

A CAPSTONE PROJECT PRESENTED TO THE COLLEGE OF THE  
ARTS OF THE UNIVERSITY OF FLORIDA



# ART/TECHNOLOGY:

A SELF STUDY EXPLORING DISTANCE LEARNING, ONLINE  
TEACHING & VIRTUAL ARTMAKING

Brian Testa





# Who am I?

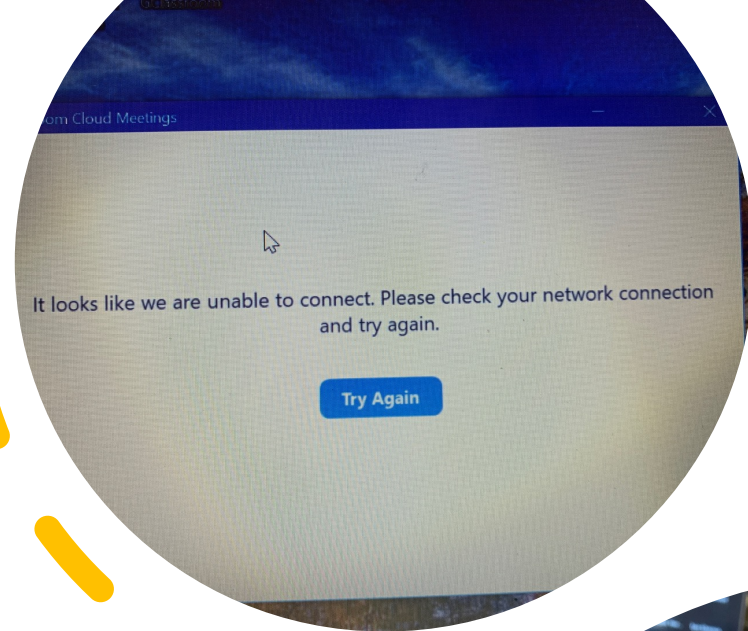
Mr. Brian Testa





# Rationale & Connections

- My rationale is based on an exploration of my own experiences within the classroom and cyberspace.
- Challenges and differences between in-person, hybrid, and online teaching.



# Research Questions

- How have I adapted art projects for distance learning?
- How have the approaches to curricula that I have used, been most successful in hybrid learning environments, for myself as an art educator and my students?
- How have I used online platforms and programs to facilitate learning and artmaking?



# Literature/Scholarship Review Insights

---



At the start of the 21st century, some educators found that the increase in advertising and the use of advanced technologies led to higher student expectations regarding interaction with technology (Starkey, 1998; Stankiewicz & Garber, 2000).



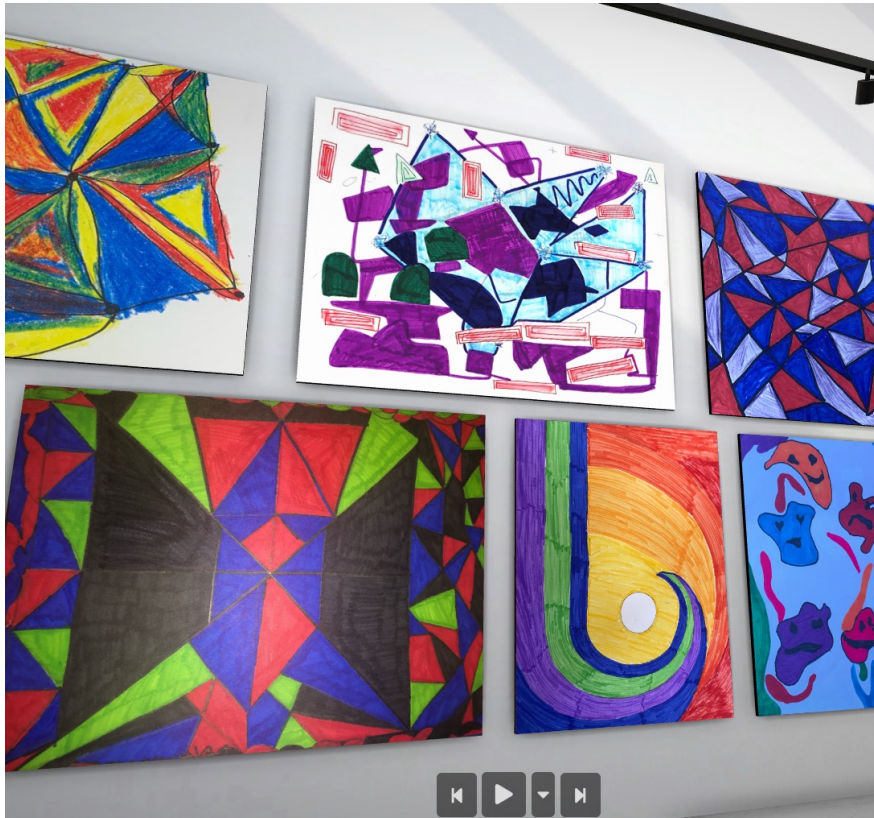
Lai (2002) writes, that online materials allow students to browse, read, or print out from their computer screen and study them on their own, when and where they want.



Madden (2020) writes, in the context of this crisis, “we have quickly learned new technologies and the affordances of asynchronous and synchronous delivery” (p.502).

# Summary of my Research Methods

- The methodology that I choose is autobiographical research (Ortiz & Chung, 2011).
- My research focused on examining art and technology, and the use of technology to facilitate artmaking beyond the classroom.





# Data Collection

- Some of the data I gathered was in the form of artwork, lesson plans, and personal anecdotes.
- The artwork gathered is a representation of student outcomes because of our exploration or representation of an idea, as a class.
- Student work serves as an archive of my success in conveying techniques or ideas.



# Data Analysis

- My analysis begins with exploring the methods of delivery I utilized to facilitate artmaking.
- Delacruz (2009) writes, “Artmaking, inquiry, and interactive digital multimedia are naturally inclined toward eclectic, creative, collaborative, and adaptive practices” (p. 16).
- I compare teaching in-person, hybrid (one week on-line, one week sync home), and remote student learning outcomes in the form of artwork.



# My Findings



Based on my research goals, the significance of my findings is a first-hand account of teaching during the start of the pandemic.



Students can create art in the virtual world, digitally or using photography when making it in the physical world is not possible.



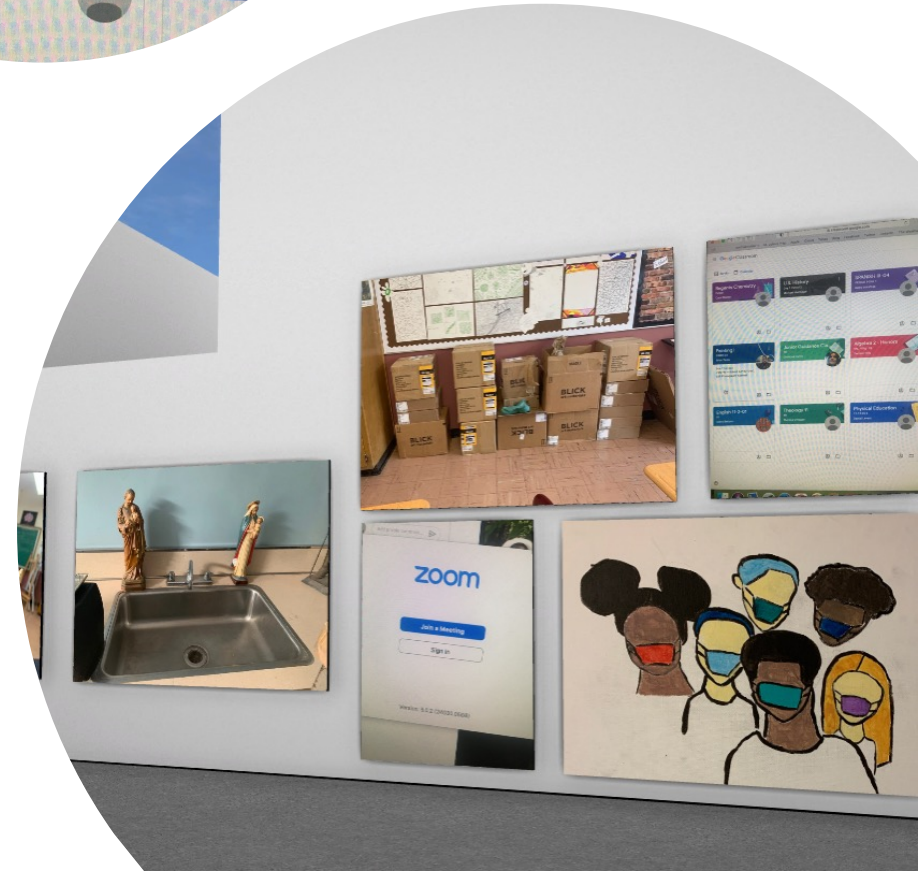
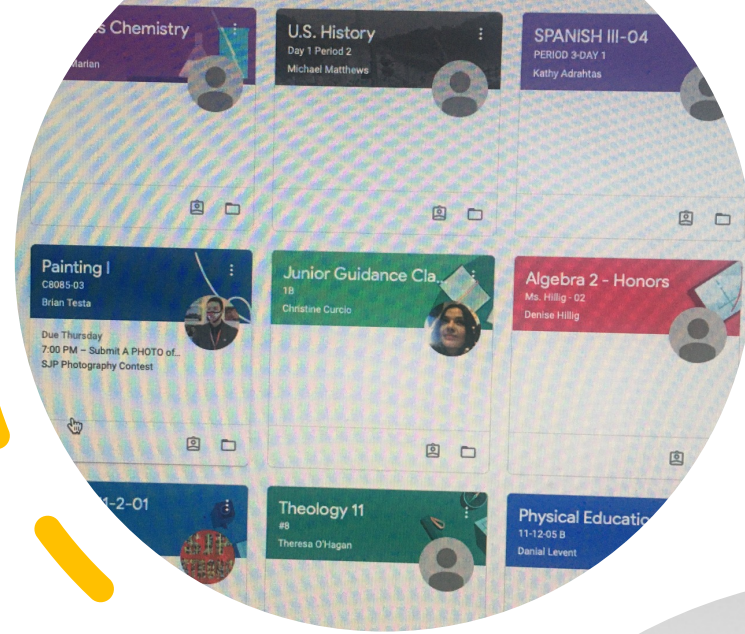
The most successful project I created with my combined three cohorts of students was the imaginary landscape (Lesson Three). My goal for this project was to allow students to imagine a world or land beyond the scary, depressing, or peculiar circumstances of New York City during a pandemic.



My experiences and analysis of such, can act to share challenges I faced teaching in different modalities and solutions I found within each learning environment.

# Recommendations

- Utilize an online learning platform.
- The addition of the Google Classroom platform to my Art Classes allowed for an easy way to communicate with students.
- Another Suggestion I have, is for students is the addition of using photography.
- My final recommendation, for educators, is to work with students to develop a curriculum that allowed for a choice-based model.





# Summary

- One of the primary ways I adapted my instruction was to create lessons that focused mainly on creating, or making, rather than historical narratives.
- This involves finding a method of teaching students who have a variety of interests, skills, and abilities.
- A choice-based approach works best.
- In addition, it is important to have clear expectations regarding student engagements. For example, teachers can encourage students to turn on their cameras during Zoom meetings in order to engage with each other and the teacher.



# VR Exhibit Link

[https://www.artsteps.com/view/62cb5f57  
bc8489381993edec](https://www.artsteps.com/view/62cb5f57bc8489381993edec)