

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

Brian Nicholas Testa, 2022



Who am I?

Mr. Brian Testa



ART/TECHNOLOGY:

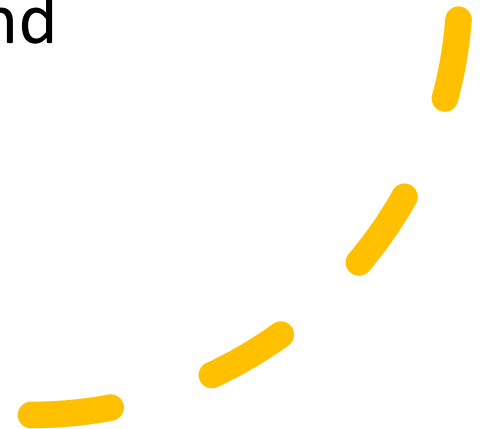
A SELF STUDY EXPLORING DISTANCE LEARNING, ONLINE
TEACHING & VIRTUAL ARTMAKING

Rationale & Connections

- This study is needed to explore approaches to online learning within pedagogical studies and to showcase the challenges and differences between in-person, hybrid, and online teaching.
- My rationale is based on an exploration of my own experiences within the classroom and cyberspace.
- The study fits into the larger context of art education in the 21st century by allowing readers a window into my experiences teaching during the pandemic.

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. This approach to providing information regarded the online space as an index of knowledge, rather than an online meeting space.
- 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). I agree with Madden (2020) because I had to learn new technology, a new modality of teaching, and new methods of delivery within hours of my first class.

Summary of my Research Methods

- The methodology that I choose is autobiographical research (Ortiz & Chung, 2011). Autobiographical research is a form of inquiry that allowed me to identify and examine previous and established ideas within the literature.
- My research focused on examining art and technology, and the use of technology to facilitate artmaking beyond the classroom. I examined previous notions of online and distance learning to better understand the delivery of information. My research was guided by narratives and stories of my own experiences.

Data Collection

- As an autobiographical study, the methods of data collection that I used included artifacts such as my own stories, memories, past curricula, lesson plans, and previous student artwork.
- Using this chosen research method, I explored how distance learning can be accomplished through selected online learning platforms. I also connect my findings to pre-existing findings and ideas about online learning and 3D virtual learning environments
- 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

- I systematically analyze my qualitative data, in the form of student artwork to derive findings that aggregate data. I utilize deductive reasoning to make sense of the information I collect and analyze. My analysis begins with exploring the modalities I utilized to facilitate artmaking.
- Delacruz (2009) writes, “Artemaking, inquiry, and interactive digital multimedia are naturally inclined toward eclectic, creative, collaborative, and adaptive practices” (p. 16). I examine my own bias, and the collaborative, and adaptive practices of established academic researchers, and writers.
- I compare teaching in-person, hybrid, and remote student learning outcomes in the form of artwork.

Discussion and Significance



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



This paper is significant as a historical account of teaching during the initial transitory phase of the pandemic. The significance of this written work is to act as my own personal account of teaching using online tools, including anecdotes that support and further discuss my instruction methods.



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.



The most challenging aspects of facilitating artmaking during the peak of the covid-19 pandemic were the challenges associated with limitations and lack of existence of protocols and standards for classrooms that were not prepared for 21st century instruction.

Recommendations



One of the first recommendations I have, for art educators, is to 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. The addition of using photography as an option for students who preferred photography, or had limited access to materials, especially prior to the supply order arriving.



My final recommendation, for educators, is to work with students to develop a curriculum that allowed for a choice-based model. To do this I recommend doing a survey or game that facilitates students sharing their ideas about what they want to learn about.