Ilkogretim Online - Elementary Education Online, 2021; Vol 20 (Issue 4): pp. 5036-5046
http://ilkogretim-online.org
doi: 10.17051/ilkonline.2021.04.535

Interactive Web Technology In The Art Classroom

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ABSTRACT

The use of technology into instruction, and particularly into art classes, has been proved to be beneficial to pupils. Teachers will be better equipped to use modern technologies like social media, podcasts, open-source websites, and online programs after these problems have been resolved. This thesis also gives a sample lesson plan for secondary students that makes use of interactive Web technologies that have been suggested by experts in the field of art education.

Keywords: Art Education, social media, Technology and Art Classroom.

INTRODUCTION

The geography and environment of each area affect it differently. However, there is a consistent curriculum throughout all grade levels. With the use of the web, educators may modify lesson plans to better serve students from all over the world. The educational system is continually adapting to include new technology. Learning and growth are accelerated by the availability of modern technological tools. Computers, iPad, mobile phones, and mp3 players are just some of the forms of technology that today's students are used to using as they grow up. The phrase "digital native" is often used to imply that today's youth are more adept at utilizing digital technology than their elders. Teachers' ability to harness this apparently inherent talent and use these trendy tools to draw parallels between students' interests outside of school and what they're learning in art class is crucial for keeping students engaged. The purpose of this article is to bring attention to how the integration of technology into art education might help break down cultural barriers.

The visual arts, such as illustration, painting, photography, sculpture, and graphic design, are the major emphasis of study at art schools. The levels of education offered by art schools may vary from primary through college, and the subjects covered can be as varied as the liberal arts and sciences. There have been six distinct epochs in the history of art education, and each has contributed to the shaping of today's educational systems on every continent. Many non-academic talents are also taught in art schools.

The vocabulary for discussing technological concepts is vast. Over time, we've progressed from using pencils to using smartphones. Web technology will be the primary focus of my discussion. The technological lexicon is extensive and expanding. The following are definitions of some of the most prevalent words. The majority of the following definitions were derived from a study by Web stat For the U.S. Department of Education, they conducted a poll. These are the terms defined in the thesis: Technology: Technology used in the information industry, such as computers, LCD projectors, interactive whiteboards, digital cameras, networks (both global and local), and software by "technology," I do not include technologies that do not involve computers. Websites like Wikipedia that enable users to generate and update material collaboratively are called "collaborative websites." Websites like Facebook and My Space are examples of social networking sites, which are online communities of individuals who share interests and activities or who are interested in learning about the interests and activities of others.

Weblogs are a mashup of Similar to a journal, a web log is an online journal maintained by a person or organization and accessible to the public. Microblogging is another novel blog format. Twitter is an instance in point. In this context, "vlogs" refers to online video diaries. It's a way to watch TV shows online. Websites like YouTube and Vimeo that let users upload videos are called "video hosting." Video conferencing facilitates real-time, two- or more-party, audio-visual communication. Video chatting is now available on a variety of websites. A virtual bulletin board where users may "pin" links to other websites or share images online. Pinterest is one such website. Podcasts are web-downloadable, compressed audio files. Users may annotate web pages with tags (or labels) to provide context to the information found there. It's a brand-new approach to online content production and dissemination. Tags provide for simple organization and dissemination of data.

LITERATURE REVIEW

R Nugrahani, et.al (2019) Creating art is a great way to exercise your right brain and help it mature. Studying the arts has been shown to increase one's IQ by making one more perceptive, more focused, and more creative. Indonesia's formal education system has not adequately prioritized art instruction. As a result, the evolution of Indonesia's visual arts is often sluggish and stunted. This study will shed light on the Augmented Interactive Wall's potential as a platform for the creative expression of ideas using modern digital means. Observation and in-depth interviews were used to compile this qualitative data. The findings highlight the potential for technological and artistic cooperation to provide breakthroughs that enhance people's capacity for self-expression and immersion in a wide range of social, cultural, and physical contexts.

Abeer Alawad (2013) This study aims to discuss the positive effects of incorporating technology and the Internet into the classroom. I will talk about how these results may be used to improve art education in the context of the Saudi Arabian art classroom and Saudi culture. This article draws upon and focuses on my thirteen years of experience as an art educator in middle schools for girls in Jeddah, Saudi Arabia, as well as prior research into art education settings. I used a variety of research techniques, including observation, interviews, and questionnaires, to investigate conditions in art classrooms. The use of technology in the art classroom was rather little in my study, yet it was nonetheless judged important enough to warrant its own analysis.

Hyunil Jung (2018) The study's overarching goal is to better comprehend the significance of computers in modern education and to explore the potential avenues for future research in the field of art education. This research was conducted using a literature review as its technique. I've looked through issues of Art Education and Studies in Art Education, both of which are published by the National Art Education Association, one of the most prestigious groups in the subject, to discover papers of significance. I identified articles and organized the data using concepts like "aesthetic," "feminist," "gender issues," and "interactivity" to determine the scope of this research. After reviewing the literature, I have organized the data under four main categories: 1) the visual effects of computer graphics in art education; 2) gender issues based on computer technology; 3) interactive multimedia and social interactions among students; and 4) research possibilities with computer technologies in art education. The results are summarized below. First, there was a wide range of computer technology research opportunities in the field of art education, including avenues for critiquing the current art world. Second, I've seen that kids' familiarity with and enthusiasm for new media at home and school indicate that computer technology has a significant effect on the teaching of art. Educators must consider how students will be routinely exposed to and involved with computer technologies in the classroom, and should investigate the prior knowledge and experience with these tools that prospective teachers bring to their training.

Judith Wilks, Alexandra Cutcher & Susan Wilks (2012) This essay takes a critical look at the comfortable and unsettling relationships that have developed between digital technology and art instruction. "We have bought 'one half of a product'... we've bought the infrastructure and the equipment but we haven't bought the educational piece" (McKenzie, 1999, as stated in Joyce, 2005, p. 52) is an argument that is taken into account when discussing the impact of introducing computers into the classroom. Despite the fact that many art instructors have readily adopted technologies and tools for creative practice in the past, making the most of the Internet and information communications technology in the visual arts classroom has proven to be a bit of a challenge. This problem is discussed, as

is the often overlooked "educational piece" of the product: works of art created specifically for the Internet and designed to function as an online gallery.

Victoria Pavlou (2019) The rise of new media gives new resources for fostering critical thinking and creative output in a setting that promotes teamwork, co-authorship, and the free exchange of ideas and works of art. Including digital media in art classes and interdisciplinary projects helps kids develop not just their aesthetic skills but also the transferable skills they'll need in their adulthood. Despite the numerous advantages that this process includes, instructors are frequently unaware of the new possibilities and ways of engaging students, therefore there is currently no widespread integration of new media in art instruction or art integration via technology in primary schools. However, if we want to really educate children for the future, we must embrace today's dominating culture of communication. The topic of this essay is the use of art and technology in elementary schools. It addresses the need to bridge the gap between the classroom and real life by examining crucial real-world problems with youngsters. It details two case studies of sixth-grade groups (ages 11-12) that used stop-motion animation to share themes they felt were relevant. Young people learned to think critically, communicate effectively, work together effectively, and be creative as they shared moving tales rooted in real-world circumstances. The results add to the body of qualitative empirical evidence supporting arguments regarding arts integration. The study's consequences stretch beyond the realm of art, illuminating the ways in which generalist educators might welcome interdisciplinarity and art integration, and consider art a kind of transformational education.

TECHNOLOGY CURRICULAR METHODS

Using content analysis, a technique or analytic tool for studying communication, I read the pieces in search of the themes of big ideas, student involvement, and connectedness. Insights previously hidden in the data may be unearthed with the use of content analysis. The results of this investigation will be used to inform future course design. I was on the lookout for common threads as I read about different ways that technology has been used in the classroom. I began by extracting passages from the articles that most closely related to the three ideas I planned to include into my program. Second, I analyzed the articles for trends by looking for frequently used terms. I was able to construct substantial topics for curriculum development based on the recurrence in the literature of these many notions and ideas. I looked for the most recent publications on using technology in the art classroom, as well as those that explored integrating technology into existing art education curricula, to choose which to evaluate. I also looked for papers that addressed my top three concerns, which were the usage of big concepts, student involvement, and interconnectivity. I searched recent issues of academic journals and publications dedicated to art education for the pieces. Since

I do not have a teaching credential, my access to educational settings is restricted to reading the work of other educators. These teachers have used ideas from a variety of curriculums in their own lessons.

BASIC PRINCIPLES FOR A WEB TECHNOLOGY CURRICULUM DESIGN

Since many art educators have not yet incorporated modern learning tools into their classrooms, it is important to develop curriculum that may be followed by art educators to accomplish this goal. Many different approaches and ideas may be included into a course's curriculum. To determine which of these ideas are most relevant, I shall do an analysis. In addition, we will provide guidance for developing these courses based on the primary ideas gathered from the article analysis shown above.

Methodologies and Guidelines for Curriculum A well-written curriculum draws on proven pedagogical principles and is in line with established norms for the field. While state and local governments have varying requirements for what constitutes an adequate education, there is a wide variety of pedagogical approaches to choose from. Since not all of them are applicable in every situation, it is necessary to determine which ones are. In the end, only a select handful will be selected as foundations around which to build curriculum.

Educational standards.

The quality of education remains consistent across a district. Any level of government has the authority to impose such regulations. Occasionally, these standards may set assessment methodologies or content requirements that teachers must follow in the classroom. We will not go into detail about these requirements, since they may differ from one school district to another and from one instructor to the next, but educators should be aware of them anytime they design new curriculum.

Curricula approaches.

In addition to the many standards that might serve as the backbone of a curriculum, numerous theories and models have been developed to aid art instructors as they craft their own course curricula. The spectrum of applicable theories includes postmodernism and formalism. These ideas provide a framework for educators to include topics like multiculturalism, feminism, visual culture, and the active participation of parents and communities. The modernist method is one such theory or paradigm, with its emphasis on the search for underlying, universal meanings in artistic creation. On the other hand, postmodernists come to the conclusion that there is no such thing as objective truth, just subjective experience. While the constructivist method employs students' existing knowledge to create new meaning, the formalist approach

emphasizes the basics of art in order to comprehend it (Stewart & Walker, 2005, p. 69). Opinions on these evaluations alter with time, with the most recent changes occurring as a result of a movement from modernist to postmodernist beliefs about the relationship between art and the human experience.

Beyond the scope of this study, however, are discussions of the advantages and disadvantages of these various methods for teaching pupils about artistic notions. A teacher looking to apply a technology-based curriculum may benefit from a postmodern approach to education, which is inspired by the student-driven ideas extracted from the study above. Students in a postmodern classroom are less likely to be coerced into accepting the instructor's interpretation of a piece of art and are instead given greater leeway to form their own, perhaps meaningless, interpretations. Furthermore, this theory is current and useful in the art world, allowing students to have a contextual understanding of contemporary artwork. Olivia Gude (2004), a professor of art education at the University of Illinois at Chicago, is a good example of a postmodern method. Extra things to think about. A teacher who wants to employ technology in the classroom must take into account not just the relevant standards and curricular methods, but also a number of additional factors. When planning a curriculum that incorporates computer and Web technologies, Roland (2010) outlined six factors that he considered were crucial to address.

Teachers should encourage students to think outside the box when it comes to the Internet. Instead of treating technology as an afterthought, integrate it into lessons by blending the modern with the traditional, the global with the local, and the cost-free with the open-source and online.

These are by no means all the factors to think about when deciding how to use technology in the classroom, but they should provide a solid foundation.

Key Concepts

The foregoing research suggests that four ideas might serve as recommendations for designing a curriculum that makes use of technological tools. Collaboration, student-centered instruction, individual expression, and receptivity are all broad concepts with several potential applications. Based on my reading on technological education, I will distill these concepts into a set of objectives for my lesson plan. It was a collaborative effort. In addition to the realization that much learning may be enhanced by tactics like grouping students into groups for growth and assigning roles for exploration, the aforementioned coding articles illustrate that cooperation is an essential part of technology-based curriculum design in collaborative learning.

When people in a group discuss a topic, they build off of each other's thoughts. Students will learn to work together more effectively in groups because to the collaborative opportunities provided by a technology-based curriculum. Students may benefit from working together in order to gain knowledge and develop social and communication skills. The ability for art students to communicate with one another, whether via online forums, blogs, or live video chats, should be a central part of the curriculum. Focus on the needs of the students. The goal of curriculum development should be to encourage pupils to think critically and construct their own knowledge. Building information, expanding understanding, and asking and answering or probing one's own questions are all valuable activities for students.

Instead of just being told things, a student-centered approach allows for genuine learning and exploration. Using a project that motivates students to study and think across disciplines is a crucial principle of student-centered instruction. A method of expressing oneself. The goal of any worthwhile technology-based curriculum is to encourage creative expression among students. In order to express themselves, students need to have a personal connection to the topic at hand, or to have made some kind of personal connection between the assignment and their own life.

Since student self-expression offers this link, educators may have their students take inspiration from their own experiences while they work on their projects, much like how current artists are delving deeper into topical themes than traditional art-making techniques. The instructor may give students some leeway in deciding what they will research, what kind of technology they will use, and how they will work together on their projects. The key to success with any of these approaches is giving kids agency. Responsiveness. Last but not least, I want to include responsiveness into a technologically oriented lesson plan. When students collaborate together on the content or the artwork they are making, the classroom is more responsive.

This facilitates students' ability to be inspired by one another, explore new creative avenues, and respond to timely events. Online, students might provide feedback or assistance to one another and maintain their anonymity, for instance. Tools available on the Internet, such as weblogs, video chat rooms, and social networks, are ideal for such two-way exchanges of information. Curriculum objectives. Based on the aforementioned assessments, I have developed four concrete principles that will serve as cornerstones of my lesson plan and ensure that I provide my students adequate room for collaboration, student-centered learning, self-expression, and responsiveness. The following is a four-point checklist I created to help me achieve these aims in the classroom. Students are required to work in groups as part of the curriculum.

Students are required to engage in a project that promotes cross-disciplinary thinking and problem solving as part of the course requirements. Students are given freedom to make decisions regarding the project that are meaningful to them thanks to the curriculum. Students will be able to get immediate, helpful comments from their classmates because of this lesson. There is one more aspect that is important to reiterate, since it is relevant to both my lesson plan and other people's. Educators must realize that technology is only a resource to be used in the development of curriculum. The goal isn't to only employ technology, but rather to use technology as a tool for improving students' ability to grasp difficult concepts. Numerous strategies and fundamental ideas exist for integrating technology into art curriculum. Online tournaments between students from various schools are one possibility for integrating competition into the classroom. It may also serve as a repository for forgotten concepts. Educators have a daunting task when deciding which technology to use in the classroom and which ideas to prioritize.

A PLAN FOR INTERACTIVE ONLINE LESSONS

For instructors interested in incorporating technology into their classrooms, an example lesson plan is provided. This is a lesson plan created with a high school art class in mind. The lesson plan developed on the basis of the foregoing literature evaluation and analysis will adhere to the four criteria outlined in the prior chapter. An overview, some teaching strategies, some evaluation criteria, some visual aids, and some homework all find their place inside the program. The national INTASC standards that form the basis of the lesson plan are also outlined, as are the lesson's primary ideas, questions, and goals. The above-mentioned investigation led me to conclude that my proposed lesson plan would adhere to all four of the following standards:

Students need to be grouped together for the majority of the class. The class work must include a project that encourages students to think across subject areas and come up with creative solutions. Thirdly, the project should provide students agency over their own learning by letting them decide how they want to approach it. And lastly the lesson needs to provide timely, constructive peer feedback for the students. If all of these conditions are satisfied, the curriculum has the potential to give students with a rewarding learning experience that stimulates their curiosity, broadens their horizons, and introduces them to concepts that will last. Students will collaborate on the task outlined in the lesson plan below. Each member of the group will bring their own unique viewpoint to the table as they work together to create a tangible representation of their virtual connections.

They may socially learn from one other and bounce ideas off of each other. Working with others is a valuable ability that will serve the pupils far beyond the classroom. Importantly, and in support of the project's overarching concept,

participants will be able to examine the similarities and differences among their interpersonal connections. When two individuals in a group are friends, their views of their relationships will converge, whereas when two people in the group are connected to each other, their portrayals will differ in intriguing ways. In the end, the class will provide for a great learning environment for this technologically-based tutorial. Students will be asked to complete a task designed to promote cross-disciplinary understanding and problem solving, with a focus on the social sciences. Students will have the opportunity to investigate social dynamics by participating in this initiative. Despite the fact that sociologists and other social scientists have already written extensively on the topic of social networking, this project will provide students a chance to create their own ideas on the issue via the medium of art. Students will have a lot of freedom to direct their own work on this assignment.

While the curriculum is meant to encourage students to use social media as a tool for self-expression, it does not require them to pursue any specific kind of creative expression. In this way, you get a sense of pride in your work. The curriculum will encourage individual creativity, decision-making, and learning by beginning with connections that students can relate to on a personal level, while also giving them agency over the shape that this expression takes. In addition, the session will provide students with an opportunity to solicit and respond to immediate peer input. A teacher has a lot of leeway to use strategies that encourage frequent student input, but the curriculum only specifies a handful. The most straightforward kind of curriculum-based feedback, and the one most likely to elicit substantial discussion, is student presentations.

Below, you'll find several other solutions: - A form for students to fill out collectively, detailing the day's successes and failures as well as suggestions on how to improve for the next session. Open house featuring student art or performances. Feedback is a crucial aspect of the learning process, no matter the approach used. The following lesson plan demonstrates how to implement a tech-rich educational setting. The kids will be actively involved, they will be able to make meaningful connections with one another and with the world, and they will be able to consider important and lasting concepts in this setting.

CONCLUSION

There are several ways in which technology may be utilized to improve classroom dynamics. Using technology in the art classroom has the potential to increase student learning, make education more personalized, accessible, and relevant (thus increasing students' investment in their own education and art), and better prepare them for their future employment. At the conclusion of this thesis, a lesson plan is presented that aims to get students involved, get them talking to one other, and get them thinking about big topics. Incorporating technological tools

and giving students access to fresh perspectives are only two of the many goals of this thesis that are grounded in the research already done on these topics. The lesson plan achieves these aims while centering students' attention on a subject or large concept that is instantly relevant to them: their connections online. All of these goals are within the realm of possibility when it comes to classroom instruction that incorporates technological tools, but these are just a few examples. Art educators should stop making excuses and start implementing the new standards-based curriculum.

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