Rhode Island School of Design
Division of Graduate Studies
**Department of Art + Design Education**


**Summer 2005**

**Syllabus**

ARTE*654G
Digital Media Design Studio


Tuesdays and Thursdays, 1:00pm – 6:00pm


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Forum URL: http://risd.digication.com

**Course
Description**

This course introduces art and design education graduate students to digital media. The emphasis is on the use of interactive multimedia as a creative medium, as a learning tool, and as a teaching tool for K-12 contexts. Digital media technology is changing education by creating new, flexible learning environments and allowing for new methods of teaching and learning. Learning environments are no longer locked within the boundaries of a classroom. Throughout the course, students dive into various digital media software for creating and editing digital images, archiving work in a digital format, building digital presentations and interactivity, and editing digital video. Students will gain a basic understanding of the potential of digital media as a design, learning, and presentation tool in K-12 schools, museums, and community centers. Additionally, students have the opportunity to gain skills specifically geared toward creating interactive learning tools and a course portfolio.

**Course
Overview**

**"The best way to predict the future is to create it." Peter Drucker**

Digital media technology is changing art + design education by creating new, flexible learning environments and allowing for new methods of teaching and expression. The use of present day technology allows for increased connectivity to resources and learning tools. Teachers now enhance lectures through the use of multi-media to allow for interactive learning and increased accommodation of various learning styles. Learning environments are no longer locked within the boundaries of a classroom with web based teaching and learning technologies.

In this course students will be introduced to the use of to digital media as a creative medium, as a learning tool, and as a teaching tool. Students will investigate how technology is being integrated into current curriculums and for what benefit while exploring ideas for future integration. Students will gain confidence and skill in creating digital content and presentations.

Throughout this course students will utilize various digital media software for manipulating images, building interactive presentations, and digital video. Students will gain a basic understanding of the potential of digital media as a design, learning, and presentation tool and will have the opportunity to gain skills specifically geared toward creating imagery and motion for presenting and visualizing ideas, creating interactive teaching tools and building a digital portfolio.

**Course
Objectives**

Throughout the course students should show evidence of their ability to:

▸ Participate fully in RISD's online forum
▸ Reflect on the incorporation of new technologies in K-12 classrooms
▸ Incorporate technology into their own instruction
▸ Gain skills necessary to maintain course portfolios

**Assessment
Strategies**

In order to capture evidence of student understanding of the technology presented in class, students will participate in the development of five central projects: Digital Archive, Digital Drawings, Digital Presentations, Digital Video, Interactive Learning Tools. Each of these projects will be presented to the class and submitted in a printed and/or digital format, and at the end of he semester compiled into a digital course portfolio. In addition, students will respond to supplementary readings in RISD's online forum.

Students will have the opportunity to assess their own work and also in the cases of group projects, assess the work of other group members. Please see sample assessment forms.

**Evaluation Criteria**

The evaluation of each project will be based on the following:

- ‣ Technical Competency
- ‣ Progress and Performance
- ‣ Risk Taking
- ‣ Expression of Ideas
- ‣ Vision and Follow Through
- ‣ Work Habits
- ‣ Presentation

The following is a 4-point scale used for the evaluation of student performance in all MAT courses:

4.0 The student's performance in this area is of a **superior** quality with several **outstanding** features.
*This is commensurate with the standard expected for recommendation of a beginning teacher certification in Art K-12.*

3.0 The student's performance in this area is **good** and demonstrates a **competent** level of understanding and/or practice.
*This is commensurate with the standard expected for recommendation of a beginning teacher certification in Art K-12.*

2.0 The student's performance in this area demonstrates inconsistencies in the quality level of understanding and/or practice.
*This is **not yet** commensurate with the standard expected for recommendation of a beginning teacher certification in Art K-12.*

1.0 The student's performance in this area is unsatisfactory; there are significant deficiencies in understanding and/or practice. Remedying action is to be given priority.
*This is **not** commensurate with the standard expected for recommendation of a beginning teacher certification in Art K-12; and if performance does not improve will lead to one of the following: (a) recommendation to withdraw from the program, (b) recommendation not to be permitted to proceed to Student Teaching, (c) recommendation to withdraw from Student Teaching, or (d) no recommendation for the award of the MAT degree and teacher certification.*

**Grading**

Your final grade is based on the following:

Digital Archive: 10%
Digital Drawings:15%
Digital Presentation: 15%
Digital Video: 15%
Interactive Learning Experience: 20%
Course Portfolio (PDF): 10%
Reading Responses: 10%
Class Participation: 10%

**Recommended Readings & Handouts**

**The Design of Sites**
by Douglas K. van Duyne, James A. Landay, Jason I. Hong

**Teaching With Technology: Creating Student-Centered Classrooms**
by Judith Haymore Sandholtz, Cathy Ringstaff, David C. Dwyer

**E-Learning: Strategies for Delivering Knowledge in the Digital Age**
by Marc J. Rosenberg

**Multimedia-Based Instructional Design : Computer-Based Training, Web-Based Training, and Distance Learning**
by William W. Lee, Diana L. Owens

**Using Technology in the Classroom**
by Gary G. Bitter, Melissa E. Pierson

**Multimedia Edition of Integrating Educational Technology Into Teaching (2nd Edition)**
by M. D. Roblyer, Jack Edwards

**Computers as Mindtools for Schools: Engaging Critical Thinking (2nd Edition)**
by David H. Jonassen, Christine Marrone (Illustrator), Debra A. Stollenwerk (Editor)

**New Technologies in the Art Room**
by Deborah Greh

**Computers in the Artroom: A Handbook for Teachers/Book and Disk**
by Deborah Greh

**Crayons and Computers: Computer Art Activities for Kids Ages 4 to 8**
by Carol Sabbeth

**Supplementary Readings** will be posted as links on the department forum where students will have the opportunity to share and reflect on the ideas and information presented.

**Handouts** are provided for the material that will be covered in each class. Handouts should be stored in a three-ring binder for reference in class each week.

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| **Computer Experience** | This course is not a technology course, but is rather a course on using technology in the classroom. While demonstrating an understanding of and skill in using the software introduced in class is important, the student's content and ideas for the integration of technology in teaching and learning is the primary goal and focus of the course. |

Prior use of the computer as a design and development tool is not a prerequisite. Students are all coming to this class with a variety of art, design, and computer experience. Your strength is as a collective. Help each other where and when possible and contact me if you are having difficulty. Those of you with a strong computer background will be challenged in this class as you apply current knowledge in new ways and further your understanding of technology enhanced teaching and learning.

Please fill out the questionnaire attached to the back of this syllabus and return it to me. The more information you can give me about your previous computer experience and confidence with using the computer as a design and development tool, the more help I can be to you and the more beneficial class demos and lectures will be in the future.

You may also arrange for individual meetings to speak further about this issue.

**Class Format**

Throughout the semester you will be exposed to a variety of tools through demos, presentations, and lab time. As the semester progresses more class time will be allocated to working and individual meetings with me for technical and design direction.

A class will usually run as follows:

- Students present on-going or completed projects
- Participate in demos, lectures, or discussions (usually 2–3hrs.)
- Individual meetings and working time

**Assignments**

**Archiving Work in a Digital Format** [Standards Addressed: 8.1, 8.2]
*Introduction to Photoshop, Word and Acrobat for Creating Digital Archives*

**Date Due: July 26, 2005.**

In preparation for John Chamberlin's Curriculum Design course in the Fall, begin to develop a digital archive of materials related to the theme "Wall." The purpose of this project is for students to become comfortable with the process of documenting and archiving materials in a digital format. This archive is not the finished research and compilation of materials to be submitted to John in the Fall, but is rather a foundation on which the student can build throughout the summer.

In order to meet the requirements of this assignment as part of the Digital Media Design Studio, students must create the following pages: Title Page, Table of Contents, 2 well organized pages of images, 2 well-organized pages combining images and text, and a Sources/Credits page. Additional pages are optional.

Using Photoshop, Word and Acrobat organize your findings neatly for presenting in a printed format and projecting in class. Material for this project may be collected from online resources, scans, copies, digital photos, video stills, etc.  You may also digitize your own artwork, sketches, drawings, etc. and manipulate/incorporate these works in the piece.  Use Photoshop and/or Illustrator for drawing and image editing.

Provide a printed version of your archive as well as a digital version burned to a CD for presenting to the class. Label the CD with your name, the date, and the project title.  Include all image files, word documents, and the final pdf.

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**Note:** The next four assignments are related in the content and materials created and presented.

**Digital Drawings** [Standards Addressed: 8.1, 8.2]
***Introduction to Digital Media for Creating and Investigating Art***

**Date Due: August 2, 2005.**

Use digital media to consider the "elements and principles of design." Develop a series of 5 drawings based on an investigation of a work of art focusing on how 5 of the following design principles and/or elements have **contributed to the expression of meaning in the work**:

| The Elements of Design: | The Principles of Design: |
|---|---|
| Line | Balance |
| Shape | Gradation |
| Direction | Repetition |
| Size | Contrast |
| Texture | Harmony |
| Color | Dominance |
| Value | Unity |

(Choose only one design element or principle from the list to explore per drawing.)

Material for this project may be collected from online resources, scans, copies, digital photos, video stills, etc.  You may also digitize your own artwork, sketches, drawings, etc. and manipulate/incorporate these works in the piece.  Use Photoshop and/or Illustrator for drawing and image editing.

**Save all files with a resolution of 300 dpi in a Photoshop .psd format or if using Illustrator as .ai.**

The final drawings should be 8 x 10 and printed on photo quality paper (8 ½ x 11 only)- portrait orientation only.  A word document describing your drawings and process should be provided, no more than a page in length- one or two columns of text and reference images. This document should site sources used in the piece and should include an image of the original work of art and at least one of your drawings.  Print this document on the same kind of paper used for your final drawings. The final prints and the word document should be mounted on black matte board for presentation. Six prints of the original work of art should be mounted next to each final drawing and the word document.

Additionally, submit a CD including your word document and image files, and a compilation of these items as a pdf.  Label the CD with your name, the date, and the project title.  Include all image files and the final .psd's.

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**Digital Presentations** [Standards Addressed: 8.1, 8.2, 10.2, 10.3]
***Introduction to PowerPoint for Documenting and Presenting Ideas in Art and Design***

**Date Due: August 9, 2005.**

In small groups produce a slide show presentation using PowerPoint (at least 20 slides) focusing on the "elements and principles of design" using the works explored by group members in the Digital Drawings assignment.  Further your research of the works and develop a presentation that considers "what the work is all about" and how the artist's/designer's use of the "elements and principles of design" contribute to meaning.  What "ideas" are being expressed in the work and

how does it, or, not exemplify the artistic concerns of this artist/designer. In your presentation pose questions, engage the audience, and encourage critical thinking about the work and ideas being presented.

Material for this project may be collected from online resources, scans, copies, digital photos, video stills, etc. You may also digitize your own artwork, sketches, drawings, etc. and manipulate/incorporate these works in the piece. Use Photoshop for image editing and PowerPoint for creating and editing slide content.

Provide a printed version of your presentation to distribute to class. Submit a CD including all image files, word documents, the final PowerPoint presentation, and a pdf version of the presentation. Label the CD with your name, the name of your group members, the date, and the project title.

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**Digital Video** [Standards Addressed: 8.1, 8.2]
***Introduction to Digital Video for Documenting and Presenting Ideas in Art and Design***

**Date Due: August 16, 2005.**

In small groups storyboard and produce a digital video (5 min) focusing on the "elements and principles of design" using the materials collected for the PowerPoint presentation. (Additional footage illustrating the "elements and principles of design" will be captured as part of a class outing.) Again, in forming the video presentation consider "what the work is all about" and how the artist's/designer's use of on the "elements and principles of design" contributes to meaning. What "ideas" are being expressed in the work and how does it, or, not exemplify the artistic concerns of this artist/designer. In your presentation pose questions, engage the audience, and encourage critical thinking about the work and ideas being presented.

Using iMovie incorporate edited video clips, audio (as voiceovers or music), still images, and text.

Export a CD compressed version of the movie as a QuickTime Movie and also a Email compressed version for inclusion in the www.artdesignedu.org website. If you have a DVD burner, please also burn a DVD quality file.

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**Interactive Learning Experiences** [Standards Addressed: 8.1, 8.2, 10.2, 10.3]
***Introduction to Interactivity for Documenting and Presenting Ideas in Art and Design***
**Date Due: September 1, 2005.**

Become an online publisher of interactive learning experiences for art + design education. Create an interactive art + design experience about the artist and work that you have been studying throughout the course. The focus of this interactive experience should be "what the work is all about" and how the artist's/designer's use of the "elements and principles of design" contribute to meaning. What "ideas" are being expressed in the work and how does it, or, not exemplify the artistic concerns of this artist/designer. In your interactive learning experience pose questions, engage users, and encourage critical thinking about the work and ideas being presented.

Material for this project may be collected from online resources, scans, copies, digital photos, video stills, short video clips, sound files, etc. You may also digitize your own artwork, sketches, drawings, etc. and manipulate/incorporate these works in the piece. Use Photoshop for image editing and Flash for creating the learning tool interface, animation (if desired), and interactivity.

The final interactive learning experience files should be submitted on a CD as .fla and .swf files. The final interactive learning experience should also be uploaded to your RISD web space.

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**Course Portfolio (PDF)** [Standards Addressed: 8.1, 8.2, 10.2, 10.3]
***Creating a Record of Course Participation, Assignments, and Evaluation***
**Date Due: September 6, 2005.**

Create a PDF throughout the course which digitally records the course syllabus, your course participation, assignment submissions, and self and instructor evaluations. The final PDF file should be burned to a CD. Label the CD with your name, the date, and the project title.

**Course Schedule**

| # | Class Plan | Standards Addressed | Handout | What's Due |
|---|---|---|---|---|
| | | | | |
| | WEEK 1 | | | |
| 1 | Welcome!<br><br>An Overview of Technology for Teaching and Learning<br><br>Course Description and Overview<br><br>Review Syllabus and Assignments<br><br>Introduction to the Course Forum<br><br>An Introduction to Word | 8.1, 8.2 | H1 | |
| 2 | Image Editing Basics in Photoshop<br><br>An Introduction to Acrobat | 8.1, 8.2 | | Computer Experience and Profile Questionnaire |
| | WEEK 2 | | | |
| 3 | Present Digital Archives<br><br>Drawing with Photoshop | 8.1, 8.2 | H2 | Digital Archives |
| 4 | Drawing with Photoshop Continued | 8.1, 8.2 | | |
| | WEEK 3 | | | |
| 5 | Present Digital Drawings<br><br>An Introduction to PowerPoint<br><br>PowerPoint Do's and Don'ts | 8.1, 8.2, 10.2, 10.3 | H3 | Digital Drawings |
| 6 | PowerPoint Continued | 8.1, 8.2, 10.2, 10.3 | | |
| | WEEK 4 | | | |
| 7 | Present PowerPoint Presentations<br><br>Introduction to Digital Video | 8.1, 8.2, 10.2, 10.3 | H4 | Digital Presentations in PowerPoint |
| 8 | Introduction to iMovie | 8.1, 8.2 | | |
| | WEEK 5 | | | |
| 9 | Present Digital Videos<br><br>Introduction to Interactive Learning Experiences<br><br>Optimizing Images | 8.1, 8.2 | H5 | Digital Videos |
| 10 | Introduction to Flash<br><br>How to use your Web space | 8.1, 8.2, 10.2, 10.3 | | |
| | WEEK 6 | | | |
| 11 | Flash Continued | 8.1, 8.2, 10.2, 10.3 | H6 | |
| 12 | Final Presentations | 8.1, 8.2, 10.2, 10.3 | | Interactive Learning Experiences |