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Composition and Community: Integrating Design and Service Learning

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Thinkfinity Grant Status Report

Composition and Community: Integrating Design and Service Learning

Cornerstone II

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June 1, 2012

Mid Project:

A. Please see original proposal below

- B.** The course that I am developing and teaching begins in the fall. I have developed the syllabus. I also have been in touch with several students enrolled in the course, and those interested in taking the course (there is a waiting list to get in at 6 students now). I have ordered and received a projector, digital drawing pad and stylus, and an iPad. I have experimented with using these together and have further developed readings and specific assignments for the course.
- C.** It has impacted students only at this point in their interest in the course.
- D.** Not yet!
- E.** I still need to finalize the individual weeks schedule and be (re)in touch with sites that the students will use for their community service component. I have contacted PS 234 where I have placed students before, and Manhattan Youth (after school and senior programs).

Abstract:

Two Project Pericles Civic Engagement courses (one that I have taught four times and the other, newly developed) will be strengthened by the addition of digital technology (projector, scanner, printer, cameras etc.) in creating art as a form of visual communication. This technology allows integrating digital work into public school classrooms in a variety of projects including creating collages, drawing from projections, and displaying art both in the schools and (class) web sites.

Program:

The Thinkfinity Grant will support the integration of two courses with digital technology, Project Pericles Civic Engagement Courses, *Visual Thinking: Integrating Art into Elementary School Education* and my newly approved on-line service-learning, *Composition and Community: Integrating Design and Service Learning*.

Both courses uniquely follow the guidelines for this grant; this proposal fits in with Cornerstone II.

Cornerstone II

- Engages children from the community in Pace activities that are specifically designed to teach technology skills and the engender excitement and fun around learning technology
- Educates children in the use of computing for learning and life skills
- Reaches out to underserved communities including elementary school children, or other school or community service art classes
- Involves Pace University students participating in service-learning that includes integrating skills in art making and technology

Objectives:

The courses involve art making in ways that lend themselves to the addition, or inclusion, of technology as a obvious supplement.

Pace students and elementary school students will understand art as a visual means of communication and have the ability to communicate this through their use of the vocabulary of design integrated in the weekly lessons.

Students at Pace will be using their art-making skills and use of technology in the classroom, and in their chosen site.

Anticipated Outcomes:

Students will have the opportunity to learn the basic components of visual design and to learn about service learning, and to communicate these.

Pace students will demonstrate their use of visual language through digital documentation (portfolios), presenting their artwork and student artwork at the sites, and at Pace.

Pace students, public school students, and public school teachers will have a way to access technology in art making and display of the student work.

Funding:

Digital cameras, iPads, computers, scanner/printer, software) that will enable students to integrate technology into the curriculum. These tools are versatile - each is to be used with a variety of art projects and purposes.

Generating art projects through the use of a camera, having images or art work scanned and printed, then worked on and re-scanned and printed is part of the process of art making used in the two –dimensional Design course (*Composition and Community*).

Documenting and presenting work is central to these tools. I will use the laptop as a central organizing terminal, this computer would have the capacity to store and share artwork documentation; I will use the industry standard programs such as Photoshop and InDesign. I utilize several digital software programs as I create examples for students in the process of developing work.

Students will volunteer at PS 234, Manhattan Youth or at Pace High School could sign-out and borrow the materials on a week-by-week basis.

I will help students setting up these tools, helping students use them and developing an online portfolio, and monitoring their use the sites and at Pace.

This is a complex class where students are learning the material of the course, and then also teaching some of what they are learning at their sites. Students in the new Project Pericles course *Composition and Community* are welcome to

find a placement in a school or community center; I have teamed up with PS 234 for several years, and have a successful relationship with the school having student volunteers in the art classroom. Pace students will volunteer at either PS234 or another public school, or a community service center.

Pace students have the opportunity to use the technology of scanning, digital photography and design applications such as Photoshop and InDesign, seamlessly integrating the evolving technological options to complete coursework, on-line. My students will work with the art teacher at the site, volunteering to help as they get a sense of the practicalities and responsibilities of the art room. They would use the material learned from their assignments to create a work with students at their site, and with the aid of this grant, be able to actually use the technology that they are learning in the site, to demonstrate and share ideas about the process of creating and displaying art. The students would use the iPads, digital cameras, projectors and scanner/printer to create art work, show their own work, share the students work, and for additional documentation or course work.

Assessment:

Important to assessment of this program is having Pace students help the art teacher with a display of the artwork created by the students in the school, the plan is to have the process also documented and displayed using the new technology. The technology would make it possible to demonstrate the process of making the work along with the art both at the school location and at Pace, and make it available for all students to view online. The school, Pace, and the students would receive a DVD copy of the work to add to their portfolio of documentation of the work, and program.

Date of Completion:

Course will be offered in the Fall Semester of 2012

