

ARTE 250 - COMPUTER TECHNOLOGY IN ART EDUCATION

Fall 2012

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M/W 02:00 pm-04:20 pm – ~14 students

COURSE OBJECTIVES: To provide a survey of technology as it is used in art education. The course will focus on technology that is instrumental in fine arts production, graphics productions, visual arts presentations, visual arts research, and classroom administration so that students will develop the ability to design art education instructional materials that utilize this technology.

As you complete this course you will

- a) develop an understanding of and proficiency in technology that is used in the art classroom
- b) develop skills in designing and presenting lessons that utilize classroom technologies
- c) develop awareness for the need for continuing professional development in classroom technologies
- d) develop new media literacy and habits of self-teaching, using online searches and resources to independently find solutions to creative problems in a constantly changing mediascape

MATERIALS: 2GB flash drive and some inexpensive earphones

TEXTBOOK: Online readings available through BlackBoard

OFFICE HOURS: By appointment. Please contact me if you would like to meet.

PROJECTS/ASSIGNMENTS

-READING RESPONSES – Each week, there will be required readings posted to blackboard to support class discussion. For each reading, you will be required to post a ~250-500 word (1-2 pages double-spaced) response to the reading on your class website. A response can include things that interested you, things that surprised you, things you disagreed with, new research or discoveries you were led to beyond the reading, or points you want to bring up/ask about in class discussion.

Due weekly, before each Monday class.

-PHOTOSHOP CULTURE-JAMMING – After observing how artists and designers use stickers, posters, and billboards to put their digital imagery into the physical landscape, students will make an image or series of images in Photoshop, and bring it/them into the real world. Where could you insert/affix/display a digital image in the physical world?

In-progress image due 9/5.

Physical printed sticker/image due 9/12.

Final documentation/presentation of project due 9/17.

-PERSONAL WEB SITE – Students will create a website that expresses and affords exploration of their artistic and teaching practice. The site must be thoughtfully designed and articulate

the individual sensibility of the artist in a way that wouldn't be possible on a social network profile page or blog. The final website will contain at least these sections:

- **Frontpage**, affording access to the different sections of the site
- **Reading responses** – a section of your site featuring your written responses to class readings
- **Portfolio** of your documented AFO work, and new media work from this class
- **Bio/Artist's Statement/CV**
- **Links to art/education resources**
- **An on-line informational resource about a specific new-media artist** (this will be created as part of your artist presentation, detailed below)

Frontpage, response section, links and bio/CV due 10/1.

Complete website with final revised design all of the above content due 11/12.

- **VIDEO PROJECT** – Students may work in groups of 2 or 3 on a video art project. More specific expectations of the assignment will be discussed once we have begun learning editing, color-keying, etc. Your video must:

- Run 5 minutes, minimum
- Use montage and/or continuity editing
- Have additional music or sound effects added to the edited video
- Include some form of compositing (green screen, picture-in-picture, superimposed text etc.)

Storyboards due 10/8.

Raw footage must be shot by 10/15.

Video due 10/29.

- **GAME PROJECT** – Students may work independently or collaborate in pairs on an interactive artwork. The piece should have:

- an objective built around a 'verb' not traditionally used in commercial video games.
- an instructional screen
- sound effects and/or music
- some measurement/variable (score, health, butterflies collected, gallons of oil conserved, etc.)
- an object besides the player that moves
- more than one room/space/level
- at least one room larger than the screen, which uses a scrolling camera.
- M.A.R.C.: "Movement, Avoid, Release, Contact." These are fundamental design principles we'll discuss in class. Relate elements of your game to them in literal or poetic way.

In presenting your game, discuss other potential control schemes or methods of interaction (Kinect, tablet, etc.). Tremendous amounts of brownie points will be awarded to anyone who *implements* a control scheme that goes beyond the keyboard/mouse.

Final game due 12/10.

- **PRESENTATION** – Use your website to create, collect, and display resources (images, video, text, interactive elements) on a selected new media artist, creating a page or series of pages that could educate a visitor to your site about your artist. Use the site as a tool to give a 20 minute presentation on your artist to the class. Available artists are:

Web artists: Superbad Vuk Cosic Game artists: Jason Rohrer Tale of Tales Michael Molinari Anna Anthropy Jonatan Söderström Sound Artists: Alyce Santoro Tod Machover Yuri Suzuki	Video Artists: Tony Oursler Pipilotti Rist Matthew Barney Eija-Liisa Ahtila Sadie Benning Force Field Bill Viola Nam June Paik Multimedia Artists: Paper Rad Paul Chan Critical Art Ensemble Paul Pfeiffer	Eduardo Kac Golan Levin Sharon Daniel EbOY Martin Wattenberg S.W.A.M.P. Camille Utterback Institute for Applied Autonomy Cory Arcangel Rafael Lozano-Hemmer Jonathan Harris Natalie Jeremijenko Daniel Rozin David Rokeby Ken Rinaldo	Kelly Dobson f18 Institute for Art, Information & Technology Graffiti Research Lab Mark Hauenstein Kelly Heaton Katherine Moriwaki
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- SKILL - SHARE - Because game design is probably the most unfamiliar, and possibly the most complex, medium we will be working in, we will be doing short “skill shares” during each class meeting during the semester, each focusing on one relatively simple game design concept (movement, solid walls, gravity, etc.). These skills will build on each other over the course of the semester.

Here’s the fun part: **You will each be leading a skill share!** After signing up for a specific date/skill, you will be provided with a basic tutorial “card” outlining how to do that skill using GameMaker. On your skill-share date, it will be your job to present a ~20-minute lesson to teach your skill to the rest of the class. **In addition, you must share with the class a piece by a traditional-media artist that relates – literally, or poetically – to your skillshare topic** (e.g. ‘movement’ could be a performance artist, or ‘gravity’ could be drip paintings).

- BINFORD LESSON - We are fortunate enough to have a relationship with the Technology Student Association at Binford Middle School. The kids are great, and in an after-school setting, the atmosphere is rather informal, and a good place to get your feet wet teaching. In the second half of the semester, students will, in pairs, teach a short (20-30 minute) lesson on a particular new-media skill to children in the after-school TSA club at Binford. Before teaching, students will have to prepare and turn in an outlined plan of their lesson, and after the lesson students will write a reflection on their website about their experience in the lesson. As this will be many people’s first teaching experience, the outline and the reflection will be graded, but the lesson itself will not – *so no pressure!*

Outline lesson plan due 10/15.

Reflection due by Monday following your lesson.

Assignments will be evaluated in the following way:

A (90%-100%) – All requirements of assignment met exceptionally well

B (80%-89%) – All requirements of assignment met satisfactorily

C (70%-79%) – A few requirements of assignment not met

D (60%-69%) – Several of the requirements of assignment not met

F (00%-59%) – Assignment not attempted or not completed

Using the scale shown above, a **FINAL GRADE** will be determined by total points earned from the following:

Photoshop Culture-Jamming Project 100 points

Personal Portfolio Website 100 points

Video Project 100 points

Game Project	100 points
New-Media Artist Presentation	50 points
Digital Learning Resource on Artist	50 points
Binford School Lesson Outline	50 points
Binford School Lesson Reflection	50 points
Game Design Skillshare	50 points
Reading responses (13 @ 20 points each)	260 points
Attendance	100 points
Total Points	1010 points

LATE ASSIGNMENTS: This class will provide you with lots of time to complete your assignments. If you use your time wisely in class and use your lab time well, you will not have much homework and all of your assignments will be finished on time. All late assignments lose 5% of your grade for each day it is late.

ATTENDANCE: Each class session builds upon the previous class; therefore your attendance at each class session is expected. Absences are excused when appropriate documentation can be provided showing the absence was because of illness or a personal or family emergency. 20 points are deducted from each unexcused absence after the first. Points are deducted for late arrivals depending of the degree of lateness.

CLASS SCHEDULE

Wk	Date	Plan	Proj./Reading Due
1	Mon 8/27	Basic website (for reading response – uploading, etc)	
	Wed 8/29	Photoshop intro/tutorial (answer website Qs) Assign photoshop project for 17 th . Website/blog work day	
2	Mon 9/3	LABOR DAY	
	Wed 9/5	Photoshop –workday Skillshare: MOVE (create a player and enemy and make them move)	Reading response due: NMC Horizon Report Frontline “ Digital Nation ” Basic “Response” web page due (with one reading response) In-progress image for stickers due (progress crit).

3	Mon 9/10	<p>Web design</p> <p>Skillshare: AVOID (make the enemy shoot objects to avoid)</p> <p>Assign portfolio/personal website assignment for 11/12 (front page/visual design due 10/1)</p>	<p>Reading response due: Institute for Applied Autonomy</p> <p>Email me which artist form the list you like to do your presentation on.</p>
	Wed 9/12	<p>Photoshop/Web – workday</p> <p>Skillshare: RELEASE (make the player shoot/release objects to affect the game)</p>	<p>Printed stickers due (process critique).</p>
4	Mon 9/17	<p>Skillshare: CONTACT (make solid objects the player can touch)</p> <p>Photoshop project crit/presentation</p>	<p>Reading response due: -Rushkoff – Program or be Programmed -Conlin – NYT – Students Find Ways to Thwart Facebook Bans</p> <p>Presentation of Photoshop project due – show original image(s), manipulated image(s), and documentation of installation/intervention.</p>
	Wed 9/19	<p>Website – workday</p> <p>Skillshare: AI (make enemies follow you)</p>	
5	Mon 9/24	<p>Web design</p> <p>Discuss outline for Binford lesson</p> <p>2 Skillshares: CHOOSE (level/difficulty select) GRAVITY/SIDESCROLL (apply gravity to the player, move side-to-side and jump)</p>	<p>Reading response due: -Rachel Greene Web Work: A HISTORY OF INTERNET ART -Rosenberg-NYT-“Talk to Me” review</p>
	Wed 9/26	<p>Web – workday</p> <p>Skillshare: HEALTH (create a health bar that decreases when player hits “avoid” object)</p>	
6	Mon 10/1	<p>2 Skillshares: SOUND (make and put sounds into your project – Bfxr, Aviary) PORTAL/CHANGING ROOMS (create an exit for a level, and a new level to arrive in)</p> <p>Video – basic editing tutorial Introduce video assignment for 10/29</p>	<p>Reading response due: Lange & Ito: Creative Producers</p> <p>Written response to peer site designs</p> <p>Homepage/design due</p>

	Wed 10/3	Video – workday Skillshare: POWER UP (create a powered-up player, and an item that switches the normal player with the powered-up player)	
7	Mon 10/8	Video Skillshare : PUSHABLE BOX (make an object the player can move) 2 Presentations	Reading response due – post an example from Youtube of montage and continuity editing: -Winkler - Continuity and Montage -“ Introduction to Film Editing” – post an example from Youtube of montage and continuity editing -Complete storyboard for video due
	Wed 10/10	Binford visit + workday	
8	Mon 10/15	Video Skillshare : SIDESCROLL CAMERA (make the camera follow the player across the level) 2 Presentations	Reading response due: -5 Ways New Media... -Facebook in classroom -Twitter in the classroom -Outline of Binford lesson due -Raw footage for video must be shot by now.
	Wed 10/17	Video-Workday Binford – Digital photography (taking & composing photo / GIMP editing, cropping & color correcting photos)	
9	Mon 10/22	Video Skillshare : TIMER (create an object that counts down the time in the game) 2 Presentations	Reading response due: Lessig – Remix Chp. 4 “Everything is a Remix” Videos
	Wed 10/24	Video-Workday Binford – GIMP/Photoshop (web graphics / game graphics)	
10	Mon 10/29	Video Crit	Video Due Reading response due: -Blake-Salon-My Chuck Close Problem -Grobart – NYT –

			Smartphones in Museums -Bilton – NYT – Arduino -McKinley – NYT – Bluebrain interactive album
	Wed 10/31	Website-Workday (final portfolio page due 11/12!) Binford – Web – (splash page for game / blog for documentation)	
11	Mon 11/5	Game 2 Presentations Assign game assignment – due 12/10	Reading response due: Bogost – How to do Things with Video Games
	Wed 11/7	Game-Workday Binford-Movie Editing (storyboarding / editing & remixing)	
12	Mon 11/12	Share completed web pages Game 2 Presentations	Portfolio page due – AFO work, Photoshop, video on page Reading response due: Getsy – Pedagogy art and the rules of the game
	Wed 11/14	Game-Workday Binford – Animation (sprites / cutscenes)	
13	Mon 11/19	Game 2 Presentations	Reading response due: Salen – Gaming literacies
	Wed 11/21	THANKSGIVING	
14	Mon 11/26	Game 2 Presentations	Reading response due: Corbet – NYT – Learning By Playing
	Wed 11/28	Game-Workday Binford – Sound (sound effects / music)	
15	Mon 12/3	Game	
	Wed 12/5	Game-Workday Binford – Game (/)	
16	Mon 12/10	Final game crit	Finals Time - Games due
	Wed 12/12		Finals Time
	Mon 12/17		Finals Time

Email Policy

Electronic mail or "email" is considered an official method for communication at VCU because it delivers information in a convenient, timely, cost effective, and environmentally aware manner. This policy ensures that all students have access to this important form of communication. It ensures students can be reached through a standardized channel by faculty and other staff of the University as needed. Mail sent to the VCU email address may include notification of University-related actions, including disciplinary action. Please read the policy in its entirety: <http://www.ts.vcu.edu/kb/3407.html>

VCU Honor System: Plagiarism and Academic Integrity

The VCU honor system policy describes the responsibilities of students, faculty, and administration in upholding academic integrity, while at the same time respecting the rights of individuals to the due process offered by administrative hearings and appeals. According to his policy, "members of the academic community are required to conduct themselves in accordance with the highest standards of academic honesty and integrity." In addition, "All members of the VCU community are presumed to have an understanding of the VCU Honor System and are required to:

- Agree to be bound by the Honor System policy and its procedures;
- Report suspicion or knowledge of possible violations of the Honor System;
- Support an environment that reflects a commitment to academic integrity;
- Answer truthfully when called upon to do so regarding Honor System cases, and,
- Maintain confidentiality regarding specific information in Honor System cases.
- Most importantly, "All VCU students are presumed upon enrollment to have acquainted themselves with and have an understanding of the Honor System." (The VCU Insider).

The Honor System in its entirety can be reviewed on the Web at http://www.provost.vcu.edu/pdfs/Honor_system_policy.pdf or it can be found in the current issue of the VCU Insider at <http://www.students.vcu.edu/insider.html>

In this class, because coursework will be collaborative at times, particular issues of integrity arise. You should not copy or print another student's work without permission. Any material (this includes IDEAS and LANGUAGE) from another source must be credited, whether that material is quoted directly, summarized, or paraphrased. In other words, you should respect the work of others and in no way present it as their own.

Student Conduct in the Classroom

According to the *Faculty Guide to Student Conduct in Instructional Settings*

(<http://www.assurance.vcu.edu/Policy%20Library/Faculty%20Guide%20to%20Student%20Conduct%20in%20Instructional%20Settings.pdf>), "The instructional program at VCU is based upon the premise that students enrolled in a class are entitled to receive instruction free from interference by other students. Accordingly, in classrooms, laboratories, studies, and other learning areas, students are expected to conduct themselves in an orderly and cooperative manner so that the faculty member can proceed with their [sic] customary instruction. Faculty members (including graduate teaching assistants) may set reasonable standards for classroom behavior in order to serve these objectives. If a student believes that the behavior of another student is disruptive, the instructor should be informed." Among other things, cell phones and beepers should be turned off while in the classroom. Also, the University Rules and Procedures prohibit anyone from having ".in his possession any firearm, other weapon, or explosive, regardless of whether a license to possess the same has been issued, without the written authorization of the President of the university..." For more information, visit the VCU Insider online at <http://www.students.vcu.edu/insider.html>

Certainly the expectation in this course is that students will attend class with punctuality, proper decorum, required course material, and studious involvement.

The *VCU Insider* contains additional important information about a number of other policies with which students should be familiar, including Guidelines on Prohibition of Sexual Harassment, Grade Review Procedure, and Ethics Policy on Computing. It also contains maps, phone numbers, and information about resources available to VCU students.

Students with Disabilities

SECTION 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended, require that VCU provides "academic adjustments " or "reasonable accommodations" to any student who has a physical or mental impairment that substantially limits a major life activity. To receive accommodations, students must request them by contacting the Disability Support Services Office (DSS) on the Monroe Park Campus (828-2253) or the Division for Academic Success on the MCV campus (828-9782). More information is available at the Disability Support Services

webpage: <http://www.students.vcu.edu/dss/>; or the Division for Academic Success webpage at www.specialservices.vcu.edu/disabilityss.

If you have a disability that requires an academic accommodation, please schedule a meeting with me at your earliest convenience. Additionally, if your coursework requires you to work in a lab environment, you should advise me or department chairperson of any concerns you may have regarding safety issues related to your disability. This statement applies not only to this course but also to every other course in this University.

Statement on Military Short-Term Training or Deployment

Military students may receive orders for short-term training or deployment. These students are asked to inform and present their orders to Military Student Services and to their professor(s). For further information on policies and procedures contact Military Services at 828-5993 or access the corresponding policies at <http://www.pubapps.vcu.edu/bulletins/about/?Default.aspx?uid=10096&iid=30704> and <http://www.pubapps.vcu.edu/BULLETINS/undergraduate/?uid=10096&iid=30773>.

Excused Absences for Students Representing the University

Please be aware that students who represent the university (athletes and others) do not choose their schedules. Student athletes are required to attend games and/or meets. All student athletes will give you their schedule in the beginning of the semester. The Intercollegiate Athletic Council (IAC) strongly encourages you to treat missed classes or exams (because of a scheduling conflict) as excused absences and urges you to work with the students to make up the work or exam.

Campus Emergency information

What to Know and Do To Be Prepared for Emergencies at VCU:

- Sign up to receive VCU text messaging alerts (<http://www.vcu.edu/alert/notify>). Keep your information up-to-date. Within the classroom, the professor will keep his or her phone on to receive any emergency transmissions.
- Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.
- Listen for and follow instructions from VCU or other designated authorities. Within the classroom, follow your professor's instructions.
- Know where to go for additional emergency information (<http://www.vcu.edu/alert>).
- Know the emergency phone number for the VCU Police (828-1234). Report suspicious activities and objects.

Important Dates

Important dates for the Fall 2012 semester are available at:

http://academiccalendars.vcu.edu/ac_fullViewAll.asp?term=Fall+2012

VCU Mobile

The VCU Mobile application is a valuable tool to get the latest VCU information on the go. The application contains helpful information including the VCU directory, events, course schedules, campus maps, athletics and general VCU news, emergency information, library resources, Blackboard and more. To download the application on your smart phone or for more information, please visit <http://m.vcu.edu>.

Class registration required for attendance

Please remember that students may only attend those classes for which they have registered. Faculty may not add students to class rosters. Therefore, if students are attending a class for which they have not registered, they must stop attending.

SKILLSHARE SIGN-UP

Sign up for the date to do your GameMaker skillshare. Don't worry if none of them seem familiar to you at all! You'll be provided with a tutorial on your specific skill. It will be your job to transmit the information/skill from that tutorial to the rest of the class in a lesson, and to tie this skill conceptually to the work of a contemporary *traditional media* artist.

Wed 9/5	Skillshare: MOVE (create a player and enemy and make them move)	
Mon 9/10	Skillshare: AVOID (make the enemy shoot objects to avoid)	
Wed 9/12	Skillshare: RELEASE (make the player shoot/release objects to affect the game)	
Mon 9/17	Skillshare: CONTACT (make solid objects the player can touch)	
Wed 9/19	Skillshare: AI (make enemies follow you)	
Mon 9/24	2 Skillshares: CHOOSE (level/difficulty select)	
	GRAVITY/SIDESCROLL (apply gravity to the player, move side-to-side and jump)	
Wed 9/26	Skillshare: HEALTH (create a health bar that decreases when player hits "avoid" object)	
Mon 10/1	2 Skillshares: SOUND (make and put sounds into your project)	
	PORTAL/CHANGING ROOMS (create an exit for a level, and a new level to arrive in)	
Wed 10/3	Skillshare: POWER UP (create a powered-up player, and an item that switches the normal player with the powered-up player)	
Mon 10/8	Skillshare : PUSHABLE BOX (make an object the player can move)	
Mon 10/15	Skillshare : SIDESCROLL CAMERA (make the camera follow the player across the level)	
Mon 10/22	Skillshare : TIMER (create an object that counts down the time in the game)	

ARTIST PRESENTATION SIGN-UP

Sign up for the date to do your web-assisted presentation on a contemporary new media artist. You don't need to choose your artist from the list today – **but email your choice of artist to me by Monday 9/10**. First come, first served – if the artist you choose off of the list is taken, you'll have to pick another (don't worry, they're all awesome).

	Name	Artist (email by 9/10)
Mon 10/8		
Mon 10/15		
Mon 10/22		
Mon 11/5		
Wed 11/12		
Mon 11/19		
Mon 11/26		

BINFORD LESSON SIGN-UP

Sign up for the date to teach your digital art lesson with the after-school club at Binford. The topic for each day is already set, but you can approach it in any way you like. You'll be teaching in pairs.

Wed 10/17	Binford – Digital photography – lighting, taking & composing photos	
Wed 10/24	Binford – GIMP (free Photoshop) graphics for the web (sizing, transparency, etc.)	
Wed 10/31	Binford – Web design – how to make a simple web page for their game project	
Wed 11/7	Binford - Storyboarding a sequence for a video	
Wed 11/14	Binford – Animating sprites in GameMaker	
Wed 11/28	Binford – Creating/recording sound effects for your game	
Wed 12/5	Binford – Game – Level design	