

ONLINE ART TEACHERS

A newsletter for teaching with & without access to home technology

Joining the Tech Effort: Best practices for shifting to an online mindset



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#OATK12

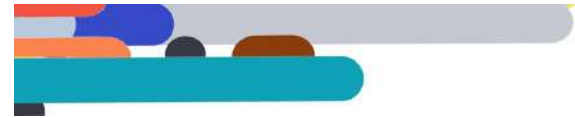
This resource has been created to accompany my presentation, “Joining the Tech Effort: Best Practices for Shifting to an Online Mindset” held on April 2, 2020 during the live “Collaborating and Chatting” sessions on the Online Art Teachers (K-12) Facebook group. It summarizes my session and also provides links to resources discussed.



During this presentation I shared my top six considerations for shifting to an online mindset with students. Following are supplementals to support you in your journey.



#1 Instructor Presence



Students want to hear from **YOU** as much as possible. Here are some resources to help get you started with recording yourself on video for students.

- [How to Record Your Face AND Screen Using Quicktime](#) (Kurt, 2020)
- [Zoom Ditches Limit on Free Videoconferencing for K-12 Schools](#) (MacCormack, 2020)
- [How to Use Zoom for Online Course Videos](#) (Content Sparks, 2019)
- [Screencastify](#)
- [Screencast-O-Matic](#)
- [Loom](#)

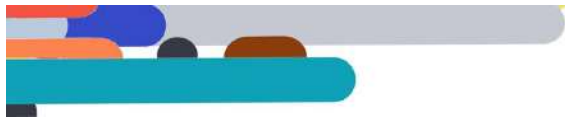
Following is the equipment I work with, however you don't need anything complex to reach students. A simple cell phone will do the trick. Or you can record with your computer.



Pictured:

- iPad Pro
- iPad Tripod Mount
- Lavalier Lapel Mic
- iPhone
- iPhone Tripod Mount
- Headphones

#2 Real-World Application



You can still ensure students are being creative while also diving into contemporary concerns. I recommend taking a look at your existing curriculum. What skills and concepts are non-negotiables? Which are flexible? Make small modifications based on accessibility to materials and technology.

In the end, we still want students to create, and we want them to respond to contemporary issues in meaningful ways. Consider linking to the reason they are home in the first place. Following are several artists creating in response to the virus.



- [Here's How Artists Are Responding to the Coronavirus](#) (Sayej, 2020)
- ['It Feels Like Wartime': How Street Artists are Responding to Coronavirus](#) (Sayej, 2020)
- [Meet the Scientist Painter Who Turns Deadly Viruses into Beautiful Works of Art](#) (Cohen, 2019)
- [Amid Coronavirus outbreak, Israeli Student Designs Artistic Protective Face Masks](#) (Jewish News Syndicate, 2020)

Constellating the Unconscious Activity Steps (Steinhardt, 2017)

This is an activity that I fell upon some time ago. It is a nice ice-breaker/warm-up activity. I have personally been making these drawings about every other day since being stuck at home. I have found the exercise to be very soothing and meaningful for myself. It would be a good activity to get students warmed up for an online art lesson. It might also draw out some interesting observations from students during this transitional time.

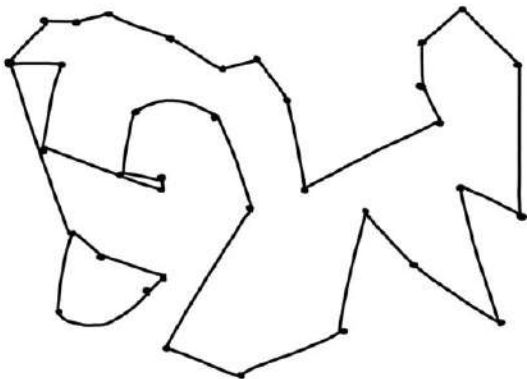
Materials: A blank sheet of paper and something to draw with. This can also be done digitally on a tablet.

STEP ONE: In no particular order make 10-20 dots on your piece of paper.



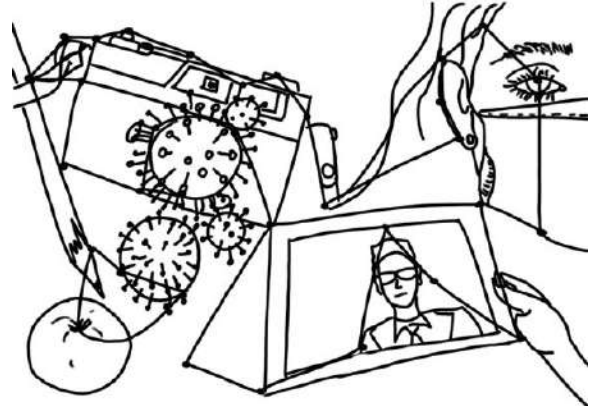
STEP TWO: Take a step back and look at your dots. Notice where they fall on the page. Add more dots if you like.

STEP THREE: Choose one dot as your home dot. Now, go on a journey. Travel in a straight line to a second dot. It can be nearby or far away. Continue to a third dot, a fourth, and so.

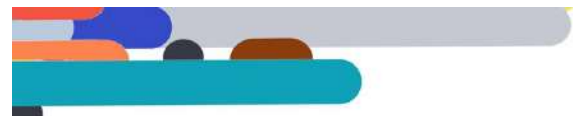


STEP FOUR: Place your work on the floor. Stand up and walk around. Look for shapes and forms in your work.

STEP Five: Return your work to the surface you were working at. Outline the shapes and forms your saw. Color them in and add detail.



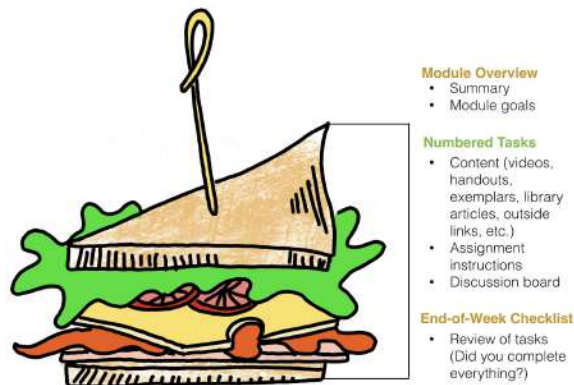
#3 Built-In Prep for Online Learning



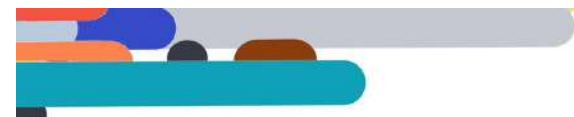
For some students, this idea of learning online will be entirely new! Take time to teach them about your platform, your organization, and how to engage with one another. I create video tours for each weekly module, reminding students of the classroom organization,

where they will find things, and how I would like them to work through steps. These videos are equally helpful for guardians that may be helping students in their learning. They are particularly helpful for the parents of very young children who may not actually be clicking through task to task on their own.

I use the following equation when creating each module for my online course offerings. I recommend a similar, straight-forward approach for all age levels.



#4 Clear Expectations



It isn't unusual for students to start to act differently in an online classroom setting. When they ask a question or leave a comment they may omit niceties that they have already practiced in a face-to-face environment. At times, you may find yourself reminding students that real people are

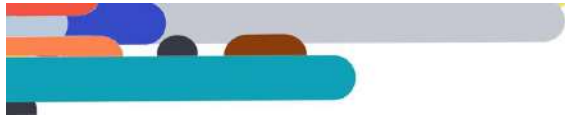
on the other side of the computer screen. They must continue to respect you and peers, and contribute to the classroom culture at large.

I recommend drafting some brief netiquette language for your students. This can be in the form of text, video or even an infographic.



- [Sample netiquette language](#) (UMSL, n.d.)
- [10 Netiquette Guidelines Online Students Need to Know](#) (Brooks, 2019)

#5 Prompt Feedback



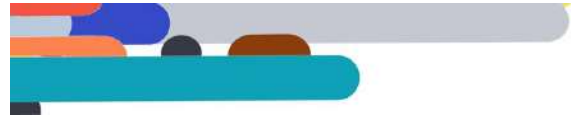
Students (and guardians) want to know that you are on the other end of the screen, so prompt and frequent feedback is helpful.

When teaching K-12 it may be near impossible to respond to every single student every single week. Respond to as many as you can, but also consider ways you can respond to larger classes of students.

For example, students might share final drawings in your Google Classroom. You provide direct feedback to several, but then also create a video response to the whole crew in which you call out specific pieces and students that took interesting risks in their mark making. Keep an informal tally of which students you personally respond to and when. Look at that tally often to see who is missing out, and who needs to hear from you directly.

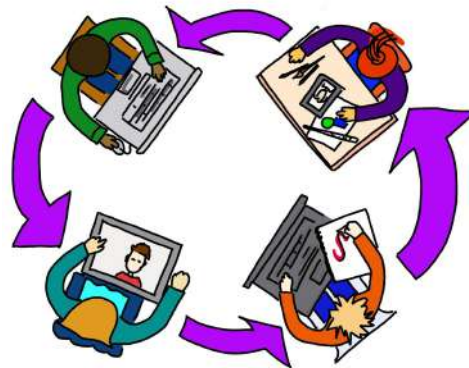


#6 Student Engagement



Student presence is just as important as teacher presence during this transitional time. Consider ways you can get students talking to one another. Sharing in-progress or final works of art over Google Slides or Voicethread, and then inviting students to comment, is a great way to get students talking to students.

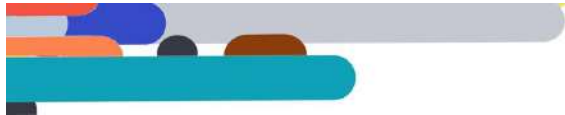
You might also explore some of the following creative ways to put up digital displays and art shows for students and families to celebrate and explore.



- [7 Ways to Maintain Relationships During Your School Closure](#) (Gonser, 2020)
- [Become Curator of Your Own Virtual Museum](#) (Holmes, 2011)
- [Art Steps](#) (Create your own virtual museum/gallery)

- [Kunstmatrix](#) (Create your own virtual museum/gallery)
- [Tour Creator](#) (Use Google Maps to create tours of existing museums around the world)

Final Thoughts



These are truly unique times, for teachers and students alike. As a community, I have been so impressed by teachers' responses, and particularly in this Facebook group. We truly are an amazing group of professionals. Let's continue to support one another. #togetherweARTbetter

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