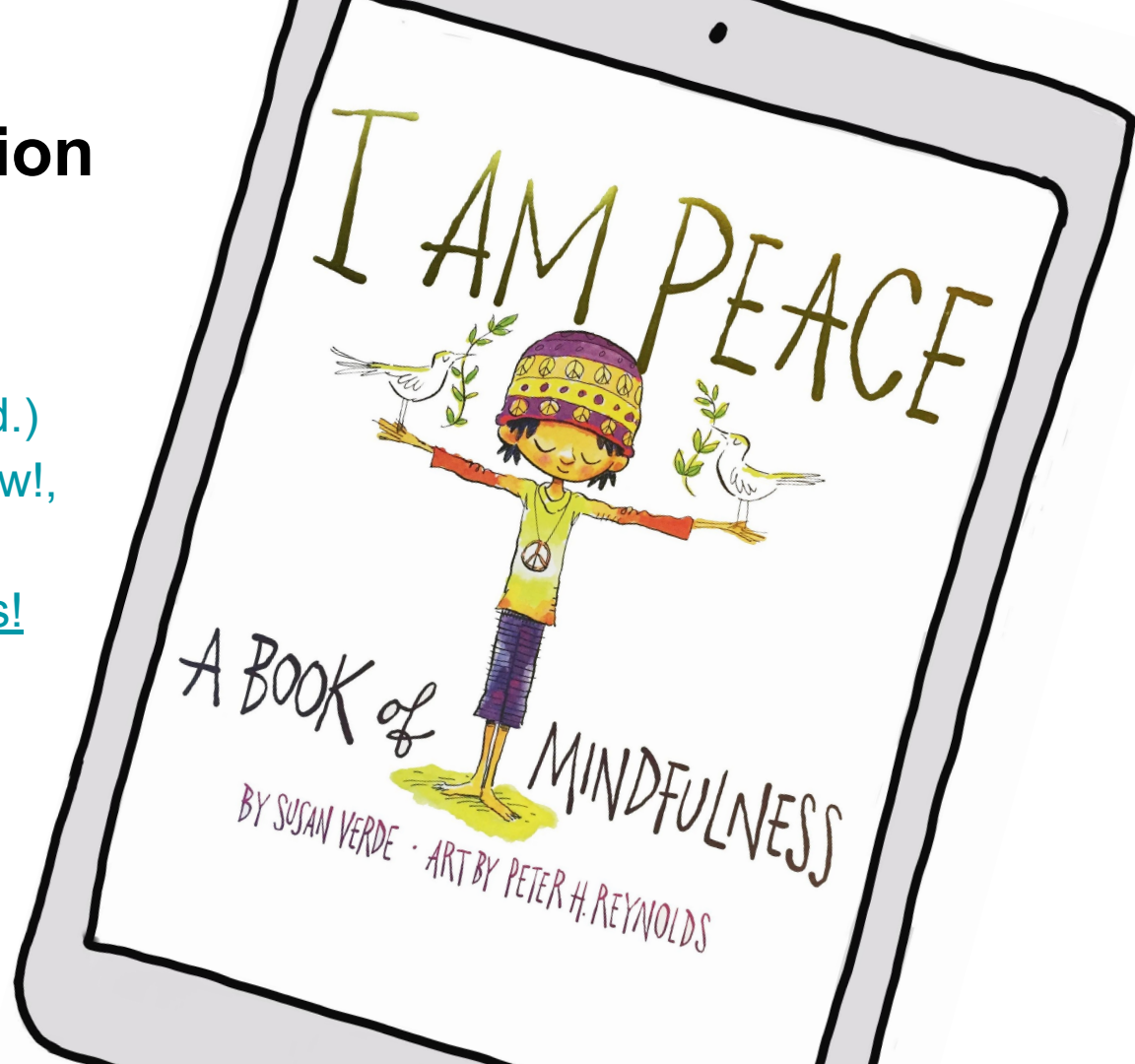
Checklist of Recommendations

- ❏ **#1 Review Your Curriculum**
  What absolutely needs so stay? How can you alter it to make it work online?

- ❏ **#2 Learn It**
  How do you want students to take in content?
  - ❏ *Articles*
  - ❏ *Videos*
  - ❏ *Websites*

- ❏ **#3 Practice It**
  How do you want students to practice skills?
  - ❏ *Handouts*
  - ❏ *Worksheets*
  - ❏ *Small tasks*
  - ❏ *Big tasks*

- ❏ **#4 Prove It**
  How do you want students to demonstrate learning?
  - ❏ *Slide shows*
  - ❏ *Photographs of artwork*
  - ❏ *Traditional turn-in*
  - ❏ *Padlet collaboration*

- ❏ **#5 Constantly reflect.**
  What is going well? What isn't going smoothly? Don't be afraid to change it up!

More Guidance

- [Translating Online Practice for K-12: You CAN Do This!](#) (Ackermann, 2020)
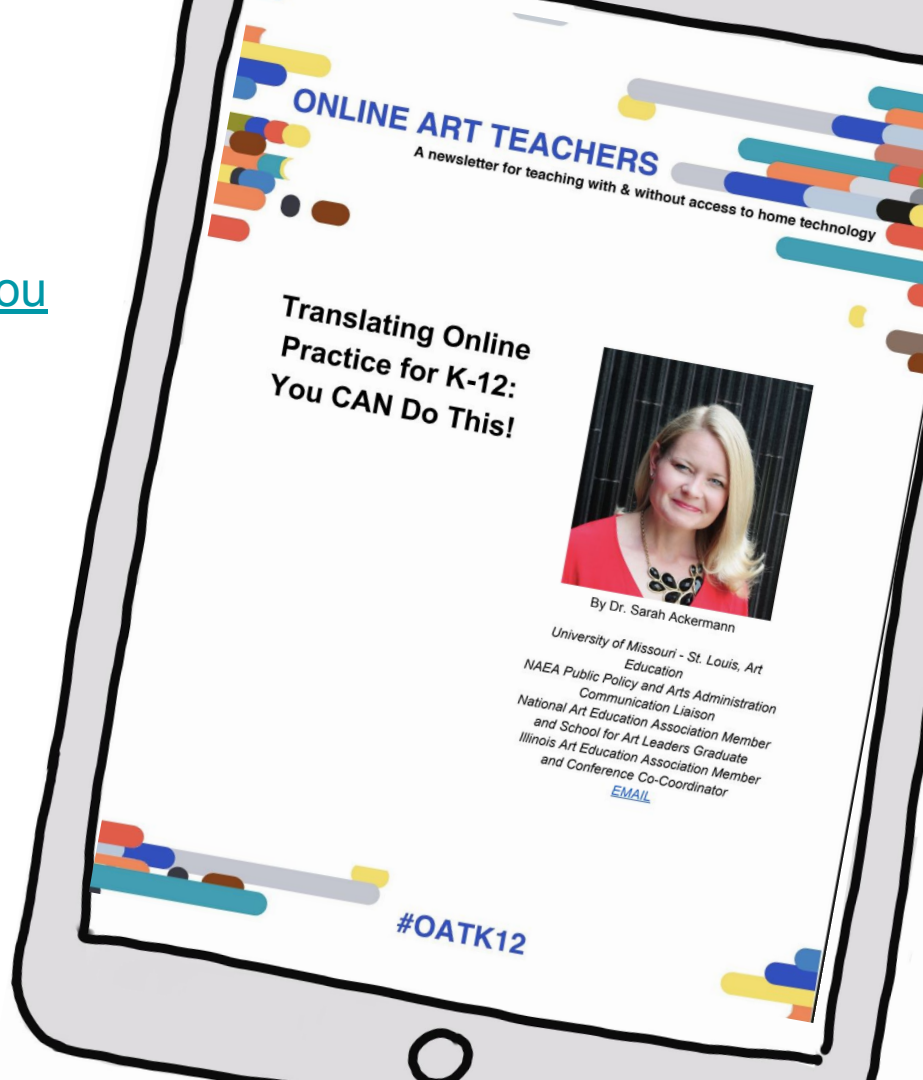
We Are Here For You!

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