



NEED TO KNOW WEBCAST

Equitable Access: Removing Barriers to Access on Digital Spaces

December 3, 2020 – 7:00 PM



National Art Education Association

RESEARCH COMMISSION

The mission of the NAEA Research Commission is to promote a vibrant culture of research.

- Encourages NAEA members and the broader educational community to understand, utilize, and value research as a means for improving art education practice, advocacy, and policy.
- The NAEA Research Commission is working to meet the ongoing research needs of the visual arts education field.
- The Commission will coordinate, and communicate about research that relates to the needs of practitioners and additional stakeholders concerned with understanding critical questions of importance to the field.
- Research Agenda (Assessment, Social Justice, Technology and Demographics), update currently in-progress
- On NAEA Collaborate: Research Conversations

The Professional Learning Through Research Working Group (PLR)

The PLR provides opportunities for continued professional growth in support of conducting, using and sharing **research** that promotes teaching for learning in the visual arts.



PLR Goals

The background features a soft-focus image of three green leaves on stems, positioned behind the text. At the bottom, there are several concentric green circles resembling water ripples on a light surface.

- Build and cultivate professional growth communities committed to diverse research needs (COMMUNITY).
- Promote the visibility and values of art education research through increased communication to stakeholders (ADVOCACY).
- Develop knowledge about, skills in, and dispositions towards research as a means to advance visual arts teaching and learning (LEARNING).
- Facilitate understanding of ways to create and utilize art education research in multiple settings (RESEARCH & KNOWLEDGE).
- Grow a robust and vital research culture (ORGANIZATIONAL VIBRANCY).

The NAEA Research Commission is reimagining the Research Agenda.

Tonight's webcast topic was informed by NAEA members who participated in the NAEA Research Commission's Art Educator Survey.

Equity, Access, and Technology are issues identified by the NAEA stakeholders as important to our future.





Bette Naughton
Elementary Art Teacher from PA /
Extensive experience working with
learners that are differently-abled in a
virtual format.



J. Paige Gandara-Valderas-
San Antonio ISD/ Full-time art
teacher, graduate student and
professional caricature artist.



Dr. Heidi C. Powell
Associate Professor
Director of the MAAE Online
College of the Arts
University of Florida



Adaptive Art

Fostering an Inclusive Culture

Equity is Giving Students Scaffolding Needed for Success

Benefits of Adapting Art

- My art room has been my discovery lab since I started teaching
- Provides accessibility for creating and responding to art
- Supports student needs, IEP's, 504's and SDI's
- Simplifies the creative process by removing barriers
- Works through learners ability enabling success
- Adaptations supply structure and support in artmaking
- For students with disabilities art can be there main form of communication



Adaptations & Accessibility

Teachers, Paraprofessionals, Peers as Gatekeepers

- Gatekeepers allow access to student learning
- They can open the gate and embrace your philosophy and adaptations
- They can slam the gate closed, thus prohibiting access to artmaking
- Create good relationships with your classroom teachers, paraprofessionals, occupational therapist, and physical therapist.
- For students with disabilities adaptations are an avenue to building confidence, self-image and a sense of belonging in the community.
- Making art accessible pulls students in, instead of pushing them away.



Adapting Art Removes Barriers & Roadblocks

Ways to Adapt Art

- Lessons- you can level back your lesson
- Expectations-outcomes of lesson vary
- Tools-adaptive tools improve accessibility to artmaking
- Mediums-choose and adapt mediums to meet needs
- Instruction-adapt how you teach, use multi-modal to reach everyone
- Perceptions-work through ability, determine what students can, not cannot do.



Adaptations Gross Motor Delay & Development

Gross Motor

- Large muscle have to be developed first, they support fine motor muscles
- Draw, paint, and create on vertical surfaces,easel, boards, walls
- Promote floor work to get whole body involved
- Pressing strengthens upper body
 - Use clay, whole punchers, rolling pins
- Movement breaks
- Adapt grips for lack of hand control
- Use body parts to create with kinesthetic movement



Fine Motor Adaptations

Fine Motor Skill Development and Support

- Essential to the development of fine motor skills
Painting, drawing, fastening clothes, etc.
- Cupping for palm development, small cups, hole punchers, proper scissor grasp
- Pinching activities, small pieces, tearing, little punchers
- Stick and peel pieces, finger crayons, tiny crayons
- Adaptive brushes, tools, lacing, beads
- Weaving adaptations, printmaking, stamps for patterns



Sensory Adaptations

Sensory

- Can have a positive or negative reaction
- Hypersensitive=uncomfortable reaction to the senses being engaged
- Hyposensitive= needs the senses stimulated to be engaged
- Adaptations can eliminate or heighten sensory stimulation
- Tools, crimpers, surfaces, soft bottles, adapt surfaces make them tactile
- Mediums, tactile, scented, texture, alternatives to negative reactions
 - i.e. clay, finger paint, paper mache, add sand
- Movement, tennis ball, marble, shaving cream painting
 - Use the body or body parts to create art.



Emotional & Behavioral Adaptations

Emotional & Behavioral

- Plan strategies in advance so that you may diffuse emotional or behavioral outbreaks quickly.
- Provide a safe, compassionate, structured classroom environment.
- Shift the focus from intervention to prevention
 - Explain and implement natural consequences
 - Natural Consequences vs Punishment
 - Consequences make kids think, punishment is just about them
- Encourage heavy work for a calming effect.
- Use kneaded erasers for stress balls, egg timers, headphones
- Implement behavior plans with the student's teacher or counselor
- You don't always know what a child is going through.



Hearing Adaptations

Hearing Impaired

- May be partial or total hearing loss.
- Chunk information so learners can visually process information you present.
- Demonstrate, show rather than tell and use visuals whenever possible.
- Discretion in use of audio amplification systems helps self conscious students.
- Reduce noise as much as possible, close classroom doors, limit pencil sharpening and background noise.
- Have the signing interpreter stand to your side or behind you.
- Look directly at the students when speaking, check frequently to measure comprehension of lessons objectives.

Making Clay Coasters

- 

1. Roll out clay on your matt with a rolling pin, keeping the clay between 2 wood sticks to keep thickness.
- 

2. Use a coffee can to cut out 4 coasters.
- 

3. Add texture to each coaster by pressing objects into the clay from the junk box.
- 

4. When you have made all 4 coasters peel them off the matt and put your name and class on the back. Now place them on the drying boards.
- 

5. Clean up: Put your matt, rolling pin, coffee can, and any items from the junk box back into the proper boxes at the back of the room. Wash your table with a sponge.



Visual Adaptations

Vision Impairments

- Vision deficiencies vary from total loss of vision to color deficiencies.
- Outline with glue to create a tactile surface.
- Create 3-Dimensional artworks students can feel.
- Outline areas with a wide black or blue line for low vision.
- Enlarge font on handouts, signage, use high contrast and a magnifier as needed.
- Be aware of how color deficiencies impact creating and responding to art.
- Be cognizant of low contrast in handouts and signage.



“Blue Dogs on Red River”
George Rodrigue

Cognitive Adaptations

Intellectual Deficits

- Affects a student's ability to learn
- Wide range from severe cognitive condition to attention deficits
- Teach in a concrete step-by-step manner, repetition and reinforcement are essential, chunk information.
- Model steps and simplify the process, if necessary do some of the steps for the student.
- Use tracers, light tables, slant boards and visual reinforcements.



Remote Learning

Create a Support Community

- Develop relationships with learning coach, parents or caregiver.
- Make adaptations available in advance of scheduled class, so caregivers and paraprofessionals can print out or gather materials.
- Address entire class not individuals, perhaps say to class if you are finding this difficult try this technique.
 - Example: Use a lid or a plate to trace a circle, use gift wrap to make a patterned background, etc.
- When a lesson is pre-recorded add a segment at the end with recommended adaptations.
 - One might say, “Here are a few adaptations to the lesson if you are finding too hard.”



Hybrid Learning

Strategies For Success

- Many students with disabilities will be in school 4-5 days, however others will be remote. Have a toolbox of ideas available, or bins that address student needs.
- Wide range from severe cognitive condition to attention deficits
- Send a private chat message to the caregiver or student while Zooming.
- Empower your students, give them strategies or a checklist on a post-it or a behavior chart to stay on task.
- Share Adaptive Art “Suggestions for Learning Online” with your student’s parents, caregivers and paraprofessionals.





TECHNOLOGY & DIGITAL LITERACY

PRESENTER: J. PAIGE GANDARA-VALDERAS

SAN ANTONIO ISD • FULL-TIME ART TEACHER • GRADUATE STUDENT • PROFESSIONAL CARICATURE ARTIST.

ITEMS TO DISCUSS

Transitioning to Online Learning

Gap in Equity

Digital Literacy

Learning Curve

Eliminating Barriers

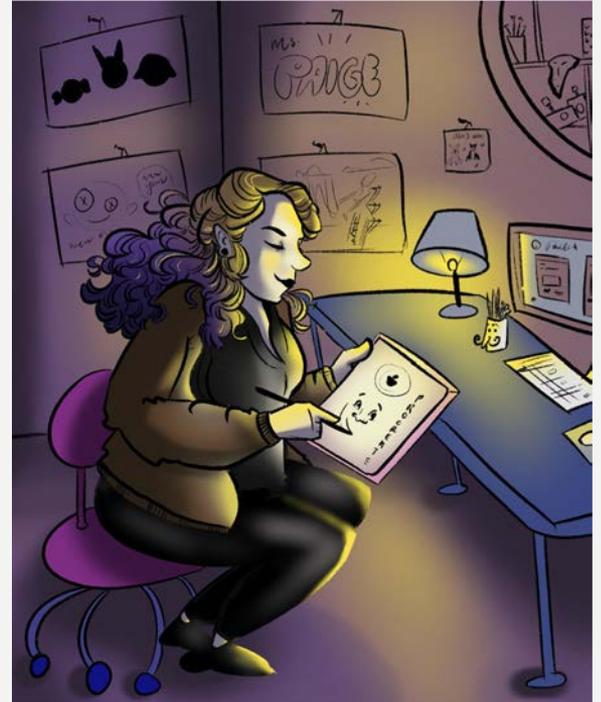
Building Online Community

Delivery of Instruction

Closing Thoughts & Moving Forward

TRANSITIONING TO ONLINE LEARNING

- COVID-19 – What’s happening next?
- Keeping our students in mind
- What do we already have and know that can help us moving forward?
- How do we keep instruction meaningful and engaging while working from home and at-a-distance?
- What are some resources that can help art educators during a pandemic?



SCAN ME



the art of education
UNIVERSITY

SOME RESOURCES THAT HELPED ME MAKE THE TRANSITION:

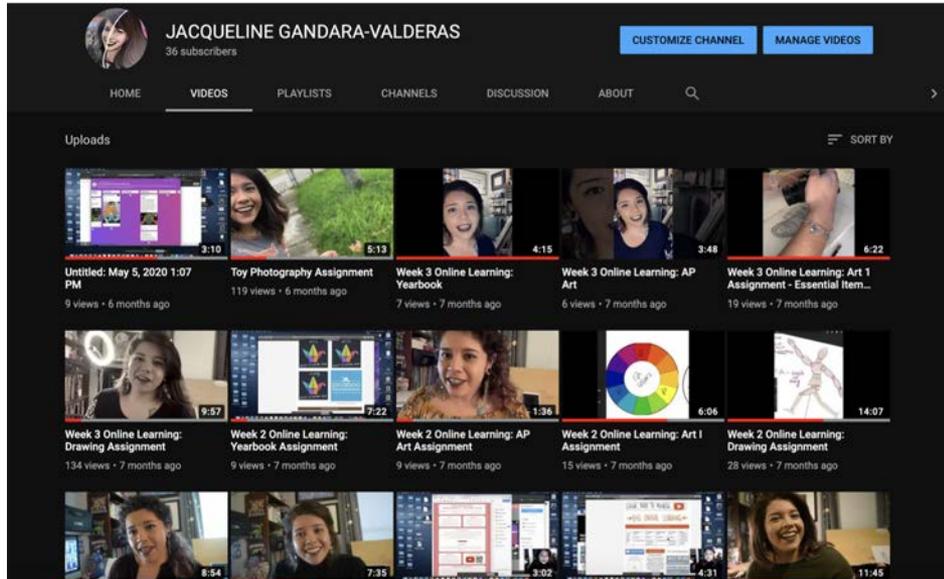
- The two helpful resources during the beginning of the pandemic that helped me.
- [The Art of Education](#)
- [Online Art Teachers \(K-12\) Facebook Group](#)



SCAN ME



“THE BARE”



HOW DID THESE TWO RESOURCES INSPIRE MY OWN ONLINE TEACHING EXPERIENCE?



Questions that I considered:

- What do students already know about accessing knowledge online?
- What platform can I use that is concise, engaging, and something students can understand?



WORKING WITH WHAT STUDENTS ALREADY HAVE AND ADJUSTING THEM TO WHAT THEY SHOULD KNOW...

- What we know students had access to: possibly a cell phone and access to the internet to use applications such as YouTube
- What we needed students to become familiar with: google classroom and/or other teaching/learning platforms such as canvas



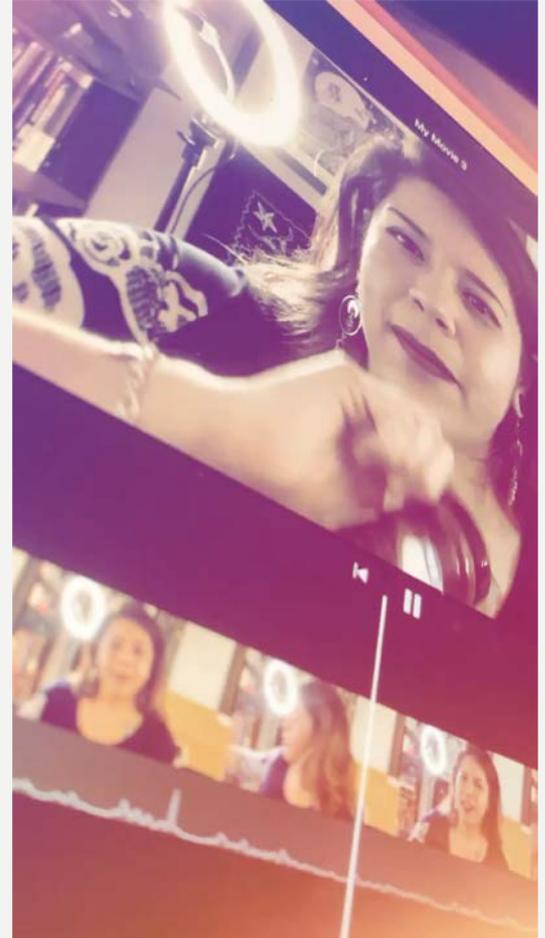
IN THE MEANTIME...

- Our district (alike many others) had to come up with a plan to be able to provide 1:1 devices to the students.
- Device pickup
- Ready for online learning to begin.



DIGITAL LITERACY & LEARNING CURVE

- There was a learning curve involved for both teachers and students
- Parents also had to make the transition
- How do we get students to hop on board with online learning? The first step was to have a [structured online environment](#) that is easy for students to understand
- Teaching students google classroom/canvas, zoom, and other platforms used to support online teaching/learning
- Creating incentives for students to engage in the online learning environment



FROM "BARE" TO PROFICIENT

- Structure online environment



Ms. Paige (Gandara-Valderas) - Welcome!

BHS Online Learning:
"This too, shall Pass" ❤️

SCROLL DOWN FOR MORE INFORMATION ON BURBANK HIGH SCHOOL ONLINE LEARNING

MEET THE TEACHER: MS PAIGE (Gandara Valderas)

INTRODUCTION

My name is Jacqueline Paige Gandara-Valderas, but I go by Ms. Paige. I have been teaching at Burbank High School for 3 years. I earned my bachelor's degree at St. Mary's University and I am currently working toward my master's degree at the University of Texas at Austin. I help sponsor yearbook and teach caricature classes on Fridays after school. I am also a proud representative for the class of 2021.

Room number: 125 for art classes and 227 for yearbook class.

SCHEDULE:

1st: Art 1

Jacqueline Paige

"THIS TOO SHALL PASS"
VISUAL JOURNAL # 2 - MS. PAIGE'S CLASS

ASSIGNED: Monday April 6 via youtube and google classroom **DUE:** Saturday April 11 via class padlet by 11:59 p.m.

GOAL:
The student will create a visual journal time capsule of their experience living through the Coronavirus Pandemic. One visual journal will be due each week.

OBJECTIVE:
Tell people 100 years from now, what life was like during this pandemic. This week, we will be focusing on the human figure. What are you doing during quarantine?

VISUAL JOURNAL #2:

- Use your prior knowledge of the human face anatomy that we learned in the beginning of this semester
- What do you find yourself doing during quarantine? Start with a general list of activities that you find yourself doing most.
- Through this lesson, we will be learning basic human figure anatomy



TASK:

The student will create an illustration that includes themselves, the full body figures, and include what they are doing most during quarantine. There will also be a 1 paragraph reflection included upon submission to Padlet.



- differentiation

- incentives

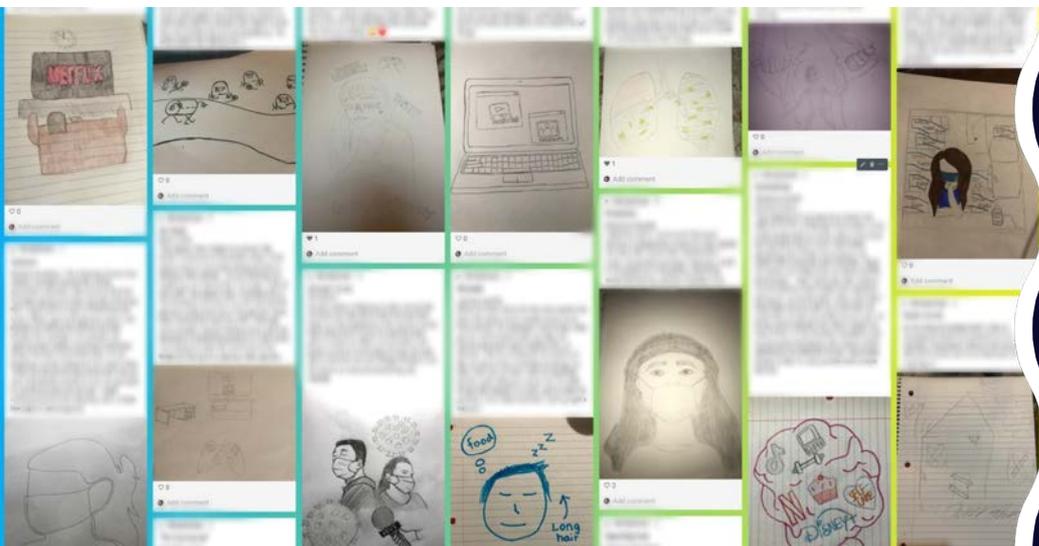


- Fun & engaging



ELIMINATING BARRIERS

- What are students comfortable with?
- What do students really want out of an online learning environment?
- What do students have access to and how can they use what they have to enhance the learning experience?
- I used [padlet](#) to eliminate the barriers that students had from being able to share thoughts and work with one another.



ALEXANDRA
[Text]
[Image: Blue fabric]

BREYDUNG
[Text]
[Image: Human torso]

ANANDA AGRIAL
[Text]
[Image: Ring]

ANWAR MANSUR
[Text]
[Image: Ring]

ANANDHARAJAN
[Text]
[Image: Dog]

ANANDHARAJAN
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[Image: Dog]

ALUMBA ANWAR
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[Image: Plant]

ALUMBA ANWAR
[Text]
[Image: Bed]



BUILDING ONLINE COMMUNITY

Let students know that you care – about their performance, but also their well being

Do not pressure – let it happen naturally. Students want the engagement

Students will generate ideas from each other

While more challenging than in person, the engagement piece is vital to the online learning environment

**FROM
“BARE,”
TO
“PROFICIENT,”
TO “ADVANCED.”**

- Bare: What students already know, have access to, and understand
- Proficient: Teaching students how to navigate platforms that they may not be familiar with such as google classroom, canvas, zoom, google meets, Padlet, etc.
- Advanced: Delivery of instruction
- My version of advanced is using my ipad + apple pencil + procreate + screen share to delivery and instruct my content.

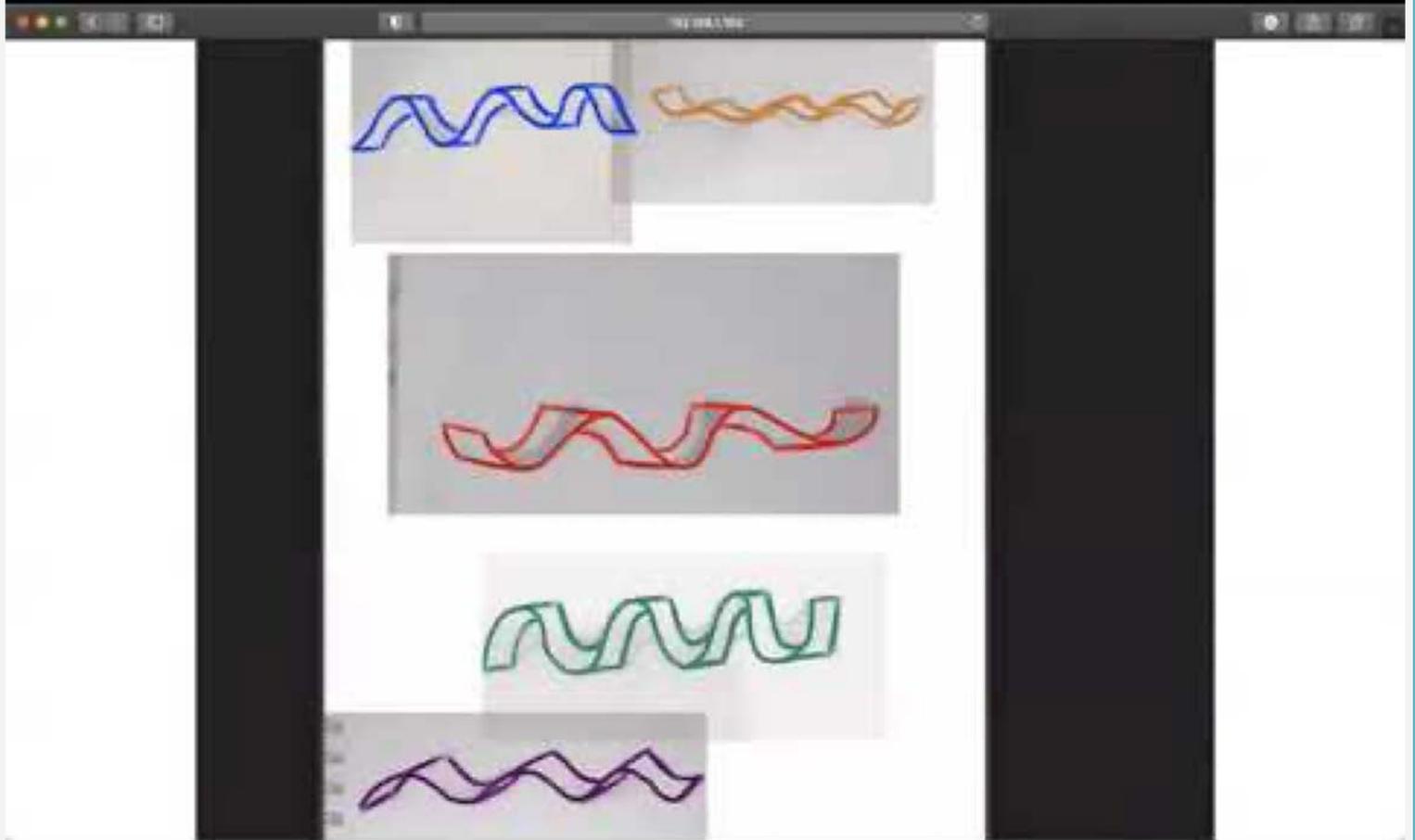
WHAT I USE FOR “ADVANCED” INSTRUCTION:

- I use my ipad + apple pencil
- Procreate (\$10). This will allow you to draw with students, take notes with students, and it will also save your image and automatically record a time lapse video
- Smart mirror app (free) allows you to share your ipad screen through zoom so that students can see and follow along with instruction.



Smart ™
MIRROR

IN ACTION:



**CLOSING
THOUGHTS &
MOVING
FORWARD**

Thank you so much!

Email: jgandara-valderas1@saisd.net

Questions?



Dr. Heidi Powell

Notes

VE Piggybacking:
Cultural Continuity
through Arts
Practice: Memory,
Place,
& Identity

Research: Cultural memory is continually made and remade through interactions between private memories and the 'public representations and the institutionalization of the past.'

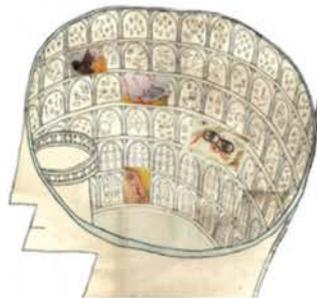
Specific to communities: Local, National, Global

Piggybacking:

Cultural Continuity and Virtual Exchange:

Local/Abroad Opportunities and The
Development of *Piggybacking* concept in VE and
online curriculum programming

Dr. Heidi Powell
hpowell@arts.ufl.edu
Associate Professor/Director MA Art Education Online
University of Florida



Heidi Powell
Memory Palaces, 2013
Mixed media



Dr. Heidi Powell

What is VE? (in Education)

Dr. Joana Hyatt



Virtual Exchange (VE) is:

- **A practice supported by research.**
- **A teaching and learning paradigm**
- **A curricular structure for Education: Technology-based.**
- **Organized and/or facilitated by educators or academic facilitators.**
- **A mode that combines the deep impact of intercultural dialogue and exchange with the broad reach of digital technology.**

Dr. Heidi Powell
Director MA Art Education online

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University of Florida

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Dr. Heidi Powell

What is *Piggybacking*?

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- **Piggybacking** refers to when a person tags along with another person on a virtual platform in education or learning contexts who has access/authorization or entry into an area or place that others (*piggybackers*) do not have access to.
- It includes both actual/virtual geographies in a process where you remotely take students on learning experiences through synchronous technology and in real time, it's collaborative nature fosters faculty lead curriculum with student driven engagement. Students who are on a global/local learning site are joined by the *piggybacker*, usually a site local/abroad where project based learning occurs. (Powell, 2020)



Dr. Heidi Powell

How did
Piggybacking start
for me?



KOM FLJÚGANDI / FLOWN IN
Artists working in Iceland

Svanborg Matthíasdóttir
Fast Forward I and II
Japanese ink on linen

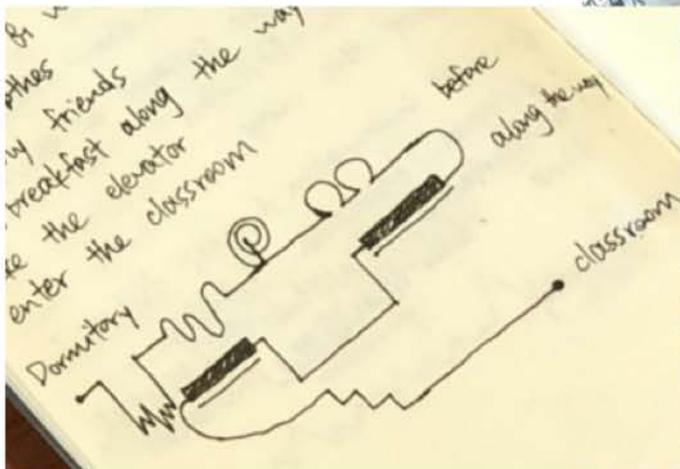




Dr. Heidi Powell

Examples of Piggybacking in VE

China





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Fast forward to
2020...
Examples of
Piggybacking in
VE

Guatemala





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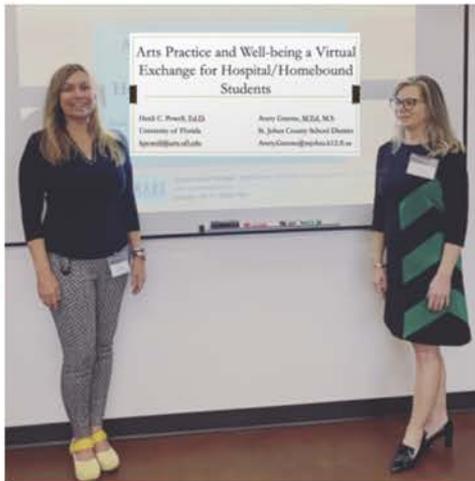
Current Projects



Humans of JNF

Page · 11K like this · Nonprofit Org...

Apr 17 · 🌐 · Dr. Heidi Powell, Dir of Graduate Studies in Art Education online at the University of Florida, wants...



Current Projects

- Jewish National Fund
- US Embassy Santo Domingo, DR
- St. John's County School District Hospital/Homebound
- Antigua, Guatemala

Questions?

The Professional Learning Through Research Working Group has open positions!



NATIONAL
ART EDUCATION
ASSOCIATION

- Elementary Representative
- Higher Education Representative
- Administration/Supervision Representative
- Applications are due, January 31st, 2021