

>> GOOD AFTERNOON.

I WANT TO WELCOME YOU TO THIS
WORKSHOP.

THIS WILL BE LEAD BY PAULA
GRCEVIC.

SHE'S AN INSTRUCTOR IN THE
DEPARTMENT OF ART AND COMPUTER
DESIGN.

SHE'S BEEN HERE FOR 25 YEARS
NOW, SO SHE'S GOING TO GIVE A
TALK THAT WILL LAST ABOUT 30
MINUTES, AND THEN WE'LL HAVE
15 MINUTES AT THE END FOR
QUESTIONS AND ANSWERS.

PLEASE, I BEG OF YOU, FILL OUT
THE EVALUATION FORM AT THE
END, AND YOU'LL NEED TO KNOW
THE NUMBER OF THE WORKSHOP.

IT'S "T"-- LETTER "T"-- T2AP.

WE HAVE TWO INTERPRETERS
TODAY, GAIL MACIAS AND MARLENE
ELLIOT.

SO WELCOME.

PAULA?

>> THANK YOU, PATTI.

(Too much microphone
distortion, captionist unable
to make out everything being
said)

IT'S A PLEASURE TO SHARE THIS
TOPIC, USING ON-LINE COURSES
TO CREATE AN ELECTRONIC
ENVIRONMENT TO SUPPORT THE ART
AND GRAPHIC INSTRUCTION IN THE
CLASSROOM.

I WOULD LIKE TO INTRODUCE
SIMON...

HE'S AN INSTRUCTOR HERE, AND
KATHY, HERE.

SHE'S AN INSTRUCTOR WHO
UTILIZES IdeaTools.

I WOULD LIKE TO PROVIDE SOME
BACKGROUND.

ABOUT FOUR OR FIVE YEARS AGO,

I MET SIMON...

I THOUGHT IT WAS TIME TO
DEVELOP SOME ON-LINE COURSES
FOR THE CLASSROOM.

... THE TYPICAL COURSE FORMAT
FOR ALL OF THE COURSES I
TAUGHT...

... ALSO THE COURSE SCHEDULE.

THE VOCABULARY...

WHAT THE PROCESS IS ABOUT.

... WHAT MATERIALS THEY NEED
FOR THE CLASS.

(Rectified the problem.

Captionist able to continue at
this point)

THEY WILL HAVE ASSIGNMENTS DUE
AND THE JOURNAL IS DONE
ON-LINE, AS WELL AS THE
SKETCHBOOK.

THE EVALUATION FORM IS ALSO
SHOWN ON-LINE.

THE STUDENTS KNOW WHAT TO

EXPECT AT THE END OF THE
PROJECT.

HOW THE TEACHER, MYSELF, WILL
EVALUATE THE STUDENTS' WORK,
AND HOW MANY POINTS EACH
PROJECT IS WORTH, AND THEY'LL
SEE THE CRITERIA THAT I'M
LOOKING FOR FOR A PARTICULAR
PROJECT.

THE ELECTRONIC ENVIRONMENT, IT
WAS CREATED AT NTID BY SIMON
TAYLOR, WHO IS SITTING HERE.

HE HELPS US ADJUST TO THE NEW
NEEDS FOR MY EXPECTATIONS FOR
THE COURSE.

HE CAN CREATE VERY VISUAL
MATERIALS.

THIS IS GREAT FOR ART CLASSES
BECAUSE WE DEPEND ON VISUAL
IMAGES.

HE HAS MORE CONTROL OVER THE
DESIGN LAYOUT.

I LIKE IT BETTER THAT WAY
BECAUSE IT'S EASY TO APPLY IT
TO OTHER COURSES, COURSE
MATERIALS, WITHOUT CHANGING
TOO MUCH OF THE DESIGN LAYOUT,
WITHOUT PROGRAMMING CODE.
IT'S A TIME-SAVER.
NOW WE'RE USING VIDEO AND
MULTIMEDIA CAPABILITIES.
I'LL SHOW YOU SOME EXAMPLES OF
VIDEOTAPE THAT WE USE ON-LINE.
YOU CAN USE A.S.L. ON-LINE.
TO SUPPORT THE CLASSROOM
TEACHERS, I USE WHAT I HAVE
LISTED HERE.
THESE ARE EXAMPLES OF ON-LINE
READINGS, HANDOUTS THAT
NORMALLY WE WOULD USE PAPER.
WE CAN SCAN THEM AND THEN
SHARE THEM WITH THE STUDENTS
FOR ANYTHING NEW THAT I WANT
THEM TO SEE RELATED TO THE

DESIGN.

I CAN ALSO SHARE ARTICLES.

THIS IS AN EXAMPLE COPIED FROM

A GRAPHIC DESIGN BOOK.

STUDENTS CAN READ THE

INFORMATION WHILE I'M

PRESENTING IN CLASS.

THERE ARE ALSO SKETCHES AND

VISUAL RESOURCES.

SO THE STUDENTS GET SOME IDEAS

FROM OTHER GRAPHIC DESIGNERS.

IT INSPIRES THEM TO DEVELOP

IDEAS FOR THEIR OWN WORK.

IT ALSO HELPS THEM TO

UNDERSTAND THE VOCABULARY

CLEARLY WITH VISUAL EXAMPLES.

I ALSO SHOW PAST STUDENT

EXAMPLES BECAUSE STUDENTS

OFTEN ASK FOR EXAMPLES OF

STUDENTS' PAST WORK.

THIS HELPS THEM COMPLETE THE

PROJECT.

IT HELPS THEM VISUALLY.

IT HELPS THEM DEVELOP THEIR
OWN ARTWORK.

SO THESE ARE EXAMPLES OF
STUDENT SKETCHES.

I USE THIS AT THE BEGINNING OF
CLASS TO EXPLAIN A PARTICULAR
PROJECT.

IT HAS PRESENTATION SLIDES TO
EMPHASIZE SOME OF THE
VOCABULARY RELATED TO THE
DESIGN IN ART.

AFTER-CLASS ACTIVITIES:

STUDENTS ARE ABLE TO SCAN
THEIR OWN SKETCHES, BUT THEN
THEY HAVE TO UPLOAD THEM, SO
WE PROVIDE THEM WITH SOME
INSTRUCTION.

SUPPOSE A STUDENT WANTS TO
SEND ME A SKETCH.

THEY NEED TO LEARN HOW TO
SCAN, SO WE PROVIDE

INSTRUCTION FOR THE STUDENTS
TO ACCOMPLISH THAT TASK.

THERE ARE THREE DIFFERENT
LOCATIONS WHERE THEY CAN SCAN,
NOT JUST ONE PLACE.

THERE ARE THREE PLACINGS AND
WE HAVE THREE DIFFERENT
SCANNERS, SO WE PROVIDE THE
INSTRUCTION, DEPENDING ON
WHERE THE STUDENT WANTS TO
SCAN THEIR SKETCHBOOK.

FOR EXAMPLE, A STUDENT MAY
WANT TO SCAN A SKETCHBOOK NEAR
THE DORM, SO THEY'LL COME TO
AN NTID BUILDING.

MY CLASSROOM IS ON THE OTHER
SIDE OF CAMPUS, IN ANOTHER
BUILDING, SO THE STUDENTS MAY
NOT FEEL LIKE WALKING ALL THE
WAY ACROSS CAMPUS TO SCAN, SO
MANY OF THEM COME HERE TO
NTID, NEAR THE DORMS, TO SCAN.

SO WE PROVIDED THE INSTRUCTION
TO SCAN IN EITHER PLACE.

ALSO WHEN THE STUDENTS SCAN
THEIR SKETCHBOOK AND WHEN
THEY'RE DOING THEIR JOURNALS
ON-LINE, THEY CAN TYPE THE
HOMEWORK ASSIGNMENTS AND SEND
IT TO ME.

IT ALLOWS ME TO GIVE THEM
FEEDBACK, SO THEY CAN MOVE ON
TO THE FINAL PROJECT.

THIS IS AN EXAMPLE OF WHAT THE
HOMEWORK JOURNAL ON-LINE LOOKS
LIKE.

THE VIDEO TUTORIAL WAS
RECENTLY DEVELOPED THIS PAST
SPRING QUARTER, SO WE ARE
STILL EXPERIMENTING.

THIS IS STREAMING VIDEO IN
A.S.L.

THIS WILL HELP THE STUDENTS
LEARN MORE ABOUT THE ART AND

GRAPHIC DESIGN VOCABULARY,
DEVELOP THE LANGUAGE USED FOR
GROUP CRITIQUE.

WE OFTEN USE ART VOCABULARY
DURING THAT TIME.

THE STUDENTS CAN PREVIEW THE
VIDEO BEFORE CLASS TIME, TO
HELP THEM BEGIN THEIR PROJECT
AND GROUP DISCUSSION.

I NOTICE WITH THE USE OF THE
VIDEOTAPE, IT WAS REDUCED MY
TIME NEEDED TO EXPLAIN THINGS
DURING CLASS.

IF A STUDENT MISSES CLASS,
ALSO, THEN IT'S ALREADY
ON-LINE.

A STUDENT CAN JUST CLICK ON
IT, SO I DON'T HAVE TO
REPEATEDLY EXPLAIN THE SAME
CONCEPTS.

USING DIFFERENT SIZES AND
SHAPES, YOU NOTICE SMALL,

MEDIUM, LARGE, SMALLER AND
SMALLEST.

USE LINES, LINES THAT ARE
WEIGHTED WITH DIFFERENT
THICKNESSES IN ORDER TO
ACHIEVE THE SHAPE, AND USE
REPETITIONS OF LINES TO
ACHIEVE THE DIFFERENT SIZES.

LOOK AT A GOOD EXAMPLE OF SOME
LINES AND LINE WEIGHTING.

THEY HAVE VERY SIMILAR STYLES.

THE KINDS OF LINES AND THE
TEXTURE...

THE CONTRAST OF THE LINES
USING BLACK AND WHITE SHAPES
AS WELL.

CONSIDER USING SHAPES: LARGE
SHAPES, SMALL SHAPES, AND EVEN
SMALLER ONES.

PROXIMITY: THAT MEANS
GROUPING SHAPES TOGETHER.

VIDEO PRODUCTION: THIS IS A

VERY INFORMAL APPROACH.

I CAN SIGN AND USE THIS

WITHOUT A SCRIPT.

IT'S AN INFORMAL APPROACH, AS

IF I WERE TALKING IN A

CLASSROOM.

IT'S SHOT WITH A DIGITAL VIDEO

CAMERA.

IT'S TRANSFERRED, THE VIDEO,

STRAIGHT FROM THE CAMERA TO

THE P.C.

IT OCCURS AT THE SAME TIME

WITH H.T.M.L. SLIDES AND

IMAGES IN IdeaTools.

IT'S A QUICK-AND-DIRTY

PRODUCTION.

SO, IN OTHER WORDS, I CAN

MODIFY; I CAN MAKE CHANGES.

IF I DON'T LIKE THE VIDEOTAPE,

WE CAN DO IT AGAIN, USING

IdeaTools.

THE GRADE BOOK AND RECORD

KEEPING.

THE STUDENTS CAN CHECK THEIR
GRADES ON-LINE ANY TIME THEY
WANT.

EVERY TIME THEY FINISH A
PROJECT AND IT'S EVALUATED, I
IMMEDIATELY PUT IT IN, POST
THE GRADES.

THE STUDENTS CAN BE IN THEIR
DORM ROOM, CLICK ON THE
APPROPRIATE PLACE AND FIND OUT
THEIR GRADE.

THERE ARE NO SURPRISES.

THE INSTRUCTOR CAN VIEW ALL OR
INDIVIDUAL STUDENT GRADES.

HERE'S AN EXAMPLE.

THIS WILL SHOW ONE STUDENT'S
GRADE IN THE GRADE BOOK.

A.P. STANDS FOR ATTENDANCE AND
PARTICIPATION IN CLASS,
PRODUCTIVITY IN THE CLASS.

IF THE STUDENTS HAVE ANY

QUESTION, THEN THEY CAN JUST
SIT DOWN WITH ME AND I CAN
REVIEW THIS.

IT'S ALWAYS ON-LINE.

OKAY.

COURSE ARCHIVES: OFTEN I'VE
BEEN APPROACHED BY STUDENTS
WHO DID NOT FINISH THEIR
COURSE.

THEY GET AN INCOMPLETE; THEY
DON'T GET A GRADE IF THEY
DON'T FINISH THE COURSE.

SO I CAN HAVE THE CAPABILITY
TO JUST CLICK ON THE ARCHIVES,
THE OLD FILES, JUST CLICK ON
THEM AND PULL OUT A PARTICULAR
STUDENT AND REVIEW THEIR
PROJECTS FOR THE FINAL GRADE,
SO THEY CAN THEN CHANGE IT
FROM AN INCOMPLETE TO A FINAL
GRADE.

THIS ALLOWS ME TO PULL OUT

FROM THE OLD FILES.

THIS SHOWS THE QUARTER, WHICH
QUARTER I WANT TO PULL
SOMETHING OUT FROM.

I CAN FIND A PARTICULAR
STUDENT FROM A PARTICULAR
QUARTER.

IF A STUDENT HAS AN INCOMPLETE
FOR A GRADE, OR IF A STUDENT
HAS A COMPLAINT ABOUT A FINAL
GRADE, I CAN REVIEW IT WITH
THE STUDENT USING THE ARCHIVE.

COPYRIGHT ISSUES: YOU NOTICE
THAT SOME OF THE RESOURCES
WERE COPIED FROM BOOKS OR
MATERIALS.

THESE ARE ONLY USED FOR THE
CLASSROOM, SO WE ARE ALLOWED
TO COPY WITH THE LIMITED USE.
BUT THE STUDENTS-- ONLY THE
STUDENTS WHO ARE IN THE CLASS
CAN HAVE ACCESS TO THESE

MATERIALS.

THEY ALSO HAVE TO BE INFORMED.

THEY HAVE TO CLICK OFF ON THE

DISCLAIMER THAT THEY

UNDERSTAND THAT THESE

MATERIALS ARE COPYRIGHTED AND

ONLY FOR USE IN THE CLASSROOM.

THIS IS THE DISCLAIMER.

IF A STUDENT CLICKS NO, SEE

WHAT HAPPENS...

THEN THEY CAN'T GET INTO THE

CLASS.

IF THEY CLICK YES, THEN THEY

CAN GET INTO THE COURSE.

THE ADVANTAGES OF USING

IdeaTools: IT'S VERY VISUAL

MATERIALS.

I USE IT A LOT BECAUSE THE

STUDENTS ARE ARTISTS AND IT

ALLOWS ME TO SHOW VISUAL

EXAMPLES TO THE STUDENTS.

THEY CAN SEE PREVIOUS

STUDENTS' WORK AND RESOURCE
MATERIALS.

WE HAVE VISUAL EXAMPLES.

THE INFORMATION IS ALWAYS
ON-LINE, SO STUDENTS CAN CLICK
ON THE ON-LINE PLACE AND
REMEMBER WHAT WAS DONE IN
CLASS.

THE EXAMPLES ARE ALWAYS
AVAILABLE.

IT ALSO HAS SIGN LANGUAGE
VIDEOS, SO STUDENTS CAN LEARN
THE VOCABULARY EASIER.

IT'S VERY EASY TO KEEP TRACK
OF THE STUDENT RECORDS, THEIR
PROGRESS.

THE STUDENTS CAN SUBMIT THEIR
SKETCHES, PROJECTS AND
JOURNALS ON-LINE ANY TIME THEY
WANT.

STUDENTS CAN REDO SKETCHES
AGAIN AND AGAIN UNTIL THEY'RE

SATISFIED WITH THEIR GRADE.
IT'S ALSO A TIME-SAVING METHOD
FOR STUDENTS TO SEND ME THE
SKETCHES AND JOURNALS ON-LINE
INSTEAD OF LOOKING FOR ME.

I MAY NOT BE IN MY OFFICE AT
THE PARTICULAR TIME THEY'RE
LOOKING FOR ME, SO IT'S EASY
FOR THE STUDENTS TO JUST
SUBMIT THE WORK ON-LINE.

THE DISADVANTAGES OF USING
IdeaTools: THERE IS ROOM FOR
IMPROVEMENT.

YOU NEED TO HAVE WEB ACCESS.

I KNOW SOMETIMES THE STUDENTS
HAVE PROBLEMS GETTING INTO THE
WEB, ESPECIALLY NEW STUDENTS
IF THEY HAVE COME TO RIT FROM
ANOTHER STATE AND AREN'T
FAMILIAR WITH THE WEB.

SO FOR FIRST-TIMERS, THAT CAN
BE A DISADVANTAGE.

THE VIDEO TUTORIALS, THAT'S A
LITTLE BIT SLOW PROCESS.

IT NEEDS A FAST INTERNET
ACCESS.

SOME OF THE STUDENTS FIND THAT
GETTING INTO THE IdeaTools
ON-LINE IS A LITTLE BIT
CONFUSING, BUT THAT'S NORMAL
FOR ALL OF US WHEN WE LEARN
NEW SOFTWARE APPLICATIONS.
IT TAKES TIME TO LEARN THE
SYSTEM.

BUT ONCE YOU GET USED TO THE
SYSTEM, THEN YOU'LL FEEL
COMFORTABLE.

THE BIG PROBLEM THAT I FACE
USING IdeaTools IS THAT IT
WASN'T COMPATIBLE WITH A MAC.
THAT HAS BEEN A STRUGGLE.
IT'S BETTER WITH A P.C., AND
ARTISTS TEND TO USE A MAC A
LOT IN THE CLASSROOM.

IT'S ALSO TIME-CONSUMING FOR
ME AS AN INSTRUCTOR BECAUSE
THE STUDENTS SEND ME THEIR
SKETCHES AND JOURNALS ON-LINE.

FOR EXAMPLE, THEY SEND IT TO
ME AT 1 IN THE MORNING.

OBVIOUSLY I'M IN BED, AND
THEY'RE ANXIOUS TO SEND IT TO
ME BECAUSE THEY HAVE TO MEET A
PROJECT DEADLINE BY THE
MORNING OF THE CLASS.

SO I HAVE TO ALWAYS BE PLAYING
CATCH-UP.

WHAT I REALLY NEED TO DO IS
SET UP A DEADLINE WITH A TIME,
A TIME LIMITATION FOR THE
STUDENTS TO DO THEIR PROJECTS.

I REALIZE THAT I'VE BEEN
STAYING UP ALL NIGHT SOMETIMES
TO EVALUATE STUDENTS' WORK
ON-LINE.

BUT I REALLY ENJOY USING

IdeaTools; IT'S REALLY GREAT.
THE STUDENTS HAVE ENJOYED
USING IT AS WELL.
THE STUDENTS HAVE LEARNED A
LOT FASTER USING IdeaTools
BECAUSE IN THE PAST I HAVE
USED PAPER FOR EACH PROJECT,
AND I WOULD END UP WITH THESE
STACKS, HUGE STACKS OF PAPER
FOR A SINGLE PROJECT, SO YOU
CAN IMAGINE EACH WEEK I WOULD
HAVE TO HAND BACK ALL THESE
PAPERS.

NOW THE TREES ARE NOT BEING
KILLED BECAUSE WE'RE DOING IT
ON-LINE WITHOUT THE PAPER.
SO THANK YOU FOR YOUR TIME.
I HOPE YOU LEARNED SOMETHING.
WE HAVE TIME FOR QUESTIONS.
IF YOU HAVE QUESTIONS, WE HAVE
INTERPRETERS HERE...
>> ANY QUESTIONS?

IF YOU'RE GOING TO SPEAK, YOUR
QUESTIONS PLEASE, GO TO THE
MICROPHONES.

SO IF YOU'RE HEARING, IF YOU
DON'T MIND GOING TO THE
MICROPHONE TO ASK YOUR
QUESTION.

>> I WAS UNABLE TO GO...

(Inaudible)

>> I THINK IT IS.

I'LL USE THE INTERPRETERS.

I WAS UNABLE TO GO TO THE
PREWORKSHOP FOR THE IdeaTools.

IS THERE ANY WAY THAT THIS
SOFTWARE COULD BE USED OUTSIDE
OF THIS INSTITUTION, LIKE IN
LOUISIANA?

>> THERE ARE A FEW WAYS.

FIRST, YOU COULD ASK NTID FOR
A TRIAL ACCOUNT.

YOU WOULD HAVE TO SIGN AN
AGREEMENT SAYING THAT THIS IS

NOT FOR COMMERCIAL USE, ONLY
FOR EDUCATIONAL USE.

MAYBE IF YOUR INSTITUTION HAS
SEVERAL FACULTY WHO ARE
INTERESTED, YOU COULD ASK FOR
AN EVALUATION FROM-- YOU COULD
DO SOME EVALUATING FOR US ON
THE SOFTWARE, IF YOU'RE
WILLING TO FILL OUT THE FORMS
TO DO THE EVALUATING.

AND THEN THIRD, IN THE FUTURE,
THERE'S A POSSIBILITY THAT RIT
WILL MARKET THE SOFTWARE.

BUT FOR NOW THAT'S NOT
HAPPENING.

ONLY IF YOU'RE WILLING TO DO
THE EVALUATION, THEN WE'LL LET
YOU HAVE AN ACCOUNT HERE, AND
THEN YOU CAN HOOK UP TO US
FROM OUTSIDE, FROM REMOTE
LOCATIONS.

AND THEN WE'LL ASK YOU TO

EVALUATE THE SOFTWARE.

>> SO WHO DO WE CONTACT?

WHAT'S THE CONTACT

INFORMATION?

>> UM...

LET'S SEE...

IF I COULD JUST WRITE IT FOR

YOU.

AFTERWARDS, WHY DON'T YOU COME

AND SEE ME, AND I'LL GIVE YOU

AN E-MAIL ADDRESS OF THE

APPROPRIATE PERSON TO CONTACT.

>> THANK YOU FOR YOUR TIME.

PLEASE FILL OUT THE EVALUATION

FORM.

THANK YOU.

>> THANK YOU, PAULA.

ALSO, I WANT TO REMIND

EVERYONE THERE'S A GREEN FORM.

THAT'S A FORM FOR GIVING YOUR

RECOMMENDATIONS FOR TOPICS FOR

THE FUTURE.

WE'RE COLLECTING THOSE SOON,
SO PLEASE, PLEASE FILL OUT THE
GREEN FORMS AS WELL.
THANK YOU.

[Close](#)