**Grantee Name:**
Karen Heid

**Title of Project:**
Handheld Art Assessment

**City, State:**
Columbia, SC

**Grant Period**
July 2013 - June 2014

**NAEF Grant Amount:**
$7,000 (Research)

**Project Contact:**
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**Related Webpage:**
[www.handheldart.org](http://www.handheldart.org)

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**Project Description:**
This project sought to assess how art teachers utilize the recently created website: handheldart.org with specifics to mobile technologies (iPads and tablets) and its usefulness to art teachers.

*Handheld Art* is a relational database run on the open source web publishing system Omeka (http://omeka.org). *Handheld Art* is to be used as a repository for building interdisciplinary art and humanities lessons, paired with art collections, for K-12 educators. Access is free to students, educators and the general public alike. Of particular importance for coherence and applicability in schools, *Handheld Art* is organized through the use of Enduring Ideas, a curriculum approach widely embraced in current curriculum studies literature and the National Coalition of Core Art Standards.

**Project Goals and Objectives:**
The goal of the *Handheld Art Assessment* project was to finish building the website and app through the addition of art images from the Columbia Museum of Art. Once completed, there was a need to assess the function of the website and app in the art classroom and how it might or might not be useful to art teachers. Specifically, the project director asked: How do communities of learners use the HHA website in their K-12 art classrooms? To what extent do art educators incorporate the Handheld Art mobile technology in their lesson planning? Through a community of learners, including the project director, project assistants, programmers, advisory board, and practicing teachers, the research revealed the presence of mobile technology in K-12 art classrooms as well as its impact on student practice.

**Description of Activities Supported by this Grant. For Research Grantees, include a summary of research methodology.**
From an applicant pool, 5 teachers were selected for participation in this study. *Handheld Art* programmers created five individual and password protected web pages that were specifically designed for the teachers in the *Handheld Art Assessment*. These websites were later used for data collection and subsequent analysis. After a daylong teacher’s training day that included expectations, working with enduring ideas, a rubric for scoring, and overall use of the individual password protected web pages, teachers were left to use the website as they wanted. Of particular importance for this study is that the teachers were to build their lesson plans using iPads or tablets and that they document their work through pictures, videos, and writing on their personalized webpage. The research began collecting all the data that the teachers created through a matrix. The teacher’s sites were examined for frequency count and reflective writing using content analysis methodology; data was examined for themes and trends.

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*Jeff Donovan, Dream Boater, 2008, Columbia Museum of Art*
Results: Lessons Learned or Findings of Research
The overarching lesson learned was that through assessing the Handheld Art Website and App, art teachers and their students enjoyed using the software in their classrooms and stated that they would use it again and many times over. These findings encourage the researcher to continue developing the website into broader uses for the art classroom and branching into interdisciplinary realms. Teachers commented that they wished for more artwork, more lessons, and most importantly, an actual tool that students could actually use on their tablets and iPads in order to create art with all the available open access artwork. The researcher is seeking more funding in order to more fully develop the website into a more interactive website and app and to add more museums and artwork to the website.

Impact of Receiving this Grant:
Five art teachers were invited to use the HHA website for a year in their own classrooms. Currently, the five teachers are in districts where each student in middle and high school levels are issued an iPad or tablet to for the year. Through this work, about 200 art teachers in 5 districts were trained to use the website through the participants in this study. These teachers in essence became art leaders in their districts and within the state at conferences. Further, the grant provided funds for these assessment findings that has yielded a book chapter, one article forthcoming, one article in process with the 5 art teachers, a Facebook page, another $20,000 grant to include the Gibbes Museum, and two more grants in process.

Grantee Biography:
Dr. Karen Heid is an associate professor of art education at the University of South Carolina. She earned her Ph.D. at the University of Georgia. She received her master's degree is from Berry College. She has a BFA from the University of Tennessee. She has been a practicing artist, a high school, middle school elementary art teacher, as well as a visiting artist and artist in residence in K-12 schools.

About the National Art Education Foundation
NAEF supports visual art educators and promotes the teaching of art through professional development, research, and program sponsorship. As an independent, philanthropic organization, NAEF assists with efforts to represent the teachers of art in America, improve the conditions of teaching art; promote the teaching of art; encourage research and experimentation in art education; sponsor institutes, conferences, and programs on art education; and to publish articles, reports, and surveys about art. The Foundation has supported 277 projects since its inception in 1985. NAEF funding supports a wide variety of professional activities, including research in art education, scholarships for professional development, promotion of art education as an integral part of the curriculum; establishment and/or improvement of art instruction in public and private K-16 schools; promotion of the teaching of art through activities related to the instructional process, curriculum, student learning, student assessment, classroom behavior, management, or discipline; purchase of art equipment and/or instructional resources. Donations in support of NAEF, a 501(c)3 tax exempt organization, are tax deductible and greatly appreciated.