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ABSTRACT

This report provides a progress report on the Art and Technology Integration Project (ATI), a partnership of the Westside and Grand Island Public Schools, the Smithsonian Institution's National Museum of American Art (NMAA), and the University of Nebraska at Omaha (UNO). The ATI project focuses on long-range assessment of the integration of the Internet and related educational technology into the school systems, specifically involving the development of interdisciplinary curricular units that integrate the visual arts. The program brings national art museums into classrooms electronically; develops computer integration strategies; trains and supports teachers; builds curriculum, instruction, and assessment strategies; and seeks to build a statewide community for art and technology integration. The report examines the effectiveness of the first year of ATI in relation to four goals: (1) expanding the use of educational technologies that support engaged learning; (2) using art and museum resources for cross-disciplinary integration into curriculum for grades K-12; (3) digitizing selected images and artifacts from the NMAA and making them available over the Internet; and (4) increasing teachers' skills, knowledge, and abilities to demonstrate integration by providing training in constructivist theory, art integration, and technology. Appendices include survey results, twelve participant interviews, four staff interviews, focus group feedback, completed image request forms, and sample lessons. (SWC)

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ED 398 906

Art and Technology Integration Project

Year 1 Status Report

Completed May 15, 1996

Evaluation Team

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IR018112

Art and Technology Integration Project

Year 1
Status Report

Completed May 15, 1996

Purpose

The purpose of this report is to provide a progress report (after 1 year) related to the Art and Technology Integration Project, undertaken cooperatively by the Westside and Grand Island Public Schools, and evaluated by the Office of Internet Studies, at the University of Nebraska at Omaha. This report summarizes results from both qualitative and quantitative data sources.

Evaluation TEAM

The following are the team members contributing to the evaluation report.

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Art and Technology Integration: Evaluation Goals (Year One)

The goals of the Art and Technology Integration Project focus on a long range assessment of the integration of the Internet and related educational technology into the Westside and Grand Island public schools. The focus of this integration was on the appropriate training of staff participants from each of the school districts and the subsequent development of interdisciplinary curricular units using the visual arts as a medium for content integration. This 12 month report references progress related to each of the following goals, which are targeted at providing a comprehensive and formative evaluation approach to examine the Art and Technology Integration project components related to establishing baseline information of teacher perceptions concerning the project, the use of art museum resources to integrate subject disciplines, and the collection of qualitative data from the interdisciplinary curricular units that have been used in classrooms thus far. The goals for the 12 month period of the Evaluation Project were as follows:

1) To continue to design initial data collection and analysis procedures
2) To analyze access and use data from the Smithsonian Institution
3) To interpret the results related to the surveys of trained teachers
4) To summarize classroom uses of the Internet established within developed interdisciplinary curricular units.
5) To summarize participant observations related to dialogue within a listserve discussion group throughout the project.
6) To interview all teacher participants and project staff
7) To collect videotaped examples of student and staff efforts
8) To provide World Wide Web access to the evaluation report

Background on the ATI Project

The Westside Community Schools and the school district of Grand Island established a partnership with the Smithsonian Institution's National Museum of American Art (NMAA) in Washington, D.C. and the University of Nebraska at Omaha (UNO) to provide a model program for teaching and learning in grades K-12. The project was entitled "Art and Technology Integration (ATI)." Westside Community Schools is acting as the coordinating organization and fiscal agent for the partnership. The Westside Community School District is a K-12 school system serving 4,790 students in Douglas County Nebraska. The School District of Grand Island is a K-12 public school system serving 7,251 in Hall County, Nebraska.

The primary innovation of the collaboration is the development of a replicable interdisciplinary curriculum model that integrates Smithsonian visual materials via the Internet. Individual units are being developed by Grand Island and Westside and will provide a permanent library of interdisciplinary curricula that will be shared with all Nebraska schools and made publicly available over the Internet. Together with the extensive visual materials from the Smithsonian, these

materials will become part of the public record.

The curriculum related goals of the Art and Technology Integration project are ongoing, and focus on enhancing teaching and learning in the School District of Grand Island and the Westside Community Schools by supporting the use of appropriate educational technologies. These goals seek to use art and museum resources to provide challenging, authentic cross-disciplinary learning experiences; to digitize selected images and artifacts from the National Museum of American Art and make them available over the Internet or through local servers; and to provide training and support to classroom teachers in constructivist theory, interdisciplinary applications, and technology.

Major activities of Art and Technology Integration include the production of original interdisciplinary curricular units, digitalization of images and artifacts from the National Museum of American Art collections, and two five-day teacher-training workshops to be held each year of the project. The project is directly linked to goals identified in the strategic plans and implementation guidelines of the School District of Grand Island and Westside Community Schools. Close parallels also can be found in the recommendations of Goals 2000 and Challenge Nebraska. The ongoing effort is supported by strong theoretical evidence from educational and psychological research.

Grand Island and Westside are both members of the Nebraska Council for Excellence in Education, and both districts have been actively involved in Prairie Visions since its inception. Westside Community Schools and the School District of Grand Island are also collaborating with the College of Education, University of Nebraska at Omaha, to provide for both a formative and summative evaluation process related to the Art and Technology Integration Project. Westside Community Schools is a member of the Metropolitan Omaha Educational Consortium (MOEC) with UNO.

Connection to the Community Discovered Project

The Art and Technology Integration project has provided a critical link in the process of incorporating Discipline Based Art Education into the project schools by serving as a precursor to a much larger United States Department of Education Challenge Grant entitled "The Community Discovered." The Community Discovered is a five-year project that once again links technology and the visual arts with other subject disciplines to help reform the education of K-12 students in Nebraska. As a result of the efforts of The Community Discovered project, it is the hope of the U.S. Department of Education and the participant schools that this will act as a national model for curriculum revision. A special emphasis will be placed on serving rural and urban disadvantaged students. The focus of this project is to develop curriculum models of engaged student learning using technology and the resources of the Information Superhighway. Five art museums will be included in

the project.

The project is being initiated by Westside Community Schools in Omaha, Nebraska, and the Nebraska Department of Education in Lincoln. The Community Discovered project will use and expand on the mission of Prairie Visions: The Nebraska Consortium for Discipline-Based Art Education, based at the Nebraska Department of Education. Prairie Visions is a consortium of nearly 100 Nebraska school districts, the Nebraska Department of Education, three Nebraska university systems, the three Nebraska art museums, and other art and education agencies. Prairie Visions is sponsored by the Nebraska Department of Education, the Getty Center for Education in the Arts, and the Nebraska Art Teachers Association.

The Community Discovered project has five goals: 1) to promote and encourage academic achievement, 2) to provide student equity in access to state and national museum resources, 3) to enable educators to effectively use appropriate technologies for teaching and learning, 4) to effectively integrate art into interdisciplinary curriculum projects, and 5) to create a national network of educators to support the development and implementation of appropriate learning strategies that integrate art and technology into other subject areas.

Major Evaluation Questions for the ATI Project

The current evaluation questions for the project are listed below, and correspond to the initial evaluation questions proposed in the grant. The questions reflect a two year, long term approach to the evaluation, and are only initially addressed in this current 12 month report.

1) Will the project expand the use of educational technologies that support engaged learning?

2) Will the project use art and museum resources as cross-disciplinary integrators in grades K-12?

3) Will the project digitize selected images and artifacts from the National Museum of American Art and make them available over the Internet or through local servers?

4) Will the project increase Teachers' skills, knowledge, and abilities to demonstrate integration by providing training in constructivist theory, art integration and technology?

Design of the Evaluation

The Art and Technology Integration Project Evaluation is focused on providing a formative evaluation, and is essentially that of an "impact analysis." In

evaluation studies, impact analysis can be defined as "determining the extent to which one set of directed human activities affected the state of some objects or phenomena, and ..... determining why the effects were as large or small as they turned out to be" (Mohr, 1992, p.1). In this evaluation project the evaluation design is focused on research based questions which seek to determine the general impact of the Internet training of teachers, the Constructivist approach to teaching, and the effect of the development of interdisciplinary instructional units on teachers and their students in the classroom.

Within the evaluation, four primary types of data are being examined related to the research questions. These data types include 1) teacher survey data, 2) teacher dialogue through an electronic listserve, 3) teacher and staff interviews, and 4) observed classroom student and teacher activities. Selected interviews with the teacher and staff participants were used to primarily to gain an overall sense of the project and to provide formative project feedback. The 12 month evaluation period of the project is associated primarily with continuing the data collection and analysis procedures for each of these four areas, and then summarizing the initial results.

Descriptive summary statistics were targeted during this reporting period, with correlational and pattern analysis planned for year two. Progress in each of the four main goal areas, as well as some general implications apparent at the 12 month reporting period, are summarized in the following subsections.

Status of Main ATI Goals

The Art and Technology Integration project has made considerable progress in its start-up and initial year activities. As described in the Project Background section, the project focuses on enhancing education by developing interdisciplinary units that deliver art and art resources to the classrooms of Nebraska and the world via the Internet. The project is a multi-element education program that brings National Art Museums into classrooms electronically, develops computer integration strategies, trains and supports teachers, builds curriculum, instruction, and assessment strategies, and seeks to build a statewide community for art and technology integration. In this examination of the effectiveness of the Art and Technology Integration project, the evaluation report is focused on analyzing data related to each of the four goals, and their related objectives.

Goal 1: Expand the use of educational technologies that support engaged learning.

Status of Goal 1:

Lesson development and planning is well under way in the Art and

Technology Integration project, and lessons are being collected by the Project Evaluation Team. Each of these lessons blend art with other disciplines and incorporate information based technology, primarily using the Internet. The Westside Community School and Grand Island Community School Districts are also beginning to establish electronic portfolios, in order to help provide a possible model for the other districts.

First year participants in the ATI project were surveyed to determine their assessment of the objectives as preparation for activities associated with Goal 1. Based on this formative feedback, plans were implemented in the Spring of 1996 to provide in-service for new participants prior to the summer workshops. In general, the survey reported very positive attitudes toward the ATI project and its ongoing activities. The following chart indicates emerging trends from survey questions related to Goal 1.

Survey Questions	Percent of total response	
The summer workshops helped me to learn new technological skills and to develop knowledge	Strongly Agree	36%
	Agree	43%
	Undecided	0%
	Disagree	7%
	Strongly Disagree	14%
How do you rate the interest in learning of students taught using Internet technology?	Much Improved	43%
	Improved	57%
	Same	0%
	Somewhat less	0%
	Much Less	0%
Art and technology is generally having a positive effect on my students.	Much Improved	50%
	Improved	50%
	Same	0%
	Somewhat less	0%
	Much Less	0%
In your opinion, based on this years experience with DBAE and Internet technology, how do you rate its importance within the total curriculum?	Great Extent	47%
	Moderate Extent	47%
	Somewhat	6%
	Little	0%
	None	0%
Implementing art and technology into my classroom has been:	Very difficult	24%
	Difficult	35%
	Easy	41%
	Very Easy	0%

In addition to these selected teacher survey questions, related graphs and written responses to open ended survey items may be found in the appendix.

Goal 2: Use art and museum resources as cross disciplinary integrators in grades K-12.

Status of Goal 2:

Several constructivist curriculum modules were developed by the teachers in the Art and Technology Integration Project which will also act as models for continued work in the Community Discovered Project. These units and lessons, being initially reviewed in the evaluation process, are all multi-disciplinary in nature and include a wide variety of individual topics such as:

- the use of art in the integration and illustration of physics and motion
- the contribution of various cultures to Nebraska as illustrated by works of art
- the use of art in the student presentations of other countries (Japan, China, etc.)
- the effects of acids, bases, and other chemicals on outdoor sculptures
- the illustration of poetry with art images
- the communication of ideas through art, and its use in high school counseling
- the use of art in speech classes, and the ways artists classify their art
- the study of various ethnic groups, by an examination of their culture through art
- the examination of Native Americans in Nebraska through art and its images
- the study of the American Depression, through art images of the 1920's and 1930's
- the study of Japanese internment of World War II, and its tragedy, through art images
- the discovery of self in the American westward expansion as seen through art images

An example lesson illustrating the high level of teacher and student efforts related to lesson development can be found in the appendix. In addition, the project evaluation team has also collected considerable video footage related to teacher and student presentation of their lessons, which is currently being edited and is available upon request.

Goal 3: Digitize selected images and artifacts from the National Museum of American Art, and make them available over the Internet.

Status of Goal 3:

The first group of teachers from the Art and Technology Integration project have had an on-site visit with the Smithsonian Museum to review their available

works, and have initiated a strong linkage between the museum personnel and educators related to activities planned to grow within the new Community Discovered Project. The Smithsonian Museum is taking a strong leadership role in initiating the museum related activities in the project, and image scanning is well underway by that site, based upon educator requests. Other museum collaboration is also being initiated, such as with the Joslyn Art Museum, and is being formalized as the Community Discovered project continues to get underway.

Museum educators are in the initial stages of their on-line support activities, and are currently examining the costs and support issues related to Internet support at their specific site. Increased participation by these organizations, especially with local museums, is expected as the Community Discovered project begins to expand the museum based activities beyond the Smithsonian's, and involve additional image identification and image scanning work.

ARTnet, the electronic network created by Prairie Visions and the Nebraska Department of Education is already operating successfully as a listserve, gopher, and web site. The list of subscribers to the listserve currently includes 139 individuals, and the web site currently receives approximately 400 visitors to the home page each month. ARTnet is also supporting curriculum based workshops, which will be available to the Community Discovered Project, that are called PALS (Partners in ARTnet Linked Services). Additionally, an On-line Student Art Gallery is also planned related to the project, and the Community Discovered project has been successful in establishing its own World Wide Web page, with links to ARTnet, and other related resources.

Considerable development effort related to an Image Request Form for the project was undertaken, and was coordinated by the museum staff at the Smithsonian. This effort required the initiation of a relatively new approach for how teachers might request visual images from museums such as the National Museum of American Art to support their curriculum activities. Substantial dialogue occurred between both the project participants and staff, related to how best to provide such request information, and the efforts resulted in the development of excellent model for both a written and electronic request form. The written request form is available in the appendix.

Goal 4: Increase teachers's skills, knowledge, and abilities, to demonstrate integration by providing training in constructivist theory, art integration, and technology.

Status of Goal 4:

Selected computer software supporting integration activities was piloted with

the Art and Technology Integration teachers, and teachers have begun using various programs contributed by the Getty Museum and the Microsoft Corporation. Approximately 45 different software programs were available for review on January 31, 1996, for the ATI participants. In addition, teachers helped in reviewing a beta version CD-ROM developed by the Smithsonian.

The initial group of Art and Technology Integration teachers were trained in a workshop environment on an integrated constructivist curriculum, with an outside consultant during the Summer of 1995. These ATI teachers worked with self selected partners to initiate lesson development activities, as well as completed a week long visit to the Smithsonian to support ongoing collaboration with the museums and to help identify educational useful images for their own lesson development activities.

Although video conferencing support for training has not yet been started related to the ATI project, excellent participant dialogue was established by listserve and electronic mail, with an expectation for eventual use of video conferencing for periodic communication activities as the Community Discovered Project continues to get underway. The extensive listserve and electronic mail process is also providing an excellent "teacher log" process formalized for the evaluation.

Survey items related to the effect of the summer inservice on constructivist teaching strategies and the integration of art and other subject disciplines was also collected and analyzed. The following table indicates emerging trends from survey questions related to Goal 4.

Survey Questions	Percent of total response	
The summer workshops contributed to my ability to integrate art and technology into my curriculum.	Strongly Agree	43%
	Agree	43%
	Undecided	7%
	Disagree	0%
	Strongly Disagree	7%
The materials, information, and resources in the summer workshops are adaptable for classroom use.	Strongly Agree	43%
	Agree	36%
	Undecided	7%
	Disagree	7%
	Strongly Disagree	7%
The curriculum development presentations helped me improve my teaching strategies.	Strongly Agree	29%
	Agree	64%
	Undecided	0%
	Disagree	0%
	Strongly Disagree	7%

How do you rate the interest in learning of students taught using a DBAE approach?	Much Improved	47%
	Improved	47%
	Same	6%
	Somewhat less	0%
	Much Less	0%

In addition to survey results, all teacher participants and project staff were interviewed at conclusion of the year one activities of the project. These interviews indicated very positive general perceptions of the project and its accomplishments, as well as some remaining barriers to future progress. In addition, focus groups of participants and staff were also held. Several points were made consistently within the interview and focus process by both teachers and project staff:

- Teachers and students found the integration process very motivating
- There was a surprising wealth of possibilities for image integration
- The new lessons helped teachers better explore even traditional topics
- The Smithsonian was often identified as very helpful and approachable
- Teachers benefited from the enhanced professional communication
- Teachers benefited from the additional training, such as in Prairie Visions
- Access to the Internet in specific classrooms is still a problem
- Additional technical assistance for individual classrooms would be helpful
- There is still difficulty in matching museum images to specific topics
- An enhanced search mechanism would help in identifying images
- Additional planning time is needed for individual teacher development
- A systematic timeline of partial due dates for lessons may be helpful

All interview and focus group responses are available in the report appendices as provided by both teacher participants and project staff.

World Wide Web Site

Although a number of integrated lessons are currently being developed and used by the teachers involved in the Art and Technology Integration project, these lessons are not yet completely ready for web page access. However, the Community Discovered World Wide Web site is now online, and will eventually be the primary source of these developed lessons, general information about the project, and periodic evaluation reports and documents. The World Wide Web site for the Community Discovered project is well underway in its construction, and promises to become a model "portfolio" for both the Community Discovered and the Art and Technology Integration projects.

Evaluation Implications

Several implications were apparent from the data gathered related to the first year of the Art and Technology Integration Project. Both the quantitative data, and qualitative data collected through open-ended survey questions and interviews, was used as a basis for the implications section of this report.

1) Use of the listserve can be expanded.

Although a fair amount of informal "talk" was initiated over the listserve, it can be used to a much greater extent, and can include project announcements, schedules, ideas related to technical problems, and even training suggestions. Such initial use of the listserve has been very successful with current participants, and now should be expanded to include the new teachers and staff (such as those at other museums).

2) Training needs to continue to deal with technical as well as curricular issues.

Teacher concerns exist in several capacities related to the ability to successfully utilize older computers and single computer classrooms, which some of the participants feel are valuable, but require additional training or ideas from project partners. With the rapid pace of change on the Internet system, and considering the Internet's vastly expanding resources and capabilities, it would also appear that ongoing and periodic training sessions on new technical aspects of the Internet need to be continued, and perhaps expanded to on-site school workshops. The participating school districts must also continue to look for innovative ways for freeing up teachers for training, since training sessions offered outside of the school day are typically very limited in time, and traditionally less effective for technology based inservices.

3) Students showing a great deal of motivation in the classroom

Nearly all of the teachers interviewed reported increased student interest and motivation in the classroom. Students were not only motivated by extended opportunities to access the Internet, but also by the nature of the interdisciplinary lessons themselves. Students have been exposed to the utility of technology in a traditionally non-technology related context.

4) Time issues threaten some implementation efforts.

Teachers reported that time within the school day to learn, and hands-on practice time with the site available technology itself, to be perhaps their biggest barriers. Many of the ATI participants have also experienced frustration over the time it takes to download images that have been requested from the NMAA. Line speed seems to be an underlying issue of effective integration of visually-based instructional materials. As the users become more proficient at developing lesson units that require extensive graphics from Internet resources, the more efficient the data transferring mechanism will need to be. In addition, the project needs to

continue to strive for innovative ways of providing teachers with additional practice and development time at the school (such as teaming activities).

5) Teachers are experiencing some difficulty with image integration

Some of the participants are having difficulty accessing relevant images due to the lack of an appropriate search mechanism for available images. Several participants reported "forcing" integrated lessons to work because they didn't yet know of an appropriate piece of artwork for what they wanted to show. Many of them also found it difficult to know what to ask for when trying to get help, although the Smithsonian was very responsive to their requests for assistance. As additional resources are made available to the participants, a more searchable system of indexing and cataloging will be helpful.

6) The Art and Technology Integration project appears well on track for Year 2

Data from both the qualitative and quantitative sources show that the progress for Year 1 of the ATI project is considerable, and within all expectations for Year 1 objectives. In particular, interviews and focus groups, for both the teachers and project staff participants, reflect a collaborative project that is cohesive in its identity, and systematic in its movement forward to the second year of its integration activities.

Dissemination Progress

The evaluation project is also planning and beginning to implement a formal dissemination process. Three methods of dissemination are currently being used and developed, and are in various stages of operation.

1) Evaluation Report

An evaluation project report is being completed annually, and is represented currently by this document. The year one report is primarily concerned with assessing the project's direction toward meeting stated objectives. Each project report will be submitted to the Eric Document service for access in their entirety by interested professionals.

2) Conference Presentations, Papers, and Journal Articles

Conference presentations, including conference proceedings and papers, will also be used as a dissemination tool for the Evaluation Project. Several articles are also in progress and will be submitted for review and possible publication in selected professional journals.

3) World Wide Web Access

The Community Discovered Project's World Wide Web page will be used as a primary source of access to the curriculum units developed in the project, the project evaluation reports, and other general curriculum information from Art and Technology Integration project that may be of possible interest to educators.

Next Period Evaluation Goals *(2nd year)*

The following are the goals of the Art and Technology Integration Project for the 2nd year of the evaluation. These goals will be refined with feedback from the ongoing formative evaluation process itself. The goals focus on continuing the evaluation process, and moving into a more complete implementation of the data analysis and general dissemination procedures.

1) To continue to refine, expand, and implement the overall evaluation process, with special attention to second year project objectives
2) To continue to collect and summarize teacher surveys
3) To continue to document examples of classroom lessons and uses
4) To continue to examine model integrated curriculum lessons
5) To continue to refine and develop the dissemination process
6) To begin to match objectives of the ATI project evaluation with The Community Discovered evaluation as these two project evolve

Summary

The Art and Technology Integration project is completing its first year activities, and is beginning many of its comprehensive second year activities. The project has continued to embrace advanced information based technologies, and has refined its plans as technology based applications continue to evolve with new capabilities, such as those represented by the World Wide Web. In addition, the project is drawing upon successful and extended collaboration with ARTnet, an electronic communications network, and Prairie Visions, a very active consortium of discipline based art educators. The Smithsonian Institution is also providing solid leadership and ongoing support. The continued work on electronic images by the project's group of museums, such as the Smithsonian, promises to provide a rich resource for the integration of art into other disciplines via the Internet.

The project activities are starting to move from an implementation to refinement process, and there are efforts underway related to each specific project objective. The evaluation plan is also in place, and specific evaluation activities are being initiated related to each project objective. These evaluation activities draw upon comprehensive data collection procedures that use both quantitative and qualitative approaches. Continued evaluation work is focusing on refining the data collection process, and includes refining surveys, establishing electronic data collection procedures, initiating school based data collection activities, and creating formal protocols related to the planned structured interviews, site visits, and project related observations.

Perhaps most importantly, there is a real team effort underway by all stakeholders in the Art and Technology Integration as it undergoes a natural

evolution to The Community Discovered Project. As the project continues to move forward, it is expected that the Art and Technology Integration Project will continue to evolve as the collaborative and organizational structure becomes more refined in the context of Community Discovered. The commitment by all participants to contribute to the overall success of the project will no doubt provide a natural catalyst for such success, as the project continues to implement its very aggressive list of goals and objectives.

Appendices

Appendix A: Survey Results
Appendix B: Participant Interviews
Appendix C: Staff Interviews
Appendix D: Focus Group Feedback
Appendix E: Image Request Form
Appendix F: Sample Lesson

Appendix A

Survey Results

SURVEY RESULTS
End of Year
Art and Technology Integration
1995 Evaluation

Summer Workshop Questions:

1. The summer workshops contributed to my ability to integrate art and technology into my curriculum.

	Total	Percent of total responses
Strongly Disagree	1	7
Disagree	0	0
Undecided	1	7
Agree	6	43
Strongly Agree	6	43

2. The summer workshops helped me to learn new technological skills and develop knowledge.

	Total	Percent of total responses
Strongly Disagree	2	14
Disagree	1	7
Undecided	0	0
Agree	6	43
Strongly Agree	5	36

3. The materials, information, and resources in the summer workshops are adaptable for classroom use.

	Total	Percent of total responses
Strongly Disagree	1	7
Disagree	1	7
Undecided	1	7
Agree	5	36
Strongly Agree	6	43

4. The curriculum development presentations helped me improve my teaching strategies.

	Total	Percent of total responses
Strongly Disagree	1	7
Disagree	0	0
Undecided	0	0
Agree	9	64
Strongly Agree	4	29

General Integration Questions:

1. In your judgment, has art become a valuable component of your curriculum?

	Total	Percent of total responses
great extent	8	53
some extent	3	20
somewhat	4	27
little	0	0
none	0	0

2. In your opinion, based upon this years experience with DBAE and Internet technology, how do you rate its importance within the total curriculum?

	Total	Percent of total responses
great extent	7	47
some extent	7	47
somewhat	1	6
little	0	0
none	0	0

3. How do you rate the interest in learning of students taught using a DBAE approach?

	Total	Percent of total responses
much improved	7	47
improved	7	47
same	1	6
somewhat less	0	0
less	0	0

4. How do you rate the interest in learning of students taught using Internet technology?

	Total	Percent of total responses
much improved	6	43
improved	8	57
same	0	0
somewhat less	0	0
less	0	0

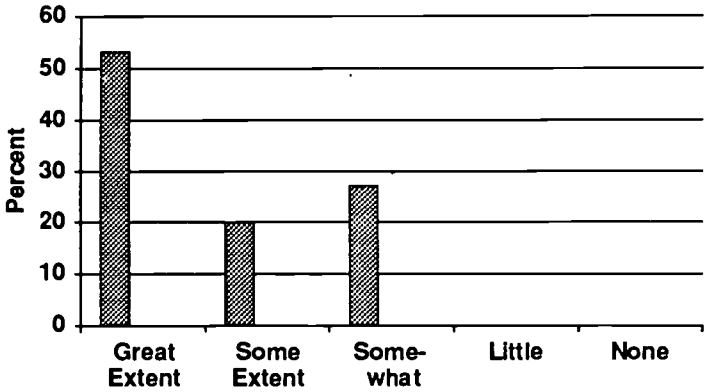
5. Art and technology is generally having a positive effect on my students.

	Total	Percent of total responses
strongly agree	7	50
agree	7	50
disagree	0	0
strongly disagree	0	0

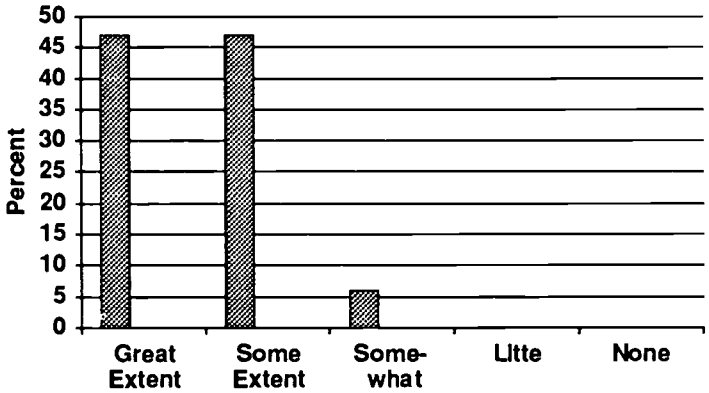
6. Implementing art and technology in my classroom has been:

	Total	Percent of total responses
very difficult	4	24
difficult	6	35
easy	7	41
very easy	0	0

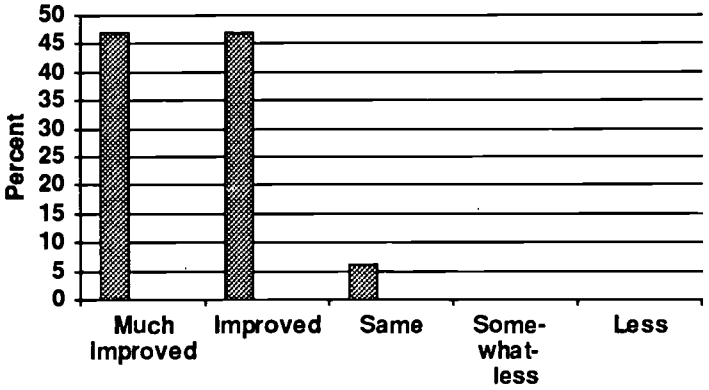
In your judgement, has art become a valuable component of your curriculum?



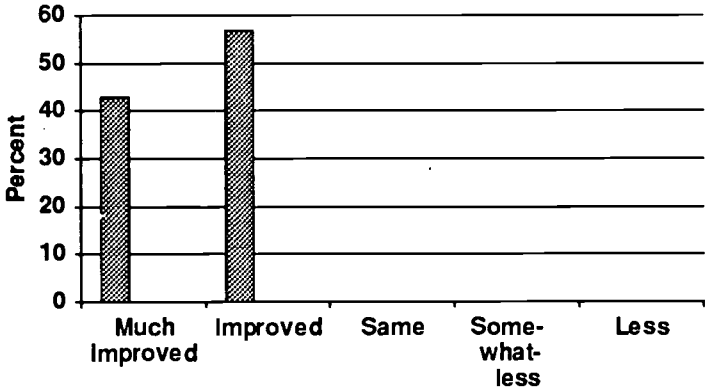
Based on your experience with DBAE and Internet, rate its importance in the total curriculum?



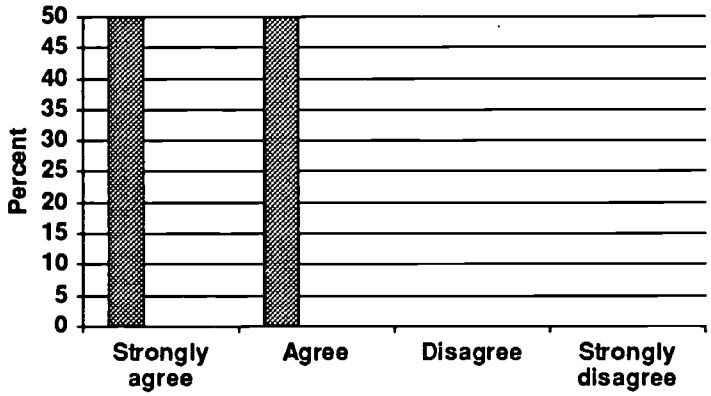
How do you rate the interest in learning of students taught using DBAE approach?



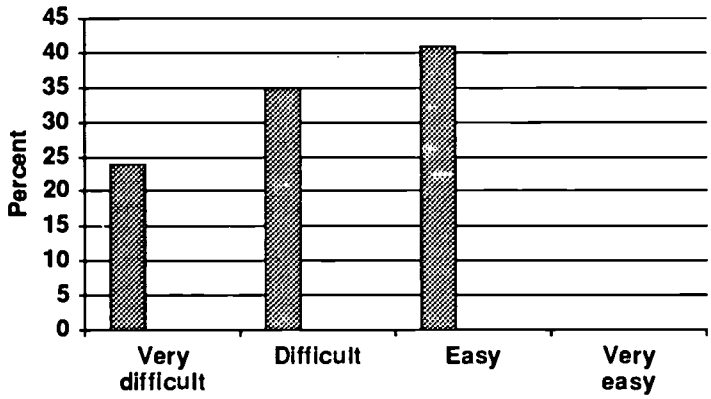
How do you rate the interest in learning of students taught using Internet technology?



Art and technology is generally having a positive effect on my students.



Implementing art and technology in my classroom has been:



Question 6. Why or Why not?

1. It's time consuming to implement technology and it hasn't been consistently reliable (human error mostly and some tech error). Art is easy as I have more control and it has been reliable.

2. I have been working with connections between are & technology since Apple II and I have a big interest.

3. I do not know enough of the technical skills to manipulate the hardware so images can be used by students with multimedia production.

4. I'm paired with a math teacher, even though we are both open we find it's difficult in such a skill oriented subject. I have also run into tech problems due to the Internet itself and lack of experience.

5. Because my technology system was basically in place. If one has to do both at the same time it will be difficult.

6. Some things just lend themselves better to implement art and tech than others. Being an elem. teacher and having a one computer classroom sometimes makes it difficult.

7. Time, effort, sweat, blood, tears, and frustration. That's not to say it's not worthwhile.

8. Difficult but Fun - learning new things - leaving the friendly/safe waters are generally difficult. Frustration of trying to find items and not being able to.

9. I have been using art integration for the past several years, so adding technology was just another step to enhance lessons.

10. It's easy to implement art into a kindergarten classroom. Being Prairie Visions trained, that has been an important component in my classroom anyway. Five year olds have a wide range of abilities as far as technology. This part has been more difficult.

11. I don't work with "a" classroom specifically. I work in media/library and so I have to coordinate with the classroom teachers. Sometimes that is difficult especially when I am assigned to two buildings, one is grades 6-8, the other is grades 7-9.

12. Coming up with ideas for implementing art & technology is not difficult but knowing what art to use can sometimes be frustrating.

13. I find it much easier and more accessible to use slides of artwork when giving presentations. The room I'm temporarily in is not conducive to technology. I'm too impatient to search the Internet for visual sources.

14. Carl has walked (talked) me through the process by asking pertinent questions, offering suggestions, providing materials (the Sherwood catalogue), and creating the slides from which students chose a portrait artist they liked.

15. Not directly hooked up to my class. We must go to the Media Center, and do group/lessons. Can't use Mac's-until they (children) get training. Keyboarding--end of Nov.; training--Dec. Being in Media Center is causing "Fishbowl" mentality.

Question 7. What activities have proven to most valuable during this academic year?

1. Robyn Fogarty Workshop, Sue Burch Technology Training, Time to work on the computer

2. Integration of curriculum, Prairie Visions

3. NMAA Web site and show students where images can be found

4. the time we have spent learning and practicing computers. The time spent in Washington was very useful. Most of the speakers were excellent about giving concrete examples. Sharing with the total group success and frustration.

5. Infusion activities where students do art-tech work related to their science unit.

6. Being able to download images for discussion, just allowing kids time to "surf" so they feel confident, using Internet as a resource for students doing research, Robin Fogarty, time to get together and share ideas with other ATI participants.

7. leaning to use e-mail, learning to access Internet, investigating possible Art resources on Internet, learning to integrate, constructivism

8. Trip to Smithsonian, time to work with the computer

9. Comparing works of different artists with the same themes, ex. Catlin/Bodmer, ex. Bierstadt/Moran; Robin Fogarty; 7 Intelligences by David Lazear.

10. The integration workshop by Robin Fogarty, the technology, knowledge gained by informative, meetings.

11. Conferences, free time to search, Internet class

12. Robing Fogarty's workshop on integrating curriculum; time away from school to work on surfing the Internet and downloading info; Curriculum presentations by NMAA staff.

13. Studying James Rosenquist in a new light based on his recent exhibit at the Joslyn Museum; the DBAE style presentations given at the Smithsonian in July were very informative/helpful when reviewing/preparing lesson plans for my advanced art classes.

14. I am not sure, but I think that deciding to do something with art for each part of the writing course has kept me swinging at the targets and beginning to make a few hits: target one infuse art; target two utilize technology, bull's-eye to improve students' writing school.

15. Only introductory, group lessons, so far

Question 8. What information knowledge, skills, materials, or things do you need to help you further implement art and technology in your classroom?

1. I need more technology, information and time using with a knowledgeable person there to show and explain it to me.

2. Examples of constructivist activities--I don't feel like I'm doing "constructivist" things, amphetamines - caffeine just doesn't work any more.

3. I need a full day sub once a week for "X" number of weeks to explore what already exists on the net. I know this is not knowledge, it is time. I feel extreme need to get on the net to explore so I can share with students. I have not explored enough to lead.

4. Data base info on what is available at the NMAA, Time, knowledge of funds to get materials if not available at school.

5. I would like students to actually do art. For example making perspective drawings of landscapes. For this kind of thing I would need the help of an expert and materials.

6. What is available, lists or resources, TIME, What can my new computer do?, What is in the boxes next to my computer?

7. Time, collaboration

8. Computers, software, scanners, quick take, AV equipment, Lab and time to use/learn/help students use the same.

9. More Macs! More technology training in capabilities of Mac-Internet, etc. I know there is a lot I don't know!

10. More technology skills on my part and the students' parts. Knowing what is available at the Smithsonian and how to search for what's available.

11. I would like to know specifically what curriculum is taught at each grade level, so that I can key more specifically on those areas. I would like more access to art files--Joslyn, MONA, NMAA - with indexes and quicker turnaround on the delivery of the images.

12. Quick courses in 1) homepage creation; 2) setting up Internet accounts for my students; 3) learning the capabilities of my new computer; 4) helping me hook up peripherals for my new computer and an index/database of NMAA images available.

13. I need to see a list of artworks available through the Internet (Smithsonian). I need a visual catalog of artworks to help develop motivation lectures of upcoming art projects. How many of these images are available on Internet or need to have slides made of them? I need improved typing skills, otherwise communicating on the e-mail is a very tedious process. Drop out of coaching to allow for more time.

14. I need to know some works of art that speak to issues and concerns of adolescents, that "provoke" students to reflect on their own lives and to write meaningful poems, character sketches, stories and essays.

15. E-mail for the children to use. Procedures, lesson plans, Quick take camera procedures, knowledge of "Kidworks" and teaching it.

Question 9. Please summarize your art and technology integration activities for the past year.

1. Use of images to support art curriculum, science, social studies, and reading and language arts.

2. Create a unit based on Latino and Hispanic works that tie to the social studies curriculum.

3. 1) Students have used Gopher-NMAA, to look up individual artists to use biographical sketches and find samples of their work. These have been with the theme of "Take a stand in History" used in National History Day Contest. 2) Have used search engines like El Net Galaxy to look for topics related to History Day Theme--i.e. - Native America Art, Rinehart (photographer-1898 Omaha Exhibition). 3) All searches and collections that student have looked for and found are for student production of Hyperstuio, multimedia stacks as entries to History Day.

4. Put on list serve

5. see LISTSERV

6. Already sent this

7. Already posted. However a great "set" I've used is to have the computer on with an image from NMAA so all can see. I use it to introduce my concept for the day in Science.

8. Nothing formal so far. Informally I have had students searching the net. Students using the computer to produce art.

9. Study of Faith Ringold and her story of Tar Beach. We read the story, talked about Afro-Americans, made quilt squares, and watched the story on "Reading Rainbow." Students enjoyed putting a puzzle together that I got in Washington, D.C. of Tar Beach. We celebrated Picasso's Birthday during "P" week and learned about Paul Klee. We compared their artwork and talked about the feelings they gave.

10. I have been working with several teachers at several different grade levels--some of these activities are new, some are extensions of last year. Areas involved include library/media, social studies, science.

11. I've searched the Art Net for information on artists I'm using in class. I've taken slides of artwork in a variety of textbooks for "visual and Mental" stimulation of students. Again...I haven't had the time to develop lesson plans off of what little I have gained from my web searches.

12. Diane Murphy has agreed to present an overview of portrait art types which we will tape and have available for all sections of my classes (writing foundations) and for use from one semester to the next. Four Writing Foundation classes began a long term research project on the artist whose portraitures the students like (as identified from the earlier character sketch unit) by going to the computer room's eleven Internet-connected machines and searching for information on the artists' lives, other work(s) besides the portraiture, and contribution to art history. In one class eleven of thirteen students found and printed out thumbnail sketches 1-2 pages long that will be useful in writing an essay which defends a thesis like this: Henri Matisse is an admirable/qualitative word artist. Donalyn Heise's print copy of the Visual Arts on the Artnet was invaluable.

13. Introducing G. I. Web site, classes on line. Introducing NMAA Web Site. Introducing Yahoo, K12-selected school sites. Demo of my e-mail use--copies of e-mail from home

Question 10. Please describe your activities with your partner of the leadership teams for the past year.

1. Meetings, sharing Robyn Fogarty info, discussion, now our classes are partners.

2. We are linking our two classrooms via e-mail to do the unit together.

3. I have not established a partner. My best "sounding board" for ideas and inspiration have been fellow members of this committee. I do plan to ask for a partner but don't know what to ask that partner to do or I am not able to demonstrate the capability of what can be done.

4. I have not developed anything with my partner as my time has been used initiating things for my own room. My partner will require some training yet.

5. Discussed possibilities--time is very difficult to find.

6. At this time mainly discussion however, we are discussing a collaborative unit for the next quarter which will integrate math, art, social studies--specifically "coinage" - currency rates, imp. people of Latin America, "democratic" symbolism in Latin America, perhaps architecture (geometry).

7. Almost daily informal talk and exchange of ideas concerning the project and different ways to use technology. Three formal meetings with rest of group. One full day searching for resource.

8. At the present time, I have presented a lesson on the artist, then we work together on the extensions--art production, writing, etc.

9. We chose partners and brought them to a meeting. My partner was scared off after the meeting. I have chosen a new partner who is very enthusiastic about the project.

10. My partner and I have met only briefly to work on this project because we have both been very busy getting on line. We understand each other very well, though, and have many common interests and ideas. So I think that once we can find a good time to meet, in the next couple of months, we should be able to put something good together very quickly. She and I communicate on e-mail a few times a week now, and we often inter library loan curriculum materials to each other or make curriculum suggestions to each other.

11. 1) We meet at least once every 2 weeks to plan curriculum integration (Lang Arts & Soc. St.); 2) Planned Westward Movement Unit; 3) Planned Hero Unit - integrate bio/autobio, non fiction, and concept of heroes with Revolutionary War unit; 4) Currently coordinating lessons dealing with the Civil War.

12. Very little except to identify Theresa Workman (7th grade Art Teacher) as my partner. We have began to establish outcomes which will start in 7th grade art and continue on into grade 8 art.

13. Carl and I plan Mondays mods 11 and 12 as needed. Carl and I communicate via Quick Mail regularly.

14. Spent time working through webbing and strings for cooperative/collaborative projects. Trying to catch and talk with each other--leave notes. Sure would be nice to have e-mail in our rooms, to talk. Finding time to meet is a problem.

Question 11. What do you consider the positive aspects of the ATI project, and of the summer in-service?

1. The technology available to me in my room !***** The information from Robyn Fogarty! The first hand experience in C.C. and the NMAA.

2. Impetus to "put it all together"--art, technology, DBZE, frameworks, curriculum revision, etc...

3. My ability to manipulate the WEB is still better than most classroom teachers in my building as a result of training and exposure. The idea of looking for theme that can be stretched to include art is present. I need to ask more questions of where support materials are and how to access. The site coordinator has been instrumental in my first steps.

4. I feel art is an extremely important modality to use to teach students. The more methods we use to teach the more likely it is that we will be reaching more students. Using art to teach interdisciplinary units is also a very good component of the project. I feel that I would like to be trained in Prairie Visions and spend more time at NMAA just doing some foot work now that we are more clear on the expectations of the project.

5. Helping to keep art in the curriculum. Expanding the horizons of the involved teachers. Utilizing great resources through technology. Expanding our knowledge of and the usefulness of technology to us.

6. It opened doors, it motivated, it inspired. This is wonderful, we need to be patient, all new things are difficult and have glitches.

7. The exposure, the opportunity to learn, and grow individually and professionally.

8. Excellent utilization of equipment. Excellent way to integrate art into the curriculum. *Excellent way to help students appreciate are and learn other subjects.

9. The Washington trip was very valuable. I found many links to lessons I am or have been developing. The idea of 7 intelligences has helped me plan my lessons differently and meet the needs of all of my students. Art has fit into this idea, along with technology.

10. It brings enthusiasm into the classroom. The workshop confirms my faith in art being a meaningful tool to teaching all areas of the curriculum, kids love it.

11. Just seeing the NMAA and other SI materials and facilities in person was wonderful. and very motivating. The workshop in reconstructivist thinking was excellent. Interacting with other teachers is most helpful.

12. Wonderful exchange/sharing of curriculum ideas/materials. Exposure to new teaching strategies to enhance what I already do in my curriculum.

13. A new awareness of American artists (most college texts focused on Western European Art). Looking at art from a new perspective (other than a white, Anglo Saxon Male!) A challenge to develop new lesson plans which allow for more individual expression. Seeing other teachers get excited about incorporating art into their varied curriculums.

14. The major positive is inclusion of at-risk students in the communicative arts curriculum more effectively than would have occurred if I had solely relied on reading materials as the spring-board for writing.

15. Seeing original art at NMAA. Seeing Washington and other museums. Enthusiasm of the group, a feeling of pulling together. Freedom to use materials for class. Motivation to change teaching practices, to use technology.

Question 12. Do have any other recommendations for improving the ATI Project?

1. Need more than 10 days of work time. Need more technology (scanners, printers, quick takes, etc.) for instance. I now have a computer and NO printer. I would like to be able to check out a lap top to work on over vacations and weekends so I don't have to be at school in the dark alone.

2. Monthly/weekly meeting with site coordinator to trouble shoot. Teaching sessions to manipulate WEB and use existing resources. Ask for very small tasks to demonstrate proficiency in the tasks.

3. I feel a large frustration that needs to be resolved between what the NMAA needs are and what teachers needs are. The current method of getting information is extremely frustrating and time consuming. Time being something we teachers don't have to waste.

4. Work at organizing the NMAA resources more effectively. Formulate presentation teams for conventions, etc. to spread the information further so that our Internet pages become found and utilized.

5. Continue offering technology workshops. We need time to put lessons together and find resources.

6. We need hands-on time at the museum to access Gopher, SIRUS archives with the professionals to at least begin research on one lesson/unit so everyone is "singing on the same page".

7. Continue for as long as possible. Include as many staff as possible. Always keep the student at the top of the priority list, the student is why we're here.

8. Time to work with partner and other members especially the computers!

9. Set the guidelines--how/where to search, order, download, etc.--so people don't have to fight the same battles, or suffer the same frustrations, or reinvent the same wheels.

10. Allow for more time to visit National Gallery of Art. I wish there was more cooperation amongst the Smithsonian Museums. Give more time to visit the archives and do research on specific artists or art movements.

Be more patient for results...things get very hectic once the school year begins (I'm a temporary room, no water, have 2 new classes, art's been shortened from a 12-week course to a 9-week course, and am coaching volleyball...I'm just trying to survive on a day to day basis!)

11. Keep pressuring the SI to do their part. Let us know what they have.

12. Be sure all participants have access to the WEB. Be sure that rooms, not just labs, are hooked into the WEB. Training for computer use of Macs-for participants who need it. 1 day a week 3:30 - 5:00 - 4-5 weeks in September. Encouragement to take days off and work on this project. Guidelines? Ideas? Earlier training in keyboarding, fro students.

Appendix B

Participant Interviews

Interview Questionnaire
Re: ATI

Hello, I'm <your name> from the University of Nebraska at Omaha's Office of Internet Studies and I am conducting an interview related to the Art and Technology Integration Program. We would greatly appreciate it if you could spare a few moments to answer some questions which will help with the debriefing of the evaluation process. Here at the Internet Studies office we value your input and invite you to feel free to add anything you would like to at any point in the interview.

1. How do you think ATI has gone?

2. What barriers are still confronting us?

3. What could be done to improve collaboration?

4. What expectations do you have from the project in the future?

5. What has gone well?

6. What hasn't gone as well as expected?

7. Are there any other comments that you would like to make?

We value your input and thank you for your willingness to share your views.

ATI PARTICIPANTS INTERVIEWS

Participant #1

1) How do you think ATI has gone?

From a personal standpoint she feels that it has been a success in her classroom. She works with a teammate and has been able to do some really neat things. The students have been very excited and thus motivated to learn. They look forward to accessing resources and are answering more questions in class.

2) What have you done with students?

She has been following three paths with her integration projects.

a) She has had the students access the images and information for themselves as part of an assigned project. This allows students to explore and learn.

b) She has gathered the information for the students as part of a unit or project.

c) She uses the technology as part of a free writing project where the image becomes a writing prompt. For example, teaching inference by asking what can be inferred from a painting.

The students have done projects such as multicultural calendars which included images and writing and used hyperstudio incorporating paintings and topography of the 1930's.

3) What are some of the barriers that you have confronted?

The paintings at the Smithsonian are indexed by artist. If the teacher is not an Art teacher then that teacher may not know the artist's name. If the teacher works by using themes she has no way of knowing what artist. She has had some success with getting help by asking via e-mail or letter sent directly to a person rather than a formal request form which does not work. She feels that there has not been any progress in digitizing new images. She feels that she is doing something wrong when she is not using "only" Smithsonian resources.

4) What are your future plans?

It is very exciting. She will now be the Site Coordinator for The Community Discovered project. She will be helping to design curriculum to use integration rather than just add on and will be trying to go into the classrooms and help with the integration.

5) Any suggestions for the next participants?

As a site coordinator she will be going to Washington. She will be able to help them become focused by doing the following:

1) Set goals.
2) Talk to last year's participants.
3) Ask "What do I want to do?"
4) Spend more time at the Smithsonian independent of group.
5) Talk to others and share ideas at the end of the day.
6) Do the tours related to curriculum.

6) Do you have any student work we can show?

She has hyperstudio and the calendars that she can share.

Participant #2

1) How do you think ATI has gone?

She thinks that ATI is going very well. She says that the students have learned a lot more than she expected. She has some frustrations as she has been trying to work with math and had some trouble down-loading.

2) What have you done with students?

She is working on projects in math with units on polygons and angles using art works. She says that she had 3 classes involved and 2 classes not involved and the students who were involved showed better understanding of the material when they were tested. She has two units on Escher involving translation/transformation. She has original hands-on cut and paste projects using the computer. She also integrates writing by having the students write about what the artist may have been thinking.

3) What are some of the barriers that you have confronted?

a) Down loading. Also she has had a lot of errors trying to put together slide shows because of lack of knowledge and limitations of the computer's memory.

b) Consistency in searches. Some places she finds the information and some places she doesn't. She is not sure that she is asking the same way that they are input.

4) What are your future plans?

She is working on a unit with the English teacher involving Mythology. She has two students working independent study using the computer, art, and time lines. She is also doing worksheets

that go with the computer that all students work on (175 students) involving DaVinci..

5) Any suggestions for the next participants?

They should realize that it is a time commitment. There is a lot of value in learning how to search. They should do a little at a time and not try to do too much. Do smaller and better and you can then add on. She is unhappy that two of her requests have not been answered.

6) Do you have any student work we can show?

She does have some slide shows and products of the students. They are too big to put on disk.

Participant #3

1) How do you think ATI has gone?

She feels that everything has gone very well. She is very pleased with the beginnings of integration as one door opens ten more. She would like to do more with her seniors who are leaving such as publishing some of their work electronically.

2) What have you done with students?

Research an artist on Internet and write an essay about him.

Do a comparative journal involving two pictures.

Pretend that you are older and wiser and an artist is doing your portrait. Look at your perception through the eyes of a fifty year old rather than a fifteen year old.

Poetry students find art on-line to go with their treasured poetry. Inspired by "Panzer".

3) What are some of the barriers that you have confronted?

She has difficulty because she does not have a computer in her room every day. She can send the students to the computer room but then cannot supervise and help them. She feels that art is like music, that if you know it you enjoy it.

4) What are your future plans?

Computer not in room. She wants to have time to write up and document what she has done. She feels that it is relevant to all eyes. She says that even her rowdiest classes are eager to participate. She thinks that it is a great tool and she wants to keep it in her lessons.

5) Any suggestions for the next participants?

It helps to begin with ideas and decide where/when/how they will fit in. She could have moved along faster had she done this. She wanted to work in all classes.

6) Do you have any student work we can show?

She saved poetry notebooks and some research papers. She has one student who independently did a hyperstudio demonstration.

Participant #4

1) How do you think ATI has gone?

She feels that everything has gone very well. The students are very responsive. The students have a lot of fun but it also gives them an opportunity to see what they might not otherwise understand. She wishes that everyone could understand how it can be incorporated into and across the curriculum. She gets an idea and it grows and grows and she has to be careful to keep focused. She says that units take much longer than she anticipates because as she works she finds new things and it snowballs. She ends up having to work at home because of time.

2.) What have you done with students?

She has integrated images from the Smithsonian with poetry writing.

Using the Prairie Visions questioning she has students go to sites on the Internet. She feels that this is a work in progress.

She is also working on a project with History using the Oregon Trail and some sites that go along with the Native Americans.

She is also working on a project with African American Artist, William Henry Johnson. She is not sure where she is going with it.

3) What are some of the barriers that you have confronted?

She feels that time is the biggest barrier. She does not have enough units done that are truly integrated rather than just something special for that unit.

She feels that having just one computer in the classroom is a barrier. She is not comfortable sending children to the computer lab as they may stumble upon inappropriate material.

She wants to jump in head first and do everything and has to discipline herself to work steadily.

She works with computer hooked up to a television screen rather that having students right on the computer.

She finds that not everyone understands what technology is and are afraid of it and it is frustrating to work with people who feel this way.

When the computer goes down it is difficult not to get frustrated.

4) What are your future plans?

She wants to finish her work in progress and build more units. She wants technology to be "regular" not "special". She says that she continues to learn more personally and has grown technologically as well as artistically. She is a more creative teacher with this tool.

5) Any suggestions for the next participants?

For the Washington trip she would like to have had more hands on training as she would have had a helper to keep her from fumbling all around. She thinks this would have helped work out the glitches that she ran into. She really prefers more hands on and less lecture as she is the type of person who needs to actually work with it rather than to just hear about it.

6) Do you have any student work we can show?

She has a poetry slide show on Clarisworks that she presented in Lincoln. It has to be loaded on external hard drive as it will not fit on a disk. She also has paper copies of lesson plans.

Participant #5

1) How do you think ATI has gone?

She feels that student learning has been enhanced. Personally for herself she has been able to make a real connection and it has enhanced her professionally.

2) What have you done with students?

She has done a slide presentation unit, "Adopt a State," using Netscape. She has used world book CD ROM. They have found a wonderful penguin home page and from this drew the penguins to size. They have also looked for specific artists, such as the artist from the Southwest who does the story teller dolls.

3) What are some of the barriers that you have confronted?

It takes a lot of time. They do not have a computer lab and she could easily use ten more computers.

4) What are your future plans?

She would like the students to learn hyperstudio and stacks.

5) Any suggestions for the next participants?

She was pleased to learn that they are going to Prairie Visions, it will make the experience more meaningful. They should use something that they are already familiar with.

6) Do you have any student work we can show?

She has some sample student work that has been given to Carl Clark. She also has artwork and computer slide presentations working with poetry.

Participant #6

1) How do you think ATI has gone?

She thinks everything is going wonderful! Just great! She thinks that it is very good for the students to use the technology in the classroom.

2) What have you done with students?

Two projects "EARTH" hyperstudio. They have also written a book where they spy with their little eye where they find artwork for each letter of the alphabet.

3) What are some of the barriers that you have confronted?

She has no barriers. They have someone who buys what they need out of a grant and she has received everything that she needs. She does have a learning curve with what she does get.

4) What are your future plans?

She is changing grade levels and is not sure what she will have next year but she will continue to integrate in what ever level she is at.

5) Any suggestions for the next participants?

She feels that there should be more technology training at different levels of experience as some know more than others.

6) Do you have any student work we can show?

Yes, they have laminated their "I SPY" book.

Participant #7

1) How do you think ATI has gone?

She feels that things are going very well. She has many projects planned and is adding on to projects that she has already done.

She feels that what she plans takes much longer than what people would think. She says that when you think of technology that you assume it would be faster.

2) What have you done with students?

They have bookmarks in the computer lab that students can access at any time and these have helped integration go more smoothly.

Because she has a computer in her room, she has tended to integrate across the disciplines to math and geography that she may not otherwise have done. She also feels that having the computer in the classroom has been helpful in having students practice on their own what they already know. She has students check the Nebraska Weather site daily and they are making a graph from this.

She feels that some of the kids programs have drawn students in that may not otherwise have been drawn in. This includes unartistic students as well as students at different ability levels such as autistic children and ESL children.

She thinks that the computer addresses the visual learning style and also lets students realize that art is a visual learning medium.

She likes to use the computer to illustrate stories and has students draw the pictures to go with the stories

3) What are some of the barriers that you have confronted?

Time is the biggest barrier. It is hard to find the time for planning as well as implementation in an already busy schedule. Projects take time. Other teachers are unwilling to take class time to co-teach on projects so they end up doing them after school hours with one teacher doing most of the work. She would also like to do more across grade level projects but she cannot get other teachers to work with her.

4) What are your future plans?

She has more projects planned. She has orders from NMAA and is making a regional list. She is working on projects with Grant Wood and other more obscure Nebraska artists. She has started a unit where students work with landscapes as geography and as art. She would like to have endless links across the curriculum putting things on CD and looking at how the artist perceives them. She is also working with Grand Island museums and what they have available.

5) Any suggestions for the next participants?

For the Washington trip she would have preferred to start earlier so that they could finish earlier and get to museums that close at five. Would have liked to make a connection from books to the actual work. Too much is just words. It would have been helpful to become familiar with the on-line things such as tricks like bookmarking.

6) Do you have any student work we can show?

She did a demonstration for Ed-Tech day in Hastings. She has done e-mail between the teachers working on applications for the students. Some of the information they are still waiting for.

Participant #8

1) How do you think ATI has gone?

She feels that the potential is wonderful. She thinks it has been a fantastic project. She is not pleased, however, with the slow response and lack of digitized pictures.

2) What have you done with students?

She is working with the same ideas she would with the digitized pictures but using pictures from different sources as the ones she wants are not digitized.

3) What are some of the barriers that you have confronted?

The biggest barrier is getting the pictures. She wants them to be readily available so that she doesn't feel that she is just making do. She would like to see the search be more quick and defined. She suggests a boolean search or "key words." She has had to buy books to find the pictures because she is not sure what is available to them. She has had the school buy books and she has personally purchased books.

The searches that have been done for her have been slow. She has had to go to plan b, c, and d.

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4) What are your future plans?

She will continue to try to access the pictures that she wants to work with. Her projects are being circumvented by other projects.

5) Any suggestions for the next participants?

Start with books Think of a starting point project so that you can ask directly what has already been digitized.

6) Do you have any student work we can show?

She is working on her NETA presentation.

Participant #9

1) How do you think ATI has gone?

He feels that he has had much success working with students and integrating. He is also learning a lot himself.

2) What have you done with students?

They have been accessing artwork and having discussions as well as student evaluations of the work. They have also been working with students in other buildings via e-mail and telephone when needed.

3) What are some of the barriers that you have confronted?

Time has been the biggest drawback. It takes a lot of time to plan student assignments and activities that will be effective uses of available technology. They have to have rotation--different students doing different things. They have limited resources that have to be shared.

4) What are your future plans?

He plans to continue to utilize available resources and expand integration. He will also have students do extra-credit projects that he is developing.

5) Any suggestions for the next participants?

Make sure that you know what you want to teach. Don't "invent." Look for support of what you want to do and work from the top down.

6) Do you have any student work we can show?

He has a project done and is working on another. They are doing Art and Social Studies involving units about Latin America.

Participant #10

1) How do you think ATI has gone?

From her perspective it has gone wonderful. She has really enjoyed the opportunity. There have been a few glitches but she has been willing to work through them. She feels that because they were the first participants that it was to be expected.

2) What have you done with students?

Everyone of her units has been with classroom students. She has had all of her teachers work with the units, so it has impacted many students. They have done multicultural as well as socio-economical. The students have worked on displays at Stern Museum. She has been very pleased that it has gone so well and that the students have really become aware of art.

3) What are some of the barriers that you have confronted?

Her main concern is the lack of knowledge of what is available. They were looking at it from two different aspects, and educators and museum people index and catalog items differently. They didn't know how to ask for the available information so there was a communication gap here.

4) What are your future plans?

The first round teachers will now choose a new partner and they will continue to build on what they have learned and.

5) Any suggestions for the next participants?

All participants should be Prairie Vision trained. Art illiterate people do not know enough about artists. They sometimes try to force because they do not realize that something is not a natural match. They do not know all the aspects of a picture such as what the "whys and wherefores" of a picture are.

The participants should come in with a focus in mind. Participate in the tours of the Smithsonian as they are excellent and so are the speakers. In the training there should be less "how to" and more showing a final product with an explanation. Trainers should keep in mind that all of the participants may not have the same software.

6) Do you have any student work we can show?

They have some work on display at Stern but have sent a lot of the work home.

Participant #11

1) How do you think ATI has gone?

He feels that it is going excellent. There is a great deal of learning going on. This is good for the students which is our main goal. He wants to say that everyone everyone has been very responsive to his inputs and concerns and come up with answers before there are questions. Very nice job! Well done!

2) What have you done with students?

He has been using the computer to integrate art with core curriculum via Internet

3) What are some of the barriers that you have confronted?

He feels the barriers have been lack of computers and time.

4) What are your future plans?

Integrate more fully and expand the subjects.

5) Any suggestions for the next participants?

1) Enjoy the trip.
2) Get as much out of the trip as you can.
3) Remember that you are doing this for the students.

6) Do you have any student work we can show?

He has a multimedia project that includes art from the Stern Museum that is an offshoot of this project.

Participant #12

1) How do you think ATI has gone?

ATI was a new challenge for me originally. I was really "enlightened" by all the art resources that were opened to me from my visit to Washington, D.C. The wealth of materials was overwhelming and the excitement of making them available to students was a real motivation., Through no one's fault by my own my enthusiasm for the project has diminished. The availability of the great 5200 MAC that sits in my room has been a real luxury. My inability to manipulate it like I would like to in order to access images and to make time available for searching has made this project a burden. I really feel guilt that I have not produced what I had hoped to produce and most of the blame is squarely on me, not being able to learn to use the bookmarks and the searching capability of the MAC. The idea is noble. It is where education should be going, with all the right members (i.e.

Smithsonian, University and quality people) but for this person, I question what I have contributed to the process.

2) What have you done with students?

I have used images from NMAA and other sources that are representative samples of art from the following countries: Mexico, Canada, Japan, China and Australia. Students were asked to use these images as they gave reports on the countries and the art was a category in the report.

The other use of images has been to ask students to use images as a representation in a theme of "Triumph and/or Tragedy" in history. The theme comes from National History Day as the the 1997 theme. Students are asked to find images of the Triumph and Tragedy and to describe why they think is is Triumph or Tragedy. After selecting the images they are to incorporate them into a multimedia stack.

3) What are some of the barriers that you have confronted?

a) The primary barrier has been my inability to manipulate the computer as needed.

b) Time to search.

c) Understanding the directions of the Smithsonian where images were found. I would make a request that they would tell me where to look or access and I either couldn't find them or didn't know how to locate them after they had told me.

4) What are your future plans?

What are my options within the ATI grant? Am I free to quit? Is the commitment for the lifetime of the grant? If I do quit do I give up the 5200 MAC? One plan is to complete the summer writing that I have been asked to do in order to outline the projects that I have done. I will continue to use the Triumph and Tragedy theme for 1996-97 and students will produce stacks.

5) Any suggestions for the next participants?

Be sure your MAC skills are up to speed. Select a partner within the group to team with on a least one project during the year.

6) Do you have any student work we can show?

No

Appendix C

Staff Interviews

ATI STAFF INTERVIEWS

Interview Questionnaire

Hello, I'm <your name> from the University of Nebraska at Omaha's Office of Internet Studies and I am conducting an interview related to the Art and Technology Integration Program. We would greatly appreciate it if you could spare a few moments to answer some questions which will help with the debriefing of the evaluation process. Here at the Internet Studies office we value your input and invite you to feel free to add anything you would like to at any point in the interview.

1. How do you think ATI has gone?

2. What barriers are still confronting us?

3. What could be done to improve collaboration?

4. What expectations do you have from the project in the future?

5. What has gone well?

6. What hasn't gone as well as expected?

7. Are there any other comments that you would like to make?

We value your input and thank you for your willingness to share your views.

Staff #1

1. **How do you think ATI has gone?**
   I feel ATI has been a good program. Participants have each grown in so many ways. They are demonstrating their new skills in the use of technology and Art Integration and are expressing positive comments about how much more they want to learn as the project continues.

2. **What barriers are still confronting us?**
   a. Effective ways to get research information back from the NMAA.
   b. Finding ways to share ideas and build partnerships between districts.
   c. Finding communication/resource tools/processes that are compatible from site to site.

3. **What could be done to improve collaboration?**
   a. Schedule more "team" meetings in which all the players are able to share ideas, make suggestions and develop short and long term goals.
   b. Include the "partners" in more of the planning and overview sessions.
   c. Build the collaboration with partners into the professional development plan of each participant.
   d. Building upon curriculum connection between districts.

4 **What expectations do you have from the project in the future?**

I think the project will continue to improve as the tools to work and communicate improve.

The curriculum development/integration aspect of Prairie Visions has the potential to enhance participant and student learning.

Teacher participants are telling me they have just started to learn the potential of technology as a tool for teaching/learning.

5. **What has gone well?**
   a The positive growth attitude on the part of all participants.
   b. The workshop on Netscape Bookmarks (presented by Kurt Zadina from ESU#3). Many references have been made about the usefulness of this workshop as they develop sets of bookmarks that can be filed by interest or subject area and then moved to another computer or left on disk as a teaching tool.
   c. The sense of appreciation I have received from students when helping them in the classrooms and computer labs.
   d. The comments of appreciation from teachers as plans are reviewed and refined to make clearer and provide more opportunities to apply technology.

6. **What hasn't gone as well as expected?**
   a. The development of fully completed lessons that can be turned in throughout the year. Most participants want to do clean-up work during summer. I was hoping the summer months would have a greater focus on new ideas for the next year.
   b. Frustration with the way lesson request information has been approached.

7. **Are there any other comments that you would like to make?**
   I would like each of the participants to schedule an after school "sharing" session for other teachers in their building and in the district sometime during the school year.
   I would like to see all participants attend sessions of the NETA conference.

Staff #2

1. **How do you think ATI has gone?**
   I think this first year has been exciting and productive. Though the participation of teachers had a slow start, I witnessed a steep learning curve. The value of technology as a learning tool and resource was realized by most of the participants. The teachers and students have a better understanding of how the arts integrate with basic teaching and learning concepts.

2. **What barriers are still confronting us?**
   Communication, communication, communication!!!

3. **What could be done to improve collaboration?**
   Improve communication, clearly disseminate expectations, provide follow-up activities and experiences.

4. **What expectations do you have from the project in the future?**
   Faster resources from the NMAA to the participants' requests for resources. Better understanding of art and technology integration with the new participants due to their enrollment in the Prairie Visions Summer Institute BEFORE attending the

NMAA summer workshop. More NEW, ATI requested, resources digitized by the NMAA improved communication and organization.

5. **What has gone well?**
   a. There are terrific lesson and unit development plans that successfully integrate art technology in the general curriculum.
   b. The request form was developed in a timely manner as a solution to the participants' frustrations with tracking requests and responses.
   c. Participants' statements reflect that they are realizing the impact art and technology can have on student attitudes and learning.

6. **What hasn't gone as well as expected?**
   The lessons and units have not been turned into the site coordinators yet. I don't think the expectations and time lines were communicated clearly to the participants. We have not yet done docomentation of lessons published on the web.

7. **Are there any other comments that you would like to make?**
   I think all participants should attend the NETA Conference to sharpen their skills on technology.

Staff # 3

1. **How do you think ATI has gone?**
   Considering it is a prototype, it has gone very well.

2. **What barriers are still confronting us?**
   The biggest problem has been putting sufficient resources up on the Internet so that participants could come to a rich resource base and have the tools they need to integrate into

the curriculum. That step was easy to envision but it has been hard to do. Our curators have all the knowledge to come up with themes and ways to use the resources but they have become research assistants. Hopefully as the program progresses, their role as research assistants will diminish and they will be able to create the tools that the teachers need.

3. **What could be done to improve collaboration?**
When the teachers came to Washington they were ignorant of all of our resources, therefore there was not much time for hands-on (and then they went back and floundered in Omaha.) So hopefully by increasing our collaboration at the start, taking care of lots of "show and tell" at the kick off, we won't have to spend so much time on that in Washington. The teachers will not have to come 'totally new.' We also now have a listserv which we did not have at the start, so that should improve collaboration. We also now have a form which the teachers can use to let us know their needs.

4. **What expectations do you have from the project in the future?**
Right now we have 500 plus images, and we hope to have over 30,000. We also hope to have a friendlier user interface and good software, not only for teachers, but for all the students in the classrooms. And we hope that our two curators, funded by the grant, will be able to share all of their knowledge instead of being research assistants. For example, if someone wants to put together a theme around the civil war, they are the ones who know all the resources, integrations, and information.

5. **What has gone well?** We do have over 500 images and are continually adding. With our new form the teachers are able to let us know their needs. We have provided a resource where teachers can come for the connections they need.

6. **What hasn't gone as well as expected?**
The participant engagement with the material has been superficial. The curators can encourage powerful integration with their knowledge in developing themes and contributing to the classroom references but they have been research assistants. The teachers had to become familiar with our resources and they are not all up on the Internet yet.

7. **Are there any other comments that you would like to make?**
Just to say that, for a prototype, I think it has been and is going very well.

Staff #4

1. **How do you think ATI has gone?**
It has gone fairly well. I think the classroom support, technology training, and more time for planning could have been stronger. We had a slow start trying to find resources - but ideas were there. Some Grand Island teachers got a slow start due to technology connections. Overall, we have a very strong and knowledgeable group of teachers and support personnel that have made it work. They have lots of energy and enthusiasm. The whole Art and Technology project has really made a difference from what I can see in the teaching and learning process.

2. **What barriers are still confronting us?**
We still need to try and find (or buy) more time for the teachers and to plan our training a little differently.

3. **What could be done to improve collaboration?**
We need to maintain regular communications. It would be nice if we all had the same e-mail so enclosures could be exchanged more readily. Another idea would be finding time to allow teachers to actually team teach and collaborate on projects.

4. **What expectations do you have from the project in the future?**
I think it will expand and grow - providing that we provide appropriate support. The continuation through the Community Discovered should strengthen, expand, and enhance the ATI project.

5. **What has gone well?**
Great projects and ideas have been generated. I see a lot of enthusiasm for using art and technology to enhance other

curriculum areas. The project has strengthened the use of technology as an integrated part of the curriculum. Students have new insights into content and have learned valuable ways of searching for information.

6. **What hasn't gone as well as expected?**
(See previous responses) Additionally, I think that I personally underestimated the amount of time necessary to manage this project.

7. **Are there any other comments that you would like to make?**
I am glad to have a new group of teachers identified and a strong Community Discovered staff to carry on. The project can only get better because of the high quality staff involved and the increased interest in learning on the part of the students.

Appendix D

Focus Group Feedback

ATI FOCUS GROUP
APRIL 1996

WHAT HAS GONE WELL IN ATI?

Focus Question 1: Now that the Art and technology Integration Project has been underway for a year, it is important to look back at how things have gone to prepare for the next year. Please list or identify aspects of the project that you believe have gone well. The list can also include any personal benefits that you have received from the project.

participant #1

The number 1 benefit that I received from ATI are the resources through Netscape. I also gained a knowledge of computers both personal and for students. I have been able to share what I have learned with my building staff. My students have learned how to research through Netscape. The students have used E-Mail to contact other schools allowing for interaction with other students their age.

My teaching style has changed for the better. I can be more of a facilitator and students are in charge of their learning experience. I was very happy that I had a background in Prairie Visions because the integration was easier. HAVE STUDENTS INVOLVED!

participant #2

The kids love what I have been able to bring back to the classroom for them; I have been able to reach children that I have not been able to reach in the past. I like the way that it addresses multi-modality and multi-intelligence. It also enhances our efforts with project production, varied presentation. The students retention and growth is improved.

participant #3

I benefited form support from Carl, ATI group, etc. I also was able to learn the available resources. The kids were enthusiastic and had a willingness to do more and to learn more. This has added interest and motivation as well as personal growth.

participant #4

The benefits that I have received from the project are as follows:

1.) Elevated enthusiasm for life!
2.) Beginnings have been made.
3.) Doors have been opened for interaction and collaboration.
4.) Supportive reassurance has been consistently present.
5.) Machine has been wonderful.

I have installed ppp connection to my pc at home.

participant #5

Teachers form other curriculum areas are seeking my input as to how they can incorporate art int their area of study. Students are using art to enhance reports that they are working on. I have become more aware of American artist as opposed to a heavy background of Western European Art.

I have enjoyed hearing and communicating with other teachers and sharing their classroom experience.

participant #6

I have made some great associations and have new ideas for teaching in the classroom . I am getting things done through electronic intercommunication. I have a new appreciation of art and new approaches to teaching science. I have found new uses for our computers. I have the html page for request and the E-mail is priceless.

participant #7

I benefited form the integration of all three groups. I also benefited from sharing. The coordination of OMAW-GISH-SM was a benefit with the DC trip and Smithsonian and visiting the surrounding area. The follow-up visit with sharing in person about internet experiences. Student involvement was important.

participant #8

I find this a difficult question to answer. I am thrilled to see the results of everyone's hard work!!

WHAT MIGHT BE IMPROVED IN ATI?

Focus Question 2: Now that the Art and Technology Integration Project has been underway for a year, it is important to look back at how things have gone to prepare for the next year. Please list or identify aspects of the project that you believe could be improved, or might have gone better if a different approach had been used.

participant #1

I think the following could have gone better:

1.) communication
2.) time to work on units of study that we are required to develop.
3.) *** much of my own time has been spent researching and downloading etc.

participant #2

I would like to address the following for this question:

1.) communication
2.) feedback
3.) time
4.) lack of images
5.) turn around time on images
6.) search engines for smithsonian
7.) categorising of info at museum.
8.) cross referencing
9.) computer (freezing)
10.) moving slide show

participant #3

The problems that I have encountered are communication, lack of time, computers going down and freezing, and moving "slide shows".

participant #4

I need to be teaching in the room with my machine so that I can get more kids familiarized with the net. I will try to persuade administrators again of the need. I need to do a collaborative project with a teacher and students in another school.

I needed to have Prairie Visions.

participant #5

Please assign/give NMAA catelogs to all participants (or at least a list of artworks which are part of the NMAA collection). It would be helpful to organize/categorize all artwork according to art styles, art periods, artist, historical significance or dates in order to make internet searching more productive. More artwork should be digitized. Have information "on line" as to background behind all artists whose work is pictured in their catalog. I am not patient enough to spend time watching the little "world" spin only to be told that there is no material found. There was not enough time to put together units of study. Textbooks provide a much quicker and permanent resouce in the classroom. Spend more time in the NMAA archives to search vertical files.

participant #6

I would like to see better cataloging of resources. Supply color printers and ink for each participant. There is a need for more active involvement from other museums.

participant #7

I would like to say don't forget what went well last year; as in be sure to do it again.

Art should be sorted/indexed by subject matter.

Request sheet for art to Smithsonian (complete) to include feedback from Smithsonian.

participant # 8

I offer the following contsructive criticism:

Due to our own developing infrastructure it is difficult to react promptly to numerous teacher's request

Would like to improve the quality of "contextual" information provided with the images.

Would like to be more involved in colaborative applications. Greater involvement goes hand in hand with reacting to numerous request.

would like to see greater efforts made in the area fo public forum commucincations i.e. listserv, mud, e-mail.

Summary:

The consensus is that what has gone well is the positive affect the project has had on students. Teachers have been able to bring increased resources into the classroom enhancing the learning experience for all students and reaching some students who they may not have otherwise. Students have become enthusiastic with increased interest and motivation to learn. The project has helped students learn how to do research through Internet and given them more responsibility for their learning experience. Student involvement and retention has increased in the classroom.

The teachers all appreciated the opportunity to share and collaborate as well as the support they have received. They have enjoyed communicating with other teachers and sharing their classroom experiences. They also report being able to share their knowledge with other teachers in their building. A few have reported a positive change in teaching style; with new ideas for teaching in their area.

What might be improved is the cataloging and indexing of the resources. Several suggestions have been made including indexing by style, periods, historical significance and access to background information on artist. It appears that better communication with the Smithsonian and feedback when desired would help with the frustration in this area.

Time has been a big drawback to some participants; including time to work on units of study and to research and download. Computers going down, freezing, problems moving slide shows and lack of digitized pictures have been major sources of the time consumption.

Teachers who have had Prairie Visions say that it enhanced their ATI experience; those who have not had Prairie Visions say that if they had it would have made ATI a more successful experience.

Appendix E

Image Request Form

Art & Technology Integration

School District: Westside Community Schools_____ Date request made 12/4/95_____

School: Sunset Hills_____ School address: 9503 Walnut _____

Teacher's name: Jill Assman_____ e-mail address:jassman@esu3.k12.ne.us_____

Teacher's phone: 402-390-6480 _____ FAX: _____

Request Information for:

Grade level: 4_____ Subject area: Social Studies _____ Date needed: January 1996____

Theme/Topic/Content: We are studying Nebraska history. We do an in depth study of the Native Americans in Nebraska and the pioneers moving westward.

Goals/outcomes of this lesson/unit: The students will have an understanding of the ways of life of both the native Americans and the pioneers. They will recognize how different their own lives are from those of the native Americans and pioneers.

Primary use of requested materials for this lesson/unit:
(i.e. introduction, integrated throughout the lesson/unit, as information resources for students, etc.)
I will integrate the information throughout the unit as well as have it available for independent research/

The kinds of resources that I need to accomplish this lesson are:
(i.e. specific artists, time period, visuals that promote questioning and critical thinking, landscapes, etc.)
Works of Art I would like images by George Catlin as well as text about him. Also any artists that might documented the westward movement.

Support materials

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I would like to make this lesson link with the following subjects: English,

NMAA Response:_____

Requested material will be available by _____ *(date)*
Materials will be:
____ Shipped _____
____ E-mailed _____
Placed on _____ server at _____address

t and Technology Integration Project is a partnership whose purpose is to promote the use of art and

Art & Technology Integration

School District: 56 - Westside
School: Westside Middle School
Teacher's name: Ken VonSeggern
Teacher's phone: (402)390-6464 ext 2415

Date request made: 12/8/95
School address: 8601 Arbor St., Omaha, NE. 68124
e-mail address: kvonsegg@esu3.esu3.k12.ne.us
FAX: (402)390-6454

Request Information for:

Grade level: 7 Subject area: Science - Date needed: 1/15/95

Theme/Topic/Content:

Motion: What is the realtionship of position, time, speed, velocity, and acceleration? How and why do things move?

Goals/outcomes of this lesson/unit:

The theme of systems and interactions is illustrated by looking at objects and their motion from different viewpoints.

Primary use of requested materials for this lesson/unit:
e. introduction, integrated throughout the lesson/unit, as information resources for students, etc.)

The primary use will be to show how artists and photographers show motion in still images.

The kinds of resources that I need to accomplish this lesson are:
(i.e. specific artists, time period, visuals that promote questioning and critical thinking, landscapes, etc.)

Works of Art

Any works where the sense of motion and effects of motion are depicted.

Support materials

Any documentary materials showing what an artist was trying to accomplish in terms of depicting motion.

I would like to make this lesson link with the following subjects:

The physics of motion. Science.

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NMAA Response:

Requested material will be available by _____ *(date)*
Materials will be:
____ Shipped _____
____ E-mailed _____
Placed on _____ server at _____ address

Art & Technology Integration

School District: Westside Community Schools_____ Date request made: December 8 1995_____

School: Westside Middle School_____ School address: 8601 Arbor Street _____

Teacher's name: John Thomsen _____ e-mail address:jthomsen@esu3.esu3.k12.ne.us___

Teacher's phone: 402-390-6464 _____ FAX: 402-390-6454_____

Request Information for:

Grade level: 7_____ Subject area: Social Studies/English_____ Date needed: April 1_____

Theme/Topic/Content: Students will be working in National History Day. NHD asks students to use the Theme "Triumph and Tragedy in History" to make media presentations (HyperStudio) that illustrate the theme.

Goals/outcomes of this lesson/unit:
Students will select an artist from one of the following time periods and explain the triumph or tragedy of the artist and show 5+ samples of the artist work that are representative of the selected artist.
Time periods:
Pre 1776
'776-1860
360-1917
1917-1945
1945-present

Primary use of requested materials for this lesson/unit:
(i.e. introduction, integrated throughout the lesson/unit, as information resources for students, etc.)
biographic information about the artist, information about the "style" in which the artist worked, and samples of selected art

My use will be for a class of 25 students working in pairs therefore I need a minimum of 13 artists with selected background info and images for each

The kinds of resources that I need to accomplish this lesson are:
(i.e. specific artists, time period, visuals that promote questioning and critical thinking, landscapes, etc.)
Works of Art
see above.

Support materials

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I would like to make this lesson link with the following subjects: art and history English

NMAA Response:_____

Requested material will be available by _____ *(date)*
Materials will be:
____ Shipped _____
____ E-mailed _____
Placed on _____ server at _____address

The Art and Technology Integration Project is a partnership whose purpose is to promote the use of art and

Appendix F

Sample Lesson

Studying Social Sciences Through Art and Technology

Jean Lukesh

ATI/NETA Presentation

- The 1930s
- Agriculture
- Native Americans/Catlin
- The Multicultural West

Projects to use for studying:

- American History
- Slavery/Reconstruction
- Industrial Revolution
- Agrarian Reforms
- Native Americans
- Multicultural--Minority Studies
- Socio-Economic Studies

Please direct comments and suggestions to Jean Lukesh
jlukesh@genie.esu10.k12.ne.us.

Studying Social Sciences Through Art and Technology

Jean Lukesh

ATI/NETA Presentation

Planting (Spring Plowing)

by Thomas Hart Benton

When this page is actually on the Net, this artwork can be accessed through its copyrighted page link at the

Use this artwork to study:

- **American History**
- **Slavery/Reconstruction**
- **Industrial Revolution**
- **Agrarian Reforms**
- **Multicultural--Minority Studies**
- **Socio-Economic Studies**

Potential Questions:

(Using your knowledge and what you can see in the picture, answer the following questions):

- **Who are these people?**
- **Where do they live?**
- **What time period do you think this is?**
- **What clues do you see that indicate the time period?**
- **What are the economic circumstances here?**
- **How efficient was this method of farming?**
- **What does the word "sharecropping" mean?**
- **Was sharecropping an effective farming method? Why?**

(Use resources to look up the artist Thomas Hart Benton. Answer the following questions about him and his work):

- **When did Thomas Hart Benton live?**
- **Where did Thomas Hart Benton live?**
- **What other artwork did he do; what other subjects?**
- **What was his other occupation?**
- **What famous people did he know?**
- **(Possible extra credit: Who was his daughter Jessie married to and for what was that man famous? What policies in American history did he favor?)**

Compare and Contrast *Planting (Spring Plowing)* with

- **1. *Men and Wheat* by Joe Jones (and with more modern farming methods) to study changes in agriculture, industrial reform, technology, demographics**

- **2. *Visit From the Old Mistress* by Winslow Homer, also perhaps with one from Slavery to study changes in labor, socio-economics, social structure**

- **3. *Machinery (Abstract #2)* by Paul Kelpe and possibly with *Men and Wheat* by Joe Jones to study changes in industry, labor, and/or technology**

- **4. other artwork by Thomas Hart Benton**

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Please direct comments and suggestions to Jean Lukesh jlukesh@genie.esu10.k12.ne.us.

Studying Social Sciences Through Art and Technology

Jean Lukesh

ATI/NETA Presentation

©1996 Smithsonian Institution; Courtesy NMAA

1939 A.D.

by Elizabeth Olds

When this page is actually on the Net, this artwork can be accessed through its copyrighted page link at the Smithsonian's National Museum of American Art.

Use this artwork to study:

- American History
- Great Depression
- Pre-World War II Conditions
- Economics
- Socio-Economic Studies

Potential Questions:

(Using your knowledge and what you can see in the picture, answer the following questions):

- List the images you see in this picture.
- List the signs.
- What is happening?
- Where is it happening?
- What significance do the building name and the street name have?
- Who is marching?
- What seems to be happening here?
- Where is it happening?
- Who is the figure leading the march?
- Who is being trampled?
- What is the significance of the flag?
- What is the significance of the A. D. in the date (hint: look at the leader)?
- What is the significance of the columns on the building?
- What is the significance of the sign pointing to wall street and the direction of the crowd?
- What are the economic circumstances here?

(Use resources to look up the 1930s and pre-World War II history. Answer the following questions about that time period):

- What was happening in the 1930s?
- Why were those things happening in the 1930s?

- What did that have to do with Wall Street?
- What was happening by 1939?
- What does the picture seem to signify?

Compare and Contrast *1939 A.D.* with

- 1. *Homeward* by Frank Kirk (painted in 1933) to show the common man.

- 2. *Eviction (Lower East Side)* by Everett Shinn (actually painted in 1904).
Compare this picture to what was happening with foreclosures, evictions, and Hoovertowns in the 1920s and 1930s;
Compare to today's Homeless situation.

- 3. *Relief Blues* by O. Louis Guglielmi (painted in 1938).
Research and discuss what "relief" was in the 1930s, how it came to be, and whether it was originally designed to be short term or long term.
Compare "relief" to the government programs below in #4;
Compare and contrast "relief" to today's "welfare" system.

- 4. *Artists on WPA* by Moses Soyer (painted in 1935).
Use this painting to introduce the WPA, PWA, CCC, and other government work projects of the 1930s.

- 5. *Diary-December 12, 1941* by Roger Shimomura.
Using this painting with its interesting symbolism, to introduce the rise of both Japan and America as super powers.

Possible Expansion Activities:
- Read the book *Brother, Can You Spare a Dime?* by Milton Metzger. Compare the conditions in the book to what you see in this picture or others of its time period.
- Use books or other resources (see bibliography) to compare and contrast the events of 1929 and 1939; of 1939 and the

early 1940s?

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ATI/NETA Presentation

Pigeons Egg Head (or The Light): Going and Coming Back From Washington

by George Catlin

When this page is actually on the Net, this artwork can be accessed through its copyrighted page link at the Smithsonian's National Museum of American Art.

Use this artwork to study:

- American History
- Native American Studies
- Multicultural--Minority Studies
- Socio-Economic Studies

Potential Questions:

(Using your knowledge and what you can see in the picture, answer the following questions): Compare the two figures you see in this picture.

- How many people are actually in this picture (answer:just one)
- How are the two figures the same?
- How are they different?
- What has caused these differences?
- Would his people think differently about him?
- What new things could this man tell his tribe?
- Would his people believe him?
- What tribal changes might have occurred after the visit?
- What does the picture seem to signify?

(Use resources to look up the Native Americans who visited the East in the early 1800s. Answer some of the following questions about that time period):

- How did Easterners seem to feel about the Eastern tribes. Why?
- How did Easterners seem to feel about the Western tribes. Why?
- The early 1800s was an age of Romanticism. Did that affect the way Easterners viewed the Western tribes?
- How did people like James Fenimore Cooper, Washington

Irving, and other early 1800s writers feel about Native Americans?

- What new dangers did the Native Americans face when they visited back East? (diseases, machinery, etc.)
- Why were those things dangers to the Native Americans?
- How did Eastern visits affect the Western tribes? (changes in styles and lifestyles, dependence on goods, changes in social structure, etc.)
- In general, how did white Americans feel about Native Americans in the later 1800s? Why?

(Use resources to look up the Native Americans who traded with white trappers/traders in the early 1800s. Answer some of the following questions about that time period):

- What new goods did the trappers and traders bring to the Native Americans?
- How did those new goods change the Native American social structure?

(Use resources to look up the artist George Catlin. Answer the following questions about him and his work):

- When did he live?
- What was his basic philosophy about the Native Americans?
- How did he become interested in those subjects?
- Where did he do his painting?
- What famous people did he know?
- How did he spend the later years of his life?
- What happened to his paintings?
- Compare some of his other paintings to this one.
- Compare his life to Karl Bodmer.
- Compare the paintings of Catlin to Bodmer.
- Research Charles Bird King. Compare King's paintings to Catlin; to Bodmer.
- Research King's association with Thomas L. McKinney and their ties to Native American paintings.

Compare and Contrast *Pigeons Egg Head* with

- **1. *Buffalo Bull's Back Fat, Head Chief, Blood Tribe* by George Catlin.**

- **2. *Comanche War Party on the March, Fully Equipped* by George Catlin**

- **3. *Young Omahaw, War Eagle, Little Missouri, and Pawnees* by Charles Bird King**

- **4. other artwork by Catlin, Bodmer, King, or others**

- **5. Go to the Nebraska Native American page.**

Possible Expansion Activities:
- **Compare the journal entries of Overland Trails emigrants to see how they felt about Native Americans on the trails.**
- **Research such books as Diplomats in Buckskin by H. Viola to see what happened to many of the Native American visitors to Washington.**

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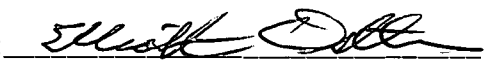
Signature: 
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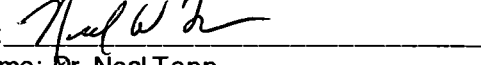
Signature: 
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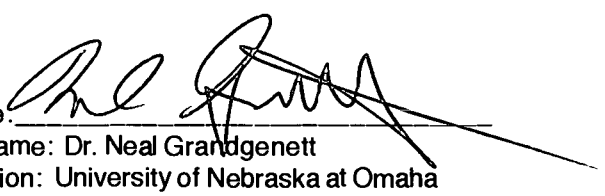
Signature: 
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