



# ADVISORY

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FALL 2011

Best Practices

## Using Technology to Develop Your Digital Teaching Portfolio: A Guide for Art Educators

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**Art** educators, including K-12 art teachers, art museum educators, and instructors in higher education, who use digital technology to develop their teaching portfolio are not only enhancing the quality of their portfolio, but also are indicating their abilities to utilize technology skills in their future classroom teaching. The following list is a simple guide for art educators to consider when developing a teaching portfolio.

### Create a Presentation Movie by Using Mac's Keynote/ PC's PowerPoint

Art teachers can insert multimedia such as images, figures, or movie clips into the lesson PowerPoint presentation, as well as record their instructional narratives and timing into the presentation. After recording the narrative and timing, the presentation can be exported as a movie file for YouTube, Facebook, DVD disc, blogs, or online sharing.

**Example (Art History lesson with preservice students):** My students inserted an image of Picasso and several images of his works into Keynote (Mac's version of PowerPoint). They placed Picasso's image in the foreground and used Turntable effect to host different images of Picasso's works in the background. They then role-played as Picasso talking and introduced his works during the presentation. After the recording, they exported the presentation as a movie file sharing with other people. PC's PowerPoint

and Mac's Keynote share the similar features, albeit with a slightly different drop-down menus and names.

### Create a Book by Using Mac's iPhoto/ PC's Blurb

Different companies help customers to publish photo books or portfolios. My students inserted digital images of their works into iPhoto/Blurb applications and published a professional-looking portfolio book.

#### Example (preservice studio works portfolio book):

My students typed up their brief resumes, teaching philosophy and artist statements, and descriptions about their works in iPhoto's book templates. After customizing the cover and pages of their works, they produced a professional-looking book by clicking the mouse. Students can choose either to purchase the physical book or save the book as a PDF file for sharing online. Students can then have the physical book (studio portfolio) with them when they go to job fairs for interviews or apply to graduate school programs. This idea also could be a great way for K-12 art teachers to publish their students' works as advocacy tools.

### Create a Movie Resume by Using Mac's iMovie/PC's Movie Maker

A resume could be created in multimedia format. The visual interface features offered by Mac's iMovie and PC's Movie Maker make the movie-making

processes very user-friendly. Art educators can easily create a rich movie clip with title, description, voice over, background music, and special effects for clip transition. Creating a movie-style resume is easy, and can be imported into a DVD portfolio for distribution.

**Example:** In iMovie, my preservice students inserted their resume text into the Rolling Credit template with proper heading, duration setting, and design. They then assigned background music and recorded their narrative introducing themselves into the clip. After exporting the resume clip, they either shared the resume with their friends on Facebook or burned it into an auto-play DVD. iMovie also can be used to create art history lessons, such as interviews with artists and art criticisms (Buffington, 2008).

### Create a Podcast by Using Mac's GarageBand/PC's Movie Maker

More and more museums share their Podcasts online (usually iTunes) as educational resources (Lopez, Daneau, Rosoff, & Congdon, 2008). There are two different types of Podcast: audio Podcast (audio sound only) and enhanced Podcast (integrated with figures, images, movies, chapter makers, or hyperlinks to websites). Similar to movie-making, both Mac's GarageBand and PC's Movie Maker can assist art teachers to edit music, still image, movie, voice-over narrative, chapter marker, and hyperlink functions as enhanced Podcast. After creating a Podcast project, art teachers can publish it onto iTunes, Blubrry, or Podcast Alley for worldwide sharing. The embedded hyperlinks can also allow Podcast viewers (or subscribers) to click and link to additional information. The Podcast can be downloaded to personal portable devices such as iPod, MP3 player, or smartphone. Art teachers can create art history Podcasts and share them with their students. Students can download the Podcasts online into their personal MP3 players. Students can preview and review the art history lessons whenever they want and wherever they are.

**Example:** My preservice students inserted different multimedia into GarageBand, such as still images of contemporary artists' works, music with fade-in and fade-out effects, their spoken narratives, hyperlinks

to different online resources, and short movie clips to create an enhanced Podcast. They then published (or share) the Podcast through iTunes. They also burned the Podcasts into their DVD portfolio.

### Create a DVD by Using Mac's iDVD/PC's Media Center

DVD portfolio is an interactive portfolio with rich multimedia content. Viewers can use remote to jump between different menus looking for certain contents. By using iDVD or another DVD production application, art teachers can put everything discussed here into an auto-play DVD portfolio.

**Example:** My students created their DVD portfolios, which allowed viewers to navigate between different chapters and contents. Viewers can use the DVD remote or computer mouse to pause, forward, reverse, or skip the contents.

Although the traditional hardcopy of teaching portfolio is preferred, offering digital portfolio format is also suggested for both preservice and in-service teachers (Buffington, 2011). Fapojuwo (2010) thinks the digital portfolio also could be used to spur constructivism in a learner and interest in performance assessment, to document accountability, and to show the knowledge that has been accumulated.

People sometimes feel frustrated when they are using digital technology and encountering technical problems. If this happens to you or your students, step back and take a break. Let yourself relax a bit before trying again. Alternatively, you can ask Information Services and Technology (IS&T) or friends for technical advice. Be creative, and you will discover the benefits of using digital technology in your classroom with your students and in the development of your digital teaching portfolio.

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