Abstract

The following workshop is a presentation of an interdisciplinary unit that was originally taught for four years at the International School of Mongolia. The unit addresses prevalent questions in both fields such as: How can technology be used as a tool for creative work? How can technology help me express myself? Students worked with both emerging and traditional media to create mixed media-self-portraits that expressed their deeper selves. The presenter will be sharing student work showing both the process (digital photos, online digital editing, blogs, sketchbook pages) and the finished product (portrait and presentations) as well as guiding attendees through the development of their own multi-media self-portraits. Activities will include digital photography, digital photo alteration, and creation of small self-portraits. Participants will receive complete lesson plans with a list of resources and a set of genuine student portrait photos to use as samples with their own classes. This unit can be taught in either as an art or a technology lesson but works best as an interdisciplinary experience. Attendees should bring a camera or cellphone with photo capability and a laptop if possible, but this is not absolutely required. No experience with art or technology is necessary. (197 words)

Objectives

Attendees will be able to:

- Describe how some modern artists are using technology in their work.
- Examine the use of digital technology in the art classroom.
- Employ techniques with digital technology to express creativity.
- Implement the design cycle – investigate, design, plan, create, evaluate – in the creation of a unique personal representation.

Intended audience

This session is designed for high school teachers with or without any experience in art or technology, but it may be of special interest to those who teach either of these two subjects. All art materials will be provided by the presenter.

Proposed length (3 or 6 hours)

3 hours

Shorter workshops on the same topic have been presented twice previously.
Outline

I. Introduction and audience expectations (5 min.)
   a. Distribution of lesson plans and photo packs (4 min.)
   b. Overview of the workshop (1 min.)

II. Slideshow (40 min.)
   a. Unit overview (5 min.)
      i. Goals
      ii. Objectives
   b. Lesson plan details (35 min.)
      i. Investigate (10 min.)
         1. Student blogs in technology class
         2. Art sketchbooks in art class
         3. Research
            a. Website resources
            b. Suggested Book Titles
      ii. Design (10 min.)
         1. Digital photography
         2. Online photo editing websites
         3. iphone apps for photo editing
         4. Photoshop alternative
      iii. Plan (5 min.)
         1. Hot to create a plan of work with columns for date, time, activity, materials, resources, notes
      iv. Create (5 min.)
         1. Working in class (art/technology)
         2. Working at home
      v. Evaluate (5 min.)
         1. Test of the final project
         2. Written evaluation
            a. Evaluation questions

III. Digital Photography (30-40 min.)
   a. Participants take digital photos of themselves and/or each other. (10 min.)
   b. Participants alter photos using online photo editing websites or phone apps. (10-20 min.)
   c. Print light grayscale photos onto heavy art paper (I will bring printer). (5 min.)

IV. Creation of Self-Portraits (60 min.)
   a. Participants examine the materials and choose those that they feel represent them.
   b. Participants create unique self-portraits.

V. Closing (30 min.)
   a. Participants share their portraits with the group (optional), explaining choice of materials and insights gained.
   b. Q & A
Student projects: