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Harnessing the ARTS
for the 21st Century

EMERGING TRENDS:






On Art

- “If we say that the aim of any activity is merely our pleasure, and define it solely by that pleasure, our definition will evidently be a false one ... just as it would not occur to anyone to affirm that the importance of food consists in the pleasure we receive when eating it.”
- “... in the same way, beauty, or that which pleases us, can in no sense serve as the basis for the definition of art...”

Leo N. Tolstoy

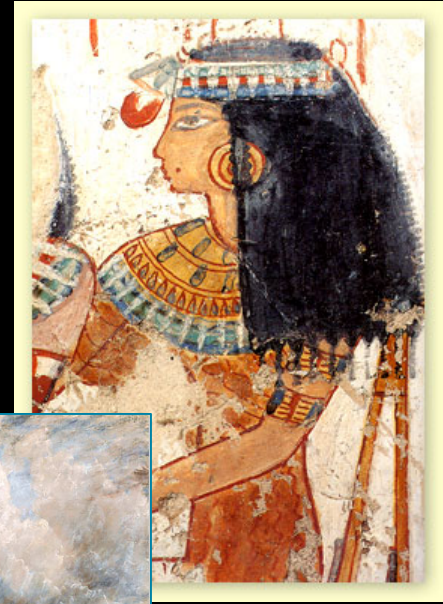


On Art: For the Same Goals

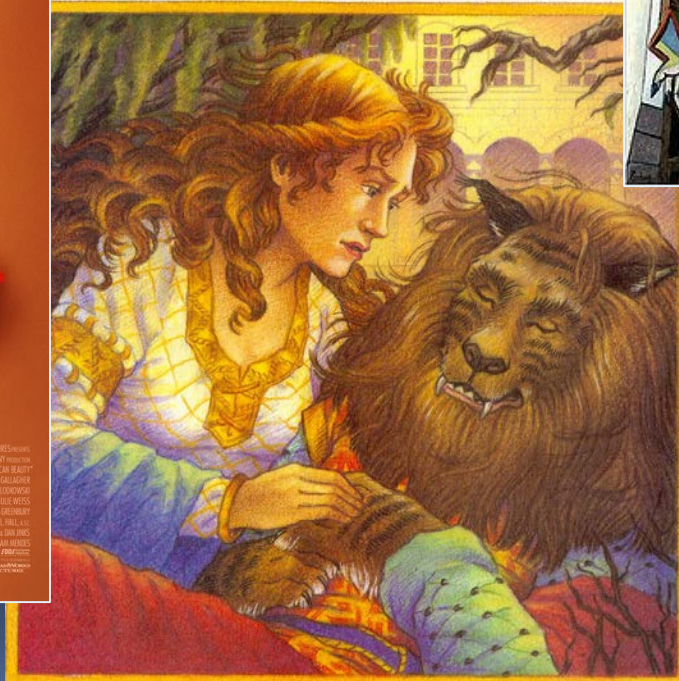
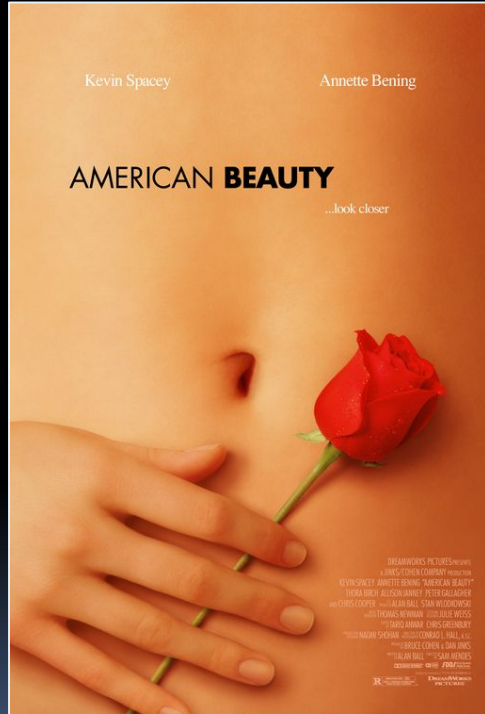
- For Expression 
 - Beauty, Relationships, The Earth, ... everything!
 - All that we experience, or can envision
- For Documentation 
 - Events, Conditions, Contexts
- For Communication 
 - Feelings, Emotions, from the micro to the gestalt ... anything in the Affective Domain



Expression



Expression



Documentation



Documentation



Communication

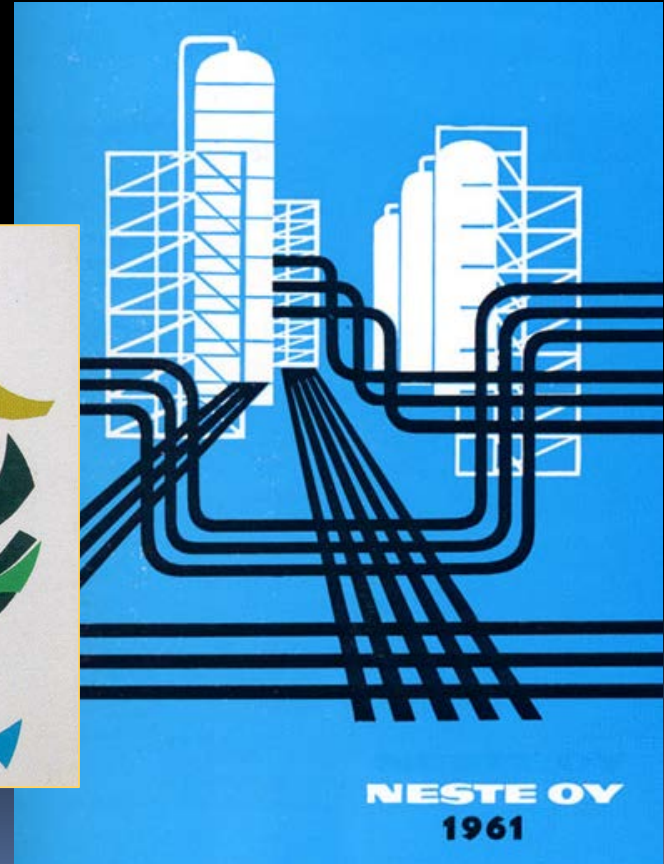


GRAPHIC
DESIGN
RELIGION

DANIEL BARNELL



Communication



On Learners: not the same as US

- Less dependant on the written word
- More attentive to visual form
- More sensitive to changes in context
- More attuned to meaning outside of “reality”
- Less concerned about “failure”
- More apt to us Trial & Error strategies

On Learners: getting to know them

- “Smushing Together” their world



On Learners: starting at a young age

- They're the "Download" generation
 - [Chicken](#) & [Rabbits](#)
- They're the "Show Me the Path" generation
 - Cameras, Software, Information Processing
 - (Bell & Beyond Video)
- They're the "Let me Explore" generation
 - New Spaces, New Tasks, New Ways to Learn

On Learners: new ways to learn

■ Assembling Multi-Channel Resources

- [Christopher Columbus](#)

■ Creation Spaces on the Web

- [Charlotte's Web Comics](#)
- (Scholastic)



■ Everyone can make ART

- [Football Math Video](#)
- (TeacherTube)



Examples



The screenshot shows a web browser window with the URL <http://teacher.scholastic.com/activities/flashlightreaders/charlottesweb/comic/maker.htm>. The page title is "Flashlight Readers: Charlotte's Web: Make-Your-Own ...". The main heading is "Charlotte's Web" with a spider icon, and a sub-heading "Make-Your-Own Comics" with a "SEE SAMPLE PAGES" button.

The interface includes a "Type message text here:" section with a text input field and a "You have to leave here!" prompt. Below this is a "Selection: Bubble 4" dropdown menu. There are tabs for "CHARACTERS", "OBJECTS", "SETTINGS", and "BUBBLES".




The main content area displays a comic strip with two panels. The top panel shows a pig (Wilbur) and a spider (Charlotte) in a barn. The pig says, "I'm sorry, Wilbur. I'd like to help, but I'm just too tired to spin a web." The spider replies, "Then how will I be saved?". The bottom panel shows the pig saying, "YOU HAVE TO LEAVE HERE!".



On Teachers: Strategies with them

- Use their knowledge of technology
- Listen to their interpretations of the world
- Allow them to **do**
- Use their multi-tasking skills
- Engage with multi-channel communication
- Become aware of their communication styles

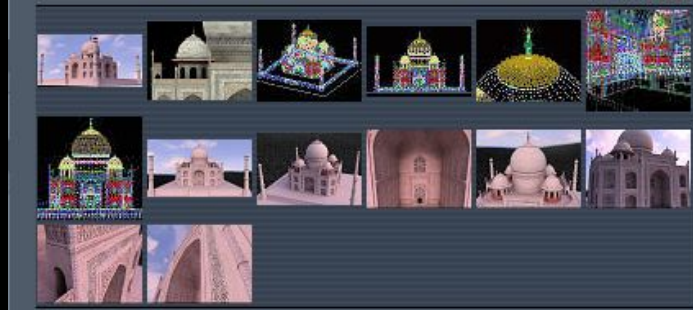
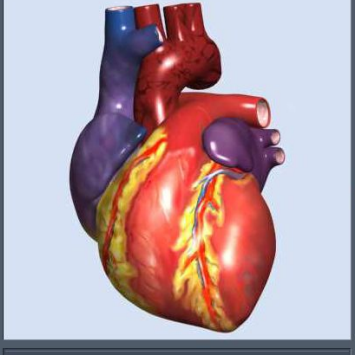
Learning Environments: 3D & Virtual

- 3D Environments have an X, Y, and a Z axis
 - This is more like the real world 
- Virtual Worlds have different rules
 - It's OK to FAIL ! 
- They not only go to different virtual worlds, they make them too 

3D Environments



3D Environments



Virtual Worlds

- Video Game Worlds
 - Medal of Honor / Halo / Wii
- Exploration Worlds
 - Myst / Timeline /
- Learning Worlds
 - Fly Lab / Tactical Language



Neat Creation Tools

- Modeling
 - Just like virtual sculpting
- Rigging and Texture
 - Just like Mixed Media
- World Building
 - Just like architecture, Set Design, Lighting
- Level Design
 - Just like Story Telling and Production combined

As a Wrap-up

- Because of all of this “doing” students today don’t have the patience to just sit and listen
- We as educators need to present the students with **engaging learning environments**
- These environments need to present content in such a way that in which they can **manipulate, fail, reflect, and learn**



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