



CAROLYN AROSELL

Art 322: e-Portfolio

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Project 1: Concepts for Multimodal Gallery Conversation

For this project, we focused on what we thought was important when teaching art and how we could use these ideas to facilitate a discussion in the *Overlap: Life Tapestries* exhibition at the HUB-Robeson Gallery

Lino:

Carolyn Arosell Concepts:

1. Compassion/Open mindedness
2. Freedom of thought
3. Communication




- We used Lino in this project to generate ideas as a class. I thought this was useful for this project because it helped me get a general idea of what other were doing to I could focus on my own unique idea. This could be implemented into a classroom in order to facilitate interactive group discussion.

Project 1: Concepts for Multimodal Gallery Conversation

Judy Chicago Dialogue Post:

August 29, 2018 at 3:32 pm REPLY #6951



CarolynArosell
Participant

In my mind, there are many reasons as to why hands on art making is emphasized in K-12 learning. I believe one of the most important reasons is because art making can aid students in other aspects of learning. Being able to have the time to create and make with your hands can be beneficial for many students, even therapeutic to some. As a student who thrives in a more relaxed, creative environment, my art classes were something I looked forward to in grade school. It gave me a different type of learning experience that more rigid classes like math or science could not provide me. Lastly, as I mentioned prior, it helps in a verity of other areas of life. While not every student participating in art making will grow up to be a practicing artist, it can teach them things like patience, collaboration, and problem solving.

- On Judy Chicago's website we learned about Participatory Art Pedagogy. We used her website to join in a conversation with other art education students that are not in our specific source . I enjoyed the discussion because we got to communicate with people outside of our classmates.

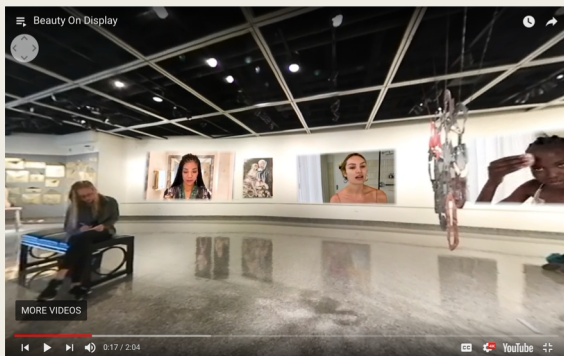
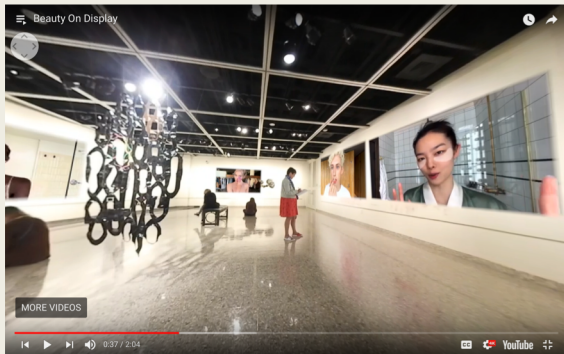
Overlap : Life Tapestries Interaction

- For this portion of the project we developed an interaction/discussion with the HUB Gallery. For our interaction we focused on individual thought and perspective when it comes to art making. With our exercise, we hoped to provide people with the tools to generate unique perspectives and have the ability to communicate them to their peers. I have provided the link below to my full blog post on this process.

<https://carolynarosellart.weebly.com/art-322/encounter-individual-thought>

Project 1: Concepts for Multimodal Gallery Conversation

360 Degree Video Creation :



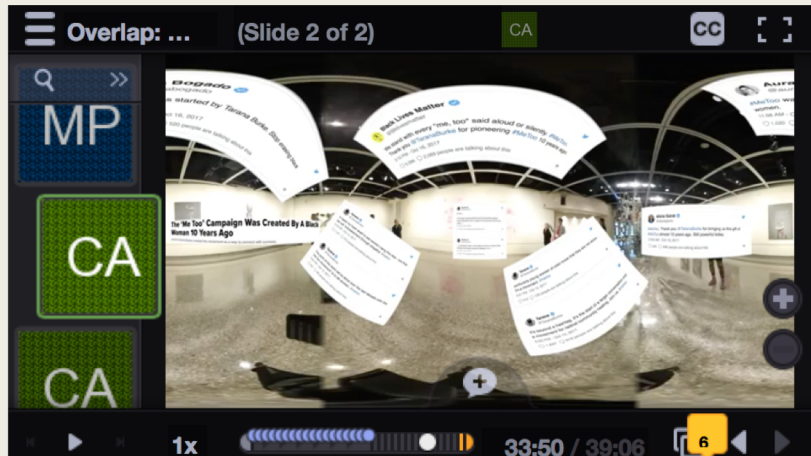
- For this part of the project we used the videos filmed during the classes interactions with the *Overlap: Life Tapestries* exhibition and created an immersive 360 degree video experience. We extend our concept off of individual thought and focused on individuality when it comes to beauty. We used Adobe Premier to edit and add outside resources to our recorded videos. Adobe Premier was something completely new to me but soon became one of my favorite programs.

- Link to my full blog post on concept for 360 degree video <https://carolynarosellart.weebly.com/art-322/data-visualization>

- Link to final video https://www.youtube.com/watch?list=PLuypF2473GJ2KW5lc5QFlinp7QkYHCiW7&time_continue=37&v=cN0sizjRM3k

Project 1: Concepts for Multimodal Gallery Conversation

VoiceThread:



- We were able to use this program to react and respond to our classmates 360 videos. I liked using this program because it allowed us to use our own voices and actually record our thoughts for the creator to hear. It was a very hands on way to hear peoples reaction to your work.

Overall Thoughts On Project:

This project introduced me to a variety of different programs and technologies that I was not aware of before. I strongly believe that I can use these programs in a classroom setting and have the ability to teach it to my own students. One of my favorite parts of this project was that it was so interactive with not only my classmates, but people outside as well.

Project 2: E-MERGENT>Self and LOCATING self as Teacher

For this project, we focused on where we see ourselves as teachers in the future. Through this process, we thought about what we want our classroom to look like, what age would we be teaching, what kinds of technology do we want in our classroom, what do we want our students to learn, and much more.

Futuristic Teaching Philosophy

FIVE THINGS I WANT MY FUTURE STUDENTS TO LEARN

1. You 100% make a career out of the arts if you are passionate
2. art isn't something that is gifted to some and not to others, the scale/measure of creativity can fit everyone
3. being creative isn't just limited to the art room, you can use things that making and creating has taught you in every aspect of your life
4. Kindness can get you far, being openminded and respectful rubs off onto others
5. Failure is something that happens, but it is up to you to decide if it will hold you back

- The first part of this project we were told to consider what were the five most important things we wanted our students to leave our classroom knowing and post it on our student blogs. I have included a picture of my five choices and a link to the full blog post below.

<https://carolynarosellart.weebly.com/art-322/my-art-teaching-philosophy>

Project 2: E-MERGENT>Self and LOCATING self as Teacher

Futuristic Teaching Philosophy:

By the year 2030 I would like to have a masters in Art Education and be teaching a fine arts class to students at the college level.

I will encourage students that making a career out of the arts is possible, even if others have discouraged them previously

I will teach students who are passionate about art and wish to further their education

My classroom will be a large open space that I can manipulate to create different learning environments

My students will have access to large tables and easels

I will have a verity of materials that will allow them to create in any way they see fit

My classroom will have large widows to allow natural light in and make the space feel open

I will push students to create outside of their comfort zone while still maintaining their own artistic style

My students will know that the things they learn in my classroom can be translated into other subjects and situations

I wish to be a resource to my students, not just their professor

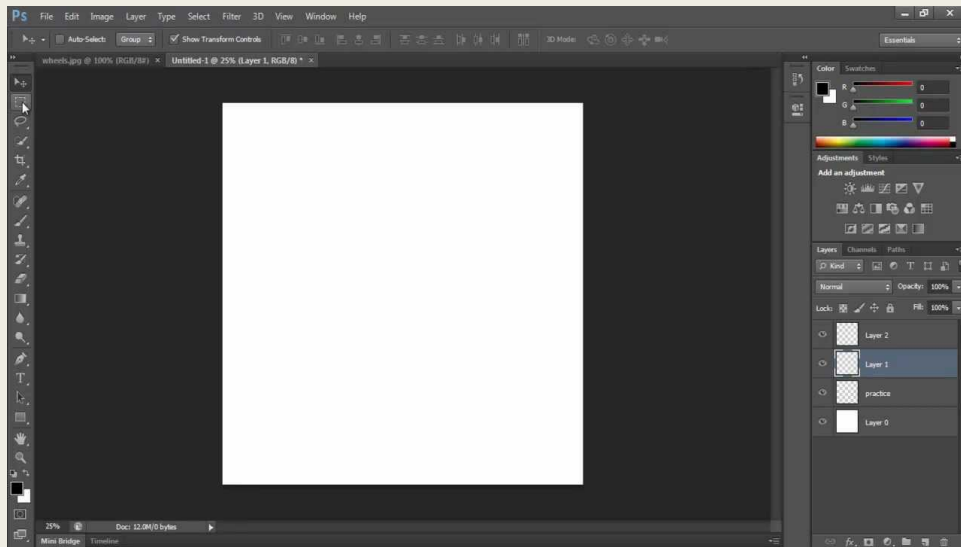
- The second part of this blog post came from an exercise we did in class. We were asked to close our eyes and imagine what we would want our future class room to look and feel like in the year 2025 or beyond. I have included a few examples in addition to a link to the full blog post.

<https://carolynarosellart.weebly.com/art-322/my-art-teaching-philosophy>

Project 2: E-MERGEnt>Self and LOCATING self as Teacher

Adobe Animate:

- Using Adobe Animate, we created an animation that showcased our teaching philosophy. We had the opportunity to play around and see the different features that this program had to offer. I decided to take a literal approach in displaying my teaching my philosophy because of how much I wanted to say in my animation. I believe that this was one of the hardest programs, however I would be interested in learning more about its capabilities.



Link to animation: <https://www.youtube.com/watch?v=-jPEAKmPxJ0>

Project 2: E-MERGEnt>Self and LOCATING self as Teacher

Overall Thoughts On Project:

I believe that this project helped me to realize that there is so much that technology can bring to the art room. This could be due to the fact that I am more attracted to traditional fine arts or that I was not exposed to this type of technology in my high school art courses. However, I now see that not bringing technology into my class room would hinder my students learning because we are now in a world where that is the new normal. In addition, I also believe that you needed to be a master at something in order to teach it. But through not only this project, but also Art Ed 322 I have learned that just simply exposing students to different programs will help further their learning.

Project 3: WebQuest

For this project, we created an interactive website that would guide students remotely through their own project involving 3D printing. As a class, we looked at a variety of artists who used 3D printing in their art making as a source of inspiration. We then curated an online project that a group of 8th grade students from Forest Hill Jr. High.

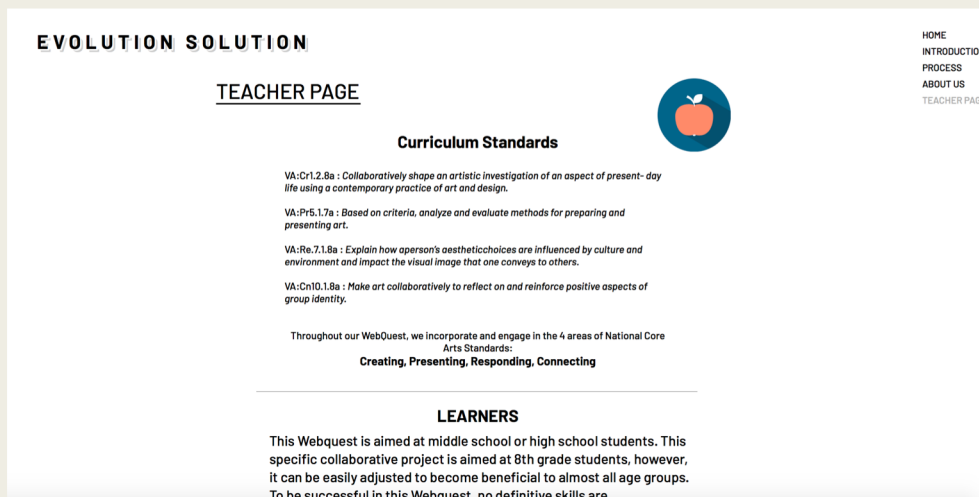
Generating WebQuest Idea:

- I began this project by generating ideas that not only I found interesting, but ideas that I thought 8th grade students would also enjoy. We then got into groups and put our ideas together into one concept. We decided to focus on ways that humans could help to further evolution. I have included the link to my blog post below.

<https://carolynarosellart.weebly.com/art-322/webquest-idea>

Project 3: WebQuest

WebQuest Creation:



- Using WIX.com I was able to create a fully interactive website that not only displayed our project beautifully, but also was easy to navigate. Up to this point, I had never used WIX website creator let alone made a full website. The WIX tools were incredibly easy to use and let me create exactly the website I had in mind.

- Link to WebQuest

<https://cwa52345.wixsite.com/evolutionsolution>

Project 3: webQuest

Overall Thoughts:

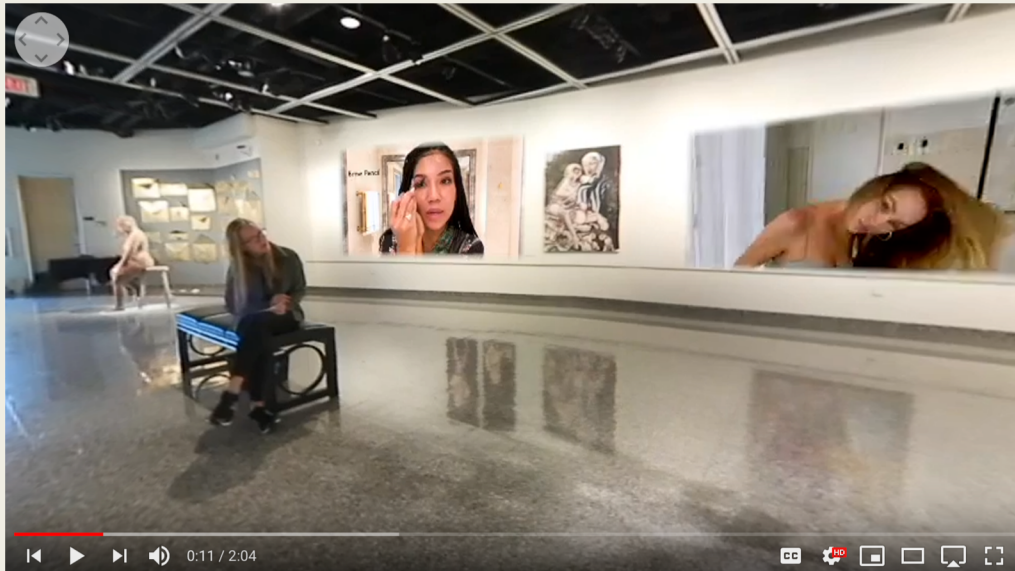
- I felt very overwhelmed when beginning this project because creating a website seemed like a daunting task. Not only when it came to content to fill the website, but also just the making of the website in itself. However, WIX.com made the process surprisingly easy and quick. My main goal in this project was to get students thinking creatively and in the future. I wanted to lead the students on a process that was not just fun, but actually taught them something. I also think that it was important for students to work in groups in this project and just the art room in general. I personally remember thinking that art was such an individual practice, when in fact it is incredibly collaborative.

Project 4: Data Visualization

What is Data Visualization?:

- Both in Art Ed 322 and in the Woskob Family Gallery art show we learned about how artists use data in their work. There is endless possibilities to what data visualization can show and what you can do with that information. Anything from charts, maps, or statistics can be used in a project involving data visualization.

Data Visualization and 360 Degree Video:



- For our data visualization project we focused on how society views make up. The data we choose to use were makeup tutorials retrieved from YouTube.com. I thought that the videos made the experience more interactive and visually stimulating.

Project 5: Curate Exhibition

Exhibition Announcement:

- For project 5 we focused on curating an exhibition to showcase our 360 degree video project. I created my groups exhibition poster using Canva.com.

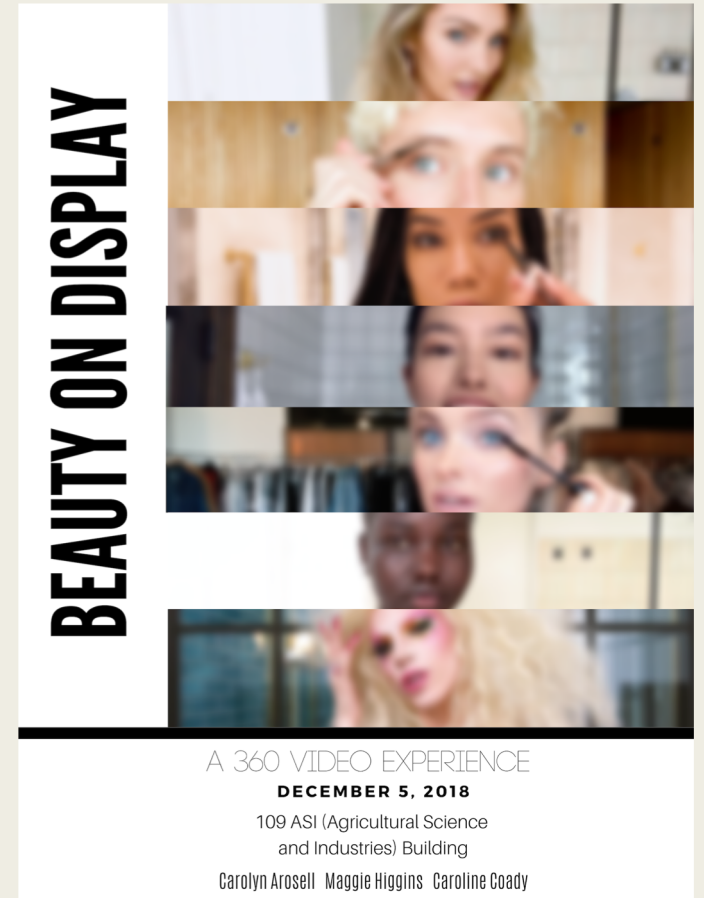
Find Card:

- Each member of Art Ed 322 created a “find card” to hang around the exhibition room in order to spark conversation and promote discussion. We could have our find card relate to our own video, or just a general question. I have included a picture of my find card below.

Find Card

11/27/2018 0 Comments

Find a moment in the video that reminds you of an experience you have had. How has this experience impacted you on a larger scale? Was it a positive or negative experience?



Project 5: Data Visualization

Overall Thoughts:

- I thought that this project was helpful in bringing everything we learned together. Creating and showing my final 360 degree video was a great accomplishment. Making the effort to show my work made me feel proud of what not only what I created, but my classmates as well. I think that encouraging students to show their work is important at any age or skill level. It shows the student that you are proud of their creations and they should be as well.