

EDCP 405 Visual Arts for Classroom Practice: New Media & Digital Processes

Course Outline

Instructor: Blake Smith - blakesmith.ubc@gmail.com
Instructor: Dr. Michael Parsons - michael.parsons@ubc.ca
Office Hours: By appointment only (Scarfe Palace, 1323)
Time: Summer Term July 2-18, 2014, M-F, 2:30-5:30pm
Room: 1130 Scarfe & computer labs
UBC Class Blog: *Awakening the Spirit* <https://blogs.ubc.ca/blakesmi/>

COURSE DESCRIPTION

This course provides a space for a wide range of participants to consider and creatively explore the ways photography/other media can be useful to both teachers and students in educational contexts. When taken on as art forms and methods of visual/life inquiry, we will look at the ways these might inform our art and teaching practices. We will explore a broad spectrum of information and art with the goal of increasing our understanding, skills, and confidence around media in education for both teachers and learners. Designed not as a crash-course in any one specific program or singular media, this course is intended rather as a wide area for thinking about and utilizing creative media in pedagogical and artistic ways. A goal is to think together collaboratively and critically about the *pedagogical, practical, creative, and conceptual/theoretical* possibilities for bringing photography or other digital media into the classroom. This includes art practices happening outside the classroom in art studios, communities, collectives, etc. and is meant to be inclusive in scope while retaining a focus on teaching and learning. We will move back and forth between these ideas while working on projects of your own design that will benefit your practice (and hopefully, a larger audience too).

This course is suitable for students from across departments and disciplinary areas but will retain an arts-based, creative emphasis mainly around photography but can be flexible towards various interests/skill sets. With this in mind, it is designed for participants to take charge of their own learning and independently seek and try out tutorials, online resources, new software, etc. and to report on what they find to the class in a sharing and learning capacity. *Participants are highly encouraged to have daily access to some form of camera or image-making/taking device as we may be taking photo walks, field trips, and practicing creative writing as ways of documenting our learning and teaching. For those without editing software/know-how, downloading a free trial of Adobe Creative Cloud and looking into Lynda.com or similar courses/online tutorials might be a good idea...*

A large part of this 3-week course is devoted to an in-depth, hands-on, dialogical, and self-driven exploration of an issue, topic, or question around photography/other media as it relates to education. **Participants will share their own areas of expertise as well as design, implement, and present original individual and/or collaborative final projects that draw from one of the following 3 areas:**

- a) one's art practice and/or teaching subject areas;
- b) one's interests, needs, or challenges in the classroom/ other educational context (such as CFE sites); or
- c) some important area of curiosity, strength, newness, experimentation, controversy, etc. that is deemed ripe and relevant for imaginative, pedagogical investigation.

Students will be invited to address potential ethical considerations and other complications around photography, digital media, and seeing/being seen. Together we will explore various related topics through in-class activities, literature, and contemporary art/artists. A goal of the course is to prepare future/current teachers with new ideas for bringing photography/other media into the classroom, while bringing together personal inquiry and art-making with conceptual and practical information that is useful and thought-provoking.

COURSE POLICIES

This course recognizes that there is no single expert in any classroom and that we learn better together in collaboration, respectful of each person's unique contributions, experiences, and skill sets. Imagine this university classroom as a space for knowledge exchange, asking great questions, and trying on new experiences in a non-judgmental, supportive environment. Students are invited to create a community of learners where participation involves more than speaking up in class or doing assigned work, and instead, actively work to shape the class into a positive, nurturing learning experience for all. Integrity, kindness, and respect are expected as well as creative risk-taking and deep listening to one another. ***Sharing expertise specifically around technology will be useful as the course will have a range of levels of experience and content understanding.***

~~

When I taught high school, I had 'Daily Expectations' and a motto similar to these posted on the wall for my students to follow and see every day. They apply here for our class of adult learners/teachers, and I invite you to abide by them as a whole group:

DAILY EXPECTATIONS

BE FULLY PRESENT.

BE PREPARED, MIND, BODY, & SOUL. FIND YOUR CENTER & BRING YOUR STUFF.

BE RESPECTFUL, RESPONSIBLE, & CARING. DO THE RIGHT THING. ALWAYS SHARE THE SPACE.

BE FLEXIBLE & OPEN TO RISK-TAKING. LEARN BY TRIAL & ERROR. SHOW PATIENCE & ENDURANCE.

BE COMMITTED TO YOUR OWN EVOLUTION. DO YOUR BEST EVERY DAY.

BE PROUD. CELEBRATE GROWTH IN INCHES & IN MILES.

BE YOUR AWESOME SELF & NO ONE ELSE. OWN IT.

My Motto: "Do something constructive, meaningful, and creative every single day. Stay vulnerable, yet comfortable. Try to make new connections and constantly push yourself to grow. Good art and good teaching often comes from chaos, messiness, and second or third attempts – never quit or become bored. Consider your work ethic just as valuable as your actual work (process v product). I am not concerned with greatness so much as great efforts and great attitudes."

COURSE REQUIREMENTS & ASSESSMENT:

5 Main Components, 100 marks

(20) Participation & Full Attendance

- Engage fully, come to class prepared with readings done, & be willing to try new things

(15) Fifteen Minutes of Fame

- Share with us what you know or like related to digital media/art. *Closed captions or subtitles required on all sound/videos please. Ask me if you need help on this.
- I suggest 10 min. max demo/present and 5 min. for audience Q&A

(15) Reading Response

- 500-800 words, 3 parts: Summary, critique, classroom application(s) - **posted to blog and/or emailed to instructor by Monday, July 14 BEFORE CLASS.**
- Be sure to include the name/reference of the article you chose & your name/date in the document

(20) Creative Thinking Log aka Visual Journal

- Should include your reading notes/questions/connections & **be updated daily**
- Possibilities include: print or online journal/sketchbook, blog, stream of tweets, photo/video diary, social media status updates, series of animations, etc...
- In order to include final reflections on the course, **your log is due Monday, July 21.** Print journals can be delivered in person to instructor at UBC at a designated time, and digital journals should be sent via email to instructor (Use Google drive, WeTransfer, or Dropbox for larger files). Print journals will be returned at a later date for pick-up – coordinate with instructor.

(30) Arts-Based Final Project (Solo or collaborative)

Recognizing that each participant enters the class with different abilities and technological/artistic skill levels, assessment of the final project will focus on achieving goals you've set for yourself and personal/professional growth. As such, feel encouraged to move out of your comfort zone, to play, and to challenge yourself creatively.

3 PARTS:

- Written (tentative) proposal with project rationale & what you plan to accomplish - **posted to blog and/or emailed to instructor by Monday, July 7 & ready to discuss with class**
- Presentation to class
- Written reflective document discussing how you would/could use this project in a classroom & identifying specific outcomes/issues it addresses. For collaborative projects, the written document must be written individually. **To be handed in on day of your final presentation, with a digital copy made available to the class.**

= (100 marks)

While this is a Pass/Fail course, each assignment will be evaluated. 76% B+ is considered a pass by TEO for teacher candidates and students in diploma programs. Master's and doctoral level students' work should reflect your advanced standing and will be evaluated according to Faculty of Graduate Studies guidelines, available online. Students who receive a mark below 76% on one assignment may be given one opportunity to revise and resubmit the assignment, with the instructor's help. **Students will submit a self assessment statement with a mark on the final day of class.** Please be aware of UBC's academic misconduct and plagiarism policies, available online.

COURSE OUTLINE

REQ: Means required reading(s) you should be prepared to discuss in class, including having detailed notes and questions you have about the readings – these should be part of your Creative Thinking Log aka Visual Journal. Readings are available on the course blog

(<https://blogs.ubc.ca/blakesmi/readings/>) as pdf's or links under a password-protected page.

Password for this class is: **Edcp-405** (case sensitive) and the readings are only for your own educational use in relation to this class, not for public access or sharing.

DAY	TOPIC	READINGS/ASSIGNMENTS
Wednesday July 2	Introduction	
Thursday July 3	Contemporary Entry Points & Classroom Projects	REQ: Gude 'Playing, Creativity, Possibility' REQ: Ewald 'Thirty Years of Collaborating with Children' REQ: BC Education Plan http://www.bcedplan.ca/theplan.php
Friday July 4	Memory, Photography, & Lifewriting	REQ: Michiko 'Traces of the Future' REQ: Sinner & Owen 'Visual Lifewriting' OPTIONAL: On lifewriting (See Carl Leggo's page under 'Lifewriters') http://www.lifewriting.ca/home-2/lifewriting/ + Bring in 2 objects to photograph (one found, one personal memento)
Monday July 7	Sharing Ideas & Project Planning (Lab Day if needed)	Proposal Due
Tuesday July 8	Selfies: Online Exposure & Poetic Portraiture. Guest artist: Cloë Windus	REQ: Durban 'Selfie Poetics' & selffeed.com REQ: Boyd 'Why Youth (Heart) Social Network Sites' OPTIONAL: Franco 'The Meanings of the Selfie' http://www.nytimes.com/2013/12/29/arts/the-meanings-of-the-selfie.html?_r=0 + Bring in a selfie/self portrait
Wednesday July 9	Ethics, Voyeurism, & Contemporary Issues	REQ: Sontag 'Heroism of Vision' (in <i>On Photography</i> , 1973) OPTIONAL: Sontag 'The Image World' if you feel inspired... REQ: Pick ONE <ul style="list-style-type: none"> • Levi Strauss 'A Sea of Grievs is Not a Proscenium' • Edwards 'Afghan Girl' • Butler (Ch. 2) 'Torture & the Ethics of Photography: Thinking With Sontag' • Bal 'The Pain of Images' p. 93 - 115 In: <i>Beautiful Suffering: Photography and the Traffic in Pain</i> by Reinhardt, M., Edwards, H., & Duganne, E. (eds) • Picturing Violence: Aesthetics and the Anxiety of Critique (post by Jess Dugan)
Thursday July 10	Creativity & Digital Media	Bring in/post one article to share related to creativity and digital media (include the full reference and/or link). Use the blog resources list as a starter: 'for inspiration: websites' <ul style="list-style-type: none"> • <i>Topic can be on an artist/project, an exhibition, gaming, social media, apps, smartphone technology, sound design, new software, web design, photography/video, etc..</i>
Friday July 11	Tbd - Visit to Museum of Anthropology/ Possible Lab Day	REQ: Rhoades 'LGBTQ Youth & Video Activism: Arts-Based Civic & Critical Praxis' REQ: MUSKrat Magazine 'Claiming Space: Voices of Aboriginal Youth at the Museum of Anthropology' http://www.muskratmagazine.com/home/node/270#.U7PGhqj15BE OPTIONAL: Claiming Space: Voices of Urban Aboriginal Youth http://moa.ubc.ca/experience/exhibit_details.php?id=1335

DAY	TOPIC	READINGS/ASSIGNMENTS
Monday July 14	Running a Digital Classroom (& Classroom Projects Part 2)	Reading Response Due REQ: Castro & Grauer 'Structuring Democratic Places of Learning: The Gulf Island Film & Television School' REQ: Top Ten Things Teachers Want From Their Digital Classrooms http://elearningindustry.com/top-10-things-teachers-want-from-their-digital-classrooms
Tuesday July 15 *Meet directly at Vancouver Art Gallery (VAG) – time tbd	From Herzog to Coupland: Photography, Place, & The Everyday	REQ: Douglas Coupland: everywhere is anywhere is anything is everything http://www.vanartgallery.bc.ca/the_exhibitions/exhibit_coupland.html REQ: Taylor 'The Way Things Are: Fred Herzog's Art of Observation' REQ: Hope in Shadows (essay) OPTIONAL: Sliding Sight, Setting Suns by David Chandler (on photographer Paul Graham, excerpt from 'A Thing There Was That Mattered' in <i>Paul Graham, 2009</i>)
Wednesday July 16	Lab Day/Possible guest speaker(s) tbd	
Thursday July 17	Final exhibition/student presentations	Final Projects Due, Including Written Document + Self Assessment
Friday July 18	Final exhibition/student presentations	Final Projects Due, Including Written Document + Self Assessment
Monday July 21		Creative Thinking Log aka Visual Journal Due

REFERENCES & RESOURCES

Refer to our class blog for more: <https://blogs.ubc.ca/blakesmi/>

A comprehensive list of these and additional references can be provided as needed.