

Problem-Based Art Making

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Overview

This hands-on presentation will explore how your focus on a theme [STEM, etc] allows you to construct pertinent thought-provoking problems to present to your elementary or secondary students as strategic impetus for artistic exploration of a big idea.



Agenda

- Review definitions:
 - Big Ideas
 - Problem-based
 - Key Concepts
 - Essential Questions
- > Planning: What it might look like.
 - Examples from Art Ed class
- Making: Let's do it!
- Sharing: Here's what I did!
- > Talking: How did it go?

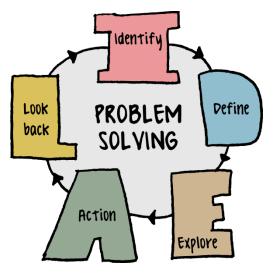
Big Ideas [Themes]

- Big ideas = broad, important human issues characterized by complexity, ambiguity, contradiction, and multiplicity.
- Examples: power, identity, community, nature, conflict, STEM topic, etc.



Problem-Based

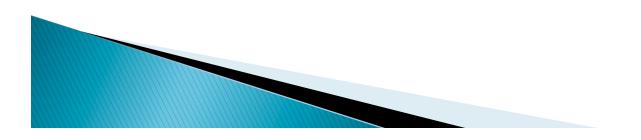
These problems are given to the students in the form of key concepts about the big idea and as essential questions that are asked to get students involved in dialogue and thinking critically.



Key Concepts

Key concepts are the ideas and understandings about the big idea that we hope will remain with our students long after they have left school.





Essential Questions

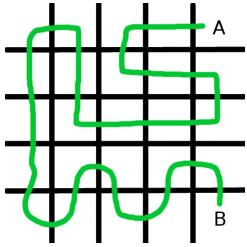
A question is essential when it:

- causes genuine and relevant inquiry into the big ideas and core content;
- provokes deep thought, lively discussion, sustained inquiry, and new understanding as well as more questions;
- requires students to consider alternatives, weigh evidence, support their ideas, and justify their answers;
- stimulates vital, on-going rethinking of big ideas, assumptions, and prior lessons;
- sparks meaningful connections with prior learning and personal experiences;
- naturally recurs, creating opportunities for transfer to other situations and subjects.

 $http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=53$

Concepts + Questions

- The key concepts and essential questions derive from the big idea that drives the unit.
- The goal is to teach students a process of exploration that they can transfer to other situations.



Planning

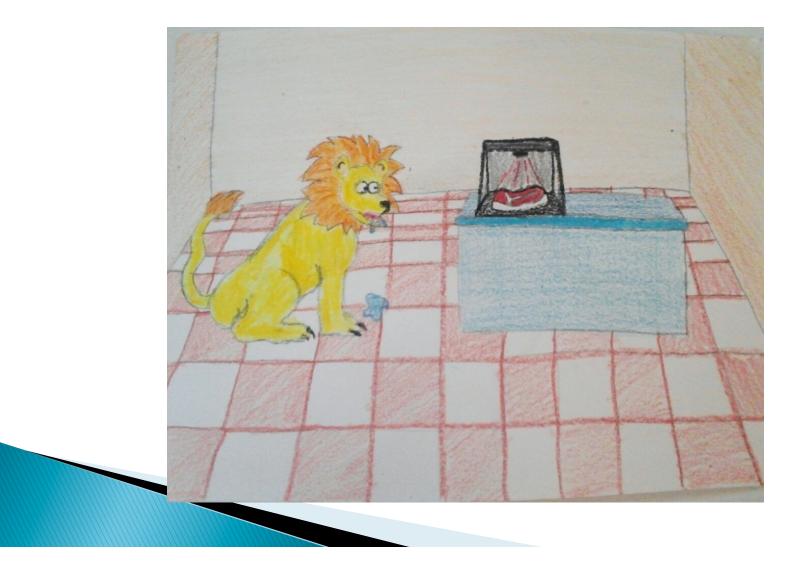
- Choose your big idea to be explored. For more "student buy-in", if you can, have them help you choose.
- Choose 3-4 strong key concepts that you want students to remember about the big idea.
- Choose 3-4 essential questions that provoke deep thought and genuine inquiry.
- Assign a project that allows them to visually document their thinking and possible solution[s].

Making_Part 1

- Key Concepts:
 - Technology can be used for personal, social, and economic reasons.
 - Technology isn't always user friendly to everyone.
 - Technology can be helpful.

- Technology can be destructive.
- > Essential Questions:
 - What are some reasons technology might be used?
 - How might technology not be usable by all individuals?
 - In what ways can technology be helpful?
 - In what ways can technology be destructive?

Example- Hungry Lion using 3D printer to print a steak



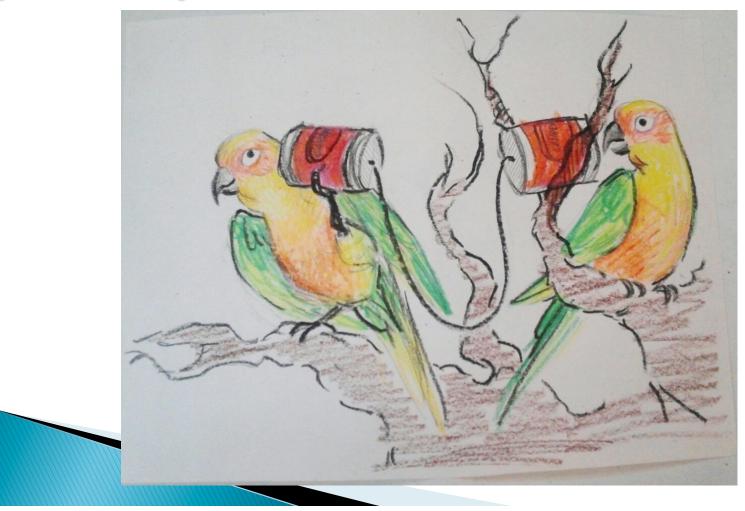
Example- Sea lions using a copy machine to make "save the ice" flyers against global warming



Example- Alligator using a video game to learn how to capture prey



Example- Parrots using cans as telephones to communicate privately



Making_Pt 2

- To illustrate working through a problem visually, you will pick one piece of paper from the "animal" cup and one piece of paper from the "technology" cup.
- You must figure out how these two entities will interact. Why might that animal use that technology? How might the animal use it?
 What would the technology need [form, function, etc] to accommodate its usage by this animal? Where might this happen?

Sharing

- In small groups/partners, take turns and briefly explain what your animal and technology are and how they interacted.
- Ask each other constructive questions.
- Make supportive comments about innovative ideas.



Talking

Volunteers share artwork with whole group

- How did it go?
- How did the visual exploration process feel?
- How would you present this to students?
- What are some of the 'big ideas' and 'problems' that you might suggest in your own classroom?



Questions/Comments

- Do you have any quick questions?
- Do you have any comments?

If you have any in-depth questions, please email me at:

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